

## Social Studies-Fourth Grade

Month	Content and Essential Questions	Skills	Lesson Examples and Assessments
August 2012	<p><b>A. Indiana's Land and People</b> How do people adapt to where they live?</p>	<p>A1. Identify Indiana's location on Earth and in the United States. <b>IN_Academic_Standards Social Studies (2007): Grade 4</b> • Indicator 4.3.3 Locate Indiana on a map as one of the 50 United States. Identify and describe the location of the state capital, major cities and rivers in Indiana, and place these on a blank map of the state.</p> <p>A2. Describe Indiana's landforms including lakes, sand dunes, and caves. <b>IN_Academic_Standards Social Studies (2007): Grade 4</b> • Indicator 4.3.6 Describe Indiana's landforms (lithosphere), water features (hydrosphere), and plants and animals (biosphere).</p> <p>A3. Explain what effects glaciers had on Indiana during the Ice Age. <b>IN_Academic_Standards Social Studies (2007): Grade 4</b> • Indicator 4.3.5 Explain how glaciers shaped Indiana's landscape and environment.</p> <p>A4. Recognize the common features of Indiana's three regions. <b>IN_Academic_Standards Social Studies (2007): Grade 4</b> • Indicator 4.3.4 Map and describe the physical regions of Indiana and identify major natural resources and crop regions. • Indicator 4.3.6 Describe Indiana's landforms (lithosphere), water features (hydrosphere), and plants and animals (biosphere). • Indicator 4.3.12 Read and interpret thematic maps — such as transportation, population and products — to acquire information about Indiana in the present and the past.</p>	<p><b>Macmillan/McGraw-Hill Unit 1 Lesson 1</b> Vocabulary Cards Practice &amp; Activity Book Idea Book Transparencies Foldables Leveled Readers Tech Tools</p> <p><b>Assessments</b> Lesson Assessments Projects</p>
September 2012	<p><b>A. Indiana's Land and People</b> How do people adapt to where they live?</p>	<p><b>IN_Academic_Standards Social Studies (2007): Grade 4</b> • Indicator 4.3.10 Identify immigration patterns and describe the impact diverse ethnic and cultural groups have had on Indiana. A1. Explain how Indiana's location helps shape its climate.</p>	<p><b>Macmillan/McGraw-Hill Unit 1 Lessons 2-5</b> Vocabulary Cards Practice and Activity Book Idea Book Transparencies Foldables Leveled Readers Tech Tools</p>

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		<p><b>IN_Academic_Standards Social Studies (2007): Grade 4</b></p> <ul style="list-style-type: none"> <li>Indicator 4.3.7 Explain the effect of the Earth/sun relationship on the climate of Indiana.</li> </ul> <p>A2. Recognize that location affects how much rain and snow will fall.</p> <p><b>IN_Academic_Standards Social Studies (2007): Grade 4</b></p> <ul style="list-style-type: none"> <li>Indicator 4.3.7 Explain the effect of the Earth/sun relationship on the climate of Indiana.</li> <li>Indicator 4.3.8 Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development.</li> </ul> <p>A3. Note that tornadoes are extreme types of weather in Indiana.</p> <p><b>IN_Academic_Standards Social Studies (2007): Grade 4</b></p> <ul style="list-style-type: none"> <li>Indicator 4.3.7 Explain the effect of the Earth/sun relationship on the climate of Indiana.</li> <li>Indicator 4.3.8 Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development.</li> </ul> <p>A4. Identify Indiana's resources.</p> <p><b>IN_Academic_Standards Social Studies (2007): Grade 4</b></p> <ul style="list-style-type: none"> <li>Indicator 4.3.4 Map and describe the physical regions of Indiana and identify major natural resources and crop regions.</li> <li>Indicator 4.3.6 Describe Indiana's landforms (lithosphere), water features (hydrosphere), and plants and animals (biosphere).</li> </ul> <p>A5. Recognize that Indiana has many lakes, rivers, and marshlands.</p> <p><b>IN_Academic_Standards Social Studies (2007): Grade 4</b></p> <ul style="list-style-type: none"> <li>Indicator 4.3.4 Map and describe the physical regions of Indiana and identify major natural resources and crop regions.</li> <li>Indicator 4.3.6 Describe Indiana's landforms (lithosphere), water features (hydrosphere), and plants and animals (biosphere).</li> <li>Indicator 4.3.8 Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic</li> </ul>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Lesson Assessments</li> <li>Unit Assessments</li> <li>State Test Preparation</li> <li>Projects</li> </ul>

