



Indiana Department of Education

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# ***Grade 4 Social Studies Content Connectors***



## Social Studies Grade 4

# GRADE 4: Indiana in the Nation and the World

### Subject/Course 0470 Level 4

Fourth grade students 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 examining primary documents and artifacts, (2) making models and maps, (3) talking with community resource persons, and (4) visiting historic sites and buildings.

In the fourth grade, 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 land forms, 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) draw simple conclusions; and (3) organize data using a variety of texts (written, graphs, charts, maps, time lines, etc).

The Indiana's K – 8 academic standards for 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.

### **Standard 1 — History**

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

### **Standard 2 — Civics and Government**

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.

### **Standard 3 — Geography**

Students explain how the Earth/sun relationship influences the climate of Indiana; identify the components of



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Earth's physical systems; describe the major physical and cultural characteristics of Indiana; provide 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.

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

## Standard 1 History

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

Indiana Academic Standards	Content Connector
<b>4.1.1:</b> Identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans.	<b>4.1.1.a.1:</b> Identify the major early cultures that existed in the region that became Indiana prior to contact with Europeans.
<b>4.1.2:</b> 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.	<b>4.1.2.a.1:</b> Identify historic Native American Indian groups that lived in Indiana at the time of early European exploration.
<b>4.1.3:</b> Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state.	<b>4.1.3.a.1:</b> Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state.
<b>4.1.4:</b> Summarize and explain the significance of key documents in Indiana's development from a United States territory to statehood.	<b>4.1.4.a.1:</b> Identify the year that Indiana became a state.
<b>4.1.5:</b> Identify and explain the causes of the removal of Native American Indian groups in the state and their resettlement during the 1830s	<b>4.1.5.a.1:</b> Identify the reason for the removal of Native American Indian groups in the state during 1830's.
<b>4.1.6</b> Explain how key individuals and events influenced the early growth and development of Indiana	<b>4.1.6.a.1:</b> Explain how key individuals and events influenced the early growth and development of Indiana. <b>Examples:</b> 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



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<p><b>4.1.7:</b> Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.</p>	<p><b>4.1.7.a.1:</b> Identify the social conflicts leading to the Civil War.</p> <p><b>Examples:</b> Levi and Catherine Coffin, abolition and antislavery groups, The Underground Railroad, and the Liberia colonization movement</p>
<p><b>4.1.8:</b> Summarize the impact of Abraham Lincoln’s presidency on Indiana and describe the participation of Indiana citizens in the Civil War.</p>	<p><b>4.1.8.a.1:</b> Recognize why Abraham Lincoln’s presidency was important to Indiana.</p>
	<p><b>4.1.8.a.2:</b> Describe the participation of Indiana citizens in the Civil War.</p> <p><b>Examples:</b> Indiana’s volunteer soldiers, the Twentyeighth Regiment of the United States Colored Troops, Camp Morton, John Hunt Morgan, The Battle of Corydon, Lew Wallace, Benjamin Harrison, and women</p>

Indiana Academic Standards	Content Connector
	and children on the home front
<p><b>4.1.9:</b> Give examples of Indiana’s increasing agricultural, industrial, political and business development in the nineteenth century</p>	<p><b>4.1.9.a.1:</b> List examples of Indiana’s agricultural, industrial, political and business development in the nineteenth century.</p> <p><b>Examples:</b> 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</p>
<p><b>4.1.10:</b> Describe the participation of Indiana citizens in World War I and World War II.</p>	<p><b>4.1.10.a.1:</b> Describe the participation of Indiana citizens in World War I and World War II.</p>
<p><b>4.1.11:</b> Identify and describe important events and movements that changed life in Indiana in the early twentieth century.</p>	<p><b>4.1.11.a.1:</b> Identify the cause and effect of the important events that changed life in Indiana in the early twentieth century.</p> <p><b>Examples:</b> Women’s suffrage, the Great Depression, World War I, African-American migration from the South and World War II</p>
<p><b>4.1.12:</b> Describe the transformation of Indiana through immigration and through developments in agriculture, industry and transportation.</p>	<p><b>4.1.12.a.1:</b> Describe how immigration changed Indiana.</p> <p><b>Examples:</b> 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</p>



