**2017.18 Fourth Grade, Social Studies, Quarter 1**

**Before Exploration, Age of Exploration, and Settling the Colonies:** Students describe the legacy and cultures of the major indigenous settlements of Tennessee. Students trace the routes of early explorers and describe the early explorations of the Americas. In addition, they describe the cooperation and conflict that existed among American Indians and between the Indian nations and the new settlers. Finally, they will understand the political, religious, social, and economic institutions that evolved in the colonial era. The purpose of fourth grade social studies is to give students their first concentrated study of the formative years of United States and Tennessee history, utilizing primary source documents, geographic tools, research, analysis and critical thinking.

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<thead>
<tr>
<th>On-Going Standards</th>
<th>On-Going I Can Statements</th>
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<tbody>
<tr>
<td><strong>4.WCE.SS.1</strong> Honor the U.S. Constitution and recognize its significance and purpose.</td>
<td>I can honor the U.S. Constitution and recognize its significance on Constitution Day.</td>
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| *Constitution Day-September 17th*  
*Federal Mandate 36 U.S. Code § 106* | |
| Increase historical vocabulary knowledge and use terms correctly. | I can improve my literacy skills by using historical vocabulary correctly. |
| Use ELA skills for best practices I studying history and geography. | I can use my language arts skills to study and research history and geography. |
| Use technology to enhance the learning and best practices for studying history and geography. | I can effectively and appropriately use technology to learn history and geography. |

<table>
<thead>
<tr>
<th>Tennessee State Standards</th>
<th>Student Friendly ‘I Can’ Statements</th>
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<tr>
<td><strong>Before Exploration Standards</strong></td>
<td><strong>Before European Exploration</strong></td>
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<tr>
<td><strong>4.SS.1</strong> Describe the legacy and cultures of the major indigenous settlements in Tennessee including the Paleo, Archaic, Woodland, and Mississippian:</td>
<td>I can identify and explain key terms related to understanding our history, including: archeologist, artifact, culture, indigenous, and tradition.</td>
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<tr>
<td>- Coats-Hines Site</td>
<td>I can identify the unique characteristics of the cultures of the Paleo, Archaic, and Woodland and Mississippian Indians in Tennessee</td>
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<td>- Pinson Mounds</td>
<td>I can write a paragraph to compare and contrast two cultures: i.e. Paleo and Archaic and/or Woodland and Mississippian.</td>
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<td>- Old Stone Fort</td>
<td>I can identify the purpose of the Coats-Hines Site, Pinson Mounds, Old Stone Fort, and the Chucalissa Indian Village.</td>
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<td>- Chucalissa Indian Village</td>
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4.SS.2 Analyze religious beliefs, customs, and various folklore traditions of the Cherokee, Creek, and Chickasaw, including:
- Principal Chief
- summer and winter homes
- Beloved Woman
- recreation
- clans
- maternal designations
*correlates with art 4.WCE.ART.1 re: incorporate American Indian symbolism.
*correlates with music 4.MU.9.1.2 re: characteristics of cultures within a musical context

4.WCE.SS.2 Know how to read and create a timeline.

**Age of Exploration Standards**

4.SS.4 Trace the routes of early explorers and describe the early explorations of the Americas, including:
- Christopher Columbus
- Ferdinand Magellan
- Amerigo Vespucci
- Robert de La Salle
- Hernando de Soto
- Henry Hudson
- Jacques Cartier

4.SS.3 Create a visual display using multiple forms of media to identify with pictures geographic terms including bluffs, swamps, isthmus, gulf, sea, bay, and cape.

I can explain how new ideas and inventions led to lifestyle changes for the Archaic people, including changes in agriculture and hunting.

I can identify pre-Colonial American Indian Nations in Tennessee including Cherokee, Creek, Chickasaw and Shawnee.

I can locate and create a map of where the Cherokee, Creek, Chickasaw and Shawnee lived in Tennessee.

I can explain or define the role of the Principal Chief, summer and winter homes, the Beloved Women, recreation, clans and maternal designations.

I can explain the importance of Nancy Ward.

I can ask and answer questions about a timeline.

**Age of Exploration**

I can identify and label the routes of early explorers on a world or U.S. map, including Christopher Columbus, Ferdinand Magellan, Amerigo Vespucci, Robert de LaSalle, Hernando de Soto, Henry Hudson and Jacques Cartier.

I can identify and name isthmus, gulf, and sea on a world map.
4.SS.5 Analyze the impact of exploration and settlement on the indigenous peoples and the environment, including military campaigns, Columbian Exchange, and European agricultural practices.

*correlates with ELA Writing Prompt 4B re: sailing with a famous explorer.

I can explain how European exploration and settlement led to military campaigns.

I can explain through writing the Columbian Exchange and its impact on the indigenous cultures.

I can explain in writing or to a partner how European agricultural practices impacted indigenous cultures as well as European environments.

4.SS.6 Create a graphic organizer identifying the five different countries [France, Spain, Portugal, England, and the Netherlands] that influenced different regions of the present United States at the time the New World was being explored, and describe how their influence can be traced to place names [i.e. Hudson River, Strait of Magellan, Amerigo Vespucci [America], etc.].

I can create a chart to show the five countries, explorers that represented them, and which New World location was influenced by the explorer’s name [i.e. Hudson River, Strait of Magellan, Amerigo Vespucci, etc.]

4.SS.7 Summarize the failure of the lost colony of Roanoke and theorize what happened.

I can write a summary about the failure of the Lost Colony of Roanoke.

I can infer and create a list of theories as to what might have happened at Roanoke.

4.SS.8 Describe the early competition between European nations for control of North America and locate the colonization efforts of the English, Dutch, French, and Spanish on a map.

I can describe the early competition between the English, Dutch, French, and Spanish to colonize areas of North America.

I can locate the colonization efforts of the English, Dutch, French, and Spanish on a U.S. map.

Colonial America Standards

4.SS.18 Explain various reasons why people came to the colonies, including profit, religious freedom, slavery, and indentured servitude.

I can explain the difference between slaves and indentured servants.

Colonial America

4.SS.19 Locate and label on a map the location of Jamestown, Plymouth, New Netherland, New Sweden, and the Massachusetts Bay Colony.

I can locate and label on a U.S. map the locations of Jamestown, Plymouth, New Netherland, New Sweden and the Massachusetts Bay Colony.

I can identify on a U.S. map and illustrate the difference between a cape, harbor, and bay.
4.SS.13 Locate the first 13 colonies and explain how their location and geographic features influenced their development and settlement patterns.

I can locate and label the 13 colonies on a U.S. map.

I can create a graphic organizer to list the geographic features that influenced the development and settlement of New England, Middle, and Southern colonies.

4.SS.17 Describe the major religious tenets of the earliest colonies, including:
- Puritanism in Massachusetts
- Quakerism in Pennsylvania

I can describe the beliefs of the major religious groups living in the early colonies, including Puritanism in Massachusetts and Quakerism in Pennsylvania.