

Social Studies – Grade 4

In fourth grade, students use their understanding of social studies concepts and skills to explore Washington State in the past and present. Students learn about the state’s unique geography and key eras in early Washington State history, particularly the treaty-making period. They use this historical perspective to help them make sense of the state’s geography, economy, and government today. The cognitive demand of many GLEs begins to include analysis and asks students to look at issues and events from multiple perspectives.

EALR 1: CIVICS The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

Component 1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.

1.1.1 Understands the key ideal of rights set forth in Article I of the Washington State Constitution.

Examples:

- Explains that personal rights include not being deprived of life, liberty, or property, without due process of law (section three).
- Explains that every person has the right to freely speak, write, and publish on all subjects (section five).
- Explains how the right to religious choice protects people’s freedom (section eleven).

Suggested Unit: WA—Being Citizens in Washington

1.1.2 Evaluates the effectiveness of a law or policy by explaining how it promotes ideals.

Examples:

- Critiques how well the seatbelt law of Washington State promotes the personal right to life [RCW 46.61.688].
- Critiques how well the legal ban on smoking in public places in Washington State promotes the right to life [RCW 70.160.030].

Suggested Unit: WA—Being Citizens in Washington

OSPI-developed Assessment: Whose Rules?

Component 1.2: Understands the purposes, organization, and function of governments, laws, and political systems.

1.2.1 Understands that governments are organized into local, state, tribal, and national levels.

Examples:

- Explains the hierarchy of state government over local government.
- Explains that tribal governments are sovereign, separate from state and local governments.

Suggested Unit: WA—Being Citizens in Washington

1.2.2 Understands how and why state and tribal governments make, interpret, and carry out policies, rules, and laws.

Examples:

- Explains how Senate Bill 5610 promoting salmon recovery became a law in 2005.
- Explains how a local tribal council created its code of laws.
- Explains how the seatbelt law attempts to solve the problem of injury collisions.
- Identifies and explains how the voters of Washington State participated in making the law that banned smoking in public places.

Suggested Unit: WA—Being Citizens in Washington

OSPI-developed Assessment: Whose Rules?

Component 1.3: Understands the purposes and organization of international relationships and U.S. foreign policy.

This component is addressed in grades 6 – 12.

Component 1.4: Understands civic involvement.

1.4.1 Understands that civic participation involves being informed about public issues and voting in elections.

Examples:

- Explains that reading the newspaper or watching the news can help a citizen stay informed about public issues.
- Explains that attending a town meeting can help a citizen stay informed about public issues.
- Explains why voting is a civic duty.

Suggested Unit: WA—Being Citizens in Washington

EALR 2: ECONOMICS The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

Component 2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

2.1.1 Understands and analyzes the costs and benefits of people’s decisions to move and relocate to meet their needs and wants.

Examples:

- Examines the costs of traveling on the Oregon Trail for pioneers and the benefits they received once they reached their destination.
- Examines the effects of the Oregon Trail on tribes living in the Pacific Northwest.

Suggested Unit: WA—Exploring the Pacific Northwest Prior to Statehood

OSPI-developed Assessment: People on the Move

Component 2.2: Understands how economic systems function.

2.2.1 Understands the basic elements of Washington State’s economic system, including agriculture, businesses, industry, natural resources, and labor.

Examples:

- Explains components of Washington State’s timber industry, including the trees, workers, production mills, and consumers of wood products.
- Explains components of Washington State’s agricultural industry, including the natural resources of land and water, the farmers and laborers, the distributors, and the consumers of agricultural products.
- Compares how the geography, available natural resources, climate, and the available labor force affect the economic opportunities available in rural and urban Washington State.
- Examines how technology and transportation industries impact the economy of Western Washington.
- Examines how irrigating the semi-desert climate of Eastern Washington has impacted the economies of Indian tribes and other residents in Washington State.

Suggested Unit: WA—Living in Washington: Its Geography, Resources, and the Economy

2.2.2 Understands that the economy in Washington State relies on trade with Pacific Rim countries.

Examples:

- Explains how timber and agricultural products from Washington State are sold to other Pacific Rim countries and transported via cargo ships across the Pacific Ocean.
- Explains why clothing, toys, and electronic goods are brought to Washington State from Pacific Rim countries to be sold to people in the state.

