

## NORTH CAROLINA UNPACKING DOCUMENT FOR GRADE 4

The Unpacking Documents for North Carolina K-12 Social Studies Standards were created in collaboration with teachers, NCDPI leadership, and members of the NCDPI Social Studies team. These documents are intended to supplement the standard course of study and provide a comprehensive understanding for the teaching of the standards and objectives. The explanations and examples in this document are intended to be helpful in the planning of local curriculum and classroom instruction.

### **This document will provide:**

- **Inquiry Strand:** the State Board of Education approved indicators for inquiry
- **Standard:** the State Board of Education approved standard(s) for a strand
- **Objective:** the State Board of Education approved objectives for teaching and learning
- **Mastery of the Objective:** a description of how the student should be able to demonstrate mastery of the objective
- **Students will Understand:** understandings that students should be able to arrive at as a result of the instruction
- **Students will Know:** information the student should know
- **Example Topics:** possible content and/or topic ideas that can be used to teach the objective
- **Example Formative Assessments:** possible tasks that can be used to gauge student understanding of the objective

### **The example topics and example formative assessments provided with each objective are:**

- Content examples for instruction that help to build student knowledge and understanding of the objective
- Sample assessment activities to gauge learning that may be used to determine whether students are meeting the learning objective
- Examples to enhance the student's ability to make connections across other disciplines and in the real world
- Recommendations, with the understanding that PSUs retain local control to determine curriculum

### **The example topics and example formative assessments provided with each objective are:**

- Not meant to be an exhaustive list
- Not meant to be content that must be taught all at once
- Not a checklist for basic recall or memorization
- Not a checklist for assessment for each objective
- Not intended to reflect summative assessment items

**The Social Studies Glossary of Instructional Terms has been designed to be a tool to provide educators with words and phrases that represent the big, overarching concepts, and ideas that teachers need to know and understand in order to effectively teach the revised Social Studies**

**Standards:** View the Glossary of Instructional Terms [\[The link will be provided upon approval from the State Board of Education.\]](#)

## Inquiry Strand

The inquiry process for each grade and course within the North Carolina Social Studies Standard Course of Study asks students to inquire, think critically, evaluate sources, use evidence, communicate, and solve problems. Students are asked to practice the skills embedded in the inquiry process on a regular basis throughout instruction; these skills should also be combined into an inquiry project at least once during the year or semester.

### Inquiry 3-5

The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 3-5 grade band. Teachers should be encouraged to use these indicators in every grade level.

Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of grade 5, students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.

Category	Indicator
<b>Compelling Questions</b>	I.1.1 Identify content required to provide an answer to compelling questions. I.1.2 Construct compelling questions that promote inquiry with peers.
<b>Supporting Questions</b>	I.1.3 Understand how responses to supporting questions provide responses to compelling questions. I.1.4 Construct and respond to supporting questions that help answer compelling questions with peers.
<b>Gathering and Evaluating Sources</b>	I.1.5 Understand academic and domain-specific words in sources to create responses to compelling questions. I.1.6 Organize relevant information from primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.
<b>Developing Claims and Using Evidence</b>	I.1.7 Construct claims in response to compelling and supporting questions. I.1.8 Accurately use information from sources when making claims. I.1.9 Make inferences from information in sources.
<b>Communicating Ideas</b>	I.1.10 Construct responses to compelling questions with specific claims and information from teacher-provided sources.
<b>Taking Informed Action</b>	I.1.11 Identify ways to address problems related to the compelling question.

The time period and focus for this course is from pre-colonial through the present day.