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		<p>development.</p> <p>A6. Describe how forests and farmlands have provided a way of life over time.</p> <p><b>IN_Academic_Standards</b>  <b>Social Studies (2007): Grade 4</b></p> <ul style="list-style-type: none"> <li>• Indicator 4.3.4 Map and describe the physical regions of Indiana and identify major natural resources and crop regions.</li> <li>• Indicator 4.3.8 Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development.</li> <li>• Indicator 4.3.9 Explain the importance of major transportation routes, including rivers, in the exploration, settlement and growth of Indiana and in the state's location as a crossroad of America.</li> </ul> <p>A7. Recognize the importance of the automobile and service industries to Indiana's economy.</p> <p><b>IN_Academic_Standards</b>  <b>Social Studies (2007): Grade 4</b></p> <ul style="list-style-type: none"> <li>• Indicator 4.4.2 Define productivity and provide examples of how productivity has changed in Indiana during the past 100 years.</li> <li>• Indicator 4.4.5 Describe Indiana's emerging global connections.</li> <li>• Indicator 4.4.7 Identify entrepreneurs who have influenced Indiana and the local community.</li> </ul> <p>A8. Identify Indiana as one of the country's top corn producers.</p> <p><b>IN_Academic_Standards</b>  <b>Social Studies (2007): Grade 4</b></p> <ul style="list-style-type: none"> <li>• Indicator 4.3.4 Map and describe the physical regions of Indiana and identify major natural resources and crop regions.</li> </ul> <p>A9. Explain that the manufacturing of steel, automobile parts and pharmaceuticals is big business in Indiana.</p> <p><b>IN_Academic_Standards</b>  <b>Social Studies (2007): Grade 4</b></p> <ul style="list-style-type: none"> <li>• an Indicator 4.1.9 Give example of Indiana's increasing agricultural, industrial, political and business development in the nineteenth century.</li> <li>• Indicator 4.1.12 Describe the transformation of Indiana through</li> </ul>	

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		<p>immigration and through developments in agriculture, industry and transportation.</p> <ul style="list-style-type: none"> <li>Indicator 4.1.14 Research Indiana’s modern growth emphasizing manufacturing, new technologies, transportation and global connections.</li> <li>Indicator 4.1.15 Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana.</li> </ul> <p>A10. Note that the mining industry in Indiana produces limestone and coal.</p> <p><b>IN_Academic_Standards Social Studies (2007): Grade 4</b></p> <ul style="list-style-type: none"> <li>Indicator 4.3.4 Map and describe the physical regions of Indiana and identify major natural resources and crop regions.</li> </ul> <p>A11. Identify the different cultures that call Indiana home.</p> <p><b>IN_Academic_Standards Social Studies (2007): Grade 4</b></p> <ul style="list-style-type: none"> <li>Indicator 4.3.10 Identify immigration patterns and describe the impact diverse ethnic and cultural groups have had on Indiana.</li> </ul> <p>A12. Recognize that the Amish and other immigrants from Europe came to Indiana for religious freedom.</p> <p><b>IN_Academic_Standards Social Studies (2007): Grade 4</b></p> <ul style="list-style-type: none"> <li>Indicator 4.3.10 Identify immigration patterns and describe the impact diverse ethnic and cultural groups have had on Indiana.</li> </ul> <p>A13. Note that many famous people in the arts, music, and sports have come from Indiana.</p> <p><b>IN_Academic_Standards Social Studies (2007): Grade 4</b></p> <ul style="list-style-type: none"> <li>Indicator 4.1.18 Research and describe the contributions of important Indiana artists and writers to the state’s cultural landscape.</li> </ul>	
<p><b>October 2012</b></p>	<p><b>B. Early Indiana</b> What happens when different people meet?</p>	<p>B1. Explain why early people moved from place to place hunting and gathering food.</p> <p><b>IN_Academic_Standards</b></p>	<p><b>Macmillan/McGraw-Hill Unit 2 Lessons 1-4</b> Vocabulary Cards Practice and Activity Book Idea Book</p>

