Grade: 4
Academic Standard: 4.1
Academic Standard Indicator: 4.1.2
Core Standard: Yes

Standard Description (Academic or Indicator): Native American Indians and the Arrival of Europeans to 1770. Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.

Suggestion for Integrating International Content: Have students explore the motivation for exploration in the Indiana Territory and then other places in the world, such as India and Africa. Identify where European nations, such as France and England, sent explorers. Beyond this, discuss the implications of European settlement and how it impacted native peoples' hunting and burial lands.

Differentiated Instruction- Special Needs Accommodations: Have students create a timeline flipbook.

Differentiated Instruction- Highly Able Accommodations: Have students compare and contrast two expeditions from two separate time periods, and show results through graphs and/or diagrams.

Grade: 4
Academic Standard: 4.1
Academic Standard Indicator: 4.1.3
Core Standard: Yes

Standard Description (Academic or Indicator): The American Revolution and the Indiana Territory: 1770s to 1816. Summarize and explain the significance of key documents in Indiana's development from a U.S. territory to statehood.

Suggestion for Integrating International Content: Have students look at the United Nations Declaration of the Rights of the Child, which emphasizes the importance of many rights. Have them discuss how many of these same rights appear or are implied in historical documents, such as the right to education and freedom of religion. Examples: U.S. Bill of Rights; Indiana Bill of Rights; rights that appear in other nation’s constitutions. Highlight the idea that although these rights are agreed upon by many nations, many children still do not enjoy these rights. Suggested resource: For Every Child by Caroline Castle and John Burningham (Phyllis Fogelman Books, 2001).
Grade: 4  
Academic Standard: 4.1  
Academic Standard Indicator: 4.1.7  
Core Standard: Yes

**Standard Description (Academic or Indicator):** The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.

**Suggestion for Integrating International Content:** Have students examine the impact of the American Anti-Slavery Society and how it was influenced by the Anti-Slavery Society in England. Students will learn how William Wilberforce from England greatly impacted the great American abolitionist Frederick Douglass. Students will realize that slavery was not just limited to the U.S.

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Grade: 4  
Academic Standard: 4.1  
Academic Standard Indicator: 4.1.7  
Core Standard: Yes

**Standard Description (Academic or Indicator):** The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.

**Suggestion for Integrating International Content:** Have students research the Liberia Colonization Movement, including locating Liberia on a map and exploring some of the cultural aspects of Liberia. Then have students brainstorm pros and cons of freed slaves being relocated to Liberia.

**Differentiated Instruction- Special Needs Accommodations:** Teach students songs of the era that were affiliated with the Underground Railroad such as *Follow the Drinking Gourd.*

**Suggested resource:** [http://www.followthedrinkinggourd.org](http://www.followthedrinkinggourd.org).

**Differentiated Instruction- Highly Able Accommodations:** Have students research how the Underground Railroad crossed international borders into Canada and compare it to the Kindertransport during the Holocaust. Determine if there are Underground Railroads today, moving immigrants across the Mexican/Arizona border, or helping battered women and children. Have students consider which social movement groups are involved in these types of efforts.

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Grade: 4  
Academic Standard: 4.1  
Academic Standard Indicator: 4.1.12  
Core Standard: Yes

**Standard Description (Academic or Indicator):** Growth and Development: 1900 to 1950. Describe the transformation of Indiana through immigration and through developments in agriculture, industry, and transportation.

**Suggestion for Integrating International Content:** Have students examine how the immigration trends in Indiana have changed over the last century. They should determine where most immigrants came from a hundred years ago compared to today and why. Then have students
locate these countries on a world map and track
the journeys or routes to the U.S. Suggested

Differentiated Instruction- Special Needs
Accommodations: Have students design a bar
graph to depict data. Suggested resource:
http://nces.ed.gov/nceskids/createagraph/.

