

4th Grade Teacher Notes for the Georgia Standards of Excellence in Social Studies

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.

Children's Literature: A list of book titles aligned to the 4th Grade Social Studies GSE may be found at the Georgia Council for the Social Studies website: <http://gcss.net/uploads/files/gr4socstkidsbooks.pdf>

TEACHER NOTES

4TH GRADE UNITED STATES HISTORY

YEAR 2: REVOLUTION TO RECONSTRUCTION

SS4H1 Explain the causes, events, and results of the American Revolution.

This standard requires students to explain the revolutionary movement and how America became an independent country. The standard includes the French and Indian War of 1754, the 1765 Stamp Act, and the slogan “no taxation without representation”. Students will explore the activities of the Sons and Daughters of Liberty, the Massacre, and Boston Tea Party. With this, they will describe how and why King George III taxed the colonists. Also, students will explain how George Washington, Benjamin Franklin, Patrick Henry, and John Adams were part of the group known as the Founding Fathers. They will be able to describe the actions of Paul Revere and the Black regiments. Students will be able to describe the major events of the American Revolution (including the battles of Lexington and Concord, Saratoga, and Yorktown). In order to understand more about this quest for independence, students will also discuss the basic structure and framework of the Declaration of Independence, including its authors, purpose, and effect on the formation of the new U.S. government.

Vocabulary: revolution, reconstruction, explain, causes, events, results, American Revolution

Teachers Guide for Analyzing Primary Sources by the Library of Congress (Free)

This resource guides teachers in analyzing primary resources:

<http://www.loc.gov/teachers/usingprimarysources/guides.html>

This website provides document analysis sheets.

<https://www.archives.gov/education/lessons/worksheets>

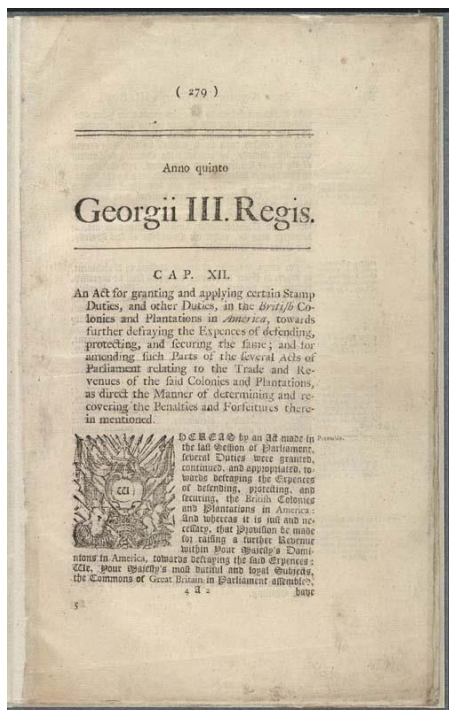
Timeline of the Revolutionary War: PBS (Public Broadcasting System)

http://www.pbs.org/ktca/liberty/chronicle_timeline.html

SS4H1 Explain the causes, events, and results of the American Revolution.

a. Trace the events that shaped the revolutionary movement in America: French and Indian War, 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, the activities of the Daughters of Liberty, Boston Massacre, and the Boston Tea Party.

Students will be required to learn and discuss the causes of the revolutionary movement as well as explain its main events. Students will learn about how the movement began with the French and Indian War, in which Britain and France fought over control of the Ohio River Valley. Students will explore how many American Indian nations united with the French to fight against the colonists and Britain. In order for students to understand “No Taxation Without Representation,” students must learn how Britain won this war and had large war debts as a result. These debts led to Parliament passing laws that taxed the colonists to pay for the war. Students will learn about how the Stamp Act was passed in 1765, which put a tax on the use of paper. Colonists objected to this tax because they did not have representatives to speak for them in Parliament related to this and other issues. Students will also be able to explain how the activities of the Sons of Liberty (attacking tax collectors, boycotting, spying on the British soldiers, etc.) and Daughters of Liberty (making their own cloth instead of buying from Britain, later boycotting tea) protested the Stamp Act as well as the Act’s ending. They will be able to explain the details of the Boston Massacre, in which a squad of British soldiers were sent to control a heckling, snowball throwing group of people. They will also examine the Boston Tea Party, in which colonists dressed up as Mohawk Indians and dumped tea into the Boston Harbor. Standard SSG1 (Boston) can be integrated into these lessons. In order to do this, students could be given a map to locate and label Boston (could be placed in notebook to use throughout the year.) Use a map from the 1770’s to accurately show the configuration of the colonies at this time.



Vocabulary: trace, revolutionary movement, taxation, representation, liberty, massacre

Resources:

Free printable maps of the United States:

<http://www.waterproofpaper.com/printable-maps/united-states.shtml>

Library of Congress

Stamp Act Political Cartoon lesson, may be matched to Georgia Standards (middle of the page)

<http://www.loc.gov/teachers/classroommaterials/lessons/political-cartoons/>

Picture of the Stamp Act as Proclaimed by King George III

Citation: The Stamp Act. London, 1765, p. 2. London: printed by Mark Baskett, 1766. Manuscript Division, Library of Congress (33) <http://www.loc.gov/exhibits/british/images/vc33.jpg>

Library of Congress: [http://www.loc.gov/exhibits/british/brit-](http://www.loc.gov/exhibits/british/brit-2.html#obj0)

[2.html#obj0](http://www.loc.gov/exhibits/british/brit-2.html#obj0)

Samuel Adams Heritage Society- article about the Boston Massacre and Acts

<http://www.samuel-adams-heritage.com/biography/pre-revolution-boston-massacre.html>

Georgia Department of Education

1.13.2020• Page 2 of 31

The Boston Tea Party Historical Society-offers a wide variety of pictures of the Boston Tea Party
<http://www.boston-tea-party.org/pictures/picture1.html>

An account of the Boston Tea party as told by Joshua Wyeth (1st published account in 1826)
<http://www.boston-tea-party.org/account-Joshua-Wyeth.html>

US History; Sons and Daughters of Liberty
<http://www.ushistory.org/us/10b.asp>

SS4H1 Explain the causes, events, and results of the American Revolution.

b. Describe the influence of key individuals and groups during the American Revolution: King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, and Black regiments.

In this element, students will be able to describe the influence of key figures and groups during the American Revolution including the role they played in history. These figures are:

King George III (ruler of Britain during the American Revolution)

George Washington (general during the American Revolution, 1st President of the United States, and a Founding Father of our country)
This Landsdowne portrait of George Washington, painted in 1796, is saturated with symbols you can explore with your class. See an interactive version at <http://www.georgewashington.si.edu/portrait/>



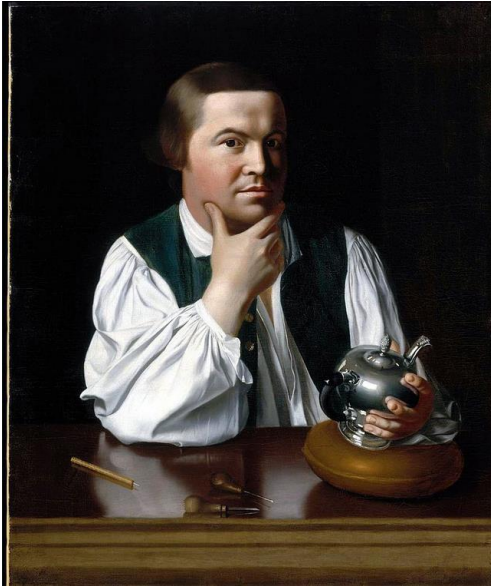
Benjamin Franklin (helped edit the Declaration of Independence; drew one of the first political cartoons) *Join or Die cartoon, public domain, woodcut, 1754* For more teacher background information on this political cartoon see <http://teachinghistory.org/history-content/ask-a-historian/19227>

Thomas Jefferson (Author of the Declaration of Independence, a Founding Father, and 3rd President of the United States)

Benedict Arnold (American hero in the Revolutionary War until he switched sides and fought for Britain, becoming one of the most famous traitors in American history)

Patrick Henry (Politician, lawyer, one of the leading figures in the revolutionary movement, and famous for his “give me liberty or give me death” speech; later governor of Virginia)

John Adams (a Founding Father of our country, a lawyer and diplomat who served as the first vice president and second president of the United States),



Paul Revere (a silversmith and patriot most famous for his role in warning the people along the way to Lexington and Concord that the British soldiers were coming; he was also a member of the Sons of Liberty) *Portrait of Paul Revere by J. S. Copley, 1768.*

Black regiments (The first Rhode Island Regiment, known as the "Black Regiment" due to its recruitment of free Blacks in 1778).

