Rhode Island Social Studies

Grade 4

Adopted 2023

Anchor Standards

Civics and Government

1. Identify what political power is and who has political power in a society. CG.P.1
2. Explain how political power is and has been obtained and used to govern communities and individuals with attention to their intersectional identities and lived experiences. CG.P.2
3. Analyze the purpose of government and the use of power, including balancing order and freedom, to advance and control different communities and individuals based on their intersectional identities and lived experiences. CG.P.3
4. Argue how power can be distributed and used to create a more equitable society for communities and individuals based on their intersectional identities and lived experiences. CG.P.4

1. Identify what rules and laws are, and who has the power to make them, in different settings and cultures that are familiar and unfamiliar to students. CG.RL.1
2. Explain why rules and laws exist, and how they are implemented by and for individuals and communities based on their intersectional identities and lived experiences. CG.RL.2
3. Analyze how rules and laws positively and/or negatively impact different individuals and communities based on their intersectional identities and lived experiences. CG.RL.3
4. Argue how rules and laws can be used to create an equitable society. CG.RL.4

1. Identify what rights and responsibilities individuals and communities have in a society and who can take advantage of them. CG.RR.1
2. Explain different ways communities and individuals inform themselves, exercise their rights and responsibilities, and engage formally and/or informally in political processes. CG.RR.2
3. Analyze how individuals and communities have been included or excluded from the political process based on their intersectional identities and lived experiences and the impact these actions have had on their rights, responsibilities, and the functioning of a democratic society. CG.RR.3
4. Argue for a possible solution to make rights equitable and the roles of those involved in pursuing that solution. CG.RR.4

Skip to main content

istory

1. Identify historical events that are culturally relevant to global, national, and local histories and connect to students' intersectional identities and lived experiences. H.CC.1
2. Explain multiple causes and effects of historical events, centering and representing the voices and experiences of individuals and communities who were agents of change and resistance. H.CC.2
3. Analyze multiple sources to compare and contrast historical events through the lenses of identity, power, and resistance. H.CC.3
4. Argue how social change, intersectional identities, and lived experiences are crucial to the study and practice of history. H.CC.4

1. Identify key people, central ideas, and the mechanisms by which stories are told and retold regarding an event or series of events, centering the voices of historical actors and groups engaged in resistance and change. H.HP.1
2. Explain the purpose, audience, and perspective of multiple types of sources (art, music, oral histories, pamphlets, film, texts, etc.) relating to a historical event or series of events, individual, or group of people, including indications of bias toward or against the subject portrayed. H.HP.2
3. Analyze multiple types of sources, including art, music, oral histories, pamphlets, film, texts, etc., through a critical reflection of the creators' and students' intersectional identities and lived experiences. H.HP.3
4. Argue, using multiple narratives rooted in identity, power, and resistance, how history itself is an interpretation of events. H.HP.4

1. Identify peoples, events, technologies, and ideas involved in historical and social change in various geographical and temporal locations. H.IG.1
2. Explain how historical and social change have been and continue to be accomplished in relation to systems of power, identity, and resistance. H.IG.2
3. Analyze historical change through the intersectional identities and lived experiences of people who have accomplished social change throughout history in relation to systems of power, identity, and resistance. H.IG.3
4. Argue how all individuals can act as local, national, and/or global agents of social change by using lessons learned from history. H.IG.4

Geography

1. Identify the characteristics of populations based on their size, place, region, and cultural demographics, as well as identifying patterns of migration. H.HSP.1
2. Explain how and why a population's characteristics, including their spatial distribution, growth, and movement, have divided, organized, and unified areas of Earth's surface and impacted both human and physical systems. H.HSP.2
3. Analyze how human systems and the distribution of populations interact with and impact physical systems, and how conflict and access to resources influence physical systems. H.HSP.3

Skip to main content

4. Argue how the relationship between populations and physical systems influence decision-making about the equitable access to resources and land at the local, regional, and/or global levels. H.HSP.4

1. Identify the characteristics of human systems, physical systems, and the environment, and ways they interact at local, regional and/or global levels. G.HPE.1
2. Explain how humans and their societies and institutions affect, modify and/or preserve the environment, as well as how the modifications of the physical environment affect physical, behavioral, and diverse cultural systems. G.HPE.2
3. Analyze how individuals and societies at local, regional and/or global levels influence political, economic, and social decision-making. G.HPE.3
4. Argue how decisions about resources and the environment made by individuals and/or communities impact current and future peoples differently and how those decisions might be made more equitable. G.HPE.4

