

Department of Teaching & Learning

Fourth Grade Social Studies Curriculum Guide 2021-2022

Studies Weekly can be accessed through teacher and student Clever log ins.

First Nine Weeks

First Quarter: Week 1- Social Studies Practices

Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).

Standards	Vocabulary	Guiding Questions	Learning Outcomes	Content
SSP.01 Gather information from a variety of primary and secondary sources. SSP.02 Critically examine a primary or secondary source in order to: Summarize significant ideas and relevant information, Distinguish between fact and opinion, Draw inferences and conclusions, Recognize author's purpose, point of view, and reliability	primary sources compass rose legend scale voting	How do primary sources help us link to the past?	I can identify primary sources. I can use primary sources to understand historic events.	<i>Social Studies Weekly:</i> <i>Week 1: Welcome to Studies Weekly</i>

First Quarter: Weeks 2-9 The War for Independence

Students will explain the causes, course, and key figures of the American Revolution.

4.01 Identify and analyze the impact of conflicts between colonists and American Indian nations brought on by the intrusions of colonization. 4.02 Describe the contributions of Benjamin Franklin during this era, including the development of the Albany Plan of Union and	ancestor siege transport misnomer defeat treaty artifacts colonists	What are the causes, conflicts, and impacts, of the French and Indian War on colonial America? What happened to cause the American	I can describe the causes of the French and Indian War. I can identify the major highlights of the French and Indian War. I can explain George Washington's involvement in the French and Indian War. I can name the events that led up	<i>Social Studies Weekly:</i> <i>Week 2: The French and Indian War</i> <i>Week 3: The Start of the USA</i>
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the “Join or Die” political cartoon. 4.03 Analyze the causes and consequences of the French and Indian War, and recognize Fort Loudoun’s role in it. 4.04 Evaluate how political, religious, and economic ideas and interests brought about the American Revolution, including: • Resistance to imperial policy (Proclamation of 1763) • The Stamp Act, 1765 • The Townshend Acts • 1767, Tea Act, 1773 • “Taxation without Representation” • Intolerable/Coercive Acts, 1774 • The role of Patrick Henry 4.05 Explain the different forms of protests colonists used to promote change in British policies, including: the Boston Tea Party, tarring and feathering, letter writing, and boycotts. 4.06 Determine the historical and present-day significance of the Declaration of Independence, including the roles of Thomas	represent slogan tax tyranny unify revolution boycott treason tarrif massacre authority colony colonist Revolutionary War boycott protest tar and feather declaration independence monarchy tyrant	Revolution? What events led up to the American Revolution? Were the Sons of Liberty justified in wanting freedom from British rule? What are some ways the colonists protested the British government’s rule? What is the significance of the Declaration of Independence?	to the Revolutionary War. I can describe the Acts that led to the American Revolution. I can explain the slogan, “Taxation Without Representation is Tyranny.” I can explain the factors that led to the American Revolution. I can describe the viewpoints of the Sons of Liberty and Patrick Henry. I can compare and contrast the viewpoints of the Sons of Liberty and Redcoats regarding the Boston Massacre. I can identify the purpose of the Sons of Liberty. I can describe how the colonists protested British power over them. I can describe the parts women played in the events leading to the Revolution. I can describe the danger colonists faced by signing the Declaration of Independence. I can identify the struggles in ratifying the Declaration.	<i>Week 4: The Sons of Liberty</i> <i>Week 5: The Boston Tea Party</i> <i>Week 6: Declaring Independence</i>
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Jefferson and John Hancock. 4.07 Contrast how the principles set forth in the Declaration of Independence clashed with treatment of different groups including: women, slaves, and American Indians. 4.08 Determine the importance of the following groups to the American Revolution: • Loyalists (Tories) • Minutemen • Patriots • Redcoats • Sons of Liberty 4.09 Examine major events and battles of the American Revolution, including: • Midnight Ride of Paul Revere • Battles of Lexington and Concord • Battle of Bunker (Breed's) Hill • Battle of Saratoga • Valley Forge • Battle of Yorktown 4.10 Evaluate the contributions made by women during the American Revolution, including: • Abigail Adams • Mary Ludwig Hays (Molly Pitcher)	Loyalist Patriot unity draft delegates minorities suffrage abolition Minutemen Patriots Sons of Liberty rebellion Loyalist Redcoat obstruct disarm seize invade navy retreat rival	What beliefs did various groups hold during the American Revolution, and in what way did those beliefs encourage them to act in order to reach their goals? What might it have been like to fight in the American Revolution for both the British and American soldiers? Who were some of the most important figures in the American Revolution including women and African Americans?	I can analyze the ways in which the promises of the Declaration were not fairly applied to all. I can explain how Thomas Jefferson contributed to the Declaration of Independence. I can explain what contributed to the country's success in the American Revolutionary War. I can explain who the Redcoats were. I can identify the unsung heroes and the roles of women in the war. I can explain how heroes like Paul Revere and Prince Estabrook contributed to the success of the American militia during the American Revolution. I can describe the sequence of events in the Battle of Saratoga and evaluate how women participated in the war effort. I can describe the sequence of events at the battle of Bunker Hill and how the British's perspective of American soldiers changed after the battles.	<i>Week 7: Important Figures in the American Revolution</i> <i>Week 8: The American Revolution, Part 1</i>
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- Betsy Ross - Phillis Wheatley	quartermaster rebel encampment revolution inoculate	What were some of the main events surrounding the historical figures of the Revolutionary War?	I can identify important events from the Battle of Yorktown. I can identify important events from Valley Forge.	<i>Week 9: The American Revolution, Part 2</i> <i>Resources for all Quarters</i> <i><u>Through Clever.com</u></i> <i>Studies Weekly</i> <i>Discovery Education Streaming</i> <i>MyOn (search by standard)</i> <i>Other Optional websites:</i> www.brainpop.com www.history.com www.biography.com www.readworks.org www.watchknowlearn.org
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Second Nine Weeks

