

Grade 4: Migration and Settlement

Specific Overview

Grade 4: Introduction

The goal of social studies education is for children to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Fourth graders continue to work toward this goal by examining the reasons why and how people move from one place to another through their study of the migration and settlement of Colonial America. Students will describe diverse forms of self-government used by various groups in Colonial America while assessing the ability of various forms of government to foster civic virtues and uphold democratic principles. Students will compare and contrast different ways that the government interacts with the economy. Students will describe and evaluate the relationship between resource availability, opportunity costs, migration and settlement. Students will compare the distinctive cultural characteristics of groups that immigrated or were brought forcibly to the United States from other nations or regions. Students will explain examples of conflict and collaboration among diverse groups of people as they encountered one another.

Key Vocabulary

May include, but is not limited to: cause and effect, collaboration, Colonial America, colonial Kentucky, consumers, demand, factors of production, ingenuity, innovation, landforms, migration, monarchy, opportunity costs, producers, profit, settlement, supply

Looking Back, Looking Ahead: Connections to Grade 3 and Grade 5

In grade 3, students begin to apply the concept of the community globally, understanding the impact of interaction between groups within the continent of Africa, the Americas, Asia, Europe and Oceania (Australasia, Melanesia, Micronesia and Polynesia). In grade 4, students will use this knowledge to discover the reasons people move to and from different places, including the interactions and implications resulting from this movement. In grade 5, students will examine the conflict and compromise that resulted from this movement to understand the tensions and factors that led to the fight for independence and the establishment of the United States of America.

What this would look like in practice

This example provides guidance on how to combine the standards into a learning experience for students and how the standards work together to ensure students are engaged in the inquiry practices throughout grade 4. The identified sample evidence of learning is a possible suggestion of how the disciplinary strand standards interact with the inquiry practices; however, it is not the only pathway and is not comprehensive to obtain mastery of the standards.

| Standard | Sample Evidence of Learning |
|---|---|
| 4.I.Q.1 Ask compelling questions about migration and settlement. | “Why do diverse groups of people settle in new areas?” Teachers can pose this question to students to facilitate exploration about why this standard applies to migration and settlement. |

| Standard | Sample Evidence of Learning |
|---|---|
| 4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement. | <p>Teachers can pose these questions to students to facilitate exploration about why this standard applies migration and settlement to address the compelling question.</p> <ul style="list-style-type: none"> • How did cultures of diverse groups interact, blend and have conflict from European Exploration to the Thirteen Colonies? • What were the motives for migration and settlement of diverse groups of people from European Exploration to the Thirteen Colonies? • What environmental characteristics supported settlement? |
| 4.G.MM.1 Compare the distinctive cultural characteristics of groups that immigrated or were brought forcibly to the United States from other nations from European Exploration to the Thirteen Colonies. | <p>Groups which came to the Americas include those individuals who immigrated from a variety of European countries and people who were brought forcibly, such as enslaved people from Africa. These groups interacted with the American Indians who were already present. Each of these groups had ideas, technology, food, language, values and traditions that were unique to them, and when they met in North America, it created a new and distinct culture that borrowed and blended as each contributed to the whole. Students can compare the ideas, technology, food, language, values and traditions between groups that immigrated or were brought forcibly to the United States from Exploration to the Thirteen Colonies.</p> |
| 4.H.CH.1 Describe how migration and settlement impacted diverse groups of people as they encountered one another from European Exploration to the Thirteen Colonies. | <p>During this time, American Indians were already established. Many different groups of people from European countries immigrated to North America. Africans were forced into migration and enslaved by colonists. Many conflicts arose as a result of land disputes and differences of culture. Interactions between groups could be positive or negative. A student might describe how diverse groups of people began interacting from European Exploration to the Thirteen Colonies. Students might investigate the impacts, both positive and negative, of these interactions, including trading opportunities, access to farmlands and natural resources, cultural diffusion and blending, access to and spread of new technologies, plants and animals through the Columbian Exchange, and oppression and devastation due to disease and displacement.</p> |
| 4.I.U.E.1 Integrate evidence from two or more sources to answer compelling and supporting questions. | <p>Students can use a map of colonial overseas trade and an informational source on early available resources in the Americas as two sources of information.</p> |

| Standard | Sample Evidence of Learning |
|---|--|
| 4.I.CC.2 Construct an argument with reasons and supporting evidence on the challenges and opportunities people face when transitioning to a new community. | Students can discuss the challenges and opportunities people face when transitioning to a new community. When challenges and opportunities are identified, students can develop an opinion on why diverse groups of people settle in new areas and then construct an argument using reasons and supporting evidence. |

