

4th Grade Social Studies
Curriculum Mapping
Sheryl Muckey

Unit 1: The Roman Empire (Week 1-3)		Time: August/September																
Standards Taught																		
<ul style="list-style-type: none"> • 4.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 4th grade. • 4.SS.1.A The student can use correctly terms related to time periods or dates in history, including 18th century, 19th century, B.C.E., and C.E. • 4.SS.1.B The student can use a timeline correctly. • 4.SS.3 The student demonstrates knowledge of the Roman Empire. • 4.SS.3.A The student explains the origins and major events of the Roman civil wars and the triumvirates, including the roles of Cicero, Julius Caesar, and Octavian Caesar. • 4.SS.3.B The student explains the major historical events and cultural features of the Roman Empire, including the rule of Octavian Caesar, the Julio-Claudian dynasty, Hadrian, Marcus Aurelius, and Justinian. • 4.SS.3.C The student explains the major historical ideas and events surrounding the life of Jesus of Nazareth and their historical effects. • 4.SS.3.D The student explains the major historical events, cultural features, stories, and religious contributions of the early Christians. • 4.SS.3.E The student explains the major events during the rule of Constantine, including the legalization of Christianity and the moving of the Roman capital to Constantinople. • 4.SS.3.F The student explains the origins of the barbarian invasions and the other factors that led to the fall of the Roman Empire, including political corruption and economic instability arising from opulence. 																		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?																
<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting.</i>	<i>Each student has their own individual desk but table are available for group work.</i>	<ul style="list-style-type: none"> • <i>Reading the lesson</i> • <i>Answering comprehension questions</i> • <i>Participating in class discussions</i> • <i>Complete the interactive notebook</i> 																
Relevance	Vocabulary	Assessments																
<i>The students will understand the major historical events and the cultural features of the Roman Empire. They will learn about the influence that leaders had in the development of the Roman Society and religions in the empire.</i>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">consul</td> <td style="width: 50%;">convert</td> </tr> <tr> <td>patrician</td> <td>Gentiles</td> </tr> <tr> <td>plebeian</td> <td>pagans</td> </tr> <tr> <td>triumvirate</td> <td>persecution</td> </tr> <tr> <td>aqueduct</td> <td>prominent</td> </tr> <tr> <td>colosseum</td> <td>tetrarchy</td> </tr> <tr> <td>keystone</td> <td>legitimizing</td> </tr> <tr> <td>mosaics</td> <td></td> </tr> </table>	consul	convert	patrician	Gentiles	plebeian	pagans	triumvirate	persecution	aqueduct	prominent	colosseum	tetrarchy	keystone	legitimizing	mosaics		<ul style="list-style-type: none"> • <i>Worksheets</i> • <i>Comprehension questions</i> • <i>Class discussion</i> • <i>Lesson Review Worksheets</i> • <i>Weekly Assessments</i>
consul	convert																	
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keystone	legitimizing																	
mosaics																		

		<ul style="list-style-type: none"> • <i>A timeline with events summarized</i> • <i>A triorama for the museum walk</i>
Essential Questions: <ul style="list-style-type: none"> • <i>How and why was the Roman Empire created?</i> • <i>What were some of the successes of the Roman Empire?</i> • <i>How did the Roman Empire come to an end?</i> 		