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		<p><b>Social Studies (2007): Grade 4</b></p> <ul style="list-style-type: none"> <li>Indicator 4.1.1 Identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans.</li> <li>Indicator 4.3.8 Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development.</li> </ul> <p>B2. Describe how trade led early farmers to have contact with other groups and enhanced the sharing of information.</p> <p><b>IN Academic Standards</b></p> <p><b>Social Studies (2007) : Grade 4</b></p> <ul style="list-style-type: none"> <li>Indicator 4.4.3 Explain how both parties can benefit from trade and give examples of how people in Indiana engaged in trade in different time periods.</li> </ul> <p>B3. Identify how Hopewell and Mississippian people grew wealthy from trade.</p> <p><b>IN Academic Standards</b></p> <p><b>Social Studies (2007): Grade 4</b></p> <ul style="list-style-type: none"> <li>Indicator 4.1.1 Identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans.</li> <li>Indicator 4.3.8 Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development.</li> <li>Indicator 4.4.3 Explain how both parties can benefit from trade and give examples of how people in Indiana engaged in trade in different time periods.</li> </ul> <p>B4. Describe why Historians believe climate change, wars, and disease led to the decline of the Mound Builders.</p> <p><b>IN Academic Standards</b></p> <p><b>Social Studies (2007): Grade 4</b></p> <ul style="list-style-type: none"> <li>Indicator 4.1.1 Identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans.</li> <li>Indicator 4.3.8 Identify the challenges in the physical landscape of Indiana to early settlers and</li> </ul>	<p>Transparencies Foldables Leveled Readers Tech Tools</p> <p><b>Assessments</b> Lesson Assessments Projects</p>

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		<p>modern day economic development.</p> <p>B5. Explain why Native American groups formed alliances with Europeans.</p> <p><b>IN_Academic_Standards</b>  <b>Social Studies (2007) : Grade 4</b></p> <ul style="list-style-type: none"> <li>Indicator 4.1.2 Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.</li> </ul> <p>B6. Describe some of the changes that early Europeans brought to the Americas.</p> <p><b>IN_Academic_Standards</b>  <b>Social Studies (2007) : Grade 4</b></p> <ul style="list-style-type: none"> <li>Indicator 4.1.2 Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.</li> <li>Indicator 4.3.8 Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development.</li> <li>Indicator 4.3.10 Identify immigration patterns and describe the impact diverse ethnic and cultural groups have had on Indiana.</li> </ul>	
<p><b>November 2012</b></p>	<p><b>B. Early Indiana</b>                      What happens when early people meet?</p>	<p>B1. Explain how Native Americans worked with the French in the fur trade.</p> <p><b>IN_Academic_Standards</b>  <b>Social Studies (2007) : Grade 4</b></p> <ul style="list-style-type: none"> <li>Indicator 4.1.2 Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.</li> <li>Indicator 4.3.8 Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development.</li> <li>Indicator 4.3.10 Identify immigration patterns and describe</li> </ul>	<p><b>Macmillan/McGraw-Hill</b>  <b>Unit 2 lessons 5-7</b>                      Vocabulary Cards                      Practice and Activity Book                      Idea Book                      Transparencies                      Foldables                      Leveled Readers                      Tech Tools</p> <p><b>Assessments</b>                      Lesson Assessments                      Unit Assessment                      State Practice Test                      Projects</p>

