

## Social Studies Grade 4

### UNIT 1: Maryland: The First People

**Goal 1.** Geography –Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

Objectives – The student will be able to:

- a. Interpret a variety of maps using map elements.
- b. Describe geographic characteristics of Maryland/United States using resources such as: photographs, maps, charts, graphs, and atlases.
- c. Describe the impact on location on Native American ways of life and compare the way Native American societies used the natural environment for food, clothing, and shelter.

**Goal 2.** History – Students will examine significant ideas, beliefs, and themes, organize patterns and events, and analyze how individuals and societies have changed over time in Maryland.

Objectives – The student will be able to:

- a. Identify the development of indigenous societies from the Paleo-Indians to the Woodland Indians.
- b. Identify the origin, destination, and goals of North American explorers.
- c. Explain the results of interactions between European explorers and North American Natives.

**Goal 3.** Political Science – Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.

Objective – The student will be able to:

- a. Describe the governing structures of Eastern Woodlands societies.

**Goal 4.** Peoples of the Nations and World – Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the world through both a multicultural and historic perspective.

Objectives – The student will be able to:

- a. Compare and describe the elements of culture including shelter, recreation, education, oral traditions, art, music, language, and governments of Native American societies.

- b. Compare perspectives of Native American societies and the European explorers.
- c. Describe how native societies responded to exploration including examples of compromise or conflict.

**Goal 5.** Social Studies Skills and Processes – Students will use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

Objectives – The student will be able to:

- a. Read to learn and construct meaning about social studies by using appropriate vocabulary and comprehension strategies.
- b. Write to learn and communicate social studies understandings through informal writing, formal writing, and timed, on-demand writing.
- c. Identify, interpret, and synthesize information from primary and secondary sources to analyze a social studies question/topic/situation/problem being studied.
- d. Analyze social studies information from a variety of sources by interpreting, evaluating and synthesizing information and by recognizing relationships in and among ideas or events such as cause and effect, sequence, main idea, and details.
- e. Present information in creative ways, such as simulations, debates, and skits.
- f. Organize and display social studies information from print and non-print sources using charts, graphs, graphic organizers, maps, timelines and other visual representations.

## **UNIT 2: Maryland: From Settlement to State (1630-1800)**

**Goal 1.** Geography –Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

Objective – The student will be able to:

- a. Identify geographic locations of physical features and settlements of Maryland, such as St. Mary’s City, Annapolis, Chesapeake Bay, the Allegany Plateau and Potomac River.

**Goal 2.** History – Students will examine significant ideas, beliefs, and themes, organize patterns and events, and analyze how individuals and societies have changed over time in Maryland.

Objectives – The student will be able to:

- a. Explain why the Maryland colony was established including political and economic motives for coming to the new world.
- b. Describe the establishment of slavery and how it shaped life in Maryland.

- c. Compare the development of towns and regions including social, political and religious aspects.
- d. Describe the Maryland colonists' reaction to changing economic policies/rules/laws from England using events that led to the American Revolutionary War, such as the boycotting of goods, the Chestertown Tea Party and the burning of the Peggy Stewart.

**Goal 3.** Political Science – Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.

Objectives – The student will be able to:

- a. Describe how the colony of Maryland was established and governed including the establishment of rule of law and power with authority, such as proprietorships, the Royal Governor, and early General Assembly.
- b. Analyze how colonial law influenced individuals in Maryland and other colonies such as: indentured servants' contracts, Tolerance Acts of 1649, and the Maryland Charter of 1641.
- c. Describe the role of key Maryland people who influenced the building of our new nation, such as William Paca, Charles Carroll, Thomas Stone, and Samuel Chase.

**Goal 4.** Peoples of the Nations and World – Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the world through both a multicultural and historic perspective.

Objectives – The student will be able to:

- a. Identify different religious, economic, and ethnic groups that migrated to the Maryland colony.
- b. Describe the contributions of past Maryland leaders, such as Lord Baltimore, the Calvert and Carroll families, Margaret Brent, and Mathias De Sousa.

**Goal 5.** Social Studies Skills and Processes – Students will use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

Objectives – The student will be able to:

- a. Read to learn and construct meaning about social studies by using appropriate vocabulary and comprehension strategies.
- b. Write to learn and communicate social studies understandings through informal writing, formal writing, and timed, on-demand writing.

