The Teacher Notes were developed to help teachers understand the depth and breadth of the standards. In some cases, information provided in this document goes beyond the scope of the standards and can be used for background and enrichment information. Please remember that the goal of social studies is not to have students memorize laundry lists of facts, but rather to help them understand the world around them so they can analyze issues, solve problems, think critically, and become informed citizens.

### Standards and Elements

#### SS4H1 The student will describe how early Native American cultures developed in North America.

The intent of this standard is for students to understand very basic information about specific Native American cultures. Students should focus on these cultures as they existed prior to European contact, and the changes brought about (on both sides) by contact with and settlement by Europeans. Teachers should ensure that students understand that these groups continue to live in North America today, but that their lifestyles have changed, just as the lifestyles of other ethnic groups’ descendants have changed.

**a. Locate where Native Americans settled with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plateau (Nez Perce), Southwest (Hopi), Plains (Pawnee), and Southeast (Seminole).**

**EU – Location**

This element specifically asks students to locate the regional home land of the listed groups. Teachers may provide students with additional information about these regions.

**b. Describe how Native Americans used their environment to obtain food, clothing, and shelter.**

**EU – Location**

For this element, students should be able to describe how members of each group used their location to obtain the items listed in the element.

*Inuit:* Living in the Arctic, the Inuit relied heavily on hunting and fishing as their food sources, as agriculture was nearly impossible. Warm clothing, made from the skins of hunted animals, and shelter made from available materials, also came directly from the environment. For more teacher background: [http://anthropology.uwaterloo.ca/ArcticArchStuff/Inuit.html](http://anthropology.uwaterloo.ca/ArcticArchStuff/Inuit.html).

*Kwakiutl:* Because the traditional home of the Kwakiutl (Vancouver Island, British Columbia) contains a great diversity of life, this group of people relied on organisms as varied as algae, ferns, and beaver for food and even clothing. More traditional seafood and foraged plants also served as food. The Kwakiutl traveled seasonally, following the migrations of various animals, and had few permanent dwellings. For more information: [http://www.britannica.com/topic/Kwakiutl](http://www.britannica.com/topic/Kwakiutl)
**Nez Perce:** The Nez Perce (who call themselves the Nimi’ipuu), also traveled seasonally. During certain times of the year, they gathered and foraged available roots and plants, fished for salmon, and hunted larger animals like deer, all of which were available throughout their traditional lands. Much of their clothing was made from the hides (tanned to leather) of animals hunted for food, and was often decorated with items collected from the environment, like porcupine quills, shell beads, and dyes from local plants. For shelter, the Nez Perce (Nimi’ipuu) had huge longhouses made from mats of grass. These could be dismantled and moved over long distances when necessary. Over time, the introduction of horses by Europeans led to increased bison hunting, which in turn led to the use of tipis made from bison skins as portable dwellings for smaller family groups. This page has excellent resources for student research, including primary source photographs: [http://www.nezperce.org/Official/FrequentlyAskedQ.htm](http://www.nezperce.org/Official/FrequentlyAskedQ.htm).

**Hopi:** Unlike some of the previously discussed nations, the Hopi were a fairly sedentary people. Their traditional home in Arizona lent itself to agriculture, and they were able to grow a wide variety of crops, used for food and for clothing. The Hopi did hunt animals such as deer, both for food and for the leather and other materials needed to make some types of shoes and clothing. Their homes, many of which are still in use today by Hopi citizens, were built of adobe from the local clay soils. In fact, one Hopi village is the longest-occupied town in North America. Find out more about the Hopi at: [http://hopi.org/](http://hopi.org/) The official Hopi website: [http://www.hopi-nsn.gov](http://www.hopi-nsn.gov) does not contain much historical information.

**Pawnee:** Traditionally from the Great Plains (Nebraska), the Pawnee lived in earth lodges created from the soil around them. They hunted bison for food, and used the animals’ hides to make tipis for use during hunting trips. Other animals, such as deer and elk, also provided food and leather for clothing. Pawnee women used the rich soil of the Great Plains to grow large gardens, which provided food other than meat. (Note for teachers: the Pawnee did have leaders who wore long “warbonnets” made of feathers. While Hollywood likes to show such headdresses as typical of all Native American groups, their use was actually confined to a few nations living in the Great Plains.) For more information: [http://www.pawneenation.org/history](http://www.pawneenation.org/history).

**Seminole:** (The people today called Seminole came from a variety of backgrounds, including members of other Native American nations in Alabama and Georgia who fled increasing European settlement and conflict. As a result, a variety of cultures combined to make the culture known as “Seminole” by the 1800s.) Because the Seminole relied heavily on the Everglades of southern Florida, their traditional lifestyle reflects the unique environment of the area. Seminoles lived in homes called “chickees,” made of palmetto and reeds, which could be easily dismantled. They foraged and gathered plants and mosses, and hunted and fished the animals that lived in the Everglades, including alligators. The clothing of the Seminole varied based on their background, and their contact with Europeans prior to living in Florida. While some materials, such as deerskin, were common to the area, the brightly colored woven cloth associated with many Seminole leaders was obtained in trade with Europeans. For more information: [http://www.semtribe.com/History/BriefSummary.aspx](http://www.semtribe.com/History/BriefSummary.aspx).

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SS4H1b
Some Native Americans used animal skins to make teepees. Where did they probably live?
A. Alaska
B. the Southwest
C. Florida
D. the Great Plains *
According to the pictures, which of the following is a correct statement?

A. All of these Native American shelters were made from animal hides.
B. The longhouse and the wigwam were built in areas with little rain.
C. All of these Native American shelters were made from natural materials. *
D. The teepee and the pueblo were easy to take down and move.

**SS4H2 The student will describe European exploration in North America.**

The intent of this standard is for students to identify important figures in European settlement of North America; describe the importance of the European powers who colonized the continent; and understand the impact of European colonization on the Native Americans of the continent, and vice versa.

<table>
<thead>
<tr>
<th>a. Describe the reasons for, obstacles to, and accomplishments of the Spanish, French, and English explorations of John Cabot, Vasco Nunez de Balboa, Juan Ponce de Leon, Christopher Columbus, Henry Hudson, and Jacques Cartier.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EU – Movement/Migration</strong></td>
</tr>
<tr>
<td><strong>John Cabot</strong>: (Italian by birth, sailed for England)</td>
</tr>
<tr>
<td>*Cabot reached the shores of North America during his 1497 voyage. Officially, he is said to have visited Newfoundland in modern Canada, and possibly New England. He claimed the land for England, but was unable to repeat this success on his subsequent voyage. Many sources suggest that this was the first European voyage to reach North America since Norse explorers centuries earlier. For primary sources (few exist): <a href="http://www.fordham.edu/halsall/mod/1497cabot-3docs.asp">http://www.fordham.edu/halsall/mod/1497cabot-3docs.asp</a>.</td>
</tr>
<tr>
<td><strong>Vasco Nunez de Balboa</strong>: (Spanish)</td>
</tr>
</tbody>
</table>
American inhabitants of the areas varied greatly. He did rely heavily on allied Native American groups to facilitate later explorations.

**Juan Ponce de Leon:** (Spanish)

*Ponce de Leon sailed with Columbus's second voyage in 1493, and settled his family in the Caribbean. After a dispute with the King, he set off to find the riches alleged to be found elsewhere in the area. He eventually landed in modern Florida, the first Spaniard to do so. In 1513, he claimed the area, near St. Augustine, for Spain, and sailed around much of the Florida coast. However, on his second voyage to Florida, de Leon's expedition encountered stiff resistance from the local Native Americans (Calusa), and he was wounded. For a student-friendly biography, visit: [http://fcit.usf.edu/florida/lessons/de_leon/de_leon1.htm](http://fcit.usf.edu/florida/lessons/de_leon/de_leon1.htm).

**Christopher Columbus:** (Italian, sailed for Spain)

*It is nearly impossible to succinctly summarize the impact of Columbus and his voyages on modern North America, and the transition that his legacy has undergone in recent years. Students should know that Columbus did not "discover" America, and that most educated Europeans were well aware of the curvature of the Earth before his first expedition in 1492. Columbus did, however, establish lasting European colonies in the Americas, and his exploration led to permanent European interest in the area, even though it was not the East Indies, as he thought initially. For in-depth teacher reference: [http://www.loc.gov/exhibits/1492/columbus.html](http://www.loc.gov/exhibits/1492/columbus.html).

**Henry Hudson:** (English, sailed for England and Holland)

*Hudson’s quest for a Northwest passage from Europe to China began in 1607. His Arctic route proved unsuccessful, though he did explore the area around what is today New York City, and eventually sailed up the Hudson River. Later voyages took him into modern Hudson Bay, but he was unable to find a way further west. Hudson’s desire to continue searching for the elusive (and ultimately non-existent) passage under harsh Arctic conditions led to a mutiny of his crew on his final 1610 voyage, and he was set adrift, never to be seen again. Teachers should note that most of Hudson’s early life is lost to history, and be wary of sources accordingly. For a basic account of his voyages ([copy and paste the link below](http://www.pbs.org/wnet/newyork/laic/episode1/topic1/e1_t1_s1-hh.html), clicking will result in an error message): [http://www.pbs.org/wnet/newyork/laic/episode1/topic1/e1_t1_s1-hh.html](http://www.pbs.org/wnet/newyork/laic/episode1/topic1/e1_t1_s1-hh.html).

