



# Indiana Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

# Indiana Academic Standards

## Grade 4

Indiana in the Nation and the World

*Adopted March, 2014*

# Indiana Department of Education

## College and Career Readiness

# What are standards?

**Standards outline *what students need to know, understand, and be able to do.***

Academic standards are benchmark measures that define what students should know and be able to do at specified grade levels beginning in kindergarten and progressing through grade twelve. The standards are promulgated as state regulations. As such, they must be used as the basis for curriculum and instruction in Indiana's accredited schools. **The academic standards are *NOT* a curriculum;** therefore, identifying the sequence of instruction in each grade—what will be taught and how long—requires concerted effort and attention at the district/school level. Academic standards do not prescribe any particular curriculum. Curriculum tools are selected at the district/school level and adopted through the local school board. No student, by virtue of poverty, age, race, gender, cultural or ethnic background, disabilities, or family situation will ultimately be exempt from learning the required academic standards, although it is acknowledged that individual students may learn in different ways and at different rates. Academic standards focus on what students will need to learn in order to be college and career ready and to be competitive in the job market.

**Subject/Course 0470 Level 4**

Fourth grade students apply their growing academic skills and knowledge to an exploration of Indiana and its relationships with regional, national, and world communities. Students are beginning to develop a more refined concept of time and can begin to deal with cause-and-effect relationships and decision-making processes, such as identifying problems and considering alternative solutions and their subsequent consequences. These skills and concepts must be related to students' lives and should be presented in a wide variety of resources and hands-on-activities, which include: (1) collecting and examining primary documents and artifacts, (2) making models and maps, (3) talking with community resource persons, and (4) visiting historic sites and buildings.

In the fourth grade, students identify key people, places and events that have shaped their state and region. They learn to explain how changes have affected people and communities. Students identify major land forms, water features and resources, and explain how they have influenced state and regional development. They learn to describe the basic structure of state government and explain its purpose. Students have opportunities to actively explore and appreciate the diverse cultures which have contributed to Indiana's heritage. Students also learn to develop proficiency in working cooperatively in groups to: (1) collect data from a variety of resources, including electronic and print media; (2) draw simple conclusions; and (3) organize data using a variety of texts (written, graphs, charts, maps, time lines, etc).

The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 4 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

**Please Note:** Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.

**Standard 1 — History**

Students trace the historical periods, places, people, events, and movements that have led to the development of Indiana as a state.

**Standard 2 — Civics and Government**

Students describe the components and characteristics of Indiana's constitutional form of government; explain the levels and three branches of Indiana's government; understand citizenship rights and responsibilities; investigate civic and political issues and problems; use inquiry and communication skills to report findings in charts, graphs, written and verbal forms; and demonstrate responsible citizenship by exercising civic virtues and participation skills.

**Standard 3 — Geography**

Students explain how the Earth/sun relationship influences the climate of Indiana; identify the components of Earth's physical systems; describe the major physical and cultural characteristics of Indiana; provide examples of how people have adapted to and modified their environment, past and present; identify regions of Indiana and compare the geographic characteristics of Indiana with states and regions in other parts of the world.

**Standard 4 — Economics**

Students study and compare the characteristics of Indiana's changing economy in the past and present.

# Standard 1 History

*Students trace the historical periods, places, people, events and movements that have led to the development of Indiana as a state.*

## Historical Knowledge

### ***American Indians and the Arrival of Europeans to 1770***

**4.1.1** Identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans.

**Examples:** Paleo-Indians such as the Hopewell, Adena and the Mississippian cultures

**4.1.2** Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.

**Examples:** Miami, Shawnee, Potawatomi and Lenape (Delaware)

<http://www.connerprairie.org/Learn-And-Do/Indiana-History/America-1800-1860/Native-Americans-In-America.aspx>

### ***The American Revolution and the Indiana Territory: 1770s to 1816***

**4.1.3** Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state.

**Examples:** George Rogers Clark and the Fall of Vincennes (1779), development of the Northwest Territory, Indiana becoming a U.S. Territory, Chief Little Turtle, Tecumseh, Tenskwatawa (the Prophet), William Henry Harrison, and the Battle of Tippecanoe (1811)

**4.1.4** Summarize and explain the significance of key documents in Indiana's development from a United States territory to statehood.

