

Fourth Grade

Spatial Sense

- a.** Measure distance using map scales.
- b.** Read maps and globes using longitude and latitude, coordinates, degrees.
- c.** Prime Meridian (0 degrees); Greenwich, England; 180° Line (International Date Line)
- d.** Relief maps: elevations and depressions

Mountains and Mountain Ranges

- a.** Major Mountain Ranges **i.** South America: Andes **ii.** North America: Rockies and Appalachians **iii.** Asia: Himalayas and Urals **iv.** Africa: Atlas Mountains **v.** Europe: Alps
- b.** High Mountains of The World **i.** Asia: Everest **ii.** North America: McKinley **iii.** South America: Aconcagua **iv.** Europe: Mont Blanc **v.** Africa: Kilimanjaro

Fourth Grade

Europe in the Middle Ages

a. Geography Related to The Development of Western Europe **i.** Rivers: Danube, Rhine, Rhone, And Oder **ii.** Mountains: Alps, Pyrenees **iii.** Iberian Peninsula: Spain and Portugal, Proximity to North Africa **iv.** France: The Region Known as Normandy **v.** Mediterranean Sea, North Sea, Baltic Sea **vi.** British Isles: England, Ireland, Scotland, Wales; The English Channel

b. Background **i.** Beginning about a.d.200, nomadic, warlike tribes began moving into western Europe, Attacking the western roman empire; city of Rome sacked by visigoths in a.d.410 the huns: Attila the hun **ii.** Peoples settling in old Roman Empire included Vandals (cf. English word “vandalism”), Franks in Gaul (now France), Angles (in England: cf. “Angle-land”) and Saxons. **iii.** The “Middle Ages” are generally dated from about a. d.450 to 1400. Approximately the first three centuries after the fall of Rome (a.d. 476) are sometimes called the “Dark Ages.”

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c. Developments in History of the Christian Church **i.** Growing power of the pope (Bishop of Rome) **ii.** Arguments among Christians: split into Roman Catholic Church and Eastern Orthodox Church **iii.** Conversion of many Germanic peoples to Christianity **iv.** Rise of monasteries, preservation of classical learning **v.** Charlemagne Temporarily unites the western Roman Empire Crowned Emperor by the pope in a.d. 800, the idea of a united “Holy Roman Empire” Charlemagne’s love and encouragement of learning.

d. Feudalism **i.** Life on A Manor, Castles **ii.** Lords, Vassals, Knights, Freedmen, Serfs **iii.** Code of Chivalry **iv.** Knight, Squire, Page

e. The Norman Conquest **i.** Locate the Region Called Normandy. **ii.** William The Conqueror: Battle of Hastings, 1066

f. Growth of Towns **i.** Towns as Centers of Commerce, Guilds And Apprentices **ii.** Weakening of Feudal Ties

g. England In the Middle Ages **i.** Henry **ii.** Beginnings of Trial by Jury, Murder of Thomas Becket In Canterbury Cathedral, Eleanor Of Aquitaine **iii.** Significance of The Magna Carta, King John, 1215 **iv.** Parliament: Beginnings of Representative Government **v.** The Hundred Years’ War Joan of Arc **vi.** The Black Death sweeps across Europe

Fourth Grade

The Spread of Islam and the “Holy Wars”

a. Islam **i.** Muhammad: the last prophet **ii.** Allah, Qur'an, jihad **iii.** Sacred city of Makkah, mosques **iv.** “Five pillars” of Islam: Declaration of faith Prayer (five times daily), facing toward Makkah, fasting during Ramadan, help the needy, pilgrimage to Makkah **v.** Arab peoples unite to spread Islam in northern Africa, through the eastern Roman empire, and as far west as Spain. **vi.** Islamic Turks conquer region around the Mediterranean; in 1453, Constantinople becomes Istanbul. **vii.** The first Muslims were Arabs, but today diverse people around the world are Muslims.

b. Development of Islamic Civilization **i.** Contributions to Science and Mathematics: Avicenna (Ibn Sina), Arabic Numerals **ii.** Muslim Scholars Translate and Preserve Writings of Greeks And Romans **iii.** Thriving Cities as Centers of Islamic Art And Learning, Such As Cordoba (Spain)

c. Wars Between Muslims and Christians **i.** The Holy Land, Jerusalem **ii.** The Crusades **iii.** Saladin and Richard the Lion-Hearted **iv.** Growing trade and cultural exchange between east and west

Fourth Grade

Early and Medieval African Kingdoms

- a.** Geography of Africa **i.** Mediterranean Sea and Red Sea, Atlantic and Indian Ocean **ii.** Cape of Good Hope **iii.** Madagascar **iv.** Major rivers: Nile, Niger, Congo **v.** Atlas Mountains, Mt. Kilimanjaro **vi.** Contrasting climate in different regions: Deserts: Sahara, Kalahari Tropical rain forests (along lower West African coast and Congo River), Savanna (grasslands), The Sahel (the fertile region below the Sahara)
- b.** Early African Kingdoms
- c.** Kush (in a region also called Nubia): once ruled by Egypt, then became rulers of Egypt
- d.** Aksum (also spelled Axum): a trading kingdom in what is now Ethiopia

Medieval Kingdoms of The Sudan

- a.** Trans-Saharan trade led to a succession of flourishing kingdoms: Ghana, Mali, and Songhai Camel caravans, Trade in gold, iron, salt, ivory, and slaves, The city of Timbuktu: center of trade and learning Spread of Islam into West Africa through merchants and travelers, Ibn Batuta (also spelled Battutah, Batuta), world traveler and geographer
- b.** Mali: Sundiata Keita, Mansa Musa
- c.** Songhai: Askia Muhammad

