

## **FOURTH GRADE SOCIAL STUDIES**

### **Introduction**

The primary focus of the fourth grade social studies curriculum is to explore regional United States geography, including the physical and human characteristics of the state of Oklahoma. Children in fourth grade will learn about the state and local government as well as other civic concepts. The economic principles of supply and demand, taxation, profit, and the development of natural resources are also explored at this level.

### **History**

#### **1. The student will explore the historical periods, places, people, and events that have led to the development of Oklahoma as a state.**

- a. Identify major historical individuals and groups from Oklahoma and the United States, and describe their major contributions (e.g. Sequoyah, the Boomers, the Sooners, and Geronimo).
- b. Describe Oklahoma's settlement and use by Native Americans (e.g. the Osage, Wichitas, and Comanches).
- c. Describe the Indian Removal Act (e.g. the Five Civilized Tribes, Woodland Tribes, and Plains Tribes). Explain the significance of the Trail of Tears.
- d. Investigate how the territorial expansion of Oklahoma affected the lives and rights of Americans.
- e. Describe the cattle drives. Trace the development of the cattle and farming industries in Oklahoma.
- f. Describe the land runs.
- g. Explain the Twin Territories.
- h. Describe the discovery of oil.
- i. Compare the early settlement patterns of regions in the United States and Oklahoma (e.g. population distributions, concentrations of ethnic groups, westward movement).
- j. Construct a timeline from the 1750s through the early 1900s depicting events in Oklahoma.

#### **2. The student will compare and contrast the historical development of each region of the United States (e.g. New England, Middle Atlantic, Southeast, North Central, Mountain, Southwest, and Pacific).**

- a. Compare and contrast the early settlements in the regions of the United States.
- b. Explain how people are influenced by, adapt to, and alter their environment, including agricultural efforts, housing, occupations, industries, transportation, and communication.
- c. Describe how people attempted to resolve geographic challenges (e.g. bridges, dams, tunnels, irrigation systems, landfills).

### **Geography**

#### **1. The student will identify major physical regions of Oklahoma.**

- a. Identify the physical features of the state of Oklahoma, including major bodies of water (e.g. Arkansas and Red Rivers, Lake Eufaula), landforms (e.g. Arbuckle Mountains, Osage Hills), and cities.
- b. Describe the geography of Oklahoma and its effect on the settlement and development of the state.

- c. Identify the state capital and describe the various regions of Oklahoma.
- d. Use maps, charts, and pictures to describe how communities in Oklahoma vary in land use, vegetation, wildlife, climate, and population density.

**2. The student will describe geographical similarities and differences in the regions of the United States.**

- a. Compare and contrast the physical characteristics of regions in the United States (e.g. landforms, bodies of water, vegetation, climate, resources). Identify how people depend upon, adapt to, and modify the physical environments in the different regions of the United States.
- b. Identify more populated and less populated regions of the United States.
- c. Locate each region on a U.S. map.
- d. Identify and label all fifty states and their capitals by region.
- e. Identify major rivers, landforms, mountains, and cities in each region.
- f. Recognize similarities of geographic regions in the U.S. to other regions of the world (e.g. plains of Kansas to the plains of the Ukraine).

**3. The student will interpret various sources of information, such as maps, graphs, charts, and globes.**

- a. Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in Oklahoma and on Earth.
- b. Distinguish between the North and South Poles; the equator and the prime meridian; and the hemispheres, using coordinates to plot locations.
- c. Determine the type of map needed for a specific purpose.
- d. Explain the purpose of map scale.
- e. Calculate the distance between points using map scale.

**Civics**

**1. The student will explain the structure and function of the Oklahoma state government.**

- a. Identify the duties of local officials (e.g. mayor, county commissioners, and state legislative representatives). Identify the current governor of Oklahoma.
- b. Identify and explain the major responsibilities of the legislative, executive, and judicial branches of state governments, written in the Oklahoma Constitution.
- c. Compare and contrast the differences between city, county, state, and national governments.
- d. Identify public agencies that provide services (e.g. transportation, education, recreation, protection). Understand that taxation makes these services possible.
- e. Identify the state seal and the meaning of the images and words.
- f. Identify the state bird, state tree, and state flower.

**2. The student will recognize the rights, duties, and responsibilities of a U.S. citizen.**

- a. Understand the importance of participation through community service, civic improvement, and political activities at the local and state level (e.g. military service, voting).
- b. Distinguish the difference between rights and privileges.
- c. Recognize that taxes are a way that communities collect the money necessary to provide services.

## **Economics**

### **1. The student will explore the characteristics of Oklahoma's economy in the past and present.**

- a. Analyze the use of Oklahoma's natural resources (e.g. bison, coal, oil) by its earlier visitors and settlers.
- b. Recognize how geography, natural resources, weather, disasters, history, etc. of a region impact the supply and demand for goods and services from/for that region (e.g. floods, hurricanes, droughts).
- c. Describe how geography, weather, resources, etc. affect employment.

### **2. The student will analyze how people from region to region have organized to improve the use of resources and goods and services.**

- a. Identify natural resources of the regions of the United States.
- b. Compare and contrast the economic developments of the United States (e.g. cattle drives, factories, and cotton and tobacco plantations).
- c. Recognize that regions are interdependent on one another for resources.

### **3. The student will enhance his or her understanding of basic economic concepts.**

- a. Define profit. Explain how profit is an incentive for producers.
- b. Explain the relationship between cost and supply and demand.
- c. Predict how competition in the market place affects price.