1. Identify maps, globes, and other geographic tools and technologies that are used to describe where places are located both absolutely and relatively across time, space, and distance. G.WST.1
2. Explain how the characteristics and elements of maps, globes, geographic tools, and other technologies are used and selected to identify and describe local, regional and/or global locations. G.WST.2
3. Analyze multiple types of maps, charts, and graphs and how they are used to interpret topographical information, draw inferences about the development of societies, and determine how places shape events and how places may be changed by events. G.WST.3
4. Argue how the systematic analysis of the spatial patterns provides an integral understanding of a place or region and supports equitable decisions about climate and land use. G.WST.4

Economics

1. Identify the choices communities make about how to use resources based on the scarcity of that resource, including those that are familiar and unfamiliar. E.SA.1
2. Explain how scarcity affects the cost and availability of desired goods and services, and who has the power to influence the factors related to cost and availability and why. E.SA.2
3. Analyze how decisions affecting access to goods and services are influenced by systems of power and cultural norms including how these effects of decisions create more equitable or inequitable outcomes. E.SA.3
4. Argue how a resource can be used differently to create a more equitable outcome for individuals and communities including how individuals and communities can influence systems of power to achieve that change. E.SA.4

1. Identify the individuals and communities involved in the production of any good or service, the materials needed for producing them, where and how the materials are obtained, and the various interrelationships among all of these elements. E.PC.1

Skip to main content

2. Explain who has the power to make decisions related to the means of production and the effects those decisions have on individuals and communities E.PC.2
3. Analyze how individuals and communities acting through intersectional identities and lived experiences can affect the means of production. E.PC.3
4. Argue whether the costs and benefits of an aspect of the means of production equitably serve all individuals and communities. E.PC.4

1. Identify the ways that different political systems utilize economic systems to organize and distribute goods and services to individuals and communities. E.EG.1
2. Explain how those traditionally privileged and marginalized across intersecting identities can influence and interact with economic systems. E.EG.2
3. Analyze how inequities within the economic system have been addressed or sustained by the actions of those traditionally privileged and marginalized. E.EG.3
4. Argue how different economic systems can create more equitable outcomes for individuals and communities, particularly for those traditionally marginalized from the economic system. E.EG.4

Content Standards

Grade 4 - Living and Working Together in Rhode Island

1. Explain the geography and features of students' cities / towns. SS4.1.1
   a. Identify the geographical features of students' cities/towns and explain the significance of each SS4.1.1.A
   b. Explain the importance of the natural resources available in students' cities/towns SS4.1.1.B
   c. Identify the locations and explain the importance of parks in students' cities/towns SS4.1.1.C
   d. Identify cities and towns that border those of the students SS4.1.1.D
2. Explain the geography and environment of Rhode Island including natural resources. SS4.1.2
   a. Identify the major geographical features and environment of Rhode Island (e.g., climate, bodies of water) and explain their significance SS4.1.2.A
   b. Identify the natural resources available in Rhode Island (e.g., freshwater and marine fish, lumber, agriculture) and explain their significance SS4.1.2.B
   c. Identify the states that border Rhode Island SS4.1.2.C

Skip to main content

1. Analyze the history and culture of the Indigenous peoples who live in what is now known as Rhode Island. SS4.2.1
    a. Identify the locations of the Nahaganset (Narragansett), Nehantick and Eastern Nehantick (Niantic), Nipmuc, Manissean, Massachuset, and Wampanoag (Pokanoket) peoples on a map and analyze the relationship between geography and settlement patterns SS4.2.1.A
    b. Explain cultural aspects of these Indigenous groups (e.g., language, art, clothing, homes, food, kinship system) SS4.2.1.B
    c. Explain ways Indigenous groups used available resources (e.g., fish for food; deer for food, clothing, tools; trees for homes, canoes; stones for tools) and analyze the relationship between geography and resource availability SS4.2.1.C
    d. Analyze the relationships among Indigenous groups, including those who lived nearby (e.g., Pequot, Mohegan) SS4.2.1.D
    e. Analyze contemporary tribal governments and organizations of Indigenous people in Rhode Island today and ways the peoples today continue to practice cultural traditions SS4.2.1.E
    f. Analyze different ways we know and understand the past (e.g., oral traditions from Indigenous descendants, documentation from early explorers and colonists - including Roger Williams' A Key into the Language of America, historical records, archaeology, anthropology), and identify the biases of different types of sources SS4.2.1.F
2. Analyze Roger Williams' leadership, banishment from the Massachusetts colonies, and relocation to what is now known as Rhode Island. SS4.2.2
    a. Explain Williams' beliefs about religion and analyze how those beliefs went against what leaders in Massachusetts Bay and Plymouth Bay colonies wanted colonists to believe and how they wanted them to worship SS4.2.2.A
    b. Explain Williams' journey after banishment, who helped him, and analyze why he eventually settled in the location he named "Providence" SS4.2.2.B
    c. Explain what the area of Providence was like and analyze the ways nearby resources supported the new settlement SS4.2.2.C
    d. Identify other people who joined Roger Williams to settle Providence (e.g., Chad Brown, Alice Daniels, Richard Waterman, Thomas Olney) and explain their significance SS4.2.2.D

