

## SOCIAL STUDIES – GRADE 4

**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. Explain the importance of the Revolutionary War and other key events and people that influenced Indiana's development.

**Suggestion for Integrating International**

**Content:** Have students compare the American Revolution to the French Revolution and discuss the different forms of government at that time in history. Provide a graphic organizer to assist students in visualizing the comparison between

the two revolutions. Then have them locate countries on a world map where there were monarchies and republics and consider why sometimes citizens, even today, overthrow existing governments. **Extension:** Have students research events surrounding the Arab Spring to help them understand how this has happened more recently.

**Differentiated Instruction- Highly Able**

**Accommodations:** Have students examine three major schools of thought for dealing with English rule at the time of the American Revolution – maintain the status quo, revolution, or attempting a compromise. Have students list the pros and cons of each stance and then participate in a deliberation or fishbowl activity. Students should identify reasons why we were at war again with the British in 1812. **Suggested resource:**

<http://www.edchange.org/multicultural/activities/fishbowl.html>.

**Grade:** 4

**Academic Standard:** 4.1

**Academic Standard Indicator:** 4.1.4

**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.

**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:** Have students compare and contrast a freed slave's life in America versus a freed slave's life in Liberia.

**Differentiated Instruction- Highly Able Accommodations:** Have students read various primary sources from a variety of politicians and their wives during this time period and determine their stance on the use of Liberia as a destination for freed slaves. Then have students correlate the politicians' opinions with their socio-economic status and determine if there is a relationship.

**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 learn that quilts were used to convey messages to fugitive slaves on the Underground Railroad. After studying the various symbols used, have students make their own quilt design using Adrinkra symbols from West Africa.

**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>.

**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.

**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 resource:** [www.statemaster.com](http://www.statemaster.com).

**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 resource:** <http://nces.ed.gov/nceskids/createagraph/>.

**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 Thomas Yezerski (Farrar Straus Giroux, 1998).

**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](http://www.mindfully.org/Plastic/Ocean/ocean.htm).

**Differentiated Instruction- Special Needs**

**Accommodations:** Have students participate in a community service project that has local and global implications.

**Differentiated Instruction- Highly Able**

**Accommodations:** Have students determine and plan out the various components of organizing a community service project that has local and global implications and then carry out the plan.

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