

Grade 4 State Goal 14

State Goal 14: Understand political systems, with an emphasis on the United States.

ILLINOIS LEARNING STANDARDS: STATE GOAL 14: GRADE 4

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical to Understand and Master at Grade 4: 4.14.01 Analyze the history of the Declaration of Independence. (14A)</p>	<p>Use the Internet or library resources to research the history of the Declaration of Independence. Write a paragraph explaining why it was written and where it was signed.</p>	<p>Language Arts: Write a summary of the ideas expressed in the Declaration of Independence.</p>
<p>4.14.02 Explain the role of the Declaration of Independence in American life today. (14A)</p>	<p>Write a journal entry describing what the United States would be like today if the Declaration of Independence had not been written.</p>	<p>Language Arts: Participate in a class discussion about the importance of preserving the Declaration of Independence. Share your ideas on why it is important to take care of the document.</p>
<p>4.14.03 Recognize the United States Constitution as our nation’s plan of government. (14A)</p>	<p>Write a paragraph explaining the purpose of the United States Constitution. Include a summary of how the Constitution sets up the structure of the nation’s government.</p>	<p>Language Arts: Read the book <i>We the Kids: The Preamble to the Constitution of the United States</i> by David Catrow, Puffin, 2005. Then, write a book report summarizing it.</p> <p>Art: Using construction paper, create your own version of the United States Constitution. Include a summary of the preamble and articles of the Constitution.</p>

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<p>4.14.04 Describe the three branches of the national government. (14B)</p>	<p>Make a three-column chart. Label the columns Executive Branch, Legislative Branch, and Judicial Branch. In each column, write a sentence that describes the branch’s function in the national government. Then, list the responsibilities of each branch.</p>	<p>Theater: Working in groups, role-play being tour guides in Washington D.C. Take turns pretending to lead a group of visitors on a tour of Washington D.C. In your tour, point out important buildings to each branch of the national government, such as the White House, the Capitol building, and the Supreme Court building. Explain to your group what goes on in each of the buildings.</p>
<p>4.14.05 Identify state government leaders in Illinois. (14B)</p>	<p>Use the Internet or library resources to find information about members of the Illinois state government, such as the governor, senators, and other leaders. Make a list of these leaders. Then, write one sentence for each leader, describing the purpose of his or her position in the state government.</p>	<p>Language Arts: Choose one of the members of Illinois’ government from your list. Use the Internet or library resources to research this person and write a short biography about him or her. Include information about the leader’s life and service in government in your biography.</p>

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<p>4.14.06 Recognize and describe the roles of local government leaders in your community. (14B)</p>	<p>Make a list of leaders in your local government, such as the mayor and the sheriff. Write a paragraph that describes the roles and responsibilities of each member in the local government.</p>	<p>Language Arts/ Art: Work in groups to make a flowchart that shows the structure of the local government in your community. Be sure to show the responsibilities of various leaders in your community's local government. Choose one member of your group to share your flowchart with the class.</p>
<p>4.14.07 Compare the functions of national, state, and local governments in the United States. (14B)</p>	<p>Use a variety of resources, such as the United States Constitution, the Illinois Constitution, and other resources to gather information about your local, state, and national government. Use the information to create a Venn diagram that compares and contrasts the levels of government. In your diagram, include examples of specific responsibilities of leaders of each level of government.</p>	<p>Art: Create a bulletin board, showing the functions of each level of government. Include information, pictures, and drawings that show the similarities and differences between the three levels of government.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.14.08 Understand and describe rights and responsibilities of United States citizenship. (14C)</p>	<p>Make a two-column chart about rights and responsibilities of United States citizens. Label the columns Rights and Responsibilities. In the Rights column, make a list of freedoms and rights that United States citizens have. In the Responsibilities column, list things for which citizens of the United States are responsible for doing.</p>	<p>Language Arts: Brainstorm a list of rights and responsibilities you have as a member of your class. Include rights on your list, such as respect and the right to learn. Include responsibilities, such as participating in class, doing your work, and raising your hand. Combine your list with the lists of your classmates to make a classroom Bill of Rights.</p>
<p>4.14.09 Describe the importance of responsibilities, such as voting, obeying laws, and paying taxes. (14C)</p>	<p>Write sentences that describe the responsibilities of voting, obeying laws, and paying taxes. Include the possible consequences of not meeting each responsibility in your sentences.</p>	<p>Language Arts: Imagine you have a friend who recently moved to the United States. Write a letter to your friend to explain what his or her family’s responsibilities will be at school, in the community, and in the state.</p>

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<p>4.14.10 Explain the significance of the rights and responsibilities that people in your community and people in Illinois have as citizens. (14C)</p>	<p>Write a paragraph that describes the significance of the rights and responsibilities that people in your community and people in Illinois have as citizens.</p>	<p>Language Arts: Create a survey that asks adults how and why they exercise their rights and responsibilities as citizens of your community and as citizens of Illinois. Your survey questions may ask about voting, volunteering, or expressing informed opinions. Survey three to five adults and summarize your results in a paragraph to share with the class.</p>
<p>4.14.11 Explain how people in the United States elect government leaders. (14D)</p>	<p>Write a paragraph that explains the election process. Include terms, such as candidates, campaign, and ballot, in your paragraph.</p>	<p>Language Arts: Look through magazines and newspapers that were published during a recent election. Find out who the candidates were, what party each one belonged to, and who won each election. Make a chart to summarize the information you find.</p>
<p>4.14.12 Describe how Thurgood Marshall influenced public policy. (14D)</p>	<p>Use the Internet or library resources to research Thurgood Marshall. Then, write a short biography about his life and how he worked with the government.</p>	<p>Language Arts: As a class, research information about Brown v. Board of Education of Topeka. Discuss the leadership of Thurgood Marshall in helping convince the United States Supreme Court to decide that “separate educational facilities are inherently unequal”.</p>

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<p>4.14.13 Identify the work of Jane Addams and Ellen Gates Starr, and discuss the importance of their work in Illinois. (14D)</p>	<p>Make a poster that outlines the accomplishments of Jane Addams and Ellen Gates Starr in working for change in their community. On your poster, include information about Hull House as well as new laws the women were able to pass.</p>	<p>Language Arts: Write a paragraph explaining the impact of Jane Addams’s and Ellen Gates Starr’s work on the people of Illinois.</p>
<p>4.14.14 Describe how the United States cooperates with and aids other countries. (14E)</p>	<p>Write a paragraph about the different forms of aid the United States offers to other countries. Include issues, such as poverty, hunger, disease, and disasters, and examples of how the United States provides aid to countries struggling with these issues.</p>	<p>Theater: Work in small groups to write a short skit about the United States providing aid to a country in need. Then, perform your skit for the class.</p>
<p>4.14.15 Identify qualities that make the United States a world leader. (14E)</p>	<p>List the characteristics that you think make a good leader. Also make a list of characteristics that you think describe the United States. Compare the two lists. Then, write a paragraph explaining how these qualities make the United States a world leader.</p>	<p>Language Arts: As a class, discuss how the United States can continue to be a world leader. Include ideas, such as maintaining citizens’ freedoms and the nation’s economic strength, in your discussion.</p>

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<p>4.14.16 Describe the importance of Constitutional Amendments. (14F)</p>	<p>Write a journal entry explaining why it is important that changes or amendments can be made to the United States Constitution. In your entry, give examples of inconsistencies between political ideas, such as “all men are created equal,” and the way they are carried out—for example, African Americans not being treated equally for many years.</p>	<p>Language Arts: Use the Internet or library resources to learn how a proposed amendment becomes part of the United States Constitution. Then, create a flowchart that outlines the process.</p>
<p>4.14.17 Identify how Constitutional Amendments have impacted the United States and Illinois. (14F)</p>	<p>Describe how the Constitution has changed throughout history to protect the rights and freedoms of all United States citizens.</p>	<p>Language Arts: Research Constitutional Amendments, and choose an amendment to write a paragraph about. In your paragraph, include how the United States or Illinois might be different if the amendment were not included in the Constitution.</p>

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<p>Significant to Develop at Grade 4: 4.14.18 Describe the Bill of Rights and its purpose. (14A)</p>	<p>Make a brochure about the Bill of Rights. In your brochure, include information about why the Bill of Rights was written, and give examples of rights named in the Bill of Rights. Also include information about why the Bill of Rights is important to United States citizens.</p>	<p>Art: Draw pictures to illustrate the basic freedoms granted by the Bill of Rights, such as freedom of religion, freedom of speech, freedom of the press, the right to assemble peacefully, and the right to petition government. Write a caption for each picture that explains what the freedoms mean to you and why you think they are important.</p>
<p>4.14.19 Understand the role of the Bill of Rights in the United States today. (14A)</p>	<p>Identify the specific rights granted by the Bill of Rights, such as freedom of speech, freedom of religion, and the rights to privacy, property, and equal treatment under the law. Then, write a journal entry that explains how the Bill of Rights applies to your life.</p>	<p>Language Arts: Participate in a class discussion about the idea of due process of law, as outlined in the Bill of Rights. Discuss what life might be like in other countries that do not recognize due process of law.</p>

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<p>4.14.20 Understand the purpose and importance of the Illinois Constitution. (14A)</p>	<p>Use the Internet or library resources to find information about the Illinois Constitution. Write a report explaining when and why the Illinois Constitution was written. In your report, include a summary of the ideas expressed in the Illinois Constitution.</p>	<p>Language Arts: Participate in a class discussion about the Illinois Constitution. Compare and contrast the ideas expressed in the Illinois Constitution with the ideas outlined in the United States Constitution. Make a list of the similarities and differences.</p>
<p>4.14.21 Explain why the United States Constitution divides power among three branches of government. (14A)</p>	<p>Write an essay that explains why it is important that one branch of the national government does not have more power than the other branches. Use reasons and examples to support your essay.</p>	<p>Language Arts: Use the Internet or library resources to understand the process that a bill must go through in order to become a law. Create a flowchart that outlines the steps in the process. Include the roles of each branch of the national government in the process.</p>
<p>4.14.22 Describe the significance of the Civil Rights movement to the rights of United States citizens today. (14C)</p>	<p>Use the Internet or library resources to research the Fifteenth Amendment, which was added to the United States Constitution in 1870. Then, write a paragraph that describes how the Fifteenth Amendment affects the rights of people today.</p>	<p>Music: Discuss the role that music played in helping to inspire and motivate people during the Civil Rights movement. Listen to a recording of “We Shall Overcome.” Then, discuss why this song gave strength to people struggling for their rights.</p>