Suggested Unit: WA—Living in Washington: Its Geography, Resources, and the Economy

Component 2.3: Understands the government’s role in the economy.

This component is addressed in grades 5 – 12.

Component 2.4: Understands the economic issues and problems that all societies face.

2.4.1 Understands how geography, natural resources, climate, and available labor contribute to the sustainability of the economy of regions in Washington State.

Examples:

- Explains that available labor resources determine economic opportunities for the agricultural industry.
- Draws conclusions about how the economy in each region of Washington State could change as a result of the depletion of natural resources specific to the regions.
- Explains how climate influences the production of goods and has an impact on the sustainability of the economy for the agricultural industry of Washington State.
- Explains how dams impact the economic well-being of regions in Washington State.

Suggested Unit: WA—Living in Washington: Its Geography, Resources, and the Economy

EALR 3: GEOGRAPHY The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

Component 3.1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth’s surface.

3.1.1 Constructs and uses maps to explain the movement of people.

Examples:

- Constructs maps of the Oregon Trail showing and labeling the starting location, the destination, the route, tribes along the route, geographic features that affected the route, and a title, captions, or symbols that describe the movement of the settlers.

Suggested Unit: WA—Exploring the Pacific Northwest Prior to Statehood

OSPI-developed Assessment: People on the Move

3.1.2 Understands the physical, political, and cultural characteristics of places, regions, and people in the Pacific Northwest, including the difference between cities, states, and countries.

Examples:

- Explains the differences in the physical characteristics, including landforms, climate, and natural resources, of the different regions within Washington State.
- Explains the cultural characteristics, including distribution of population and languages, of the people in Washington State.
- Explains the location of Washington State in relation to other states and countries.

Suggested Unit: WA—Living in Washington: Its Geography, Resources, and the Economy

Component 3.2: Understands human interaction with the environment.

3.2.3 Understands that the geographic features of the Pacific Northwest have influenced the movement of people.

Examples:

- Explains why people traveling on the Oregon Trail made the choice to move west because of a need for available land.
- Explains why indigenous peoples were forced to move to reservation land that was neither fertile nor profitable.

Suggested Unit: WA—Exploring the Pacific Northwest Prior to Statehood

OSPI-developed Assessment: People on the Move

Component 3.3: Understands the geographic context of global issues.

3.3.1 Explains that learning about the geography of Washington State helps us understand global trade.

Examples:

- Explains how the climate and land in Eastern Washington allow farmers to grow apples for trade with other countries.
- Explains how the ports of Tacoma and Seattle enable Washington to be a gateway for products to and from Pacific Rim countries.

Suggested Unit: WA—Living in Washington: Its Geography, Resources, and Economy

EALR 4: HISTORY The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.1: Understands historical chronology.

4.1.1 Understands and creates timelines to show how historical events are organized into time periods and eras.

Examples:

- Constructs a timeline with events from pre-contact to the treaty-making era that are related to artifacts and/or primary sources.
- Constructs a timeline with events from the Lewis and Clark Expedition that are related to artifacts and/or primary sources.

Suggested Unit: WA—Exploring the Pacific Northwest Prior to Statehood

OSPI-developed Assessment: Dig Deep

4.1.2 Understands how the following themes and developments help to define eras in Washington State history from time immemorial to 1889:

- Growth of northwest coastal and plateau tribes prior to treaties (time immemorial to 1854).
- Maritime and overland exploration, encounter, and trade (1774—1849).
- Immigration and settlement (1811—1889).
- Territory and treaty-making (1854—1889).

Examples:

- Explains how the growth of major tribes helps to define the history of the Pacific Northwest prior to 1854.
- Explains how the Lewis and Clark Expedition helps to define the history of the Pacific Northwest from 1774 to 1849 as a time of exploration and encounter.
- Explains how the Hudson's Bay Company's establishment of Fort Vancouver in 1825 helps to define the history of the Pacific Northwest from 1811 to 1889 as a time of immigration and settlement.

