

## SAMPLE INSTRUCTIONAL GUIDE B GRADE 4 SOCIAL STUDIES

To support social studies instruction in Tennessee and in response to concerns from the field over gaps between the current (2014) and revised (2019) Tennessee Academic Standards for Social Studies, the department has created instructional guides. This instructional guide outlines a sample plan for addressing the gaps between the current (2014) and revised (2019) social studies standards.

The resources found in the instructional guides are designed to support social studies instruction and are aligned to the Tennessee Academic Standards for Social Studies. They are intended to serve as a model for educators to reference as they design units and become more familiar with the revised standards.

To prepare to use this guide, teachers should thoroughly review it in its entirety, including the linked resources. These resources are intended to help guide teacher instruction and to support students in thinking deeply about social studies content, concepts, and skills. These guides (and resources) are only suggestions, and teachers should use their own judgment as to which resources they should employ for their students and which should be modified for their classroom. A variety of instructional strategies should be used to teach the content; these instructional strategies are local decisions.

***Important Note:*** *In addition to thoughtful preparation using these resources, there are additional components for which educators will need to plan and prepare. This additional preparation includes, but is not limited to, reviewing resources for age appropriateness, adjusting information for specific classroom instruction, and planning the pacing of each quarter. If districts are not scheduled into quarters, educators may need to consider modifying the division of the standards to optimize timing.*

## Sample Instructional Guide B

### Grade 4 Social Studies

The following pacing is aligned to the [current](#) AND [revised](#) Tennessee State Standards. The resources shown below are examples for teacher use and are not required. It is up to the local districts and teachers to review resources for appropriateness within their schools.

**Please note that some standards are in bold. These standards should be featured in the 2018-19 school year as they will help to prepare students for the 2019-20 standards. The standards that are not bolded are now supporting standards and will no longer exist in 2019-20.**

#### Quarter 1: CURRENT STANDARDS

##### 1300s to 1774 (standards in bold should be featured)

*Students will describe the legacy and cultures of the major indigenous settlements of Tennessee, trace the routes of early explorers, and describe the early explorations of the Americas. They will describe the cooperation and conflict that existed among American Indians and between the Indian nations and the new settlers. Students will understand the political, religious, social, and economic institutions that evolved in the colonial era.*

Tennessee State Standards	Resources
<p>4.1 Describe the legacy and cultures of the major indigenous settlements in Tennessee including the Paleo, Archaic, Woodland, and Mississippian: (C, G, TN) • Coats-Hines Site • Pinson Mounds • Old Stone Fort • Chucalissa Indian Village</p> <p><b>4.2 Analyze religious beliefs, customs, and various folklore traditions of the Cherokee, Creek, and Chickasaw, including: (C, TN) • Principal Chief • summer and winter homes • Beloved Woman • recreation • clans • maternal designations</b></p>	<p><a href="#">Mr. Donn: 13 Colonies</a>  <a href="#">America's Story from America's Library</a>  <a href="#">Avalon Project: Proclamation of 1763</a>  <a href="#">Britannica: Jamestown</a>  <a href="#">Constitution Center: Boston Tea Party</a>  <a href="#">C-Span Classroom: Tea Act</a>  <a href="#">EyeWitness to History: Boston Tea Party</a>  <a href="#">Gilder Lehrman Institute: Stamp Act</a></p>

