

2021 – 2022, Fourth Grade, Social Studies, Quarter 1

Big Ideas/Key Concepts: The War for Independence (1700s-1780s) Students will explain the causes, course, and key figures of the American Revolution.	
4.WCE.SS.1 Teachers will honor the U.S. Constitution and recognize its significance and purpose. Federal Mandate 36 U.S. Code § 106 Freedom Week TCA § 49-6-1014	I can honor the Constitution and identify its purpose.
Standards	Student Friendly “I Can” Statements
<p>4.01 Identify and analyze the impact of conflicts between colonists and American Indian nations brought on by the intrusions of colonization.</p> <p>4.02 Describe the contributions of Benjamin Franklin during this era, including the development of the Albany Plan of Union and the “Join or Die” political cartoon.</p> <p>4.03 Analyze the causes and consequences of the French and Indian War, and recognize Fort Loudoun’s role in it.</p>	<p>I can identify the conflicts between colonists and American Indians caused by colonization and explain the effects of the conflicts.</p> <p>I can explain the contributions of Benjamin Franklin, including his contributions to politics (the Albany Plan), scientific experiments, and inventions.</p> <p>I can examine the primary source cartoon “Join or Die” and summarize its meaning and importance.</p> <p>I can explain the causes and effects of the French and Indian War, including the related history of Fort Loudoun.</p>

<p>4.04 Evaluate how political, religious, and economic ideas and interests brought about the American Revolution, including:</p> <ul style="list-style-type: none"> ● 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 <p>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.</p> <p>4.06 Determine the historical and present-day significance of the Declaration of Independence, including the roles of Thomas Jefferson and John Hancock. (T.C.A. §49-6-1028)</p> <p>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.</p>	<p>I can explain who made the Proclamation of 1763, who it affected, and colonial resistance to it.</p> <p>I can explain in writing the following ideas and events and tell how they brought about the Revolution, including the Stamp Act, the Townshend Acts, the Tea Act, and the Intolerable/Coercive Acts.</p> <p>I can explain the meaning of “taxation without representation” and the speech “Give me liberty or give me death” by Patrick Henry and tell how they helped bring about the American Revolution.</p> <p>I can describe ways colonists protested British Acts, including the Boston Tea Party, tarring and feathering, letter writing, and boycotting British goods.</p> <p>I can explain how the Declaration of Independence was important when it was written and how it is important today.</p> <p>I can describe the roles that Thomas Jefferson and John Hancock had in the creation of the Declaration of Independence.</p> <p>I can describe the contrast between the principles of the Declaration of Independence and the way that women, slaves, and American Indians were treated.</p>
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<p>4.08 Determine the importance of the following groups to the American Revolution:</p> <ul style="list-style-type: none"> ● Loyalists (Tories) ● Minutemen ● Patriots ● Redcoats ● Sons of Liberty <p>4.09 Examine major events and battles of the American Revolution including:</p> <ul style="list-style-type: none"> ● Midnight Ride of Paul Revere ● Battles of Lexington and Concord ● Battle of Bunker (Breed’s) Hill ● Battle of Saratoga ● Valley Forge ● Battle of Yorktown <p>4.10 Evaluate the contributions made by women during the American Revolution, including:</p> <ul style="list-style-type: none"> ● Abigail Adams ● Mary Ludwig Hays (Molly Pitcher) ● Betsy Ross ● Phillis Wheatley 	<p>I can identify how the loyalists, patriots, minutemen, redcoats, and Sons of Liberty were important during the American Revolution.</p> <p>I can describe the midnight ride of Paul Revere and the winter at Valley Forge and the impact both events had on the Revolutionary War.</p> <p>I can describe the major battles of the Revolutionary War, including Lexington and Concord, Bunker (Breed’s) Hill, Saratoga, and Yorktown.</p> <p>I can use evidence from several texts to evaluate the ways women helped during the American Revolution, including:</p> <ul style="list-style-type: none"> ● Abigail Adams ● Mary Ludwig Hays (Molly Pitcher) ● Betsy Ross ● Phillis Wheatley
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Big Ideas/Key Concepts: 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	Student Friendly "I Can" Statements
<p>4.11 Identify the weaknesses of the Articles of Confederation, including: no power to tax, weak central government, and the impact of Shays' Rebellion.</p> <p>4.12 Identify the roles of James Madison and George Washington during the Constitutional Convention, and analyze the major issues debated, including:</p> <ul style="list-style-type: none">● Distribution of power between the states and federal government● Great Compromise● Slavery and the Three-Fifths Compromise <p>4.13 Describe the conflict between the Federalists and Anti-Federalists over ratification of the Constitution, including the need for</p>	<p>I can list weaknesses of the Articles of Confederation, including the government's inability to tax and a weak central government.</p> <p>I can describe the results of Shays' Rebellion and how it led to the creation of the Constitution.</p> <p>I can summarize the roles of James Madison and George Washington during the Constitutional Convention.</p> <p>I can describe the major issues related to creating a new government debated during the Constitutional Convention, including the debate about which should be more powerful, states or the federal government, and the Great Compromise.</p> <p>I can explain the debate about slavery and how the Three-Fifths Compromise was accepted as a solution to the issue at the time.</p> <p>I can describe the conflict between the Federalists and Anti-Federalists during the ratification process for the Constitution.</p>