Skip to main content

3. Argue how Williams' religious beliefs informed the establishment of Providence, the addition of more settlements, and the formation of its early government. SS4.2.3

    a. Analyze the components and rationale for Williams' "Civil Compact" and his ideas about religious freedom SS4.2.3.A

    b. Analyze the similarities and differences between the town of Providence and other New England towns (e.g., religious beliefs, how home lots were divided) and argue the ways Williams' beliefs influenced the spatial layout of the town of Providence SS4.2.3.B

    c. Identify the founders of other English settlements in the Rhode Island colony (e.g., Anne Hutchinson, William Coddington, Samuel Gorton, Richard Smith, and William Harris) and analyze their reasons for creating other settlements and the conditions of those settlements SS4.2.3.C

    d. Analyze the rationale for and components of the charter John Clark and Roger Williams obtained from England (e.g., freedom of religion, elected government) and argue who benefited SS4.2.3.D

    e. Identify the range of other religious groups who settled in the Rhode Island colony (e.g., Quakers, Jews) and explain why they were welcomed to do so SS4.2.3.E

4. Argue the impacts of the relationships and conflicts between the Indigenous peoples and the English colonists in Rhode Island. SS4.2.4

    a. Argue the impacts early European explorers and tradesmen had on Indigenous populations (e.g., trade, diseases) SS4.2.4.A

    b. Analyze major conflicts between the English colonists and the Indigenous people, identify who was involved, and argue who benefited from the outcomes (e.g., Pequot War, King Philip's War, Great Swamp Massacre, the sale of Indigenous people after the wars into slavery) SS4.2.4.B

    c. Argue the impacts of colonial encroachment on Indigenous lands, culture, and activities (e.g., instances of English settlers allowing their pigs to stomp on and eat Indigenous crops, fencing off hunting areas) SS4.2.4.C

    d. Analyze the range of perspectives on land use of the Indigenous peoples and the English colonists SS4.2.4.D

    e. Explain the system of indenture and "binding out" Indigenous children for indentured service and argue who benefited from that system SS4.2.4.E

    f. Analyze trade and land use "agreements" between Indigenous and English leaders (especially Roger Williams and the Narragansett) and argue who benefited from those agreements SS4.2.4.F

Skip to main content

1. Argue how the geography and environment supported a new way of life for Rhode Island Colonists while their lifeways in turn impacted the environment and Indigenous peoples. SS4.3.1
    a. Identify examples and analyze the ways the areas' natural resources were used to support settlement and a way of life (e.g., wood for building homes, available resources for food, clothing, and trade) SS4.3.1.A
    b. Explain the uses of resources imported from England into the colony (e.g., livestock, furniture, grains, metal pots, weapons) and analyze the ways resources contributed to their lifeways SS4.3.1.B
    c. Identify the natural features of the area and argue how those features are related to the growth of the economy (e.g., the ocean for shipping, travel, and fishing; waterways for travel, trade, and fishing; forests for wood; soapstone quarries for bowls) SS4.3.1.C
    d. Explain English-style forestry and agriculture and argue the ways those methods impacted the land SS4.3.1.D
    e. Explain the conditions for expansion of English settlement and the growth and establishment of the Rhode Island colony and argue its impact on colonists and the Indigenous peoples SS4.3.1.E
2. Argue the impact of Rhode Island's relationship with the world through maritime trade, including participation in the trans-Atlantic slave trade. SS4.3.2
    a. Explain the relationship between Rhode Island's geographic position and the development of cities and maritime trade, and identify the location of major port cities on a map (e.g., Providence, Newport, Bristol) SS4.3.2.A
    b. Identify goods imported into Rhode Island through maritime trade (e.g., mahogany, cacao beans, molasses, silk, porcelain, tea) and where they came from (e.g., Europe, Africa, Caribbean, India, China), explain their significance in the development of Rhode island's economy, and argue the impacts of this trade on others SS4.3.2.B
    c. Identify goods (e.g., chocolate, rum, spermaceti candles, cod, iron) exported to other parts of the world from Rhode Island, explain their significance in the development of Rhode Island's economy, and argue the impacts of this trade on others SS4.3.2.C
    d. Identify goods (e.g., furniture, rice, cotton, tobacco, spermaceti oil) traded with other American colonies (e.g., Massachusetts, Connecticut, colonies in the American South, English colonies in the Caribbean), explain their significance in the development of Rhode Island's economy, and argue the impacts of this trade on others SS4.3.2.D
    e. Analyze the conditions of the enslavement and trade of Africans, explain how the triangular trade functioned, and argue who benefited SS4.3.2.E
    f. Explain Rhode Island's involvement in the trade of enslaved Africans, and argue who was complicit and who benefited SS4.3.2.F