**Unpacking the Behavioral Science Objectives**

**Standard 4.B.1** Understand ways in which values and beliefs have influenced the development of North Carolina's identity as a state

**Overarching Concepts:** Values, Beliefs, Development

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>4.B.1.1</b> Explain how traditions, social structure, and artistic expression have contributed to the unique identity of North Carolina</p>	<p>Students must be able to demonstrate knowledge and understanding of how traditions, social structure, and artistic expression have influenced the identity of North Carolina.</p>	<p>Artistic expressions are often used to express the values, traditions, and religious beliefs of a culture</p> <p>Diverse cultures are valuable to the development of a society</p> <p>A region's heritage can often be recognized by the artistic expressions, social structure, and traditions of its inhabitants</p>	<p>Examples of artistic expression and traditions from various groups in North Carolina</p> <p>Examples of ways social structures have influenced the identity of North Carolina</p> <p>How the development of regions in North Carolina was shaped by the culture of various diverse groups</p>	<p>Artistic Expressions</p> <ul style="list-style-type: none"> <li>● Music                             <ul style="list-style-type: none"> <li>○ Bluegrass</li> <li>○ Cherokee Music</li> <li>○ Gospel</li> <li>○ Ballad</li> <li>○ Singing</li> <li>○ Blues</li> <li>○ Shape note</li> <li>○ Singing</li> <li>○ Jazz</li> <li>○ Hip-hop</li> </ul> </li> <li>● Dances                             <ul style="list-style-type: none"> <li>○ Shag</li> <li>○ Clogging</li> <li>○ Flatfoot dancing</li> <li>○ Square dancing</li> <li>○ Dances from various American Indian tribes</li> </ul> </li> <li>● American Indian pottery and baskets</li> <li>● Wood and stone carving</li> <li>● Beadwork</li> <li>● Appalachian folklore and crafts</li> <li>● Seagrove pottery</li> </ul>	<p>Students create a museum mural that illustrates the way in which American Indian communities of North Carolina have influenced the culture in their community.</p> <p>Students are given information about a North Carolina festival or fair and create a visual presentation (poster, google slides, etc.) that highlights the elements of the fair and clearly states how the festival or fair has influenced the identity of North Carolina.</p>

				<ul style="list-style-type: none"> <li>● Quilting</li> <li>● Woodworking and furniture making</li> </ul> <p>Traditions</p> <ul style="list-style-type: none"> <li>● Festivals</li> <li>● Fairs</li> <li>● Religious celebrations &amp; observances</li> <li>● Languages</li> <li>● Foods</li> <li>● Highland games</li> <li>● Holiday traditions</li> </ul> <p>Social structures</p> <ul style="list-style-type: none"> <li>● Life on plantations</li> <li>● Small farm culture</li> <li>● Indentured servants</li> <li>● Enslaved people</li> <li>● American Indian</li> <li>● Daily life in North Carolina regions <ul style="list-style-type: none"> <li>○ Colonial era</li> <li>○ Civil War</li> <li>○ Civil Rights era</li> </ul> </li> <li>● Life of Women during the Colonial era or Civil War <ul style="list-style-type: none"> <li>○ Coastal</li> <li>○ Piedmont</li> <li>○ Mountain</li> </ul> </li> </ul>	
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
4.B.1.2 Explain how the values and beliefs of	Students must be able to demonstrate knowledge and	Values, beliefs, and practices of various cultures influence the	Examples of the values and belief systems that indigenous, religious, and	Moravians African Americans	Students read about 3 North Carolina cultures and write a newspaper

<p>various indigenous, religious, and racial groups have contributed to the development of North Carolina</p>	<p>understanding of how the values and beliefs of various groups have influenced the development of North Carolina, paying specific attention to racial, religious, and indigenous groups.</p>	<p>development of a society</p> <p>Values, beliefs, and traditions of the past influence the present and future cultural norms of a society</p>	<p>racial groups contributed to the development of North Carolina</p> <p>The various cultural practices, values, and belief systems of the indigenous populations before contact with other cultural groups</p> <p>How the cultural practices, values, and belief systems of indigenous populations influenced the way of life of Africans and Europeans</p> <p>How the cultural practices, values, and belief systems of African people contributed to the development of North Carolina</p>	<p>Latinx</p> <p>American Indians in North Carolina</p> <ul style="list-style-type: none"> <li>● The Eastern Band of Cherokee Indians</li> <li>● Haliwa-Saponi</li> <li>● Lumbee Tribe</li> <li>● Meherrin Sappony</li> <li>● Occaneechi Band of the Saponi Nation</li> <li>● Waccamaw Siouan</li> <li>● Scots Irish</li> <li>● Highland Scots</li> <li>● English</li> <li>● Quakers</li> <li>● Germans</li> <li>● French Huguenots</li> <li>● Hmong</li> <li>● Montagnard</li> </ul>	<p>article explaining how each culture contributed to the development of North Carolina.</p> <p>Students study the life of the Eastern Band of Cherokee Indians before and after contact with other cultural groups. Students then design a museum exhibit with artifacts and artifact descriptions that demonstrates their findings of how indigenous population impacted the development of North Carolina.</p>
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**Unpacking the Civics and Government Objectives**

