### Colonial America and the War for Independence

Students explain the causes, course, and consequences of the American Revolution and the foundations of the future state of Tennessee. They will study the early development of democratic institutions, including the ideas and events that led to the independence of the original 13 colonies. In addition, they will examine the history of Tennessee parallel to the development of the United States and how our state impacted our nation and the world. They will continue to learn the political, religious, social, and economic institutions that evolved in the colonial era. The continued purpose of fourth grade social studies is to give students their first concentrated study of the formative years of the United States and Tennessee history, utilizing primary source documents, geographic tools, research, analysis, and critical thinking.

### On-Going Standards

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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>Increase historical vocabulary knowledge and use terms correctly.</td>
<td>I can improve my literacy skills by using historical vocabulary correctly.</td>
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<tr>
<td>Use ELA skills for best practices I studying history and geography.</td>
<td>I can use my language arts skills to study and research history and geography.</td>
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<tr>
<td>Use technology to enhance the learning and best practices for studying history and geography.</td>
<td>I can effectively and appropriately use technology to learn history and geography.</td>
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### Tennessee State Standards

**Colonial America Standards cont’d**

4.WCE.SS.3 Explain and illustrate the triangular trade route between the colonies, England, and Africa.

4.SS.16 Making use of primary documents, analyze the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings and contrast these with the presence of enslavement in all colonies.

**Student Friendly ‘I Can’ Statements**

**Colonial America cont’d**

I can explain and illustrate the triangular trade route on a world map.

I can explain the representative government used at Jamestown.

I can read a copy of the primary document of the Mayflower Compact and analyze with my class the early democratic ideas and practices that emerged during the colonial period.

I can contrast the idea of representative assemblies in relationship to the slaves that were present in all colonies.
4.SS.15 Cite and explain examples from informational texts about how economic opportunities and political, religious, and social institutions evolved in the colonial era.

4.SS.14 Write informative texts identifying major leaders and groups responsible for the founding of colonies in North America and the reasons for their founding, including:
- Lord Baltimore, Maryland
- John Smith, Virginia
- Roger Williams, Rhode Island
- John Winthrop, Massachusetts
- William Bradford, Plymouth
- James Oglethorpe, Georgia
- William Penn, Pennsylvania

4.SS.9 Compare and contrast the differing views of American Indians and colonists on ownership or use of land and the conflicts between them, including the Pequot and King Philip’s Wars in New England.

4.SS.10 Explain the cooperation that existed between the colonists and American Indians during the 1600s and 1700s, including fur trade, military alliances, treaties, and cultural interchanges.

4.SS.11 Describe the conflicts between Indian nations, including the competing claims for control of land and actions of the Iroquois and Huron.

4.SS.12 Analyze the factors that led to the defeat of the American Indians, including the resistance of Indian nations to encroachment and the effects on native culture.

4.SS.22 Describe the causes, course, and consequences of the French and Indian War, including the massacre at Fort Loudoun.

I can read non-fiction, primary and secondary texts and cite evidence about how economic opportunities and political, religious and social institutions evolved in the colonial era.

As a class, we can use the appropriate technology to research and write summaries/reports about the role of each of the major leaders and groups responsible for founding North American colonies including:
- Lord Baltimore, Maryland
- John Smith, Virginia
- Roger Williams, Rhode Island
- John Winthrop, Massachusetts
- William Bradford, Plymouth
- James Oglethorpe, Georgia
- William Penn, Pennsylvania

I can create a graphic organizer to compare and contrast the viewpoints of American Indians and colonists regarding ownership and use of land.

I can describe conflicts that resulted from the differing viewpoints about ownership and use of land including the Pequot and King Phillip’s Wars in New England.

I can describe culture interchanges between the colonists and American Indians during the 1600s and 1700s, including fur trade, military alliances, and treaties.

I can describe the conflicts that developed between American Indian nations, including competing claims for control of land.

I can explain the factors that led to the defeat of the American Indians, including the effects of European exploration and settlement on native cultures.

I can create a cause and effect chart to show the causes, course, and effects of the French and Indian War

I can retell the events of the massacre at Fort Loudoun.
4.SS.20 Explain the impact of individuals who created interest in land west of the Appalachian Mountains, including:
- long hunters
- Daniel Boone-Wilderness Road
- Thomas Sharpe Spencer
- William Bean
- Dr. Thomas Walker

**The War for Independence Standards**

4.SS.21 Describe the various contributions made by Benjamin Franklin to the development of a unique American society, including his scientific experiments and inventions, the development of the Albany Plan and the Join or Die political cartoon

4.SS.23 Explain how political, religious, and economic ideas and interests brought about the Revolution, including:
- resistance to imperial policy [Proclamation of 1763]
- the Stamp Act
- the Townshend Acts
- taxes on tea
- “taxation without representation”
- Coercive Acts

4.SS.24 Explain the different forms of protests Americans used to try to change British policies including the Boston Tea Party, tarring and feathering, letter writing, and boycotts.

