Tennessee Social Studies

Fourth Grade

Social Studies Practices

1. **Gather information from a variety of primary and secondary sources, including:** SSP.01
   1. Printed SSP.01.1
   2. Graphic representations SSP.01.2
   3. Artifacts SSP.01.3
   4. Media and technology sources SSP.01.4
   5. Oral History SSP.01.5

2. **Critically examine a primary or secondary source in order to:** SSP.02
   1. Summarize significant ideas and relevant information SSP.02.1
   2. Distinguish between fact and opinion SSP.02.2
   3. Draw inferences and conclusions SSP.02.3
   4. Recognize author's purpose and point of view, and reliability SSP.02.4

3. **Organize data from a variety of sources in order to:** SSP.03
   1. Compare and contrast multiple sources SSP.03.1
   2. Recognize differences between multiple accounts SSP.03.2
   3. Frame appropriate questions for further investigation SSP.03.3

4. **Communicate ideas supported by evidence to:** SSP.04
   1. Demonstrate and defend an understanding of ideas SSP.04.1
   2. Compare and contrast viewpoints SSP.04.2
   3. Illustrate cause and effect SSP.04.3
   4. Predict likely outcomes SSP.04.4
   5. Devise new outcomes or solutions SSP.04.5
   6. Develop strategies for appropriate civic discourse SSP.04.6

5. **Develop historical awareness by:** SSP.05
   1. Recognizing how and why historical accounts change over time SSP.05.1
   2. Recognizing how past events and issues might have been experienced by the people of that time with historical context SSP.05.2

Skip to main content

3 Identifying patters of continuity and change over time, making connections to the present SSP.05.3

6 **Develop geographic awareness by:** SSP.06

1 Determining relationships among people, resources, and ideas based on geographic location SSP.06.1

2 Determining the use of diverse types of maps and their features based on the purpose SSP.06.2

3 Analyzing the spatial relationships between people, circumstances, and resources SSP.06.3

4 Analyzing interaction between humans and the physical environment SSP.06.4

5 Examining how geographic regions and perceptions of the regions change over time. SSP.06.5

The United States Prior the Civil War (1820s-1861): Students will explore the events that led to the Civil War, focusing on the impact of slavery, the abolition movement, and the major differences of the states.

1 **Analyze the sectional differences between the North, South and the developing West, including:** 4.01

1 Economic 4.01.1

2 Population 4.01.2

3 Social 4.01.3

4 Transportation 4.01.4

2 **Explain how enslavement became a national conflict during the mid-19th century, including the significance of:** 4.02

1 Missouri Compromise 4.02.1

2 Nat Turner's Rebellion 4.02.2

3 Compromise of 1850 4.02.3

4 Uncle Tom's Cabin 4.02.4

5 Kansas-Nebraska Act 4.02.5

6 Dred Scott v. Sandford decision 4.02.6

7 John Brown's Raid (on Harper's Ferry) 4.02.7

3 **Compare characteristics of the lives of enslaved persons on plantations, in cities, and on other farms.** 4.03

4 **Identify abolitionist leaders and their approaches to ending enslavement, including:** 4.04

1 Frederick Douglass 4.04.1

2 William Lloyd Garrison 4.04.2

3 The Grimke Sisters 4.04.3

4 Harriet Tubman 4.04.4

Skip to main content

5 Sojourner Truth 4.04.5

5 Compare and contrast the various sectional stances on states' rights and enslavement represented by the presidential candidates in the election of 1860. 4.05

The Civil War and Reconstruction (1861-1870s): Students will understand the causes and course of the Civil War and the successes and failures of Reconstruction.

6 Evaluate the significance of the Battle of Fort Sumter and the impact it had on secession. 4.06

7 Explain the efforts of both the Union and the Confederacy to secure the border states for their causes. 4.07

8 Explain how the Union's Anaconda Plan used geographic features to isolate and defeat regions of the South and the Confederacy as a whole. 4.08

9 Describe the roles of major leaders during the Civil War, including: 4.09

1 Jefferson Davis 4.09.1

2 Ulysses S. Grant 4.09.2

3 Robert E. Lee 4.09.3

4 Abraham Lincoln 4.09.4

10 Evaluate the significant contributions made by women during the Civil War (e.g., Clara Barton, Dorothea Dix, Susie King Taylor, Frances Clayton, Harriett Tubman, Dr. Mary Edwards Walker). 4.10

11 Examine the strategic significance and outcomes of key events of the Civil War (e.g., First Battle of Bull Run, Battle of Shiloh, Battle of Antietam, Siege of Vicksburg, and Battle of Gettysburg). 4.11

12 Explain the purpose of the Emancipation Proclamation, and identify its impact on the country. 4.12

13 Describe the significance of the Gettysburg Address. 4.13

14 Describe the physical, social, political, and economic consequences of the Civil War on the United States after the surrender at Appomattox Court House. 4.14

15 Describe the impact President Abraham Lincoln's assassination had on the nation. 4.15

16 Identify the 13th, 14th, and 15th Amendments (i.e., Reconstruction Amendments) as efforts to help former enslaved persons gain the rights of citizenship. 4.16

17 Compare and contrast the goals of the Reconstruction plans of President Abraham Lincoln, President Andrew Johnson, and Congress. 4.17

Skip to main content

18 **Identify the impacts of the outcome of the Election of 1876, including (T.C.A. § 49-6-1028):** 4.18

1 Compromise of 1877 4.18.1

2 Disenfranchisement 4.18.2

3 End of Military Reconstruction 4.18.3

4 Lack of African American elected officials 4.18.4

5 Jim Crow Laws 4.18.5

6 Rise of vigilante actions 4.18.6

Industrialization, the Gilded Age, and the Progressive Era (1870s-1910s): Students will explain the key shifts in the United States during the late 19th and early 20th centuries, including immigration, industrialization, the nation's role in world affairs, and the Progressive Era.