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<p>4.14.23 Explain who Ida B. Wells was and why she is important to Illinois politics. (14D)</p>	<p>Use the Internet or library resources to research Ida B. Wells. Write a biography of her life. Discuss her role in the founding of the NAACP as well as her role in the woman’s suffrage movement in Illinois.</p>	<p>Music: Using the information from your biography, work in groups to write a song about Ida B. Wells. Include examples of her work as well as her importance to the state of Illinois in your song.</p>
<p>4.14.24 Explain how Upton Sinclair worked for change in Chicago. (14D)</p>	<p>Write a paragraph that explains Upton Sinclair’s role in the establishment of laws to end unsafe conditions in Chicago’s meatpacking industry.</p>	<p>Art: Read <i>The Jungle</i> by Upton Sinclair, Penguin Classics, 2006. Then, draw your own cover for the book. Include the name of the author, the year the book was written, and a drawing to illustrate the main idea of the book. Present your book cover to the class.</p>
<p>4.14.25 Recognize the role of groups, such as the NAACP, in the Civil Rights movement. (14D)</p>	<p>Use the Internet or library resources to research the development and purpose of the National Association for the Advancement of Colored People (NAACP). Use the information to write an outline of the NAACP’s involvement in the Civil Rights movement.</p>	<p>Language Arts: As a class, discuss the benefits and drawbacks of working with a group to create changes in the community. Make a list of the benefits and drawbacks expressed in the discussion.</p>

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<p>4.14.26 Describe the woman’s suffrage movement in Illinois. (14D)</p>	<p>Make a list of people who played a significant role in the woman’s suffrage movement in Illinois. Write one sentence about each person on your list that describes their contribution to the movement in Illinois.</p>	<p>Language Arts: Write a poem about the woman’s suffrage movement in Illinois. In your poem, include important events, leaders, and results of the movement.</p>
<p>4.14.27 Explain the United States’ role in preventing and resolving conflicts around the world. (14E)</p>	<p>Write a definition of the word negotiation. Then, write a paragraph that explains how the United States helps solve world conflicts through negotiation.</p>	<p>Theater: Imagine you are participating in a debate about the role the United States should play in world affairs in the future. Work with a partner who will take an opposing view of the issue. Use examples from the past to support your arguments in the debate. Perform your debate in front of the class.</p>
<p>4.14.28 Describe the impact of the Northwest Ordinance of 1787 on the development of the United States and Illinois. (14F)</p>	<p>Write a paragraph summarizing the purpose of the Northwest Ordinance of 1787. Include information about the impact the Northwest Ordinance had on the development of the United States.</p>	<p>Language Arts: Use the Internet or library resources to find out when Illinois was admitted to the Union. Make an outline of important dates and events that surrounded the admittance of Illinois to the Union.</p>

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<p>4.14.29 Explain the significance of political symbols and mottoes of the United States, Illinois, and your community. (14F)</p>	<p>Make a list of patriotic symbols and ideas in the United States. Include specific monuments, songs, holidays, and mottoes in your list. Then, write a sentence about each symbol or idea, explaining what it represents and why it is important to the United States.</p>	<p>Music: Sing “The Star Spangled Banner” aloud as a class.</p>
<p>Useful to Work on at Grade 4: 4.14.30 Discuss ways citizens can become involved in government other than voting. (14D)</p>	<p>Choose a method of becoming involved in government, such as writing a letter to a government leader or signing a petition. Write a paragraph that discusses how the method you chose can be an effective way for a citizen to participate in government.</p>	<p>Art/Language Arts: Find information about upcoming board meetings in your community’s government. Use the information to make a calendar showing the schedule. Then, write a paragraph that encourages people to attend the meetings.</p>

Grade 4 State Goal 15

State Goal 15: Understand economic systems, with an emphasis on the United States.

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical to Understand and Master at Grade 4: 4.15.01 Explain how the United States economy has changed over time. (15A)</p>	<p>Write a paragraph explaining how the United States economy has shifted from a mostly agricultural economy to a manufacturing and service-related economy.</p>	<p>Language Arts: Read the book <i>The Kids' Business Book</i> by Arlene Erlbach, Lerner Publishing Group, 1998. Then, write a summary of the economic concepts discussed in the book.</p>
<p>4.15.02 Recognize industries that are important to the economy of the United States. (15A)</p>	<p>Write a report that describes the manufacturing, agricultural, and services industries in the United States economy.</p>	<p>Art: Draw pictures to illustrate jobs in your community. Decide whether each job is a part of the manufacturing, agricultural, or service industry. Label each of your pictures with the appropriate industry title.</p>
<p>4.15.03 Describe the free market economy of the United States. (15A)</p>	<p>Create a poster describing the free market economy of the United States. Include information about how a free market economy works and how one works in the United States. Use writing, pictures, diagrams, or other visual representations to complete your poster.</p>	<p>Language Arts: Do library research find a book about how the economic system of the United States works. Write a book report to summarize the information you learned. Then, present your book report to the class.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.15.04 Explain Illinois' economy and its place in the global market. (15A)</p>	<p>Create a brochure about the economy of Illinois. In your brochure, explain the importance of manufacturing and farming to Illinois' economy, as well as growing industries that allow Illinois to compete in the global market.</p>	<p>Language Arts: Working with a partner, write a report about a major industry in the Illinois economy. In your report, provide information about the industry as well as how the industry has helped the economy of Illinois.</p>
<p>4.15.05 Understand basic economic concepts related to scarcity. (15B)</p>	<p>Write a journal entry describing the concept of scarcity. In your entry, explain how scarcity affects the choices consumers make.</p>	<p>Language Arts: Make a chart showing how prices are affected when goods or services are scarce. Include the concepts of supply and demand in your chart as well.</p>
<p>4.15.06 Explain that when making an economic choice, something else is given up. (15B)</p>	<p>Think about a recent choice you had to make. Explain the situation and the options that were available to you. Describe the decision you made and identify what you gave up as a result of your decision.</p>	<p>Theater: Work with a partner to role-play making economic choices. Use items from your class to pretend to purchase or trade. While you are role-playing, discuss how you are giving something up in order to gain something else.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.15.07 Identify the trade-offs and opportunity costs in a personal choice. (15B)</p>	<p>Write a short story about a child your age making an economic decision. In your story, include information about the choice he or she must make and the trade-offs and opportunity costs of his or her decision.</p>	<p>Art: Design a poster about consumer choices. Label your poster Opportunity Costs. Draw or cut out pictures that represent people making consumer choices. Under each picture, write a sentence about the possible opportunity costs or trade-offs involved in the consumers' choices.</p>
<p>4.15.08 Analyze the steps in making a wise economic choice. (15B)</p>	<p>Create a flowchart that outlines the steps involved in making a wise economic decision.</p>	<p>Language Arts: Participate in a class discussion about a specific economic choice. Use the information from the class discussion to point out each of the steps in the decision-making process.</p>
<p>4.15.09 Recognize saving as an economic choice. (15B)</p>	<p>Write a journal entry explaining why you think people save their money. In your entry, include benefits of saving money as well as the opportunity costs of choosing to save your money.</p>	<p>Math: Collect all of your loose change in one place for a month. When the month is over, count the change to see how much money you can save in one month. Multiply that number by 12 to estimate how much money you can save in one year just by saving loose change.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.15.10 Analyze the affects of demand on the price of goods, and apply the principle to Illinois' agricultural market. (15B)</p>	<p>Use the Internet or library resources to learn about the agricultural market in Illinois. Write a paragraph analyzing how changes in demand will affect the price of agricultural goods in Illinois.</p>	<p>Art: Work with a partner to draw a diagram that shows the effects of demand on the price of agricultural goods in Illinois. Present your diagram to the class.</p>
<p>4.15.11 Analyze the roles of renewable and nonrenewable resources in the production of goods. (15C)</p>	<p>Make a list of goods made from renewable and nonrenewable resources. Choose a few of the goods on your list to compare and contrast. Then, write a paragraph explaining the relationship between the prices of these goods and the type of resources required to produce the goods.</p>	<p>Art: Choose a renewable resource, such as trees. List as many goods as you can think of that can be made from this renewable resource. Draw pictures to illustrate each of the goods on your list.</p>
<p>4.15.12 Describe the three types of resources associated with factors of production. (15C)</p>	<p>Write a paragraph about each of the three factors of production. In your paragraphs, give specific examples of resources for each factor of production.</p>	<p>Language Arts: Use the Internet or library resources to find information about a manufactured good. Make a three-column chart, listing the capital resources, human resources, and natural resources needed to manufacture the good.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.15.13 Explain how producers turn raw materials into goods for consumers. (15C)</p>	<p>Choose a manufactured good, such as your favorite toy, and list the raw materials needed to produce it. Then, create a flowchart that shows the manufacturing process of the good.</p>	<p>Language Arts: Write a short story from the point of view of a manufactured good, such as a jar of peanut butter. Your story should describe the product’s manufacturing process from raw materials to the finished product. Share your story with the class.</p>
<p>4.15.14 Analyze how Illinois industries compete in the global market. (15C)</p>	<p>Make a two-column chart about the advantages and disadvantages of a company in Illinois competing in the global market. Label the columns Advantages and Disadvantages. In your chart, categorize ideas, such as having a large consumer base and facing more competition.</p>	<p>Language Arts: Write a letter to a business owner in your community, asking how his or her business competes in the global market. Ask the business owner to describe his or her business’s competition.</p>