**Examples:** The Land Ordinance of 1784; The Northwest Ordinance (1787), which made Indiana part of the United States territory; and the 1816 Indiana Constitution, which established the first state government

### ***Statehood: 1816 to 1851***

**4.1.5** Identify and explain the causes of the removal of Native American Indian groups in the state and their resettlement during the 1830s

**4.1.6** Explain how key individuals and events influenced the early growth and development of Indiana.

**Examples:** Indiana's first governor, Jonathan Jennings; Robert Owen and the New Harmony settlement; moving the state capitol from Corydon to Indianapolis; development of roads and canals in Indiana; and the Indiana Constitution of 1851

### ***The Civil War Era and Later Development: 1850 to 1900***

- 4.1.7** Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.  
**Examples:** Levi and Catherine Coffin, abolition and anti-slavery groups, The Underground Railroad, and the Liberia colonization movement
- 4.1.8** Summarize the impact of Abraham Lincoln's presidency on Indiana and describe the participation of Indiana citizens in the Civil War.  
**Examples:** Indiana's volunteer soldiers, the Twenty-eighth Regiment of the United States Colored Troops, Camp Morton, John Hunt Morgan, The Battle of Corydon, Lew Wallace, Benjamin Harrison, and women and children on the home front
- 4.1.9** Give examples of Indiana's increasing agricultural, industrial, political and business development in the nineteenth century.  
**Examples:** Growth of railroads and urban centers, such as Indianapolis, South Bend, Evansville, Fort Wayne and Gary; President Benjamin Harrison; expansion of the educational system and universities; the growth of labor unions; and the start of Eli Lilly's pharmaceutical business

### ***Growth and Development: 1900 to 1950***

- 4.1.10** Describe the participation of Indiana citizens in World War I and World War II.  
**Examples:** Home front activities such as planting victory gardens, air raid drills and rationing; the use of Indiana steel mills to manufacture weapons; contribution of troops; and the war reports of Ernie Pyle
- 4.1.11** Identify and describe important events and movements that changed life in Indiana in the early twentieth century.  
**Examples:** Women's suffrage, the Great Depression, World War I, African-American migration from the South and World War II
- 4.1.12** Describe the transformation of Indiana through immigration and through developments in agriculture, industry and transportation.  
**Examples:** The impact of improved farming methods on Indiana agriculture; the development of Indiana's automobile industry such as the Studebaker and the Duesenberg; the glass industry; the Ball Brothers; the growth of the steel industry in northern Indiana; and immigrant influence on cities and coal mining regions of the state

## **Contemporary Indiana: 1950 – Present**

**4.1.13** Identify and describe important events and movements that changed life in Indiana from the mid- twentieth century to the present.

**Examples:** The civil rights movement and school integration in Indiana; Indiana’s participation in the Korean War; Asian and Hispanic immigration; and growth in advanced manufacturing and the life sciences industry.

**4.1.14** Research Indiana’s modern growth emphasizing manufacturing, new technologies, transportation and global connections.

**Examples:** Use Indiana government Web sites and other online resources to learn about the development of the interstate highway system, establishment of ports in Indiana, aerospace engineering, and pharmaceutical and high-tech industries.

## **Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research**

**4.1.15** Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana.

**Examples:** Immigration patterns such as the settlement of the French and Germans, and automobile manufacturing

**4.1.16** Identify different opinions in historical documents and other information resources and identify the central question each narrative addresses.

**Examples:** Identify different opinions regarding Indiana’s participation in the Civil War, using political cartoons, newspaper editorials and writings found in digitalized collections of local and state libraries, museums and historic sites.