Skip to main content

3. Analyze the lives of free and enslaved Africans in Rhode Island. SS4.3.3
    a. Analyze ways enslaved Africans resisted enslavement (e.g., insurrection on ships, refusal to work, self-emancipation) SS4.3.3.A
    b. Analyze the work enslaved people in Rhode Island were forced to do and what parts of Rhode Island they supported (e.g., farm labor on South County plantations, domestic labor in city households, labor on merchant shops) SS4.3.3.B
    c. Explain ways some Black Rhode Islanders obtained their freedom (e.g., buy their or family members' freedom, enslavers granting freedom) SS4.3.3.C
    d. Analyze the ways enslaved and free Africans maintained culture and re-created a new culture (e.g., naming traditions, foods, music, religion, forming of social organizations such as the African Free Union Society, Negro elections) SS4.3.3.D
    e. Identify free and enslaved Black Rhode Islanders from this time period and analyze their contributions to society (e.g., Duchess Quamino, Newport Gardner) SS4.3.3.E

1. Argue the impact of the acts and events leading to Rhode Island's participation in the American Revolution. SS4.4.1
    a. Explain the rationale for and conditions of the Sugar and Stamp Acts, and analyze how Rhode Islanders responded SS4.4.1.A
    b. Analyze the conditions leading to the Gaspee Affair, and argue how it was significant to the lead up to the American Revolution SS4.4.1.B
    c. Analyze the cause of The Act of Renunciation of May 4, 1776, and argue how it was significant to the lead up to the American Revolution SS4.4.1.C
    d. Explain why Rhode Islanders joined the American Revolution, and analyze the ideals of the Revolution SS4.4.1.D
2. Analyze Rhode Islanders' participation in the American Revolution. SS4.4.2
    a. Explain what privateers were, and analyze their role in establishing the Navy SS4.4.2.A
    b. Explain the conditions of the occupation of Newport, and analyze how it affected Newport's economy SS4.4.2.B
    c. Identify the location and circumstances of the Battle of Rhode Island, and explain what happened SS4.4.2.C
    d. Explain the roles Rhode Island women fulfilled during the American Revolution SS4.4.2.D
    e. Explain the elements of the Gradual Emancipation Act, and analyze ways the abolition movement was tied to the ideals of the Revolution SS4.4.2.E
    f. Explain the formation of and recruitment for the 1st Rhode Island Regiment (e.g., enslaved Black Rhode Islanders, free Black and Indigenous people), and analyze the reasons men decided to join the Regiment (e.g., promise of freedom after the war for enslaved soldiers, belief in the ideals of the Revolution) SS4.4.2.F

Skip to main content

3. Analyze the circumstances that lead to Rhode Island's eventual ratification of the Constitution of the United States and why it was the last of the thirteen colonies to do so. SS4.4.3

    a. Analyze the reasons Rhode Islanders did not go to the Constitutional Convention (rights of a smaller state, fear of a central authority) SS4.4.3.A

    b. Analyze the reasons the addition of the Bill of Rights led Rhode Island to ratify the Constitution of the United States and become a state SS4.4.3.B

1. Argue how the development of the textile industry impacted Rhode Island economically, socially, and environmentally. SS4.5.1

    a. Explain Samuel Slater's role in starting the Industrial Revolution in America and the structure of the "Rhode Island System of Manufacture" SS4.5.1.A

    b. Analyze the ways geography and the environment supported the development of a mill system, how Rhode Island's geography influenced the mill system and argue how this type of industry impacted the environment SS4.5.1.B

    c. Identify reasons for changes in rural agricultural production to more factories and argue how this impacted families and communities SS4.5.1.C

    d. Explain the rationale behind child labor, analyze labor conditions and efforts to end child labor (including Lewis Hine's visits to Rhode Island mills to document child labor), and argue who benefited SS4.5.1.D

    e. Explain the textile industry's connection to southern slavery despite the end to slavery in the North SS4.5.1.E

    f. Identify examples of immigration to Rhode Island during this era (e.g., Irish, French Canadians) and analyze the reasons people came to Rhode Island SS4.5.1.F