Vocabulary: describe, influence, individuals, regiments

Resources:

King George III – contains some background information for teachers but is not appropriate for use with students due to ads: <http://www.socialstudiesforkids.com/www/us/kinggeorgeiiidef.htm>

George Washington:

9 Fun Facts about George Washington <http://www.scholastic.com/teachers/article/7-fun-facts-about-george-washington>

YouTube Video on George Washington for kids: <https://www.youtube.com/watch?v=3lXnfitSoYw>

Thomas Jefferson: <https://www.whitehouse.gov/1600/presidents/thomasjefferson>

Biography of Thomas Jefferson for Kids: Meet the American President
<https://www.youtube.com/watch?v=NH8AhKy3I4Y>



Benedict Arnold:

9 Things You May Not Know about Benedict Arnold from the history.com
<http://www.history.com/news/9-things-you-may-not-know-about-benedict-arnold>

Benedict Arnold Biography for Students – note that while this site has good background information for teachers it contains ads and would not be appropriate to use with students.

http://www.ducksters.com/history/american_revolution/benedict_arnold.php

Patrick Henry:

Sons of Liberty Video: <http://www.history.com/topics/american-revolution/patrick-henry>

Patrick Henry Speech: speech given in Virginia that states, “Give me liberty or give me death”. Listen to the speech being read by Richard Schumann; located on the right side in the middle of the site.

<http://www.history.org/almanack/life/politics/giveme.cfm>

John Adams: <https://www.whitehouse.gov/1600/presidents/johnadams>

Quote for discussion: “I must study politics and war that my sons may have liberty to study mathematics and philosophy.” Read more: <https://www.brainyquote.com/quotes/quotes/j/johnadams124936.html>.

Paul Revere: <http://www.history.com/topics/american-revolution/paul-revere>

Or read the poem here in order to contrast how Revere is portrayed in a piece of literary text with the historical record about what he did the night of the famous “midnight ride.”

<https://www.poets.org/poetsorg/poem/paul-reveres-ride>



Black Regiments:

1st Rhode Island Regiment at the Battle of Bloody Run Brook,

Aug. 28, 1778 (1975 David R. Wagner Mural)

See more at:

<http://www.blackpast.org/aah/first-rhode-island-regiment#sthash.7VePzYZg.dpuf>

SS4H1 Explain the causes, events, and results of the American Revolution.

c. Describe the major events of the American Revolution and explain the factors leading to the American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown.

SS4G2 Describe how physical systems affect human systems.

- a. Explain how each force (American and British) attempted to use the physical geography of each battle site (Lexington and Concord, Saratoga, and Yorktown) to its benefit.

This element requires students to describe the major events of the American Revolution and how these events led to the defeat of the British. The students will explain how each force (British and American) attempted to use the physical geography of each battle site to its benefit. Students should distinguish the battles of Lexington and Concord in April 1775 as the beginning of the Revolutionary War. Students will be able to explain how Paul Revere was waiting on the signal from the church tower in order to make the ride from Boston to Concord warning residents that the British were coming (SSH41 Element b. Paul Revere). Clarify with students that there were three men riding on that night, and that Paul Revere did not actually make it the entire way, since he was captured by the British. We remember him so prominently largely due to the poem “Paul Revere’s Ride” by Henry Wadsworth Longfellow, written long after this event took place.

The British were attempting to seize weapons and ammunition stockpiled by the colonists in Concord. When soldiers arrived in Lexington at the town green, a British major yelled for the militia to disarm. The minutemen dispersed and a shot rang out (historians do not know who fired the first shot) and this marked the first shot of the Revolutionary War. This is often called “the shot heard round the world.” Students should also be able to discuss how the British were at a disadvantage because they did not know the layout of the land and that it put a strain on the British soldiers, who were mostly foot soldiers, to be distant from reinforcements and supplies. When in Concord, the colonists were waiting on high ground on the other side of the North Bridge while watching British movement. This allowed them to conceal their numbers while they waited for militia members to join them. They mounted their attack on the North Bridge and pushed the Redcoats back to Boston. The route back to Boston was surrounded by trees, boulders, ditches, ravines, small creeks and sharp bends, which the minutemen used to hide behind and fire sniper shots at the British during their retreat. Even though the minutemen were outnumbered by Redcoats, they proved that they could stand up against one of the strongest armies in the world.

Students should recognize the Battle of Saratoga as the turning point/climax of the Revolutionary War. General John Burgoyne lost two battles at Saratoga because it took his troops so long to travel with equipment through the dense woods (SS4G2, Element a.). This allowed the American soldiers time to gather until they outnumbered and defeated the British. Benjamin Franklin (SS4H1 Element b.) used this battle to convince France to help America win the war. Students will also discuss the role Benedict Arnold played in the Battle of Saratoga (SS4H1, Element b.). He was a general who fought in this battle and played a major part in forcing the surrender of General Burgoyne at Saratoga. He did not feel he received the credit he deserved, and decided to switch sides to help the British. In doing so, he became one of the most famous “traitors” of all time.

Students should be able to identify Yorktown as the last major battle of the war. General George Washington (SS4H1, Element b.) and the Continental Army needed this important victory even though his troops were discouraged and lacked the supplies they needed. Washington decided to attack General Cornwallis at Yorktown because the French could help him. The French Navy blocked the harbor so the British could not retreat. Cornwallis was trapped and the fight continued for another week before Cornwallis surrendered. The geography of Yorktown again played an important part in America’s victory. The Battle of Yorktown took place in the fall, so the darker fall colors would have made great camouflage for colonists. The diversity of the Coastal Plains drainage systems would have made it difficult to create battle plans unless you were familiar with the area.

4th Grade Teacher Notes for the Georgia Standards of Excellence in Social Studies

This is also an excellent time to locate the Atlantic Coastal Plain and the role it played in the Revolutionary War (Standard SSG1, Element a. Atlantic Coastal Plain) and have students label it on a student map .

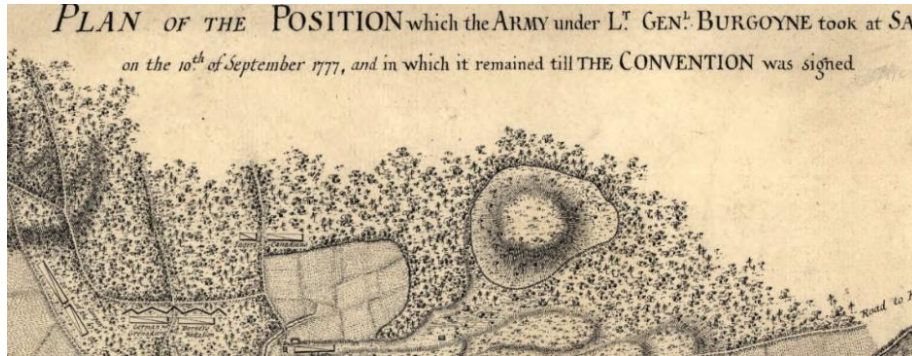
Vocabulary: major events, factors, victory, defeat, battle, force, attempted, physical geography, battle site, benefit

Map of Lexington and Concord:

<http://mrgreenpchs.weebly.com/uploads/5/3/2/5/53254043/183547032.gif>

Map of Saratoga (below)- view on link to see the entire map-

<https://www.loc.gov/resource/g3803s.ar117800/>



Have students analyze the map to guide them in noticing the dense forest in the area.

Map of Saratoga

http://www.ducksters.com/history/american_revolution/image_citation/battles_of_saratoga_image3.php

Map of Yorktown: <http://www.mountvernon.org/preservation/maps/map-the-siege-of-yorktown/>

Videos about George Washington and Yorktown: <http://www.mountvernon.org/animated-washington/yorktown/>

SS4H1 Explain the causes, events, and results of the American Revolution.

d. Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power.