**4.1.17** Construct a brief narrative about an event in Indiana history using primary and secondary sources.

**Examples:** The first Indianapolis 500 mile race in 1911, The Battle of Tippecanoe 1811, The Ohio River Flood of 1913 and the 1965 Palm Sunday tornadoes

\* **primary source:** developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters, government documents)

\* **secondary source:** developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources, nonfiction books)

**4.1.18** Research and describe the contributions of important Indiana artists and writers to the state’s cultural landscape.

**Examples:** Painters: T.C. Steele, the Hoosier Group and Robert Indiana; Authors: James Whitcomb Riley and Gene Stratton Porter; Musicians: Cole Porter, Hoagy Carmichael, Wes Montgomery, Joshua Bell and John Mellencamp; Other entertainers: Red Skelton and David Letterman

## Standard 2 Civics and Government

*Students describe the components and characteristics of Indiana’s constitutional form of government; explain the levels and three branches of Indiana’s government; understand citizenship rights and responsibilities; investigate civic and political issues and problems; use inquiry and communication skills to report findings in charts, graphs, written and verbal forms; and demonstrate responsible citizenship by exercising civic virtues and participation skills.*

### Foundations of Government

- 4.2.1** Explain the major purposes of Indiana’s Constitution as stated in the Preamble.
- 4.2.2** Describe individual rights, such as freedom of speech, freedom of religion and the right to public education, which people have under Article I of Indiana’s Constitution.

### Functions of Government

- 4.2.3** Identify and explain the major responsibilities of the legislative (Article 4), executive (Article 5), and judicial branches (Article 7) of state government as written in the Indiana Constitution.
- 4.2.4** Identify major state offices, the duties and powers associated with them, and how they are chosen, such as by election or appointment.
- Examples:** Governor, lieutenant governor, chief justice, state senators and state representatives.

### Roles of Citizens

- 4.2.5** Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.
- 4.2.6** Define and provide examples of civic virtues\* in a democracy.
- Examples:** Individual responsibility, self-discipline/self-governance, civility, respect for the rights and dignity of all individuals, honesty, respect for the law, courage, compassion, patriotism, fairness and commitment to the common good
- \* **civic virtues:** behaviors that contribute to the healthy functioning of a democracy
- 4.2.7** Use a variety of resources to take a position or recommend a course of action on a public issue relating to Indiana’s past or present.
- Examples:** Use local, state and federal Web sites, as well as newspapers, television and video images, to research and write an editorial related to Indiana’s environment.

## Standard 3 Geography

Students explain how the Earth/sun relationship influences the climate of Indiana; identify the components of Earth's physical systems; describe the major physical and cultural characteristics of Indiana; give examples of how people have adapted to and modified their environment, past and present; identify regions of Indiana, and compare the geographic characteristics of Indiana with states and regions in other parts of the world.

### The World in Spatial Terms

**4.3.1** Use latitude and longitude to identify physical and human features of Indiana.

**Examples:** transportation routes and bodies of water (lakes and rivers)

**4.3.2** Estimate distances between two places on a map when referring to relative locations.

### Places and Regions

**4.3.3** Locate Indiana on a map as one of the 50 United States. Identify and describe the location of the state capital, major cities and rivers in Indiana.

**4.3.4** Map and describe the physical regions of Indiana and identify major natural resources and crop regions.

**Examples:** Northern Lakes and Moraines, Central Till Plain and Southern Lowlands

### Physical Systems

**4.3.5** Explain how glaciers shaped Indiana's landscape and environment.

**4.3.6** Describe Indiana's landforms (lithosphere\*), water features (hydrosphere\*), and plants and animals (biosphere\*).

\* **lithosphere:** the soil and rock that form Earth's surface

\* **hydrosphere:** all the water on Earth's surface, including the hydrologic cycle (precipitation, evaporation, and condensation)

\* **biosphere:** all plants and animals

**4.3.7** Explain the effect of the Earth/sun relationship on the climate of Indiana.

**Examples:** Describe seasonal changes and use USDA hardiness zone maps to select plants and trees for a community park.