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	immigrant influence on cities and coal mining regions of the state .
<b>4.1.13:</b> Identify and describe important events and movements that changed life in Indiana from the mid-twentieth century to the present.	<b>4.1.13.a.1:</b> Organize important events that changed life in Indiana in the mid-twentieth century to the present.  <b>Examples:</b> 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.
<b>4.1.14:</b> Research Indiana’s modern growth emphasizing manufacturing, new technologies, transportation and global connections	<b>4.1.14.a.1:</b> Identify areas of modern growth in Indiana.  <b>Examples:</b> 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.
<b>4.1.15:</b> Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana.	<b>4.1.15.a.1:</b> Create simple timelines that show important events in the history of Indiana.
<b>Indiana Academic Standards</b>	<b>Content Connector</b>
	<b>Examples:</b> Immigration patterns such as the settlement of the French and Germans, and automobile manufacturing
<b>4.1.16:</b> Identify different opinions in historical documents and other information resources and identify the central question each narrative addresses.	
<b>4.1.17:</b> Construct a brief narrative about an event in Indiana history using primary and secondary sources. * primary source: developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters, government documents) * secondary source: developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources, nonfiction books)	<b>4.1.17.a.1:</b> Identify an event in Indiana history.  <b>Examples:</b> The first Indianapolis 500 mile race in 1911, The Battle of Tippecanoe 1811, The Ohio River Flood of 1913 and the 1965 Palm Sunday tornadoes
<b>4.1.18:</b> Research and describe the contributions of important Indiana artists and writers to the state’s cultural landscape.	<b>4.1.18.a.1:</b> Classify important Indiana artists and writers.  <b>Examples:</b> 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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## Standard 2 Civics and Government

*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.*

Indiana Academic Standards	Content Connector
<b>4.2.1:</b> Explain the major purposes of Indiana’s Constitution as stated in the Preamble.	<b>4.2.1.a.1:</b> Identify the Preamble of Indiana’s Constitution.
<b>4.2.2:</b> Describe individual rights, such as freedom of speech, freedom of religion and the right to public education, which people have under Article I of Indiana’s Constitution.	<b>4.2.2.a.1:</b> Identify that individual rights are freedom of speech, freedom of religion and the right to public education.
<b>4.2.3:</b> 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.	<b>4.2.3.a.1:</b> Identify the three branches of the Indiana government and explain the functions of each.
<b>4.2.4:</b> Identify major state offices, the duties and powers associated with them, and how they are chosen, such as by election or appointment.	<b>4.2.4.a.1:</b> Identify major state elected offices and appointed offices.
<b>4.2.5:</b> Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.	<b>4.2.5.a.1:</b> Identify rights and responsibilities of voting.
<b>4.2.6:</b> Define and provide examples of civic virtues* in a democracy.	<p><b>4.2.6.a.1:</b> List and define examples of civic virtues.</p> <p><b>Examples:</b> Individual responsibility, self-discipline/selfgovernance, 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</p> <p>* <b>civic virtues:</b> behaviors that contribute to the healthy functioning of a democracy</p>
<b>4.2.7:</b> 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.	<b>4.2.7.a.1:</b> Identify historic or current events that relate to Indiana’s past or present.



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## Standard 3 Geography

*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; provide 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.*

Indiana Academic Standards	Content Connector
<b>4.3.1:</b> Use latitude and longitude to identify physical and human features of Indiana.	<b>4.3.1.a.1:</b> Use latitude and longitude to identify physical and human features of Indiana. <b>Examples:</b> transportation routes and bodies of water (lakes and rivers)
<b>4.3.2:</b> Estimate distances between two places on a map	<b>4.3.2.a.1:</b> Identify the legend on a map.
Indiana Academic Standards	Content Connector
when referring to relative locations. Places and Regions	<b>4.3.2.a.2:</b> Estimate distances between two places on a map, using the legend.
<b>4.3.3:</b> 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.	<b>4.3.3.a.1:</b> Locate Indiana on a map as one of the 50 United States. <b>4.3.3.a.2:</b> Identify the location of the state capital, major cities and rivers in Indiana.
<b>4.3.4:</b> Map and describe the physical regions of Indiana and identify major natural resources and crop regions.	<b>4.3.4.a.1:</b> Identify and locate the natural resources on a map of Indiana.
<b>4.3.5:</b> Explain how glaciers shaped Indiana's landscape and environment.	<b>4.3.5.a.1:</b> Demonstrate how glaciers shaped Indiana's landscape and environment.
<b>4.3.6:</b> Describe Indiana's landforms (lithosphere*), water features (hydrosphere*), and plants and animal (biosphere*). * 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	<b>4.3.6.a.1:</b> Categorize Indiana's landforms, water features, and plants and animals.
<b>4.3.7:</b> Explain the effect of the Earth/sun relationship on the climate of Indiana.	
<b>4.3.8:</b> Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development.	
<b>4.3.9:</b> 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.	<b>4.3.9.a.1:</b> Explain how Indiana became the crossroads of America.
<b>4.3.10:</b> Identify immigration patterns and describe the impact diverse ethnic and cultural groups has had and has on Indiana.	<b>4.3.10.a.1:</b> Identify where immigrants settled in Indiana.
<b>4.3.11:</b> Examine Indiana's international relationships with states and regions in other parts of the world	