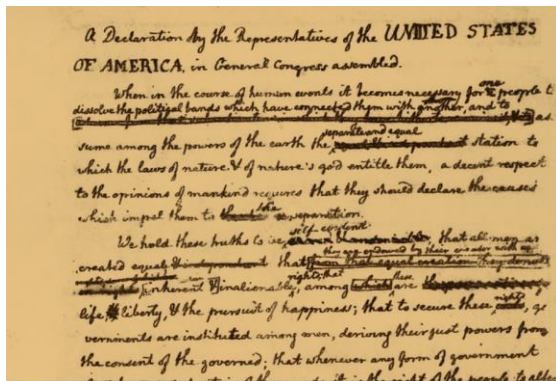
SS4CG1 Describe the meaning of:

a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and pursuit of happiness)

In this element, students are to explain that the purpose of the Declaration of Independence was to officially inform King George III (SS4H1, Element a.) and other countries that America was no longer a part of Great Britain. Students will learn that in April of 1776, in the middle of the Revolutionary War, the colonies sent representatives to the Second Continental Congress. This congress chose Thomas Jefferson (SS4H1b) to write the Declaration of Independence. Thomas Jefferson occupied the second floor of a bricklayers house in Philadelphia (locate and label on student maps, SS4G1b. Philadelphia) and this is where he wrote the Declaration of Independence. It was only seventeen days from the time he wrote the Declaration of Independence to the time it was presented to Congress and approved on July 4, 1776 (Independence Day).

Students will explain why the Declaration of Independence was a necessary first step for our democracy. They should understand that it contains the first written ideas and goals of America. It also lists the complaints that the colonist had voiced against King George III. It was necessary to explain the arguments the colonist had for why they wanted to be free of British rule. Students should be able to describe the ways that the Declaration of Independence was a response to tyranny and the abuse of power displayed by Great Britain and King George III.

Actual image of the Declaration of Independence. Share that it is on display at the National Archives Museum in Washington D.C. <https://catalog.archives.gov/id/1419123>



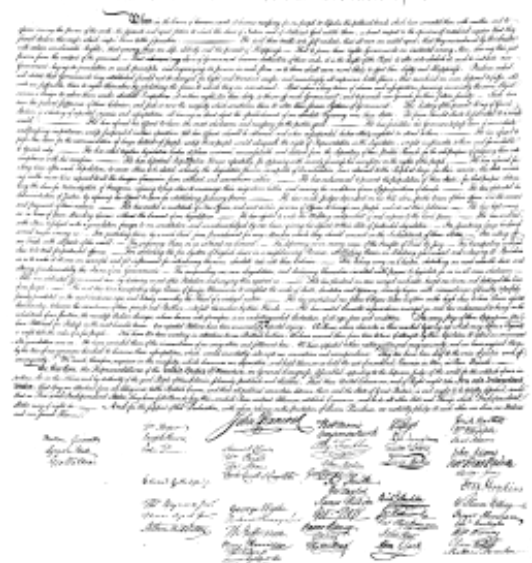
Left, Draft of Declaration of Independence, from Notes shared by Jefferson, 1781



Right, The Declaration of Independence, 1776, public domain

Find more images at:

<http://www.history.com/topics/american-revolution/american-revolution-history/pictures/american-revolution-continental-congress/original-declaration-of-independence>



<https://www.loc.gov/rr/program/bib/ourdocs/DeclarInd.html?&locId=rec004>

Vocabulary: declaration, independence, necessary, response, tyranny, abuse of power, natural rights, pursuit of happiness

SS4H2 Analyze the challenges faced by the framers of the Constitution.

This standard addresses the fact that in February 1787, Congress asked the states to send delegates to a convention, or meeting, in Philadelphia to fix the weak Articles of Confederation. When they arrived in May of 1787, James Madison had a plan for a whole new government. The framers faced many challenges when framing the Constitution, but one of the greatest problems they faced was the diversity of the states. The delegates to the convention worked out a compromise to meet the needs of smaller and larger states alike.

Vocabulary: analyze, challenges, framers, constitution

SS4H2 Analyze the challenges faced by the framers of the Constitution.

a. Identify the major leaders of the Constitutional Convention (James Madison, George Washington, and Benjamin Franklin).

Students will be able to identify James Madison as a delegate from Virginia who had a whole new plan for the government when he arrived in Philadelphia. He had helped develop the Virginia Constitution and used that as the basis for the debate that took place about the Constitution in 1787. He was also the chief recorder for the notes during the convention. He argued for a strong central government that would unify the country. He is considered to be one of the main authors of the Constitution since it was his Virginia Plan that was the model on which it was based.

Students should also be able to identify George Washington as one of the delegates from Virginia present at the Constitutional Convention. He was unanimously chosen as the president of the convention. He presided over the group's activities, but really did not add much to the debates. "His largest contribution," wrote his biographer Douglas Southall Freeman, "was not that of his counsel, but that of his presence."* Citation for Quote in Notes: * Douglas Southall Freeman, *Washington* (New York: Scribner, 1995), 6:112.

Students will also identify Benjamin Franklin as one of the framers of the Constitution and as one of the members who was against slavery at the time. He was also the oldest delegate present at the convention at 81 years old.

Vocabulary: identify, major leaders, constitutional convention

SS4H2 Analyze the challenges faced by the framers of the Constitution.

b. Evaluate the major issues debated at the Constitutional Convention: the weaknesses of the Articles of Confederation, the rights of states to govern themselves (federal system), the Great Compromise, and slavery (Three-Fifths Compromise).

During the time of the Constitutional Convention, there were many issues debated. Students will find it helpful to know the general weaknesses of Articles of Confederation which led to the creation of a new constitution. The Articles gave Congress very few powers. It could declare war, make treaties, and agreements with other nations. The Congress could not set up an Army, but it could make laws about trade. The Articles did not provide any way to make its people obey its law and it could not raise money through taxes. The states did not work well together under the Articles of Confederation. The states only had one vote and all 13 states had to agree, which rarely happened. Since the states disagreed, the nation's economy suffered.

In order for students to understand how the process of creating the Constitution happened, they must understand that the delegates had to compromise on several issues. The states became very worried about their representation in Congress, leading to two very important compromises. The more populated states wanted representation to be by population, while the states with fewer people wanted equal representation for each state. One delegate suggested that they divide the house into two parts, or houses. In one house, representation would be determined by population. In the other house, each state would have the same number of representatives. The delegates agreed to his plan and called it the Great Compromise. When this happened, the delegates from states with slaves argued that they should be able to count the slaves to get more representation in Congress. The Northern states opposed this plan. The delegates compromised once again and agreed that three-fifths of each states' enslaved people could count for representation (Three-Fifths Compromise).

Vocabulary: evaluate, major issues, debated, weaknesses, federal system, compromise, slavery

Liberty Kids Video on “We the People”: Constitution Convention held in Philadelphia.

<https://www.youtube.com/watch?v=Ceb1wkSamG4>

Articles of Confederation:

<https://www.docsteach.org/documents/document/articles-of-confederation>

SS4CG1 Describe the meaning of:

b. “We the People” from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty.



Image above, public domain

Students will be able to explain that “We the People” means all people in the United States. It shows that the power to govern belongs with all the people. This is popular sovereignty, or the principle that the power of a state and its government is created and sustained by the consent of its people, through their elected representatives (Rule by the People), who are the source of all political power. By voting and being active citizens people retain their sovereignty.

Vocabulary: preamble, reflection, consent, governed, popular sovereignty

A sample lesson plan created for 4th and 5th grade for “We the People” to use as a resource and which includes vocabulary development and group work:

<http://www.wethepeoplemovie.com/education/lessonplans/preamble-elementary/>

Scope and sequence for iCivics- resources for students and teachers- free, but requires an account to login. <https://www.icivics.org/sites/default/files/Scope%20%26%20%20Sequence.pdf>

Direct Website: <https://www.icivics.org/>

SS4CG1 Describe the meaning of:

c. The federal system of government in the U.S. (federal powers, state powers, and shared powers).

