

**Fourth Grade Standards**

**Social Studies**

**Course Overview:** Fourth grade social studies revolves around the study of Wisconsin. Our study starts with who the first people of our state were and how they lived. We talk about the resources that are important to us, and the landforms that make our state unique. The study of our state continues through with Wisconsin’s impact on our country’s wars. It finishes by learning about the roles of citizens in our country, and why Wisconsin is an important state today.

**Unit 1: Wisconsin, Our Home (8 days)**

**Description:** In this unit, students will learn where Wisconsin is on a map, and the many geographical features that help it thrive as a state.

**Standards**

1. The students will define the five themes of geography: land, water, plants, animals, and people of a place. (A.4.7)
2. The students will locate Wisconsin geographically in the world and in the United States. (A.4. 2)
3. The students will locate and label rivers, major cities, and neighboring states on a map of Wisconsin. (A.4.2)
4. The students will explain what geology is and what geologists study. (A.4.4)
5. The students will describe how glaciers shaped the land. (A.4.6)

**Unit 2: Our Beautiful State (8 days)**

**Description:** In this unit, students will identify the different land regions of Wisconsin, while also exploring the climate, plants, and animals.

**Standards**

1. The students will identify and describe Wisconsin’s five land regions. (A.4.2)
2. The students will identify and describe the different land regions in Wisconsin. (A.4.2)
3. The students will describe some things each person can do to take care of the environment. (A.4.4)
4. The students will name some plants that grow and animals that live in Wisconsin. (A.4.2)
5. The students will give examples of how people, animals, and products move. (A.4.4)

**Unit 3: The First People (10 days)**

**Description:** In this unit, students will learn about the early inhabitants of our state. This will include who the people were, how they used the state’s resources, and the ways in which they lived.

**Standards**

1. The students will explain what an archaeologist does and why his or her job is important. (A.4.4)
2. The students will describe the tools used by Paleo Indians, Archaic Indians, and later Indians. (A.4.4)
3. The students will compare the lifestyle of later Indian groups to that of earlier groups. (A.4.4) (B.4.4)
4. The students will differentiate between written and oral histories. (B.4.4)
5. The students will explain what a legend is and give an example. (B.4.4)

**Unit 4: Missionaries, Traders, and Indians (10 days)**

**Description:** In this unit, students explore how life changed for the earliest Indians when more people came to the state. They will examine how trading was important to keep people alive, and how differences between the French explorers and the Indians led to many disagreements.

**Standards**

1. The students will explain the role of French explorers and Catholic missionaries in the settlement of Wisconsin. (B.4.3)
2. The students will name some of the first explorers and missionaries to come to Wisconsin. (B.4.3)
3. The students will describe why the fur trade was so profitable. (A.4.4) (A.4.7)
4. The students will examine the causes and effects of the French and Indian war. (B.4.3)

**Unit 5: American Revolution and Settlement (12 days)**

**Description:** In this unit, students will understand the creation of America by examining timelines, comparing and contrasting changes in life style, discussing famous people and events.

**Standards**

1. The students will describe the events that led to the outbreak of the Revolutionary War. (B.4.7)
2. The students will identify the motives for writing the Declaration of Independence. (B.4.5) (B.4.7) (C.4.2)
3. The students will explain the consequences of the Revolution. (B.4.5)
4. The students will identify where the Northwest Territory was located. (A.4.2)
5. The students will explain the causes of the Black Hawk war. (B.4.7)
6. The students will describe the life of a pioneer. (A.4.4)

**Unit 6:** **Immigrants, Growth, and Statehood (10 days)**

 **Description:**  In this unit, students will learn about Wisconsin immigrants, and the many steps that Wisconsin had to take to become a state.

**Standards**

1. The students will explain some of the reasons immigrants came to America. (B.4.5)
2. The students will explain how immigrants contributed to the growth of cities and industries. (B.4.5) (E.4.4)
3. The students will list some of the problems immigrants encountered in their new American life. (E.4.3) (E.4.4)
4. The students will analyze the term “melting pot” as it pertains to Wisconsin and America. (E.4.3) (E.4.4)
5. The students will explain how Wisconsin became a state. (B.4.7)
6. The students will describe what industrialization is. (A.4.8)
7. The students will explain why canals, steamboats, and railroads were important. (A.4.8)

**Unit 7:** **Slavery and the Civil War (8 days)**

 **Description:**  In this unit, students will look deeper at the life of slave. They will understand the many hardships that they faced and their path to freedom. They will also understand why the Civil War was fought, and what the outcome meant for America.

