

Social Studies Curriculum

Grade 4: Local History and Government

4.1 GEOGRAPHY OF NEW YORK STATE: New York State has a diverse geography. Various maps can be used to represent and examine the geography of New York State. (Standard: 3; Theme: GEO)

Key Ideas

- physical maps (mountains, plateaus, rivers, lakes, Atlantic Ocean, Long Island Sound)
- political maps (capital, populous cities, neighboring states and country)
- thematic maps - climate and vegetation (relationship to physical features)

Social Studies Practices

- ✓ C.1 Identify a region in New York State by describing a characteristic that places within it have in common, and then compare it to other regions.
- ✓ D.1 Use location terms and geographic representations (maps and models) to describe where places are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.

4.2 NATIVE AMERICAN* GROUPS AND THE ENVIRONMENT: Native American groups, chiefly the Haudenosaunee (Iroquois) and Algonquian-speaking groups, inhabited the region that became New York State. These people interacted with the environment and developed unique cultures. (Standards: 1, 3, 5; Themes: ID, MOV, GEO, GOV)

Key Idea

- geography influencing location (physical features)
- use of resources
- adapting to and modification of environment
- patterns of organization and governance (matrilineal clan structure, decision making, record keeping)
- unique customs, beliefs, and values
- traditions
- gender roles
- transportation systems and technology
- contributions evident today

* For this document, the term "Native American" is used with the understanding that it could say "American Indian."

Social Studies Practices

- ✓ A.1 Develop questions about New York State and its history, geography, economics and government.
- ✓ A.2 Recognize, use, and analyze different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).
- ✓ A.3 Identify and explain creation and/or authorship, purpose, and format for evidence; where appropriate, identify point of view.
- ✓ A.4 Identify arguments of others.
- ✓ B.7 Recognize and identify patterns of continuity and change in New York State.
- ✓ D.1 Use location terms and geographic representations (maps and models) to describe where places are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.
- ✓ D.2 Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water — that are not directly made by humans).
- ✓ D.3 Identify how environments affect human activities and how human activities affect physical environments.
- ✓ D.4 Recognize relationships between patterns and processes.
- ✓ D.5 Describe how human activities alter places and regions
- ✓ F.1 Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.
- ✓ F.3 Identify different types of political systems used at various times in New York State history and, where appropriate, United States history.

CCLS RI 1,2,3,4,5,6,7,8,9 W 3,4,5 SL 1,2,3

4.3 COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK: European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period. (Standards: 1, 3, 4; Themes: MOV, TCC, GEO, SOC, GOV)

Key Ideas

- searching for Asia (voyages of Columbus, Cabot, Cartier, Verrazano, Hudson, and Champlain) and their encounters with Native Americans
- interactions and relationships between groups (Native Americans, Dutch and French fur traders, French missionaries, and early settlers)
- colonial New York (European immigrants and free and enslaved Africans)
- Dutch contributions
- English contributions
- African Americans (life under Dutch and British)
- French and Indian War (Native American alliances)

- conflict between England and 13 colonies (over political and economic rights)
- New York's relevance in location
- Native American support (British or Patriot)
- African American participation in war
- Battle of Saratoga (as turning point of war)

Social Studies Practices

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- ✓ A.3 Identify and explain creation and/or authorship, purpose, and format for evidence; where appropriate, identify point of view.
- ✓ A.4 Identify arguments of others.
- ✓ A.5 Identify inferences.
- ✓ A.6 Create an understanding of the past by using primary and secondary sources.
- ✓ B.1 Explain how events are related chronologically to one another.
- ✓ B.2 Employ mathematical skills to measure time in years and centuries. Understand the difference between **B.C.E.** (Before Common Era) and **C.E.** (Common Era). Identify the chronological significance of data presented in time lines, with teacher support.
- ✓ B.3 Identify the relationship between multiple causes and multiple effects, using examples from his/her life or from a current event or history.
- ✓ B.4 Distinguish between long-term and immediate causes and effects of a current event or an event in history.
- ✓ B.5 Recognize dynamics of historical continuity and change over periods of time.
- ✓ B.6 Use periods of time such, as decades and centuries to put events into chronological order.
- ✓ B.7 Recognize and identify patterns of continuity and change in New York State.
- ✓ C.2 Identify multiple perspectives on an historical event.
- ✓ C.3 Describe and compare New York State historical events.
- ✓ C.5 Describe historical developments in New York State with specific detail, including time and place
- ✓ F.1 Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.
- ✓ F.4 Identify opportunities for and the role of the individual in social and political participation in the school, local, and/or state community.
- ✓ F.5 Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.

