

## Grade 4 Social Studies Framework

### Rationale

In this course, students will explore the history of the United States from European exploration and colonization to the American Revolution. Throughout the course, students will analyze multiple perspectives and study how diverse populations of Americans, including American Indian Nations, African Americans, and women, contributed to and were impacted by events while making connections between the past and the present. This course prepares students to continue their study of U.S. History in fifth grade.

The revised Grade 4 Social Studies framework is designed to continue developing the social studies literacy and thinking skills of students beginning in elementary school and continuing into middle school. The framework is designed to reflect multiple perspectives and other anti-bias and antiracist (ABAR) content, promote social justice, and help students view themselves as global citizens. The design of the framework was influenced by the revised MSDE Social Studies frameworks for Grades K-5.

### Overview

<p><b>Unit 1</b></p> <p>Worlds Collide (1300-1650)</p> <p><i>Marking Period 1</i></p>	<p><b>Unit Question:</b> What does it mean to "discover" a new land?</p> <p><b>Unit Overview:</b> Students will review indigenous cultures existing in West Africa and eastern North America before European exploration in the late 1400s. They will also identify explorers who were significant to early European presence in North America and describe early European settlement in the New World.</p>
<p><b>Unit 2</b></p> <p>The Impact of European Exploration and Colonization (1450-1700)</p> <p><i>Marking Period 2</i></p>	<p><b>Unit Question:</b> How does exploration and colonization impact people?</p> <p><b>Unit Overview:</b> Students will describe the impact of European exploration and colonization on existing indigenous African and American Indian cultures, including the cultural exchanges between European settlers and American Indian tribes and the rise of the Transatlantic Slave Trade.</p>
<p><b>Unit 3</b></p> <p>British Expansion in the Thirteen Colonies (1500-1750)</p> <p><i>Marking Period 3</i></p>	<p><b>Unit Question:</b> How did colonization shape the lives of various groups of people in the "New World"?</p> <p><b>Unit Overview:</b> Students will learn about the development of the colonial regions and their economies, including how colonial economies relied on enslavement and indentured servitude as sources of labor. They will describe the experiences of free and enslaved Black people in the colonies and explain how freedoms were denied or limited based on colonial laws.</p>
<p><b>Unit 4</b></p> <p>The American Revolution (1750-1789)</p> <p><i>Marking Period 4</i></p>	<p><b>Unit Question:</b> How did people in the colonies resist British rule?</p> <p><b>Unit Overview:</b> Students will identify major events leading to the American Revolution and explain opposing perspectives of those in support of and against the war. They will also explain the purpose of the Declaration of Independence and describe the new nation's first attempt at establishing a central government.</p>

# 4.1

## Worlds Collide (1300-1650)

In Unit 1, students will use social studies literacy and thinking skills to learn about indigenous cultures before early European exploration and settlement in North America. They answer the unit question: **What does it mean to "discover" a new land?**

Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> <li>Political, economic, and social wants and needs drive exploration and colonization.</li> </ul>	<ul style="list-style-type: none"> <li>What was life like before transatlantic travel?</li> <li>What motivates people to explore and settle in a new place?</li> <li>How can life change when you move somewhere new?</li> </ul>

Lesson Sequence	Content Objectives
<p><b>1</b></p> <p>Indigenous Cultures Before European Exploration</p> <p><i>What was life like for Indigenous People in West Africa and North America before European exploration?</i></p>	1. Identify the location of West African civilizations circa the 14th century.
	2. Describe the economic, social, and political norms of West Africa prior to contact with European explorers, including gender norms and roles.
	3. Identify the location of American Indian nations in the Eastern Woodlands and Chesapeake regions prior to contact with European explorers.
	4. Describe the economic, social, and political norms of indigenous peoples of the Eastern Woodlands and Chesapeake regions prior to contact with European explorers, including gender norms and roles.

<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;">Early Exploration</p> <p><i>What impact did explorers have on the New World?</i></p>	1. Identify the motivations that led to exploration and colonization.
	2. Evaluate the significance and consequences of the explorers of North America.
	3. Explain how European conquest increased globalization.
	4. Describe the responses of the American Indians to European explorers.
<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;">Early Settlements</p> <p><i>What was life like during early European settlement in North America?</i></p>	1. Identify major European colonies and the factors that led to their successes and failures.
	2. Explain how and why St. Mary's City was settled.
	3. Describe the religious tensions among European settlers in the colonies.
	4. Analyze how the race, class, gender, and religion of those in the colonies impacted their level of freedom.