<p>a Bill of Rights.</p> <p>4.14 Describe the principles embedded in the Constitution, including:</p> <ul style="list-style-type: none"> ● Purposes of government (listed in the Preamble) ● Separation of powers ● Branches of government ● Checks and balances ● Recognition and protection of individual rights (in the 1st Amendment) 	<p>I can explain how the Bill of Rights led to the ratification of the Constitution.</p> <p>I can read the primary source text of the Preamble of the Constitution and explain its meaning.</p> <p>I can identify and describe the three branches of government.</p> <p>I can identify the principles of separation of powers and checks and balances and explain how they keep any one branch of government from having too much power.</p> <p>I can define a citizen according to the unamended Constitution and describe the rights of citizens protected by the First Amendment.</p>
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2021 – 2022, Fourth Grade, Social Studies, Quarter 2

Big Ideas/Key Concepts: 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.

Standards	Student Friendly “I Can” Statements
<p>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.</p> <p>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.</p>	<p>I can list and describe the important results of George Washington’s presidency including the creation of a cabinet and the development of the Federalist and Republican parties.</p> <p>I can explain George Washington’s reasons for creating a strong federal government.</p> <p>I can use a map to illustrate the routes taken by explorers of the Louisiana Territory, including the Corps of Discovery.</p> <p>I can describe the successes and struggles resulting from the Louisiana Purchase, including the results of the Lewis and Clark Expedition.</p> <p>I can describe the importance of Meriwether Lewis, William Clark, and Sacagawea.</p>

<p>4.17 Identify major causes, events, and key people of the War of 1812, including:</p> <ul style="list-style-type: none"> • Trade restrictions • Impressment • Battle of New Orleans • Burning of Washington, D.C. • Francis Scott Key • Andrew Jackson <p>4.18 Analyze the impact of Andrew Jackson’s presidency including: the Indian Removal Act, Trail of Tears, and preservation of the union.</p>	<p>I can identify trade restrictions and impressment as major causes of the War of 1812.</p> <p>I can describe the Battle of New Orleans and the burning of Washington, D.C.</p> <p>I can explain the roles of Francis Scott Key and Andrew Jackson during the War of 1812.</p> <p>I can explain the impact of the Indian Removal Act and the Trail of Tears.</p> <p>I can describe the steps Andrew Jackson took during his presidency to keep the U.S. united.</p> <p>I can compare different points of view about Andrew Jackson’s presidential decisions.</p>
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Big Ideas/Key Concepts: The Growth of the Republic (1800s-1850) Students will explore the emergence of the U.S. industrial economy, the growth of slavery in the South, and westward expansion.	
Standards	Student Friendly “I Can” Statements
<p>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.</p>	<p>I can explain the differences between the regions of the U.S. by describing the developing cities in the North, the expansion of plantations in the South, and the movement West.</p>

<p>4.20 Analyze the impact of the American Industrial Revolution, including the significance of:</p> <ul style="list-style-type: none"> ● Watermills (influence of geography) ● Robert Fulton (steamboats) ● Samuel Slater (factory system) ● Eli Whitney (cotton gin) <p>4.21 Compare and contrast the characteristics of slave life in plantations, cities, and other farms.</p> <p>4.22 Describe the experiences of settlers on the overland trails to the West, including the purpose of the journeys and influence of geography.</p> <p>4.23 Examine the impact of President James K. Polk’s view of Manifest Destiny on westward expansion.</p> <p>4.24 Explain the significance of the California Gold Rush in westward expansion.</p>	<p>I can describe inventions and how they changed the way people worked and lived during the American Industrial Revolution, including:</p> <ul style="list-style-type: none"> ● Watermills (influence of geography) ● Robert Fulton (steamboats) ● Samuel Slater (factory system) ● Eli Whitney (cotton gin) <p>I can compare and contrast the lives of slaves on plantations, cities, and farms.</p> <p>I can explain the reasons settlers moved west.</p> <p>I can write to describe the journey out West, including life on the trail and the difficulties of crossing land that included rivers and mountains.</p> <p>I can explain how James K. Polk’s idea of Manifest Destiny led to westward expansion.</p> <p>I can describe how the California Gold Rush led to an increase in settlers moving West and how this westward movement impacted the American Indians and their way of life.</p>
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2021 – 2022, Fourth Grade, Social Studies, Quarter 3

Big Ideas/Key Concepts: The United States Prior to the Civil War (1820s - 1861)

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.