**Standard 4.C&G.1** Understand the role of citizens in local and state government

**Overarching Concepts:** Role, Citizens, Government

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>4.C&amp;G.1.1</b> Compare the roles and responsibilities of state elected leaders</p>	<p>Students must be able to discuss the similarities and differences between the roles of state elected leaders.</p> <p>Students must be</p>	<p>Elected leaders are responsible for representing the political, economic, social, and cultural concerns of their constituents</p> <p>Effective leadership often requires</p>	<p>The various roles of elected leaders in North Carolina</p> <p>The various responsibilities of elected leaders in North Carolina</p> <p>Examples of elected leaders in each of the three</p>	<p>Roles of executive, judicial, and legislative branches</p> <p>Responsibilities of executive, judicial, and legislative branches</p> <p>Checks and balances</p>	<p>Students create a triple Venn Diagram that compares the roles and responsibilities of the executive, judicial, and legislative branches.</p> <p>After studying the roles of the current members</p>

	able to discuss the similarities and differences between the responsibilities of state elected leaders.	collaboration among individuals and groups within the government  Decisions of the state government may dictate the policies of local government and interactions with federal law	branches of state government	State Supreme Court  General Assembly	of each of the three branches, students select two current elected leaders from within the same branch and complete a Double Bubble Thinking map in order to demonstrate their understanding of the similarities and differences between different positions within the same branch of government.
<b>Objective</b>	<b>Mastery of the Objective</b>	<b>Students Will Understand</b>	<b>Students Will Know</b>	<b>Example Topics</b>	<b>Examples of Formative Assessment</b>
<b>4.C&amp;G.1.2</b> Summarize the ways in which women, indigenous, religious, and racial groups influence local and state government	Students must be able to demonstrate the ability to create a summary or abstract of the ways local and state governments have been influenced by women, indigenous, religious, and racial groups.	Values and religious beliefs may shape the governing documents of a state  Democratic governments may provide opportunities for the voices of all individuals to be heard  The decisions of leaders are often shaped by the actions of citizens and the interrelationship between governmental agencies	Various ways that women, indigenous, religious, and racial groups influence local government  Various ways that women, indigenous, religious, and racial groups influence state government	Voting  Petitioning government  Campaign for policies and politicians  Run for office  Lobbying  Volunteering  Being an informed citizen  Voting for amendments to the N.C state constitution  Protesting	Students read an article about women who influenced state and local government in North Carolina. Based on the article, students create a newspaper headline that summarizes the influence of those women. This assessment can be done with indigenous, religious, or racial groups as well.  Students read an article about how various groups influenced state and local government and then create a