**Jacques Cartier:** (French)

*Like Hudson, Cartier’s 1534 voyage had as one of its goals a Northwest passage to Asia. He explored what is now the St. Lawrence Bay, and returned to France. He was immediately sent on a return trip, and Cartier explored further into what is modern Canada, eventually establishing a French colony and exploring near today's Montreal. Later voyages succeeded only in angering the Native Americans of the area, and the riches Cartier sought were never found. As a result, France took decades longer than Spain and England to establish full-fledged colonies in the Americas. For more: [http://www.biography.com/people/jacques-cartier-9240128](http://www.biography.com/people/jacques-cartier-9240128)

Teachers note: the cultural and biological exchange between the New World (the America's) and the Old World (Europe, Africa, and Asia) is called the Columbian Exchange. It is one lasting result of European exploration. The exchange of plants, animals, diseases, and technology between these worlds transformed life for everyone. To learn more visit: [http://www.learnnc.org/lp/editions/nchist-twoworlds/1866](http://www.learnnc.org/lp/editions/nchist-twoworlds/1866)
**SS4H2a**
In 1492, Christopher Columbus first landed in the Americas. What was the lasting impact of this achievement?
A. the French were able to dominate the fur trade
B. the Europeans were able to create lasting colonies*
C. strong peace treaties still exist between the Native Americans and the Europeans
D. Italy was able to control much of North America.

In the late 1400s and early 1500s, the primary motivation for the European voyages of exploration was
A. an attempt to improve the navigational skills of Portuguese sailors.
B. the need to find new sources of tin and wood.
C. the desire to establish foreign colonies to relieve overpopulation.
D. the desire to find new trade routes to Asia and the East Indies. *

<table>
<thead>
<tr>
<th>b. Describe examples of cooperation and conflict between Europeans and Native Americans.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EU – Movement/ Migration</td>
</tr>
</tbody>
</table>

For this element, students should focus on examples of cooperation and conflict between the Europeans specifically mentioned in the historical understandings.

Teachers should provide information about the context in which Native Americans and Europeans interacted (trade, migration, colonization, etc.). For instance, the Spanish wanted to find gold and to spread Christianity, the French wanted to develop a profitable fur trade, the English wanted to colonize to grow cash crops, the Native Americans wanted to trade for technology and manufactured items. These desires shaped the relationship of each group with the natives in their region.

Some Native American groups initially helped European settlers find and grow food, build appropriate housing (Thanksgiving), however, European ideas about land and property ownership conflicted with those of the Native Americans and the relationships sometimes became strained and even violent. For more information on the interaction between Europeans and Native Americans and lesson ideas, visit: [http://www.teachci.com/pdf/online-resources/high-school/HA-PAI-Enrichment-Essays.pdf](http://www.teachci.com/pdf/online-resources/high-school/HA-PAI-Enrichment-Essays.pdf)

For information about Columbus and Native Americans visit: [http://www.history.com/topics/exploration/columbus-controversy](http://www.history.com/topics/exploration/columbus-controversy)

To see an example of interaction between the Jamestown colony and the Powhatan people visit: [http://www.historyisfun.org/jamestown-settlement/powhatan-village/pocahontas-and-the-powhatans-of-virginia/](http://www.historyisfun.org/jamestown-settlement/powhatan-village/pocahontas-and-the-powhatans-of-virginia/)

**SS4H2b**
How did the Native Americans help the early colonists?
A. The colonists did not need the Native Americans to help them in any way.
B. The Native Americans taught the colonists how to hunt and fish for food. *
C. The colonists taught the Native Americans how to plant wheat and tobacco.
D. The Native Americans sent the colonists back to England because they could not survive here.

In the 1500s and 1600s Europeans started settlements in the “New World.” The settlers met Native Americans. What happened to the number of Native Americans as a result?
A. Many Native Americans died because of sickness brought by the Europeans. *
B. The number of Native Americans grew due to better medical care.
C. Many native Americans died because of natural disasters such as floods and storms.
D. The number of Native Americans grew due to better supplies of food.
SS4H3 The student will explain the factors that shaped British colonial America. The intent of this standard is for students to understand everyday life in the part of the British colonies that became the United States. Students will learn about life in different parts of the colonies, and describe how even these regional lifestyles varied by socio-economic status.


For this element, students should be able to explain how the location of the colonies shaped their culture, politics and economy, and then be able to compare them on that basis.

New England:
*Because the climate in this region is harsh, farms were small and most agricultural families grew just enough for themselves. Shipping, commerce and manufacturing were important economic forces. Some of these colonies were founded on religious freedom, by groups such as the Puritans and Pilgrims that were persecuted in Europe (though they were not very tolerant of other religions in their own colonies). Even in the earliest colonial days, town governments were established, and the rule of law was very important. Citizens were often given input into local government decisions. (This became even more important when Britain refused to allow colonial input in later years.)

Mid-Atlantic:
*Considered the “breadbasket” of the colonies, the staple crops of this region were grains. Also important were fishing and shipping, but there was significantly less manufacturing than in New England. A wide variety of religious traditions were present (Pennsylvania was settled by Quakers seeking religious freedom), and governments varied widely in their organization and influence.

Southern:
*Due to the rich soil and mild climate in the Southern colonies, the backbone of the economy was based on free/cheap labor (slaves and indentured servants) and cash crops such as tobacco and rice—cotton did not become profitable until the invention of the cotton gin in the 1790's. There was very little industry outside of what was needed to keep plantations running, and Southern colonies were dependent upon outside sources to ship their goods abroad. Because people tended to live far from each other, local governments held less sway with colonists than in other regions.

Notes and lesson ideas from the Teaching American History Project:
http://chnm.gmu.edu/tah-loudoun/blog/lessons/colonial-life-comparecontrast/

b. Describe colonial life in America as experienced by various people, including large landowners, farmers, artisans,

For this element, students should be able to describe the typical lifestyle of members of each of the following groups. Note that these are generalizations and that exceptions to nearly every statement listed certainly existed.

*Large landowners: Most large landowners lived in the Southern colonies, where fertile soil and temperate climates made cash crop farming successful. These landowners relied on cheap/free labor (initially indentured servants, then enslaved persons) to produce their crops and keep their plantations/farms running. Large...
Women, indentured servants, slaves, and Native Americans.

EU – Movement/Migration

Landowners tended to hold a greater amount of power and wealth compared to others in their communities.

*Farmers:* There was no single type of “farmer” in colonial America. Smaller, family farms were found in all three regions. Particularly in the Mid-Atlantic region, some family farms were large enough to produce crops for sale. In general, smaller farmers were self-sufficient, and therefore susceptible to adverse weather, armed conflict with Native Americans along the moving frontier, and governmental whims.

*Artisans:* Artisans, people skilled in trades, were found in all three regions, though their lifestyles differed greatly. In the New England and Mid-Atlantic colonies, these skills helped artisans live comfortably and independently, as the concentrations of people in towns and cities sent customers to them. In the Southern colonies, many artisans were actually enslaved and worked for their “owners,” or were leased by their “owners” to other large landowners.

*Women:* While the exact work required of them varied greatly by economic class, few colonial women enjoyed the privileges of modern women. Unable to vote, and often excluded from any sort of “public” life, women were typically viewed as living in a separate sphere of home and family. Women from poorer families or enslaved women were typically expected to work (physically) as hard as any man, while still maintaining a home and family life.

*Indentured servants:* These were people who came to the colonies without funds necessary for their voyages across the Atlantic. In exchange for paying for these servants’ passage, larger farmers and landowners would receive a set term (indenture) of labor without payment. While some farmers treated these indentured servants fairly and honored their agreements, many others took advantage of this situation and held their indentured servants in virtual slavery. Over time, the discontented state of most indentured servants helped increase the slave trade and reliance on enslaved laborers.

*Slaves:* While most students will think of people being enslaved on large Southern plantations, there were also people enslaved in the Mid-Atlantic and New England colonies – some even in urban areas. For these people, there were no personal or economic freedoms, and treatment was typically quite cruel. In addition, enslaved people were deprived of the opportunity to educate themselves or maintain their family structure. (This became worse following the Revolution.) Students should be made aware that the emancipation movement did begin early in the colonial period, and gained steam in the 19th century. They should also learn that there were free people of color, particularly in northern cities, and that not all people of African ancestry were enslaved.

*Native Americans:* The original inhabitants of all of colonial America were subjected to numerous failed treaties and attacks at the hands of the British settlers. What are widely known as the “Indian wars” continued in varying places for most of the colonial period and into the first century of American independence. While a tiny minority of Native Americans continued to live in their traditional lands, most were pushed far west toward (and then past) the Appalachian Mountains. Traditional lifestyles eroded, and many Native Americans took on characteristics of the settlers around them; many settlers also began to emulate the Native Americans’ lifestyles in terms of agriculture, hunting, clothing, and other factors that let them succeed in unfamiliar terrain. Students should learn that there was (and is) no single “Native American” culture, and as much as is possible, teachers should address the concerns of specific Native American nations.
**SS4H3b**

During the 1700s, people in the American colonies had to grow or make most of the products that they used. There were also people who were skilled as blacksmiths, gunsmiths, or silversmiths. These people were called  
A. farmers.  
B. artisans.  
C. large landowners.  
D. indentured servants.