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Tennessee State Standards	Resources
<p>4.3 Create a visual display using multiple forms of media to identify with pictures geographic terms including bluffs, swamps, isthmus, gulf, sea, bay, and cape. (G)</p> <p><b>4.4 Trace the routes of early explorers and describe the early explorations of the Americas, including: (C, E, G, H, P, TN) • Christopher Columbus • Ferdinand Magellan • Amerigo Vespucci • Robert de La Salle • Hernando de Soto • Henry Hudson • Jacques Cartier</b></p> <p><b>4.5 Analyze the impact of exploration and settlement on the indigenous peoples and the environment, including military campaigns, Columbian Exchange, and European agricultural practices. (C, G)</b></p> <p>4.6 Create a graphic organizer identifying the five different countries (France, Spain, Portugal, England, and the Netherlands) that influenced different regions of the present United States at the time the New World was being explored, and describe how their influence can be traced to place names. (G)</p> <p><b>4.7 Summarize the failure of the lost colony of Roanoke and theorize what happened. (G, H)</b></p>	<p>History Channel: <a href="#">Native American Cultures</a>, <a href="#">Christopher Columbus</a>, <a href="#">Hernando de Soto</a>, <a href="#">Ferdinand Magellan</a>, <a href="#">Amerigo Vespucci</a></p> <p>Khan Academy: <a href="#">Northeast American Indian Culture</a>, <a href="#">Southeast American Indian Culture</a>, <a href="#">Plains American Indian Culture</a>, <a href="#">Road to Revolution</a>, <a href="#">Townsend Acts</a></p> <p>Kids Britannica: <a href="#">Exploration</a></p> <p>Kidspast: <a href="#">World History</a></p> <p>Library of Congress: <a href="#">Thanksgiving</a>, <a href="#">British Reforms and Colonial Resistance</a></p> <p><a href="#">Map of the Plains Indians</a></p> <p><a href="#">Market to Market</a></p> <p><a href="#">Massachusetts: Secretary of State</a></p> <p><a href="#">Mr. Donn: Native Americans</a></p> <p><a href="#">National Archives: Pictures of American Indians</a></p> <p><a href="#">National Geographic: Roanoke</a></p> <p><a href="#">National Humanities Center: Columbian Exchange</a></p> <p><a href="#">National Museum of the American Indian</a></p> <p>NPS: <a href="#">Jamestown</a>, <a href="#">De Soto</a>, <a href="#">Choosing Sides - Loyalist or Patriot</a></p> <p><a href="#">Native Americans (Weebly)</a></p> <p><a href="#">New World Encyclopedia</a></p> <p><a href="#">NEWSELA: Columbian Exchange</a></p> <p><a href="#">Paul Revere House</a></p> <p>PBS: <a href="#">Benjamin Franklin</a>, <a href="#">Road to the Revolution Game</a></p> <p><a href="#">Poetry Foundation: Phillis Wheatley</a></p> <p><a href="#">Redhill Memorial Foundation: Patrick Henry</a></p>

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Tennessee State Standards	Resources
<p>4.8 Describe the early competition between European nations for control of North America and locate the colonization efforts of the English, Dutch, French, and Spanish on a map. (E, G, H, P)</p> <p>4.9 Compare and contrast the differing views of American Indians and colonists on ownership or use of land and the conflicts between them, including the Pequot and King Philip's Wars in New England. (G, P)</p> <p><b>4.10 Explain the cooperation that existed between the colonists and American Indians during the 1600s and 1700s, including fur trade, military alliances, treaties, and cultural interchanges. (G, P)</b></p>	<p><a href="#">Pennsylvania History</a></p> <p><a href="#">Tennessee Blue Book for Kids</a></p> <p><a href="#">Tennessee Encyclopedia</a></p> <p><a href="#">The Mariners' Museum: Ages of Exploration</a></p> <p><a href="#">TN4Me: William Bean</a></p> <p><a href="#">US Senate: Patrick Henry</a></p> <p><a href="#">White House: Abigail Adams</a></p> <p><a href="#">American Battlefield Trust: Women in the American Revolution</a></p> <p><a href="#">World Atlas: 13 Colonies</a></p>