Second Quarter: Weeks 1-2 Creating a New Government (1781-1789)

Students will describe the people involved in writing, events leading up to, and the ideas embedded within the Constitution.

Standards	Vocabulary	Guiding Questions	Learning Outcomes	Content
4.11 Identify the weaknesses of the Articles of Confederation, including: no power to tax, weak central government, and the impact of Shays' Rebellion. 4.12 Identify the roles of James Madison and George Washington during the Constitutional Convention, and analyze the major issues debated, including: • Distribution of power between the states and federal government • Great Compromise • Slavery and the Three-Fifths Compromise 4.13 Describe the conflict between the Federalists and Anti-Federalists over ratification of the Constitution, including the need for a Bill of Rights. 4.14 Describe the principles embedded in the Constitution, including: • Purposes of government (listed in	revision rebellion escalated armory convention rebuttal Federalists Anti-federalists Bill of Rights ratification	Why did the country need a new Constitution, and what decisions were made at the Constitutional Convention? How did the Bill of Rights resolve the differences between the Federalists and the Anti-Federalists? How does the Constitution prevent any branch of government from becoming too powerful?	I can identify the weaknesses of the Articles of Confederation in order to understand why Shays' Rebellion happened. I can describe the roles James Madison and George Washington played at the Constitutional Convention. I can summarize the compromises required to get everyone in agreement in order to ratify the new Constitution for the United States. I can compare and contrast the Federalists and the Anti-Federalists, including their positions on ratification of the U.S. Constitution. I can explain the purposes of government discussed in the Preamble to the Constitution, the three branches of government, the separation of powers, checks and balances and the Bill of Rights.	<i>Social Studies Weekly:</i> Week 10 : Our Nation is Born Week 11: Our Constitution