Life for colonial families was somewhat different than family life today. Most colonial families  
A. sent their children to college.  
B. did much more traveling.  
C. could not own their homes.  
D. made more of their own clothing and tools.  

**SS4H4** The student will explain the causes, events, and results of the American Revolution.  

The intent of this standard is for students to begin to grasp some basic information related to the American Revolution, including short-term and long-term causes of the conflict, important historical figures and events during the war, and the conflict’s ultimate impact on the former British colonies – the creation of a new country.

- **a. Trace the events that shaped the revolutionary movement in America, including the French and Indian War, British Imperial Policy that led to the 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, and the Boston Tea Party.**

**EU – Conflict and Change**

In addition to being able to explain each of the individual causes listed in the element, students should understand that the American Revolution was not caused by a single event; rather, it was the culmination of many events over the course of many years. A basic timeline of events can be found here:  
[http://www.pbs.org/ktca/liberty/chronicle_timeline.html](http://www.pbs.org/ktca/liberty/chronicle_timeline.html). The National Park Service’s timeline is also useful:  

Students need to know that the French and Indian War was fought between the British (at the time, this included the colonists in North America) and allied Native Americans/Indians on one side, and the French and allied Native Americans/Indians on the other. The cost of this war was extreme, and eventually the British Crown placed heavy taxes on the colonists in North America to help pay off the war debt. Their rationale was that the money had been spent to protect the colonists, so the colonists should be responsible for repaying it. Taxes were also high on citizens in Britain, and the threat of revolt at home and in the colonies was always present.

The colonists disagreed with this *imperial policy* of taxation. (Help students understand that “imperial” refers to “empire,” and that by the mid-18th century, Great Britain had colonies around the world.) However, King George III and his advisors chose to ignore colonists’ objections, and continued to levy taxes. Because the colonists had no direct representation in British government, the slogan “*no taxation without representation*” became a rallying cry for groups opposed to the taxes and the Crown. Reforms in preceding centuries had secured the right of representation for British subjects, and colonists felt like these rights had been betrayed by such taxes as the *Stamp Act*, which taxed nearly all written documents in the colonies. (The Stamp Act was actually repealed only a year later, but with this repeal, Parliament asserted its supremacy in colonial affairs.)

One of the opposition groups, the *Sons of Liberty*, staged protests, boycotts, and published treatises explaining their position. Their public gatherings sometimes led
to violence and property destruction. The most famous example of this is the **Boston Tea Party** of 1773, where colonists dressed as Native Americans and boarded ships in Boston Harbor. Once aboard, they destroyed the cargoes of tea (which by that point had been taxed) by throwing them in the Boston Harbor, bringing great public attention to their efforts against the Crown. In response, the British government closed Boston Harbor, cutting off all imports and exports. For more information on the impact of this Tea Party: [http://www.pbs.org/ktca/liberty/chronicle_boston1774.html](http://www.pbs.org/ktca/liberty/chronicle_boston1774.html).

### SS4H4a

After the French and Indian War, the Parliament of Great Britain passed new laws for the colonies. Some of the laws were passed because Great Britain

A. was afraid the French would back the colonies.
B. was afraid many of the colonists would return to Britain.
C. needed the colonists to help pay for the war. *
D. wanted the Native Americans to leave their lands.

During the years before the American Revolution, some colonists formed a group that wanted independence. This group was called the

A. Grange.
B. Sons of Liberty. *
C. Green Mountain Boys.
D. Regulators.

### SS4H4b

The Declaration of Independence, contrary to popular opinion, was not the start of the independence movement. Rather, the ideas within it were coalesced from a decade-long struggle with - and a year of armed revolt against - the British Crown, as well as philosophical writings from Enlightenment thinkers.

By the time Thomas Jefferson wrote the actual document in June of 1776, he and the other men who met in Philadelphia to discuss separation from Great Britain felt that this assertion of rights was necessary and inevitable. They felt that their natural rights (as Englishmen, and to some extent as white men of privilege) had been ignored by repeated taxation and lack of representation at Parliament.

One section of the document specifically denotes the colonists’ grievances against King George III, and lists ways in which they felt his ultimate goal was the "establishment of an absolute tyranny over these states [the thirteen colonies]."


### c. Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat;

For this element, students must be able to describe the enumerated battles: *Lexington and Concord*, *Saratoga*, and *Yorktown*.

*Lexington and Concord* (fought near these two towns in Massachusetts on April 19, 1775) are generally considered the "first shots" of the American Revolution, even though colonists and British soldiers had died in earlier conflicts. For more information from the National Park Service: [http://www.nps.gov/mima/forteachers/curriculummaterials.htm](http://www.nps.gov/mima/forteachers/curriculummaterials.htm).
include the Battles of Lexington and Concord, Saratoga, and Yorktown.

EU – Conflict and Change

- *Saratoga* (fought in New York in 1777) is considered the traditional “turning point” of the American Revolution, because colonists and the Continental Army were finally able to rout the British Army. This battle also led the French to give aid to the Americans throughout the remainder of the war. For more information from the National Park Service:
  - [http://www.nps.gov/sara/forteachers/curriculummaterials.htm](http://www.nps.gov/sara/forteachers/curriculummaterials.htm)

- *Yorktown,* Virginia, site of Lord Cornwallis’s surrender to General George Washington in 1781, marks the final major conflict of the American Revolution. The siege of the naval base at Yorktown by French and American forces crumbled the final British resistance to American independence. For more from the National Park Service: [http://www.nps.gov/yonb/historyculture/index.htm](http://www.nps.gov/yonb/historyculture/index.htm).

SS4H4c
On October 19, 1781, British troops surrendered to American and French forces in Virginia. This battle marked the end of the Revolutionary War. This battle took place at

A. Savannah.
B. Guilford Courthouse.
C. Yorktown.
D. Charles Town.

**d. Describe key individuals in the American Revolution with emphasis on King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams.**

Students must be familiar with these listed figures and be able to describe (at a basic level) their contributions to the American Revolution. Teachers may also teach additional biographical information, but the focus should be on their contributions to the American Revolution.

- **King George III**: British King for over 60 years, King George III was the face of the decisions that the colonists detested. His decisions ultimately led the colonies toward revolution. Information from the British government (interesting perspective): [http://www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensoftheUnitedKingdom/TheHanoverians/GeorgeIII.aspx](http://www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensoftheUnitedKingdom/TheHanoverians/GeorgeIII.aspx).

- **George Washington**: After leading colonial forces as Commander in Chief of the Continental Army, George Washington was chosen to be the first President of the newly formed United States following the ratification of the Constitution. His leadership during the war under harsh conditions prepared him for the task of wrangling opposing factions during his two terms as President (1789-1797). Official White House biography: [http://www.whitehouse.gov/about/presidents/georgewashington](http://www.whitehouse.gov/about/presidents/georgewashington).

- **Benjamin Franklin**: As an expert negotiator and agitator for independence, Franklin’s writing and publishing quickly made him one of the most famous men in the colonies. Franklin actually chaired the committee put in charge of writing what became the Declaration of Independence, though he made few changes to Jefferson’s final document. He negotiated a treaty of alliance between the French and the united colonies and secured loans from the French government which helped finance the American revolution against the British. He also was instrumental in negotiating the Treaty of Paris (written 1782, signed 1783) ending the American Revolution. For more information: [http://www.pbs.org/benfranklin/l3_citizen_founding.html](http://www.pbs.org/benfranklin/l3_citizen_founding.html).

- **Thomas Jefferson**: Jefferson’s eloquent writing helped him stand out among the other members of the Continental Congresses. In addition to writing the Declaration of Independence, he also penned other documents designed to secure
personal and civil liberties for citizens. Despite the philosophical, rather than practical, nature of his contributions, he was still recognized as a fighter for independence and eventually become the new nation's third president (1801-1809). Official White House biography:  
http://www.whitehouse.gov/about/presidents/thomasjefferson.

*Benedict Arnold: While initially successful as a general in the Continental Army, Arnold is more famous for his defection to the British. Arnold was instrumental in the capture of Fort Ticonderoga and the victory at Saratoga, but he was overlooked for promotion. In retaliation, he made secret plans to turn West Point, NY, over to the British. Once the plan was discovered, he fled to the British, who commissioned him as a general in their army. For more on Arnold's attempted sale of West Point:  
http://www.clements.umich.edu/exhibits/online/spies/stories-arnold-3.html

*Patrick Henry: Henry led Virginia as its first elected governor. His fiery speeches in favor of independence (including the famous line, “Give me liberty, or give me death!”) have secured his historical immortality. He continued to advocate for independence throughout the Revolutionary War, after serving briefly as a leader on the battlefield. For more information: http://www.redhill.org/biography.html.

