

Chelmsford Public Schools Grade 4: Our Home: North America

(Canada, Mexico, and the United States) and its peoples from a geographic perspective. They learn about ancient civilizations on the continent and early European exploration as they expand map reading, mapmaking, and geographic reasoning skills introduced in grades 2 and 3. They apply concepts of how geography affects human settlement and resource use, and how the westward expansion of the United States created a modern nation of 50 states and 16 territories.

Required Standards for Practice:

- 1. Civic knowledge, skills and dispositions**
- 2. Conduct Inquiries**
- 3. Organize information from a variety of sources**
- 4. Analyze purpose/point of view; distinguish opinion from fact**
- 5. Evaluate sources**
- 6. Explain conclusions with valid reasoning and evidence**
- 7. Determine next steps and take informed action**

Themes: S.P.I.C.E

Social; Political; Interactions between humans and the environment; Cultural; Economic

Essential Questions

- *How do we learn about the past?*
- *How does geography influence how people live?*
- *How does geography influence the economy of a region?*
- *How did ancient Native American civilizations expand over the continent?*
- *How did the arrival of the European explorers and settlers impact Native American civilizations?*

| <i>Topic</i> | <i>Student Friendly Language</i> | <i>Essential and supporting Questions</i> |
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| Topic 1A. Civics | I can participate in being a member of my community. | What is a community? |
| Topic 1: North America | I can identify physical features and different countries in North America. | Essential Question: How does geography influence how people live? |

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| <p>Understand the focus of each of the following Social Scientists: Historian, Political Scientist, Geographer, Economist</p> | <p>I can explain the purpose and point of view of a source from different perspectives</p> | <p>How do different social scientists learn about humans past and present?</p> |
| <p>1. On a physical map of North America, use cardinal directions, map scales, key/legend (symbols for</p> | <p>I can use cardinal directions, map scales, key/legend, and titles to locate</p> | <p>Supporting Question: What are the physical and political features of North</p> |
| <p>mountains, rivers, deserts, lakes, cities), and title to locate and identify important physical features (e.g., Mississippi and Rio Grande Rivers, Great Lakes, Atlantic and Pacific Oceans, Gulf of Mexico, Hudson's Bay, Appalachian Mountains, Rocky Mountains, Sierra Madre, the Great Basin, Mojave, Sonoran, and Chihuahuan Deserts, the Caribbean Sea).</p> | <p>and identify important physical features of North America.</p> | <p>America?</p> |

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| <p>2. On a political map of North America, locate Canada and its provinces, Mexico and its states, and the nations of the Caribbean,; explain the meaning of the terms continent, country, nation, county, state, province, and city.</p> | <p>I can label Canada, Mexico, the Caribbean, and the United States of America on a map of North America.</p> <p>I can define continent, country, nation, county, state, province, and city.</p> | <p>Supporting Question: What are the physical and political features of North America?</p> |
| <p>3. Research, analyze, and convey information about Canada or Mexico by consulting maps, atlases, encyclopedias, digital information and satellite images, photographs, or news articles; organizing materials, and making an oral or written presentation about topics such as the peoples, population size, languages, forms of government, major cities, environment, natural resources, industries, and national landmarks.</p> | <p>I can use different types of resources to research and analyze information about Mexico or Canada in order to convey relevant information.</p> | <p>Supporting Question: How do I use multiple types of resources to research and analyze information in order to convey information on other countries?</p> |
| <p>Topic 2. Ancient civilizations of North America</p> | | <p>Essential Question: How did ancient Native American civilizations expand over the continent?</p> |
| <p>4. Evaluate competing theories about the origins of people in North America (e.g., theories that people migrated across a land bridge that connected present-day Siberia to Alaska or theories that they came by a maritime route) and evidence for dating the existence of early populations in North America to about 15,000 years ago.</p> | <p>I can evaluate different ideas about the origins of people in North America.</p> | <p>How do archaeologists develop theories about ancient migrations?</p> |
| <p>5. Using maps of historic Native Peoples' culture regions of North America and photographs, identify archaeological evidence of some of the characteristics of</p> | <p>I can use maps and photographs of historic Native Peoples' to describe how ancient civilizations lived.</p> | <p>How do archaeologists develop theories of understanding the way people lived in the past?</p> |