				Writing to a campaign <ul style="list-style-type: none"> <li>• Letters</li> <li>• Editorials</li> </ul> Membership in organizations that impact government policies & decisions	campaign poster with a slogan that summarizes the movement.
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<b>4.C&amp;G.1.3</b> Differentiate between rights and responsibilities reflected in the North Carolina Constitution	Students must be able to make distinctions between various rights and the responsibilities of citizens enumerated in the North Carolina Constitution.	<p>The rights and responsibilities of citizens may be outlined in the written constitution of a state or nation</p> <p>Participating in civic life is often necessary for the health and success of a state</p>	<p>Examples of rights that citizens have in North Carolina</p> <p>Examples of responsibilities that citizens have in North Carolina</p>	<p>Rights</p> <ul style="list-style-type: none"> <li>• Rights listed in the North Carolina Constitution             <ul style="list-style-type: none"> <li>○ 1776</li> <li>○ 1868</li> <li>○ 1971</li> </ul> </li> <li>• Voting</li> </ul> <p>Responsibilities</p> <ul style="list-style-type: none"> <li>• Respecting the law</li> <li>• Being informed and attentive to public issues</li> <li>• Being informed about candidates</li> <li>• Paying taxes</li> <li>• Registering to vote and voting</li> <li>• Serving on a jury when summoned</li> <li>• Obeying laws and ordinances</li> </ul>	<p>The teacher provides a list of rights and responsibilities reflected in the North Carolina Constitution. Students create a tree map that points out and differentiates the rights and responsibilities of citizens in the state constitution.</p> <p>The teacher provides students with an infographic of rights and responsibilities of North Carolina. Students distinguish what is relevant in the infographic as it relates to the rights and responsibilities of North Carolina citizens.</p>

## Unpacking the Economics Objectives

**Standard 4.E.1** Understand how economic decisions and resources affect the economy of North Carolina

**Overarching Concepts:** Economic Decisions, Resources, Economy

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>4.E.1.1</b> Explain the ways in which scarcity impacts economic decisions in North Carolina</p>	<p>Students must be able to explain how economic decisions are impacted by scarcity in North Carolina.</p>	<p>Business and personal economic decisions are often determined by the availability of goods and services in a region</p> <p>Competition among buyers may result in higher prices, and competition among sellers may result in lower prices</p> <p>Opportunity cost requires people to make economic choices</p>	<p>Examples of scarcity's impacts on economic decisions</p> <p>How businesses make decisions based on scarcity and choice in North Carolina</p>	<p>Examples of North Carolina businesses throughout history</p> <ul style="list-style-type: none"> <li>● Cotton</li> <li>● Tobacco</li> <li>● Grains/rice</li> <li>● Clock &amp; watch makers</li> <li>● Banking</li> <li>● Mining/forging</li> <li>● Food services</li> <li>● Paper mills</li> <li>● Textile mills</li> <li>● Timber</li> <li>● Furniture</li> <li>● Entertainment</li> </ul> <p>Supply</p> <p>Demand</p> <p>Scarcity</p> <p>Business choices</p> <ul style="list-style-type: none"> <li>● Choosing to continue or discontinue certain products</li> <li>● Expanding or downsizing the business</li> </ul>	<p>The teacher gives students 5 scenarios of product scarcity in North Carolina. Students then explain how each scenario impacted economic decisions of a business.</p> <p>The teacher gives students a list of items that were scarce and examples of business decisions that were made during the COVID-19 pandemic. Students match the scarce items with the examples of how the scarcity impacted the business decisions.</p>



Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>4.E.1.2</b> Explain factors that have led to economic growth and decline for North Carolina's major industries</p>	<p>Students must be able to demonstrate an understanding of the causes that led to economic growth in North Carolina over time.</p> <p>Students must be able to demonstrate an understanding of the causes that led to economic decline in North Carolina over time.</p>	<p>Positive incentives and negative consequences drive economic behavior in a market economy</p> <p>Availability of resources and human capital influence economic growth or decline</p> <p>Industry and trade are important factors that impact economic growth and decline</p>	<p>Examples of factors that impact economic growth in North Carolina</p> <p>Examples of factors that impact economic decline in North Carolina</p> <p>The ways in which factors influence economic growth or decline in North Carolina</p>	<p>Possible industries</p> <ul style="list-style-type: none"> <li>● Timber and naval stores in colonial North Carolina</li> <li>● Agriculture/ cash crops</li> <li>● Railroads</li> <li>● Textile mills</li> <li>● Furniture industry</li> <li>● Tobacco industry</li> <li>● Military in North Carolina</li> <li>● Research Triangle</li> <li>● Banking industry</li> <li>● Food services <ul style="list-style-type: none"> <li>○ Grocery stores</li> </ul> </li> <li>● Tourism industry</li> <li>● NASCAR</li> <li>● Healthcare industry</li> </ul> <p>Possible factors</p> <ul style="list-style-type: none"> <li>● Innovation</li> <li>● Health</li> <li>● Natural disasters</li> <li>● National and regional trends</li> <li>● Pandemics</li> <li>● Population of an area</li> <li>● Production costs</li> <li>● Availability of</li> </ul>	<p>Students demonstrate their understanding of the basics of competition in a Market Economy by explaining various choices that two North Carolina grocery store chains could make in order to convince consumers to shop with them instead of their competitor. Students then explain how competition between two businesses within the same industry impacts economic growth and decline in North Carolina. This can be adapted by replacing the grocery stores with two competing businesses within the same industry of North Carolina.</p> <p>Students explain how natural disasters (forest fires, drought, hurricanes, etc.) impacted or could have impacted industries throughout the North Carolina regions (Christmas tree farms, tobacco farms, cotton farms, timber industry,</p>