*John Adams: While an influential intellectual figure from the earliest days of the move towards independence, Adams spent many years abroad as a diplomat. He worked to achieve foreign support for the colonists, and also helped negotiate the peace treaty with Great Britain. Adams would be elected to be the United States' second president (1797-1801), but was defeated in the 1800 election by Thomas Jefferson:  
http://www.whitehouse.gov/about/presidents/johnadams.

SS4H5  The student will analyze the challenges faced by the new nation.  
The intent of this standard is for students to understand that the end of the Revolution did not mean that things went smoothly for the newly independent colonies. Students should also understand that the national government we know today did not come into existence instantly, but developed over the course of many years.

a. Identify the weaknesses of the government established by the Articles of Confederation.  

For this element, teachers are given a great deal of background information. Teachers can teach as much of this to their students as they deem appropriate, but should focus on the weaknesses of the Articles of Confederation.

In anticipation of winning the Revolution, it was necessary for the colonies to develop a semblance of government. The Articles of Confederation were adopted by the second Continental Congress on November 15, 1777. However, in a sign of the disagreements to come, it took almost four years before all thirteen colonies ratified the document. Maryland was the last to ratify, on March 1, 1781.

In less than a decade, the Articles were to be cast off. In early 1787, Congress called a new convention, with the intention of revising the Articles. The following are among the weaknesses of the Articles frequently cited by historians:

*The Articles gave individual states more power than the national government had. As a result, conflicts among the states threatened the existence of the nation.

*The Articles reflected Americans’ fear of a powerful national government. As a result, the Articles created a government that had no executive branch and that lacked the power to tax, regulate commerce, or establish a national currency.
*Each state developed its own rules regarding trade with other states and other countries, which made commerce sluggish.

*The national government could not raise an army, which was a grave concern in an era of nearly constant warfare among European powers.

*While a national currency existed, states were still allowed to print their own money. This rendered the national currency virtually worthless and made interstate trade extremely difficult.

*There was no national executive and no national judiciary. This meant that national laws could not be enforced effectively.

For a range of resources related to the Articles themselves, their creation, and the move toward the Constitution, visit: [http://www.loc.gov/rr/program/bib/ourdocs/articles.html](http://www.loc.gov/rr/program/bib/ourdocs/articles.html).

**SS4H5a**

The Articles of Confederation were the nation’s first constitution, but they had to be replaced by the Constitution of the United States. What was the major weakness of the Articles of Confederation?

A. The federal government was too weak. *

B. The state governments were too weak.

C. Great Britain still could make laws for the colonies.

D. France did not accept the independence of the United States.

<table>
<thead>
<tr>
<th>b. Identify the major leaders of the Constitutional Convention (James Madison and Benjamin Franklin) and describe the major issues they debated, including the rights of states, the Great Compromise, and slavery.</th>
<th>Students must be familiar with these listed figures and issues and be able to describe (at a basic level) their relationship to the Constitutional Convention.</th>
</tr>
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<tbody>
<tr>
<td><em>Benjamin Franklin:</em> An outspoken advocate for American independence, the elderly Franklin also made his mark on the new nation’s government. He engineered the Great Compromise (see below), and gave a speech at the Convention’s close urging delegates to sign the document despite its likely lack of perfection. For more on Franklin’s political role from the Revolution through the Constitutional Convention: <a href="http://www.pbs.org/benfranklin/l3_citizen_founding.html">http://www.pbs.org/benfranklin/l3_citizen_founding.html</a>.</td>
<td></td>
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<tr>
<td><em>Rights of states:</em> Many delegates continued to fear that a strong national government could lead to a system of government akin to the monarchy and tyranny they felt that they had just overthrown. Others felt that a strong national government was essential to holding the nascent country together. Debates over the strength of the national government versus the rights of the individual states continued throughout the convention, and led to a difficult battle over ratification of the final Constitution.</td>
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</table>
| *Great Compromise:* Smaller states feared that larger states would take over the new national government, and that their concerns and opinions would go unheard. Larger states felt that it was unfair for smaller states to be represented by an equal number of delegates in Congress. The Great Compromise created a (bicameral) legislature where one house (the House of Representatives) would have
representation based on population, and the other house (the Senate) would have an equal number of representatives from each state.

*Slavery:* Many of the men working to write the Constitution were slaveholders. While some were conflicted about the institution of slavery, others felt that it was a necessary part of the country’s economy. Moreover, most delegates were far more concerned about how enslaved people should be counted for states’ representation in Congress. Eventually, delegates decided that each enslaved person should be counted as 3/5 of a person for representation. Congress was also banned from making any decisions limiting the international trade of slaves for twenty years.

For a basic overview of the Constitutional Convention, the final document, and the debates over ratification, visit: [http://www.whitehouse.gov/our-government/the-constitution](http://www.whitehouse.gov/our-government/the-constitution)

For excellent primary sources related to the Constitutional Convention, visit: [http://memory.loc.gov/ammem/collections/continental/intro01.html](http://memory.loc.gov/ammem/collections/continental/intro01.html).

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<th>4th Grade Social Studies Teacher Notes</th>
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| **SS4H5b** The Constitution was drafted in 1787. Since the people could not agree, they had to compromise. The Great Compromise
  A. decided how the President would be elected.
  B. gave the Supreme Court the power to decide if a law was unconstitutional.
  C. started the Cabinet to help the President.
  D. made a Congress with a Senate and a House of Representatives. * |
| **c. Identify the three branches of the U.S. government as outlined by the Constitution, describe what they do, how they relate to each other (checks and balances and separation of power), and how they relate to the states.** |
| For this element, students must be able to identify and describe the three branches of government: legislative, executive, and judicial. Students should also be able to use the terms “checks and balances” and “separation of power” to explain the branches’ relationship to each other.

The Constitution put into place a separation of powers that means that each branch has specific responsibilities not given to the other branches. These responsibilities are listed in general terms below:

* **Legislative branch:** Article I. Composed of the United States Congress (separated into the House of Representatives and the Senate), the legislative branch makes the national laws that govern our country.

* **Executive branch:** Article II. At the time the Constitution was written, the executive branch consisted of the President and Vice-President. The President is charged with enforcing national laws and coordinating foreign policy decisions, as well as serving as Commander-in-Chief of the nation’s armed forces. [Today, the branch also includes the Cabinet and executive agencies, which help the President enforce national laws and determine policies.]

* **Judicial branch:** Article III. The judicial branch, which includes the federal court system and the Supreme Court, makes decisions about national laws and interprets the Constitution as needed.

To prevent any one branch from holding too much power, a system of checks and balances was included in the Constitution. Each branch’s power is checked (held in balance) by the other branches. For example, the President can veto laws made by Congress, but Congress can override his or her veto with a two-thirds majority vote.
A very general (modern) description of the separation of power, checks and balances, and each of the three branches can be found at Ben’s Guide: [http://bensguide.gpo.gov/j-history](http://bensguide.gpo.gov/j-history).

**SS4H5c**

The United States government is divided into three branches – executive, legislative, and judicial. Each branch can check the other branches, keeping a balance of power among them. Which of the following is an example of the executive branch checking the legislative branch?

- A. The President vetoes a bill from Congress. *
- B. The President states that a law is unconstitutional.
- C. The Congress overrides the President’s veto.
- D. The Supreme Court states that a law is unconstitutional.

Which branch of government is responsible for deciding what the laws mean?

- A. legislative
- B. judicial *
- C. international
- D. executive

**d. Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the power of government, and explain the reasons for its inclusion in the Constitution in 1791.**

<table>
<thead>
<tr>
<th>Students are NOT required to memorize the first ten amendments, but they should understand the major themes within the Bill of Rights (personal freedoms and individual rights.)</th>
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<tbody>
<tr>
<td>Once the Constitution was written, and approved by the Convention, the states still had to ratify it. The battle over ratification was difficult and prolonged, and separated many prominent Americans into two camps. One major objection to the Constitution was its lack of protection for individual and states’ rights. In order to overcome this, proponents of the Constitution promised that an additional “Bill of Rights” would be written to augment the Constitution.</td>
</tr>
<tr>
<td>The Bill of Rights, the name given to the first ten amendments to the Constitution, works to limit the power of government. It guarantees certain rights to Americans, protects certain freedoms, allows for fairness in criminal proceedings, and defines that powers not specifically given to the national government are held by the states.</td>
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**SS4H5d**

The Bill of Rights is the name given to the first ten amendments to the Constitution of the United States. Why were they added?

- A. They were added to explain the powers of the state governments.
- B. They were added to limit the influence of Great Britain.
- C. They were added to extend the right to vote to all Americans.
- D. They were added to guarantee basic freedoms to all Americans. *

Which right is listed in the Bill of Rights?

- A. the right to work
- B. the right to a house
- C. the right to choose your religion. *
- D. the right to free health care

**e. Describe the causes and events of the War of 1812; include the burning of**

For this element, students need to describe how the end of the Revolution was not the end of armed conflict with Great Britain. Thirty years later, the United States declared war on Great Britain. British interference in American shipping was a serious issue, and Americans also wished to remove the British from Canada, and secure the entire North American continent for themselves.
the Capitol and the White House.  