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		<p>the impact diverse ethnic and cultural groups have had on Indiana.</p> <ul style="list-style-type: none"> <li>• Indicator 4.4.1 Give examples of the kinds of goods and services produced in Indiana in different historical periods.</li> <li>• Indicator 4.4.3 Explain how both parties can benefit from trade and give examples of how people in Indiana engaged in trade in different time periods.</li> </ul> <p>B2. Describe how Native Americans and the French lived with and learned from each other.</p> <p><b>IN Academic Standards Social Studies (2007) : Grade 4</b></p> <ul style="list-style-type: none"> <li>• Indicator 4.1.2 Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.</li> <li>• Indicator 4.3.8 Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development.</li> <li>• Indicator 4.3.10 Identify immigration patterns and describe the impact diverse ethnic and cultural groups have had on Indiana.</li> <li>• Indicator 4.4.1 Give examples of the kinds of goods and services produced in Indiana in different historical periods.</li> <li>• Indicator 4.4.3 Explain how both parties can benefit from trade and give examples of how people in Indiana engaged in trade in different time periods.</li> <li>• Indicator 4.4.6 List the functions of money and compare and contrast things that have been used as money in the past in Indiana, the United States and the world.</li> </ul> <p>B3. Identify the reasons why France and Britain both claimed land west of the Appalachian Mountains.</p> <p><b>IN Academic Standards Social Studies (2007) : Grade 4</b></p> <ul style="list-style-type: none"> <li>• Indicator 4.1.2 Identify and describe historic Native American Indian groups that lived in Indiana at</li> </ul>	

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		<p>the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.</p> <ul style="list-style-type: none"> <li>Indicator 4.1.3 Explain the importance of the Revolutionary War and other key events and people that influenced Indiana’s development.</li> <li>Indicator 4.3.10 Identify immigration patterns and describe the impact diverse ethnic and cultural groups have had on Indiana.</li> </ul> <p>B4. Explain why Pontiac led Native Americans in a rebellion against British settlers.</p> <p><b>IN_Academic_Standards Social Studies (2007): Grade 4</b></p> <ul style="list-style-type: none"> <li>Indicator 4.1.1 Identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans.</li> <li>Indicator 4.1.2 Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.</li> <li>Indicator 4.3.10 Identify immigration patterns and describe the impact diverse ethnic and cultural groups have had on Indiana.</li> </ul> <p>B5. Explain why the colonists were angry over taxes and other forms of British control.</p> <p><b>IN_Academic_Standards Social Studies (2007) : Grade 4</b></p> <ul style="list-style-type: none"> <li>Indicator 4.1.3 Explain the importance of the Revolutionary War and other key events and people that influenced Indiana’s development.</li> </ul> <p>B6. Explain how British troops and Native Americans attacked American settlements in the West.</p> <p><b>IN_Academic_Standards Social Studies (2007) : Grade 4</b></p> <ul style="list-style-type: none"> <li>Indicator 4.1.3 Explain the importance of the Revolutionary War and other key events and people that influenced Indiana’s development.</li> </ul>	



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<p><b>December 2012</b></p>	<p><b>C. Creating a State</b> Why do people take risks?</p>	<p>C1. Explain that the Northwest Territory added land to the United States. <b>IN_Academic_Standards Social Studies (2007) : Grade 4</b> • Indicator 4.1.3 Explain the importance of the Revolutionary War and other key events and people that influenced Indiana’s development. • Indicator 4.1.4 Summarize and explain the significance of key documents in Indiana’s development from a United States territory to statehood.</p> <p>C2. Recognize that Native Americans were forced to share land with the United States. <b>IN_Academic_Standards Social Studies (2007) : Grade 4</b> • Indicator 4.1.3 Explain the importance of the Revolutionary War and other key events and people that influenced Indiana’s development. • Indicator 4.3.10 Identify immigration patterns and describe the impact diverse ethnic and cultural groups have had on Indiana.</p> <p>C3. Describe the ordinances of 1785 and 1787 that set up rules for the Northwest Territory. <b>IN_Academic_Standards Social Studies (2007): Grade 4</b> • Indicator 4.1.4 Summarize and explain the significance of key documents in Indiana’s development from a United States territory to statehood.</p> <p>C4. Recognize that the Indiana Territory was created in the early 1800s. <b>IN_Academic_Standards Social Studies (2007) : Grade 4</b> • Indicator 4.1.3 Explain the importance of the Revolutionary War and other key events and people that influenced Indiana’s development. • Indicator 4.1.4 Summarize and explain the significance of key documents in Indiana’s development from a United States territory to statehood.</p>	<p><b>Macmillan/McGraw-Hill Unit 3 Lessons 1-4</b> Vocabulary Cards Practice and Activity Book Idea Book Transparencies Foldables Leveled Readers Tech Tools</p> <p><b>Assessments</b> Lesson Assessments Projects</p>

