

**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.

**Given that students learn when they are engaged and actively participating in their curriculum, students will demonstrate their understanding of these social studies topics and key concepts by producing relevant projects. It is imperative that students' interaction with Social Studies includes more than reading and writing.**

**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 about Tribal Nations located in present day and pre-contact Montana. 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 as well as uphold them.

**GRADE COURSE: GRADE 4**

**NCSS THEMES**

- Culture
- Time, Continuity, and Change
- People, Places and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, Society
- Global Connections
- Civic Ideals and Practices

**OPI MONTANA STANDARDS**

1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.
2. Students analyze how people create and change structures of power, authority, and governance to understand the operations of government and to demonstrate civic responsibility.
3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).
4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.
5. Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.
6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

**COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES**

**READING** (Informational)

- RI.KI.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.KI.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.KI.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.CS.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RI.CS.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

**WRITING**

- WR.TT.1a** Write opinion pieces on topics or texts, supporting a point of view with reasons and information: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- WR.TT.1b** Write opinion pieces on topics or texts, supporting a point of view with reasons and information: Provide reasons that are supported by facts and details.
- WR.TT.1c** Write opinion pieces on topics or texts, supporting a point of view with reasons and information: Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- WR.TT.1d** Write opinion pieces on topics or texts, supporting a point of view with reasons and information: Provide a concluding statement or section related to the opinion presented.

**RI.CS.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

**RI.IK.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**RI.IK.8** Explain how an author uses reasons and evidence to support particular points in a text.

**RI.IK.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**RI.RR.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**WR.TT.2a** Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

**WR.TT.2b** Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**WR.TT.2c** Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

**WR.TT.2d** Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Use precise language and domain-specific vocabulary to inform about or explain the topic.

**WR.TT.2e** Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Provide a concluding statement or section related to the information or explanation presented.

**WR.TT.3a** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**WR.TT.3b** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**WR.TT.3c** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Use a variety of transitional words and phrases to manage the sequence of events.

**WR.TT.3d** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Use concrete words and phrases and sensory details to convey experiences and events precisely.

**WR.TT.3e** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Provide a conclusion that follows from the narrated experiences or events.

**WR.PD.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**WR.PD.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**WR.PD.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**WR.RB.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic. Include sources by and about Tribal Nations.

**WR.RB.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**WR.RB.9a** Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

**WR.RB.9b** Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

**WR.RW.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

IEFA: ESSENTIAL UNDERSTANDINGS	GRADES 3-5: FOCUS AREAS (MONTANA)
<p><b>Essential Understanding 1:</b> There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.</p>	<ul style="list-style-type: none"> <li>● How languages, cultures, and histories of Montana Tribal Nations are different from one another. <ul style="list-style-type: none"> <li>○ 3rd: nearby local tribes</li> <li>○ 4th: Montana Tribal Nations</li> <li>○ 5th: Tribal Nations from the area now known as North America</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 2:</b> There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.</p>	<ul style="list-style-type: none"> <li>● Authentic representations and identification of stereotypes of American Indians in books and the media.</li> <li>● Understanding of the terms <i>assimilated</i> and <i>traditional</i>.</li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 3:</b> The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.</p>	<ul style="list-style-type: none"> <li>● Native tribal traditions and languages that are still practiced today: <ul style="list-style-type: none"> <li>○ 3rd: Examples from nearby Tribal Nations</li> <li>○ 4th: Examples from Montana Tribal Nations</li> <li>○ 5th: Examples from Tribal Nations from the area now known as North America.</li> </ul> </li> <li>● Oral histories that pre-date the “discovery” of North America: <ul style="list-style-type: none"> <li>○ 3rd: Examples from nearby tribes</li> <li>○ 4th: Examples from Montana Tribal Nations</li> <li>○ 5th: Examples from Tribal Nations from the area now known as North America.</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 4:</b> Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:</p> <ol style="list-style-type: none"> <li>I. Both parties to treaties were sovereign powers.</li> <li>II. Indian tribes had some form of transferable title to the land.</li> <li>III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists.</li> </ol>	<ul style="list-style-type: none"> <li>● Location, composition, and history of reservations: <ul style="list-style-type: none"> <li>○ 3rd: Examples from nearby Tribal Nations</li> <li>○ 4th: Examples from Montana Tribal Nations</li> <li>○ 5th: Examples from Tribal Nations from the area now known as North America</li> </ul> </li> </ul>

