2017.18 Fourth Grade, Social Studies, Quarter 4

**Growth of the Republic:** Students describe the emergence of a fledgling industrial economy. Also, they describe rapid growth of slavery in the South after 1800, and the abolition movement to end slavery in the United States and Tennessee. The continued 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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<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</td>
<td>I can effectively and appropriately use technology to learn history and geography.</td>
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<td>geography.</td>
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**Tennessee State Standards**

**The Growth of The Republic Standards**

4.SS.57 Analyze and describe the factors of the Industrial Revolution occurring in the United States and in Tennessee, including:
- Samuel Slater-factory system
- watermills-influence of geography
- Fulton-steamboats
- Eli Whitney-cotton gin

**Student Friendly ‘I Can’ Statements**

**The Growth of The Republic**

Analyze and describe the factors of the Industrial Revolution in the U.S. and in TN including the factory system, watermills, steamboats and cotton gin.

I can explain individual contributions that led to the industrial revolution including Samuel Slater, Eli Whitney and Robert Fulton.

Explain the impact of the cotton gin on production of cotton in the South and factories in the North.
4.SS.58 Explain the expansion of the plantation system and slavery as the demand for cotton production grew and the impact of the cotton gin.

4.WCE.SS.6 Explain the impact of the telegraph by Samuel Morse.

4.SS.59 Contrast the emerging urbanization in the North with the agricultural South and the developing West.

4.SS.60 Describe and explain the contributions of Virginia Hill and Free Hill, Tennessee, Frances Wright and Nashoba, and Elihu Embree and their efforts to abolish slavery in Tennessee.

4.SS.61 Describe the characteristics of slave life on plantations across the South.

*I correlates with art 4.WCE.ART.7 re: slave quilts as tools for communication.
*I correlates with music 4.MU.9.1.2 re: African American spirituals.

4.SS.65 Identify prominent people and reform movements in the United States during the mid-19th century, including:
  - Dorothea Dix and her quest for prison reform and help for the mentally ill
  - Horace Mann and public education
  - Nat Turner and his resistance to enslavement
  - Frederick Douglass and William Lloyd Garrison and the abolition of slavery

4.SS.55 Describe the major events in Jackson’s presidency, including the corrupt bargain, the Indian Removal Act, reducing the national debt, preserving the union, and abolishing the national bank.

I can explain changes in society in the North, South, and West as a result of the Industrial Revolution including factories, mass production, cotton gin, railroads, canals, steamboat and telegraph.

I can explain the expansion of the plantation system and slavery based on supply and demand for cotton.

I can contrast the emerging urbanization in the North with the agricultural South and the developing West.

I can summarize the contributions of Virginia Hill [Free Hill], Frances Wright [Nashoba], and Elihu Embree on their efforts to abolish slavery in Tennessee.

I can describe the characteristics of slave life on plantations across the South.

I can identify prominent people and reform movements in the United States during the mid-19th century, including:
  - Dorothea Dix and her quest for prison reform and help for the mentally ill
  - Horace Mann and public education
  - Nat Turner and his resistance to enslavement
  - Frederick Douglass and William Lloyd Garrison and the abolition of slavery

I can describe major events in Andrew Jackson’s presidency, including the corrupt bargain, the Indian Removal Act, reducing national debt, preserving the union and abolishing the national bank.
4.SS.56 Analyze the impact of the Indian Removal Act on the Cherokee, detail their resistance to being removed, and map the movement west, including:
- Treaty of New Echota
- John Ross
- Trail of Tears

4.SS.54 Describe and explain the contributions of Sequoyah.

4.SS.62 Using informational texts, explain the fight for Texas independence against Mexico and the contributions of Tennesseans Sam Houston and David Crockett.

4.WCE.SS.7 Explain “Manifest Destiny” and its effect on westward movement.

4.SS.63 Conduct a short research project detailing the surprise nomination and election of James K. Polk and list his accomplishments in office including Texas statehood, territorial expansion, and one term promise.

4.SS.64 Cite evidence from informational texts explaining the causes, course, and consequences of the Mexican War, including Winfield Scott, Zachary Taylor, and Mexican session.

4.SS.66 Write an expository piece describing the search for gold in California and its impact.

4.SS.67 Explain the events, political debate, and outcome of the Compromise of 1850 and the Kansas and Nebraska Act.

4.SS.68 Create a visual display using multiple forms of media to name the states and territories that existed in 1850, their locations, and major geographical features, including mountain ranges, principal rivers, and dominant plant regions.

Use After TCAP Testing [teacher discretion]:
4.WCE.SS.8 Understand the history and stories about of the Tennessee state capitol.