**EU – Conflict and Change**  
Teachers may wish to teach multiple events that occurred during the war. During the course of the war, British soldiers arrived in Washington, D. C., and successfully burned the Capitol and White House, powerful symbols of the new country’s government. Because, President Madison and other government officials had fled the city, the government continued to function. For more information on the burning of the Capitol and White House, visit:  
[http://www.loc.gov/exhibits/treasures/trm001.html](http://www.loc.gov/exhibits/treasures/trm001.html).  
Ending in essentially a draw in 1814, the War of 1812 succeeded in asserting the United States of America’s place as a free and independent nation.

**SS4H5e**  
What was one cause of the War of 1812?  
A. Slavery was needed in the north.  
B. The French burned the White House.  
C. The British took over American ships. *  
D. The colonists wanted their own country.  

**SS4H6**  
The student will explain westward expansion of America between 1801 and 1861.  
The intent of this standard is for students to understand the rapid growth of American territory in the first half of the 19th century, and describe the impact of this growth on those living in that territory.

<table>
<thead>
<tr>
<th>a. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).</th>
</tr>
</thead>
<tbody>
<tr>
<td>EU – Movement/Migration</td>
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| For this element, teachers are given a great deal of background information. Teachers can teach as much of this to their students as they deem appropriate.  
In 1803, President Thomas Jefferson purchased the *Louisiana Territory* from France. This territory stretched far beyond the modern state of Louisiana. The *Louisiana Purchase* nearly doubled the size of the United States. For an extensive background on exploration of the lands eventually purchased:  
[http://www.loc.gov/exhibits/lewisandclark/lewis-before.html](http://www.loc.gov/exhibits/lewisandclark/lewis-before.html),  
[http://www.loc.gov/rr/program/bib/ourdocs/Louisiana.html](http://www.loc.gov/rr/program/bib/ourdocs/Louisiana.html)  
Jefferson wanted a better understanding of what he had bought, so in 1804 he sent *Meriwether Lewis and William Clark* on an expedition to uncover the secrets of Louisiana and find a water route to the Pacific Ocean. With the help of their Native American guide Sacagawea, over the course of the next three years, the team traveled through land previously seen only by Native Americans. The reports and artifacts the team sent back to President Jefferson piqued national interest in the new territory, and eventually helped encourage rapid emigration to the area. The group also learned a great deal about the Native American nations present in the territory, though their communication about these nations is certainly clouded by prejudice. Visit this online exhibit for information about the expedition, artifacts collected, and Jefferson’s personal involvement:  
Not included in the Louisiana Purchase was the desert Southwest, most of which was part of Mexico. *Texas* had declared itself independent, and sought to join the United States. One of the major events of the Texan war for independence was the Battle of the *Alamo*, fought in 1836 in San Antonio. After a long siege by Mexican forces, Texan independence fighters made a “last stand” at the Alamo. A more numerous Mexican army defeated them, but “remember the Alamo” became a rallying cry for the remaining months of the independence struggle. In 1846, Texas became an American state, which Mexico saw as a declaration of war. The resulting Mexican War lasted... |
until 1848, when Mexico gave up all claims to Texan lands (including portions of modern New Mexico).

At the same time, politicians in Washington looked to end three decades of shared ownership of the Oregon Territory with Great Britain. The British proposed a northern border drawn further south than President James K. Polk and his supporters preferred. However, facing war over Texas, few in Congress were willing to risk additional armed conflict. In 1846, Congress ratified the British treaty, and gained the Oregon Territory for the United States. Many Americans had already moved to the territory (using the overland Oregon Trail) following reports of abundant fertile land for settlers.

For background information on American expansion into Texas and Oregon, visit: http://www.smithsonianeducation.org/educators/lesson_plans/borders/essay3.html

Gold was discovered at Sutter's Mill, California, in 1848, and the resulting gold rush sent people from around the world to California, hoping for instant wealth. Many reports of how easily gold could be obtained were exaggerated, and thus many migrants found themselves in an unfamiliar land with few prospects. Fortunately, California's mild climate encouraged a variety of economic activities and the area's population boomed. In 1850, California became a state. For more information on the Gold Rush, and its impact on the millions of lives that it touched, visit: http://www.pbs.org/wgbh/amex/goldrush/.

SS4H6a
Gold was discovered in California in 1848. What did this discovery cause?
A. the southern states to leave the Union.
B. the British to raise taxes
C. Native Americans to move off reservations
D. many people to move to the West *

b. Describe the impact of the steamboat, the steam locomotive, and the telegraph on life in America.

EU – Technological Innovation

*Steamboat: Developed at the end of the 18th century, steamboats in America were first used commercially in the 1810s in New York state. Since steamboats powered themselves, and were not reliant on variable winds, they could travel on a consistent, predictable schedule. They were also able to travel against river currents, making them particularly useful for local transport of goods. As technology improved, steamboats moved onto the Great Lakes and the Mississippi River, improving transportation for commerce throughout the young United States. For a great deal of steamboat trivia, visit: http://www.steamboats.org/.

*Steam locomotive: While the use of steam to create motion has been in use since ancient times, the modern steam engine came about in the early years of the 19th century. Used for a multitude of applications, the steam engine allowed power to be generated away from water sources, and also created the possibility of moving, self-powered devices (locomotives, automobiles, etc.). The steam locomotive made cross-country transportation of goods and people possible. It also contributed heavily to the population of the western territories/states, as people could travel safely and quickly, and needed supplies could be obtained.

*Telegraph: The telegraph, developed in 1832 and perfected over the next decade, revolutionized communication. No longer dependent on anything more than a wire to deliver messages, Americans were able to “talk” to people far away through a simple transmitter and code. As the nation moved west, messages could be sent quickly and effectively, removing the fear of being “cut off” from the rest of the country for potential migrants. For an extensive history of the telegraph, visit the Smithsonian: http://historywired.si.edu/detail.cfm?id=324.
How did the telegraph impact life in America?
A. It led to the development of the railroad.
B. It allowed messages to be sent through the mail.
C. It took longer to send messages over long distances.
D. It allowed a speedy way to send messages over long distances. *

c. Describe the impact of westward expansion on Native Americans.

There is no single description possible for the impact of westward expansion on all Native American groups. It is best for students to describe the impact of specific events during this time period on specific Native American groups.

As in the eastern states, as more and more people moved into an area, Native Americans were generally forced from their lands. Some entered into treaties to retain specific portions of their homelands, while others engaged in armed conflict. Disease continued to kill untold numbers of Native American people, as new germs arrived with each wave of settlers. Finally, the United States government had settled on a policy of “Indian removal,” meaning that Native Americans had virtually no legal rights to any of their ancestral lands, and U.S. Army troops were often involved in relocating people against their will.

Specific events, such as the Gold Rush in California, caused Native Americans to take an active stand to preserve their homes and ways of life. This escalated tensions, and resulted in armed conflicts in a variety of places. By the beginning of the Civil War in 1861, Native Americans were faced with numerous challenges, and their legal status had diminished considerably.

For much more information, visit http://ethemes.missouri.edu/themes/865, where a multitude of additional sites are linked.
SS4H7 The student will examine the main ideas of the abolitionist and suffrage movements.
The intent of this standard is for students to learn about two major social change movements of the 19th century through the biographies of women who worked in those movements.

a. Discuss the biographies of Harriet Tubman and Elizabeth Cady Stanton.
EU – Individuals, Groups, Institutions

For this element, students should learn about the abolitionist and suffrage movements using Tubman and Stanton as examples of people working for those changes. Teachers may choose to teach other events related to those movements and other figures important to them.

*Harriet Tubman: Tubman is perhaps best known as a conductor on the Underground Railroad. Beginning in 1849, she is believed to have led over 300 enslaved people to freedom, often at great risk to her own personal safety. However, Tubman also advanced the abolitionist cause by speaking and writing to convince Americans that slavery was wrong. Following the Civil War, Tubman continued to fight for freedom by advocating for full suffrage for women until her death in 1913. A fairly simple biography with interesting details about her abolition work can be found here: http://www.pbs.org/wgbh/aia/part4/4p1535.html. For a fun interactive activity about Harriet Tubman’s success on the Underground Railroad, visit: http://www.nationalgeographic.com/railroad/j2.html.

*Elizabeth Cady Stanton (1815-1902): Stanton was an outspoken advocate for full legal rights for women beginning in the first half of the 19th century. She organized the Seneca Falls Convention (1848), where the delegates adopted a document she had written calling for equal political rights. Also active in the movement for abolition, Stanton continued to advocate for full suffrage for women and African-American men following the Civil War. Her suffrage work evolved over time, and developed into a call for full social reform as well as political equality. For a more detailed biography, visit: http://ecssba.rutgers.edu/resources/ecsbio.html.

b. Explain the significance of Sojourner Truth to the abolition and suffrage movements.
EU – Individuals, Groups, Institutions

For this element, students need to explain how Sojourner Truth was significant to both movements.