Unit 2: Europe in the Middle Ages (Week 4-8)	Time: September/October
Standards Taught	
<ul style="list-style-type: none"> • 4.SS.3.C The student explains the major historical ideas and events surrounding the life of Jesus of Nazareth and their historical effects. • 4.SS.3.D The student explains the major historical events, cultural features, stories, and religious contributions of the early Christians. • 4.SS.4 The student demonstrates knowledge of the Early Middle Ages. • 4.SS.4.A The student explains the ways in which society changed with the fall of the Roman Empire and the perpetuation of the Eastern Roman Empire in Constantinople. • 4.SS.4.B The student explains the establishment of monasteries, the practices of monasticism, and their role in the Middle Ages. • 4.SS.4.C The student explains the major ideas and events surrounding the life of Mohammed and their historical effects. • 4.SS.4.D The student explains the developments and achievements of the High Middle Ages, including the power of the papacy and the founding of mendicant orders. • 4.SS.4.E The student explains the historical events and effects of the Carolingian dynasty, the establishment of the Holy Roman Empire, and the Viking invasions. • 4.SS.4.F The student explains the development and practice of feudalism in European societies, including the expectations of each class, and of slavery in the Middle East, Africa, and Asia. • 4.SS.4.G The student describes and explains Christian and Muslim art and architecture in the Middle Ages. • 4.SS.5.A The student explains the origin of the Great Schism of 1054 and investiture Controversy. • 4.SS.5.B The student tells of the Norman Conquest, the rule of King John of England, the signing of the Magna Carta, and the emergence of parliament. • 4.SS.5.C The student explains the origins, historical events, and different perspectives of the conflicts between Muslims and Christians both before and during the crusades, including the exchange of ideas and culture between Christians and Muslims that took place during these centuries. • 4.SS.5.D The student explains the developments and achievements of the High Middle Ages, including the power of the papacy and the founding of mendicant orders. 	

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
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Relevance	Vocabulary	Assessments
<i>The students will understand how major historical events and cultures shaped Europe, the Middle East, and Africa during the Middle Ages. They will learn of the contributions made by individuals, religions, and governments influenced the societies.</i>	clergy excommunicate missionaries monks nuns pagan sacraments resurrected abdicate absolute monarchy divine right monarch fief economic system knight overlord serfs sumptuary laws vassal investiture papacy mendicant orders pilgrims simony transient conquer intellectual lavish	<ul style="list-style-type: none"> • <i>Worksheets</i> • <i>Comprehension questions</i> • <i>Class discussion</i> • <i>Lesson Review Worksheets</i> • <i>Weekly Assessments</i> • <i>Research of impactful people</i> • <i>Create timelines</i> • <i>Create illuminated manuscripts</i> • <i>Create , label, and analyze maps</i>
Essential Questions: <ul style="list-style-type: none"> • <i>What are three ways that Christianity influences the history of Europe?</i> • <i>How did the meeting of different groups impact Europe in the early Middle Ages?</i> • <i>What were the expectations of different social classes under feudalism and manorialism?</i> • <i>Why was the Mediterranean world a crossroads of cultures, religions, and political powers?</i> • <i>How did the spread of Islam contribute to scholarly learning in the medieval period?</i> 		

Unit 3: African Civilizations (Week 9-11)	Time: October/November
Standards Taught	
<ul style="list-style-type: none"> • 4.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 4th grade. • 4.SS.1.B The student can use a timeline correctly. • 4.SS.4 The student demonstrates knowledge of the Early Middle Ages. • 4.SS.4.F The student explains the development and practice of feudalism in European societies, including the expectations of each class, and of slavery in the Middle East, Africa, and Asia. 	

<ul style="list-style-type: none"> • 4.SS.5 The student demonstrates knowledge of the High and late Middle Ages. • 4.SS.5.E The student explains the history and features of civilizations in Africa, including indigenous religious practices, the influence of Islam and Christianity, the civilization of Ghana, Mali, and Songhay, and the trans-African slave trade. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting.</i>	<i>Each student has their own individual desk but table are available for group work.</i>	<ul style="list-style-type: none"> • <i>Reading the lesson</i> • <i>Answering comprehension questions</i> • <i>Participating in class discussions</i> • <i>Complete the interactive notebook</i>
Relevance	Vocabulary	Assessments
<i>The students will learn about the development of the Ghana, Mali, and Songhai empires. They will understand how geography, cultures, and political leaders developed the empires during the Middle Ages.</i>	griots nomads oasis caravan oral tradition diplomacy empire invasion UNESCO heritage sites	<ul style="list-style-type: none"> • <i>Worksheets</i> • <i>Comprehension questions</i> • <i>Class discussion</i> • <i>Lesson Review Worksheets</i> • <i>Weekly Assessments</i> • <i>Create a timeline for the lesson</i> • <i>Complete a map of the region, analyze, and determine distance</i> • <i>Complete the triorama topic triangle</i>
Essential Questions:		
<ul style="list-style-type: none"> • <i>What role did trade play in the rise of the Ghana Empire?</i> • <i>How did geography shape the culture and economy of the Mali Empire?</i> • <i>What was the most significant factor in the Songhai Empire's decline?</i> 		

Unit 4: Asia in the Middle Ages (Week 12-16)	Time: November/December
Standards Taught	
<ul style="list-style-type: none"> • 4.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 4th grade • 4.SS.1.B The student can use a timeline correctly. • 4.SS.4 The student demonstrates knowledge of the Early Middle Ages. 	