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<p>4.15.15 Discuss regional interdependence of the United States. (15D)</p>	<p>Make a table with five rows and four columns. Label the first column Regions and list the five geographical regions, Southeast, Northeast, Midwest, Southwest, and West, in the five rows. Use the Internet or library resources to do research about each region. In the second column, list crops and resources found in each region. In the third column, list the natural resources required to make some of the products manufactured in each region. In the fourth column, identify the resources each region must buy from other regions in order to produce the goods.</p>	<p>Theater: Work in groups of five to role-play interdependence among regions. Each member of your group should choose a different geographical region and pretend to own a manufacturing business in the region. Take turns pretending to exchange resources and raw materials with each other in order to produce your goods. Keep in mind that you should only obtain a resource from a geographical region where the resource is available.</p>
<p>4.15.16 Understand global interdependence and trade. (15D)</p>	<p>Use the Internet or library resources to research information about Illinois' imports and exports. Write a paragraph to summarize the information from your research.</p>	<p>Math: As a class, research the total value of last year's imports and exports from the United States, Canada, China, Germany, Japan, and Mexico. Use the information from your research to make a table that compares the data.</p>

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<p>4.15.17 Explain how colleges and universities help the economy by training workers to do specialized jobs. (15D)</p>	<p>Use the Internet or library resources to research a college or university in Illinois. Write a paragraph to explain how this college or university promotes specialization in a field or in a variety of fields.</p>	<p>Language Arts: Write a description of what you would like to do when you grow up. Then, make a list of five schools in Illinois or around the country that are known for their programs in the field of study in which you are interested.</p>
<p>4.15.18 Identify the division of labor in a simple production process. (15D)</p>	<p>Use the Internet or library resources to identify the top five goods produced in Illinois. Choose one good from the list and make a flowchart to show its production process. On the chart, point out the division of labor in the production process.</p>	<p>Language Arts: Use the concept of division of labor to describe the process of how a family cooks breakfast. Write a step-by-step instruction manual about the roles each family member plays in cooking your favorite breakfast meal. Assign titles to each family member involved in the process, such as the mixer and the stirrer. Then share your manual with the class.</p>

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<p>4.15.19 Understand the services provided by each level of government. (15E)</p>	<p>Make a three-column chart about government services. Label the columns National Government Services, State Government Services, and Local Government Services. In each column, list services that are provided by the corresponding level of government.</p>	<p>Art: Create a poster about services provided by the government. On your poster, include information about services provided by national, state, and local governments. Present your poster to the class.</p>
<p>4.15.20 Understand the purpose of taxes. (15E)</p>	<p>Use a dictionary or your textbook’s glossary to learn the definition of the word tax. Write the definition on one side of an index card. On the other side of the index card, use your own words to describe the meaning of the word tax.</p>	<p>Math: Participate in a class discussion about sales tax. Use Illinois’ sales tax rate to find out how much tax you pay for goods of different prices. For example, find out how much tax you would pay on a purchase of \$30 based on Illinois’ tax rate.</p>
<p>4.15.21 Recognize taxes as the way government services are paid for. (15E)</p>	<p>Write a journal entry to explain why it is important for people to pay taxes. In your entry, identify the consequences of what might happen if people did not pay taxes.</p>	<p>Music: Work with a group to write a song about taxes. In your song, explain why taxes are important and identify services that are provided to the public as a result of taxes. Sing your song to your classmates.</p>

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<p>4.15.22 Identify public services paid for by taxes in Illinois. (15E)</p>	<p>List services your local government can provide as a result of taxes. Include the construction of public schools, garbage collection, and maintenance of traffic signs as items on your list.</p>	<p>Art: Find pictures from magazines and newspapers to show many of the services provided by the government of Illinois. Then, make a collage using these pictures.</p>
<p>Significant to Develop at Grade 4: 4.15.23 Describe the global economy and how it works. (15A)</p>	<p>Write a one-page report to explain what the global economy is and how it works. In your report, include information about the United States' place in the global economy.</p>	<p>Language Arts: Choose one of the United States' trading partners, such as Canada, Mexico, Japan, China, or Germany, and learn more about our nation's trade with this country. Use the Internet or library resources to find out what the United States exports to imports from the country. Write a short report to summarize your findings. Share your report with the class.</p>
<p>4.15.24 Describe the impact of the Great Depression and unemployment on Illinois and the United States. (15A)</p>	<p>Use the Internet or library resources to research information about the Great Depression. In your research, include information about work and life in Illinois during the Great Depression. Then, write a report that describes the Great Depression and the impact it had on Illinois and the United States.</p>	<p>Art: Create a time line of the events of the Great Depression. On your time line, include the closing of businesses and loss of jobs in specific industries.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.15.25 Analyze President Franklin D. Roosevelt’s New Deal and other relief programs for unemployed citizens. (15A)</p>	<p>Write an essay that analyzes why relief programs, such as President Franklin D. Roosevelt’s New Deal, were important to the nation in the 1930s.</p>	<p>Language Arts: Imagine a member of your family was one of the millions of Americans to obtain a job as a result of President Franklin D. Roosevelt’s relief programs. Write a letter to President Roosevelt, explaining to him how the relief programs have helped your family.</p>
<p>4.15.26 Discuss the factors that have contributed to Illinois’ economic growth. (15B)</p>	<p>Write a paragraph about the impact of the growing tourism and service industries in Illinois. Include specific examples of tourism or service-related industries that have contributed to the growth of Illinois’ economy.</p>	<p>Language Arts: Choose a specific industry that has contributed to the growth of Chicago. Present information to the class about why the industry is important to the people of Chicago.</p>
<p>4.15.27 Identify Illinois’ competition in corn and soybean production. (15C)</p>	<p>Look at a land use and products map of the United States. Make a list of states where corn is grown and a list of states where soybeans are produced. Write a paragraph explaining how the number of states producing these goods might affect their prices.</p>	<p>Math: Use the Internet or library resources to research the production of soybeans in the Great Lakes states of Illinois, Ohio, Indiana, and Minnesota. Use the data you collect to make a bar graph, showing each state’s production of soybeans over the last two years. Be sure to use a different color to represent each state in your bar graph.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: GRADE 4

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.15.28 Identify technological changes that allowed increased agricultural production in the Great Plains states. (15C)</p>	<p>Discuss some ways technology has improved the farming industry. Research and draw a picture of a horse-drawn plow and a mechanical reaper. Then, write a short paragraph comparing and contrasting the two methods.</p>	<p>Language Arts: Participate in a class discussion about technology. Make a class list of technological inventions. Use the list to identify inventions that have improved agriculture.</p>
<p>4.15.29 Understand the economic specialization in the Atlantic Coast states. (15D)</p>	<p>Look at a map of the United States to identify the location of the Atlantic Coast states. Write a paragraph suggesting industries and economic activities these states can specialize in based on their location.</p>	<p>Art: Make a travel brochure about the Atlantic Coast states. In your brochure, include information about natural resources, economic activities, and human features of the states in this region.</p>
<p>4.15.30 Identify the items that are taxed in your state. (15E)</p>	<p>Make a list of items that are taxed in Illinois. Ask your parents or guardians what other kinds of taxes they pay as residents of the state of Illinois.</p>	<p>Language Arts: Write a paragraph that describes each form of taxation in Illinois.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: GRADE 4

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Useful to Work on at Grade 4: 4.15.31 Discuss the role of the government in the free market economy of the United States. (15A)</p>	<p>Explain why the government sets some limits on economic activities in the free market economy of the United States. Use ideas, such as safety and pollution, to support your explanation.</p>	<p>Theater: Participate in a class discussion about what might happen if the government did not set any limits on businesses. Then, work in groups to create a skit, demonstrating one of the possible consequences of not having limits in a free market economy. Ideas for your skit might include dangerous working conditions, harmful effects on the environment, or danger to consumers.</p>
<p>4.15.32 Identify how Joseph McCoy, an entrepreneur, contributed to the ranching industry. (15C)</p>	<p>Use the Internet or library resources to learn about Joseph McCoy and the stockyard he built in 1867 to ship beef cattle to cities in the east. Then, write a paragraph explaining how McCoy’s entrepreneurship contributed to the spread of the ranching industry.</p>	<p>Health: As a class, discuss ranching and why some ranchers today have switched from raising cattle to raising bison, a native animal of the Plains. Analyze how bison meat is leaner and has less fat and cholesterol than beef, and how health reasons might have contributed to why ranchers have switched to raising bison.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: GRADE 4

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.15.33 Identify areas of economic specialization in high-tech industries in Illinois. (15D)</p>	<p>Use the Internet or library resources to research the field of fiber-optic communications in Illinois. Then, write a paragraph to summarize the information from your research.</p>	<p>Language Arts: As a class, discuss about the telecommunications industry. In your discussion, explain how manufacturers in Illinois specialize in making parts for the telecommunications industry.</p>

Grade 4 State Goal 16

State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 4

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical to Understand and Master at Grade 4: 4.16.01 Understand how and why Americans protect and preserve their history and culture. (16A)</p>	<p>Bring in photographs or other objects that tell about your family’s history. Then, write a paragraph about how your photographs and objects protect and preserve your family’s history and culture. Include an explanation of how and why Americans protect and preserve their history and culture.</p>	<p>Art: Design an advertisement for a place that you think people should visit in order to learn about the history and culture of Illinois.</p>
<p>4.16.02 Understand the difference between factual and fictional sources. (16A)</p>	<p>Read an article from today’s newspaper. Then, use the Internet or library resources to find a fictional book that talks about something similar to the subject that you read about in the article. Write a paragraph about how these sources are different.</p>	<p>Language Arts: Make a list of aspects of writing that almost always indicate fiction, such as extreme exaggeration, the talking of animals, or a setting in the future. Discuss why these aspects indicate a piece is fictional. Then, brainstorm aspects of a factual source.</p>
<p>4.16.03 Analyze geographical and historical information expressed in literature. (16A)</p>	<p>Write a short story that includes geographical and historical information from a time in the history of Illinois.</p>	<p>Language Arts: Read <i>On the Banks of Plum Creek</i> by Laura Ingalls Wilder, Harper Collins Children’s Books, 1994. While reading, take notes on the geographical and historical information in this piece of literature. Share your notes with the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 4