Opportunities for Cross-Disciplinary Connections

The *KAS for Social Studies* provides opportunities to engage with other content areas. For example, a teacher can connect the *KAS for Social Studies* and the *KAS for Reading and Writing* by providing students with a variety of texts (literary, informational, visual, digital, etc.) and asking them to explain the individuals, events, ideas or concepts in a historical text, including what happened and why, based on specific information over the course of a text. Students could also compare and contrast a firsthand and secondhand account of the same event or topic. They might explain how reasons and evidence support particular claims in a text. Students could also integrate information from two or more texts on the same topic, such as why diverse groups of people settle in new areas. Students could compose an informative and/or explanatory text, using writing and digital resources, to examine why diverse groups of people settle in new areas, conveying ideas and information clearly. They could also compose an opinion, using writing and digital resources, on the challenges and opportunities people face when transitioning to a new community, supporting the opinion with reasons and evidence.

Grade 4: Migration and Settlement Standards

Introduction

The focus of grade 4 builds on students’ knowledge of local, national and world social studies to discover how and why people move from one place to another. Through the lens of European Exploration to the Thirteen Colonies, students engage in the study of geographic, political, economic and cultural reasons people move as well as what they experience during the transition.

| Concepts and Practices | Standards |
|---|---|
| I: Questioning | 4.I.Q.1 Ask compelling questions about migration and settlement. 4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement. |
| I: Investigating | <i>Investigating occurs through the exploration of the discipline strand standards.</i> |
| C: Civic and Political Institutions | 4.C.CP.1 Describe diverse forms of self-government used by various groups in Colonial America. 4.C.CP.2 Compare the political form of monarchy with the self-governing system developed in Colonial America. |
| C: Roles and Responsibilities of a Citizen | 4.C.RR.1 Describe the importance of civic participation, and locate examples in past and current events. |
| C: Civic Virtues and Democratic Principles | 4.C.CV.1 Assess the ability of various forms of government to foster civic virtues and uphold democratic principles. |
| C: Processes, Rules and Laws | 4.C.PR.1 Describe the processes people use to change rules and laws. |
| C: Kentucky Government | 4.C.KGO.1 Explain how the development of rules improves communities and attempts to meet the needs of citizens. |
| E: Microeconomics | 4.E.MI.1 Explain the role of producers, consumers, products and labor in economic markets. 4.E.MI.2 Investigate the relationship between supply and demand. |
| E: Macroeconomics | 4.E.MA.1 Compare and contrast different ways that the government interacts with the economy. |
| E: Specialization, Trade and Interdependence | 4.E.ST.1 Explain how trade leads to increasing economic interdependence. |
| E: Incentives, Choices and Decision Making | 4.E.IC.1 Describe and evaluate the relationship between resource availability, opportunity costs, migration and settlement. |

| Concepts and Practices | Standards | |
|---|-----------|---|
| E: Kentucky Economics | 4.E.KE.1 | Predict how producers in colonial Kentucky used the factors of production to make goods, deliver services and earn profits. |
| G: Migration and Movement | 4.G.MM.1 | Compare the distinctive cultural characteristics of groups that immigrated or were brought forcibly to the United States from other nations from European Exploration to the Thirteen Colonies. |
| G: Human Interactions and Interconnections | 4.G.HI.1 | Explain how cultural, economic and environmental characteristics affect the interactions of people, goods and ideas from European Exploration to the Thirteen Colonies. |
| G: Human Environment Interaction | 4.G.HE.1 | Analyze how geographic features created challenges and opportunities for the development of Colonial America. |
| G: Geographic Reasoning | 4.G.GR.1 | Analyze how location and regional landforms affect human settlement, movement and use of various national resources, using maps, photos and other geographic representations. |
| G: Kentucky Geography | 4.G.KGE.1 | Compare how the movement of people, goods and ideas in Colonial America and modern Kentucky were affected by technology. |
| H: Change and Continuity | 4.H.CH.1 | Describe how migration and settlement impacted diverse groups of people as they encountered one another from European Exploration to the Thirteen Colonies. |
| | 4.H.CH.2 | Describe the impact innovation and human ingenuity had on the development of the United States from European Exploration to the Thirteen Colonies. |
| H: Cause and Effect | 4.H.CE.1 | Utilize chronological sequences of events to explain causes and effects of historical developments from European Exploration to the Thirteen Colonies. |
| H: Conflict and Compromise | 4.H.CO.1 | Explain examples of conflict and collaboration among various groups of people from European Exploration to the Thirteen Colonies as they encountered one another. |
| H: Kentucky History | 4.H.KH.1 | Identify and describe the significance of diverse groups of people in Kentucky from European Exploration to the Thirteen Colonies. |
| I: Using Evidence | 4.I.UE.1 | Integrate evidence from two or more sources to answer compelling and supporting questions. |
| | 4.I.UE.2 | Determine the value and limitations of primary and secondary sources. |
| | 4.I.UE.3 | Develop claims with evidence to answer compelling and supporting questions. |