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>4.E.1.3</b> Explain ways in which factors of production are influenced by the availability of resources in North Carolina</p>	<p>Students must be able to demonstrate knowledge and understanding of how the availability of resources impacts the factors of production.</p>	<p>The availability of resources in a region may affect the goods and services that are produced</p> <p>Changes in the economy may impact levels of employment and production</p>	<p>Examples of how the availability of resources impacts factors of production</p> <p>Examples of the resources needed to produce various goods and services</p>	<p>resources</p> <p>etc.) and how this impacts the economic growth and decline of the industry chosen.</p> <p>Factors of Production</p> <ul style="list-style-type: none"> <li>● Land</li> <li>● Labor</li> <li>● Capital</li> <li>● Entrepreneurship</li> </ul> <p>North Carolina industries and services that could be influenced by availability of resources</p> <ul style="list-style-type: none"> <li>● Agriculture</li> <li>● Finished goods and services</li> <li>● Lumber</li> <li>● Fishing industry</li> <li>● Textile mills</li> <li>● Tourism <ul style="list-style-type: none"> <li>○ Sporting events</li> <li>○ Coastal beaches</li> <li>○ Skiing in the mountains</li> </ul> </li> <li>● Furniture</li> <li>● Fisheries in the tidewater</li> <li>● IT/technology in the Triangle Area</li> <li>● Hog and chicken</li> </ul>	<p>Students read about various North Carolina industries. On a map of North Carolina, students plot where lumber is grown, fish is caught, and other resources are located. Students then explain how those resources are spread around the state and how the availability of these resources impacts production from various industries.</p> <p>After studying the impact of the availability of resources on the factors of production, students address the following scenario: <i>A company wants to build a factory in a North Carolina county that has a population of less than 10,000 people. The company knows that it will need at least 15,000 people to work in the factory. Explain what</i></p>

				farming Resources <ul style="list-style-type: none"> <li>• People</li> <li>• Wages</li> <li>• Materials</li> <li>• Location</li> </ul>	<i>resources are needed, whether or not these resources are available, what factors of production may be impacted and what decisions that company may have to make in order to open their factory.</i>
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**Standard 4.E.2** Understand the impact of personal financial decisions  
**Overarching Concepts:** Impact, Personal Financial Decisions

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<b>4.E.2.1</b> Explain the way in which personal financial decisions, such as spending and saving, may affect everyday life	Students must be able to demonstrate knowledge and understanding of how decisions on spending and saving impact the lives of individuals.	Personal financial decisions can have benefits and consequences on everyday life  Opportunity cost may influence the financial decisions of individuals  A personal budget can lead to informed decisions on spending and saving	Examples of how people spend and save money  How personal spending and saving decisions impact an individual's life  How to create a budget that reflects the interaction of financial resources and personal economic choices	Investing  Price shopping (comparing costs at different places, etc.)  Savings account at bank  Saving cash at home  Budget  Spending money on needs  Spending money on wants  Saving for future vs spending right now  Delayed gratification	Students write a diary entry about saving up to buy something they want and explain how their decisions on spending or saving money will impact their ability to purchase the item.  The teacher gives students various scenarios about spending and saving. After examining each scenario, students write an explanation that demonstrates their understanding of how spending and saving affect everyday life.