- 4.SS.5 The student demonstrates knowledge of the High and Late Middle Ages.
- 4.SS.5.F The student explains the history and features of civilizations in India, including Hinduism, the caste system, and Mongol and Muslim rule.
- 4.SS.5.G The student explains the history and features of civilizations in China, including Confucianism and the major dynasties.
- 4.SS.5.H The student explains the history and features of civilizations in Japan, including Shinto and Japanese Buddhism, feudalism, shoguns, and isolationism.

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
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<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting.</i>	<i>Each student has their own individual desk but table are available for group work.</i>	<ul style="list-style-type: none"> • <i>Reading the lesson</i> • <i>Answering comprehension questions</i> • <i>Participating in class discussions</i> • <i>Complete the interactive notebook</i>
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Relevance	Vocabulary	Assessments
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<i>The students will understand how historical events, religion, geography, and leaders had an effect on the development of the countries of India, Japan, and China during the Middle Ages. They will also learn about the accomplishments and achievements of China and how those ideas still have an impact on life today.</i>	Buddhism caste system Jainism dynasty Mandate of Heaven kaolin lodestone navigation animism shogun calligraphy syllabary Gautama Hinduism Sikhism imperial unification porcelain onsen	<ul style="list-style-type: none"> • <i>Worksheets</i> • <i>Comprehension questions</i> • <i>Class discussion</i> • <i>Lesson Review Worksheets</i> • <i>Weekly Assessments</i> • <i>Create a timeline for the lessons</i> • <i>Create the Golden Age and Japan brochure</i> • <i>Complete the paper making, compass, and woodblock printing activity</i> • <i>Make a map of the Silk Road</i> • <i>Japanese jigsaw activity</i>
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- Essential Questions:**
- *What was life like in India during the classical and early medieval periods?*
 - *How did different leaders affect China's development and contribute to its success?*
 - *What contributions have the ancient Chinese made to our lives today?*
 - *How did the geography of Japan impact society in the Middle Ages?*
 - *What factors influenced the achievements of the Japanese in the Middle Ages?*

Unit 5: Geography	Time: December
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(Week 17-18)		
Standards Taught		
<ul style="list-style-type: none"> • 4.SS.2 The student demonstrates knowledge of American and South Dakota geography. • 4.SS.2.A The student will create a map and describe the features of America's physical geography, including: Great Plains, Missouri River, Rocky Mountains, Grand Canyon, Columbia River. • 4.SS.2.B The student will create a map that identifies and spells correctly cities pertinent to American westward expansion, including Cincinnati, Chicago, St. Louis, Detroit, and Omaha. • 4.SS.2.C The student locates on a map and compares the following major regions in South Dakota: Coteau des Prairie, Great Plains, James River Valley, Minnesota Valley Lowland, Missouri Plateau, Prairie Plains, Traverse Gap Continental Divide. • 4.SS.2.D The student locates on a map the following major or historical cities in South Dakota: Aberdeen, Deadwood, Pierre, Rapid City, Sioux Falls, Yankton 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
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Relevance	Vocabulary	Assessments
<i>The students will learn about the physical and human characteristics of the United States and South Dakota geography. They will create maps to highlight geographic features and major cities of the US and SD.</i>	cultural characteristics economic characteristics human characteristics political characteristics physical characteristics mountain plain river glacier plateau prairie region tributaries	<ul style="list-style-type: none"> • Worksheets • Comprehension questions • Class discussion • Lesson Review Worksheets • Weekly Assessments • Create maps for the lessons • Westward Expansion Cities jigsaw activity
Essential Questions:		
<ul style="list-style-type: none"> • How do physical characteristics impact the human characteristics in the United States? • What are the major physical regions of South Dakota? 		