Standards	Student Friendly “I Can” Statements
<p>4.25 Analyze the sectional differences between the North and the Antebellum South, including:</p> <ul style="list-style-type: none"> ● Economic ● Political ● Population ● Social ● Transportation <p>4.26 Identify abolitionist leaders and their approaches to ending slavery, including:</p> <ul style="list-style-type: none"> ● Frederick Douglass ● William Lloyd Garrison ● Sojourner Truth ● Harriet Tubman <p>4.27 Explain how slavery became a national issue during the mid-19th century, including the significance of:</p> <ul style="list-style-type: none"> ● Missouri Compromise ● Compromise of 1850 ● Uncle Tom’s Cabin ● Kansas-Nebraska Act ● Dred Scott v. Sandford decision ● John Brown’s Raid (on Harper’s Ferry) 	<p>I can describe how the North and South were different before the Civil War, including the differences in economies, political views, and modes of transportation.</p> <p>I can contrast the populations and social views of the Northern and Southern regions before the Civil War.</p> <p>I can identify Frederick Douglass, William Lloyd Garrison, Sojourner Truth, and Harriet Tubman as abolitionist leaders and describe the steps each leader took to end slavery.</p> <p>I can define the word “abolitionist.”</p> <p>I can explain the issues related to slavery that drew the attention of the nation, including:</p> <ul style="list-style-type: none"> ● Missouri Compromise ● Compromise of 1850 ● Uncle Tom’s Cabin ● Kansas-Nebraska Act ● Dred Scott v. Sandford decision ● John Brown’s Raid (on Harper’s Ferry)

<p>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.</p> <p>4.29 Evaluate the significance of the Battle of Fort Sumter and the impact it had on secession.</p>	<p>I can compare and contrast the viewpoints about states' rights and slavery represented during the election of 1860, including those of Abraham Lincoln and Stephen A. Douglas.</p> <p>I can explain the importance of the Battle of Fort Sumter and describe the effect it had on secession.</p>
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Big Ideas/Key Concepts: The Civil War and Reconstruction (1861 - 1870s) Students will understand the causes and course of the Civil War and the successes and failures of Reconstruction.	
Standards	Student Friendly "I Can" Statements
<p>4.30 Explain the efforts of both the Union and the Confederacy to secure the border states for their causes.</p> <p>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.</p> <p>4.32 Describe the roles of major leaders during the Civil War, including: Jefferson Davis, Ulysses S. Grant, Robert E. Lee, President Abraham Lincoln.</p>	<p>I can explain the steps taken by the Union and Confederacy to persuade the border states to join their sides.</p> <p>I can explain how the Union's Anaconda Plan used the geography of the south to isolate and defeat the Confederacy.</p> <p>I can describe the roles of major leaders during the Civil War, including: Jefferson Davis, Ulysses S. Grant, Robert E. Lee, President Abraham Lincoln.</p>

<p>4.33 Evaluate the significant contributions made by women during the Civil War, including Clara Barton and Dorothea Dix.</p> <p>4.WCE.SS.2 Evaluate and explain the roles of both freed and enslaved African Americans during the Civil War.</p>	<p>I can explain the important contributions women made to the Civil War effort, including those of Clara Barton and Dorothea Dix.</p> <p>I can examine and explain the roles of freed and enslaved African Americans during the Civil War.</p>
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2021 – 2022, Fourth Grade, Social Studies, Quarter 4

Big Ideas/Key Concepts: The Civil War and Reconstruction (1861 - 1870s), *continued*

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

Standards	Student Friendly “I Can” Statements
<p>4.34 Examine the significance and outcomes of key battles and events of the Civil War, including:</p> <ul style="list-style-type: none"> • First Battle of Bull Run • Battle of Shiloh • Battle of Gettysburg • Battle of Antietam <p>4.35 Explain the purpose of the Emancipation Proclamation, and identify its impact on the country.</p> <p>4.36 Describe the significance of the Gettysburg Address.</p> <p>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.</p> <p>4.38 Describe the impact President Abraham Lincoln’s assassination had on the nation.</p> <p>4.39 Identify the 13th, 14th, and 15th Amendments as efforts to help former slaves begin a new life.</p>	<p>I can explain the importance of the key battles of the Civil War, and the outcomes of each, including:</p> <ul style="list-style-type: none"> • First Battle of Bull Run • Battle of Shiloh • Battle of Gettysburg • Battle of Antietam <p>I can discuss the reasons for creating the Emancipation Proclamation, and can state the effect it had on the country.</p> <p>I can summarize the importance of the Gettysburg Address.</p> <p>I can analyze the three sections of the Gettysburg Address.</p> <p>I can describe the surrender at Appomattox Court House.</p> <p>I can describe the physical, social, political, and economic consequences of the surrender at Appomattox Courthouse.</p> <p>I can discuss the impact of President Abraham Lincoln’s assassination on the nation.</p> <p>I can list the ways that the 13th, 14th, and 15th Amendments helped former slaves begin new lives.</p>

<p>4.40 Compare and contrast the Reconstruction plans of President Abraham Lincoln, President Andrew Johnson, and Congress.</p> <p>4.41 Examine the significance of the Compromise of 1877 on the U.S.</p>	<p>I can compare and contrast the Reconstruction plans of President Abraham Lincoln, President Andrew Johnson, and Congress.</p> <p>I can describe the importance of the Compromise of 1877.</p>
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