

Social Studies - Fourth Grade → First Quarter 2015-2016

Week 1	Beginning of School: Developing Classroom Culture/Climate
America Before European Exploration	
Weeks 2-3	Standard 1: The Land and People before European Exploration
	Students describe the legacy and cultures of major indigenous settlements of Tennessee.
	<ul style="list-style-type: none"> • *4.1 Describe the legacy and cultures of the major indigenous settlements in Tennessee, including the Paleo, Archaic, Woodland, and Mississippians (G, TN): <ul style="list-style-type: none"> • Coats-Hines Site • Pinson Mounds • Old Stone Fort • Chucalissa Indian Village • 4.2 Analyze the religious beliefs, customs, and various folklore traditions of the Cherokee, Creek, and Chickasaw, including (C): <ul style="list-style-type: none"> • Principal Chief • summer and winter homes • Beloved Woman • recreation • clans • maternal designations • 4.3 Create a visual display using multiple forms of media to identify with pictures for geographic terms including bluffs, swamps, isthmus, gulf, sea, bay, cape, mountains, plateaus, valleys, rim, landform, and plains. (G)
	Standard 2: Age of Exploration 15th and 16th Centuries
	Students trace the routes of early explorers and describe the early explorations of the Americas.
<ul style="list-style-type: none"> • 4.4 Trace the routes of early explorers and describe the early explorations of the Americas, including: Hernando de Soto, Robert de LaSalle, Ferdinand Magellan, Christopher Columbus, Amerigo Vespucci, Henry Hudson, and Jacques Cartier. (H) • *4.5 Analyze the impact of exploration and settlement on the indigenous peoples and the environment, including military campaigns, Columbian Exchange, and European agricultural practices. (C,G) 	

	<ul style="list-style-type: none"> • 4.6 Create a graphic organizer identifying the five different countries (France, Spain, Portugal, England, and the Netherlands) that influenced different regions of the present United States at the time the New World was being explored, and describe how their influence can be traced to place names. (G)
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Colonization & Independence (1600-1789)
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	Standard 3: Settling the Colonies to the 1700s
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	Students describe the cooperation and conflict that existed among American Indians and between the Indian nations and the new settlers. Students understand the political, religious, social, and economic institutions that evolved in the colonial era.
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Weeks 4-9, Q2 Week 1 (7 Weeks total)	<ul style="list-style-type: none"> • 4.7 Summarize the failure of the lost colony of Roanoke and theorize what happened. (G, H) • 4.8 Describe the early competition between European nations for control of North America and locate the colonization efforts of the English, Dutch, French, and Spanish on a map. • 4.9 Compare and contrast the differing views of American Indians and colonists on ownership or use of land and the conflicts between them, including the Pequot and King Philip's Wars in New England. (G, P) • 4.10 Explain the cooperation that existed between the colonists and American Indians during the 1600s and 1700s, including fur trade, military alliances, treaties, and cultural interchanges. (G, P) • 4.11 Describe the conflicts between Indian nations, including the competing claims for control of land and actions of the Iroquois and Huron. (G, P) • 4.12 Analyze the factors that led to the defeat of the American Indians, including the resistance of Indian nations to encroachment and the effects on native culture. (C, H, P) • 4.13 Locate the first 13 colonies and explain how their location and geographic features influenced their development and settlement patterns. (G) • *4.14 Write informative texts identifying major leaders and groups responsible for the founding of colonies in North America and the reasons for their founding, including: (C, E, H, P) <ul style="list-style-type: none"> ○ Lord Baltimore, Maryland ○ John Smith, Virginia ○ Roger Williams, Rhode Island ○ John Winthrop, Massachusetts ○ William Bradford, Plymouth ○ James Oglethorpe, Georgia
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- William Penn, Pennsylvania
- 4.15 Cite and explain examples from informational texts about how economic opportunities and political, religious, and social institutions evolved in the colonial era. (C, E, G, H, P)
- *4.16 Making use of primary documents, analyze the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings and contrast these with the presence of enslavement in all colonies. (P)
- 4.17 Describe the major religious tenets of the earliest colonies, including: (C)
 - Puritanism in Massachusetts
 - Quakerism in Pennsylvania
- 4.18 Explain various reasons why people came to the colonies, including profit, religious freedom, slavery, and indentured servitude. (C, E, H)
- 4.19 Locate and label on a map the location of Jamestown, Plymouth, New Netherland, New Sweden, the Mass. (G)
- 4.20 Explain the impact of individuals who created interest in land west of the Appalachian Mountains, including: (C,E, G, TN)
 - long hunters
 - Daniel Boone
 - Wilderness Road
 - Thomas Sharpe Spencer
 - William Bean
 - Dr. Thomas Walker