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		<p>C5. Explain why the population of the Indiana Territory grew quickly in the early 1800s.</p> <p><b>IN_Academic_Standards</b>  <b>Social Studies (2007) : Grade 4</b></p> <ul style="list-style-type: none"> <li>• Indicator 4.1.3 Explain the importance of the Revolutionary War and other key events and people that influenced Indiana’s development.</li> <li>• Indicator 4.1.4 Summarize and explain the significance of key documents in Indiana’s development from a United States territory to statehood.</li> </ul> <p>C6. Identify Tecumseh and Tenskwatawa as Native American leaders.</p> <p><b>IN_Academic_Standards</b>  <b>Social Studies (2007) : Grade 4</b></p> <ul style="list-style-type: none"> <li>• Indicator 4.1.3 Explain the importance of the Revolutionary War and other key events and people that influenced Indiana’s development.</li> </ul> <p>C7. Describe how the Native Americans were defeated at the Battle of Tippecanoe.</p> <p><b>IN_Academic_Standards</b>  <b>Social Studies (2007) : Grade 4</b></p> <ul style="list-style-type: none"> <li>• Indicator 4.1.3 Explain the importance of the Revolutionary War and other key events and people that influenced Indiana’s development.</li> </ul> <p>C8. Explain how the Indian Removal Act of 1830 forced Native Americans from Indiana.</p> <p><b>IN_Academic_Standards</b>  <b>Social Studies (2007): Grade 4</b></p> <ul style="list-style-type: none"> <li>• Indicator 4.1.5 Identify the causes of removal of Native American Indian groups in the state and their resettlement during the 1830s.</li> </ul> <p>C9. Describe how residents from Indiana wrote the first state constitution.</p> <p><b>IN_Academic_Standards</b>  <b>Social Studies (2007): Grade 4</b></p> <ul style="list-style-type: none"> <li>• Indicator 4.1.4 Summarize and explain the significance of key documents in Indiana’s development from a United States territory to statehood.</li> <li>• Indicator 4.2.1 Explain the major purposes of Indiana’s Constitution as</li> </ul>	

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		<p>stated in the Preamble.</p> <ul style="list-style-type: none"> <li>Indicator 4.2.2 Describe individual rights, such as freedom of speech, freedom of religion and the right to public education that people have under Indiana’s Bill of Rights (Article I of the Constitution).</li> <li>Indicator 4.2.3 Identify and explain the major responsibilities of the legislative, executive and judicial branches of state government as written in the Indiana Constitution.</li> </ul> <p>C10. Understand how Indiana became the nineteenth state.</p> <p><b>IN Academic Standards Social Studies (2007): Grade 4</b></p> <ul style="list-style-type: none"> <li>Indicator 4.1.4 Summarize and explain the significance of key documents in Indiana’s development from a United States territory to statehood.</li> <li>Indicator 4.1.6 Explain how key individuals and events influenced the early growth of and changes in Indiana.</li> </ul>	
<p><b>January 2013</b></p>	<p><b>C. Creating a State</b> Why do people take risks?</p>	<p>C1. Identify the reasons many pioneers traveled to Indiana in search of land and a better life.</p> <p><b>IN Academic Standards Social Studies (2007): Grade 4</b></p> <ul style="list-style-type: none"> <li>Indicator 4.1.6 Explain how key individuals and events influenced the early growth of and changes in Indiana.</li> <li>Indicator 4.3.9 Explain the importance of major transportation routes, including rivers, in the exploration, settlement and growth of Indiana and in the state’s location as a crossroad of America.</li> <li>Indicator 4.3.10 Identify immigration patterns and describe the impact diverse ethnic and cultural groups have had on Indiana.</li> </ul> <p>C2. Explain how pioneers learned to adjust to their environment as they built their lives in Indiana.</p> <p><b>IN Academic Standards Social Studies (2007): Grade 4</b></p> <ul style="list-style-type: none"> <li>Indicator 4.1.6 Explain how key individuals and events influenced the early growth of and changes in Indiana.</li> <li>Indicator 4.3.8 Identify the</li> </ul>	<p><b>Macmillan/McGraw-Hill Unit 3 Lessons 5-7</b> Vocabulary Cards Practice and Activity Book Idea Book Transparencies Foldables Leveled Readers Tech Tools</p> <p><b>Assessments</b> Lesson Assessments Unit Assessment State Practice Test Projects</p>