<p>Component 4.2: Understands and analyzes causal factors that have shaped major events in history.</p>
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4.2.1 Understands and analyzes how individuals caused change in Washington State history.

Examples:

- Explains the contributions Mother Joseph of the Sisters of Providence made to Eastern Washington, including building schools and orphanages.
- Examines how George Washington Bush promoted the movement of African-American people to Washington State.
- Examines how Chief Joseph helped shape the development of the Pacific Northwest.

Suggested Unit: WA—Exploring the Pacific Northwest Prior to Statehood

<p>Component 4.3: Understands that there are multiple perspectives and interpretations of historical events.</p>

4.3.1 Understands that there are multiple perspectives regarding the interpretation of historical events and creates an historical account using multiple sources.

Examples:

- Compares the account of the Whitman Massacre from the perspective of the missionaries and the perspective of the Cayuse native people.
- Constructs an historical account of Lewis and Clark's exploration of the Pacific Northwest using evidence from artifacts and primary sources, such as journal entries.
- Constructs an historical account of how treaties effected changes in land ownership for the native tribes in the Pacific Northwest using evidence from multiple sources.
- Constructs an historical account of the Pig War using evidence from artifacts and primary sources.

Suggested Unit: WA—Exploring the Pacific Northwest Prior to Statehood

OSPI-developed Assessment: Dig Deep

Component 4.4: Uses history to understand the present and plan for the future.

4.4.1 Understands that significant historical events in Washington State have implications for current decisions.

Examples:

- Explains how the Stevens treaties with native tribes led to the Boldt decision and current tribal fishing rights.

Suggested Unit: WA—Being Citizens in Washington

EALR 5: SOCIAL STUDIES SKILLS The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

Component 5.1: Uses critical reasoning skills to analyze and evaluate positions.

5.1.1 Understands the concepts used in documents and sources.

Examples:

- Explains how the state law limiting cell phone usage in cars relates to the concepts of individual liberty and public safety.
- Explains how a school rule prohibiting running in the hallways relates to the concepts of rule of law and freedom.

Suggested Unit: WA—Being Citizens in Washington

OSPI-developed Assessment: Whose Rules?

5.1.2 Evaluates the accuracy of primary and secondary sources.

Examples:

- Determines the accuracy of resources by comparing multiple versions of the Whitman Massacre.

Suggested Unit: WA—Exploring the Pacific Northwest Prior to Statehood

OSPI-developed Assessments: Whose Rules?; Dig Deep

Component 5.2: Uses inquiry-based research.

5.2.1 Creates and uses a research question to conduct research on an issue or event.

Examples:

- Develops a research question to study the Lewis and Clark Expedition.
- Develops a research question on people's experiences traveling on the Oregon Trail.

Suggested Unit: WA—Exploring the Pacific Northwest Prior to Statehood

OSPI-developed Assessment: Dig Deep

5.2.2 Understands the main ideas from an artifact, primary source, or secondary source describing an issue or event.

Examples:

- Makes a list of the main ideas from an artifact on the Lewis and Clark Expedition.
- Summarizes the main ideas from a secondary source on the Oregon Trail by creating a web of information.

Suggested Unit: WA—Exploring the Pacific Northwest Prior to Statehood

OSPI-developed Assessments: Dig Deep; People on the Move; Whose Rules?

Component 5.3: Deliberates public issues.

This component is addressed in grades K – 3, and 5 – 12.

Component 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

5.4.1 Draws clear, well-reasoned conclusions and provides explanations that are supported by artifacts and/or primary sources in a paper or presentation.

Examples:

- Writes a clear, well-reasoned conclusion about the challenges pioneers faced when moving west, supported by diaries, letters, and journals.
- Presents a clear, well-reasoned explanation of the causes of the Pig War supported by maps and other artifacts.

Suggested Unit: WA—Exploring the Pacific Northwest Prior to Statehood

OSPI-developed Assessments: Dig Deep; People on the Move; Whose Rules?

5.4.2 Prepares a list of resources, including the title, author, type of source, date published, and publisher for each source.

Examples:

- Completes a list of resources on the Pig War, including the title, author, type of source, date published, and publisher for each source.