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the Preamble) • Separation of powers • Branches of government • Checks and balances • Recognition and protection of individual rights (in the 1st Amendment)				
Second Quarter: Weeks 3-6 Building the New Nation (1790-1830) Students will explore the development of the federal government, the exploration of the West, the impact of expansion on American Indians, and the contributions of key people during this era.				
4.15 Examine the legacy and significance of the presidency of George Washington, including: the creation of cabinet member positions, two-party split, and the push for a strong central government. 4.16 Map the exploration of the Louisiana Territory, and describe the events, struggles, and successes of the purchase, including the significance of: Meriwether Lewis, William Clark, and Sacagawea.	legacy precedent term unity myth cabinet purchase expedition mannequin bicentennial translator interpreter estate	How did George Washington shape American government through the things he did and didn't do during his presidency? How did the Louisiana Purchase impact America's progression as a nation, and why do we still honor the people who explored that new land?	I can name a minimum of two significant aspects of George Washington's presidential legacy. I can explain what George Washington hoped to accomplish with his Farewell Address. I can describe the Louisiana Purchase and what North America looked like at the time when the Corps of Discovery explored it on the way to the Pacific Ocean. I can describe the struggles and successes of the purchase and the significance of Sacagawea. I can identify important leaders in the Corps of Discovery and be able to explain why they were chosen to lead.	<i>Social Studies Weekly:</i> Week 12- George Washington Week 13- The New Frontier

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4.17 Identify major causes, events, and key people of the War of 1812, including: • Trade restrictions • Impressment • Battle of New Orleans • Burning of Washington, D.C. • Francis Scott Key • Andrew Jackson 4.18. Analyze the impact of Andrew Jackson's presidency, including: the Indian Removal Act, Trail of Tears, and preservation of the union.	impressment veteran bombard anthem world power trench artifact negotiate removal amphitheater transcribe	What are the major causes, events and impact of the War of 1812? How did Andrew Jackson's presidency affect all Americans, including the Native Americans?	I can describe the major causes, events, and key people of the War of 1812, which is America's first declared war. I can explain that America took Indian land in the southeast and forced the five tribes to move west to Indian Territory. I can describe Andrew Jackson and his beliefs about states' rights and the strength of the United States. I can describe the struggle of the Cherokee and Seminole people when faced with the Indian Removal Act.	Week 14- The War of 1812 Week 15- A Trail of Tears
Second Quarter: Weeks 7-8 The Growth of the Republic (1800s-1850) (Part 1) <i>Students will explore the emergence of the U.S. industrial economy, the growth of slavery in the South, and westward expansion.</i>				
4.19 Contrast regional differences in the early 19th century, including: the emerging urbanization in the North, the expansion of the plantation system in the South, and the developing West. 4.20 Analyze the impact of the American Industrial Revolution, including the significance of: • Watermills (influence of geography) • Robert Fulton (steamboats) • Samuel Slater (factory system)	industrial mass production urban rural mill cotton gin steamboat	How did technological innovations change life and the economy in the North? How did life during the Industrial Revolution differ in	I can explain the changes brought about by the Industrial Revolution. I can describe what work in a mill was like. I can identify the variety of transportation innovations in the Industrial Revolution. I can describe the different situations in which enslaved people lived.	Social Studies Weekly: Week 16- The First Industrial Revolution: The North Week 17- The First Industrial Revolution: The South

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Eli Whitney (cotton gin) 4.21 Compare and contrast the characteristics of slave life in plantations, cities, and other farms.		the North and the South? In what ways did the Industrial Revolution make life better? How did it make life more difficult?	I can describe Eli Whitney and the invention of the cotton gin, as well as other major inventions of the Industrial Revolution and understand their positive and negative effects. I can compare and contrast the economy of the South and the economy of the North during the Industrial Revolution.	
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Third Nine Weeks

Third Quarter: Weeks 1-2 The Growth of the Republic (1800s-1850) (Part 2)

Students will explore the emergence of the U.S. industrial economy, the growth of slavery in the South, and westward expansion.

Standards	Vocabulary	Guiding Questions	Learning Outcomes	Content
4.22 Describe the experiences of settlers on the overland trails to the West, including the purpose of the journeys and influence of geography. 4.23 Examine the impact of President James K. Polk's view of Manifest Destiny on westward expansion.	petticoat suspenders linen Manifest Destiny	Why did settlers leave the comfort of home to head to the West? What trails did they take, and why?	I can explain how most settlers heading west started their journeys in the same place, but ultimately took different trails based on their destinations. I can describe the Oregon, Mormon, California and Bozeman trails. I can explain how the concept of Manifest Destiny contributed to westward expansion.	<i>Social Studies Weekly:</i> Week 18- Manifest Destiny