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		<p>challenges in the physical landscape of Indiana to early settlers and modern day economic development.</p> <ul style="list-style-type: none"> <li>• Indicator 4.3.10 Identify immigration patterns and describe the impact diverse ethnic and cultural groups have had on Indiana.</li> </ul> <p>C3. Describe methods of transportation used by the pioneers.</p> <p><b>IN_Academic_Standards Social Studies (2007): Grade 4</b></p> <ul style="list-style-type: none"> <li>• Indicator 4.1.6 Explain how key individuals and events influenced the early growth of and changes in Indiana.</li> <li>• Indicator 4.3.8 Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development.</li> <li>• Indicator 4.3.9 Explain the importance of major transportation routes, including rivers, in the exploration, settlement and growth of Indiana and in the state’s location as a crossroad of America.</li> </ul> <p>C4. Identify Harmony, Indiana, as a place where people had religious freedom.</p> <p><b>IN_Academic_Standards Social Studies (2007): Grade 4</b></p> <ul style="list-style-type: none"> <li>• Indicator 4.1.6 Explain how key individuals and events influenced the early growth of and changes in Indiana.</li> <li>• Indicator 4.3.10 Identify immigration patterns and describe the impact diverse ethnic and cultural groups have had on Indiana.</li> </ul> <p>C5. Describe how people in New Harmony worked together to create a new way of life.</p> <p><b>IN_Academic_Standards Social Studies (2007): Grade 4</b></p> <ul style="list-style-type: none"> <li>• Indicator 4.1.6 Explain how key individuals and events influenced the early growth of and changes in Indiana.</li> <li>• Indicator 4.3.10 Identify immigration patterns and describe the impact diverse ethnic and cultural groups have had on Indiana.</li> </ul>	

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<p><b>February 2013</b></p>	<p><b>D. Indiana Grows</b> How does change affect people's lives?</p>	<p>D1. Recognize that some people in Indiana wanted to end slavery in the United States. <b>IN_Academic_Standards Social Studies (2007): Grade 4</b> • Indicator 4.1.7 Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War. • Indicator 4.1.8 Summarize the impact of Abraham Lincoln's presidency on Indiana and describe the participation of Indiana citizens in the Civil War.</p> <p>D2. Describe how some Hoosiers helped enslaved workers escape slavery. <b>IN_Academic_Standards Social Studies (2007): Grade 4</b> • Indicator 4.1.7 Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War. • Indicator 4.1.8 Summarize the impact of Abraham Lincoln's presidency on Indiana and describe the participation of Indiana citizens in the Civil War.</p> <p>D3. Explain why Southern states seceded from the Union over slavery and state's rights. <b>IN_Academic_Standards Social Studies (2007): Grade 4</b> • Indicator 4.1.7 Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War. • Indicator 4.1.8 Summarize the impact of Abraham Lincoln's presidency on Indiana and describe the participation of Indiana citizens in the Civil War.</p> <p>D4. Describe the strengths and weaknesses the North and the South had during the war. <b>IN_Academic_Standards Social Studies (2007): Grade 4</b> • Indicator 4.1.7 Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War. • Indicator 4.1.8 Summarize the impact of Abraham Lincoln's presidency on Indiana and describe the participation of Indiana citizens</p>	<p><b>Macmillan/McGraw-Hill Unit 4 Lessons 1-4</b> Vocabulary Cards Practice and Activity Book Idea Book Transparencies Foldables Leveled Readers Tech Tools</p> <p><b>Assessments</b> Lesson Assessments Projects</p>