				<p>Interest</p> <p>Loans get paid back</p> <p>Borrowing</p> <p>Debt</p> <p>Credit</p> <p>Saving</p> <p>Budgeting</p>	
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>4.E.2.2</b> Exemplify outcomes of positive and negative financial decisions</p>	<p>Students must be able to use material presented to them to come up with new examples of the impact of positive financial decisions.</p> <p>Students must be able to use material presented to them to come up with new examples of the impact of negative financial decisions.</p>	<p>Personal financial decisions can have benefits and consequences on everyday life</p> <p>Opportunity cost may influence the financial decisions of individuals</p> <p>Needs and wants often determine how individuals choose to spend their income</p>	<p>Examples of outcomes of positive financial decisions</p> <p>Examples of outcomes of negative financial decisions</p> <p>Examples of how people spend their income and consequences of those spending choices</p>	<p>Needs vs. wants</p> <p>Debt</p> <p>Opportunity cost</p> <p>Positive financial decisions &amp; outcomes</p> <ul style="list-style-type: none"> <li>● Saving money</li> <li>● Investing</li> <li>● Budgeting</li> <li>● Paying bills on time</li> </ul> <p>Negative financial decisions</p> <ul style="list-style-type: none"> <li>● Overspending</li> <li>● Late/missed payments for bills</li> </ul>	<p>The teacher gives each student the same “yearly salary” amount. Students then make a list of their needs and a list of their wants. Students use their lists to create a budget for the items by looking up how much these items cost. Each time the students decide to use money on an item from their lists, they will subtract that amount from their total salary, using a spreadsheet. Students explain if each of their choices was a positive financial decision or a negative</p>

					<p>financial decision and provide a potential outcome for each.</p> <p>Students are given 3 budget scenarios that portray different spending choices. Students determine if they think the choices within each scenario were positive or negative financial choices. For each scenario, students generate a list of possible positive outcomes and negative outcomes based on the choices made.</p>
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### Unpacking the Geography Objectives

**Standard 4.G.1** Understand the role geography has played in the development of North Carolina

**Overarching Concepts:** Geography, Development, North Carolina

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<b>4.G.1.1</b> Compare the development of various geographic regions in North Carolina using geographic tools and representations	Students must be able to discuss the similarities and differences between the regions of North Carolina using geographic tools.	<p>Geographic tools can allow individuals to examine the growth and expansion of the various regions of a state</p> <p>Maps can help people understand the changes in environment and population over time</p>	<p>Similarities in the development of the geographic regions of North Carolina</p> <p>Differences in the development of the geographic regions of North Carolina</p>	<p>Examples of the physical features of North Carolina</p> <p>Agriculture/farming</p> <p>Fishing</p> <p>Tourism</p> <p>Functional regions</p> <ul style="list-style-type: none"> <li>Research Triangle Park (RTP)</li> </ul>	<p>Students are given images from two different regions of North Carolina. Students are then given two additional pictures from the same two regions, but representing a later date. Students use a Venn Diagram to</p>

