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# Indiana Academic Standards Social Studies: Grade 4



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## Introduction

The Indiana Academic Standards for grade 4 social studies are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

## What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need in order to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support in order to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

## Acknowledgments

The Indiana Academic Standards have been developed through the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. We wish to specially acknowledge the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.



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## **Social Studies: Grade 4 / Indiana in the Nation and the World**

*Students in grade 4 apply their growing academic skills and knowledge to an exploration of Indiana and its relationships with regional, national, and world communities. Students are beginning to develop a more refined concept of time and can begin to deal with cause-and-effect relationships and decision-making processes, such as identifying problems and considering alternative solutions and their subsequent consequences. These skills and concepts must be related to students' lives and should be presented in a wide variety of resources and hands-on-activities, which include: (1) collecting and analyzing data, primary documents and artifacts, (2) making models and maps, (3) talking with community resource persons, and (4) visiting historic sites and buildings.*

*In grade 4, students identify key people, places and events that have shaped their state and region. They learn to explain how changes have affected people and communities. Students identify major landforms, water features and resources, and explain how they have influenced state and regional development. They learn to describe the basic structure of state government and explain its purpose. Students have opportunities to actively explore and appreciate the diverse cultures which have contributed to Indiana's heritage. Students also learn to develop proficiency in working cooperatively in groups to: (1) collect data from a variety of resources, including electronic and print media; (2) organize data using a variety of texts (written text, graphs, charts, maps, time lines, data, audio, visual); and (3) develop conclusions.*

*Indiana academic standards for grade 4 social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in grade 4 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.*

**Please Note:** *Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*



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## History

**Standard 1:** Students trace the historical periods, places, people, events, and movements that have led to the development of Indiana as a state.

### American Indians and the Arrival of Europeans to 1770

4.1.1

*Identify and compare the major early cultures that lived in the region of Indiana before the arrival of the Europeans, and before Indiana became a state.*

- **Examples:** Paleo-Indians such as the Hopewell, Adena, and the Mississippian cultures

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.*

- **Examples:** Miami, Shawnee, Potawatomi, and Lenape (Delaware); Resource: [Conner Prairie Native Americans in Indiana](#)

### The American Revolution and the Indiana Territory: 1770 to 1816

4.1.3

*Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state.*

- **Examples:** George Rogers Clark and the Fall of Vincennes (1779), development of the Northwest Territory, Indiana becoming a U.S. Territory, Chief Little Turtle, Tecumseh, Tenskwatawa (the Prophet), William Henry Harrison, and the Battle of Tippecanoe (1811)

4.1.4

*Summarize and explain the significance of key documents in Indiana's development from a United States territory to statehood.*



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- **Examples:** Land Ordinance of 1784; The Northwest Ordinance (1787), which made Indiana part of the United States territory; and the 1816 Indiana Constitution, which established the first state government.

## Statehood: 1816 to 1851

4.1.5

Identify and explain the causes of the removal of Native American Indian groups in the state and their resettlement during the 1830s.

4.1.6

Explain how key individuals and events influenced the early growth and development of Indiana.

- **Examples:** Indiana's first governor, Jonathan Jennings; Robert Owen and the New Harmony settlement; moving the state capitol from Corydon to Indianapolis; development of roads and canals in Indiana; and the Indiana Constitution of 1851

## The Civil War Era and Later Development: 1850 to 1900

4.1.7

Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.

- **Examples:** Levi and Catherine Coffin, abolition and anti-slavery groups, The Underground Railroad, and the Liberia colonization movement

4.1.8

Summarize the impact of Abraham Lincoln's presidency on Indiana and describe the participation of Indiana citizens in the Civil War.

- **Examples:** Indiana's volunteer soldiers, the Twenty-eighth Regiment of the United States Colored Troops, Camp Morton, John Hunt Morgan, The Battle of Corydon, Lew Wallace, Benjamin Harrison, and women and children on the homefront.



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<p><b>4.1.9</b></p>	<p><i>Give examples of Indiana’s increasing agricultural, industrial, political, and business development in the nineteenth century.</i></p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> <i>Growth of railroads and urban centers, such as Indianapolis, South Bend, Evansville, Fort Wayne, and Gary; President Benjamin Harrison; expansion of the educational system and universities; the growth of labor unions; and the start of Eli Lilly’s pharmaceutical business</i></li> </ul>
<p><b>Growth and Development: 1900 to 1950</b></p>	
<p><b>4.1.10</b></p>	<p><i>Describe the participation of Indiana citizens in World War I and World War II.</i></p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> <i>Home front activities such as planting victory gardens, air raid drills and rationing; the use of Indiana steel mills to manufacture weapons; the contribution of troops; and the war reports of Ernie Pyle</i></li> </ul>
<p><b>4.1.11</b></p>	<p><i>Identify and describe important events and movements that changed life in Indiana in the early twentieth century.</i></p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> <i>Women’s suffrage, the Great Depression, World War I, African-American migration from the South, and World War II</i></li> </ul>
<p><b>4.1.12</b></p>	<p><i>Describe the transformation of Indiana through immigration and through developments in agriculture, industry, and transportation.</i></p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> <i>The impact of improved farming methods on Indiana agriculture; the development of Indiana’s automobile industry such as the Studebaker and the Duesenberg; the glass industry; the Ball Brothers; the growth of the steel industry in northern Indiana; and immigrant influence on cities and coal mining regions of the state</i></li> </ul>
<p><b>Contemporary Indiana: 1950 to Present</b></p>	