**4.3.8** Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development.

**Examples:** Forest growth and transportation routes



## Human Systems

- 4.3.9** Explain the importance of major transportation routes, including rivers, in the exploration, settlement and growth of Indiana and in the state's location as a crossroad of America.
- 4.3.10** Identify immigration patterns and describe the impact diverse ethnic and cultural groups has had and has on Indiana.
- *E pluribus unum* (out of many, one) <http://greatseal.com/mottoes/unum.html>
  - Ellis Island was opened (January 1, 1892) during the administration of President Benjamin Harrison (Indiana's only President) <http://www.history.com/topics/ellis-island>
- 4.3.11** Examine Indiana's international relationships with states and regions in other parts of the world.  
**Examples:** Describe cultural exchanges between Indiana and other states and provinces, such as Rio Grande do Sul, Brazil, or Zhejiang Province, China.

## Environment and Society

- 4.3.12** Create maps of Indiana at different times in history showing regions and major physical and cultural features; give examples of how people in Indiana have modified their environment over time.
- 4.3.13** Read and interpret texts (written, graphs, maps, timelines, etc.) to answer geographic questions about Indiana in the past and present.

## Standard 4 Economics

*Students study and compare the characteristics of Indiana's changing economy in the past and present.*

- 4.4.1** Give examples of the kinds of goods\* and services\* produced in Indiana in different historical periods.
- \* **goods:** tangible objects, such as food or toys, that can satisfy people's wants and needs
  - \* **services:** actions that someone does for someone else, such as dental care or trash removal
- 4.4.2** Define productivity\* and provide examples of how productivity has changed in Indiana during the past 100 years.
- Examples:** Improved farm equipment has helped farms produce more. Technology has helped businesses run more efficiently. Improved education has provided individuals with the knowledge and skills to run businesses and work more productively.
- \* **productivity:** the amount of goods and services produced in a period of time divided by the productive resources used
- 4.4.3** Explain how both parties can benefit from trade\* and give examples of how people in Indiana engaged in trade in different time periods.
- \* **trade:** the voluntary exchange of goods or services
- 4.4.4** Explain that prices change as a result of changes in supply\* and demand\* for specific products.
- \* **supply:** what producers are willing and able to sell at various prices
  - \* **demand:** what consumers are willing and able to buy at various prices
- 4.4.5** Describe Indiana's emerging global connections.
- Examples:** Identify international companies in Indiana, such as Toyota, Chrysler (Fiat), Honda, Roche Diagnostics, and Indiana companies that have an international presence such as Biomet, Eli Lilly and Cummins Engine.
- 4.4.6** List the functions of money\* and compare and contrast things that have been used as money in the past in Indiana, the United States and the world.
- \* **functions of money:** helps people trade, measures the value of items, facilitates saving
- 4.4.7** Identify entrepreneurs\* who have influenced Indiana and the local community.
- Examples:** The Studebaker brothers, Madam C.J. Walker, Eli Lilly and Marie Webster
- \* **entrepreneur:** a person who takes a risk to start a business
- 4.4.8** Define profit\* and describe how profit is an incentive for entrepreneurs.
- \* **profit:** revenues from selling a good or service minus the costs of producing the good or service
- 4.4.9** Identify important goods and services provided by state and local governments by giving examples of how state and local tax revenues are used.
- 4.4.10** Explain how people save, develop a savings plan, and create a budget in order to make a future purchase.

# GRADE 4 STANDARDS IN VERTICAL FORMAT

## GRADE 4

## Indiana in the Nation and the World

**Subject/Course 0470**    **Level 4**

Fourth grade students apply their growing academic skills and knowledge to an exploration of Indiana and its relationships with regional, national, and world communities. Students are beginning to develop a more refined concept of time and can begin to deal with cause-and-effect relationships and decision-making processes, such as identifying problems and considering alternative solutions and their subsequent consequences. These skills and concepts must be related to students' lives and should be presented in a wide variety of resources and hands-on-activities, which include: (1) collecting and examining primary documents and artifacts, (2) making models and maps, (3) talking with community resource persons, and (4) visiting historic sites and buildings.

