

## Grade 4 Social Studies Standards

**Standard 1:** Demonstrate an understanding of the settlement and colonization of North America, including South Carolina, between 1600–1730.

**Enduring Understanding:** The various cultures, establishments, and settlements of North American colonies were a result of interactions and contributions primarily of Native Americans, Europeans, and enslaved Africans. The British North America colonies each developed a unique culture connected to their economic, geographic, and political resources and beliefs.  
The student will:

**4.1.CO** Compare the interactions among cultural groups as a result of European colonization. This indicator was developed to promote inquiry into how European colonization impacted the interaction among African, European, and Native American cultural groups.

**4.1.CE** Identify the effects of changing economic systems on the diverse populations in British North America. This indicator was developed to promote inquiry into the effects of mercantilism and triangular trade on enslaved Africans, Native Americans, and European colonists in North America and the Caribbean.

**4.1.P** Explain the development of political institutions and social characteristics that defined the British colonial regions. This indicator was written to promote inquiry into the unique development of ethnic, political, and religious identities in the New England, Mid-Atlantic, and Southern colonies.

**4.1.CX** Contextualize the experience of Africans, Europeans, and Native Americans in South Carolina. This indicator was developed to promote inquiry into how South Carolina developed as a result of the relationship among various ethnic, political, and religious groups.

**4.1.CC** Identify patterns of change and continuity in the development of economic systems in British North America. This indicator was written to promote inquiry into the role of mercantilism in the growth of agriculture, early industry, harbor development, shipping and trades and slavery in the British colonies.

**4.1.E** Analyze multiple perspectives on the economic, political, and social developments of British North America and South Carolina.

**Standard 2:** Demonstrate an understanding of the identity of a new nation, including the state of South Carolina between 1730-1800.

**Enduring Understanding:** Colonial revolt against British regulations and restrictions resulted in the creation of the United States as an independent nation comprised of individual states. Following the American Revolution, Americans developed a new form of government that embodied and contradicted the ideals for which they had fought and unified the new nation.  
The student will:

**4.2.CO** Compare the roles of marginalized groups during the American Revolution. This indicator was designed to encourage inquiry into the economic, political, and social roles of colonial groups, to include free and enslaved people of African descent, Native Americans, and women, during the revolutionary period.

**4.2.CE** Examine the economic and political motivations for colonists to declare independence from Great Britain.

This indicator was developed to encourage inquiry into the influence of taxation and regulation in the colonial independence movement leading to the Declaration of Independence and the beginning of the American Revolution.

**4.2.P** Analyze the sequence of events that led to the establishment of the U. S. as a democratic republic.

This indicator was developed to encourage inquiry into the process which led to the formation of the U.S. government, including the convening of the Continental Congresses, the passage of the Articles of Confederation, and the adoption of the U.S. Constitution.

**4.2.CX** Contextualize South Carolina's role in the development of the new nation.

This indicator was developed to encourage inquiry into South Carolina's participation in the American Revolution and the subsequent creation of a new government.

**4.2.CC** Explain the continuities and changes in natural rights as seen from the French and Indian War to the creation of the Bill of Rights.

This indicator was developed to encourage inquiry into how Americans understood and enumerated natural rights from the period of salutary neglect through the American Revolution and into the first decade of the republic.

**4.2.E** Analyze multiple perspectives on the economic, political, and social developments of the new nation.

**Standard 3:** Demonstrate an understanding of the expansion and growth of South Carolina and the United States between 1800–1850.

**Enduring Understanding:** The new century saw the U. S. being transformed through land acquisitions in the West, which provided some Americans with a hope for land ownership and a better life. The expansion also heightened and continued the debate on the legalities and expansion of slavery and significantly impacted Native Americans' way of life.

The student will:

**4.3.CO** Compare the motivations for and reactions to various expeditions into the Western territories. This indicator was designed to encourage inquiry into the economic, political, and social reasons for Westward Expansion. It was also written to promote inquiry into how various people living in the western territories responded to migration.

**4.3.CE** Analyze the effects of government policies in promoting United States territorial expansion into the west.

This indicator was developed to encourage inquiry into how government policy influenced Westward Expansion, including the purchase of the Louisiana Territory, policies towards Native Americans, the Mexican-American War, and support of railroad development.