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.16.04 Understand the rural history of the Southeast as portrayed in fiction. (16A)</p>	<p>Read <i>Tanya’s Reunion</i> by Valerie Flournoy, Dial Publishing, 1995. Take notes on how the rural history of the Southeast is portrayed in this piece of fiction. Then, write a paragraph that summarizes your notes.</p>	<p>Science: Use the Internet or library resources to research the rural history of the Southeast. Then, write a paragraph explaining how authors can use historical information to write a piece of fiction that educates the reader about history.</p>
<p>4.16.05 Discuss how the colonists lived under two governments. (US) (16B)</p>	<p>Make a two-column chart with the labels <i>British Government</i> and <i>Colonial Government</i>. Then, fill in the columns with how the British colonists lived under these two governments.</p>	<p>Art: Use the Internet or library resources to look at photographs or paintings that show how colonists lived. Then, design your own painting showing their ways of life.</p>
<p>4.16.06 Understand how the United States Constitution was written to replace the Articles of Confederation. (US) (16B)</p>	<p>Make a two-column chart with the labels <i>United States Constitution</i> and <i>Articles of Confederation</i>. Then, fill in the columns with details about each governing document. Complete the sentence: <u>(The United States Constitution) was written to replace the (Articles of Confederation) because (Americans saw that the national government set up in the Articles of Confederation was too weak).</u></p>	<p>Language Arts: Analyze the first words of the Constitution: “We the people...” Then, write a paragraph describing how these words emphasize democracy.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 4

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.16.07 Explain the role of the Northeast in the American Revolution. (US) (16B)</p>	<p>Draw a map of the 13 colonies. Point out the Northeast region. Write a brief report about people and places in the Northeast that were involved in the American Revolution.</p>	<p>Language Arts: Analyze the quotation “No taxation without representation!” Then, write a paragraph explaining why you think people in the Northeast were concerned about taxes.</p>
<p>4.16.08 Identify major causes of the American Revolution and its consequences in Illinois. (US) (16B)</p>	<p>Make a cause and effect diagram that shows the major causes of the American Revolution. Then, write a paragraph about how the American Revolution influenced the formation of the Illinois Territory.</p>	<p>Music: Listen to a recording of “Yankee Doodle.” Use the Internet or library resources to research the song. Write a paragraph about how it became a patriotic American song.</p>
<p>4.16.09 Discuss the importance of the Lincoln-Douglas debates on the political process of the nation. (US) (16B)</p>	<p>Write a paragraph that discusses the Lincoln-Douglas debates of 1858. Explain how this helped Abraham Lincoln become the President of the United States.</p>	<p>Art: Create a poster advertising the 1858 Lincoln-Douglas debates. On the poster, make sure to explain which issues Lincoln and Douglas disagreed.</p>
<p>4.16.10 Analyze Thomas Jefferson’s perspective on how much control the government should have as the United States grew stronger. (US) (16B)</p>	<p>Make a word web with the name <i>Thomas Jefferson</i> in the middle. Fill in the surrounding bubbles with his perspective of how much control the government should have, as the United States grew stronger.</p>	<p>Math: Draw a pie chart with 3 equal parts. In each section, write one contribution that Thomas Jefferson made in United States history. Then, write a paragraph that tells how Jefferson’s contributions changed the lives of people in the United States.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 4