In the fourth grade, students identify key people, places and events that have shaped their state and region. They learn to explain how changes have affected people and communities. Students identify major land forms, water features and resources, and explain how they have influenced state and regional development. They learn to describe the basic structure of state government and explain its purpose. Students have opportunities to actively explore and appreciate the diverse cultures which have contributed to Indiana's heritage. Students also learn to develop proficiency in working cooperatively in groups to: (1) collect data from a variety of resources, including electronic and print media; (2) draw simple conclusions; and (3) organize data using a variety of texts (written, graphs, charts, maps, time lines, etc).

The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 4 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

**Please Note:** Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.

### **Standard 1 — History**

Students trace the historical periods, places, people, events, and movements that have led to the development of Indiana as a state.

### **Standard 2 — Civics and Government**

Students describe the components and characteristics of Indiana's constitutional form of government; explain the levels and three branches of Indiana's government; understand citizenship rights and responsibilities; investigate civic and political issues and problems; use inquiry and communication skills to report findings in charts, graphs, written and verbal forms; and demonstrate responsible citizenship by exercising civic virtues and participation skills.

### **Standard 3 — Geography**

Students explain how the Earth/sun relationship influences the climate of Indiana; identify the components of Earth's physical systems; describe the major physical and cultural characteristics of Indiana; provide examples of how people have adapted to and modified their environment, past and present; identify regions of Indiana and compare the geographic characteristics of Indiana with states and regions in other parts of the world.

### **Standard 4 — Economics**

Students study and compare the characteristics of Indiana's changing economy in the past and present.

<b>Standard 1: History</b>	<b>Standard 2: Civics and Government</b>	<b>Standard 3: Geography</b>	<b>Standard 4: Economics</b>
<p>Students trace the historical periods, places, people, events and movements that have led to the development of Indiana as a state.</p> <p><b>Historical Knowledge</b></p> <p><b>American Indians and the Arrival of Europeans to 1770</b></p> <p><b>4.1.1</b> Identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans.</p> <p><b>Examples:</b> Paleo-Indians such as the Hopewell, Adena and the Mississippian cultures</p>	<p>Students describe the components and characteristics of Indiana’s constitutional form of government; explain the levels and three branches of Indiana’s government; understand citizenship rights and responsibilities; investigate civic and political issues and problems; use inquiry and communication skills to report findings in charts, graphs, written and verbal forms; and demonstrate responsible citizenship by exercising civic virtues and participation skills.</p> <p><b>Foundations of Government</b></p> <p><b>4.2.1</b> Explain the major purposes of Indiana’s Constitution as stated in the Preamble.</p> <p><b>4.2.2</b> Describe individual rights, such as freedom of speech, freedom of religion and the right to public education, which people have under Article I of Indiana’s Constitution.</p>	<p>Students explain how the Earth/sun relationship influences the climate of Indiana; identify the components of Earth’s physical systems; describe the major physical and cultural characteristics of Indiana; give examples of how people have adapted to and modified their environment, past and present; identify regions of Indiana, and compare the geographic characteristics of Indiana with states and regions in other parts of the world.</p> <p><b>The World in Spatial Terms</b></p> <p><b>4.3.1</b> Use latitude and longitude to identify physical and human features of Indiana.</p> <p><b>Examples:</b> transportation routes and bodies of water (lakes and rivers)</p> <p><b>4.3.2</b> Estimate distances between two places on a map when referring to relative locations.</p>	<p>Students study and compare the characteristics of Indiana’s changing economy in the past and present.</p> <p><b>4.4.1</b> Give examples of the kinds of goods* and services* produced in Indiana in different historical periods.</p> <p><b>*goods:</b> tangible objects, such as food or toys, that can satisfy people’s wants and needs</p> <p><b>*services:</b> actions that someone does for someone else, such as dental care or trash removal</p>