2. Analyze the major industries that contributed to Rhode Island's economy in the 19th and 20th centuries and how these industries encouraged people looking for opportunity to come to the area. SS4.5.2

    a. Analyze how major industries contributed to Rhode Island's economy into the late 20th century (e.g., fishing, agriculture, costume jewelry, textiles, banking, tourism) SS4.5.2.A

    b. Analyze the conditions that led immigrant groups to come to Rhode Island to participate in those major industries and their contributions to the culture of Rhode Island (e.g., Cape Verdeans, Chinese, Dominicans, Guatemalans, Hmong, Italians, Irish, Portuguese, Puerto Ricans) SS4.5.2.B

Skip to main content

3. Argue how industries, diverse peoples, and landmarks impact the development of state identity. SS4.5.3
    a. Identify the industries and jobs in Rhode Island today (e.g., tourism, healthcare, education, military) and argue how they impact the state SS4.5.3.A
    b. Identify the location of Rhode Island's cities and explain the reasons for their locations SS4.5.3.B
    c. Analyze the population and demographics of Rhode Island (e.g., gender, age, ethnic background, race) and explain why there are areas where there are concentrations of people SS4.5.3.C
    d. Explain ways that Rhode Islanders celebrate and continue cultural traditions (e.g., Narragansett August Meeting, Columbus Day Parade on Federal Hill, 4th of July Parade in Bristol) SS4.5.3.D
    e. Explain ways that diverse backgrounds influence the culture of Rhode Island today (e.g., Indigenous Johnny cakes, Italian calamari, Portuguese bread) SS4.5.3.E
    f. Identify landmarks and monuments that honor historical events and people in Rhode Island and explain their importance SS4.5.3.F

1. Explain Rhode Island's state government, rules, and laws. SS4.6.1
    a. Identify the state-level leaders who represent students' district(s) and explain how they are elected and what issues they address SS4.6.1.A
    b. Identify the Rhode Island representatives in the United States Senate and House of Representatives and explain what issues they address SS4.6.1.B
    c. Identify the location of the Rhode Island State House and explain what decisions are made there SS4.6.1.C
    d. Explain how laws are made at the state level, why we have laws, and ways people can participate in lawmaking (e.g., sign a petition, write a letter to a representative, testify at a hearing, vote) SS4.6.1.D
2. Explain local city or town government, rules, and laws. SS4.6.2
    a. Identify city/town leaders and explain how they are elected and what issues they address SS4.6.2.A
    b. Identify the location(s) of students' town/city hall(s) and explain what decisions are made there SS4.6.2.B
    c. Explain how local laws are made and enforced, and ways people can participate in lawmaking at the local level (e.g., vote, send an email to the mayor, speak at a town/city council meeting) SS4.6.2.C

Skip to main content

3. Analyze ways Rhode Islanders participated in state government in the past. SS4.6.3
    a. Analyze the history of voting rights in Rhode Island and how people participated to gain those rights (e.g., woman suffrage, Dorr Rebellion) SS4.6.3.A
    b. Analyze ways different groups of people gained civil rights in Rhode Island and how they gained those rights (e.g., Narragansett peoples regaining tribal land, Gay Pride Parade for LGTBQIA+ recognition and rights, textile union strikes, Black Rhode Islanders working on fair housing laws) SS4.6.3.B
    c. Explain ways children in Rhode Island have participated in some of these movements (e.g., student walkouts at Hope and Central High Schools for Black student rights in the 1960s, young girls participating in woman suffrage demonstrations in the 1910s, Hope High School students forming the Providence Student Union in the 2010s), and analyze the role children can play in government today SS4.6.3.C
4. Analyze ways Rhode Islanders can participate in local and state governments today. SS4.6.4
    a. Explain Rhode Island's voting process and who is allowed to vote SS4.6.4.A
    b. Analyze ways that students can participate in their local and state governments despite not being of voting age (e.g., writing letters to state or local leaders, speaking at local council meetings) SS4.6.4.B
    c. Identify issues that Rhode Islanders are debating today at the local and state levels (e.g., affordable housing, funding for education, taxes, access to healthcare), and analyze the reasons why these issues are important to Rhode Island communities SS4.6.4.C