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Tennessee State Standards	Resources
<p><b>4.11 Describe the conflicts between Indian nations, including the competing claims for control of land and actions of the Iroquois and Huron. (G, P)</b></p> <p><b>4.12 Analyze the factors that led to the defeat of the American Indians, including the resistance of Indian nations to encroachment and the effects on native culture. (C, H, P)</b></p> <p><b>4.13 Locate the first 13 colonies and explain how their location and geographic features influenced their development and settlement patterns. (G)</b></p> <p><b>4.14 Write informative texts identifying major leaders and groups responsible for the founding of colonies in North America and the reasons for their founding, including: (C, E, H, P) • Lord Baltimore, Maryland • John Smith, Virginia • Roger Williams, Rhode Island • John Winthrop, Massachusetts • William Bradford, Plymouth • James Oglethorpe, Georgia • William Penn, Pennsylvania</b></p> <p>4.15 Cite and explain examples from informational texts about how economic opportunities and political, religious, and social institutions evolved in the colonial era. (C, E, G, H, P)</p> <p><b>4.16 Making use of primary documents, analyze the early democratic ideas and practices that emerged during the colonial</b></p>	

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Tennessee State Standards	Resources
<p><b>period, including the significance of representative assemblies and town meetings and contrast these with the presence of enslavement in all colonies. (P)</b></p> <p>4.17 Describe the major religious tenets of the earliest colonies, including: (C) • Puritanism in Massachusetts • Quakerism in Pennsylvania</p> <p><b>4.18 Explain various reasons why people came to the colonies, including profit, religious freedom, slavery, and indentured servitude. (C, E, H)</b></p> <p>4.19 Locate and label on a map the location of Jamestown, Plymouth, New Netherland, New Sweden, and the Massachusetts Bay Colony. (G)</p> <p>4.20 Explain the impact of individuals who created interest in land west of the Appalachian Mountains, including: (C, E, G, TN) • Long hunters • Daniel Boone-Wilderness Road • Thomas Sharpe Spencer • William Bean • Dr. Thomas Walker</p> <p><b>4.21 Describe the various contributions made by Benjamin Franklin to the development of a unique American society, including his scientific experiments and inventions, the development of the Albany Plan and the Join or Die political cartoon. (C, H, P)</b></p>	

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Tennessee State Standards	Resources
<p><b>4.22 Describe the causes, course, and consequences of the French and Indian War, including the massacre at Fort Loudoun. (C, G, H, P, TN)</b></p> <p><b>4.23 Explain how political, religious, and economic ideas and interests brought about the Revolution, including: (C, E, P) • resistance to imperial policy (Proclamation of 1763) • the Stamp Act • the Townshend Acts • taxes on tea • “taxation without representation” • Coercive Acts</b></p> <p><b>4.24 Explain the different forms of protests Americans used to try to change British policies including the Boston Tea Party, tarring and feathering, letter writing, and boycotts. (E, P)</b></p>	

## Quarter 2: CURRENT STANDARDS

**1775-1810 (standards in bold should be featured)**

*Students will explain the causes, course, and consequences of the American Revolution and the foundations of the future state of Tennessee. They will describe the people and events associated with the development of the Constitution. Students will trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s.*

Tennessee State Standards	Resources
<p>4.25 Write a short summary of the events of Tennessee’s first settlement and settlers, including the Watauga Purchase, Watauga Compact, Little Carpenter, and Dragging Canoe. (H, P, TN)</p> <p><b>4.26 Describe the significance of the First and Second Continental Congresses and of the Committees of Correspondence. (P)</b></p> <p>4.27 Compare and contrast first and second-hand accounts of Paul Revere’s “midnight ride.” (H)</p> <p><b>4.28 Identify the people and events associated with the Declaration of Independence and cite evidence from the Declaration to determine its significance to the development of American Democracy. (H, P)</b></p> <p><b>4.29 Analyze the influences of key leaders during this period, including: (P) • Patrick Henry • Alexander Hamilton • Thomas Jefferson • George Washington • Benjamin Franklin • Thomas Paine • John Adams • Sam Adams • John Hancock • Benedict Arnold</b></p>	<p><a href="#">270 to Win</a>  <a href="#">America’s Story from America’s Library</a>  <a href="#">American Battlefield Trust</a>  <a href="#">American Presidency Project</a>  <a href="#">Ben’s Guide to the U.S. Government</a>  <a href="#">Bill of Rights Institute</a>  <a href="#">Biography</a>  <a href="#">Britannica</a>  <a href="#">History Channel</a>            Khan Academy: <a href="#">Shays’s Rebellion</a>, <a href="#">Intolerable Acts and First Continental Congress</a>, <a href="#">Lexington and Concord</a>,            Library of Congress: <a href="#">Magna Carta: Muse and Mentor</a>, <a href="#">Articles of Confederation</a>, <a href="#">Indian Removal Act</a>, <a href="#">War of 1812</a>, <a href="#">Bunker Hill</a>,  <a href="#">Declaration of Independence</a>  <a href="#">Massachusetts Historical Society</a>  <a href="#">Monticello</a>  <a href="#">Mount Vernon</a>            National Archives: <a href="#">Constitution</a>, <a href="#">Lewis and Clark</a>, <a href="#">Declaration of Independence: A Transcription</a>  <a href="#">New World Encyclopedia</a>            NPS: <a href="#">Saratoga</a>, <a href="#">Yorktown</a>            Office of the Historian: <a href="#">Constitutional Convention</a>  <a href="#">Stanford History Education Group</a></p>