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<p><b>4.1.2</b> Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.</p> <p><b>Examples:</b> Miami, Shawnee, Potawatomi and Lenape (Delaware)  <a href="#">Native Americans in Indiana</a></p> <p><b>The American Revolution and the Indiana Territory: 1770s to 1816</b></p> <p><b>4.1.3</b> Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state.</p> <p><b>Examples:</b> George Rogers Clark and the Fall of Vincennes (1779), development of the Northwest Territory, Indiana becoming a U.S. Territory, Chief Little Turtle, Tecumseh, Tenskwatawa (the Prophet), William Henry Harrison, and the Battle of Tippecanoe (1811)</p>	<p><b>Functions of Government</b></p> <p><b>4.2.3</b> Identify and explain the major responsibilities of the legislative (Article 4), executive (Article 5), and judicial branches (Article 7) of state government as written in the Indiana Constitution.</p> <p><b>4.2.4</b> Identify major state offices, the duties and powers associated with them, and how they are chosen, such as by election or appointment.</p> <p><b>Examples:</b> Governor, lieutenant governor, chief justice, state senators and state representatives.</p> <p><b>Roles of Citizens</b></p> <p><b>4.2.5</b> Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.</p> <p><b>4.2.6</b> Define and provide examples of civic virtues* in a democracy.</p> <p><b>Examples:</b> Individual responsibility, self-discipline/self-governance, civility, respect for the rights and dignity of all individuals, honesty, respect for the law, courage, compassion, patriotism, fairness and commitment to the common good</p> <p><b>*civic virtues:</b> behaviors that contribute to the healthy functioning of a democracy</p>	<p><b>Places and Regions</b></p> <p><b>4.3.3</b> Locate Indiana on a map as one of the 50 United States. Identify and describe the location of the state capital, major cities and rivers in Indiana.</p> <p><b>4.3.4</b> Map and describe the physical regions of Indiana and identify major natural resources and crop regions. Examples: Northern Lakes and Moraines, Central Till Plain and Southern Lowlands</p> <p><b>Physical Systems</b></p> <p><b>4.3.5</b> Explain how glaciers shaped Indiana's landscape and environment.</p> <p><b>4.3.6</b> Describe Indiana's landforms (lithosphere*), water features (hydrosphere*), and plants and animals (biosphere*).</p> <p><b>*lithosphere:</b> the soil and rock that form Earth's surface</p> <p><b>*hydrosphere:</b> all the water on Earth's surface, including the hydrologic cycle (precipitation, evaporation, and condensation)</p> <p><b>* biosphere:</b> all plants and animals</p>	<p><b>4.4.2</b> Define productivity* and provide examples of how productivity has changed in Indiana during the past 100 years.</p> <p><b>Examples:</b> Improved farm equipment has helped farms produce more. Technology has helped businesses run more efficiently. Improved education has provided individuals with the knowledge and skills to run businesses and work more productively.</p> <p><b>*productivity:</b> the amount of goods and services produced in a period of time divided by the productive resources used</p> <p><b>4.4.3</b> Explain how both parties can benefit from trade* and give examples of how people in Indiana engaged in trade in different time periods.</p> <p><b>*trade:</b> the voluntary exchange of goods or services</p>