| Concepts and Practices | Standards |
|-------------------------------------|---|
| I: Communicating Conclusions | <p>4.I.CC.1 Construct an explanation, using reasoning and relevant information, to examine the causes and effects of an issue around migration and settlement.</p> <p>4.I.CC.2 Construct an argument with reasons and supporting evidence on the challenges and opportunities people face when transitioning to a new community.</p> <p>4.I.CC.3 Describe different strategies that can be taken to address issues of migration and settlement.</p> <p>4.I.CC.4 Use listening and consensus-building to determine ways to support people in transitioning to a new community.</p> |

Grade 4: Disciplinary Clarifications and Instructional Support

The disciplinary clarifications include sample ideas of content and concepts to help teachers better understand the expectations of the standards. The identified disciplinary clarifications are possible suggestions; however, they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Civics Disciplinary Strand

| Concepts and Practices | Standard | Disciplinary Clarifications |
|---|--|---|
| C: Civic and Political Institutions | 4.C.CP.1 Describe diverse forms of self-government used by various groups in Colonial America. | Each colony established a type of self-government (grounded in the principles of the Mayflower Compact) but each was ultimately under the control of the British monarchy. This includes, but is not limited to, town hall meetings held in New England colonies and the first permanent English Colony of Jamestown House of Burgesses. |
| | 4.C.CP.2 Compare the political form of monarchy with the self-governing system developed in Colonial America. | Monarchies often have a more powerful executive as well as less opportunity for everyday people to have a voice in government. In Colonial America, not all voices were heard, for example, women, enslaved people and those who did not own property were excluded. However, more people were involved in government choices than was typical in a monarchy. |
| C: Roles and Responsibilities of a Citizen | 4.C.RR.1 Describe the importance of civic participation, and locate examples in past and current events. | Civic participation may include voting and participating in the election process, attending public meetings and writing letters to representatives. When people are civically engaged, many benefits occur, for example, the inclusion of more opinions and viewpoints within the compromises made to create laws and rules which affect citizens. |

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| Concepts and Practices | Standard | Disciplinary Clarifications |
|---|---|--|
| C: Civic Virtues and Democratic Principles | 4.C.CV.1 Assess the ability of various forms of government to foster civic virtues and uphold democratic principles. | Civic virtues are principles that encourage citizens to be involved in activities that contribute to the bettering of society. Democratic principles include, but are not limited to, equality before the law, inalienable rights, consent of the governed, right to alter or abolish the government, justice, responsibility and freedom. Students should examine the ability of various forms of government to accomplish the goal of fostering civic virtue and upholding democratic principles. |
| C: Processes, Rules and Laws | 4.C.PR.1 Describe the processes people use to change rules and laws. | People can use a variety of methods to change rules and laws. In Colonial America, colonists had ways of addressing rules and laws within their colony. For example, the House of Burgesses in Jamestown had a legislative process for adopting and changing policies. However, colonists were not represented in the British monarchy that had power over them. In order for colonists to change the British laws that affected them, they had to use other processes like protesting and boycotting. |
| C: Kentucky Government | 4.C.KGO.1 Explain how the development of rules improves communities and attempts to meet the needs of citizens. | Rules are needed in order for societies to function effectively. By developing rules, communities can establish conditions under which the needs of citizens are met. |

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Economics Disciplinary Strand

| Concepts and Practices | Standard | Disciplinary Clarifications |
|---|---|--|
| E: Microeconomics | <p>4.E.MI.1 Explain the role of producers, consumers, products and labor in economic markets.</p> <p>4.E.MI.2 Investigate the relationship between supply and demand.</p> | Prices of goods, services and resources are affected by supply (how much is sold at a given price) and demand (how much is purchased at a given price). A price (equilibrium price) is determined in a free market when the amount of an item that is demanded equals the amount being supplied (when quantity demanded = quantity supplied). For example, colonists cultivated tobacco in Jamestown to meet the increased demand for the product in England. The production of this product based on demand made the colony of Jamestown economically successful because people were willing to pay a higher price for the product. |
| E: Macroeconomics | <p>4.E.MA.1 Compare and contrast different ways that the government interacts with the economy.</p> | In Colonial America, the economy of the colonies was designed to help Great Britain, the mother country. For example, colonies were required to sell raw materials to the mother country for low prices. This affected the economy by limiting competition. |
| E: Specialization, Trade and Interdependence | <p>4.E.ST.1 Explain how trade leads to increasing economic interdependence.</p> | Trading and bartering are necessary when groups possess different goods and services that others do not. When trading occurs, the two groups become interdependent on one another for those goods and services. |
| E: Incentives, Choices and Decision Making | <p>4.E.IC.1 Describe and evaluate the relationship between resource availability, opportunity costs, migration and settlement.</p> | Americans Indians used the resources available to them. As colonists migrated to the New World and settled, they traded with the American Indians. Colonists settled where they were able to make their own money or grow their own crops to barter. |
| E: Kentucky Economics | <p>4.E.KE.1 Predict how producers in colonial Kentucky used the factors of production to make goods, deliver services and earn profits.</p> | Producers in colonial Kentucky utilized the abundance of land to produce agricultural surpluses, which were shipped to urban markets in the East. |