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<p><b>4.3.12:</b> 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.</p>	<p><b>4.3.12.a.1:</b> Identify different physical features on varying historical maps of Indiana. Example: state capitals, rivers, lakes, reservoir</p>
<p><b>4.3.13:</b> Read and interpret texts (written, graphs, maps, timelines, etc.) to answer geographic questions about Indiana in the past and present.</p>	<p><b>4.3.13.a.1:</b> Read and interpret texts (written, graphs, maps, timelines, etc.) to answer geographic questions about Indiana in the past and present.</p>

## Standard 4 Economics

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

Indiana Academic Standards	Content Connector
<p><b>4.4.1:</b> Give examples of the kinds of goods* and services* produced in Indiana in different historical periods. * goods: tangible objects, such as food or toys, that can satisfy people's wants and needs</p>	<p><b>4.4.1.a.1:</b> Categorize goods and services produced in Indiana in different historical periods. * goods: tangible objects, such as food or toys, that can satisfy people's wants and needs</p>
Indiana Academic Standards	Content Connector
<p>* services: actions that someone does for someone else, such as dental care or trash removal</p>	<p>* services: actions that someone does for someone else, such as dental care or trash removal</p>
<p><b>4.4.2:</b> Define productivity* and provide examples of how productivity has changed in Indiana during the past 100 years. * productivity: the amount of goods and services produced in a period of time divided by the productive resources used</p>	<p><b>4.4.2.a.1:</b> Define productivity.  * productivity: the amount of goods and services produced in a period of time divided by the productive resources used</p>
<p><b>4.4.3:</b> Explain how both parties can benefit from trade* and give examples of how people in Indiana engaged in trade in different time periods. * trade: the voluntary exchange of goods or services</p>	<p><b>4.4.3.a.1:</b> Define trade and its benefits.  * trade: the voluntary exchange of goods or services</p>
<p><b>4.4.4:</b> Explain that prices change as a result of changes in supply* and demand* for specific products. * supply: what producers are willing and able to sell at various prices * demand: what consumers are willing and able to buy at various prices</p>	<p><b>4.4.4.a.1:</b> Define supply and demand.  * supply: what producers are willing and able to sell at various prices * demand: what consumers are willing and able to buy at various prices</p>
<p><b>4.4.5:</b> Describe Indiana's emerging global connections.</p>	<p><b>4.4.5.a.1:</b> Identify Indiana's international companies. <b>Examples:</b> 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.</p>
<p><b>4.4.6:</b> 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. * functions of money: helps people trade, measures the value of items, facilitates saving</p>	<p><b>4.4.6.a.1:</b> List the functions of money.  <b>functions of money:</b> helps people trade, measures the value of items, facilitates saving</p>





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<p><b>4.4.7:</b> Identify entrepreneurs* who have influenced Indiana and the local community. * entrepreneur: a person who takes a risk to start a business</p>	<p><b>4.4.7.a.1:</b> Define an entrepreneur and give an example of an Indiana entrepreneur. <b>Examples:</b> The Studebaker brothers, Madam C.J. Walker, Eli Lilly and Marie Webster * entrepreneur: a person who takes a risk to start a business</p>
<p><b>4.4.8:</b> Define profit* and describe how profit is an incentive for entrepreneurs. * profit: revenues from selling a good or service minus the costs of producing the good or service</p>	<p><b>4.4.8.a.1:</b> Define profit. * profit: revenues from selling a good or service minus the costs of producing the good or service</p>
<p><b>4.4.9:</b> Identify important goods and services provided by state and local governments by giving examples of how state and local tax revenues are used.</p>	<p><b>4.4.9.a.1:</b> Identify goods and services in the state and local government.</p>
<p><b>4.4.10:</b> Explain how people save, develop a savings plan, and create a budget in order to make a future purchase.</p>	<p><b>4.4.10.a.1:</b> Explain how people save, develop a savings plan, and create a budget in order to make a future purchase.</p>