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<p><b>4.1.4</b> Summarize and explain the significance of key documents in Indiana’s development from a United States territory to statehood.  <b>Examples:</b> The Land Ordinance of 1784; The Northwest Ordinance (1787), which made Indiana part of the United States territory; and the 1816 Indiana Constitution, which established the first state Government</p> <p style="text-align: center;"><b>Statehood: 1816 to 1851</b></p> <p><b>4.1.5</b> Identify and explain the causes of the removal of Native American Indian groups in the state and their resettlement during the 1830s</p> <p><b>4.1.6</b> Explain how key individuals and events influenced the early growth and development of Indiana.  <b>Examples:</b> Indiana’s first governor, Jonathan Jennings; Robert Owen and the New Harmony settlement; moving the state capitol from Corydon to Indianapolis; development of roads and canals in Indiana; and the Indiana Constitution of 1851</p>	<p><b>4.2.7</b> Use a variety of resources to take a position or recommend a course of action on a public issue relating to Indiana’s past or present.  <b>Examples:</b> Use local, state and federal Web sites, as well as newspapers, television and video images, to research and write an editorial related to Indiana’s environment.</p>	<p><b>4.3.7</b> Explain the effect of the Earth/sun relationship on the climate of Indiana.  <b>Examples:</b> Describe seasonal changes and use USDA hardiness zone maps to select plants and trees for a community park.</p> <p><b>4.3.8</b> Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development.  <b>Examples:</b> Forest growth and transportation routes</p> <p style="text-align: center;"><b>Human Systems</b></p> <p><b>4.3.9</b> Explain the importance of major transportation routes, including rivers, in the exploration, settlement and growth of Indiana and in the state’s location as a crossroad of America.</p>	<p><b>4.4.4</b> Explain that prices change as a result of changes in supply* and demand* for specific products.  <b>*supply:</b> what producers are willing and able to sell at various prices  <b>*demand:</b> what consumers are willing and able to buy at various prices</p> <p><b>4.4.5</b> Describe Indiana’s emerging global connections.  <b>Examples:</b> Identify international companies in Indiana, such as Toyota, Chrysler (Fiat), Honda, Roche Diagnostics, and Indiana companies that have an international presence such as Biomet, Eli Lilly and Cummins Engine.</p> <p><b>4.4.6</b> List the functions of money* and compare and contrast things that have been used as money in the past in Indiana, the United States and the world.  <b>*functions of money:</b> helps people trade, measures the value of items, facilitates saving</p>

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<p><b>The Civil War Era and Later Development: 1850 to 1900</b></p> <p><b>4.1.7</b> Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War. <b>Examples:</b> Levi and Catherine Coffin, abolition and anti-slavery groups, The Underground Railroad, and the Liberia colonization movement</p> <p><b>4.1.8</b> Summarize the impact of Abraham Lincoln’s presidency on Indiana and describe the participation of Indiana citizens in the Civil War. <b>Examples:</b> Indiana’s volunteer soldiers, the Twenty-eighth Regiment of the United States Colored Troops, Camp Morton, John Hunt Morgan, The Battle of Corydon, Lew Wallace, Benjamin Harrison, and women and children on the home front</p>		<p><b>4.3.10</b> Identify immigration patterns and describe the impact diverse ethnic and cultural groups has had and has on Indiana.</p> <ul style="list-style-type: none"> <li>E pluribus unum (out of many, one) <a href="http://greatseal.com/mottoes/unum.html">http://greatseal.com/mottoes/unum.html</a></li> <li>Ellis Island was opened (January 1, 1892) during the administration of President Benjamin Harrison (Indiana’s only President) <a href="http://www.history.com/topics/ellis-island">http://www.history.com/topics/ellis-island</a></li> </ul> <p><b>4.3.11</b> Examine Indiana’s international relationships with states and regions in other parts of the world. <b>Examples:</b> Describe cultural exchanges between Indiana and other states and provinces, such as Rio Grande do Sul, Brazil, or Zhejiang Province, China.</p> <p><b>Environment and Society</b></p> <p><b>4.3.12</b> Create maps of Indiana at different times in history showing regions and major physical and cultural features; give examples of how people in Indiana have modified their environment over time.</p>	<p><b>4.4.7</b> Identify entrepreneurs* who have influenced Indiana and the local community. <b>Examples:</b> The Studebaker brothers, Madam C.J. Walker, Eli Lilly and Marie Webster <b>*entrepreneur:</b> a person who takes a risk to start a business</p> <p><b>4.4.8</b> Define profit* and describe how profit is an incentive for entrepreneurs. <b>*profit:</b> revenues from selling a good or service minus the costs of producing the good or service</p> <p><b>4.4.9</b> Identify important goods and services provided by state and local governments by giving examples of how state and local tax revenues are used.</p> <p><b>4.4.10</b> Explain how people save, develop a savings plan, and create a budget in order to make a future purchase.</p>