**4.3.P** Analyze the role of technology and the environmental impact during the period of Westward Expansion.

This indicator was developed to encourage inquiry into the technological advancements that supported Westward Expansion and the subsequent impacts on the environment, including the role of precious metals, advances in mining technology, and the invention of advanced transportation and communication.

**4.3.CX** Contextualize South Carolina’s role in the development of sectionalism during the antebellum period.

This indicator was developed to encourage inquiry into how the debate surrounding the expansion of enslaved labor versus free labor influenced the development of sectionalism. This indicator was also developed to foster inquiry into the growth of the Abolitionist Movement leading up to the Civil War.

**4.3.CC** Recognize patterns of continuity and change in the experiences of Native Americans and Spanish-speaking people as the U. S. expanded westward.

This indicator was developed to encourage inquiry into how land acquisition and the resulting border changes of the U. S. impacted the people of the western territories prior to Westward Expansion.

**4.3.E** Analyze multiple perspectives of early westward expansion, including the addition of slave and free territories and states.

**Standard 4:** Demonstrate an understanding of economic, political, and social divisions during the United States Civil War, including the role of South Carolina between 1850–1870.

**Enduring Understanding:** Regional economic interests led to insurmountable political and social divisions during this time period. Sectionalism led the United States into a costly and devastating Civil War, which ultimately resulted in the preservation the United States of America.

The student will:

**4.4.CO** Compare the economic and political causes of the Civil War.

This indicator was developed to encourage inquiry into how debates over slavery led to the Civil War.

**4.4.CE** Explain the effects of military strategies utilized by the Union and the Confederacy.

This indicator was developed to encourage inquiry into the effects of military strategies to include but not limited to: wartime technologies, the Anaconda Plan, conscription, and Sherman’s March to the Sea.

**4.4.P** Explain how emancipation was achieved as a result of civic participation.

This indicator was developed to prompt inquiry into the role abolitionists played in influencing public opinion and urging policymakers to protect natural rights, which led to emancipation.

**4.4.CX** Contextualize South Carolina’s experience during the Civil War.

This indicator was developed to encourage inquiry into the relationship between the Civil War and the experiences of women, African Americans, and the planter class in South Carolina.

**4.4.CC** Identify and evaluate the economic, political, and social changes experienced throughout the Civil War.

This indicator was developed to encourage inquiry into the continuities and changes experienced by Americans of various genders, positions, races, and social status during the Civil War.

**4.4.E** Analyze the economic, political, and social divisions during the Civil War.

**Standard 5:** Demonstrate an understanding of the contributions different groups made to impact the economic, political, and social developments during Reconstruction of the United States and South Carolina in the period of 1860– 1880.

**Enduring Understanding:** The United States faced multiple challenges in the planning and implementation of laws designed to reshape the nation following the Civil War. Economic, political, and social forces provided unique regional successes and failures, which ultimately resulted in a compromise to demilitarize the southern states leading to a turbulent reaction to Reconstruction and the design of new laws to reverse many of the advances achieved by post- Civil War legislation.

The student will:

**4.5.CO** Compare the roles of various groups on Reconstruction.

This indicator was developed to encourage inquiry into the interactions between various groups to include northerners and southerners, such as African Americans, white landowners, politicians, and business leaders during Reconstruction.

**4.5.CE** Analyze the impact of federal legislation on the South during Reconstruction.

This indicator was developed to encourage inquiry into how new federal laws impacted the South during Reconstruction, to include the effects of the 13th, 14th, and 15th Amendments.

**4.5.P** Summarize Reconstruction as a turning point in American history.

This indicator was developed to encourage inquiry into founding principles as viewed through this period of federal government involvement, the development and realignment of a new labor system not based on a system of slavery, and the significant political realignment of the South.

**4.5.CX** Contextualize the economic, labor, political, and social conditions in South Carolina during the period of Reconstruction.

This indicator was developed to promote inquiry into South Carolina's unique experience, to include the Port Royal Experiment and the adoption of the state Constitution of 1868.

**4.5.CC** Identify and evaluate the impact of economic, political, and social events on the African American experience throughout Reconstruction.

This indicator was developed to encourage inquiry into how Reconstruction resulted in the foundation for the struggle for civil rights. This indicator was also developed to foster inquiry into Reconstruction Era policies such as Constitutional amendments, black codes, and Jim Crow Laws.

**4.5.E** Analyze multiple perspectives of the economic, political, and social effects of Reconstruction on different populations in the South and in other regions of the U. S.