Sojourner Truth was born into enslavement in New York state, and had been sold several times and run away by the time the state abolished slavery in 1827. She changed her name to Sojourner Truth (from Isabella Baumfree) following a religious experience in 1843, and began her career as a traveling preacher. Despite being illiterate, she spoke alongside famous abolitionists, and eventually became important to the women’s rights movement, as well. For more information visit: http://www.biography.com/people/sojourner-truth-9511284#fighting-for-abolition-and-womens-rights.
4th Grade Social Studies Teacher Notes

STANDARDS and ELEMENTS

TEACHER NOTES
4th GRADE SOCIAL STUDIES
GEOGRAPHIC UNDERSTANDINGS

SS4G1 The student will be able to locate important physical and man-made features in the United States.

For this standard, teachers need to keep in mind that the operative verb is locate.

Students should be able to identify/locate all of these features on a basic political/physical map. As appropriate, teachers should incorporate this map work into related history content.

a. Locate major physical features of the United States; include the Atlantic Coastal Plain, the Great Plains, the Continental Divide, the Great Basin, Death Valley, the Gulf of Mexico, the St. Lawrence River, and the Great Lakes.

EU – Location

This element specifically asks students to locate physical features.

Teachers will certainly want to provide additional information to students within their own classrooms, including short descriptions of the formation of the Atlantic Coastal Plain, the significance of the Continental Divide, etc. Related facts given below are provided solely for teacher reference.

*Atlantic Coastal Plain: The former seabed of the Atlantic Ocean, the Atlantic Coastal Plain stretches from New York to Florida. Some sources also include the equivalent plain that borders the Gulf of Mexico, while others separate it into its own feature. The Atlantic Coastal Plain is characterized by sedimentary soils/rocks and very flat terrain. This map would prove confusing to many students, but can be helpful for teachers:

*Great Plains: The Great Plains occupy the large expanse of flat land found between the Mississippi River and the Rocky Mountains in the United States and Canada. Due to rapid population growth and travel in the 19th century, many of the native animals and plants of this region are extinct or severely endangered. Recently, efforts have begun to restore the prairies of the Great Plains to their original state. A bit of background and geologic information:

*Continental Divide: This feature is a natural boundary delineating watersheds: rivers on the east of the divide flow into the Atlantic Ocean or the Gulf of Mexico, and rivers on its western side flow into the Pacific Ocean. In the United States, it follows the highest peaks of the Rocky Mountains. An easy-to-use definition and map can be found here:
http://education.nationalgeographic.com/encyclopedia/continental-divide/

*Great Basin: Actually composed of several smaller basins, the Great Basin is typically defined by its hydrology. No water that enters the 200,000 square mile area drains outside of it; it all drains internally. For more information and a useful map, visit: http://www.nps.gov/grba/planyourvisit/the-great-basin.htm

*Death Valley: The “hottest, driest, lowest place in North America,” according to the National Park Service, Death Valley has a surprisingly diverse set of native species of plants and animals. This is due in part to the large variation in elevation throughout the area. For more information:
**Gulf of Mexico:** A sea forming part of the Atlantic Ocean, the Gulf of Mexico has a surface area of roughly 1.5 million square kilometers. The shoreline stretches from the southern tip of Florida to the tip of the Yucatan peninsula in Mexico, and also fronts numerous islands in multiple countries. For extensive information about the Gulf, and several basic satellite maps, visit: [http://www.gulfbase.org/facts.php](http://www.gulfbase.org/facts.php).

**St. Lawrence River:** The St. Lawrence flows eastward through Canada from the Great Lakes to the Gulf of St. Lawrence. As is typical among rivers used heavily for human navigation, there are numerous environmental issues facing the river today. For an extensive overview, visit: [http://www.eoearth.org/article/St._Lawrence_River%2C_Canada](http://www.eoearth.org/article/St._Lawrence_River%2C_Canada).

**Great Lakes:** The five largest lakes in the United States (though they also touch Canada), the Great Lakes hold the largest supply of fresh water in the world, according to NOAA. The lakes are interconnected, and navigable. This results in many environmental issues resulting from human interference with the ecosystem, while also challenging the many communities who rely upon the lakes for drinking water. NOAA's website has excellent information, including an underwater tour: [http://www.glerl.noaa.gov/pr/ourlakes/intro.html](http://www.glerl.noaa.gov/pr/ourlakes/intro.html).

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<th>EU – Movement / Migration</th>
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<tr>
<td><strong>b. Locate major man-made features; include New York City, NY; Boston, MA; Philadelphia, PA; and the Erie Canal.</strong></td>
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</table>

This element specifically asks students to **locate** man-made features. Teachers will certainly want to provide additional information to students within their own classrooms, including discussions of why the locations of these cities and canal were significant to American history in the period under study. As these features come up in related history content, teachers should give students additional information about the significance of the cities to the history of the period. The related facts given below are provided solely for teacher reference.

**New York City, NY:** America’s first capital (from 1786 to 1790), New York City's long and colorful history is as significant in the colonial and new national periods as it is today. As a center for commerce, culture, and government, the city's history often serves as a microcosm of American history as a whole. For a great timeline of the city's development through the dawn of the 20th century, visit: [http://www.pbs.org/wnet/newyork/series/resources/timeline.html](http://www.pbs.org/wnet/newyork/series/resources/timeline.html)

**Boston, MA:** Another center of colonial commerce and culture, Boston and the surrounding areas also played an essential role in the American Revolution. Following the end of the Revolution, Boston’s population and importance grew rapidly, creating what continues to be one of America’s major cities.

**Philadelphia, PA:** Philadelphia served as America’s second capital (1790 to 1800), and served as home to many of the conventions that created America’s founding documents. In the 18th and 19th centuries, Philadelphia was a center for scientific and industrial advancements.

**Erie Canal:** First opened to traffic in 1825, the Erie Canal revolutionized interior water travel. The Canal connects the Hudson River with Lake Erie, and made it possible for people and goods to be shipped between the inland areas west of the Appalachian Mountains and the exterior port cities of the northeast. For more, visit [http://www.eriecanal.org](http://www.eriecanal.org) or [http://www.canals.ny.gov/history/history.html](http://www.canals.ny.gov/history/history.html)
SS4G2 The student will describe how physical systems affect human systems.
For this standard, students should be able to explicitly link the indicated geography content to their historical understandings. As much as possible, students should be learning all of this information in an integrated manner, rather than having the historical, geographic, and economic content separated from each other.

a. Explain why each of the Native American groups (SS4H1a) occupied the areas they did, with emphasis on why some developed permanent villages and others did not.

EU – Location

For this element, students will explain the significance of the geographical area that (traditionally) served as home to each of the Native American groups listed in SS4H1a. Students need to be able to explain why the food sources, housing materials, etc., found in these locations led some groups to form permanent villages, while other locations lent themselves toward a migratory lifestyle.

{Teachers may wish to see the information included in the notes for SS4H1b for additional information and resource links.}

*Arctic (Inuit): Because agriculture was impossible in this region, the Inuit relied on hunting and fishing. While this encouraged a mostly sedentary lifestyle, it was necessary at times for people to move to locate new food sources.

*Northwest (Kwakiutl): Because the animals that served as food for the Kwakiutl were themselves migratory, the Kwakiutl moved seasonally to obtain fresh food sources.

*Plateau (Nez Perce): The Nez Perce moved seasonally, following the animals they hunted. They used local materials to make their homes, which were easily portable – first grass, then buffalo hides.

*Southwest (Hopi): Because the Hopi could grow most of the food they needed, they established permanent towns near their farming areas. Also, the local soil provided an excellent building material for structures that endured, some for thousands of years.

*Plains (Pawnee): The Pawnee also used local soil to build lasting structures, and this same quality soil allowed for agriculture. The local animals provided adequate game for hunting, as well as leather for additional tipi dwellings used for short-term hunting expeditions.

*Southeast (Seminole): The Seminole spent many of their early years evading attack and capture by the United States Army, so their dwellings had to be easily dismantled and relocated. In addition, these houses, made from the materials found in the swamps of Florida, could be taken down to follow animals being hunted.

SS4G2a
The Southwest Indians lived in deserts where only a few plants and animals could survive. Which of the following types of houses were built from materials in that environment?
A. teepees made from bison skins
B. brick houses made of cement
C. adobe houses made of clay and stone *
D. longhouses made of wood from trees
### b. Describe how the early explorers (SS4H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.

**EU – Location**

This element asks students to explain how the environments explored by each of the following people directly contributed to the explorers’ successes and failures. In addition, students should be able to explain in broader terms the relationship between certain geographical features and successful exploration. (Teachers may wish to see the information included in the notes for SS4H2b for additional information and resource links.)

**John Cabot:** Since first-hand information related to Cabot’s voyages is sketchy, some interpretation is necessary to relate the geography of Newfoundland to his travels. Certainly, the inclement weather of the region was an obstacle in Cabot’s attempts to reach the coastline. Since Cabot never returned from his final voyage, it is also assumed that weather caused his ship to be lost at sea. Finally, the rocky coastline of eastern Canada probably contributed to his limited attempts to actually land a vessel.

