

GRADE 4

MONTANA AND REGIONS OF THE UNITED STATES

After completing an in-depth study of their community in grade three, children are ready to study their state. Fourth graders should develop a geographical understanding of Montana as part of the western United States and its connections with other regions across the nation. They begin to see themselves as citizens of the state, the region, the country, and the world. By studying the different social, economic, and geographical attributes of each region of America, students discover the commonalities that help unify and create interdependence across a diverse nation.

Learning Geography Skills

Geographic skills, introduced in the primary grades, should be developed and emphasized during the fourth grade. Students should have many opportunities to practice applying the basic skills of geography: orient a map and note directions; use scale and compute distances; locate places on maps and globes; and interpret symbols and use maps. Systematic, meaningful instruction in the basic geographic skills is critical for successful application to later study of history.

Learning About Our State and Region

Fourth graders will find exploration of their home state a fascinating story of ethnic diversity and economic and cultural development in a variety of physical settings. They will learn that American Indians have lived in Montana since pre-Columbian times. They will learn about the daily lives, adventures, and accomplishments of Montanans. They will study the cultural traditions and physical features that have helped shape the state's history. The story of Montana becomes an anchor for understanding the west and the other regions of the U.S.

Becoming Effective Citizens

Effective citizenship is an ongoing focus of the social studies curriculum. In grade four students reinforce their knowledge of the rights and responsibilities of citizens. Children are expected to know the importance of rules and laws and how our leaders shape and uphold them.

*NOTE: Throughout this document, learning targets are identified as knowledge ("K"), reasoning ("R"), skill ("S"), product ("P") or dispositional ("D"). **Bold** items are essential learning targets.*

Grade 4: Learning Targets

Citizenship - Standard 1: Students understand that government and citizens play important roles in society.

Competency 1.1: Know that the president, a governor, a tribal chair, and a mayor serve different roles in governing the nation, a state, a tribal nation, and a city.	
1.	I can describe some of the major responsibilities of the president of the United States, governor of Montana, tribal chair of a Montana American Indian tribe, and mayor of Missoula. (K)
2.	I can explain the similarities and differences between the role of the president, a governor, a tribal chair, and a mayor. (R)

Competency 1.2: Understand that a citizen is responsible to do certain things, such as follow the laws, vote, serve on juries, participate in the community, and follow current events.

1. **I can explain that some of the duties of citizenship are to vote, serve on juries, and participate in the community. (K)**
2. I am a good citizen. This means that I participate in my classroom and school activities, follow school rules, obey laws, and help make my community a great place to live. (D)
3. I can be honest with myself and others. (D)
4. I can take risks by sharing my ideas with the group when we are in the process of trying to figure something out, rather than waiting until I am sure I have the solution. (D)
5. I can demonstrate responsibility for my learning and the learning of my peers by using class time well and fully participating in the activities in class. (D)
6. **I can discuss current events with my family, friends, and classmates. This means I read news reports and listen to news broadcasts. (S)**
7. I can tell how current events affect my family, my friends, my classmates, and me. (K)
8. I understand that the same event can be told from different points of view. (K)

History/Culture - Standard 2: Students develop historical knowledge of major events, people, and themes in the history of Montana.

Competency 2.1: Identify the 12 Tribal Nations of Montana today; locate their reservation land bases on a map of Montana; describe their adaptation to their environment; and outline major cultural beliefs and practices.

1. **I can identify the 12 Tribal Nations of Montana today and describe some similarities and differences in cultural beliefs and practices. (R)**
2. I can list ways Montana Indians adapted to their environment. (K)
3. I can locate the Montana Indian Reservations on a map and list the tribes that live there. (S)

Competency 2.2: Identify the early land and water routes of explorers to Montana and the West; describe their motivations for exploration, with emphasis on the Lewis & Clark Expedition.

1. **I can identify some early land and water routes to Montana and the West. (K)**
2. I can conduct research on an explorer of the West and report my findings. (S)
3. I can compare and contrast the Lewis & Clark Expedition to other explorations of the West. (R)

Competency 2.3: Describe the cultural diversity of settlers to Montana and the typical daily lives of people, Indian and non-Indian, who occupied the early settlements, military posts, and trading posts.

1. I can describe the cultural and religious diversity of some early settlers to Montana and describe how they lived. (K)
2. I can compare and contrast the lives of diverse groups that settled in Montana, for example, hunters, fur traders, miners, ranchers, farmers, and loggers. (R)

Competency 2.4: Know some of the stories of the people, Indian and non-Indian, who lived in and helped build the place that became the state of Montana.

