

Social Studies - Fourth Grade → Second Quarter 2015-2016

Week 1	<p>Continue last week of...</p> <p>Standard 3: Settling the Colonies to the 1700s</p> <p>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.</p>
Colonization & Independence (1600-1789)	
Weeks 2-9 (Thanksgiving, Fall Break ?)	<p>Standard 4: The War for Independence (1760-1789)</p> <p>Students explain the causes, course, and consequences of the American Revolution and the foundations of the future state of Tennessee.</p> <ul style="list-style-type: none"> • 4.21 Describe the various contributions made by Benjamin Franklin to the development of a unique American society, including his scientific experiments and inventions, the development of the Albany Plan and the Join or Die political cartoon. (C, H, P) • 4.22 Describe the causes, course, and consequences of the French and Indian War, including the massacre at Fort Loudoun. (C, G, H, P, TN) • 4.23 Explain how political, religious, and economic ideas and interests brought about the Revolution, including: (C, E, P) <ul style="list-style-type: none"> • resistance to imperial policy (Proclamation of 1763) • the Stamp Act • the Townshend Acts • taxes on tea • “taxation without representation” • Coercive Acts • 4.24 Explain the different forms of protests Americans used to try to change British policies including the Boston Tea Party, tarring and feathering, letter writing, and boycotts. (E, P) • *4.25 Write a short summary of the events of Tennessee’s first settlement and settlers, including the Watauga Purchase, Watauga Compact, Little Carpenter, and Dragging Canoe. (H,P,TN) • 4.26 Describe the significance of the First and Second Continental Congresses and of the Committees of Correspondence. (P) • 4.27 Compare and contrast first and second-hand accounts of Paul Revere’s “midnight ride.”(H) • 4.28 Identify the people and events associated with the Declaration of Independence and cite evidence from the Declaration to determine its significance to the development of American Democracy. (H, P) • 4.29 Analyze the influences of key leaders during this period, including: (P)

- Patrick Henry
- Alexander Hamilton
- Thomas Jefferson
- George Washington
- Benjamin Franklin
- Thomas Paine
- John Adams
- Sam Adams
- John Hancock
- Benedict Arnold
- 4.30 Determine the meaning and identify the terms Loyalists, Patriots, Minutemen, Overmountain Men, and Redcoats to describe people during the Revolution. (C, G, TN)
- 4.31 Locate and identify the major military battles, campaigns, and turning points of the American Revolution, including: (G, H, TN)
 - Lexington and Concord
 - Bunker (Breed's) Hill
 - Valley Forge
 - Princeton and Trenton
 - Saratoga
 - King's Mountain
 - Yorktown
- *4.32 Draw evidence from informational text summarizing the contributions of France and certain individuals to the outcome of the American Revolution including the Marquis de Lafayette, Kósciuszko, and Baron von Steuben. (H,P)
- *4.33 Write an opinion piece with supporting details contrasting how the ideals set forth in the Declaration of Independence clashed with the existence of slavery. (E, P)
- 4.34 Explain using supporting details how the Revolution affected the Watauga Settlement, including: (P, TN) Washington District
 - Cherokee War of 1776
 - Nancy Ward
 - John Sevier
 - Watauga Petitions
- *4.35 Integrate evidence from several texts describing the different roles women played during the Revolution including Abigail Adams, Molly Pitcher, Phyllis Wheatley, and Mercy Otis Warren.
- 4.36 Explain the purpose and obstacles in creating the new Cumberland Settlement, including: (G, TN)

- Richard Henderson
- James Robertson
- John Donelson
- salt licks
- severe winter and river travel
- Transylvania Purchase
- Cumberland Compact
- Battle of the Bluff