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4.1.13	<p><i>Identify and describe important events and movements that changed life in Indiana from the mid- twentieth century to the present.</i></p> <ul style="list-style-type: none"><li>● <b>Examples:</b> <i>The civil rights movement and school integration in Indiana; Indiana’s participation in the Korean War; Asian, and Hispanic immigration; and growth in advanced manufacturing and the life sciences industry.</i></li></ul>
4.1.14	<p><i>Research Indiana’s modern growth emphasizing manufacturing, new technologies, transportation, and global connections.</i></p> <ul style="list-style-type: none"><li>● <b>Examples:</b> <i>Use Indiana government Web sites and other online resources to learn about the development of the interstate highway system, establishment of ports in Indiana, aerospace engineering, and pharmaceutical and high-tech industries.</i></li></ul>
<b>Chronological Thinking, Historical Comprehension, Analysis and Interpretation, and Research</b>	
4.1.15	<p><i>Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana.</i></p> <ul style="list-style-type: none"><li>● <b>Examples:</b> <i>Immigration patterns such as the settlement of the French and Germans, and automobile manufacturing</i></li></ul>
4.1.16	<p><i>Identify different opinions in historical documents and other information resources and identify the central question each narrative addresses.</i></p> <ul style="list-style-type: none"><li>● <b>Examples:</b> <i>Identify different opinions regarding Indiana’s participation in the Civil War, using political cartoons, newspaper editorials, and writings found in digital collections of local and state libraries, museums, and historic sites.</i></li></ul>
4.1.17	<p><i>Construct a brief narrative about an event in Indiana history using primary and secondary sources.</i></p> <ul style="list-style-type: none"><li>● <b>Examples:</b> <i>the first Indianapolis 500 mile race in 1911, The Battle of Tippecanoe 1811, The Ohio River</i></li></ul>



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*Flood of 1913, and the 1965 Palm Sunday tornadoes*

## **Chronological Thinking, Historical Comparison, Analysis and Interpretation, Research**

**4.1.18**

*Research and describe the contributions of important Indiana artists and writers to the state's cultural landscape.*

- **Examples:** *Painters: T.C. Steele, the Hoosier Group and Robert Indiana; Authors: James Whitcomb Riley and Gene Stratton Porter; Musicians: Cole Porter, Hoagy Carmichael, Wes Montgomery, Joshua Bell, and John Mellencamp; other entertainers: Red Skelton and David Letterman*





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## Civics and Government

**Standard 2:** Students describe the components and characteristics of Indiana’s constitutional form of government; explain the levels and three branches of Indiana’s government; understand citizenship rights and responsibilities; investigate civic and political issues and problems; use inquiry and communication skills to report findings in charts, graphs, written and verbal forms; and demonstrate responsible citizenship by exercising civic virtues and participation skills.

### Foundations of Government

**4.2.1** *Explain the major purposes of Indiana’s Constitution, as stated in the Preamble.*

**4.2.2** *Describe individual rights, such as freedom of speech, freedom of religion, which people have under Article I of Indiana’s Constitution.*

### Functions of Government

**4.2.3** *Identify and explain the major responsibilities of the legislative (Article 4), executive (Article 5), and judicial branches (Article 7) of state government as written in the Indiana Constitution.*

**4.2.4** *Identify major state offices, the duties and powers associated with them, and how they are chosen, such as by election or appointment.*

- **Examples:** Governor, lieutenant governor, chief justice, state senators, and state representatives.

### Role of Citizens



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4.2.5	<i>Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.</i>
4.2.6	<i>Define and provide examples of civic virtues in a democracy.</i> <ul style="list-style-type: none"><li>● <b>Examples:</b> <i>Individual responsibility, self-discipline/self-governance, civility, respect for the rights and dignity of all individuals, honesty, respect for the law, courage, compassion, patriotism, fairness, and commitment to the common good.</i></li></ul>
4.2.7	<i>Use a variety of resources to take a position or recommend a course of action on a public issue relating to Indiana's past or present.</i> <ul style="list-style-type: none"><li>● <b>Examples:</b> <i>Use local, state, and federal online resources, as well as newspapers, television, and video images, to research and write an editorial related to Indiana's environment.</i></li></ul>



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## Geography

**Standard 3:** Students explain how the Earth/sun relationship influences the climate of Indiana; identify the components of Earth's physical systems; describe the major physical and cultural characteristics of Indiana; give examples of how people have adapted to and modified their environment, past and present; identify regions of Indiana, and compare the geographic characteristics of Indiana with states and regions in other parts of the world/country.