Students should be able to describe the federal system of the United States of America as written in the Constitution of the United States. According to the Constitution, each level, federal and state, have certain powers they can use in governing the people. Some of these powers include:

Federal Powers:

- Coin money
- Declare war
- Establish armed forces
- Enter treaties with other countries
- Create a post office
- Make laws to enforce the Constitution

State Powers:

- Establish local governments
- Issue licenses
- Conduct elections
- Ratify amendments to the U.S. Constitution
- Provide for public safety

Shared Powers:

- Set up courts
- Create and collect taxes (Federal and State taxes)
- Build highways
- Borrow money
- Make and enforce laws
- Charter banks and corporations
- Spend money for the betterment of the general welfare

Vocabulary: federal system, government, federal powers, state powers, shared powers

SS4CG1 Describe the meaning of:

d. Representative democracy/republic

Students will learn that the United States had formed a type of democracy called representative democracy, in which citizens vote on representatives who speak or act for them when making laws. This particular type of democracy is also known as a republic, in which the people and their elected representatives have the power. We also elect a president rather than being ruled by a monarch (Queen or King).

This is an excellent time to bring in language standards with the word democracy: “demos” is Greek and means the people.

ELAGSE4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

Vocabulary: representative democracy, republic

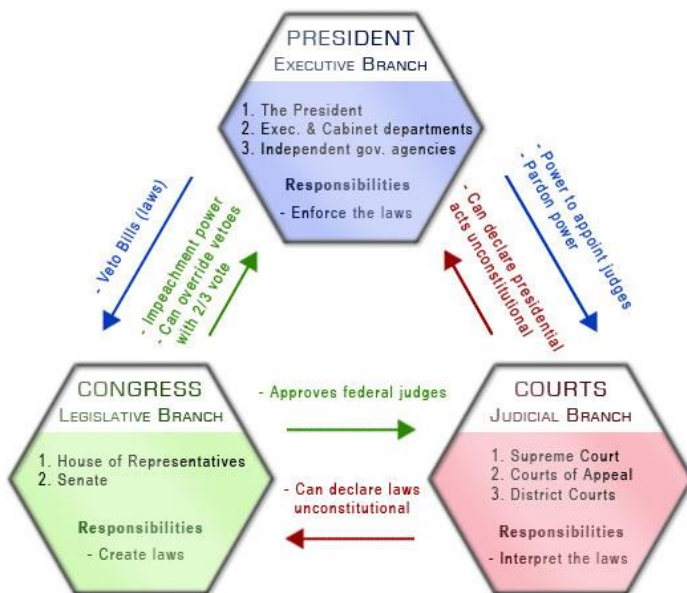
SS4CG3 Describe the structure of the government and the Bill of Rights.

This standard addresses the structure of government as outlined by the Constitution of the United States. Students need to describe how the Founding Fathers created a Constitution that is the supreme law of our country. They need to know that the Constitution is the “rule of law” and it provides for equal protection for all. They will compare the three branches of government and how they work together with local, state, and federal governments. The students will describe the Bill of Rights and tell how it limits the powers of government and why this was included in the Constitution in 1791. They will analyze the First Amendment and explain the importance of this amendment to the people of the United States.

Vocabulary: describe, structure, government, bill, rights

SS4CG3 Describe the structure of the government and the Bill of Rights.

a. Describe how the three branches of government interact with each other (checks and balances and separation of powers), and how they relate to local, state, and federal government.



For this element students will describe how the three branches of government interact with each other by building on their knowledge from third grade, deepening their learning about the three branches of government. In fourth grade, students will explain and describe that the government was developed to make sure there were checks and balances among the branches of government. Students must describe how the Founding Fathers created a government in which each branch limits the power of the other branch (separation of powers). Each branch has a specific role to play in the government. The President (Executive Branch) can veto a law created by Congress (Legislative Branch), but Congress can

override the veto with two-thirds of both houses voting to do so. The Supreme Court (Judicial Branch) can decide if a law is constitutional or not. It is also balanced by the fact the President nominates the

Supreme Court judges and Congress has to vote to approve them. This process helps to ensure that one branch does not become more powerful than the others.

Image Creative Commons Attribution Share Alike 3.0

***See link to iCivics at SS4CG1 for resources.**

Vocabulary: structure, government, branches of government, interact, checks and balances, separation of powers, relate, local government, state government, federal government

SS4CG3 Describe the structure of the government and the Bill of Rights.

b. Identify and explain the rights in the Bill of Rights, describe how the bill of Rights places limits on the powers of government, and explain the reasons for its inclusion in the Constitution in 1791.

To master this element students must explain that when the Constitution was created some people believed that it gave the government too much power. They were afraid the freedoms they had won from the British would be threatened. The ones who supported the Constitution promised to add a Bill of Rights to protect essential freedoms. The Bill of Rights are the first ten amendments to the Constitution. The Constitution describes how the process of adding amendments works. Amendments are usually proposed by two-thirds of the House of Representatives and the Senate. Three-fourths of the states must ratify, or officially accept a bill, in order for it to become an amendment.

Students must identify the Bill of Rights and explain the rights that it gives the American people. They must know that The Bill of Rights is like a promise to the people of the United States. It is a list of the individual rights that the government promises to protect and limits what the government can do.

This is an excellent place to incorporate standard **SS4CG2** (Importance of the freedoms guaranteed by the First Amendment). The First Amendment is considered by many to be the most important amendment as it states that Congress cannot pass laws that establish a specific religion for Americans, or forbid Americans from practicing their own religions, or interfere with Americans' freedom of speech, press, the right to gather peacefully, or the right to express disagreement with the government.

Vocabulary: identify, explain, rights, limits, powers, inclusion

National Constitution Center- lesson plan that defines each amendment (also has kid friendly definition) and scenarios. https://constitutioncenter.org/media/files/Bill_of_Rights_%283-5%29.pdf

The Bill of Rights <https://catalog.archives.gov/id/1408042>

Analysis Page: Bill of Rights: (link to other primary source analysis sheets at the beginning of the notes)

https://www.archives.gov/files/education/lessons/worksheets/written_document_analysis_worksheet_nov_ice.pdf

SS4H3 Explain westward expansion in America.

This standard examines westward expansion in America. It begins with President Thomas Jefferson adding territory to the United States. The students will need to understand that when Thomas Jefferson became President, the French owned most of the land west of the Mississippi. President Jefferson asked if American ships could use the ports in New Orleans and to his surprise France offered to sell all of Louisiana (then a huge swath of land stretching from the present day state of Louisiana to Canada) to the United States. He accepted the offer and this became known as the Louisiana Purchase. After the purchase, he decided to send the explorers Lewis and Clark on an expedition to explore the land.

This standard also includes the fact that as the United States continued to grow, so did continued conflicts with Britain, and with the American Indians. These conflicts included the War of 1812 and the burning down of the White House in 1814. The standard also explores the Trail of Tears and the Battle of Little Bighorn and how the newly elected President, Andrew Jackson, forced the American Indians to relocate to reservations.

Note that the elements within this standard do not proceed in chronological order, so you may wish to teach them out of sequence. Consider using a master timeline as you teach these (and all of the history standards) so that students see visually where the events occur in relation to one another.

Vocabulary: western expansion

SS4H3 Explain westward expansion in America.

a. Describe the causes and events of the War of 1812; include the burning of the Capitol and the White House and the writing of “The Star Spangled Banner”.

This element will require students to describe the causes and events of the War of 1812. As the United States continued to grow, so did the conflicts with Britain and with American Indians. People continued to move west and fighting increased between the settlers and American Indians trying to protect their lands. Some thought that Britain colonists in Canada were supplying weapons to the American Indians. As this continued, France and Britain were engaged in a war. America remained neutral, but the British were capturing American ships to stop trade with France. The British would capture American sailors and make them join the British navy. This caused America to declare war on Britain in 1812. They fought along the Canadian border and the cities on the east coast. Later in the war, British soldiers attacked Washington D.C. (locate and label Washington D.C. on student map, SS4G1b.). Late in the war, in 1814, Francis Scott Key was at the battle at Fort McHenry. After the bombardment ceased through the smoke of the guns, he saw the American flag still flying. He was so moved by the sight that he wrote “The Star Spangled Banner.” This poem was set to music, and became the National Anthem of the United States. The war had been going on for two years and neither country was winning, so both sides agreed to end the war.