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| <p>major civilizations of this period (e.g., stone tools, ceramics, mound-building, cliff dwellings).</p> | | |
| <p>6. Explain how archaeologists conduct research (e.g., by participating in excavations, studying artifacts and organic remains, climate and astronomical data, and collaborating with other scholars) to develop theories about migration, settlement patterns, and cultures in prehistoric periods.</p> | <p>I can explain how archaeologists select and use appropriate evidence to support their ideas</p> | <p>How do archaeologists develop theories of understanding the way people lived in the past?</p> |

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| <p>7. Give examples of some archaeological sites of Native Peoples in North America that are preserved as national or state monuments, parks, or international heritage sites (e.g., Teotihuacan in Mexico, Mesa Verde National Park in Colorado, Cahokia Mounds State Historic Site in Illinois, Chaco Culture National Historic Park in New Mexico) and explain their importance in presenting a comprehensive history of Americans and American life.* FOCUS on one or two sites.</p> | <p>I can explain why it is important to understand that America was settled prior to European exploration.</p> | <p>What can we learn about ancient groups of peoples from what was left behind?</p> |
| <p>Topic 3: Early European exploration and conquest</p> | | <p>Essential Question: What were the reasons for European voyages across the Atlantic Ocean?</p> |
| <p>8. Explain how historians studying the European voyages to the Americas use archaeological evidence, maps, illustrations, and texts produced in Europe at the time, and that all of these materials are called primary sources</p> | <p>I can explain what a primary source is and how historians use them as evidence.</p> | <p>Why are primary sources valuable?</p> |
| <p>9. Explain who the Vikings were and describe evidence of their early encounters with Native Peoples along the North American Atlantic coast.</p> | <p>I can explain how the Vikings were the first Europeans to reach North America: archaeologists have found evidence of their village in Canada.</p> | <p>What happened when Europeans reached North America?</p> |
| <p>10. Trace on a map European explorations of North America and the Caribbean Islands in the 15th and 16th centuries (e.g., voyages of Vasco Nuñez de Balboa, Jacques Cartier, Cristobal Colon [Christopher Columbus], Ferdinand Magellan, Juan Ponce De Leon, Amerigo</p> | <p>I can explain that French, English, and Spanish explorers came for a variety of reasons.</p> | <p>How does “gold, God, and glory” relate to European exploration?</p> |
| <p>Vespucci, Hernán Cortés), evaluate the reasons for the voyages, noting that they were part of an effort by European nations to expand their empires, find new routes for trade with Asia, new opportunities for colonization, and new natural resources; make a timeline of their landings and conquests.</p> | | |

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| <p>Topic 4. The expansion of the United States over time and its regions today</p> | <p>I can explain how the environment shaped the development of each region in the United States.</p> | <p>Essential Question: How does geography influence how people live? Essential Question: How does geography influence the economy of a region?</p> |
| <p>11. Describe how the construction of canals, roads, and railways in the 19th century contributed to the United States territorial expansion.</p> | <p>I can describe how the construction of canals, roads, and railways in the 19th century helped the Westward expansion of the United States.</p> | <p>Supporting Question: How has the environment shaped the development of each region?</p> |
| <p>12. Give examples of some of the ways the United States acquired new states (beyond the 13 original states) and additional territories between 1791 and 1898, including purchasing land called the Louisiana Territory from France, adding territory in the Southwest as a result of war with Mexico, settling a treaty with Britain to gain land called the Oregon Territory in the Northwest, purchasing Alaska from Russia, annexing Hawaii, and adding territories such as Puerto Rico as a result of a war with Spain.</p> | <p>I can give examples of how the United States acquired some new states and territories.</p> | <p>Supporting Question: How did the United States acquire new states and territories?</p> |
| <p>13. Compare different reasons why men and women who lived in the Eastern part of the United States wanted to move West in the 19th century, and describe aspects of pioneer life on the frontier (e.g., wagon train journeys on the Oregon and Santa Fe Trails, and settlements in the western territories) and the impact on Native American peoples.</p> | <p>I can discuss the different reasons why people wanted to move West during the 19th century.</p> <p>I can explain what pioneer life was like during Westward expansion.</p> | <p>Supporting Question: What were the different reasons people moved Westward during the 19th century?</p> <p>What was pioneer life like on the frontier during the 19th century Westward Expansion movement?</p> |
| <p>14. Explain that many different groups of people</p> | <p>I can explain the reasons why different</p> | <p>Supporting Question: Why did</p> |