Fourth Grade

China: Dynasties and Conquerors

- a.** Qin Shihuangdi, first emperor, begins construction of Great Wall
- b.** Han dynasty: trade in silk and spices, the Silk Road, invention of paper
- c.** Tang and Song dynasties: highly developed civilization, extensive trade, important inventions (including compass, gunpowder, paper money)
- d.** Mongol invasions and rule Chinggis Khan and the “Golden Horde” Khubilai Khan: establishes capital at what is now Beijing Marco Polo
- e.** Ming dynasty The “Forbidden City” Explorations of Zheng He

The American Revolution

- a.** Background: The French And Indian War **i.** Also Known as The Seven Years’ War, Part of An Ongoing Struggle Between Britain and France For Control of Colonies In Various Regions Around The World (In This Case, In North America) **ii.** Alliances with Native Americans **iii.** The Battle of Quebec **iv.** British Victory Gains Territory but Leaves Britain Financially Weakened.
- b.** Causes and Provocations **i.** British Taxes, “No Taxation Without Representation” **ii.** Boston Massacre, Crispus Attucks **iii.** Boston Tea Party **iv.** The Intolerable Acts Close the Port of Boston And Require Americans To Provide Quarters for British Troops **v.** First Continental Congress Protests to King George III **vi.** Thomas Paine’s Common Sense

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c. The Revolution **i.** Paul Revere's ride, "One if by land, two if by sea" **ii.** Lexington and Concord The "shot heard 'round the world" Redcoats and Minute Men **iii.** Bunker Hill **iv.** Second Continental Congress: George Washington appointed commander in chief of Continental Army **v.** Declaration of Independence Primarily written by Thomas Jefferson Adopted July 4, 1776 "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness." **vi.** Women in the Revolution: Elizabeth Freeman, Deborah Sampson, Phillis Wheatley

d. Molly Pitcher **i.** Loyalists (Tories) **ii.** Victory at Saratoga, alliance with France **iii.** European helpers (Lafayette, the French fleet, Bernardo de Galvez, Kosciusko, von Steuben) **iv.** Valley Forge **v.** Benedict Arnold

American History and Geography

a. John Paul Jones: "I have not yet begun to fight."

b. Nathan Hale: "I only regret that I have but one life to lose for my country."

c. Cornwallis: surrender at Yorktown

Fourth Grade

a. Main Ideas Behind the Declaration of Independence **i.** the proposition that “all men are created equal” **ii.** the responsibility of government to protect the “unalienable rights” of the people **iii.** natural rights: “life, liberty, and the pursuit of happiness” **iv.** the “right of the people ... To institute new government”

b. Making A New Government: From the Declaration to The Constitution **i.** Definition Of “Republican” Government: Republican = Government by Elected Representatives of The People **ii.** Articles of Confederation: Weak Central Government **iii.** “Founding Fathers”: James Madison as “Father of The Constitution” **iv.** Constitutional Convention Arguments between small and large states the divisive issue of slavery, “three-fifths” compromise

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c. The Constitution of The United States

- i.** Preamble to the Constitution: “We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.”
- ii.** The separation and sharing of powers in American government: three branches of government
Legislative branch: Congress = House of Representatives and Senate, makes laws
Executive branch: headed by the president, carries out laws
Judicial branch: a court system headed by the Supreme Court (itself headed by the Chief Justice), deals with those who break laws and with disagreements about laws
- iii.** Checks and balances, limits on government power, veto
iv. The Bill of Rights: first ten amendments to the Constitution, including: Freedom of religion, speech, and the press (First Amendment) Protection against “unreasonable searches and seizures” The right to “due process of law”, The right to trial by jury Protection against “cruel and unusual punishments”

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d. Levels and functions of government (national, state, local)

i. Identify current government officials, including President and vice-president of the U.S., State governor

ii. State governments: established by state constitutions (which are subordinate to the U.S. Constitution, the highest law in the land), like the national government, each state government has its legislative, executive, and judicial branches

iii. Local governments: purposes, functions, and officials

iv. How government services are paid for (taxes on individuals and businesses, fees, tolls, etc.)

v. How people can participate in government

Fourth Grade

e. Early Presidents and Politics

i. Define: cabinet and administration

ii. George Washington as first President, Vice-President John Adams

iii. John Adams, second president, Abigail Adams

iv. National capitol established at Washington, D.C.

v. Growth of political parties Arguments between Thomas Jefferson and Alexander Hamilton: two opposed visions of America, as an agricultural or industrial society Present-day system: two main parties (Democrats and Republicans), and independents

vi. Thomas Jefferson, third president Correspondence between Jefferson and Benjamin Banneker

vii. Jefferson as multifaceted leader (architect, inventor, musician, etc.) The Louisiana Purchase (review from grade 1) doubles the nation's size and gains control of Mississippi River.

viii. James Madison, fourth president War of 1812 (briefly review from grade 2)

ix. James Monroe, fifth president, the Monroe Doctrine

x. John Quincy Adams, sixth president

xi. Andrew Jackson, seventh president Popular military hero, Battle of New Orleans in War of 1812

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f. Presidency of “the common man” Indian removal policies

g. Reformers **i.** Abolitionists **ii.** Dorothea Dix and the treatment of the insane **iii.** Horace Mann and public schools **iv.** Women’s rights

h. Seneca Falls convention

i. Elizabeth Cady Stanton

j. Lucretia Mott

k. Amelia Bloomer

l. Sojourner Truth

m. Symbols and Figures **i.** Recognize and become familiar with the significance of Spirit of ‘76 (painting) White House and Capitol Building, Great Seal of the United State