Differentiated Instruction- Highly Able
Accommodations: Have students design a
double line graph to depict data. Suggested

Grade: 4
Academic Standard: 4.1
Academic Standard Indicator: 4.1.12
Core Standard: Yes

Standard Description (Academic or
Indicator): Growth and Development: 1900 to
1950. Describe the transformation of Indiana
through immigration and through developments
in agriculture, industry, and transportation.

Suggestion for Integrating International
Content: Have students discover the impact of
immigrant labor on the building of major
projects in the U.S. Have them read about the
treatment of Chinese immigrants who worked on
the railroads and about Polish and Irish
immigrants. From their stories, have students
explore the relationships among the different
immigrant groups and discuss the different
customs of these immigrant groups. Suggested
resources: Coolies by Yin and Chris Soentpiet
(Puffin, 2003); Together in Pinecone Patch by

Differentiated Instruction- Special Needs
Accommodations: Use graphic organizers with
students to assist them in understanding the
various relationships among the different
immigrant groups.

Grade: 4
Academic Standard: 4.1
Academic Standard Indicator: 4.1.14
Core Standard: Yes

Standard Description (Academic or
Indicator): Contemporary Indiana: 1950 -
Present. Research Indiana's modern growth
emphasizing manufacturing, new technologies,
transportation, and global connections.

Suggestion for Integrating International
Content: Have students trace the growth and
changes in businesses, such as General Electric
in Bloomington, and discuss the recent transfer
of multiple jobs to Mexico and other countries.
Then create a T-chart, brainstorming the pros
and cons of moving jobs out of the U.S. Have
students discuss employee salaries and benefits.

Differentiated Instruction- Special Needs
Accommodations: Have students design a
poster which illustrates the various Indiana
companies and products that have relocated to
other parts of the world.

Differentiated Instruction- Highly Able
Accommodations: Have students participate in
the Stock Market Game, looking at local stock
performance. They should assess the impact
these companies' failure or success might have
on a global economy.

Grade: 4
Academic Standard: 4.1
Academic Standard Indicator: 4.1.14
Core Standard: Yes

Standard Description (Academic or
Indicator): Contemporary Indiana: 1950 -
Present. Research Indiana's modern growth
emphasizing manufacturing, new technologies,
transportation, and global connections.

Suggestion for Integrating International
Content: Have students make a timeline of the
growth of Cook Inc., including the development
of international sites in Denmark, Ireland, and
Australia. This will demonstrate how an initially
small specialized local company that fills an
international medical need can become
extremely successful globally.

Differentiated Instruction- Special Needs
Accommodations: Have students conduct a data
search to determine how many American-owned
companies operate in other countries.

Differentiated Instruction- Highly Able
Accommodations: Have students research a
career they are interested in and determine the
global locations where there are the most job opportunities.

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**Grade:** 4  
**Academic Standard:** 4.1  
**Academic Standard Indicator:** 4.1.18  
**Core Standard:** Yes  
**Standard Description (Academic or Indicator):** Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Research and describe the contributions of important Indiana artists and writers to the state’s cultural landscape.

**Suggestion for Integrating International Content:** Have students look at paintings by T.C. Steele and then look at other impressionist paintings by international artists, such as Monet. They should discuss the similarities among various impressionist paintings.

**Differentiated Instruction- Special Needs Accommodations:** Have students take a virtual tour of the Louvre and other world renowned museums. They should then write a paragraph about their favorite artist or work of art.

**Differentiated Instruction- Highly Able Accommodations:** Have students take a virtual tour of the Louvre and other world renowned museums. Then they should select a local artist, such as Ray Day, and explore which European masters influenced that particular artist’s work.

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**Grade:** 4  
**Academic Standard:** 4.2  
**Academic Standard Indicator:** 4.2.6  
**Core Standard:** No  
**Standard Description (Academic or Indicator):** Roles of Citizens: Define and provide examples of civic virtues in a democracy.

**Suggestion for Integrating International Content:** Have students research a problem that is affecting our planet, such as the growth of the Great Pacific Garbage Patch. Discuss the idea of being global citizens and how they can make a difference. **Suggested resource:** www.mindfully.org/Plastic/Ocean/ocean.htm.