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| <p>immigrated to the United States from other places voluntarily and some were brought to the United States against their will (as in the case of African slaves).</p> | <p>groups of people immigrated to the United States.</p> | <p>different groups of people immigrant to the United States?</p> |
| <p>15. Show understanding that in the middle of the 19th century, the people of the United States were deeply divided over the question of slavery and its expansion into newly settled parts of the West, which led to the Civil War from 1861 to 1865.</p> | <p>I can briefly discuss why people un the United States were divided about the spread of slavery during the 19th centruy Westward Exanpsion.</p> | <p>Supporting Question: Why were people in the United States divided about the spread of slavery during 19th centruy Westward Expansion movement?</p> |

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| <p>The Northeast</p> | | <p>Essential Question(s): How does geography influence how people live?</p> <p>How does geography influence the economy of a region?</p> |
| <p>16. On a political map of the United States, locate the states in the Northeast (listed alphabetically: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island and Vermont).</p> | <p>I can use a political map of the United States to locate the states in the Northeast Region.</p> | <p>Supporting Question: Where are the states in the Northeast region located on a political map?</p> |
| <p>17. Using resources such as print and online atlases, topographical maps, or road maps, construct a map of the Northeast that shows important cities, state capitals, physical features (e.g., waterways and mountains), and that includes a title, scale, compass, and map key.</p> | <p>I can use various resources and map skills to show important cities, state capitals, and physical features on a map of the Northeast.</p> | <p>Supporting Question: How can I use various resources and map skills to show important cities, state capitals, and physical features on a map of the Northeast.</p> |
| <p>18. Explain the benefits in the 18th century of becoming a state in the United States (as opposed to a British colony) and, as a class, construct a timeline that shows when each of the states in the region was admitted into the United States (Connecticut-1788, Maine, originally part of Massachusetts-1788, as a separate state-1820, Massachusetts-1788, New Hampshire-1788, New Jersey-1787, New York-1788, Pennsylvania-1787, Rhode Island-1790, Vermont-1791).</p> | <p>I can create a timeline to show when each state in the region was admitted into the United States.</p> <p>I can explain the benefits of becoming a state in the United States in the 18th century.</p> | <p>Supporting Question: How can I create a timeline to show when each state in the region was admitted into the United States?</p> <p>What were the benefits of becoming a state in the United States in the 18th century?</p> |
| <p>19. Develop questions, conduct research, and analyze how people have adapted to the environment of the Northeast, and how physical features and natural resources affected settlement patterns, the growth of major urban/suburban areas, industries or trade.</p> | <p>I can develop questions, research, and analyze how people have adapted to the environment of the Northeast because of its physical features and natural resources.</p> | <p>Supporting Question: How have people adapted to the environment of the Northeast because of its physical features and natural resources?</p> |

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| <p>20. Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Wampanoag, Iroquois, Abenaki), Africans, Europeans (e.g., the early settlements of the Dutch in New York, French near Canada, Germans in Pennsylvania, the English in Massachusetts, Rhode Island, Connecticut, Vermont and New Hampshire, subsequent 19th and early 20th century immigration by groups such as Irish, Italian, Portuguese, and Eastern Europeans) and various other immigrant groups from other regions of the world in the later 20th and 21st centuries (e.g., Puerto Ricans, Dominicans, Mexicans, Salvadorans, Colombians, Guatemalans, Brazilians, Haitians, Vietnamese, Cambodians, Chinese, Indians, and Somalis).</p> | <p>I can describe the diverse cultural nature of the region, including but not limited to the contributions of Native Peoples, Africans, Europeans, and various other immigrant groups from other regions of the world in the later 20th and 21st centuries.</p> | <p>Supporting Question: What is the diverse cultural nature of the Northeast Region?</p> |
| <p>The Southeast</p> | | <p>Essential Question(s): How does geography influence how people live? How does geography influence the economy of a region?</p> |
| <p>21. On a political map of the United States, locate the states and the national capital city in the Southeast, and the U.S. territories in the Caribbean; add to the timeline the admission dates for states in the Southeast (listed alphabetically: Alabama-1819, Arkansas-1836, Delaware-1787, Florida-1845, Georgia-1788, Kentucky-1792, Louisiana-1812, Maryland-1788, Mississippi-1817, North Carolina-1789, South Carolina-1788, Tennessee-1796, Virginia-1788, West Virginia-1863); territories Puerto Rico, and the United</p> | <p>I can use a political map of the United States to locate the states in the Southeast Region and the national capital.</p> | <p>Supporting Question: Where are the states in the Southeast region located on a political map? Where is the nation's capital located?</p> |
| <p>States Virgin Islands.</p> | | |
| <p>22. Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Powhatan Chiefdom, Seminole, Cherokee, Creek), African Americans, Europeans (e.g., the early Spanish settlements in Florida) and immigrant groups from other regions of the world.</p> | <p>I can describe the diverse cultural nature of the region, including but not limited to the contributions of Native Peoples, Africans, Europeans, and various other immigrant groups from</p> | <p>Supporting Question: What is the diverse cultural nature of the Southeast Region?</p> |