### The World in Spatial Terms

4.3.1

*Use latitude and longitude to identify physical and human features of Indiana.*

- **Examples:** transportation routes and bodies of water (lakes and rivers)

4.3.2

*Estimate distances between two places on a map when referring to relative locations.*

### Places and Regions

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.*

4.3.4

*Map and describe the physical regions of Indiana and identify major natural resources and agricultural/crop regions.*

- **Examples:** Northern Lakes and Moraines, Central Till Plain, and Southern Lowlands

### Physical Systems



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4.3.5	<i>Explain how glaciers shaped Indiana’s landscape and environment.</i>
4.3.6	<i>Describe Indiana’s landforms (lithosphere), water features (hydrosphere), and plants and animals (biosphere).</i>
4.3.7	<p><i>Explain the effect of the Earth/sun relationship on the climate of Indiana.</i></p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Describe seasonal changes and use USDA hardiness zone maps to select plants and trees for a community park.</li> </ul>
4.3.8	<p><i>Identify the challenges in the physical landscape of Indiana to early settlers and to modern day economic development.</i></p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Forest growth, historic and modern transportation routes, and bodies of water</li> </ul>
<b>Human Systems</b>	
4.3.9	<p><i>Explain the importance of major transportation routes in the exploration, settlement and growth of Indiana and in the state’s location as a crossroad of America.</i></p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Lake Michigan and its tributaries, Wabash River, canals, Buffalo Trace, roadways, interstates.</li> </ul>
4.3.10	<p><i>Identify immigration patterns into and out of the state, and describe the impact diverse ethnic/native/cultural groups have had and have on Indiana.</i></p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> <a href="#"><i>E pluribus unum</i></a> (out of many, one); <a href="#"><i>Ellis Island</i></a> was opened (January 1, 1892) during the administration of President Benjamin Harrison (Only Indiana-born president )</li> </ul>



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4.3.11	<p><i>Examine Indiana's international relationships with states and regions in other parts of the world.</i></p> <ul style="list-style-type: none"><li>● <b>Examples:</b> Describe cultural exchanges between Indiana and other states and provinces, such as Rio Grande do Sul, Brazil, or Zhejiang Province, China.</li></ul>
4.3.12	<p><i>Address misconceptions and misperceptions of Native Americans, Africans, early settlers, and other immigrant groups historically and currently.</i></p>
<b>Environment and Society</b>	
4.3.13	<p><i>Create maps of Indiana at different times in history showing regions and major physical and cultural features; give examples of how people in Indiana have modified their environment over time.</i></p>
4.3.14	<p><i>Read and interpret texts (written texts, graphs, maps, timelines, data, audio, video) to answer geographic questions about Indiana in the past and present.</i></p>



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## Economics

**Standard 4:** Students study and compare the characteristics of Indiana's changing economy in the past and present.

4.4.1

*Give examples of the kinds of goods and services produced in Indiana in different historical periods.*

4.4.2

*Define productivity and provide examples of how productivity has changed in Indiana during the past 100 years.*

- **Examples:** *Improved farm equipment has helped farms produce more. Technology has helped businesses run more efficiently. Improved education has provided individuals with the knowledge and skills to run businesses and work more productively.*

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.*

4.4.4

*Explain that prices change as a result of changes in supply and demand for specific products.*

4.4.5

*Describe Indiana's global connections.*

- **Examples:** *Identify international companies in Indiana, such as Toyota, Chrysler (Fiat), Honda, Roche Diagnostics, and Indiana companies that have an international presence such as Biomet, Eli Lilly, and Cummins Engine.*



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4.4.6	<i>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.</i>
4.4.7	<i>Identify entrepreneurs who have influenced Indiana and the local community.</i> <ul style="list-style-type: none"><li>● <b>Examples:</b> <i>The Studebaker brothers, Madam C.J. Walker, Eli Lilly, and Marie Webster</i></li></ul>
4.4.8	<i>Define profit and describe how profit is an incentive for entrepreneurs.</i>
4.4.9	<i>Identify important goods and services provided by state and local governments by giving examples of how state and local tax revenues are used.</i>
4.4.10	<i>Explain how people save, develop a savings plan, and create a budget in order to make a future purchase.</i>



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**Terminology** is listed in the order it appears in standards.

*primary source: developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters and government documents).*

*secondary source: developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources and nonfiction books).*

*civic virtues: behaviors that contribute to the healthy functioning of a democracy.*

*lithosphere: the soil and rock that form Earth's surface*

*hydrosphere: all the water on Earth's surface, including the hydrologic cycle (precipitation, evaporation, and condensation)*

*biosphere: all plants and animals (flora and fauna)*

*goods: tangible objects, such as food or toys, that can satisfy people's wants and needs*

*services: actions that someone does for someone else, such as dental care or trash removal*

*productivity: the amount of goods and services produced in a period of time divided by the productive resources used*

*trade: the voluntary exchange of goods or services*

*supply: what producers are willing and able to sell at various prices*

*demand: what consumers are willing and able to buy at various prices*

*functions of money: helps people trade, measures the value of items, facilitates saving*

*entrepreneur: a person who takes a risk to start a business*

*profit: revenues from selling a good or service minus the costs of producing the good or service*