*Students will explain the causes, course, and consequences of the American Revolution and the foundations of the future state of Tennessee. They will describe the people and events associated with the development of the Constitution. Students will trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s.*

Tennessee State Standards	Resources
<p><b>4.30 Determine the meaning and identify the terms Loyalists, Patriots, Minutemen, Overmountain Men, and Redcoats to describe people during the Revolution. (C, G, TN)</b></p> <p><b>4.31 Locate and identify the major military battles, campaigns, and turning points of the American Revolution, including: (G, H, TN) • Lexington and Concord • Bunker (Breed’s) Hill • Valley Forge • Princeton and Trenton • Saratoga • King’s Mountain • Yorktown</b></p> <p>4.32 Draw evidence from informational text summarizing the contributions of France and certain individuals to the outcome of the American Revolution including the Marquis de Lafayette, Kósciuszko, and Baron von Steuben. (H, P)</p> <p><b>4.33 Write an opinion piece with supporting details contrasting how the ideals set forth in the Declaration of Independence clashed with the existence of slavery. (E, P)</b></p> <p>4.34 Explain using supporting details how the Revolution affected the Watauga Settlement, including: (P, TN) • Washington District • Cherokee War of 1776 • Nancy Ward • John Sevier • Watauga Petitions</p> <p><b>4.35 Integrate evidence from several texts describing the different roles women played during the Revolution including Abigail Adams, Molly Pitcher, Phyllis Wheatley, and Mercy Otis Warren. (C, E)</b></p>	<p><a href="#">Tennessee Blue Book for Kids</a></p> <p><a href="#">Tennessee Encyclopedia</a></p> <p><a href="#">The White House: Presidents</a></p> <p><a href="#">TN4Me</a></p> <p><a href="#">US Senate: A Great Compromise</a></p>

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Tennessee State Standards	Resources
<p>4.36 Explain the purpose and obstacles in creating the new Cumberland Settlement, including: (G, TN) • Richard Henderson • James Robertson • John Donelson • salt licks • severe winter and river travel • Transylvania Purchase • Cumberland Compact • Battle of the Bluffs</p> <p><b>4.37 Analyze the weaknesses of the Articles of Confederation, including no power to tax, weak central government, and the impact of Shays' Rebellion. (P)</b></p> <p>4.38 Explain the events that led to the creation and failure of the Lost State of Franklin. (G, P, TN)</p> <p><b>4.39 Identify the various leaders of the Constitutional Convention and analyze the major issues they debated, including: (C, E, H) • distribution of power between the states and federal government • Great Compromise • Slavery and the 3/5 Compromise • George Washington and James Madison</b></p> <p><b>4.40 Explain the ratification process and describe the conflict between Federalists and Anti-Federalists over ratification, including the need for a Bill of Rights. (H, P)</b></p> <p><b>4.41 Describe the principles embedded in the Constitution, including: (P) • purposes of government listed in the Preamble • separation of powers • branches of government • check and</b></p>	