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| | other regions of the world. | |
| 23. Explain how natural disasters , such as hurricanes and floods, have affected the region, and how the government and citizens have responded to catastrophic natural events. | I can explain how natural disasters affect the Southeast region and the region's response to them. | Supporting Question: How do natural disasters affect the Southeast Region? |
| 24. Describe the role of Washington, D.C. as the national capital , and give examples of its national cultural and civic resources (e.g., the White House, U.S. Capitol Building, Supreme Court, Library of Congress, the Smithsonian Institution, cemeteries and monuments). | I can describe the role of the national capital and its cultural and civic resources | Supporting Question: What is the nation's capital and what are its cultural and civic resources? |
| 25. Using resources such as print and online atlases, or state websites, construct a map of a state in the Southeast region that provides information about physical features (e.g., waterways and mountains) and that includes a title, scale, compass, and map key.) | I can use resources to construct a map of a state in the Southeast region that provides information about physical features and incorporates key map features. | How can I use key map features to construct a map of a state in the Southeast? |
| The Midwest | | Essential Question(s): How does geography influence how people live? How does geography influence the economy of a region? |
| 26. On a political map of the United States, locate the states in the Midwest; add to the timeline the admission dates for states in the Midwest (listed alphabetically: Illinois-1818, Indiana-1816, Iowa-1846, Kansas-1861, Michigan-1838, Minnesota-1858, Missouri-1821, Nebraska-1867, North Dakota-1889, Ohio-1803, South Dakota-1889, Wisconsin-1848). | I can use a political map of the United States to locate the states in the MidwestRegion. | Supporting Question: Where are the states in the Midwest region located on a political map? |
| 27. Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Sioux, Mandan, Ojibwe/Chippewa), African Americans, Europeans and immigrant groups from other regions of the world. | I can describe the diverse cultural nature of the region, including but not limited to the contributions of Native Peoples, Africans, Europeans, and various other immigrant groups from other regions of the world. | Supporting Question: What is the diverse cultural nature of the Midwest Region? |
| 28. Explain how natural disasters, such as tornadoes and drought, have affected the region, and how the government and citizens have responded to catastrophic natural events. | I can explain how natural disasters affect the Midwest region and the regions response to them. | Supporting Question: How do natural disasters affect the Midwest Region? |