**Vasco Nunez de Balboa:** Having lived in the Caribbean/Central American region for many years, Balboa’s familiarity with the environment and climate greatly contributed to his ability to explore new places, and to successfully settle and live in the area. Once he crossed the isthmus of Panama, he located the fabled “South Sea,” now known as the Pacific.

**Juan Ponce de Leon:** As Ponce de Leon spent increasing time in the Caribbean, he gained familiarity with the terrain and climate. Both of these were useful as he explored Puerto Rico and Florida in search of gold – and the fabled Fountain of Youth. His explorations along the Atlantic Coast of Florida gave him experience with the Gulf Stream, though its actual magnitude would not be fully mapped for two more centuries.

**Christopher Columbus:** Columbus found himself in unfamiliar and uncharted territory as he searched for a water route to Asia. However, because of his southern route, he landed in the hospitable Caribbean, as opposed to the frigid arctic. As with all sea voyages, the weather was the most potent threat, and one voyage faced such a severe storm that Columbus himself thought that they would be lost at sea.

**Henry Hudson:** Wanting to find a passage across Canada, Hudson’s voyages were greatly affected by the harsh weather of the area. In addition, the simple fact that the passage did not exist made the voyages treacherous, as the terrain was not friendly to ocean-going vessels, nor were the numerous icebergs in the area easy to handle. Ultimately, his crew grew tired of dealing with these conditions, and mutinied.

**Jacques Cartier:** Cartier’s search for a western route (Northwest Passage) to Asia encountered numerous obstacles due to his ignorance about the climate of the region to which he sailed. At one point, his crew encountered rapids that rendered the river on which they sailed un navigable. This led to a decision to spend the winter in a newly built fort; unfortunately, they were not prepared for a Canadian winter, and without the help of nearby Iroquois, it is likely they would all have perished.

### c. Explain how the physical geography of the New England, Mid-Atlantic, and

For this element, students should explain the major geographic features that distinguish each region, and then specifically link those features to the prominent economic activities of each region. (Teachers may wish to see the information included in the notes for SS4H3 for additional information and resource links.)
Southern colonies helped determine economic activities practiced therein.

EU – Location

*New England: Because most soil in New England is rocky and poorly suited for large-scale agriculture, farms were small and few people practiced more than subsistence agriculture. The close proximity of most towns to the coast made shipping, fishing, and whaling essential economic activities. In later years, as the world industrialized, the region was also home to many factories due to the presence of raw materials, adequate population growth for staffing, and access to shipping points to other colonies and back to Europe.

*Mid-Atlantic: Many farms in the Mid-Atlantic region were large, and the crops grown reflected the high quality of the soil. Fishing and shipping were still important, and the cities in the region were home to many different artisanal economic activities, supporting extensive specialization.

*Southern: With less concentrated population than the other colonies, the large farms that thrived on the rich soil of many of these colonies required the importation of labor. In addition, the larger size of the colonies made transportation more difficult. There were a few large ports for shipping in each of the Southern colonies, and a small economy developed that allowed agricultural goods to be transported from the interior to these ports.

For classroom activities about different economic activities and roles in the colonial economies, visit: http://score.rims.k12.ca.us/score_lessons/market_to_market/.

d. Explain how each force (American and British) attempted to use the physical geography of each battle site to its benefit (SS4H4c).

EU – Conflict and Change

For each of the listed battles, students need to be able to explain how the geography of the area contributed to the battle experiences of the American forces and the British forces. In particular, students should be able to explain in very basic terms, how decisions about the way that the battles were fought were affected by geography. {Teachers may wish to see the information included in the notes for SS4H4c for additional information and resource links.}

*Saratoga: The rout of the British by the American colonists at Saratoga, generally considered the turning point of the American Revolution, was aided in part by the rough terrain of the area. The Americans used this to their advantage, firing on the British from an area above the Hudson River, preventing the use of the river for transporting troops and supplies. In addition, this overlook provided a way for the Americans to control the local roads, which were the only access to the area, as the opposite approach was too rocky for troops and equipment to move through it. For exceptional maps and modern photographs explaining this more clearly, view pages 21-24 on this document: http://www.nps.gov/sara/forkids/upload/SRA_Elementary_v3.pdf.

*Yorktown: The British naval forces found themselves pinned between the American colonial army on shore and French naval support in Chesapeake Bay at Yorktown. The French blockade prevented assistance from other British ships, and incessant attacks from the American forces wore down the number and strength of General Cornwallis’s troops. A useful map can be found by clicking on “miraculous convergence” on this page: http://www.pbs.org/ktca/liberty/chronicle_yorktown1781.html.
e. Describe physical barriers that hindered and physical gateways that benefitted territorial expansion from 1801 to 1861 (SS4H6a).

For this element, students need to describe the barriers and gateways in travel and settlement presented by some of the features noted below. (Teachers may wish to see the information included in the notes for SS4H6a for additional information and resource links.) The information below is provided solely for teacher reference, teachers should feel free to teach far more than is included below.

*Students need to be aware that many large streams were as difficult to cross as rivers. Without bridges over these rivers there was no way to go around them which led to treacherous attempts to ford rivers/stream with teams of animals and wagons.

*The mountain ranges of the western part of the country posed numerous problems. They were difficult to cross with the equipment available at the time, and the ever-present threat of severe weather meant that getting stuck in the mountains was likely to be deadly.

*The wide expanses of the Great Plains, while monotonous to cross, generally provided adequate food for draft animals. They also let people moving west see who or what was approaching, giving them time to prepare for those encounters.

STANDARDS and ELEMENTS

TEACHER NOTES

4th GRADE SOCIAL STUDIES
GOVERNMENT/CIVICS UNDERSTANDINGS

SS4CG1 The students will describe the meaning of

| a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness). | For this element, students will describe natural rights as the rights with which all people are born. Rather than having rights guaranteed by governments or earned by specific acts, the concept of natural rights holds that no person or group can impede these rights. Modern interpretations certainly hold that there are things people can do to lose these rights. For example, if someone chooses to break the law, then that person can be imprisoned, thereby losing his/her right to liberty. For a good general overview, copy and paste the link below:
http://billofrightsinstitute.org/resources/educator-resources/americapedia/americapedia-constitution/natural-rights/ |
| b. "We the people" from the Preamble to the U. S. Constitution as a reflection of consent of the governed or popular sovereignty. | This element asks students to describe the phrase “we the people” as being from the Preamble (beginning/opening) to the Constitution. Students should be aware that the phrase indicates that the men writing the Constitution wanted to stress the idea that the United States was being founded on the idea that the people had come together to form a government. This concept, called popular sovereignty, means that governments only hold power as long as the general population consents to its rule. Of course, the lack of civil and human rights afforded to many groups in early America undermines this idea somewhat. |

SS4CG1b Why does the Preamble to the Constitution start with the words “We the people…”?
A. These words were written to represent the people being governed. *
B. These words were written for members of the Congress and Senate.
C. These words were written for the committee who wrote the document.
D. These words were written for the British people who supported our country.
### c. The federal system of government in the U. S.

**For this element, students should describe the federal system as it refers specifically to the distinction made between the national government (sometimes called the federal government) and the state governments. In the Constitution, some powers are given to the national government, and some are given to the states. The Constitution’s Tenth Amendment gives all powers not expressly given to the national government to the state governments. Teachers may choose to teach terms like “implied” or “reserved” powers, but those are beyond the scope of the element as written.**

This Venn Diagram is useful for teacher reference, but includes far more information than students need to know. It can, however, give students a sense of which sorts of powers tend to belong to the national government, which powers tend to belong to state governments, and which are shared between the two:

http://www.vrml.k12.la.us/bergeron/Worksheets/Federal%20System%20Venn.htm

### SS4CG2

The students will explain the importance of freedom of expression as guaranteed by the First Amendment to the U. S. Constitution.

The focus of this standard, is for students to explain that the First Amendment guarantees specific forms of expression: freedom of speech, freedom of the press, freedom of assembly, freedom to address the government, and freedom of religion. Students should explain the fact that the men who wrote the Bill of Rights wanted to guarantee that Americans would have the right to express themselves. This expression can agree or disagree with the government, elected officials, etc. Modern interpretations have held that one person or group’s right to expression can be limited, especially in instances of violence and personal safety.

An excellent legal overview is found here: [http://www.law.cornell.edu/wex/First_amendment](http://www.law.cornell.edu/wex/First_amendment). This goes far beyond the scope of the element, but can be helpful for teachers, especially in explaining to students that “freedom of expression” is not absolute.

### EU – Rule of Law

**SS4CG2**

The right of people to say what they believe is protected in the Bill of Rights. Which of the following is an example of freedom of expression?

- A. The government decides which church people can attend.
- B. People can travel freely from one state to another.
- C. The government decides when people can gather to protest.
- D. People can state their views on candidates for elected office.
### SS4CG3 The student will describe the functions of government.

For this standard, students should be able to describe and explain the listed functions of government. Teachers should stress these as functions of the federal government, while drawing correlations to similarities in the functions of state/local governments where appropriate.

| a. Explain the process for making and enforcing laws. | For this element, students will need to have only a general sense of how laws are made. In essence, a law is proposed in the House of Representatives or in the Senate. That body must approve the law with a majority vote. Then, it goes to the other body, where it must again be approved with a majority vote. Finally, the President of the United States must sign the law. If the President instead chooses to veto the law, his/her veto can be overturned with a 2/3 majority in both houses of Congress.