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.16.11 Describe Illinois’s progression from territory into statehood. (US) (16B)</p>	<p>Make a sequence chart about how Illinois went from a territory to a state. Make sure to include dates in your sequence chart, such as the Northwest Ordinance (1787), the Illinois Territory (1809), and Illinois statehood (1818).</p>	<p>Language Arts: Imagine that you live in the Illinois Territory in 1817. Write an editorial for the local newspaper arguing that Illinois should apply for statehood. Describe why statehood would benefit the residents and how Illinois would benefit the United States.</p>
<p>4.16.12 Describe how Abraham Lincoln was credited as being the first President under a new political party. (US) (16B)</p>	<p>Write a paragraph that describes why Abraham Lincoln is credited as being the first President under a new political party.</p>	<p>Theater: Take turns role-playing Abraham Lincoln when he joined the Republican party. Explain why you joined and what you hope to accomplish by joining the party.</p>
<p>4.16.13 Analyze how the United States changed as a result of the Louisiana Purchase in 1803. (US) (16B)</p>	<p>Look at a map of the United States in 1791, and then look at a map of the United States in 1803. Then, write a paragraph about how the Louisiana Purchase changed the United States between 1791 and 1803.</p>	<p>Language Arts: Imagine that you are living in the United States before the Louisiana Purchase. Write an editorial agreeing or disagreeing with the Louisiana Purchase. Explain how the purchase could affect the United States negatively or positively.</p>
<p>4.16.14 Understand the differences between an enslaved person and an indentured servant. (US) (16C)</p>	<p>Make a two-column chart and label the columns <i>Enslaved Person</i> and <i>Indentured Servant</i>. Then, fill in the columns with the characteristics of an enslaved person and an indentured servant.</p>	<p>Language Arts: Write a journal entry as an enslaved person. Then write a journal entry as an indentured servant. How are these two journal entries similar? How are they different?</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.16.15 Discuss the dependence of Southern plantations on slave labor and the effect of using enslaved workers on farms and in industries in southern Illinois. (US) (16C)</p>	<p>Write a paragraph that discusses why Southern plantations were dependent on slave labor. Then, write a paragraph that discusses the use of enslaved workers in southern Illinois.</p>	<p>Art: Draw a picture of a large Southern plantation, a farm in Illinois, or an industry in Illinois. Then, make a diagram showing how the plantation, the farm, or the industry used enslaved workers.</p>
<p>4.16.16 Analyze the influence of individuals, such as Alexander Graham Bell and Thomas Edison, on the American economy. (US) (16C)</p>	<p>Write a report on Alexander Graham Bell and Thomas Edison. In your report, explain how they influenced the American economy.</p>	<p>Science: Use the Internet or library resources to research how the telephone and the light bulb work. Then, write an essay analyzing the importance of these inventions in American history.</p>
<p>4.16.17 Analyze the influence of the assembly line and of Henry Ford on the American economy. (US) (16C)</p>	<p>Write a report that explains how Henry Ford's assembly line made automobiles more affordable. Analyze the impact of the assembly line on the American economy.</p>	<p>Theater: As a class, plan to assemble something using building blocks. Assign each person a different job and work in an assembly line to create it.</p>
<p>4.16.18 Analyze the influence of Robert McCormick on the American economy. (US) (16C)</p>	<p>Write an essay that summarizes the life of Robert McCormick and how he changed the American economy.</p>	<p>Language Arts: Write a paragraph about owning a business and becoming an entrepreneur.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.16.19 Analyze the influence of individuals, such as George Washington Carver, John Deere, and Eli Whitney, on the agricultural economy of the United States. (US) (16C)</p>	<p>Use the Internet or library resources to research the lives of George Washington Carver, John Deere, and Eli Whitney. Then, write short summaries that explain how each individual affected the agricultural economy of the United States.</p>	<p>Science: Use the Internet or library resources to research the inventions and ideas of George Washington Carver, John Deere, and Eli Whitney. Then, write an essay about how their inventions and ideas still impact the United States today.</p>
<p>4.16.20 Describe industrial growth, immigration, and labor reform in the late 1800s. (US) (16C)</p>	<p>Make a bar graph showing how industry, immigration, and labor reform grew during the 1860s, 1870s, 1880s, 1890s, and 1900s.</p>	<p>Math: Use the Internet or library resources to research the number of immigrants who came to the United States between 1860 and 1900. Make a line graph to summarize your findings.</p>
<p>4.16.21 Explain how changes in transportation and immigration led to growth in the Midwest and in cities in the Northeast. (US) (16C)</p>	<p>Make a list of the changes in transportation and immigration that led to growth in the Midwest and in cities in the Northeast. Think about how immigrants used transportation to reach the Midwest and Northeast. Then, write a paragraph summarizing the information.</p>	<p>Science: Research new methods of transportation, such as railroads and automobiles, that helped cities grow. Draw a conclusion about how these inventions shaped the nation.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.16.22 Describe the economic affects of changes in transportation during the 1800s and early 1900s. (US) (16C)</p>	<p>Make a list of the new types of transportation available in the 1800s and early 1900s. Then, write a paragraph that describes the economic affects of these changes.</p>	<p>Art: Create an advertisement for a type of transportation newly available in the 1800s or early 1900s.</p>
<p>4.16.23 Describe the impact of the Great Depression and World War II on Illinois and the United States. (US) (16C)</p>	<p>Use the Internet or library resources to research the impact of the Great Depression and World War II on Illinois and the United States. Then, write a report that summarizes your research, including New Deal programs, the home front during the war, and the sacrifices people made for the war.</p>	<p>Art: Create a poster that advertises one of the New Deal programs in Illinois. Try to think of a slogan that would help people remember that program.</p>
<p>4.16.24 Identify and discuss the influence of European immigrants on the Great Lake states in the 1800s. (16D)</p>	<p>Use the Internet or library resources to research the immigration of Europeans from countries such as Ireland, Germany, Sweden, England, Austria, Hungary, Norway, Poland, and Russia, to the Great Lake states. Then, choose a city in the Great Lakes states that has been influenced by a group of immigrants. Write a description of how this group has affected the culture of the city.</p>	<p>Art: Use the Internet or library resources to research the cultures in your city. Learn about your city’s sister city or cities and analyze their relationship. Then, create a collage based on your findings.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.16.25 Describe the Spanish exploration of the Southwest. (US) (16D)</p>	<p>Make a time line of the Spanish exploration of the Southwest, including the following dates: Francisco Vásquez de Coronado leaves Mexico and spends the next two years exploring the Southwest (1540); the Spanish begin to build Santa Fe, New Mexico (1610).</p>	<p>Language Arts: Imagine that you are a Spanish explorer of the Southwest. Write a journal entry that describes the sights you see, the people you meet, and how you live.</p>
<p>4.16.26 Understand the accomplishments of explorers of the United States. (US) (16D)</p>	<p>Choose an explorer of the United States, and write a biography about that person. Include why that person chose to explore the United States, what the explorer found there, and the accomplishments of that explorer.</p>	<p>Language Arts: Write a short story pretending that you are an early explorer of the United States. Describe what you hope to accomplish by exploring the new land.</p>
<p>4.16.27 Understand the lives of settlers on the frontier. (US) (16D)</p>	<p>Make a two-column chart. Label the columns <i>obstacles to overcome</i> and <i>the ways they were overcome</i>. Then, fill in the chart with information about the lives of settlers on the frontier.</p>	<p>Language Arts: Make a list of questions that you would like to ask a settler about his or her life on the frontier. Share your questions with the class.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.16.28 Understand how and when the Southwest region became part of the United States. (US) (16D)</p>	<p>Make a time line of events that led up to the Southwest region becoming part of the United States. Include important dates, such as the Mexican-American War and when each state in the Southwest became part of the United States.</p>	<p>Math: Figure out how many years passed between dates on your time line of the Southwest region becoming part of the United States. For example: <i>How many years after Mexico gained its independence from Spain did Texas gain its independence from Mexico? (15 years) How many years after Texas became a state did Arizona and New Mexico become states? (67 years).</i></p>
<p>4.16.29 Explain why settlers moved to the West. (US) (16D)</p>	<p>Make a word bubble with the words <i>Why Settlers Moved West</i> in the middle. Fill in the surrounding bubbles with why settlers moved to the West.</p>	<p>Language Arts: Imagine that you plan to move to the West. Write a list of questions that you would want to ask someone already living in the West.</p>
<p>4.16.30 Describe the process of settling the Northwest Territory. (US) (16D)</p>	<p>Make a flow chart that describes the process of settling the Northwest Territory.</p>	<p>Language Arts: Write an advertisement to attract settlers to the Northwest Territory.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.16.31 Understand who settled the Illinois Territory, where they came from, how they lived, and how roads and towns developed in the area. (US) (16D)</p>	<p>Write a paragraph that summarizes who settled the Illinois Territory, where they came from, how they lived, and how roads and towns developed in the area.</p>	<p>Art: Create an illustration of one aspect of life in the Illinois Territory. You may wish to illustrate pioneers traveling over land by wagon, traveling across rivers on flatboats, building cabins, clearing trees for farmland, planting, harvesting, gathering eggs, hunting, fishing, cooking food, or sewing clothes.</p>
<p>4.16.32 Identify the importance of the Great Migration. (US) (16D)</p>	<p>Write a paragraph describing the Great Migration and its impact on society today.</p>	<p>Art: Use the Internet or library resources to research paintings by Jacob Lawrence that show the Great Migration. Write a paragraph about how Lawrence's art depicts the Great Migration.</p>
<p>4.16.33 Describe the Civil Rights movement and leaders such as Dr. Martin Luther King, Jr. (US) (16D)</p>	<p>Make a time line of important events during the Civil Rights movement. Then, write an essay about leaders of the Civil Rights movement such as Dr. Martin Luther King, Jr.</p>	<p>Language Arts: Write an essay about the Civil Rights movement. Include information about the forms of protest you feel were the most effective.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.16.34 Describe the contributions of Ida B. Wells to the Civil Rights movement. (US) (16D)</p>	<p>Write a biography describing Ida B. Wells and her contributions to the Civil Rights movement.</p>	<p>Language Arts: Use the Internet or library resources to research a group that has worked for equal rights. Research the accomplishments of the group to gain civil rights and any ongoing challenges the group faces. Summarize your findings in a written report.</p>
<p>4.16.35 Analyze how the Great Migration contributed to the influence of African American culture in the Chicago area. (US) (16D)</p>	<p>Make a cause and effect chart that shows how the Great Migration contributed to the influence of African American culture in the Chicago area.</p>	<p>Art: Make a list of things that you can see in the Chicago area that are influenced by African American culture. Then, make a mural that illustrates your findings.</p>
<p>4.16.36 Explain how the settlement of the Great Plains affected Native Americans in the Midwest. (US) (16D)</p>	<p>Make a cause and effect chart that shows how the settlement of the Great Plains affected Native Americans in the Midwest.</p>	<p>Language Arts: Write a letter to a person who is about to settle in the Midwest. Give them advice on how to live peacefully alongside the Native Americans.</p>
<p>4.16.37 Describe the early settlements built along the waterways in the Central Plains. (US) (16E)</p>	<p>Write a paragraph that describes early settlements that were built along the waterways in the Central Plains.</p>	<p>Art: Draw a map of Illinois. Choose a waterway in Illinois, and write a paragraph describing how that waterway is important to the continued growth of Illinois.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.16.38 Describe how early settlers were drawn to the fertile lands of the Northwest Territory. (US) (16E)</p>	<p>Write a paragraph that describes what made early settlers want to move to the Northwest Territory.</p>	<p>Language Arts: Imagine that you are a Native American living in the Northwest Territory before the settlers came. Write a paragraph to describe how you use things around you to make food, shelter, clothing, and tools.</p>
<p>4.16.39 Describe the aims, obstacles, and accomplishments of European explorers. (US) (16E)</p>	<p>Write a paragraph that describes why European explorers came to the Americas and what they found there.</p>	<p>Language Arts: Pick a European explorer and write a scene about their contact with Native Americans.</p>
<p>4.16.40 Describe the importance of the Mississippi River to early settlers as a source of water, a means of transportation, and a source of recreation. (US) (16E)</p>	<p>Look at a map of the Mississippi River. Then, write a paragraph about the importance of the river to early settlers.</p>	<p>Language Arts: Use the Internet or library resources to research fictional books that are set on the Mississippi River, such as <i>The Adventures of Huckleberry Finn</i> by Mark Twain. Then, write a paragraph about why you think the Mississippi River was used as a setting by many authors.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.16.41 Understand how climate and weather affected settlement and early life. (US) (16E)</p>	<p>Use the Internet or library resources to research the weather in Illinois, Florida, Texas, Montana, and California. Make a table using what you learn. In one column, list details about the state’s climate. In another column, write ideas about how the state’s weather might have affected settlement and early life in the area.</p>	<p>Language Arts: Work with a partner to write a weather report. Use the Internet or library resources to research the weather in your community and in the Midwest. Then, present your weather report to the class.</p>
<p>4.16.42 Describe how the discovery of the South Pass led to the settlement of the West. (US) (16E)</p>	<p>Use the Internet or library resources to find maps that show the South Pass. Then, write a paragraph that explains how the South Pass contributed to the settlement of the West.</p>	<p>Science: Use the Internet or library resources to research minerals in the West. Then, write a report that describes how the minerals were used long ago and how they are used today.</p>
<p>4.16.43 Examine the life of John Muir and his role in the conservation movement. (US) (16E)</p>	<p>Write a short biography of John Muir, including his role in the conservation movement.</p>	<p>Science/Language Arts: Use the Internet or library resources to research John Muir’s role in the conservation movement. Then, write a paragraph about how you can follow in his footsteps and help the conservation movement, too.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.16.44 Examine the life of Margaret Murie and her work to protect the environment of the West. (US) (16E)</p>	<p>Use the Internet or library resources to research the life of Margaret Murie. Then, write a biography that summarizes her life and her work to protect the environment of the West.</p>	<p>Art: In 1998, Margaret Murie was awarded the Presidential Medal of Freedom for her conservation work. Create an award for you to give to a person for their work in conservation.</p>
<p>4.16.45 Discuss President Theodore Roosevelt’s contributions to environmental conservation, including the creation of the National Parks System. (US) (16E)</p>	<p>Make a list of the many contributions that Theodore Roosevelt made to environmental conservation. Then, write a paragraph that describes why you would like to visit a part of the National Parks System.</p>	<p>Science: Use the Internet or library resources to research conservation programs in your community or in Illinois. As a class, make a list of ways that you can help the conservation programs in your community or in Illinois.</p>
<p>4.16.46 Describe the importance of the Transcontinental Railroad to westward migration. (US) (16E)</p>	<p>Use the Internet or library resources to find maps of the Transcontinental Railroad. Then, write a paragraph describing how the Transcontinental Railroad contributed to westward migration.</p>	<p>Language Arts: Use the Internet or library resources to research cities along the route of the Transcontinental Railroad. Then, write an essay that draws conclusions as to why these cities developed alongside the railroad.</p>
<p>4.16.47 Describe how the location of Chicago played a role in its becoming a major, national transportation center. (US) (16E)</p>	<p>Look at a map of Chicago. Note its location on Lake Michigan. Then, write a paragraph that describes how the use of the Great Lakes for transportation led to Chicago becoming a center for nationwide transportation.</p>	<p>Language Arts: Imagine that Chicago is located on the Mississippi River rather than Lake Michigan. Write a paragraph about how this would affect Chicago becoming a center for nationwide transportation.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.16.48 Understand the importance of port cities to the economic growth of the nation. (US) (16E)</p>	<p>Write a paragraph that explains how port cities are important to the economic growth of the nation.</p>	<p>Language Arts: Use the Internet or library resources to research port cities in the United States. Make a list of important imports and exports for each city. Then, write a short paragraph about how these port cities affect the economic growth of the nation.</p>
<p>Significant to Develop at Grade 4: 4.16.49 Analyze the historical basis of the culture of the Southwest. (16A)</p>	<p>Create a Venn diagram that shows how the early peoples of the Southwest and Spanish settlers of the Southwest have influenced the culture of the Southwest today.</p>	<p>Language Arts: Identify two causes and two effects for each of the following events in the Southwest: <i>the arrival of Spanish settlers, the Texas War for Independence, the Trail of Tears, and the Oklahoma land rush</i>. Then, write a paragraph about how these events affect the culture of the Southwest today.</p>
<p>4.16.50 Understand Sequoyah’s contributions to Cherokee history and culture. (16A)</p>	<p>Use the Internet or library resources to find Sequoyah’s syllabary. Then, write a report showing how this contributed to Cherokee history and culture.</p>	<p>Language Arts: Read <i>Sequoyah: The Cherokee Man Who Gave His People Writing</i> by James Rumford, Houghton Mifflin, 2004. After reading, discuss some of Sequoyah’s contributions to his culture. Take turns telling the class how you contribute to your own culture.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 4