**Standards**

1. The students will develop an understanding of the hardships slaves were forced to endure. (E.4.4)
2. The students will explain what the Underground Railroad was and give some examples of how it worked. (E.4.4) (E.4.6)
3. The students will describe three major issues dividing the country that eventually led to the Civil War. (B.4.7) (E.4.8)
4. The students will list some of the Wisconsin’s contributions in the Civil War. (E.4.8)
5. The students will develop an appreciation for Lincoln’s leadership before, during, and after the Civil War. (B.4.7)
6. The students will recognize the role of black soldiers, women, and young boys in the Civil War. (E.4.4)
7. The students will name the army that won the Civil War. (E.4.8)
8. The students will explain the reasons for the creation of the Republican Party. (C.4.4)

**Unit 8:** **A New Century of Progress (10 days)**

 **Description:**  In this unit, students will identify the industries that helped Wisconsin grow, and discuss ways that many of the inventions made life easier for people. They will also learn about Wisconsin’s role in World War I.

**Standards**

1. The students will list some of the growing industries in Wisconsin. (A.4.7)
2. The students will explain what the Industrial Revolution was. (A.4.8)
3. The students will compare how people lived before and after the Industrial Revolution. (A.4.8) (B.4.8)
4. The students will list some of the inventions that made life easier in the new century. (A.4.8) (A.4.9) (B.4.8)
5. The students will identify some of the changes in transportation during the 1800s. (A.4.8) (B.4.8)
6. The students will summarize how Wisconsin helped the country in World War I. (E.4.4)
7. The students will explain how women helped in the WWI war effort. (E.4.4)

**Unit 9:** **Good Times and Bad Times (8 days)**

 **Description:**  In this unit, students will look deeper into the gains and struggles that people faced in Wisconsin during the 20th century.

**Standards**

1. The students will describe life in the Roaring Twenties. (B.4.4)
2. The students will describe women’s struggles to gain the right to vote. (B.4.5)
3. The students will evaluate the causes and effects of the Great Depression and the New Deal. (B.4.7)
4. The students will describe Wisconsin’s role in WWII. (B.4.7)
5. The students will develop an understanding of the horrors of the Holocaust. (B.4.7)
6. The students will identify the event that ended World War II for America. (B.4.7)
7. The students will describe the significance of the civil rights and women’s movements. (B.4.5)
8. The students will identify the wars the United States has fought in since WWII. (B.4.7)

**Unit 10: Government for all of us (12 days)**

 **Description:**  In this unit, students will learn about the different branches of government, and how they work together to help the country run smoothly.

**Standards**

1. The students will identify our type of government and its branches. (C.4.4)
2. The students will discuss why we have the form of government that we have. (C.4.4)
3. The students will define the purpose of the Constitution and the Bill of Rights. (B.4.7) (C.4.2)
4. The students will locate the capital of our state government. (A.4.2)
5. The students will name the political parties that exist in our country. (C.4.4)
6. The students will summarize the responsibilities of each branch of government. (C.4.4)
7. The students will explain why levels of government (national, state, local) are needed. (C.4.4)
8. The students will explain why citizens pay taxes. (C.4.5)
9. The students will list some rights of Wisconsin’s citizens. (C.4.5)
10. The students will discuss what it means to be a good citizen. (C.4.5)

**Unit 11: Making a Living in Wisconsin (10 days)**

 **Description:**  In this unit, students will study the concept of supply and demand, and what kinds of goods and services are provided in Wisconsin.

**Standards**

1. The students will distinguish between goods and services. (D.4.3)
2. The students will name some goods and services produced or sold in Wisconsin. (D.4.3)
3. The students will compare a free enterprise system to other economic systems. (D.4.3) (D.4.4) (D.4.5)
4. The students will describe the concepts of supply and demand and profit. (D.4.4)
5. The students will understand the concepts of advertising and consumers. (D.4.4)
6. The students will describe the four factors of production. (D.4.2)
7. The students will explain what an entrepreneur is and identify several Wisconsin entrepreneurs. (D.4.7)
8. The students will list some of the major crops grown and products produced by Wisconsin. (D.4.4)
9. The students will describe different way products are transported. (D.4.3)
10. The students will explain why tourism is important to the economy. (D.4.7)