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Geography Disciplinary Strand

| Concepts and Practices | Standard | Disciplinary Clarifications |
|---|---|---|
| G: Migration and Movement | 4.G.MM.1 Compare the distinctive cultural characteristics of groups that immigrated or were brought forcibly to the United States from other nations from European Exploration to the Thirteen Colonies. | These groups include those individuals who immigrated from a variety of European countries and people who were brought forcibly, such as enslaved people from Africa. The institution of slavery is forced migration taking place during this time period because people were kidnapped from Africa and forced into bondage. |
| G: Human Interactions and Interconnections | 4.G.HI.1 Explain how cultural, economic and environmental characteristics affect the interactions of people, goods and ideas from European Exploration to the Thirteen Colonies. | American Indians had already established settlements based on resources and historical placement. Early colonists also chose their settlements based on access to resources and economic ventures, and people were brought forcibly from Africa through the Triangular Trade Route and forced into the institution of slavery. |
| G: Human Environment Interaction | 4.G.HE.1 Analyze how geographic features created challenges and opportunities for the development of Colonial America. | An example of a geographic feature that created a challenge for the colonists was the Appalachian Mountains, which were a physical barrier for the colonists and discouraged expansion to the west. The Cumberland Gap acted as a geographic opportunity for colonists to move further west. |
| G: Geographic Reasoning | 4.G.GR.1 Analyze how location and regional landforms affect human settlement, movement and use of various national resources, using maps, photos and other geographic representations. | The New England, Middle and Southern Colonies had different environmental factors that influenced their lifestyles. For example, the New England region had rocky soil that was not ideal for farming, so they relied on fishing and shipbuilding from the abundance of lumber available as their primary industry. |
| G: Kentucky Geography | 4.G.KGE.1 Compare how the movement of people, goods and ideas in Colonial America and modern Kentucky were affected by technology. | Technology broadly references innovations as diverse as the horse collar and the modern Internet. Immigration for early settlers was an arduous process when compared to modern movement. For example, Daniel Boone was required by physical geography and technology to travel through the Cumberland Gap, whereas today, we travel over mountains on interstate highways. |

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History Disciplinary Strand

| Concepts and Practices | Standard | Disciplinary Clarifications |
|-----------------------------------|--|--|
| H: Change and Continuity | <p>4.H.CH.1 Describe how migration and settlement impacted diverse groups of people as they encountered one another from European Exploration to the Thirteen Colonies.</p> <p>4.H.CH.2 Describe the impact innovation and human ingenuity had on the development of the United States from European Exploration to the Thirteen Colonies.</p> | <p>During this time, American Indians were already established. Many different groups of people from European countries immigrated to North America. Africans were forced into migration and enslaved by colonists. Many conflicts arose as a result of land disputes and differences of culture. Interactions between groups could be positive or negative.</p> <p>There were many inventions and innovations during this time period that had a positive impact on colonial life. These include, but are not limited to, new political ideologies and agricultural improvements.</p> |
| H: Cause and Effect | <p>4.H.CE.1 Utilize chronological sequences of events to explain causes and effects of historical developments from European Exploration to the Thirteen Colonies.</p> | <p>Significant events occurred throughout this time period that impacted one another chronologically. An example is continued European immigration brought disease to the American Indians that ultimately resulted in more deaths than from fighting.</p> |
| H: Conflict and Compromise | <p>4.H.CO.1 Explain examples of conflict and collaboration among various groups of people from European Exploration to the Thirteen Colonies as they encountered one another.</p> | <p>The American Indians and European colonists sometimes collaborated. They traded goods, such as animal skins and weapons, and some American Indians showed settlers how to farm and navigate the land effectively. They also had continuous conflict over different ideas about land ownership and nature.</p> |
| H: Kentucky History | <p>4.H.KH.1 Identify and describe the significance of diverse groups of people in Kentucky from European Exploration to the Thirteen Colonies.</p> | <p>Many different groups of people contributed to the history of the colonies and Kentucky during this time period. This includes, but is not limited to, American Indians, European colonists, indentured servants and enslaved people.</p> |

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.