Unit 6: The American Revolution (Week 19-24)	Time: January/February
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Standards Taught

- 4.SS.1.C The student can recite from memory the following lines from the Declaration of Independence; opening lines
- 4.SS.1.G The student can outline and write an informative essay of 2-3 paragraphs in length about a historical figure
- 4.SS.6 The student demonstrates knowledge of events leading to the American Revolution.
- 4.SS.6.A The student explains why and how Great Britain asserted new authority in the colonies after the French and Indian War and why the colonists contested Britain's new claims to control as violations of their rights and freedom.
- 4.SS.6.B The student defines self-government as requiring the rulers to have the permission of the ruled in order to have power to protect the people.
- 4.SS.6.C The student explains the ways in which the colonists responded to Great Britain's new claims of power over them.
- 4.SS.6.D The student tells the story of the Boston Massacre and John Adam's defense of the British soldiers in the murder trial that followed.
- 4.SS.6.E The student tells the story of the Boston Tea Party, and explains Great Britain's 4responses to the Boston Tea Party and the colonists' argument that these actions were tyrannical.
- 4.SS.6.F The student tells the stories of the following military events prior to a formal declaration of Independence, including Paul Revere's ride, the battles of Lexington and Concord, and the Battle of Bunker Hill.
- 4. SS. 7 The student demonstrates understanding of the Declaration of Independence based on the arguments of leading founders.
- 4.SS.7.A The student reads and discusses the meaning of the first, second, and final paragraphs of the Declaration of Independence.
- 4.SS.7.B The student explains the meaning of "created equal" including the founders' argument that each human being has the same dignity and natural rights on account of being human, and that the existance of human slavery was understood by most, but not all, of the founders to be a contradiction of the principle of human equality.
- 4.SS.7.C The student explains the meaning of "natural rights" and "unalienable" including the founders' argument that each person has certain freedoms to act that are simply part of being a human person, and that cannot be taken away unless the person has used them to violate the rights of another.
- 4.SS.7.D The student explains the meaning of "life, liberty, and the pursuit of happiness" in particular the founders' argument that each human being has the right by nature to their own life, to their liberty and the general freedom of thought and action, and seek the happiness appropriate to human liberty as long as it does not violate the right of others.
- 4.SS.7.E The student explains the meaning of "the consent of the governed" including the founders' argument that a government can only tell people what to do if the people have a say over who in the government gets to make those decisions, which is called "self-government".
- 4.SS.7.F The student explains how the purpose of government as outlined in the Declaration of Independence is to "secure these rights".
- 4.SS.7.H The student explains why the delegates to the Second Continental Congress voted to declare independence from Great Britain, including the list of grievances and other historical events since 1763.
- 4.SS.7.I The student explains how American's founding based on these words of the Declaration of Independence was unprecedented in human history: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed."

- 4.SS.8 The student demonstrates knowledge of the War of Independence.
- 4.SS.8.A The student tells the biography of George Washington.
- 4.SS.8.B The student tells the biography of Benjamin Franklin.
- 4.SS.8.C The student tells the biography of Thomas Jefferson.
- 4.SS.8.D The student explains the roles of key figures and the life, fighting, and background of common soldiers in the War of Independence.
- 4.SS.8.G The student tells the story of how the Americans won the War of Independence, including the battles of Trenton, Saratoga, and Yorktown.

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
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Relevance	Vocabulary	Assessments
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<i>The students will explore the reasons that the colonies decides to leave Great Britain and fought for their freedom. They will understand the Declaration of Independence, and the Revolutionary War. They will understand the difficulties that the new nation faced as it worked to establish power in the world.</i>	Loyalist Patriots Regulars boycott First Continental Congress monopoly repealed financial broker pamphlet sovereign tyranny consent grievance unalienable rights privateers mercenary musket siege	<ul style="list-style-type: none"> • <i>Worksheets</i> • <i>Comprehension questions</i> • <i>Class discussion</i> • <i>Lesson Review Worksheets</i> • <i>Weekly Assessments</i> • <i>Founding Fathers flipbook</i> • <i>First Continental Congress brochure</i> • <i>Research of a signer of the Declaration of Independence</i>
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- Essential Questions:**
- *How did the American Revolution start?*
 - *Why did colonists start to rebel against Great Britain?*
 - *Who were the Patriots? What were their grievances?*
 - *What was the purpose of the Declaration of Independence?*
 - *What role did different people and groups play in the American Revolution?*
 - *What were the key events that led the Patriots to victory during the American Revolution?*