Vocabulary: causes, capitol, White House, star-spangled, banner

Smithsonian Museum- Star Spangled Banner- Historians are Detectives (PDF) and primary sources

https://amhistory.si.edu/starspangledbanner/pdf/SSB_Historians_3_5.pdf

Music, Poetry, and History (PDF)

https://amhistory.si.edu/starspangledbanner/pdf/SSB_Music_3_5.pdf

Measuring the Flag (PDF) Math connection with perimeter

https://amhistory.si.edu/starspangledbanner/pdf/SSB_Math_3_5.pdf

War of 1812 and the Star-Spangled Banner (PDF)-

https://amhistory.si.edu/starspangledbanner/pdf/SSB_History_Overview.pdf

Note that the song lyrics have sophisticated vocabulary beyond the scope of 4th grade comprehension. Devote time to having students master the standard and not necessarily the vocabulary within this song.

SS4H3 Explain westward expansion in America.

b. Describe the impact of westward expansion on the American Indians; include the Trail of Tears, Battle of Little Bighorn, and the forced relocation of the American Indians to reservations.

In this element, students will need to describe the impact of westward expansion on American Indians. Newly elected President Andrew Jackson wanted more settlers to own frontier land. In order to get the land he signed the Indian Removal Act in 1830. This law ordered people of Indian nations east of the Mississippi River to move to Oklahoma. The U.S. Army forced thousands of American Indians to leave their homes. Chief John Ross argued that this was illegal and took it all the way to the Supreme Court, who agreed with him that it was indeed illegal. President Jackson ignored this finding and continued to force the American Indians from their land. In 1838, the army forced the Cherokee to make the 1,000 mile journey trip to the west. Thousands of Cherokee became sick and died from the terrible conditions along the way. This heartbreaking journey became known as the Trail of Tears.

Students will also describe and discuss how conflicts on the plains continued to grow as the government forced growing numbers of American Indians to move to reservations. The government wanted them to become farmers, but the Lakota and Arapaho were nomads and they moved from place to place hunting food. In June of 1876, Custer and his men tried to force the Lakota and Cheyenne onto a reservation. The soldiers attacked them in their village on the Little Bighorn River in Montana (**label the Great Plains on student map, SS4G1a**). Led by Crazy Horse, Gall, and Sitting Bull, the Lakota and Cheyenne won what became known as the Battle of Little Bighorn. Many U.S. soldiers were killed.

Students will describe the impact of westward expansion on the American Indians. As students learn more about these events, they will explore how reservations changed Indian life. The destruction of the buffalo also had a dramatic effect. At one time, there were millions of buffalo, but the expansion of settlements decreased their habitat and many were killed for their meat. There were only about a 1,000 buffalo left by 1889. Government representatives also tried to make the American Indians assimilate to the American life by changing their culture and traditions. Some of the Indian religious practices were made illegal (a good conversation topic related to the First Amendment) and they were forced to send their children to schools where they were not permitted to speak American Indian languages or wear traditional clothing.

Vocabulary: impact, westward expansion, forced, relocation, reservations

Battle of Little Bighorn; Library of Congress: link to a newspaper article

<http://chroniclingamerica.loc.gov/lccn/sn86053573/1876-07-25/ed-1/seq-1/#words=Sioux+Custer&date1=1876&rows=20&searchType=basic&state=&date2=1876&proxtext=custer+sioux&y=0&x=0&dateFilterType=yearRange&index=2>

SS4H3 Explain westward expansion in America.

c. 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).

Students will describe that when Thomas Jefferson became President, the French claimed a large part of land west of the Mississippi River. They called this land Louisiana (clarify with students that this territory is much bigger than the current state of Louisiana.) The French also controlled the port of New Orleans (**label the Gulf of Mexico and Mississippi River on student map, SS4G1a**). President Jefferson asked the French if he could use the port at New Orleans and to his surprise, the French offered to sell all of Louisiana to the United States. The President accepted the offer and this became known as the Louisiana Purchase, more than doubling the size of the country. Students will learn that President Jefferson sent a group of soldiers with Meriwether Lewis and William Clark to explore the land (also called the Expedition of Lewis and Clark). [Remind students that they may remember learning about Lewis and Clark and Sacagawea in 1st grade social studies.] The President wanted them to look for a water route to the Pacific Ocean. He wanted information about the geography, animals, plants, climate, and people of the West. They started their journey in May of 1804 and were called the Corp of Discovery. A Shoshone woman named Sacagawea joined them as an interpreter. The group traveled up the Missouri River, over the Rocky Mountains, and down the Columbia to the Pacific Ocean. **Label the Contintential Divide on map, SS4G1a and incorporate standard SS4G2d- describe the physical barriers that hindered and physical gateways that benefited territorial expansion from 1801-1861.**

Vocabulary: territorial, expansion, emphasis, expedition, acquisitions, development, mining



<http://www.pbs.org/lewisandclark/inside/index.html> - this site has much more detailed information about the leaders and members of the Corps of Discovery, including “York”, William Clark’s lifelong slave companion. Eventually Clark granted York his freedom.

<http://www.pbs.org/lewisandclark/trailmap/> - an interactive trail map of the Lewis and Clark Expedition may be found at this site. Clicking along the trail reveals information about which American Indian tribes lived in the area along with other scientific and geographic facts.

National Geographic site – “Go West Across America With Lewis and Clark”

<http://www.nationalgeographic.com/west/> provides a simple simulated journey for a whole group teacher-guided experience.

In this part of the element students will discuss and describe that in the 1820s, settlers from the United States started moving to Texas, which was part of Mexico. In 1836, Texas declared their independence from Mexico and attempted to form a new government. Mexico sent soldiers to stop them and war broke out between Mexico and the United States. The fighting lasted about fifteen months. One of the battles took place at the Alamo in San Antonio. The Texans lost the battle, but their courage inspired the battle cry, “Remember the Alamo.” In 1848, the two nations signed a peace treaty and Mexico agreed to make the Rio Grande the border between Mexico and Texas.

In the final part of this element, students will describe how westward expansion continued into Oregon and California. Pioneers followed trails that led to the Oregon Territory. John Fremont explored a route to Oregon in 1842 and his reports created interest in the area. In 1843, the first large group of 1,000 settlers headed west along the Oregon Trail (**incorporate standard SS4G2b-describe the physical barriers that hindered and physical gateways that benefited territorial expansion from 1801-1861**). Most settlers were families who were looking for good, inexpensive farmland. They faced injuries, diseases, bad weather, and lack of food and water. River crossings could be dangerous for the wagons in which they rode. As the pioneers continued to move west, gold was discovered in California. The news spread quickly and soon thousands were headed to California to find gold. 29,000 people flocked to California to make their fortune. The miners were called forty-niners since the year was 1849. Miners set up boomtowns (towns that grew very quickly) near the mines. People who wanted to sell their goods and services to the miners went to the boomtowns. **Incorporate standard SS4E1d-explain how voluntary exchange helps both buyers and sellers (e.g. gold rush towns).**

This is an excellent time to incorporate SS4E1a-describe the opportunity cost and its relationship to decision making across time (e.g. decisions to settle the west). Opportunity cost is what they are giving up in order to gain something else. There are many opportunities to talk about in this Standard SS4H3.

Oregon Trail website:

http://www.ducksters.com/history/westward_expansion/oregon_trail.php

SS4H4 Examine the main ideas of the abolitionist and suffrage movements.

This standard examines the ideas and beliefs of abolitionist (opposed to slavery) and suffragist (supporting the right of women to vote) movement. Students will examine the contributions of Susan B. Anthony, Frederick Douglass, Elizabeth Cady Stanton, Sojourner Truth, and Harriet Tubman.

Vocabulary: examine, abolitionist, suffrage, movements

SS4H4 Examine the main ideas of the abolitionist and suffrage movements.

a. Discuss contribution of and challenges faced by Susan B. Anthony, Frederick Douglass, Elizabeth Cady Stanton, Sojourner Truth, and Harriet Tubman.

In this element students will discuss the contributions made by notable abolitionists and suffragists. Some vocabulary work would be needed prior to this discussion in order for students to understand the terms abolitionist and suffrage.