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4.24 Explain the significance of the California Gold Rush in westward expansion.	gold rush prospector gristmill washbasin snowdrifts Butterfield Overland Trail	How did the California Gold Rush contribute to westward expansion and the growth of California as a state? What were some of the challenges faced by the 49ers?	I can describe the experiences of pioneers from Tennessee who were heading west for gold. I can explain about the discovery of gold in California, as well as different gold mining methods.	Week 19- Westward Expansion
Third Quarter: Weeks 3-7 The United States Prior the Civil War (1820s-1861) <i>Students will explore the events that led to the Civil War, focusing on the impact of slavery, the abolition movement, and the major differences of the states.</i>				
4.25 Analyze the sectional differences between the North and the Antebellum South, including: • Economic • Political • Population • Social • transportation 4.26 Identify abolitionist leaders and their approaches to ending slavery, including: • Frederick Douglass • William Lloyd Garrison • Sojourner Truth • Harriet Tubman 4.27 Explain how slavery became a national issue during the mid-19th century, including the significance of: • Missouri Compromise • Compromise of 1850	antebellum potato famine immigrant tenement fugitive industrialization plantation antebellum planter abolitionist	What was the North like before the Civil War? What were some of the differences between the North and the Antebellum South? How did those differences relate to the practice of slavery in the South?	I can describe the new types of inventions and patterns of industrialization in the North. I can explain how industrialization affected working class people in New York City during the pre-Civil War period. I can compare and contrast some life in the North compared to the Antebellum South. I can describe life in the Antebellum South and explain why the South was dependent on slavery for its economy.	Social Studies Weekly: Week 20- The North Week 21- The Antebellum South

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• Uncle Tom's Cabin • Kansas-Nebraska Act • Dred Scott v. Sandford decision • John Brown's Raid on Harper's Ferry 4.28 Compare and contrast the various sectional stances on states' rights and slavery represented by the presidential candidates in the election of 1860, including Abraham Lincoln and Stephen A. Douglas.	abolitionist perspective protest institution sue metaphor	Who were some of the major historical figures who aided in the efforts of the abolitionist movement, and what were their contributions?	I can explain how Uncle Tom's Cabin contributed to the rising numbers of people in the abolitionist movement. I can list major people in the abolition movement. I can explain the inner-workings of the Underground Railroad and identify the role Harriet Tubman played in relation to the escape route.	Week 22- Slavery & Abolition
4.29 Evaluate the significance of the Battle of Fort Sumter and the impact it had on secession. 4.30 Explain the efforts of both the Union and the Confederacy to secure the border states for their causes.	expansion compromise citizen raid armory arsenal treason candidate	What events increased tension between the slave and free states leading up to the election of 1860?	I can describe the Missouri Compromise, the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott v. Sandford decision, as well as their impact on the legality of slavery. I can sequence the events concerning John Brown's raid on Harper's Ferry. I can compare and contrast the viewpoints and political ideas of Lincoln and Douglas that were most relevant during the election.	Week 23- Slavery- The issue that divided
	secede surrender ceasefire invasion federal	What happened during the Battle of Fort Sumter in Charleston, South Carolina?	I can sequence the events leading up to and during the Battle of Fort Sumter and the beginning of the Civil War. I can explain the reasons why each side of the battle felt they had more of a claim over the land and property of Fort Sumter.	Week 24- Fort Sumter

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Third Quarter: Weeks 8-10 The Civil War and Reconstruction (1861-1870s) (Part 1)

Students will understand the causes and course of the Civil War and the successes and failures of Reconstruction.