There are particular laws that must start in the Senate, and some acts of Congress require more than a majority vote for even initial approval. For a good overview of the making of laws, visit: [http://bensguide.gpo.gov/index.php/learning-adventures-4-8/9-age-9/43-how-laws-are-made](http://bensguide.gpo.gov/index.php/learning-adventures-4-8/9-age-9/43-how-laws-are-made)

The agencies of the executive branch are charged with helping set policy and enforcing various laws. The federal government gives power to those agencies and sub-agencies that allow them to enforce laws as necessary. The Supreme Court can decide if a law is unconstitutional when asked to do so as the last resort in our legal system. |
|---|---|
| b. Explain managing conflicts and protecting rights. | This element asks students to explain that the federal government is generally charged with managing conflicts between states; between states and the federal government; and between the United States and other countries. In modern times, the United States has also been very involved in managing conflicts between other countries; in part, this is done to minimize risk to the United States’ interests at home and abroad.

The government protects citizens’ rights by upholding freedoms guaranteed in the Constitution/Bill of Rights, and by ensuring that the judicial system treats all people fairly. |
| SS4CG3a | Who makes the laws that the president signs?
A. Congress *
B. Governors
C. Business owners
D. Commission members |
| SS4CG3b | What is one of the basic purposes of government in the United States?
A. To protect the rights of individuals *
B. To restrict peoples choices.
C. To elect a new President every four years
D. To keep criminals in federal prisons |
| c. Describe providing for the defense of the nation. | For this element, students should describe how the Constitution requires the federal government to provide for the defense of the nation. In practical terms, this means paying for an armed force as well as its necessary equipment, developing a foreign policy that keeps the nation secure, and identifying and handling potential threats to the safety of citizens from inside and outside the country. |
d. Explain limiting the power of people in authority.

**EU – Distribution of Power**

The government of the United States is set up with powers separated between different branches of government. In addition, this serves to limit the power of any one person. Even offices to which only one person is elected/appointed have powers that are “checked” by other offices or branches, so that no one person holds too much power. Citizens also hold the power to change officials through elections, or by replacing the officials who appoint those individuals.

e. Explain the fiscal responsibility of government.

**EU – Rule of Law**

The main fiscal responsibility of government revolves around taxation. Citizens pay taxes, and the government uses that income to provide specific services to citizens: infrastructure, education, social programs, etc.

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**SS4CG4** The student will explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.

For this standard, students will use the content of the elements to explain that acting as a just citizen is an essential part of being an American.

**a. Explain the necessity of respecting the rights of others and promoting the common good.**

**EU – Rule of Law**

For this element, students will need to be able to explain that citizens must consider the impact of their actions on others. They should be aware that just because they have the “right” to do something, it does not mean that they can (or should) do things that could hurt others. Finally, students should be aware that the phrase “common good” refers to thinking about what is best for the community in question, rather than just acting in their own self-interest.

**b. Explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, communicating with public officials).**

**EU – Rule of Law**

This element asks students to explain that following laws is essential in our society, and by showing good citizenship in the listed ways, they can serve as important members of their communities.

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**SS4CG4b**

Which of the following is ONE responsibility of a good citizen?

A. owning a house
B. obeying the laws *
C. raising a family
D. attending a college
One of the most important rights and privileges for citizens of the United States is voting. Why is voting so important?
A. Citizens who vote do not have to pay as many taxes.
B. It gives citizens the right to decide if they will obey a law.
C. Citizens who do not vote are breaking the law.
D. It gives citizens the right to choose people to represent them. *

SS4CG5 The student will name positive character traits of key historical figures and government leaders (honesty, patriotism, courage, trustworthiness).
For this standard, students need to be able to identify the listed character traits within the context of learning about the historical figures and government leaders specifically enumerated in the standards.

For teaching ideas for character traits, visit:
http://www.goodcharacter.com/EStopics.html

EU – Beliefs and Ideals

SS4E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.
For this standard, students should be able to explicitly link the indicated economics content to their historical understandings. Students should be learning all of this information in an integrated manner, rather than having the historical, geographic, and economic content separated from each other. Teachers will want to teach the economics content so that students can apply it to multiple situations, and they may draw additional examples from other subjects discussed during the fourth grade year.

For this element, students need to know that the European rulers sending explorers to (what became known as) the Americas had to consider their choices carefully in making the decision to fund these long and expensive voyages. The opportunity costs of these voyages were the next-most-valuable alternatives; when King Ferdinand of Spain decided to fund Columbus's voyage, his opportunity cost would have been the next best thing he could have done with that money (and the capital and human resources of the voyages – things like ships, supplies, and crew).

Students should be able to describe an opportunity cost in general, and should know that there is only one official “opportunity cost” in a decision-making situation. That cost is the single next-best alternative that is not selected.
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<th>b. Explain how price incentives affect people's behavior and choices (such as colonial decisions about what crops to grow and products to produce).</th>
<th>This element asks students to discuss the role of price incentives in decision-making. While modern day examples are fairly easy for fourth-graders to grasp (a less expensive product seems more attractive than the identical product at a higher price), students also need to explain how such incentives have affected economic decision-making throughout history. Colonial agriculture provides some good examples of this. Virginia colonists often chose to produce large amounts of tobacco because it sold for such a high price. They made this decision in spite of the fact that tobacco could not be eaten, so they would have to purchase more of the food and other crops they needed to survive. Over time, they also learned that tobacco depleted the soil, but they continued to produce tobacco in spite of this. Finally, many crops, like tobacco and cotton, that had to be grown on a large scale to be profitable, also required large amounts of labor. Since hired labor made the crops unprofitable, the farmers had an incentive to use enslaved labor.</th>
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<td>c. Describe how specialization improves standards of living (such as the differences between the economies in the New England, Mid-Atlantic, and Southern colonies).</td>
<td>For this element, students should describe the basic benefit of specialization: once an economy starts to specialize, people are able to focus their productive energy on a smaller set of skills, allowing them to become better at those skills thereby producing a better product. On a larger scale, the regional colonial economies prove that even larger groups of people benefit from specialization. Because the New England colonies did not waste energy trying to make large farms productive, they were able to supply the shipping needs of many of the colonies. This shipping was essential for the larger farms in the Mid-Atlantic and South, as they needed to get their goods to places where others could buy them.</td>
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<td>SS4E1c Because farming was difficult in the New England colonies, what industry became popular?</td>
<td>A. teaching  B. medicine  C. slavery  D. shipbuilding *</td>
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<td>d. Explain how voluntary exchange helps both buyers and sellers (such as prehistoric and colonial trade in North America).</td>
<td>Students should be able to explain why exchanging goods and services, voluntarily, provides benefits to all parties engaged in the trade. Economists view trade as a way for individuals, businesses, and countries to improve their overall satisfaction as it relates to the consumption of goods and services. For instance, Native Americans traded with explorers so they could have access to manufactured items, and explorers traded with Native Americans for resources and supplies that might have been exhausted during their journey. Students should be able to explain the reasons for and benefits of voluntary exchange.</td>
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e. Describe how trade promotes economic activity (such as how trade between the colonies and England affected their economies).

EU – Conflict and Change

When two parties agree to a trade of goods or services, the trade benefits them both. In colonial times, the colonies were producing goods that could not be readily found in England. Thus, the colonies and colonists benefitted financially from selling these items to England, and people in England benefitted from having access to things they could not obtain (grow or produce) on their own. Over time, issues like the taxation of this import/export trade became contentious as the benefits of trading began to fall more heavily on one side of the Atlantic than the other.

f. Give examples of technological advancements and their impact on business productivity during the development of the United States (such as the steamboat, the steam locomotive, and the telegraph).

EU – Technological Innovation

The focus of this standard is to identify the technological advancements – steamboat, steam locomotive, and telegraph. Most such inventions have benefits and disadvantages. While the steam locomotive paved the way for rapid transportation over long distances, and greatly increased businesses’ abilities to deliver goods and products to potential customers, it also took large amounts of natural resources to keep those trains running. Even today, such transportation technology has a massive environmental impact.

SS4E2 The student will identify the elements of a personal budget and explain why personal spending and saving decisions are important.

For this standard, students need to know that a budget helps people determine in advance where they should allocate their financial resources. Budgets list expected expenses over the course of a set period of time, and allow the individuals using the budgets to plan how their income can be used to cover those expenses. In creating a sample budget, students should determine priorities in spending and saving (wants vs. needs), and they should also decide how to reserve some income for unforeseen expenses.

For more on spending and saving, the following websites may prove useful:
* http://pbskids.org/itsmylife/money/managing/article6.html
* http://www.themint.org/kids/determining-your-budget.html

EU – Production, Distribution, consumption
EU – Scarcity
The 4th Grade Teacher Notes were written by Sarah Brown. Vetting team- Hillary Linton, JoAnn Wood, Kari Reeve, Mary Kienker, Michele Digiovine, Stephen Bell.