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Tennessee State Standards	Resources
<p><b>balances • the amendment process • principle of judicial review • recognition of and protection of individual rights in the 1st Amendment</b></p> <p>4.42 Write an opinion piece with supporting detail from primary sources that defends the ratification of the Constitution. (P)</p> <p><b>4.43 Describe the events, precedents, and successes of the presidency of George Washington and list his cabinet members. (H)</b></p> <p>4.44 Explain the purpose for creating the federal district of Washington D.C., including the role of Pierre L’Enfant. (H)</p> <p>4.45 Label and locate the Territory South of the River Ohio (Southwest Territory) on a map, identify its leaders, and explain how it was the first step to statehood, including William Blount, John Sevier, Rocky Mount, and the Treaty of Holston. (G, P, TN)</p> <p><b>4.46 Write an opinion piece using supporting detail explaining the political beliefs of Alexander Hamilton and Thomas Jefferson leading to the political parties. (H, P)</b></p> <p><b>4.47 Detail the events, struggles, success and main people of the exploration of the Louisiana Purchase and map the routes across the continent, including the Corps of Discovery, Lewis and Clark, Sacagawea, Zebulon Pike, and John Frémont. (G, H, P)</b></p>	

## Quarter 3: CURRENT STANDARDS

**1811-1850 (standards in bold should be featured)**

*Students will trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s. They will describe the emergence of a fledgling industrial economy. Students will describe rapid growth of slavery in the South after 1800, and the abolition movement to end slavery.*

Tennessee State Standards	Resources
<p><b>4.48 Use concrete words, phrases, and sensory details to convey the experiences of settlers on the overland trails to the West, including location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate. (C, E, G)</b></p> <p><b>4.49 Explain the causes, course, and consequences of the War of 1812, including: (H, P) • trade restrictions • impressment • war hawks • Tecumseh • Tippecanoe • William Henry Harrison • burning of Washington D.C. • Francis Scott Key • Dolly Madison • Battle of New Orleans</b></p> <p><b>4.50 Interpret the meaning of the lyrics of the song “The Star-Spangled Banner.” (P)</b></p> <p><b>4.51 Analyze and describe the role of Tennessee in the War of 1812, including: (H, TN) • Andrew Jackson • Battle of Horseshoe Bend • Sam Houston • Volunteers</b></p> <p>4.52 Write a short story with supporting text describing the effects of the New Madrid Earthquakes of 1811-12 on the land and people of Tennessee. (G, H, TN)</p>	<p><a href="#">270 to Win</a>  <a href="#">America's Story from America's Library</a>  <a href="#">American Presidency Project</a>  <a href="#">American Battlefield Trust: North and South Biography</a>  <a href="#">Britannica</a>  <a href="#">California State Library: California Gold Rush</a>  <a href="#">Digital Library of America: Manifest Destiny</a>            EyeWitness to History: <a href="#">Life on a Plantation</a>, <a href="#">A Slave's Life</a>, <a href="#">John Brown's Raid</a>, <a href="#">Gold Rush</a>  <a href="#">History Channel</a>  <a href="#">Khan Academy</a>            Library of Congress: <a href="#">Indian Removal Act</a>, <a href="#">War of 1812</a>, <a href="#">Frederick Douglass Papers</a>, <a href="#">Missouri Compromise</a>, <a href="#">Compromise of 1850</a>  <a href="#">Mr. Kash: Comparing and Contrasting the North and South</a>  <a href="#">National Humanities Center: Varieties of Slave Labor</a>  <a href="#">National Endowment for the Humanities: William L Garrison</a>  <a href="#">New World Encyclopedia</a>  <a href="#">National Archives: Lewis &amp; Clark Expedition</a>            NPS: <a href="#">Lewis and Clark</a>, <a href="#">Industry and Economy</a>            Office of the Historian: <a href="#">Indian Treaties and the Removal Act</a>, <a href="#">Louisiana Purchase</a></p>