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| <p>29. Using resources such as print and online atlases, historical sources, or national or state websites, construct a map of a state in the Midwest region that provides information about physical features (e.g., waterways and mountains), natural resources and industries such as agriculture and that includes a title, scale, compass, and map key.</p> | <p>I can use resources to construct a map of a state in the Midwest Region that provides information about physical features and incorporates key map features</p> | <p>Supporting Question: How can I use key map features to construct a map of a state in the Midwest?</p> |
| <p>The Southwest</p> | | <p>Essential Question(s): How does geography influence how people live? How does geography influence the economy of a region?</p> |
| <p>30. On a political map of the United States, locate the states in the Southwest; add to the timeline the admission dates for states in the Southwest (listed alphabetically, Arizona-1912, New Mexico-1912, Oklahoma-1907, and Texas-1845).</p> | <p>I can use a political map of the United States to locate the states in the Southwest Region.</p> | <p>Supporting Question: Where are the states in the Southwest Region located on a political map?</p> |
| <p>31. Explain that Texas, Arizona, and New Mexico were territories that formerly belonged to Mexico; that Texas declared independence from Mexico in 1836, and that Arizona and New Mexico were taken by the United States as a result of the Mexican-American War 1846-1848.</p> | <p>I can explain that Texas, Arizona, and New Mexico were territories that formerly belonged to Mexico and how they became a part of the United States.</p> | <p>Supporting Question: How did Texas, Arizona, and New Mexico become a part of the United States?</p> |
| <p>32. Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Pueblo, Navajo, Apache, Comanche), African Americans, Europeans (e.g., the Spanish in Texas, Arizona, and New Mexico), Mexicans, and immigrant groups from other regions of the world settling in the region over time.</p> | <p>I can describe the diverse cultural nature of the region, including but not limited to the contributions of Native Peoples, Africans, Europeans, and various other immigrant groups from other regions of the world.</p> | <p>Supporting Question: What is the diverse cultural nature of the Southwest Region?</p> |
| <p>33. Explain how natural disasters, such as hurricanes and drought, have affected the region, and how the government and citizens have responded to catastrophic natural events.</p> | <p>I can explain how natural disasters affect the Southwest Region and the regions response to them.</p> | <p>Supporting Question: How do natural disasters affect the Southwest Region?</p> |

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| <p>34. Using resources such as print and online atlases, historical sources, or state websites, construct a map of a state in the Southwest region that provides information about physical features (e.g., waterways and mountains), climate, settlements and movements of Native Peoples (including current reservation lands), European exploration and pioneer settlements of the 17th-19th centuries and that includes a title, scale, compass, and map key.</p> | <p>I can use resources to construct a map of a state in the Southwest Region that provides information about physical features and incorporates key map features.</p> | <p>Supporting Question: How can I use key map features to construct a map of a state in the Southwest?</p> |
| <p>The West</p> | | <p>Essential Question(s): How does geography influence how people live? How does geography influence the economy of a region?</p> |
| <p>35. On a political map of the United States, locate the states in the West and the U.S. territories in the Pacific Ocean; add to the timeline the admission dates for states in the Southwest (states listed alphabetically, Alaska-1959, California-1850, Colorado-1876, Hawaii-1959, Idaho-1890, Montana-1889, Nevada-1864, Oregon-1859, Utah-1896, Washington-1889, Wyoming-1890); territories: American Samoa, Guam, Midway Islands, Northern Mariana Islands, and Wake Island.</p> | <p>I can use a political map of the United States to locate the states in the West Region.</p> | <p>Supporting Question: Where are the states in the West Region located on a political map?</p> |
| <p>36. Explain that California, Colorado, and Utah were territories that belonged to Mexico and were taken by the United States as a result of the Mexican-American War 1846-1848.</p> | <p>I can explain that California, Colorado, and Utah were territories that formerly belonged to Mexico and how they became a part of the United States.</p> | <p>Supporting Question: How did California, Colorado, and Utah become a part of the United States?</p> |
| <p>37. Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Paiute, Coast Salish) African Americans, Europeans (e.g. the Spanish in California), the Mexicans, the Chinese, Japanese, and immigrant groups from other regions of the world over time.</p> | <p>I can describe the diverse cultural nature of the region, including but not limited to the contributions of Native Peoples, Africans, Europeans, and various other immigrant groups from other regions of the world.</p> | <p>Supporting Question: What is the diverse cultural nature of the West Region?</p> |
| <p>38. Explain how disasters, such as drought and forest fires, have affected the region, and how the government and</p> | <p>I can explain how natural disasters affect the West Region and the regions</p> | <p>Supporting Question: How do natural disasters affect the West Region?</p> |

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| <p>citizens have responded to catastrophic events.</p> | <p>response to them.</p> | |
| <p>39.Using resources such as print and online atlases, or state websites, construct a map of a state in the West region that provides information about physical features (e.g., waterways and mountains), important landmarks, national parks, and historic sites and that includes a title, scale, compass, and map key.</p> | <p>I can use resources to construct a map of a state in the West Region that provides information about physical features and incorporates key map features.</p> | <p>Supporting Question: How can I use key map features to construct a map of a state in the West Region?</p> |