1. **I can conduct an investigation and report my findings on a person who contributed to Montana history. (S)**
2. **I can explain how a city and its economy and forms of transportation developed. (K)**

Competency 2.5: Know how Montana became a state and recognize key symbols that represent it.

1. **I can tell about how and when Montana became a state. (K)**
2. **I can identify Helena as the capital of Montana. (K)**
3. **I can identify some of the Montana state symbols. This means I can describe the state flag and explain the significance of the state seal and motto. (K)**
4. **I can research a flag from an American Indian Reservation of Montana and recognize the significance of its symbols. (R)**

History/Culture – Standard 3: Students understand the historical and contemporary significance of the powwow to American Indian culture.

Competency 3.1: Recognize the powwow as one of many examples of the unique traditions of American Indian Nations.

1. **I can describe how the powwow is a celebration of many American Indian cultures and an expression of Indian beliefs and values. (K)**

Competency 3.2: Develop respectful, accurate knowledge of the powwow as a part of American Indian identity.

1. **I can identify the parts of the powwow that honor the circle. (K)**
2. **I can identify some diverse powwow dance styles and regalia and how they preserve traditions and build unity. (K)**

Competency 3.3: Understand that shared beliefs and customs are important to all cultures and are passed from generation to generation.

1. **I can understand the role that oral histories play in sharing beliefs and customs over time. (K)**

Geography - Standard 4: Students demonstrate geographic skills, emphasizing the physical and human geography features of Montana and the United States.

Competency 4.1: Read, interpret, and construct maps of Montana and the United States, using a map legend, physical and political boundaries, elevation, scale, direction, simple grids, and latitude and longitude.

1. **I can read and interpret maps. This means I find information using the compass rose, legend, scale, and map features. (S)**
2. I can use longitude and latitude to determine location. (S)
3. **I can find and locate places on a map. (S)**
4. **I can determine elevation and compute distances using the map legend. (S)**
5. **I can construct a map of Montana, showing the state capital and major cities, major rivers and bodies of water, and mountain ranges. (P)**

Competency 4.2: Distinguish between the North and South Pole; the Equator and Prime Meridian; the Tropics; the hemispheres, the continents; and the oceans.

1. **I can label the continents, hemispheres, oceans, poles, and equator on a world map. (S)**
2. I can locate the imaginary lines that define the Equator, Prime Meridian, Tropic of Cancer, Tropic of Capricorn, and describe their purpose. (S)

Competency 4.3: Describe the location of major landforms, rivers, bodies of water, and natural resources in Montana and the West.

1. **I can locate major landforms, rivers, bodies of water, and natural resources in Montana. (S)**

Geography - Standard 5: Students understand the relationships between people and their physical and cultural environments in the regions of the United States.

Competency 5.1: Compare and contrast mountains and other major landforms of the west region and those of the other regions.

1. **I can compare and contrast mountains and other major landforms of the West to those in the Southwest, Midwest, Southeast, and East. (R)**

Competency 5.2: Examine how mountains, major landforms, and climate affect settlement, population density, and the economy across the nation today.

1. I can describe how mountains, landforms, and climate affect settlement, population density, and the economy across the nation today. (K)

Competency 5.3: Discover ways that different cultures have influenced different regions of the U.S.
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| 1. I can investigate the ways that different cultures have influenced life in regions of the U.S., for example, the Cherokee, Africans, Spanish, and French in the Southeast and the Navajo, Spanish, and Mexicans in the Southwest. (S) |
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Competency 5.4: Explore how natural resources, for example water and timber, have affected people in the regions of the United States.

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| 1. I can describe how natural resources have affected the people of the regions. (K) |
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Competency 5.5: Explore the major river systems of the U.S., in particular the Mississippi River system, and their importance for transportation and trade.
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| 1. I can study how a river system makes industry, transportation, and trade possible, for example, the Mississippi, Missouri, and Columbia Rivers. (S) |
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Competency 5.6: Recognize what people across the U.S. have in common and how they depend on each other.
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| 1. I can research and compare the regions of the U.S. to show what diverse groups of people share in common and how they are interdependent. (R) |
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Competency 5.7: Name and locate the 50 states on a map of the United States.

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| 1. I can name and locate the 50 states on a map of the United States. (S) |
| 2. I can name and locate the 50 state capitols. (S) |