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Tennessee State Standards	Resources
<p>4.53 Write a narrative piece summarizing life on the frontier of Tennessee and reasons why pioneers moved west, including: (C, G, H, P, TN) • Cumberland Gap • Natchez Trace • Jackson Purchase • transportation • housing • food • clothing • gender roles • education • entertainment</p> <p>4.54 Describe and explain the contributions of Sequoyah. (C, H, TN)</p> <p><b>4.55 Describe the major events in Jackson’s presidency, including the corrupt bargain, the Indian Removal Act, reducing the national debt, preserving the union, and abolishing the national bank. (C, E, G, H, P, TN)</b></p> <p><b>4.56 Analyze the impact of the Indian Removal Act on the Cherokee, detail their resistance to being removed, and map the movement west, including: (C, G, H, TN) • Treaty of New Echota • John Ross • Trail of Tears</b></p> <p><b>4.57 Analyze and describe the factors of the Industrial Revolution occurring in the United States and on Tennessee, including: (C, H, TN) • Samuel Slater-factory system • Watermills-influence of geography • Fulton-steamboats • Eli Whitney-cotton gin</b></p>	<p><a href="#">Ohio History Central: Robert Fulton</a>  <a href="#">Oregon Trail Center</a>  <a href="#">Our Documents</a>            PBS: <a href="#">Who Made America</a>, <a href="#">Lewis &amp; Clark Expedition</a>, <a href="#">New Perspectives on the West</a>, <a href="#">The California Gold Rush</a>, <a href="#">This Far by Faith: Sojourner Truth</a>  <a href="#">Stanford History Education Group</a>  <a href="#">Tennessee Blue Book for Kids</a>  <a href="#">Tennessee Encyclopedia</a>  <a href="#">The Hermitage: Battle of New Orleans</a>  <a href="#">The White House: Presidents</a>  <a href="#">TN4Me</a>  <a href="#">US Senate: Burning of Washington</a>  <a href="#">USA.gov</a>            Women’s History: <a href="#">Sojourner Truth</a> and <a href="#">Harriet Tubman</a></p>

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Tennessee State Standards	Resources
<p><b>4.58 Explain the expansion of the plantation system and slavery as the demand for cotton production grew and the impact of the cotton gin. (C, E, G)</b></p> <p><b>4.59 Contrast the emerging urbanization in the North with the agricultural South and the developing West. (C, E, G)</b></p> <p>4.60 Describe and explain the contributions of Virginia Hill and Free Hill, Tennessee, Frances Wright and Nashoba, and Elihu Embree and their efforts to abolish slavery in Tennessee. (C, TN)</p> <p><b>4.61 Describe the characteristics of slave life on plantations across the South. (C, E, P)</b></p> <p>4.62 Using informational texts, explain the fight for Texas independence against Mexico and the contributions of Tennesseans Sam Houston and David Crockett. (H, P, TN)</p> <p><b>4.63 Conduct a short research project detailing the surprise nomination and election of James K. Polk and list his accomplishments in office including Texas statehood, territorial expansion, and one term promise. (H, P, TN)</b></p> <p>4.64 Cite evidence from informational texts explaining the causes, course, and consequences of the Mexican War, including Winfield Scott, Zachary Taylor, and Mexican session. (G, H)</p>	

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Tennessee State Standards	Resources
<p><b>4.65 Identify prominent people and reform movements in the United States during the mid-19th century, including: (C, P) • Dorothea Dix and her quest for prison reform and help for the mentally ill • Horace Mann and public education • Nat Turner and his resistance to enslavement • Frederick Douglass and William Lloyd Garrison and the abolition of slavery</b></p> <p><b>4.66 Write an expository piece describing the search for gold in California and its impact. (C, E, G)</b></p> <p><b>4.67 Explain the events, political debate, and outcome of the Compromise of 1850 and the Kansas and Nebraska Act. (H, P)</b></p> <p>4.68 Create a visual display using multiple forms of media to name the states and territories that existed in 1850, their locations, and major geographical features, including mountain ranges, principal rivers, and dominant plant regions. (G)</p>	