4.31 Explain how the Union's Anaconda Plan used geographic features to isolate and defeat regions of the south and the Confederacy as a whole. 4.32 Describe the roles of major leaders during the Civil War, including: • Jefferson Davis • Ulysses S Grant • Robert E Lee • Pres. Abraham Lincoln 4.33 Evaluate the significant contributions made by women during the Civil War, including Clara Barton and Dorothea Dix. 4.34 Examine the significance and outcomes of key battles and events of the Civil War, including: • First Battle of Bull Run • Battle of Shiloh • Battle of Gettysburg • Battle of Antietam	Jefferson Davis Ulysses S. Grant Robert E. Lee Abraham Lincoln American Civil War blockade Anaconda Plan battles commander division Habeas Corpus Volunteer contributions plain Jane outcast riot spy wounded	How did the Union's Anaconda Plan use geographic features to isolate and defeat regions of the south and the Confederacy as a whole? How have individuals shaped the course of history? What are some of the outcomes of key battles of the Civil War? How did women make significant contributions to the Civil War?	I can explain how the Union's Anaconda Plan used geographic features to isolate and defeat regions of the South and the Confederacy as a whole. I can describe the roles of major leaders during the Civil War. . I can describe what happened at the beginning stages of the Civil War. I can identify the important battles of the Civil War. I can identify important women of the Civil War, including Clara Barton. I can describe the role of women in the Civil War. I can describe the role of the nurses of the civil war, including Clara Barton and Dorothea Dix. I can explain how the role of women began to change during the civil war.	Social Studies Weekly: Week 25- The Anaconda Plan and the Leaders of the Nation Week 26- Battles of the Civil War Week 27- Women in the Civil War
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Fourth Quarter: Weeks 1-5 The Civil War and Reconstruction (1861-1870s) (Part 2)

Students will understand the causes and course of the Civil War and the successes and failures of Reconstruction.

Standards	Vocabulary	Guiding Questions	Learning Outcomes	Content
4.35 Explain the purpose of the Emancipation Proclamation, and identify its impact on the country. 4.36 Describe the significance of the Gettysburg Address. 4.37 Describe the physical, social, political, and economic consequences of the Civil War on the southern U.S after the surrender at Appomattox Court House.	emancipate proclaim abolish abolitionist	What was the immediate and long-term impact of the Emancipation Proclamation and the Gettysburg Address?	I can explain what the Emancipation Proclamation is and understand why Lincoln drafted it as a compromise position. I can describe how the Emancipation Proclamation affected enslaved people. I can explain what the Gettysburg Address was, and why it was significant.	<i>Social Studies Weekly</i> <i>Week 28- Lincoln</i>
4.38 Describe the impact President Abraham Lincoln’s assassination had on the nation.	assassination destruction sharecropper surrender veto	What happened to the southern United States as a result of the Civil War? What impact did President Lincoln’s assassination have on the country?	I can explain how the Civil War ended and describe the assassination of President Lincoln. I can describe what life was like during Reconstruction.	Week 29- Aftermath
4.40 Compare and contrast the Reconstruction plans of President Abraham Lincoln, President Andrew Johnson, and Congress.	Reconstruction harsh plantation ratify	Why was it so difficult to put the nation back together after the Civil War?	I can describe how Americans disagreed over the plans for Reconstruction. I can compare and contrast three people important to the Reconstruction effort.	Week 30- Reconstruction Hits a Snag

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4.41 Examine the significance of the Compromise of 1877 on the U.S.	presidency electoral votes reunite trailblazer Republicans Democrats	What was the impact of the Compromise of 1877 in the United States after the Civil War?	I can describe how Rutherford B. Hayes became president. I can describe how President Hayes helped end the Reconstruction of America after the Civil War, and the compromises that had to be made in order for it to happen. I can identify some of the people in the Reconstruction Era.	Week 31- Reaching a Compromise
4.39 Identify the 13th, 14th, and 15th Amendments as efforts to help former slaves begin a new life.	Reconstruction amendments compromised freedpeople outlawed evidence due process of law suffrage	Why were the 13 th , 14 th , and 15th Amendments important and necessary in order for our country to move forward in a positive direction?	I can describe the specific Constitutional Amendments 13, 14, and 15 and the reason for each.	Week 32- Rights and Amendments

Fourth Quarter: Week 6 Review & State testing

Test information: <https://www.tn.gov/education/assessment/tntready/tntready-social-studies.html>



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Fourth Quarter: Weeks 7-10 Enrichment
Deeper exploration of 4th grade standards

Extension Activities Social Studies Weekly

Civil War Unit Plan: https://www.tn.gov/content/dam/tn/education/standards/ss/gup/Civil_War.pdf

Reconstruction Unit Plan:

<https://www.tn.gov/content/dam/tn/education/standards/ss/gup/Reconstruction.pdf>

Memphis in May Curriculum Guide and Education Resources <https://www.memphisinmay.org/honored-country/for-educators/>