Susan B. Anthony and Elizabeth Cady Stanton were leaders in the American women's suffrage movement. Anthony and Stanton helped to found the National Woman Suffrage Association and wrote pamphlets, gave speeches, and hosted conventions to promote the cause of women's suffrage. Their work was pivotal in women gaining the right to vote. They also were abolitionists who opposed slavery. *Images are public domain.*

Vocabulary: discuss, contribution, challenges

Susan B. Anthony Biography for Kids:

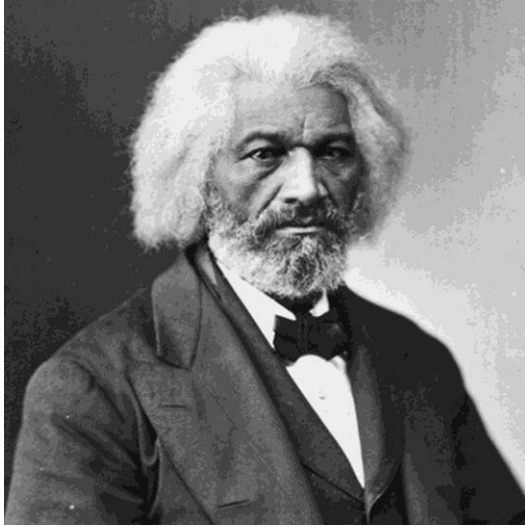
http://www.ducksters.com/biography/susan_b_anthony.php



Elizabeth Cady Stanton Biography for Kids:

http://www.ducksters.com/history/civil_rights/elizabeth_cady_stanton.php

Frederick Douglass was a well known black abolitionist. Douglas had been a slave and escaped. He was a writer and often spoke to white people about slavery. *Public domain image.*



Frederick Douglas Biography for Kids:

http://www.ducksters.com/history/civil_rights/frederick_douglass.php

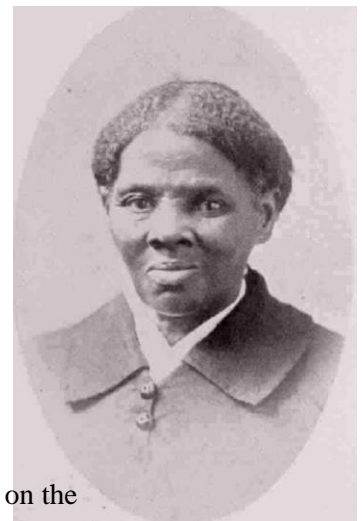
Sojourner Truth was another important abolitionist. She was also born into slavery and spoke for women's rights and abolition. She is famous for her speech that begins "Ain't I a woman," although recent biographers have not found evidence of her having uttered those precise words. There is other evidence of her abolitionist and suffrage ideas and support. *Image in the public domain.*



Sojourner Truth Biography for Kids:

http://www.ducksters.com/history/civil_rights/sojourner_truth.php

<http://sourcebooks.fordham.edu/mod/sojtruth-woman.asp>



Harriet Tubman:

Harriet Tubman is probably one of the most famous abolitionists. She was a conductor on the Underground Railroad helping slaves to escape to the north. Reinforce to students that the Underground Railroad was not an actual railroad but was instead a network of hidden passages, homes, businesses, and churches who formed a network to smuggle enslaved people north to free states or Canada and freedom. It was a very dangerous job and if she had been caught, she would have been enslaved again. She made 19 trips to help about 300 slaves escape.

SS4H5 Explain the causes, major events, and the consequences of the Civil War.

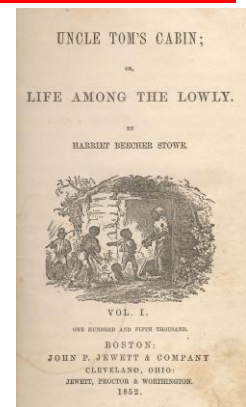
This standard asks students to explain that slavery and states rights were major causes of the Civil War. Some southerners had grown dependent on slavery in order to run cotton plantations. In the pre-Civil War period, a number of court cases and issues involving slavery heightened tensions between the southern and northern states, and between the federal government and state governments. Students will also be able to identify that *Uncle Tom's Cabin* was a novel about slavery that made emotions run high. Students will also explain how abolitionist John Brown led a slave revolt raid at Harper's Ferry. They will identify and locate the major battle places such as Fort Sumter, Gettysburg, and the Atlanta Campaign. Students will explain how life changed after the war and consequences that followed.

Vocabulary: explain, causes, major events, consequences, civil

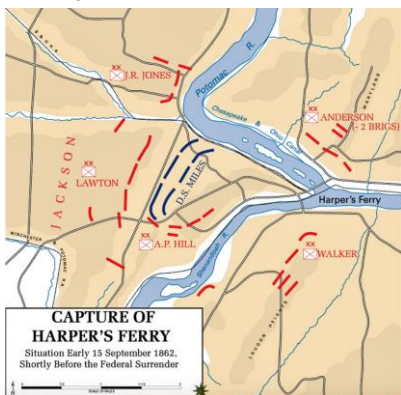
SS4H5 Explain the causes, major events, and the consequences of the Civil War.

a. Identify *Uncle Tom's Cabin* and John Brown's raid on Harper's Ferry and explain how each of these events was related to the Civil War.

In order to understand the impact of the novel *Uncle Tom's Cabin*, students must first understand that in 1850 Congress passed a Fugitive Slave Law that required escaped slaves to be returned to slavery. This law also ordered citizens to help catch slaves. Harriet Beecher Stowe did not like the Fugitive Slave Law and wrote a book about the cruelty of slavery. Her book *Uncle Tom's Cabin* sold over 300,000 copies in one year, and pointed out that slavery was not just the south's problem, but the nation's problem. People in the south said her book was not accurate and the arguments over the book just widened the tensions between the north and south.

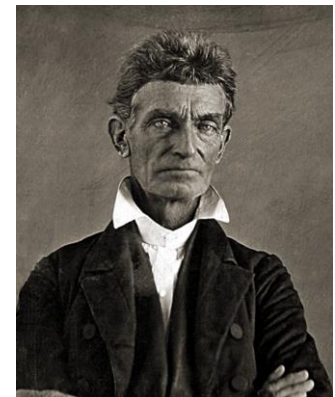


Students will also identify how John Brown's Raid on Harper's Ferry deepened the conflict between the north and south. John Brown was an abolitionist who decided he would fight slavery on his own. In 1859, he led a rebellion against slavery by attacking an army post at Harper's Ferry. He was quickly captured and charged with treason and was found guilty and hanged. Northerners thought he was a hero and southerners thought he wanted to destroy their way of life.



By 1860, many northerners had developed strong feelings against slavery and some southerners thought they should leave the Union in order to protect their way of life.

John Brown's Speech Primary Source: December 1859



<https://www.gilderlehrman.org/collections/ed95cc2b-c74b-4394-8646-657461155140>

Battle of Harper's Ferry: map-http://www.emersonkent.com/map_archive/harpers_ferry.htm

Vocabulary: identify, raid, explain

SS4H5 Explain the causes, major events, and the consequences of the Civil War.

b. Discuss how the issues of state's rights and slavery increased tensions between the North and South.

For this element, students will discuss how with the invention of the cotton gin (**SS4E1f**) in 1793 was used to justify the need for slavery in the south. The cotton gin made it much easier to produce cotton, so the farmers needed more slaves to work the fields. At the same time the price of cotton was increasing. The textile mills in Britain (**incorporate SSE1e- trading with Britain**) and New England needed more cotton (**incorporate SS4E1b -explain how price incentives affect people's behavior and choices: decisions about what crops to grow and products to produce**). Cotton was the south's most important crop and the south was growing more of it than any other group of states. With cotton production and slavery on the rise, the southerners did not want to lose the right to have slaves. After the raid at Harper's Ferry, people in the south worried about a slave rebellion. Students will need to discuss how the south thought that the government had become too powerful. When the government tried to pass tariffs or limit slavery, the south said their states' rights were under attack. When Lincoln (**SS4H5d**)- the only candidate against slavery- won the election, southerners feared the government would become even stronger and that Lincoln would try to end slavery. On December 20, 1860, South Carolina voted to leave the Union, and ten more southern states joined them in the following months. In February 1861, delegates from seven states met and decided to form their own confederation, the Confederate States of America, and elected Jefferson Davis (**SS4H5d**) as their President.

Vocabulary: issues, states rights, slavery, tensions

SS4H5 Explain the causes, major events, and the consequences of the Civil War.

c. Identify the major battles, campaigns, and events: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman's March to the Sea, and Appomattox Court House.

In this element students will identify the major battles, campaigns, and events of the Civil War. The war lasted from 1861 to 1865 and many historians consider it the defining event in the history of our country.