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.16.51 Analyze the difference between primary sources and secondary sources. (16A)</p>	<p>Complete the following sentences: A <i>(primary) source is a record made by people who took part in or saw an event. A (secondary) source is a record of an event that was made by people who were not there.</i> Then, make a list of items that can be primary and secondary sources.</p>	<p>Technology: Use the Internet or library resources to find primary and secondary sources. Tell why each is a primary or secondary source.</p>
<p>4.16.52 Analyze the causes and effects of the Civil War. (US) (16B)</p>	<p>Make a chart that shows the causes and effects of the Civil War.</p>	<p>Art: Working in small groups, make a bulletin board about the Civil War. Share the bulletin board with your class and analyze why the outcome of the Civil War is still important today.</p>
<p>4.16.53 Identify Illinois' role in the events leading up to and during the Civil War. (US) (16B)</p>	<p>Use the Internet or library resources to research the role of Illinois in the events leading up to the Civil War and during the Civil War, including slavery in Illinois, the Underground Railroad, and the amount of soldiers from Illinois that joined the Union army. Write a report to summarize your findings.</p>	<p>Language Arts: Write a journal entry that describes how the debate about slavery in southern Illinois was different from the debate about slavery in northern Illinois.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.16.54 Describe the history of the early European settlers and colonists in North America. (US) (16B)</p>	<p>Use the Internet or library resources to research the lives of early European settlers and colonists in North America. Write a report about your findings.</p>	<p>Technology: Use the Internet or library resources to research the types of technology that early European settlers and colonists had to use in order to live in North America. Make a list that summarizes your findings.</p>
<p>4.16.55 Describe the political development of the European colonies in North America. (US) (16B)</p>	<p>Write a paragraph that describes the political development of the European colonies in North America. Include descriptions of the House of Burgesses, the Mayflower Compact, and proprietary colony.</p>	<p>Language Arts: Read the Mayflower Compact. Then, write a paragraph about how it was used to govern colonies.</p>
<p>4.16.56 Identify the sequence of important events in the early history of the Northeast. (US) (16B)</p>	<p>Make a time line about important events in the early history of the Northeast. Include the following dates on your time line: Native Americans are the only people living in the Northeast (1500); Henry Hudson travels along much of the Northeast coast (1610); Britain has 13 colonies along the Atlantic coast (1733); the United States officially becomes a new nation (1783).</p>	<p>Art: Pick a time in the history of the Northeast. Make a bulletin board showing important events, people, and places during that time.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.16.57 Analyze the role of Illinois in the technology market, including the production of fiber optics, microchip technology, and electronic telecommunications. (W) (16C)</p>	<p>Use the Internet or library resources to research one technology market in Illinois. Then, write a paragraph that analyzes how this market affects Illinois, the United States, and the world.</p>	<p>Technology: Choose a form of new technology that has made your life easier or better. Use the Internet or library resources to research the technology. Summarize your findings in a report and present it to the class.</p>
<p>4.16.58 Explain how the economy of the United States has changed over time. (US) (16C)</p>	<p>Make a two-column chart. Label the columns <i>United States Economy Long Ago</i> and <i>United States Economy Today</i>. Fill in the columns with information about how the economy has changed. Present your findings to the class.</p>	<p>Art: Make a collage about economic activities in Illinois in the past and today. Use two colors of paper to represent activities from the past that are different from activities today. Use a third color of paper to represent economic activities that are the same in the past and today.</p>
<p>4.16.59 Describe the Industrial Revolution. (US) (16C)</p>	<p>Make a two-column chart. Label the columns <i>Before the Industrial Revolution</i> and <i>After the Industrial Revolution</i>. Then, fill in the columns to compare and contrast how things changed during the Industrial Revolution.</p>	<p>Art: Draw a picture of a city, such as Chicago, Philadelphia, or New York City, during the Industrial Revolution.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.16.60 Discuss the manufacturing that takes place in Illinois. (W) (16C)</p>	<p>Choose a type of manufacturing that takes place in Illinois such as appliances, railroad equipment, automobiles and automobile parts, aircraft instruments, and farm equipment. Then, write an essay that discusses how this type of manufacturing affects the state.</p>	<p>Art: Design an advertisement for a manufactured good made in Illinois. In your advertisement, name the manufactured good, identify where in Illinois the manufactured good is made, identify where the manufactured good is exported, and tell why people should use the product. Share your advertisement with the class.</p>
<p>4.16.61 Discuss how the possibility of gold and claiming new land drew Spanish explorers into the harsh environment of the Southwest. (US) (16E)</p>	<p>On a present-day map of the United States and Mexico, trace the route that Coronado’s group followed. Then, write a paragraph that describes the land through which they traveled. Include examples of obstacles they may have faced.</p>	<p>Language Arts: Name several types of harsh environments that are found in the United States and throughout the world. Then write a paragraph about how far you would go into these environments to get what you would want and why.</p>
<p>4.16.62 Discuss the ways that early peoples used natural resources to make items for trade. (W) (16E)</p>	<p>Make a four-column chart. Label the columns <i>Food</i>, <i>Shelter</i>, <i>Clothing</i>, and <i>Tools</i>. Fill in the chart with details about how hunter-gatherer cultures used the environment to meet their needs. Then, write a summary of how they used some of these items for trade.</p>	<p>Home Economics: Make a list of plants and animals that hunter-gatherers used for food. Use the Internet and library resources to find recipes using those ingredients. Use the recipes to plan a meal that you might serve to your class.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.16.63 Place a series of environmental events in order on a time line of World History. (W) (16E)</p>	<p>Make a time line of environmental events that have happened throughout the history of the world.</p>	<p>Language Arts: Use the Internet or library resources to research current newspaper articles about the environment. Then, write a summary about the article.</p>
<p>Useful to Work on at Grade 4: 4.16.64 Use logic to draw conclusions about facts given in expository texts. (16A)</p>	<p>As a class, read aloud a short story about early life in Illinois. Pause at different points of the story and draw conclusions about what might happen next. Then, list the facts you used to draw each conclusion.</p>	<p>Science: Study a physical map of the United States that shows where the Transcontinental Railroad was built. Draw conclusions about what kind of hardships workers had to overcome due to the geography of the land in order to build the railroad.</p>
<p>4.16.65 Explain that parts of the Great Plains were completely unexplored by Europeans and Americans in 1803. (US) (16B)</p>	<p>Draw a map of the United States, highlighting the Great Plains region. Then, write a paragraph that explains how parts of the Great Plains were completely unexplored by Europeans and Americans in 1803.</p>	<p>Language Arts: Imagine that you are an explorer traveling through the Great Plains in the early 1800s. Write a journal entry that describes details of your trip, including your hopes and fears.</p>
<p>4.16.66 Understand the contributions of individuals to the history of the United States. (US) (16D)</p>	<p>Choose a person who has made a contribution that is important to the history of the United States. Then, write a letter to this person, honoring his or her contribution.</p>	<p>Art: Make an award or medal for a person who's contributions were important to the history of the United States.</p>