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		<p>in the Civil War.</p> <p>D5. Recognize that men and women in Indiana volunteered to help defeat the Confederacy.</p> <p><b>IN_Academic_Standards</b>  <b>Social Studies (2007): Grade 4</b></p> <ul style="list-style-type: none"> <li>• Indicator 4.1.7 Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War.</li> <li>• Indicator 4.1.8 Summarize the impact of Abraham Lincoln’s presidency on Indiana and describe the participation of Indiana citizens in the Civil War.</li> </ul> <p>D6. Describe things that gave African Americans more rights, including the Emancipation Proclamation and laws passed by Congress.</p> <p><b>IN_Academic_Standards</b>  <b>Social Studies (2007): Grade 4</b></p> <ul style="list-style-type: none"> <li>• Indicator 4.1.7 Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War.</li> <li>• Indicator 4.1.8 Summarize the impact of Abraham Lincoln’s presidency on Indiana and describe the participation of Indiana citizens in the Civil War.</li> </ul> <p>D7. Describe how technology made farm work easier and more productive.</p> <p><b>IN_Academic_Standards</b>  <b>Social Studies (2007): Grade 4</b></p> <ul style="list-style-type: none"> <li>• Indicator 4.1.9 Give examples of Indiana are increasing agricultural, industrial, political and business development in the nineteenth century.</li> <li>• Indicator 4.4.2 Define productivity and provide examples of how productivity has changed in Indiana during the past 100 years.</li> </ul> <p>D8. Explain why more money meant farmers could buy the things they needed.</p> <p><b>IN_Academic_Standards</b>  <b>Social Studies (2007): Grade 4</b></p> <ul style="list-style-type: none"> <li>• an Indicator 4.1.9 Give example of Indiana’s increasing agricultural, industrial, political and business development in the nineteenth century.</li> <li>• Indicator 4.4.1 Give examples of</li> </ul>	

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		<p>the kinds of goods and services produced in Indiana in different historical periods.</p> <ul style="list-style-type: none"> <li>Indicator 4.4.2 Define productivity and provide examples of how productivity has changed in Indiana during the past 100 years.</li> <li>Indicator 4.4.3 Explain how both parties can benefit from trade and give examples of how people in Indiana engaged in trade in different time periods.</li> <li>Indicator 4.4.4 Explain that prices change as a result of changes in supply and demand for specific products.</li> </ul>	
<p><b>March 2013</b></p>	<p><b>D. Indiana Grows</b> How does change affect people's lives?</p>	<p>D1. Recognize that immigrants came to Indiana's cities to work in factories.</p> <p><b>IN_Academic_Standards Social Studies (2007): Grade 4</b></p> <ul style="list-style-type: none"> <li>Indicator 4.1.12 Describe the transformation of Indiana through immigration and through developments in agriculture, industry and transportation.</li> <li>Indicator 4.3.10 Identify immigration patterns and describe the impact diverse ethnic and cultural groups have had on Indiana.</li> </ul> <p>D2. Explain how railroads created jobs and connected Hoosiers to the nation.</p> <p><b>IN_Academic_Standards Social Studies (2007): Grade 4</b></p> <ul style="list-style-type: none"> <li>Indicator 4.1.9 Give example of Indiana's increasing agricultural, industrial, political and business development in the nineteenth century.</li> <li>Indicator 4.3.9 Explain the importance of major transportation routes, including rivers, in the exploration, settlement and growth of Indiana and in the state's location as a crossroad of America.</li> </ul> <p>D3. Describe how public services were set up as cities grew.</p> <p><b>IN_Academic_Standards Social Studies (2007): Grade 4</b></p> <ul style="list-style-type: none"> <li>Indicator 4.4.9 Identify important goods and services provided by state and local governments by giving examples of how state and local tax</li> </ul>	<p><b>Macmillan/McGraw-Hill Unit 4 Lessons 5-6</b></p> <p>Vocabulary Cards Practice and Activity Book Idea Book Transparencies Foldables Leveled Readers Tech Tools</p> <p><b>Assessments</b></p> <p>Lesson Assessments Unit Assessment State Practice Test Projects</p>