## Quarter 4 (After TCAP): REVISED STANDARDS

### *The Civil War and Reconstruction (1861-1870s)*

<i>Students will understand the causes and course of the Civil War and the successes and failures of Reconstruction.</i>	
<b>Tennessee State Standards</b>	<b>Resources</b>
4.30 Explain the efforts of both the Union and the Confederacy to secure the border states for their causes.	<a href="#">270 to Win</a> <a href="#">America's Story from America's Library</a> <a href="#">American Battlefield Trust</a> <a href="#">American Presidency Project</a> <a href="#">National Archives: Emancipation Proclamation</a> <a href="#">Bill of Rights Institute</a> <a href="#">Biography</a> <a href="#">Britannica</a> EyeWitness to History: <a href="#">Appomattox</a> , <a href="#">Lincoln Assassination</a> , <a href="#">Ford's Theatre: Lincoln's Assassination</a> <a href="#">History Channel</a> <a href="#">Khan Academy</a> Library of Congress: <a href="#">Anaconda Plan</a> , <a href="#">Civil War in America</a> , <a href="#">Emancipation Proclamation</a> , <a href="#">Gettysburg Address</a> , <a href="#">Reconstruction</a> , <a href="#">Lincoln's Papers</a> <a href="#">National Geographic</a> <a href="#">National Library of Medicine: Dorothea Dix</a> NPS: <a href="#">The Facts</a> , <a href="#">Bull Run</a> , <a href="#">Shiloh</a> , <a href="#">Gettysburg</a> , <a href="#">Antietam</a> , <a href="#">Appomattox Court House</a> , <a href="#">Fort Sumter</a> <a href="#">Our Documents</a> PBS: <a href="#">Ulysses S. Grant</a> , <a href="#">Reconstruction Amendments</a> <a href="#">Red Cross: Founder</a> <a href="#">Rutherford B Hayes: Election of 1876</a> <a href="#">Stanford History Education Group</a> <a href="#">Tennessee Blue Book for Kids</a>
4.31 Explain how the Union's Anaconda Plan used geographic features to isolate and defeat regions of the south and the Confederacy as a whole.	
4.32 Describe the roles of major leaders during the Civil War, including: • Jefferson Davis • Ulysses S. Grant • Robert E. Lee • President Abraham Lincoln	
4.33 Evaluate the significant contributions made by women during the Civil War, including Clara Barton and Dorothea Dix.	
4.34 Examine the significance and outcomes of key battles and events of the Civil War, including: • First Battle of Bull Run • Battle of Shiloh • Battle of Gettysburg • Battle of Antietam	
4.35 Explain the purpose of the Emancipation Proclamation, and identify its impact on the country.	
4.36 Describe the significance of the Gettysburg Address.	

*Students will understand the causes and course of the Civil War and the successes and failures of Reconstruction.*

Tennessee State Standards	Resources
<p>4.37 Describe the physical, social, political, and economic consequences of the Civil War on the southern U.S after the surrender at Appomattox Court House.</p> <p>4.38 Describe the impact President Abraham Lincoln's assassination had on the nation.</p> <p>4.39 Identify the 13th, 14th, and 15th Amendments as efforts to help former slaves begin a new life.</p> <p>4.40 Compare and contrast the Reconstruction plans of President Abraham Lincoln, President Andrew Johnson, and Congress.</p> <p>4.41 Examine the significance of the Compromise of 1877 on the U.S.</p>	<p><a href="#">Tennessee Encyclopedia</a></p> <p><a href="#">The White House: Presidents</a></p> <p><a href="#">TN4Me</a></p> <p>US Senate: <a href="#">Jefferson Davis</a>, <a href="#">13th-15th Amendments</a></p> <p><a href="#">USA.gov</a></p>