Grade 4 State Goal 17

State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical to Understand and Master at Grade 4: 4.17.01 Read and interpret geographic information given on maps. (17A)</p>	<p>Look at a map of the United States. Read the map key, the compass rose, and the title. Then, make a list of questions that can be answered by looking at the map, such as <i>Is Springfield, Illinois, east or west of Sacramento, California?</i></p>	<p>Art: Draw a map of your community. Include a map key, compass rose, and a title.</p>
<p>4.17.02 Describe physical regions of the United States. (17A)</p>	<p>Write a report that describes the regions of the United States. Compare and contrast the types of physical features in each region. Then, make a list of the features that two or more regions have in common.</p>	<p>Language Arts: Working in small groups, use the Internet or library resources to research a region of the United States. Then, summarize your findings for the rest of the class. At the end of the day, play a quiz game using facts about the regions.</p>
<p>4.17.03 Use a map scale to find actual distances between places on a map. (17A)</p>	<p>Look at a map of the United States. Use the map scale to answer questions about the distances between cities. For example, <i>how many miles away is Tallahassee, Florida, from Mobile, Alabama?</i></p>	<p>Math: Use a map of the United States to figure out how far your community is from Washington, D.C.,</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.17.04 Identify the bodies of water that make up the natural boundaries between Illinois and its border states. (17A)</p>	<p>Make a list of the bodies of water that make up the natural boundaries between Illinois and its border states.</p>	<p>Science: Use a map to identify major bodies of water that make up natural boundaries between states. Make a list of these bodies of water, telling where they are located and which states they separate.</p>
<p>4.17.05 Identify and describe major rivers and lakes of the United States. (17A)</p>	<p>Using a map, make a list of the major rivers and lakes in the United States. Then, write a brief description of each one.</p>	<p>Math: About three-fourths of Earth is covered by water. Almost all of that water is in the oceans, leaving very little freshwater, and only a small fraction of that is in lakes, rivers, and wetlands. Make a pie chart to show how water is distributed around the world.</p>
<p>4.17.06 Understand the factors that influence, define, and distinguish weather and climate. (17A)</p>	<p>Write a paragraph that compares and contrasts weather and climate, including what influences, defines, and distinguishes them.</p>	<p>Language Arts: Use the Internet or library resources to research the weather and climate of your community. Then, write a weather report about the weather and climate in your community.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.17.07 Locate and describe hemispheres, continents, countries, and oceans. (17A)</p>	<p>Use a map to locate the hemispheres, continents, countries, and oceans. Then, write a report that describes where the hemispheres, continents, countries and oceans are in relation to Illinois.</p>	<p>Science: Use the Internet or library resources to research the ways of life that people have in a different hemisphere, continent, or country from you. Then, write a paragraph describing their ways of life and how they are different from yours.</p>
<p>4.17.08 Discuss why coastal areas have milder climates than inland areas. (17A)</p>	<p>Use the Internet or library resources to research oceans, how they warm the air around them, and how they provide humidity. Then, write a paragraph that draws a conclusion about why coastal areas have milder climates than inland areas.</p>	<p>Math: Use the Internet or library resources to research the average monthly temperatures of a coastal town. Then, create a climograph to show the information.</p>
<p>4.17.09 Describe the vegetation of the United States. (17A)</p>	<p>Write a report that describes the vegetation of the United States.</p>	<p>Science: Take a walk around your school or community. Make a list of the vegetation that you see on your walk.</p>
<p>4.17.10 Discuss why southern regions of the United States are warmer its northern regions. (17A)</p>	<p>Look at a map of the Western Hemisphere. Then, complete the following sentence: <i>Southern regions are usually warmer than northern regions because they are closer to the <u>equator</u>.</i></p>	<p>Science: Make a list of the states that make up the southern part of the United States. Then, use the Internet or library resources to research their average annual temperatures. Compare their temperatures with the average annual temperatures of Illinois.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.17.11 Describe the geography and climate of the Northeast. (17A)</p>	<p>Write a paragraph that describes the geography of the Northwest. Then, make a four-column chart. Label the columns <i>Winter</i>, <i>Spring</i>, <i>Summer</i>, and <i>Autumn</i>. Fill in the chart with the climate of the Northeast region for each season.</p>	<p>Language Arts: Make a list of the different physical features of the Northeast, such as the Appalachian Mountains. Then, write a paragraph about how the geography of the Northeast affects life there.</p>
<p>4.17.12 Describe the geography and climate of the West. (17A)</p>	<p>Make a cause and effect chart that shows how the geography of the West can affect the climate there.</p>	<p>Science: Use the Internet or library resources to research the history of Mount St. Helens. For example, you may be interested in learning about how the eruption in 1980 changed the mountain's shape. Then, write a report to summarize your findings.</p>
<p>4.17.13 Describe the geography and climate of the Southeast. (17A)</p>	<p>Make a list of the geographical features of the Southeast. Then, write a paragraph describing its climate. Draw a conclusion about how the geography of the Southeast may affect its climate or how the climate may affect its geography.</p>	<p>Language Arts: Places in the Southeast see the most hurricane activity in the United States. Use the Internet or library resources to research recent hurricanes in the Southeast. Then, write a short story describing one person's or one family's experience during the storm. Give a clear description of the setting in your story.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.17.14 Describe the geography and climate of the Midwest. (17A)</p>	<p>Write an article to try to persuade people to buy land in the Midwest. Include descriptions of the geography and climate of the Midwest.</p>	<p>Science: Use the Internet or library resources to research why winds in the Midwest change direction from season to season. Summarize your findings in a written report.</p>
<p>4.17.15 Describe the geography and climate of the Southwest. (17A)</p>	<p>Use the Internet or library resources to research the geography and climate of the Southwest. Then, make a collage of pictures showing the geography and climate of the Southwest.</p>	<p>Art/Science: Make a labeled illustration showing these steps of the rain shadow process in the Southwest:</p> <ol style="list-style-type: none"> 1. <i>Air picks up moisture from the Pacific Ocean.</i> 2. <i>The moist air forms clouds that blow inland from the coast.</i> 3. <i>Wind pushes the clouds up the western side of the Coast Ranges and the Sierra Nevada.</i> 4. <i>As the clouds rise up the side of the mountains, air gets cooler. (Cooler air cannot hold as much moisture as warm air.)</i> 5. <i>The cooler temperatures cause rain or snow to fall on the western side of the mountains.</i> 6. <i>The remaining clouds have little moisture left as they blow to the other side of the mountains (the Southwest).</i>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.17.16 Explain the process of erosion and the effects of rainfall on unprotected soil surfaces. (17B)</p>	<p>Make a flowchart that shows the process of erosion. Then, write a paragraph that explains how rainfall can affect unprotected soil surfaces, such as newly tilled farm fields.</p>	<p>Language Arts: Write an editorial telling people about the effects of rainfall on unprotected soil surfaces. Speculate as to what they can do to avoid the problem.</p>
<p>4.17.17 Understand how and why people conserve water in desert regions. (17B)</p>	<p>Write a paragraph about the various techniques, such as aquifers, xeriscape, and conservation, used to preserve water in desert regions. Include an explanation of why it is important to conserve water.</p>	<p>Math: On average, a 10-minute shower uses about 20 gallons of water while a bath uses about 50 gallons of water. Using this data, estimate how much water you use taking showers or baths each week.</p>
<p>4.17.18 Understand interdependence among plants and animals within a desert ecosystem. (17B)</p>	<p>Write a story about desert friends using an animal and a plant as the main characters. Include how they protect each other and provide food for each other.</p>	<p>Language Arts: Read the story <i>Cactus Hotel</i> by Brenda Z. Guiberson, Henry Holt & Co., 1993. Then answer the following question: <i>How is the story's cactus like a hotel?</i> Explain how this shows interdependence in the desert.</p>
<p>4.17.19 Describe how mountains affect the culture and economy of a place. (17B)</p>	<p>Identify the major mountain ranges on a map of North America. Then, write a paragraph that explains how you think that the mountains affect the culture and economy of a place.</p>	<p>Language Arts: Read <i>Mountain Town</i> by Bonnie Geisert, Houghton Mifflin, 2000. As a class, discuss how the book shows that mountains can shape lives in every part of the world.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.17.20 Discuss the effects of blizzards on communities in the northern regions of the United States. (17C)</p>	<p>Make a list of problems that may happen as result of a blizzard. Then, write a paragraph about a community after a blizzard. Include information about physical damage, blocked transportation routes, and power outages that might occur as a result of a blizzard.</p>	<p>Language Arts: Imagine you have been trapped in your house as a result of a blizzard. The power is out and the roads are blocked. Write a short story that describes what you would do at home if you were snowed-in by a blizzard.</p>
<p>4.17.21 Describe the impact of natural disasters, such as flooding, earthquakes, tornados, hurricanes, droughts, forest fires, and blizzards, on the United States and neighboring countries. (17C)</p>	<p>Write a report that describes the impact of natural disasters, such as flooding, earthquakes, tornados, hurricanes, droughts, forest fires, and blizzards, on the United States and neighboring countries. Include what would happen as a result of a town losing power, having homes destroyed by debris, and having no electricity or running water.</p>	<p>Language Arts: Imagine that a natural disaster has struck a community in Illinois. As a class, make a list of ways that you could help people who were affected by the natural disaster.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.17.22 Analyze population distribution patterns throughout the regions of the United States. (17C)</p>	<p>Using a population map of the United States, trace the regions of the United States. Then, write a paragraph describing why you think more people live in some regions of the United States than others.</p>	<p>Math: Use the Internet or library resources to research the five largest cities in Illinois. Display your findings in a graph. Then, write a report about one of the cities. Research and answer this question, <i>Which factors influence the location of this city?</i></p>
<p>4.17.23 Explain how the use of natural resources affects the environment. (17C)</p>	<p>Write a paragraph that explains why people need natural resources. Then, list how our use of natural resources affects the environment.</p>	<p>Science: Make a list of ways in which you can reduce your effect on the environment. Share your list with the class.</p>
<p>4.17.24 Analyze a map showing the locations of natural resources in Illinois and in the United States. (17C)</p>	<p>Make a map of the natural resources in Illinois. Then, make another map that shows the locations of natural resources in the United States. Compare and contrast the locations of resources on the two maps.</p>	<p>Math: Make a bar graph that shows the seven top oil-producing states in the United States.</p>
<p>4.17.25 Explain how transportation affects the quality and quantity of the movement of people, goods, and ideas from region to region. (17C)</p>	<p>Use the Internet or library resources to research transportation over time. Write an essay that explains how transportation affects the quality and quantity of the movement of people, goods, and ideas from region to region.</p>	<p>Business: Describe how railroads and waterways are important to producers and distributors in Illinois, the United States, and around the world.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.17.26 Describe the significance of the Northwest Ordinance of 1787 as it pertains to population growth in the region. (17C)</p>	<p>Write a paragraph that summarizes the Northwest Ordinance of 1787. Then, write a paragraph that describes how the Northwest Ordinance caused population growth in the region.</p>	<p>Math: Townships in the Northwest Territory were set in 6-mile by 6-mile blocks. Draw and label a 6 x 6 grid. How many square miles were in a township? (<i>36 square miles</i>) There are 640 acres in 1 square mile. Calculate the number of acres in one 36-square-mile township. (<i>23,040 acres</i>)</p>
<p>4.17.27 Analyze how the physical features of Illinois affected early settlement patterns within the state. (17C)</p>	<p>Use the Internet or library resources to find a map that shows the route that settlers from the colonies took to get to Illinois. Make a list of physical features that would present challenges to the settlers traveling to what is now Illinois.</p>	<p>Language Arts: Imagine that you are traveling from the colonies to settle in what is now Illinois. Write a journal entry describing what you see and the people you meet during your travels.</p>
<p>4.17.28 Explain how human activity in the Northwest Territory and in Illinois affected the environment. (17C)</p>	<p>Create a word web that shows how human activity in the Northwest Territory and in Illinois affected the environment.</p>	<p>Science: Use the Internet or library resources to find historical maps showing Illinois as part of the Northwest Territory. Compare the historical maps with a present-day physical map of the United States. Analyze how the environment has changed.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.17.29 Describe how ranching, farming, and oil industries grew in the Southwest. (17D)</p>	<p>Make a three-column chart. Label the columns <i>Ranching</i>, <i>Farming</i>, and <i>Oil</i>. Fill in the chart with descriptions of how these industries grew in the Southwest.</p>	<p>Language Arts: Write a short paragraph describing how the railroads helped ranching grow.</p>
<p>4.17.30 Analyze settlement patterns and regions in which Americans live. (17D)</p>	<p>Use the Internet or library resources to find historical population maps of the United States. Compare the historical maps to a present-day population map of the United States. Write a paragraph that draws conclusions about settlement patterns in the United States over time.</p>	<p>Art: Draw three pictures that show life in a rural, an urban, and a suburban area. Give each picture a title and a caption. Then write a short essay in which you compare and contrast life in each area.</p>
<p>4.17.31 Understand the lives of miners during the California gold rush of the 1800s. (17D)</p>	<p>Make a word web with the phrase <i>California Gold Rush Miners</i> in the middle. Fill in the surrounding bubbles with details of their lives during the gold rush of the 1800s.</p>	<p>Theater: As a class, act out the lives of miners during the California gold rush of the 1800s. Prepare props that miners would have used while searching for gold, such as a pan, a pick, or a cradle.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.17.32 Explain how settlers used and changed the land. (17D)</p>	<p>Make a list of ways that settlers used and changed the land. Then, write a paragraph that describes how the settlers used and changed the land to make better use of the land and its resources.</p>	<p>Science: Use the Internet or library resources to research how people change the land. For example, some people build hydroelectric dams to generate electricity. Summarize your findings in a speech and present it to the class.</p>
<p>Significant to Develop at Grade 4: 4.17.33 Explain how mountains may become dangerous in different conditions. (17A)</p>	<p>Write a paragraph about how dangerous conditions, such as mudslides and avalanches, can take place in the mountains.</p>	<p>Health: Use the Internet or library resources to research what you should do in case there is an avalanche, mudslide, or another dangerous situation in the mountains. As a class, combine your answers to make a class safety list.</p>
<p>4.17.34 Understand that a natural disaster, such as a hurricane, a tornado, an earthquake, a volcanic eruption, or a drought, is a destructive event that occurs naturally. (17A)</p>	<p>Use the Internet or library resources to research Hurricane Katrina. Then, write a report that describes the path and the size of Hurricane Katrina. Include a description of how much damage hurricanes can do.</p>	<p>Science: Use the Internet or library resources to research natural disasters in your county in the past five years. Summarize your findings in a report.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.17.35 Identify the geographic regions, geographic features, and climate of Illinois. (17A)</p>	<p>Make a list that identifies the geographic regions, geographic features, and climate of Illinois.</p>	<p>Science: As a class, fill a rectangular box top labeled <i>Illinois</i> with sand or loose soil, and mark the edges <i>north</i>, <i>south</i>, <i>east</i>, and <i>west</i>. Mold hills and valleys. Show the Driftless Area in the northwest with hills.</p>
<p>4.17.36 Understand that there is a period of time in which corn and wheat in the Midwest can be harvested due to weather conditions. (17B)</p>	<p>Make a list of reasons, including weather conditions, which show how time affects the harvest of corn and wheat in the Midwest.</p>	<p>Science: Use the Internet or library resources to research the harvest times of your favorite fruits and vegetables. Then, make a list of the best times of year to eat your favorite fruits and vegetables.</p>
<p>4.17.37 Explain how the length of day can influence human activities in different regions of the world. (17B)</p>	<p>Working with a partner, use the Internet or library resources to research ways of life in the Arctic Circle. Make a two-column chart. Label the columns <i>Summer</i> and <i>Winter</i>. Fill in the chart with ways of life in the Arctic Circle that change based on length of day during each season.</p>	<p>Language Arts: Write a journal entry about living in the Arctic Circle. Describe what you see there and what you would do to survive.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.17.38 Use a diagram or a globe to show Earth's rotation on its axis and explain the causes of day and night. (17B)</p>	<p>Write a report that explains what causes day and night? Include a diagram or globe that shows Earth's rotation on its axis.</p>	<p>Art/Science: Make a diagram of the rotation of the Earth and the Sun. Choose colors that show lightness and darkness, according to the position of the planet and the star. On a separate sheet of paper, write a paragraph to explain how the rotation of Earth causes day and night.</p>
<p>4.17.39 Explain how interdependence on the weather and climate has developed in regions where tourism is important to the economy. (17C)</p>	<p>As a class, discuss the importance of tourism to the economy of Florida. Then, write a paragraph explaining how weather can affect tourism in Florida. For example, summer is a popular tourism season; however, it is also hurricane season.</p>	<p>Science: Use the Internet or library resources to research how a region that relies on tourism can be affected if weather conditions are not safe and at a normal level. Write a paragraph that summarizes your findings.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.17.40 Describe the different types of land use, such as residential, commercial, recreational, in cities in Illinois and the United States. (17C)</p>	<p>Use the Internet or library resources to research land use in cities in Illinois and in the United States. Make a list of land use categories such as residential, commercial, and recreational. Then, write a description of each type of land use. Include examples in your descriptions.</p>	<p>Science: Use the Internet or library resources to research a planned community in the United States such as Park Forest, Illinois; Radburn, New Jersey; Miami Lakes or Seaside, Florida. Write a report explaining how the planned community differs from traditional, unplanned cities and suburban areas. Describe how the planned community might affect family and community life, racial and cultural diversity, and the environment.</p>
<p>4.17.41 Compare natural disasters in Illinois with natural disasters in other states to determine their intensity and impact on people. (17C)</p>	<p>Make a Venn diagram to compare the similarities and differences of two types of natural disasters. Include the impact of the natural disasters on people, including how they affect the safety, health, and property of the state’s citizens.</p>	<p>Language Arts: Do our attempts to “control Mother Nature” often backfire on us? Research and write two paragraphs about how we use dredging and levees to control the Mississippi River. How did these practices affect the destruction caused by Hurricane Katrina?</p>