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		<p>revenues are used.                      D4. Describe how Indiana began offering free public education to all children.  <b>IN Academic Standards Social Studies (2007): Grade 4</b>                      • an Indicator 4.1.9 Give example of Indiana’s increasing agricultural, industrial, political and business development in the nineteenth century.                      • Indicator 4.2.2 Describe individual rights, such as freedom of speech, freedom of religion and the right to public education that people have under Indiana’s Bill of Rights (Article I of the Constitution).                      D5. Explain how labor unions improved working conditions for Indiana workers.  <b>IN Academic Standards Social Studies (2007): Grade 4</b>                      • an Indicator 4.1.9 Give example of Indiana’s increasing agricultural, industrial, political and business development in the nineteenth century.</p>	
<p><b>April 2013</b></p>	<p><b>E. Indiana in Modern Times</b>                      What causes a society to grow?</p>	<p>E1. Recognize that in the early 1900s, new technologies like the radio made communicating easier.                      E2. Describe how Indiana is home to many inventors and entrepreneurs.                      E3. Note that the automobile is still important to Indiana’s economy.                      E4. Explain why many people moved to cities to work in new factories.                      E5. Note that World War I was fought in Europe.  <b>IN Academic Standards Social Studies (2007): Grade 4</b>                      • Indicator 4.1.10 Describe the participation of Indiana citizens in World War I and World War II.                      • Indicator 4.1.11 Identify and describe important events and movements that changed life in Indiana in the early twentieth century.                      E6. Describe how women won the right to vote.  <b>IN Academic Standards Social Studies (2007): Grade 4</b>                      • Indicator 4.1.11 Identify and describe important events and</p>	<p><b>Macmillan/McGraw-Hill Unit 5 Lessons 1-6</b>                      Vocabulary Cards                      Practice and Activity Book                      Idea Book                      Transparencies                      Foldables                      Leveled Readers                      Tech Tools</p> <p><b>Assessments</b>                      Lesson Assessments                      Unit Assessment                      State Practice Test                      Projects</p>



Month	Content and Essential Questions	Skills	Lesson Examples and Assessments
		<p>movements that changed life in Indiana in the early twentieth century.</p> <p>E7. Recognize that the Roaring Twenties was a time of riches and growth.</p> <p>E8. Describe how the Great Depression swept the country at the end of the 1920s.</p> <p>E9. Explain why the United States entered World War II.</p> <p>E10. Recognize that many Hoosiers supported the war effort at home.</p> <p>E11. Describe how many Americans fought against discrimination in public places.</p> <p>E12. Describe conflicts caused by communism including the cold war, the Korean War, and the Vietnam War.</p> <p>E13. Explain that the war on terrorism began after the September 11, 2001, attacks.</p> <p>E14. Recognize that American soldiers were sent to Afghanistan and Iraq to fight against terrorism.</p>	
<p><b>May 2013</b></p>	<p><b>F. Indiana Today</b> How do government and the economy affect people's lives?</p>	<p>F1. Explain how citizens elect people to represent them in national government.</p> <p>F2. Note that some Hoosiers have served in the national government.</p> <p>F3. Explain how the Indiana constitution gives citizens rights and is a plan for how the government works.</p> <p>F4. Describe how the system of checks and balances limits the powers of each branch of government.</p> <p>F5. Recognize that the state government pays for the services it provides to the people of Indiana by collecting taxes.</p> <p>F6. Explain that supply and demand determine the prices people pay for goods and services.</p> <p>F7. Note that companies can import the goods they need and export their products.</p> <p>F8. Describe how companies use Indiana's highways, rails, waterways, and airports to move goods.</p> <p>F9. Explain why many nations import Indiana's chemical products,</p>	

Month	Content and Essential Questions	Skills	Lesson Examples and Assessments
		transportation equipment, and machinery. F10. Describe how globalization has opened up new markets for Indiana's products. <b>IN Academic Standards Social Studies (2007): Grade 4</b> • Indicator 4.4.5 Describe Indiana's emerging global connections. F11. Describe how pollution from factories and cars has harmed forests and aquatic life in lakes.	