Fort Sumter, located in Charleston, South Carolina was the site of the first shots fired in the Civil War. The state militia had surrounded Fort Sumter, a federal fort with United States soldiers inside. The confederate states wanted control of the fort, but Lincoln refused and sent ships with supplies to the fort. Confederate leaders saw the refusal as an act of war. On April 12, 1861, cannons fired on Fort Sumter and the war began.

Picture of Fort Sumter:
Bombardment of Fort
Sumter by [Currier & Ives](#).

Although not listed in this element, the battle at Chancellorsville, Virginia, in April 1863, was also significant, especially as it concerns another well known southern general, Thomas “Stonewall” Jackson. He had been given his nickname at the First Battle of Bull Run (called First Manassas by the South) in



1861, when a fellow general pointed out to his men that Jackson was “standing like a stone wall” in the midst of battle. Jackson was a fierce and fearless fighter and considered one of Lee’s right hand men. He was shot by friendly fire following the battle at Chancellorsville and died eight days later at the age of 39. Southerners mourned him as a war hero.

In the middle of the war, the Union had won an important battle at Vicksburg and this gave the Union the confidence they needed. In July of 1863, General Robert E. Lee (**SS4H5d**) decided to attack the Union again. He marched into Pennsylvania. The Union army met his soldiers on July 1st near **Gettysburg**. The armies battled for two days and on the third day General Lee ordered a final attack. 14,000 Confederate soldiers ran across open fields toward the Union. The Union was ready and waiting; they killed over half of the Confederate soldiers. Lee’s army had to retreat. Gettysburg (**SS4G1b- label on student map**) was known as the largest and bloodiest battle of the Civil War. July 1863 was considered the turning point of the war. Gettysburg was also the site where Abraham Lincoln gave the Gettysburg Address, as he dedicated a cemetery of the war dead.

Vocabulary: identify, major battles, campaigns

Video about the Gettysburg address:

<http://www.history.com/topics/american-civil-war/gettysburg-address>

Gettysburg-National Park Service:-online museum.

<https://www.nps.gov/museum/exhibits/gettex/index.htm>

The Atlanta Campaign - General William T. Sherman (**SS4H5d**) began his campaign on Atlanta in May 1864. Atlanta was a center for industries and railroads, and as a central site for supplies for the Confederates. As such, it was a target for the Union. The Confederates fought back all summer long using the mountains and rivers of northern Georgia as defenses. However, Sherman had a large army and they finally captured Atlanta in September. Sherman sent Lincoln a telegram (**incorporate SS4E1f**) stating, “Atlanta is ours, and fairly won.”

General Sherman continued on in Georgia, his next stop in Savannah. This march became known as the **March to the Sea**. As they marched, they destroyed anything needed for war. Sherman killed animals, destroyed railroads and factories, and stole food. This strategy was variously known as “hard war” or “total war” and its intention was to destroy the enemy’s resources. After he reached Savannah in December, he turned North once again to continue his campaign. This march was said to have broken the back of the Confederacy and hastened the war’s end.



While Sherman marched into Georgia, General Ulysses S. Grant (**SS4H5d**) fought the Confederates in Virginia, but neither side could defeat the other. The North continued to send supplies to the Union soldiers while the Confederate army struggled. The South had no more supplies to send and the soldiers were hungry and many were deserting. At last General Lee made the wrenching decision to surrender. On April 9, 1865, Grant and Lee met at **Appomattox Court House** and Lee surrendered. The war was over. *Image of Court House, Creative Commons, 2.0.*

Appomattox -National Park Service:

<https://www.nps.gov/common/uploads/photogallery/ner/park/apco/BC9B175E-155D-451F-67945CEFDC5C5DD2/BC9B175E-155D-451F-67945CEFDC5C5DD2-large.jpg>

SS4H5 Explain the causes, major events, and the consequences of the Civil War.

d. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas “Stonewall” Jackson, and William Sherman.

The individuals in element d have been addressed within the history standards with which they are connected.

Vocabulary: describe, roles

SS4H5 Explain the causes, major events, and the consequences of the Civil War.

e. Describe the effects of war on the North and South.

Students will describe how thousands of people died on both sides in this war of Americans against Americans. The war also changed both regions even though the changes were different. The war had destroyed the South; farms, cities, and factories were ruined. Southerners had to rebuild their homes and businesses and had to look for ways to make their economy work. The North grew stronger as a result of the war. There had not been much fighting in the North, so they did not have the damage the south had. The economy grew quickly after the war.

Vocabulary: describe, effects

SS4H6 Analyze the effects of Reconstruction on American life.

This standard addresses life after the Civil War. Students will understand that amendments were added to the Constitution to reinforce the end of slavery. They will also be able to analyze the fact that even though slavery was abolished, lingering prejudices in the South led to the passage of Jim Crow laws and kept many inequities firmly in place. Former slaves often became sharecroppers and tried to make a new life for themselves. The Freedmen's Bureau was created to help the newly freed slaves to make the transition to new ways of living.

Vocabulary: analyze, effects, reconstruction

SS4H6 Analyze the effects of Reconstruction on American life.

a. Describe the purpose of the 13th, 14th, and 15th Amendments.

Students will describe the purpose of the 13th, 14th, and 15th Amendments.

The 13th Amendment declared that slavery would not be allowed to exist in the United States. It ended the long argument in the United States over whether slavery should be legal.

The 14th Amendment, also known as the due process amendment, declared that the states could not limit the rights of citizens. States could not take away life, liberty, or property without due process of law, or deny equal protection of the law.

15th Amendment gave all men the right to vote, no matter their skin color or if they had been enslaved.

Vocabulary: describe, purpose, amendments

SS4H6 Analyze the effects of Reconstruction on American life.

b. Explain the work of the Bureau of Refugees, Freedmen, and Abandoned Lands (Freedmen's Bureau).

The intent of this element is for students to explain that the Bureau of Refugees, Freedmen, and Abandoned Lands was also known as the Freedmen's Bureau. This organization provided help to thousands of former slaves and poor white people in the South. It provided food, clothing, and medical care, and it promoted education and provided work. It gave the freedmen land that had been abandoned. It also helped former black soldiers to receive back pay and pensions from fighting in the war.

Vocabulary: explain, bureau, refugees, freedmen, abandoned, bureau

Website:

<http://www.blackpast.org/aah/bureau-refugees-freedmen-and-abandoned-lands-1865-1872>

SS4H6 Analyze the effects of Reconstruction on American life.

c. Explain how slavery was replaced by sharecropping and how freed African Americans or Blacks were prevented from exercising their newly won rights.

Students will explain how reconstruction ended the plantation system in the South, leaving many people poor. Freed people wanted to farm for themselves, but did not have enough money to buy land. Landowners set up a system called sharecropping. Sharecropping allowed poor farmers to use a landowner's fields. In return, the farmer gave the landowner a share of the crop. The sharecroppers often borrowed the tools and seeds they needed to farm. Sharecropping gave some African Americans or Blacks independence, but it also kept them in debt.

In the second part of this element students will explain how some people in the South did not like the new laws that protected African American or Black rights. Some did not want them taking part in the government so secret organizations were formed, such as the Klu Klux Klan (KKK). The KKK threatened, beat, and even killed African Americans or Blacks to keep them from voting or having other rights. This group also attacked people who helped African Americans or Blacks.

Vocabulary: explain, slavery, sharecropping, prevented, exercising, rights

Sharecropping Simulation:

<https://tahleadership.wikispaces.com/file/view/Sharecropping%2BSimulation.pdf>

SS4H6 Analyze the effects of Reconstruction on American life.

d. Describe the effects of Jim Crow laws and practices.

In this element, students will describe the effects Jim Crow laws. Southern states began passing Jim Crow laws that kept African Americans separate from other Americans. These laws made segregation legal. Jim Crow laws segregated schools, hospitals, public water fountains, transportation, and later theaters. The states did not spend as much money on the African American or Black hospitals or schools, so they did not receive the same education or medical attention as white people received. Jim Crow laws were in effect until the 1960s.

Vocabulary: describe, effects, laws, practices

Jim Crow laws:

http://www.ducksters.com/history/civil_rights/jim_crow_laws.php

SS4G1 Locate important physical and man-made features in the United States.

a. Locate major physical features of the United States: Great Lakes

b. Locate major man-made features of the United States: New York City and Erie Canal

All other locations from SS4G1a and b are incorporated into the history standards with which they connect. Students will locate the Great Lakes, New York City, and the Erie Canal on their student maps.