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<p><b>4.1.9</b> Give examples of Indiana's increasing agricultural, industrial, political and business development in the nineteenth century.</p> <p><b>Examples:</b> Growth of railroads and urban centers, such as Indianapolis, South Bend, Evansville, Fort Wayne and Gary; President Benjamin Harrison; expansion of the educational system and universities; the growth of labor unions; and the start of Eli Lilly's pharmaceutical business.</p> <p><b>Growth and Development: 1900 to 1950</b></p> <p><b>4.1.10</b> Describe the participation of Indiana citizens in World War I and World War II.</p> <p><b>Examples:</b> Home front activities such as planting victory gardens, air raid drills and rationing; the use of Indiana steel mills to manufacture weapons; contribution of troops; and the war reports of Ernie Pyle</p>		<p><b>4.3.13</b> Read and interpret texts (written, graphs, maps, timelines, etc.) to answer geographic questions about Indiana in the past and present.</p>	



Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<p><b>4.1.11</b> Identify and describe important events and movements that changed life in Indiana in the early twentieth century.  <b>Examples:</b> Women’s suffrage, the Great Depression, World War I, African-American migration from the South and World War II</p> <p><b>4.1.12</b> Describe the transformation of Indiana through immigration and through developments in agriculture, industry and transportation.  <b>Examples:</b> The impact of improved farming methods on Indiana agriculture; the development of Indiana’s automobile industry such as the Studebaker and the Duesenberg; the glass industry; the Ball Brothers; the growth of the steel industry in northern Indiana; and immigrant influence on cities and coal mining regions of the state</p>			

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<p><b>Contemporary Indiana: 1950 – Present</b></p> <p><b>4.1.13</b> Identify and describe important events and movements that changed life in Indiana from the mid- twentieth century to the present.  <b>Examples:</b> The civil rights movement and school integration in Indiana; Indiana’s participation in the Korean War; Asian and Hispanic immigration; and growth in advanced manufacturing and the life sciences industry.</p> <p><b>4.1.14</b> Research Indiana’s modern growth emphasizing manufacturing, new technologies, transportation and global connections.  <b>Examples:</b> Use Indiana government Web sites and other online resources to learn about the development of the interstate highway system, establishment of ports in Indiana, aerospace engineering, and pharmaceutical and high-tech industries.</p>			

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<p><b>Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research</b></p> <p><b>4.1.15</b> Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana.  <b>Examples:</b> Immigration patterns such as the settlement of the French and Germans, and automobile manufacturing</p> <p><b>4.1.16</b> Identify different opinions in historical documents and other information resources and identify the central question each narrative addresses.  <b>Examples:</b> Identify different opinions regarding Indiana's participation in the Civil War, using political cartoons, newspaper editorials and writings found in digitalized collections of local and state libraries, museums and historic sites.</p>			

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<p><b>4.1.17</b> Construct a brief narrative about an event in Indiana history using primary and secondary sources.</p> <p><b>Examples:</b> The first Indianapolis 500 mile race in 1911, The Battle of Tippecanoe 1811, The Ohio River Flood of 1913 and the 1965 Palm Sunday tornadoes</p> <p><b>*primary source:</b> developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters, government documents)</p> <p><b>* secondary source:</b> developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources, nonfiction books)</p> <p><b>4.1.18</b> Research and describe the contributions of important Indiana artists and writers to the state’s cultural landscape.</p> <p><b>Examples:</b> Painters: T.C. Steele, the Hoosier Group and Robert Indiana; Authors: James Whitcomb Riley and Gene Stratton Porter; Musicians: Cole Porter, Hoagy Carmichael, Wes Montgomery, Joshua Bell and John Mellencamp; Other entertainers: Red Skelton and David Letterman</p>			