- c. Identify, interpret, and synthesize information from primary and secondary sources to analyze a social studies question/topic/situation/problem being studied.
- d. Analyze social studies information from a variety of sources by interpreting, evaluating and synthesizing information and by recognizing relationships in and among ideas or events such as cause and effect, sequence, main idea, and details.
- e. Organize and display social studies information from print and non-print sources using charts, graphs, graphic organizers, maps, timelines and other visual representations.

### **UNIT 3: Maryland: Growth and Change (1800-1875)**

**Goal 1.** Geography –Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

Objectives – The student will be able to:

- a. Explain how changes in transportation and communication led to growth and development of towns and cities in Maryland.

**Goal 2.** History – Students will examine significant ideas, beliefs, and themes, organize patterns and events, and analyze how individuals and societies have changed over time in Maryland.

Objectives – The student will be able to:

- a. Explain Maryland’s role in the War of 1812.
- b. Describe the changes in industry, transportation, education, rights and freedoms in Maryland such as: roads and canals, slavery, B&O railroad, the National Road, immigration, public schools, religious freedoms.
- c. Describe the economic interests in Maryland such as agricultural v. industrial regions and slaves v. free citizens.
- d. Describe why loyalties to the North and the South were divided in Maryland.
- e. Compare the living conditions of slave families and free blacks.
- f. Describe the abolitionist movement in Maryland.
- g. Describe the conditions that promoted the growth of the Underground Railroad in Maryland.

**Goal 3.** Peoples of the Nations and World – Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the world through both a multicultural and historic perspective.

Objectives – The student will be able to:

- a. Describe the contribution of individuals and groups such as: Francis Scott Key, Benjamin Banneker, Mary Pickersgill, Frederick Douglass, Harriett Tubman, Freedmen’s Bureau and Clara Barton.
- b. Identify different religious, economic, and ethnic groups who migrated to Maryland.

**Goal 4.** Social Studies Skills and Processes – Students will use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

Objectives – The student will be able to:

- a. Read to learn and construct meaning about social studies by using appropriate vocabulary and comprehension strategies.
- b. Write to learn and communicate social studies understandings through informal writing, formal writing, and timed, on-demand writing.
- c. Identify, interpret, and synthesize information from primary and secondary sources to analyze a social studies question/topic/situation/problem being studied.
- d. Analyze social studies information from a variety of sources by interpreting, evaluating and synthesizing information and by recognizing relationships in and among ideas or events such as cause and effect, sequence, main idea, and details.
- e. Organize and display social studies information from print and non-print sources using charts, graphs, graphic organizers, maps, timelines and other visual representations.

#### **Unit 4 – Modern Maryland (1870-Present)**

**Goal 1.** Geography –Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

Objectives – The student will be able to:

- a. Identify reasons for the movement of people to, from, and within Maryland.
- b. Explain how geographic characteristics affect how people live and work, and the population distribution of a place or region.
- c. Explain how the growth of communities and suburbanization has changed the environment.

**Goal 2.** Political Science – Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.

Objectives – The student will be able to:

- a. Analyze the powers, functions, and organization of the Maryland General Assembly.
- b. Describe the role of Maryland government regarding public policy and issues.
- c. Explain the effect that regional interests have on shaping government policy in and around Maryland.
- d. Identify various sources of information that are available to citizens to make political decisions.
- e. Describe ways people can participate in the political process including voting, petitioning elected officials, and volunteering.

**Goal 3.** Economics – Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation and the world.

Objectives – The student will be able to:

- a. Explain how available resources have influenced specialization in Maryland in the past and present.
- b. Describe technological changes in transportation and communication over time, such as the Chesapeake Bay Bridge, the Baltimore and Washington Beltways, the telephone and internet and the impact of these changes on citizens of Maryland.
- c. Identify the role of local and state governments in Maryland's economy.

**Goal 4.** Social Studies Skills and Processes – Students will use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

Objectives – The student will be able to:

- a. Read to learn and construct meaning about social studies by using appropriate vocabulary and comprehension strategies.
- b. Write to learn and communicate social studies understandings through informal writing, formal writing, and timed, on-demand writing.
- c. Identify, interpret, and synthesize information from primary and secondary sources to analyze a social studies question/topic/situation/problem being studied.
- d. Analyze social studies information from a variety of sources by interpreting, evaluating and synthesizing information and by recognizing relationships in and among ideas or events such as cause and effect, sequence, main idea, and details.
- e. Organize and display social studies information from print and non-print sources using charts, graphs, graphic organizers, maps, timelines and other visual representations.