19 **Examine the appeal and challenges of settling the Great Plains from various cultural perspectives, including settlers, immigrants, Buffalo Soldiers, and American Indians.** 4.19

20 **Examine factors that encouraged development of the Great Plains, including the building of the Transcontinental Railroad, innovations (e.g., barbed wire, steel plow, and windmills) and the Homestead Acts.** 4.20

21 **Describe characteristics of the Second Industrial Revolution (e.g., industrial capitalists, monopolies, unsafe working conditions).** 4.21

22 **Explain the role of labor unions and the American Federation of Labor in changing the standards of working conditions.** 4.22

23 **Examine the impact of important entrepreneurs on American society during the Gilded Age (e.g., Andrew Carnegie, John D. Rockefeller, Cornelius Vanderbilt, Madam C. J. Walker.)** 4.23

24 **Examine the contributions and impact of inventors (e.g., Alexander Graham Bell, George Washington Carver, and Thomas Edison, Eliza Murfey) on American society.** 4.24

25 **Describe the challenges for successful entry into the United States through Ellis Island and Angel Island, and examine the role of immigrants in the development of the United States.** 4.25

26 **Analyze the causes, course, and consequences of the Spanish-American War, including (T.C.A. § 49-6- 1028):** 4.26

1 Buffalo Soldiers 4.26.1

2 Imperialism 4.26.2

3 Rough Riders 4.26.3

4 USS Maine 4.26.4

5 Yellow journalism 4.26.5

Skip to main content

27 **Analyze the major goals, struggles, and achievements of the Progressive Era, including Prohibition (i.e., 18th Amendment), women's suffrage (i.e., 19th Amendment), and child labor.** 4.27

World War I and Between the Wars (1920s-1940s): Students will summarize and describe U.S. involvement during World War I as well as the cultural, economic, and political developments of the 1920s.

28 **Summarize the events leading to U.S. entry into World War I, including the attack on the RMS Lusitania and the Zimmerman Telegram.** 4.28

29 **Identify and locate on a map the major countries of the Central and Allied Powers during World War I, including:** 4.29

1 Austria-Hungary 4.29.1

2 France 4.29.2

3 Germany 4.29.3

4 Great Britain 4.29.4

5 Russia 4.29.5

30 **Describe the impact of U.S. involvement as an Allied Power in World War I.** 4.30

31 **Explain the aims of world leaders in the Treaty of Versailles, and why the U.S. Senate rejected President Woodrow Wilson's League of Nations.** 4.31

32 **Examine the growth of popular culture during the "Roaring Twenties" with respect to the following:** 4.32

1 Music, clothing, and entertainment 4.32.1

2 Automobiles and appliances 4.32.2

3 Harlem Renaissance (T.C.A. § 49-6-1028) 4.32.3

33 **Describe how scarcity, supply, and demand affect the prices of products.** 4.33

34 **Identify the causes of the Great Depression, President Herbert Hoover's role, and its impact on the nation, including:** 4.34

1 Consumer credit and debt 4.34.1

2 Hoovervilles 4.34.2

3 Mass unemployment 4.34.3

4 Overproduction 4.34.4

5 Soup kitchens 4.34.5

35 **Describe how the New Deal policies of President Franklin D. Roosevelt impacted American society with government-funded programs, including Social Security, protection of banks, expansion and development of the national parks, and creation of jobs.** 4.35

Wo 19

Skip to main content

Explain the structures and goals of the governments in Germany and Japan during the 1930s, and how they contributed to the outbreak of World War II. 4.36

examine and analyze U.S. involvement during World War II as well as the impact of the war at home.

37 **Identify and locate on a map the Axis and Allied Powers associated with World War II, including:** 4.37

1. Germany 4.37.1
2. Italy 4.37.2
3. Japan 4.37.3
4. France 4.37.4
5. Great Britain 4.37.5
6. Soviet Union 4.37.6

38 **Determine the significance of the bombing of Pearl Harbor, and its impact on the United States.** 4.38

39 **Examine the reasons for the use of propaganda, rationing, and victory gardens during World War II.** 4.39

40 **Analyze the significance of the Holocaust and its impact on the United States (e.g., the creation of the of the State of Israel by the United Nations and the migration of Jewish individuals).** 4.40

Post-World War II and the Civil Rights Movement (1940s-1960s): Students will examine the cultural and political developments in the U.S. after World War II and during the Civil Rights Movement.

41 **Examine the growth of the United States as a consumer and entertainment society after World War II, including:** 4.41

1. Growth of the suburbs 4.41.1
2. Increased access to automobiles 4.41.2
3. Interstate Highway System 4.41.3
4. Television, radio, and movie theaters 4.41.4

42 **Analyze the key people and events of the Civil Rights Movement, including (T.C.A. § 49-6- 1028):** 4.42

1. Martin Luther King Jr. and non-violent protests 4.42.1
2. Rosa Parks and the Montgomery Bus Boycott 4.42.2
3. Brown v. Board of Education and Thurgood Marshall 4.42.3
4. Freedom Riders and Diane Nash 4.42.4

43 **Explain the effects of the Civil Rights Movement, including the Civil Rights Act and the Voting Rights Act.** 4.43