## 4.2

### The Impact of European Exploration and Colonization (1450-1700)

In Unit 2, students will use social studies literacy and thinking skills to learn about early interactions between European explorers and settlers and existing indigenous cultures. They answer the unit question: **How does exploration and colonization impact people?**

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>When cultures interact, conflict may occur.</li> </ul>	<ul style="list-style-type: none"> <li>How can new interactions disrupt the culture of others?</li> <li>Is the impact of exploration and colonization good for all?</li> </ul>

Lesson Sequence	Content Objectives
<p><b>1</b></p> <p>Interactions Between Europeans and People of American Indian Nations in the Colonies</p> <p><i>What happened when settlers and people of American Indian Nations connected?</i></p>	<p>1. Describe the motives for cultural exchanges between Europeans and people of American Indian Nations, including in Maryland.</p>
	<p>2. Evaluate the impact of colonization and cultural exchanges on the lives of people of American Indian Nations, including in Maryland.</p>
	<p>3. Describe the enslavement of people of American Indian Nations in the Americas and explain how they resisted colonization, enslavement, and assimilation.</p>

<p><b>2</b></p> <p>The Transatlantic Slave Trade</p> <p><i>What was the Transatlantic Slave Trade?</i></p>	<p>1. Explain the causes of and responses to the rise of the Transatlantic Slave Trade, including the American Indian population decrease, the increased need for labor in the colonies, and African resistance.</p>
	<p>2. Explain West African responses to European enslavers and the Transatlantic Slave Trade.</p>
	<p>3. Explain the experiences of captured Africans on the Middle Passage, including their resistance.</p>
	<p>4. Explain the role that major colonial ports played in the Transatlantic Slave Trade.</p>



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## 4.3

### European Expansion in the Thirteen Colonies (1500-1750)

In Unit 3, students will use social studies literacy and thinking skills to learn about the development of the Thirteen Colonies and the varying experiences of those living there. They answer the unit question: **How did colonization shape the lives of various groups of people?**

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>• Geography influences economic development and culture.</li> <li>• People had varied experiences during colonization.</li> </ul>	<ul style="list-style-type: none"> <li>• How does where you live impact how you live?</li> <li>• How did enslavement influence colonial economies?</li> <li>• How do definitions of freedom determine the experiences of different groups of people?</li> </ul>

Lesson Sequence	Content Objectives
<b>1</b> Colonial Regions & Economies  <i>How did economies vary among colonial regions?</i>	1. Identify colonial regions on a map.
	2. Describe how geography impacted the economic development of the American colonies, including Maryland.
	3. Explain how colonial economies depended on indentured servitude and enslaved labor.
<b>2</b> Experiences of Black People in the Colonies	1. Analyze similarities and differences among the experiences of enslaved and free Black people.

<p><i>What were the experiences of Black people in the colonies?</i></p>	<p>2. Describe how free and enslaved Black people preserved and developed aspects of their culture in the colonies.</p>
	<p>3. Identify ways that enslaved Black people over time resisted slavery, including in Maryland.</p>
<p><b>3</b></p> <p>Colonial Law &amp; Definitions of Freedom</p> <p><i>How did colonial laws impact the freedoms of different groups of people in the colonies?</i></p>	<p>1. Explain how colonial laws supported democratic ideals for some groups, but not others.</p>
	<p>2. Describe how people today advocate for laws to expand democratic ideals.</p>



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## 4.4

### The American Revolution (1750-1789)

In Unit 4, students will use social studies literacy and thinking skills to learn about the progression of the American Revolution, from causes to the birth of an independent nation. They answer the unit question: **How did people in the colonies resist British rule?**

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>When a government does not meet the needs or wants of the people, they may revolt.</li> </ul>	<ul style="list-style-type: none"> <li>What causes revolution?</li> <li>What causes people to unite or divide?</li> <li>What impact does war have on society?</li> <li>What are the responsibilities of a government to its people?</li> </ul>

Lesson Sequence	Content Objectives
<p><b>1</b></p> <p>Causes of the American Revolution</p> <p><i>What significant events led to the American Revolutionary War?</i></p>	<ol style="list-style-type: none"> <li>Examine the causes and effects of the French and Indian War.</li> <li>Identify the impact of taxation without representation on various groups.</li> <li>Evaluate how new political thinking empowered individuals to question royal authority and have an increased spirit of independence.</li> <li>Analyze the variety of colonial responses to British laws imposed after the French and Indian War.</li> </ol>

<p style="text-align: center;"><b>2</b></p> <p>The Declaration of Independence</p> <p><i>How did the Declaration of Independence address rights and injustices?</i></p>	<ol style="list-style-type: none"> <li>1. Identify the British injustices outlined in the Declaration of Independence and the principles of government proposed to resolve those injustices.</li> <li>2. Explain the purpose of the Declaration of Independence and how it protected the rights of some people while neglecting the rights of others.</li> <li>3. Contrast colonial and British reactions to the Declaration of Independence.</li> </ol>
<p style="text-align: center;"><b>3</b></p> <p>Colonial Responses to the Revolution</p> <p><i>How and why did colonial responses to the American Revolution differ?</i></p>	<ol style="list-style-type: none"> <li>1. Explain how and why various groups, regardless of gender, responded to the American Revolution.</li> <li>2. Describe how people today fight for changes in the government.</li> </ol>
<p style="text-align: center;"><b>4</b></p> <p>The New Nation</p> <p><i>How did the Articles of Confederation begin to shape the newly independent</i></p>	<ol style="list-style-type: none"> <li>1. Explain the purpose of the Articles of Confederation.</li> <li>2. Analyze the powers and responsibilities of government on the federal and state levels under the Articles of Confederation.</li> <li>3. Identify early challenges to the new nation, including Shay's Rebellion and the structural weaknesses of the federal government.</li> </ol>

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