4.SS.26 Describe the significance of the First and Second Continental Congresses and of the Committees of Correspondence.

4.SS.27 Compare and contrast first and second-hand accounts of Paul Revere’s “midnight ride.”

I can create graphic organizers for Daniel Boone, Thomas Sharpe Spencer, William Bean, and Dr. Thomas Walker.

I can match the appropriate name to the accomplishment[s].

The War for Independence

I can use appropriate technology to research and produce a product explaining the contributions made by Benjamin Franklin to the development of a unique American society, including scientific experiments and inventions.

I can explain Benjamin Franklin’s development of the Albany Plan; recognize and explain the meaning of his Join or Die political cartoon.

I can explain who made the Proclamation of 1763, why it was made, and who it affected.

I can explain in writing how the following ideas and events, including The Stamp Act, The Townshend Acts, taxes on tea, and The Coercive Acts brought about the Revolution.

I can explain the meaning of “taxation without representation” and why it helped bring about the American Revolution.

I can explain through illustrations the different forms of protests colonists used to try to change British policies including the Boston Tea Party, tarring and feathering, letter writing and boycotts.

I can explain what happened at the First and Second Continental Congresses, and the purpose and significance of the Committees of Correspondence.

I can compare first- and second-hand accounts of Paul Revere’s “midnight ride.”
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<td>4.SS.28</td>
<td>Identify the people and events associated with the Declaration of Independence and cite evidence from the Declaration to determine its significance to the development of American government.</td>
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</table>
| 4.SS.29  | Analyze the influences of key leaders during this period, including:  
- Patrick Henry  
- Alexander Hamilton  
- Thomas Jefferson  
- George Washington  
- Benjamin Franklin  
- Thomas Paine  
- John Adams  
- Sam Adams  
- John Hancock  
- Benedict Arnold |
| 4.SS.30  | Determine the meaning and identify the terms Loyalists, Patriots, Minutemen, Overmountain Men, and Redcoats to describe people during the Revolution. |
| 4.SS.31  | Locate and identify the major military battles, campaigns, and turning points of the American Revolution, including:  
- Lexington and Concord  
- Bunker [Breed’s] Hill  
- Valley Forge  
- Princeton and Trenton  
- Saratoga  
- King’s Mountain  
- Yorktown |

I can identify people and events associated with the Declaration of Independence.

I can analyze the influences of key leaders during the American Revolutionary period, including:
- Patrick Henry  
- Alexander Hamilton  
- Thomas Jefferson  
- George Washington  
- Benjamin Franklin  
- Thomas Paine  
- John Adams  
- Sam Adams  
- John Hancock  
- Benedict Arnold

I can determine the meaning and identify the terms Loyalists, Patriots, Minutemen, Overmountain Men, and Redcoats to describe people during the Revolution.

I can locate on a U.S. map and describe major military battles, campaigns, and turning points of the Revolution, including:
- Lexington and Concord  
- Bunker [Breed’s] Hill  
- Valley Forge  
- Princeton and Trenton  
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<td><strong>4.SS.32</strong></td>
<td>Draw evidence from informational text summarizing the contributions of France and certain individuals to the outcome of the American Revolution including the Marquis de Lafayette, Kościuszko, and Baron von Steuben.</td>
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<td><strong>4.SS.33</strong></td>
<td>Write an opinion piece with supporting details contrasting how the ideals set forth in the Declaration of Independence clashed with the existence of slavery.</td>
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<td><strong>4.SS.35</strong></td>
<td>Integrate evidence from several texts describing the different roles women played during the Revolution including Abigail Adams, Molly Pitcher, Phyllis Wheatley, and Mercy Otis Warren.</td>
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| I can read informational texts and cite evidence to summarize the contribution of France to the outcome of the American Revolution. |
| I can read informational texts and cite evidence to summarize the contribution of Marquis de Lafayette, Kościuszko, and Baron von Steuben in the outcome of the American Revolutionary War. |
| I can use evidence from several texts to describe the different roles women played during the Revolution, including Abigail Adams, Molly Pitcher, Phyllis Wheatley and Mercy Otis Warren. |