Vocabulary: locate, physical features, man-made features, lakes, canal

Erie Canal Resource: <http://eriecanal.org/>

SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.

The idea here is that students can take major concepts found in economics and apply them to various historical events. Teachers are not limited to the examples given in parentheses.

Opportunity costs: the value placed on whatever is lost when a decision is made. If a student is chooses a cookie instead of a brownie for a snack, the brownie becomes part of the opportunity cost. Opportunity cost is not always measured in dollar amounts. The relationship to decision making is that people, when making rational decisions, make choices so that they minimize their opportunity cost. In the example in element a, those who made the decision to settle in the west may have had the opportunity cost of staying in relative comfort in an eastern state rather than experiencing hardships and danger and uncertainty of the trip west.

Price incentives: refers to the fact that most people, acting rationally, will change their choices in an indirect relationship to the way prices change. If prices increase, people buy less. If prices decrease, people buy more. If a person is trying to choose between two goods that will make them equally happy and one good is made cheaper, they will choose that good. Producers want to produce goods that they can sell at the highest price. Ultimately, students need to understand how price can be an incentive to change behavior. In the example in element a, decisions about what crops to grow (like cotton or tobacco) were related to how much they could make on them. Cotton grew in importance as the demand for cotton grew and the cotton gin made the process easier to do in bulk.

Specialization/Standard of Living: Specialization is the act of producing one good or one set of goods based on your efficiency. The opposite of specialization is self-sufficiency, where you take care of all your needs yourself. Most people do not work on their own car, fix their own computer, do their own taxes, cook all of their meals, prescribe their own medicine when they are sick, and write their own insurance policies. People specialize in these areas. This leads to an increase in standards of living because as people specialize and become very good at producing certain goods and services, people will pay them to produce those goods or perform those services. This allows the person who specializes to have money to spend on someone else's goods or services. Without specialization, everyone has to produce all the goods they need and want and perform all the services. Ultimately, this will lead to people doing things or making things they are not good at, taking extra time and wasting resources. In historical terms, the early colonists were much more self-sufficient, but as settlements and cities grew, specialization grew as well as people became experts in one particular trade or skill. This specialization took different forms in the North and South and ultimately influenced the outcome of the Civil War.

Voluntary exchange: follows as a logical result from specialization. Voluntary exchange benefits buyers because it allows them the freedom to search out goods or services they want and determine how much they wish to spend on these items. Sellers benefit from voluntary exchange because

it allows them the ability to sell their goods and services at a price they want. Both the buyer and seller get a benefit from the transaction because they chose to enter it. Non-voluntary exchange can cause problems for the buyer and seller. For example, if sellers are forced to sell a good for an artificially cheap price and they can't profit from the sale, there will likely be a shortage in the market. In the Gold Rush mining towns, miners exchanged gold or cash for supplies for mining and food and clothing. Merchants who set up businesses meeting the needs of miners profited from this voluntary exchange of cash or gold for supplies.

Trade: typically discussed as an economic concept concerning a country or countries exchanging goods. In element *e* the focus is on how trade promotes economic activity. The main idea is that as a country engages in trade several things begin to happen. As exports increase, more jobs become available, more money comes in to the economy, and new markets open to the goods being produced. As imports increase, a greater variety of goods are available, prices (in a completely free trade situation) will likely decrease, and there is more competition. All of these items can be discussed as positives and negatives depending on the views taken. The example suggested by element *e* concerns trade between the U.S. and Europe. One example is during the Revolutionary War, when the patriots traded with the French and recruited them as allies. This is an example of trade benefiting a nation not only economically but militarily.

Vocabulary: economic concepts, trade, opportunity cost, specialization, voluntary exchange, productivity, price incentives, illustrate, historical events

SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.

c. Describe how specialization improves standards of living (e.g. differences in the economies in the North and South).

Note: Elements a, b, and d are covered within the history standards above where applicable.

Students will describe that the South's economy was mainly agricultural. Some southerners worked on cotton plantations and many more had small farms and grew food crops or raised cattle. The northerners had many farmers too, but cities in the North were growing quickly and factories were being built throughout the region. In factories, people made shoes, tools, textiles, and other goods. By 1860, fewer than half of the people were farmers.

Vocabulary: specialization, standards of living, differences, economies

Resources:

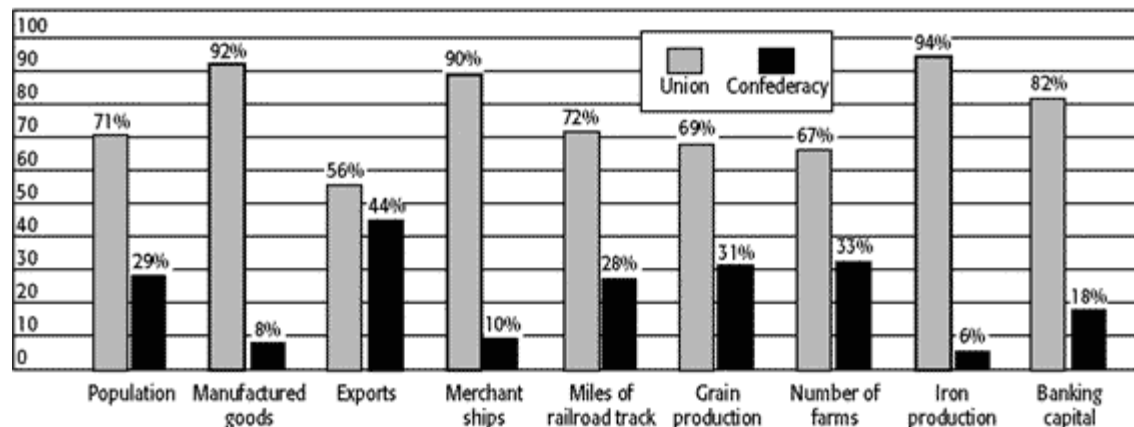
Economy of the North and South

<http://www.historycentral.com/CivilWar/AMERICA/Economics.html>

37 Maps that Explain the American Civil War

<https://www.vox.com/2015/4/14/8396477/maps-explain-civil-war>

Resources of the Union and of the Confederacy



Source: Historical Statistics of the United States

SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.

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

The last element, f, asks students to make the connection between technology and productivity. Use examples of technology throughout the period covered in the history standards such as the cotton gin, the steamboat, the steam locomotive, and the telegraph to explore how each improved productivity.

Steamboats were used to take goods and people up and down rivers after the Revolutionary War. It made travel quicker and transporting materials more efficient. **History of Steamboats:**

<http://www.sam.usace.army.mil/Portals/46/docs/recreation/OP-CO/montgomery/pdfs/10thand11th/ahistoryofsteamboats.pdf>



The first steam locomotive to run in America came from England. They became a widely used form of transportation in America. *Image from Creative Commons Attribution Share-Alike 3.0*

History of the Steam Locomotive: <http://www.custom-qr-codes.net/history-steam-locomotive.html>

Vocabulary: examples, technological, advancements, impact, business productivity, development, cotton gin, steamboat, steam locomotive, telegraph

SS4E2 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.

Students will identify the elements of a personal budget such as saving, earning money, and spending money. Students will also explain why personal spending and saving decisions are important. Do you spend more money than you have? Do you need to save money?

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This standard continues to build on the personal finance standards present in earlier grades and will continue to build through the middle school courses. Here, the idea of a budget is introduced for the first time. The basic elements of a budget are income and expenditures. In order to discuss the importance of spending and saving decisions, students need to understand the role income and expenditures play in a budget. You may want to ask students questions such as: “What happens when expenditures exceed income?” or “Why might you try not to spend all of your income?”

Budgets do not have to be done with money. Since many elementary school students will not have experience with monetary incomes, they can budget time or toys. For example, you’ve got 30 minutes on the play ground and 3 games you want to play. You need to save 5 minutes at the end to get cleaned up. What are some various ways you can budget your time? This can lead

to questions such as; “What happens if you don’t save 5 minutes to get clean?” “Why might you want to save more than 5 minutes to clean up?”

Economic Lessons by Grade Level:

<http://ecedweb.unomaha.edu/lessons/lessons.cfm>

Vocabulary: identify, elements, personal budget, income, expenditures, saving, explain, spending, decisions