Grade 4 State Goal 18

State Goal 18: Understand social systems, with an emphasis on the United States.

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 4

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical to Understand and Master at Grade 4: 4.18.01 Understand American ideals expressed in poetry. (18A)</p>	<p>Read <i>America Is...</i> by Louise Borden, Margaret K. McElderry Books, 2001. Then, write a short summary of the poem and how it describes American ideals.</p>	<p>Language Arts: Write a poem that expresses your ideas about American culture.</p>
<p>4.18.02 Understand the origin and meaning of songs that express American ideals. (18A)</p>	<p>Read “America the Beautiful” by Katharine Lee Bates. Bates wrote this song after looking out at the United States from the top of a mountain in Colorado. Write a paragraph about how the origin of this song and its meaning express American ideals.</p>	<p>Music: Write an inspiring song about your community. Share your song with the class.</p> <p>Music: Listen to and sing along with a recording of “America the Beautiful.” Then, working in small groups, improvise and perform your own arrangement of the song using both voice and instruments for the class.</p>
<p>4.18.03 Understand the development of cultural traditions in the United States. (18A)</p>	<p>Write a paragraph that describes how the cultural traditions of the United States developed.</p>	<p>Language Arts: Choose an American cultural tradition. Bring in food, clothing, and other items that portray that cultural tradition to show to the class. Then, as a class, compile a list of the different cultures represented in your class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 4

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.18.04 Explore the cultures and accomplishments of Native Americans and their interactions with European settlers. (18B)</p>	<p>Use the Internet or library resources to research the accomplishments and cultures of Native Americans before European settlement. Write a paragraph describing their accomplishments and cultures. Then, describe Native Americans and their interactions with European settlers.</p>	<p>Art: Draw a picture of some of the accomplishments that Native Americans had, such as building mounds, making clothing, or building structures.</p>
<p>4.18.05 Analyze how people and governments resolve conflicts over scarce resources. (18B)</p>	<p>Use the Internet or library resources to research ways that people and governments have resolved conflicts over scarce resources. For example, the Rio Grande supplies water for more than half of all irrigated land in Mexico. To protect Mexico's use of the river, the United States has agreed that a certain amount of water must reach Mexico. Make a table summarizing your findings.</p>	<p>Theater: As a class, pretend that some resources, such as crayons, pencils, or paper, are scarce. Discuss how to resolve the problem of scarcity in a civil way.</p>
<p>4.18.06 Understand how the citizens and the government of the United States work for the common good in times of need. (18B)</p>	<p>Make a list of three ways that the citizens and the government of the United States work to serve the common good in times of need.</p>	<p>Art: Identify a volunteer project that you think is important. Make a poster designed to persuade people to volunteer for the project.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 4

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.18.07 Explain how state governments operate and how taxes pay for public goods and services. (18B)</p>	<p>Make a list of the goods and services provided by the state government. Then, write a paragraph that explains how taxes help pay for the goods and services that the government provides. Explain what you think would happen to these goods and services if taxes did not pay for them.</p>	<p>Language Arts: Use the Internet or library resources to research different types of taxes that the government collects and how that tax money is used. Write a report that summarizes your findings.</p>
<p>4.18.08 Identify how population density varies in different parts of the United States. (18C)</p>	<p>Use the Internet or library resources to find a population density map of the United States. Using the map, make a list of the population density of two large cities, two medium-sized cities, and two rural towns.</p>	<p>Math: Make a population density map of your community.</p>
<p>4.18.09 Describe how changes in agriculture and industries impacted the United States. (18C)</p>	<p>Make a two-column chart. Label the columns Agricultural Changes and Industrial Changes. Fill in the chart describing the changes that happened in these areas from the 1850s to the present. Then, write a summary of how these changes impacted the United States.</p>	<p>Science: Choose an agricultural or industrial invention that you believe has made a difference in your life. Write a short paragraph about how this invention works and what it does for you.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 4

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Significant to Develop at Grade 4: 4.18.10 Analyze a Native American legend. (18A)</p>	<p>Read the legend <i>Two Bear Cubs: A Miwok Legend from California's Yosemite Valley</i> retold by Robert D. San Souci, Yosemite Association, 1997. Then, write a paragraph that summarizes the legend. Include what it taught you about Native American culture.</p>	<p>Language Arts: Think of an American legend, such as Paul Bunyan. Write a paragraph that describes what the legend says about the culture of Americans. Then, use your own words to retell the legend.</p>
<p>4.18.11 Analyze the use of non-human subjects as characters in fictional texts. (18A)</p>	<p>Read <i>Buford the Little Bighorn</i> by Bill Peet, Houghton Mifflin, 1983, or other books that use non-human subjects as main characters. Then, write a paragraph analyzing why you think the author used non-humans as the subjects of their books.</p>	<p>Language Arts: Write a short story in which the subject is something non-human such as a dog, a tree, or even a building. These objects can talk or just be the focus of your story.</p>
<p>4.18.12 Understand the rural history of the Southeast as portrayed in fiction. (18A)</p>	<p>Read <i>Circle Unbroken</i> by Margot Theis Raven, Farrar, Straus and Giroux, 2004. Write a brief summary of the story and how it portrays the rural history of the Southeast.</p>	<p>Language Arts: Write a short story that tells about your family's history and culture.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 4

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
4.18.13 Describe benefits and challenges of city life. (18C)	Draw a large city. Label buildings, cars, parks, and other aspects of city life. Then, make a list of the benefits and challenges associated with living in a city.	Language Arts: Write an essay describing whether you would want to live in a city or in a rural area. Support your essay with reasons and examples.
4.18.14 Explain how the economy of the United States has changed over time. (18C)	Make a flowchart showing how the United States economy has changed over time.	Language Arts: Write a paragraph about a business you would like to start. Tell what you will sell and why people will want it.