Unit 7: Government (Week 25-29)	Time: February/March	
Standards Taught		
<ul style="list-style-type: none"> • 4.SS.1.D The student can give examples of virtues and actions related to being a responsible and knowledgeable citizen. • 4.SS.6.B The student defines self-government as requiring the rulers to have the permission of the ruled in order to have power to protect the people. • 4.SS.8.E The student explains the meaning of the symbols on the American flag, the proper ways to respect the American flag, and the reasons for this respect. • 4.SS.8.F The student explains the meaning of the symbols on the Great Seal of the United States. • 4.SS.9 The student demonstrates knowledge of the United States Constitution. • 4.SS.9.A The student explains the purpose of a constitution, the history of constitutions, and the differences between unwritten and written constitutions. • 4.SS.9.B The student explains why the Constitutional Convention was assembled. • 4.SS.9.C The student explains how a majority can tyrannize over the rights of the minority. • 4.SS.9.D The student explains the representative or republican form of government compared to a direct democracy, aristocracy, and monarchy. • 4.SS.9.E The student explains how representation prevents tyranny through the following means-encouraging the selection of the country's most trusted citizens to make the laws using reason instead of passion holding power only with the consent of the people. • 4.SS.9.F The student explains how federalism prevents tyranny by dividing governing power among many levels of government. • 4.SS.9.G The student reads and discusses the meaning of the Preamble and selections from the U.S. Constitution and the Bill of Rights. • 4.SS.9.H The student explains the difference between legislative, executive, and judicial powers. • 4.SS.9.I The student explains how the separation of powers prevents tyranny from the federal government by dividing legislative, executive, and judicial power into three separate branches. • 4.SS.10 The student demonstrates knowledge of American citizenship and civic participation. • 4.SS.10.A The student explains the different roles and responsibilities of each house of Congress, the Presidency, and the Judiciary. • 4.SS.10.B The student explains how a law is made. • 4.SS.10.C The student explains the legal meaning of citizen in the United States, the legal process for becoming a citizen, and the responsibilities, rights, and privileges of citizenship at the different levels of government. • 4.SS.10.D The student explains the importance of a well-informed, virtuous, and industrious citizenry within representative self-government. • 4.SS.10.E The student identifies the ways in which citizens engage in politics beyond voting, including through political parties, meeting with elected officials, petitions, attending public meetings, writing, speaking, and assembling. • 4.SS.10.F The student explains the role of charity, volunteerism, and philanthropy in a self-governing country. • 4.SS.10.G The student names and explains the Bill of Rights amendments that guarantee each of the following: free exercise of religion, freedom of speech, and the right to trial by jury. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
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<i>worksheets and test in an alternate setting.</i>		<ul style="list-style-type: none"> • <i>Participating in class discussions</i> • <i>Complete the interactive notebook</i>
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Relevance	Vocabulary	Assessments
<p><i>Students will learn how to be good citizens and how they can be involved in government. They will also learn about the similarities and differences between state, national, and tribal government and how they help the people they serve. It is also important for them to understand who works in government and how the various jobs work together to make a strong government.</i></p>	<p>civil discourse republic direct democracy treason constitutionality counsel due process felony eminent domain firearms judicial review jury search search warrant seize sentenced subpoena abolished absolute monarchy consensus constitution consent of the governed constitutional monarchy democratic republic direct democracy electorate tyranny oppressive governments common good justices rule of law symbol constitutional republic executive branch judicial branch federal government legislative branch popular sovereignty civil discourse citizen civil rights credible economic rights political rights public service volunteer unalienable rights voting pledge allegiance</p>	<ul style="list-style-type: none"> • <i>Worksheets</i> • <i>Comprehension questions</i> • <i>Class discussion</i> • <i>Lesson Review Worksheets</i> • <i>Weekly Assessments</i> • <i>Vocabulary Posters</i> • <i>Branches of government trioramas</i> • <i>Amendment Presentations</i> • <i>Forms of Government Circle Books</i> • <i>Bill Becomes a Law Roleplay</i> • <i>Voting Posters</i>

Essential Questions:

- *What was the purpose of the U.S. Constitution?*
- *How does the Bill of Rights limit the powers of government?*
- *What is the purpose of government?*
- *What is the purpose, structure, and functions of the federal government of the United States?*
- *Why is it important for citizens to participate in all levels of government?*

Unit 8: Westward Expansion and the War of 1812 (Week 30-32)	Time: April
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Standards Taught

- 4.SS.1.E The student can sing or recite from memory the first stanza of “The Star-Spangled Banner”.
- 4.SS.1.F The student can outline and write a narrative essay of 2-3 paragraphs in length about a historical event.
- 4.SS.7.G The student explains the different positions on slavery among the founders and their generation, including those who did not hold slaves and worked for its abolition, those who held slaves but wished for its abolition, and those who were in favor of slavery and its continuation.
- 4.SS.11 The student demonstrates knowledge and understanding of American history from the presidency of George Washington through the War of 1812.
- 4.SS.11.A The student explains the difference between Alexander Hamilton’s and Thomas Jefferson’s visions for America’s future.
- 4.SS.11.B The student explains how the invention of the cotton gin reinvigorated the practice of slavery and the slave-owning interest.
- 4.SS.11.C The student tells of the major events in George Washington’s presidency, including his efforts to remain neutral in the conflict between revolutionary France and Great Britain and the precedents he set for the presidency.
- 4.SS.11.D The student reads and discusses the meaning of George Washington’s Thanksgiving Proclamation.
- 4.SS.11.E The student explains George Washington’s warnings about parties and unnecessary involvement in foreign affairs, as expresses in his Farewell Address.
- 4.SS.11.F The student tells of the major events in John Adams’s presidency.
- 4.SS.11.G The student tells of the major events in Thomas Jefferson’s presidency.
- 4.SS.11.H The student tells the story of the Corps of Discovery exploring the Louisiana Territory.
- 4.SS.11.I The student identifies and explains how history from 1763-1820 is recorded by Native American tribes through winter counts, petroglyphs, and Shirt Wearers shirts.
- 4.SS.11.J The student explains select standards from Oceti Sakowin Essential Understandings 2-5
- 4.SS.11.K The student tells the stories and explains the effects of major military events, figures, and common soldiers from the War of 1812.
- 4.SS.11.L The student reads and explains the meaning of the first stanza to “The Star-Spangled Banner.”

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?												
<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting.</i>	<i>Each student has their own individual desk but table are available for group work.</i>	<ul style="list-style-type: none"> • <i>Reading the lesson</i> • <i>Answering comprehension questions</i> • <i>Participating in class discussions</i> • <i>Complete the interactive notebook</i> 												
Relevance	Vocabulary	Assessments												
<i>The students will understand that the new country had challenges. They will study the men that guided the country: George Washington, John Adams, and Thomas Jefferson.</i>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">abolitionist</td> <td style="width: 50%;">assimilate</td> </tr> <tr> <td>Anti-Federalists</td> <td>Federalists</td> </tr> <tr> <td>petroglyph</td> <td>winter</td> </tr> <tr> <td>count</td> <td></td> </tr> <tr> <td>corps</td> <td>doctrine</td> </tr> <tr> <td>plantation</td> <td>sedition</td> </tr> </table>	abolitionist	assimilate	Anti-Federalists	Federalists	petroglyph	winter	count		corps	doctrine	plantation	sedition	<ul style="list-style-type: none"> • <i>Worksheets</i> • <i>Comprehension questions</i> • <i>Class discussion</i> • <i>Lesson Review Worksheets</i>
abolitionist	assimilate													
Anti-Federalists	Federalists													
petroglyph	winter													
count														
corps	doctrine													
plantation	sedition													

<p><i>They will also understand that the War of 1812 was the second war that helped the United States keep its stre</i></p>	<p>embargo impressment neutral</p>	<ul style="list-style-type: none"> • <i>Weekly Assessments</i> • <i>Complete the maps from the lesson</i> • <i>A letter from the Corp of Discovery</i> • <i>T</i>
<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>What challenges did the United States face after the American Revolution?</i> • <i>How did the United States change in the first decades following the founding of the country?</i> • <i>Why is the War of 1812 considered the second war for American independence?</i> 		