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**4.4 GOVERNMENT: There are different levels of government within the United States and New York State. The purpose of government is to protect the rights of citizens and to promote the common good. The government of New York State establishes rights, freedoms, and responsibilities for its citizens.
(Standards: 1, 5; Themes: GOV, CIV)**

Key Ideas

- basic structures of federal, state and local governments (similarities and differences)
- New York adoption date (1777), seal, flag, and symbols
- current state government (governor, local senator, local assemblyperson)
- steps to make a bill into a law
- identify own county and town
- current local leaders
- United States Constitution (rights guaranteed)
- citizen responsibilities (obeying rules and laws, voting, understanding issues, jury duty)

Social Studies Practices

- ✓ A.6 Create an understanding of the past by using primary and secondary sources.
- ✓ E.6 Explain the ways the government pays for the goods and services it provides, including tax revenue.
- ✓ F.3 Identify different types of political systems used at various times in New York State history and, where appropriate, United States history.
- ✓ F.7 Identify people in positions of power and how they can influence people's rights and freedom.
- ✓ F.8 Identify rights and responsibilities as a citizen of your community and state.

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**4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE: Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War.
(Standards: 1, 5; Themes: ID, TCC, SOC, CIV)**

Key Ideas

- slave life in New York
- abolitionists (Samuel Cornish, Fredrick Douglass, William Lloyd Garrison, and Harriet Tubman)
- Women's Rights Movement, Seneca Falls Convention and activists (Amelia Bloomer, Sojourner Truth, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, Matilda Joslyn Gage, and Elizabeth Blackwell)
- Civil War (New York's support of Union and local community's contributions)

Social Studies Practices

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- ✓ A.3 Identify and explain creation and/or authorship, purpose, and format for evidence; where appropriate, identify point of view.
- ✓ A.4 Identify arguments of others.
- ✓ A.5 Identify inferences.
- ✓ A.6 Create an understanding of the past by using primary and secondary sources.
- ✓ B.5 Recognize dynamics of historical continuity and change over periods of time.
- ✓ F.1 Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.
- ✓ F.2 Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
- ✓ F.4 Identify opportunities for and the role of the individual in social and political participation in the school, local, and/or state community.
- ✓ F.5 Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.
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4.6 WESTWARD MOVEMENT AND INDUSTRIALIZATION: New York State played an important role in the growth of the United States. During the 1800s, people traveled west looking for opportunities. Economic activities in New York State are varied and have changed over time, with improvements in transportation and technology. (Standards: 1, 3, 4; Themes: MOV, TCC, GEO, ECO, TECH)

Key Ideas

- reasons and difficulties moving west (methods of improving travel – corduroy roads and turnpikes)
- Erie Canal (hypothesize about location, effects on Native Americans, and development of towns and cities)
- improved technology (steam engine and telegraph)
- New York economy (farming, mining, lumbering, and financing)
- New York entrepreneurs and inventors (Thomas Jennings, Thomas Edison, Henry Steinway, John Jacob Bausch, Henry Lomb, Cornelius Vanderbilt, Lewis H. Latimer, Jacob Schoellkopf, Nikola Tesla, George Westinghouse, George Eastman, Amory Houghton, Willis Carrier, John D. Rockefeller, Edward H. Harriman, J.P. Morgan, Hetty Green, Emily Roebling, and Elisha Otis)

- industrialization between 1865 and 1915 (and local products produced)
- growth of service and high-technology industries
- economy by regions of New York

Social Studies Practices

- ✓ B.1 Explain how events are related chronologically to one another.
- ✓ C.4 Recognize the relationship between geography, economics, and history in social studies.
- ✓ D.5 Describe how human activities alter places and regions
- ✓ E.1 Explain how scarcity necessitates decision making; compare the costs and benefits of economic decisions.
- ✓ E.2 Distinguish between the various types of resources (human capital, physical capital, and natural resources) required to produce goods and services.
- ✓ E.3 Explain the role of money in making exchange easier; examine the role of corporations and labor unions in an economy.
- ✓ E.4 Explain why individuals and businesses specialize and trade.
- ✓ E.5 Explain the meaning of unemployment.
- ✓ E.6 Explain the ways the government pays for the goods and services it provides, including tax revenue.

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4.7 IMMIGRATION AND MIGRATION FROM THE EARLY 1800S TO THE PRESENT: Many people have immigrated and migrated to New York State contributing to its cultural growth and development.

(Standards: 1, 3, 4, 5; Themes: ID, MOV, CIV, ECO, EXCH)

Key Ideas

- immigrants (why they left and where and how they settled)
- trace various groups (mid-1800's, 1890's, 1920's, mid-1900's, 1990's, and today)
- Ellis Island experiences
- factories (conditions, child labor, Triangle Shirtwaist Fire, formation of labor unions)
- becoming a citizen
- migration of African Americans to New York City and other cities
- Harlem Renaissance

Social Studies Practices

- ✓ F.1 Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.
- ✓ F.2 Participate in activities that focus on a classroom, school, community, state, or national issue or problem.

- ✓ F.3 Identify different types of political systems used at various times in New York State history and, where appropriate, United States history.
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