<p><b>ESSENTIAL UNDERSTANDING 5:</b> There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:</p> <ul style="list-style-type: none"> <li>Colonization/Colonial Period 1492 – 1800s</li> <li>Treaty Period 1789 - 1871</li> <li>Assimilation Period - Allotment and Boarding School 1879 - 1934</li> <li>Tribal Reorganization Period 1934 - 1958</li> <li>Termination and Relocation Period 1953 - 1971</li> <li>Self-determination Period 1968 – Present</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of Federal Policy Periods: <ul style="list-style-type: none"> <li>○ 3rd: Examples of impacts on nearby Tribal Nations (Treaty, Assimilation - Allotment and Boarding School, Self- Determination Periods).</li> <li>○ 4th: Examples of impacts on Montana Tribal Nations (Treaty, Assimilation- Allotment and Boarding School, Self-Determination Periods).</li> <li>○ 5th: Examples of impacts on Tribal Nations from the area now known as North America (Colonization, Treaty, Assimilation - Allotment and Boarding School, Self-Determination Periods).</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 6:</b> History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p>	<ul style="list-style-type: none"> <li>• Awareness that history can be told through many voices and perspectives: <ul style="list-style-type: none"> <li>○ 3rd: Examples from nearby Tribal Nations</li> <li>○ 4th: Examples from Montana Tribal Nations</li> <li>○ 5th: Examples from Tribal Nations from the area now known as North America</li> </ul> </li> <li>• Tribal perspectives on history of the “place”: <ul style="list-style-type: none"> <li>○ 3<sup>rd</sup>: Tribal stories of place names from nearby tribes</li> <li>○ 4<sup>th</sup>: Tribal stories of place names from Montana Tribal Nations</li> <li>○ 5<sup>th</sup>: Tribal stories of place names from Tribal Nations from the area now known as North America</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 7:</b> Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.</p>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

**ESSENTIAL QUESTIONS – GRADE 4**

- How do simple geographic skills and tools help humans understand spatial relationships?
- How have cultural traditions and physical feature influenced our state’s development?
- Why are rules, laws, and civic responsibilities important?

**TOPICS AND KEY CONCEPTS – GRADE 4**

<b>TOPICS</b>	<b>KEY CONCEPTS</b>
<ul style="list-style-type: none"><li>• Learning geography skills</li><li>• Learning about our state, region and Tribal Nations</li><li>• Becoming effective citizens</li></ul>	<p><b>Culture</b></p> <ul style="list-style-type: none"><li>• Appreciate and identify the 12 Tribal Nations of Montana.</li><li>• Understand the historical and contemporary significance of the Pow Wow to American Indian culture.</li><li>• Understand that shared beliefs and customs are important to all cultures and are passed from generation to generation.</li><li>• Describe the cultural diversity of settlers to Montana.</li></ul> <p><b>People, Places, and Environment</b></p> <ul style="list-style-type: none"><li>• Describe the 12 Tribal Nations of Montana's adaptations for their environment.</li><li>• 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.</li><li>• Distinguish between North and South Pole; the Equator and Prime Meridian; the Tropics; the hemispheres, the continents; and the oceans.</li><li>• Describe the locations of major landforms, rivers, bodies of water, and natural resources in Montana and the West.</li><li>• Understand the relationships between people and their physical and cultural environments in the regions of the United States.</li><li>• Compare and contrast mountains and other major landforms of the West to those in the Southwest, Midwest, Southeast, and East.</li><li>• Examine how mountains, major landforms, and climate affect settlement, population density, and the economy across the nation today.</li><li>• Discover ways that different cultures have influenced different regions of the U.S.</li><li>• Explore how natural resources, for example water and timber, have affected people in the regions of the United States.</li><li>• Explore the major river systems of the U.S. in particular the Mississippi River system and their importance for transportation and trade.</li><li>• Name and locate the 50 state on a map of the United States.</li></ul>

**Power, Authority, and Governances**

- Understand the responsibilities of citizenship, role of rules and laws in our daily lives, and the basic structure of government.

**Theme, Time, and Continuity, and Change**

- Identify the early land and water routes of explorers to Montana and the West; describe their motivation for exploration, with emphasis on the Lewis & Clark expedition.
- Describe the typical daily lives of people, Native and Non-Native, who occupied the early settlements, military post and trading posts.
- Know how Montana became a state and recognize key symbols that represent it.