				<ul style="list-style-type: none"> <li>• North Carolina's Global TransPark</li> <li>• Charlotte area banking hub</li> <li>• Movie industry</li> <li>• Casinos &amp; gambling</li> </ul> <p>Formal regions</p> <ul style="list-style-type: none"> <li>• The State Capitol</li> <li>• Military installations</li> <li>• Textile industry</li> <li>• Forestry industry</li> <li>• Tobacco industry (past and present)</li> <li>• Lumber industry</li> <li>• Furniture industry</li> <li>• Logging in rivers</li> </ul> <p>Vernacular regions</p> <ul style="list-style-type: none"> <li>• Outer Banks</li> <li>• Appalachia</li> <li>• Blue Ridge/Bluegrass</li> <li>• The Highlands</li> <li>• Tidewater</li> </ul>	<p>compare the development they see in the two regions of North Carolina over time.</p> <p>Students use Census data from two different regions of North Carolina to compare how the two regions' populations developed differently over the span of 100 years.</p>
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>4.G.1.2</b> Exemplify the ways in which movement of people, goods and ideas has impacted the development of North Carolina using maps and other geographic</p>	<p>Students must be able to use material presented to them to come up with new examples of ways movement of people, goods, and ideas have impacted the development of North Carolina.</p>	<p>Geographic tools can allow individuals to explore the movement of people, goods, and ideas</p> <p>The transportation and communication of goods, people, and ideas often leads to changes in the geographic development of a state</p>	<p>Examples of geographic tools</p> <p>How to use map, globes, and other geographic tools</p> <p>Examples of geographic movement of people</p> <p>Examples of how goods move geographically</p>	<p>Globe</p> <p>Compass</p> <p>GIS System</p> <p>Map</p> <p>Evolutions in transportation</p> <ul style="list-style-type: none"> <li>• Roads</li> </ul>	<p>The teacher shows students maps that show the location of textile mills, tobacco, etc. in North Carolina. At the same time, the teacher pairs those maps with a map of railroads in North Carolina from similar time periods in order to</p>

<p>tools</p>			<p>Examples of how ideas move geographically</p> <p>Examples of how the movement of people, goods, and ideas have helped North Carolina develop</p>	<ul style="list-style-type: none"> <li>• Canals</li> <li>• Railroads</li> <li>• Airports</li> </ul> <p>Migration and immigration</p> <p>Where various languages have been historically spoken</p> <ul style="list-style-type: none"> <li>• English</li> <li>• Cherokee</li> <li>• Spanish</li> </ul> <p>Agriculture</p> <p>Changes to landscape following natural disasters</p> <p>Trail of Tears route on a map</p> <p>Gold Rush</p> <p>Biotechnology</p> <p>Lumber</p> <p>Pirates</p> <p>Underground Railroad</p>	<p>show the role that transportation played in the economic development of these industries during that era. Students then come up with new examples of how transportation has impacted the development of North Carolina.</p> <p>Students role play as the owner of a business in North Carolina. Students are given a business name, a city in which their business is located, and the product they produce. Using a topographical map of North Carolina, students annotate what would need to be developed for their business to successfully move their goods to their consumers (highways, railroads, airports, etc.). Students write a one-paragraph summary explaining the impact of those developments on their business.</p>
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Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>4.G.1.3</b> Summarize the reasons for forced and voluntary migration to, from, and within North Carolina</p>	<p>Students must be able to demonstrate the ability to create a summary or abstract of the causes of forced migration to, from, and within North Carolina.</p> <p>Students must be able to demonstrate the ability to create a summary or abstract of the causes of voluntary migration to, from, and within North Carolina.</p>	<p>The migration and immigration of people to various places in a state or nation can be voluntary or forced</p> <p>Migration and immigration patterns are often determined by environmental, economic, and societal changes</p>	<p>Reasons why people migrate (both forced and voluntary) to North Carolina</p> <p>Reasons why people migrate (both forced and voluntary) from North Carolina</p> <p>Reasons why people migrate (both forced and voluntary) within North Carolina</p>	<p>Indian Removal Act</p> <p>Slavery</p> <p>Indentured servants</p> <p>The Great Migration</p> <p>Natural disasters</p> <p>Employment opportunities</p> <p>Education</p> <p>Immigration from other nations</p> <p>Great Wagon Road</p> <p>Religious freedom</p> <p>Trail of Tears</p> <p>North Carolina Gold Rush</p> <p>Underground Railroad</p> <p>Industrialization</p> <p>Urban migration</p> <p>Reservations</p> <p>Agricultural opportunities</p>	<p>Students read about the Trail of Tears. Students use a version of the 5 W's (e.g., Who was involved? What happened? Where did it happen? When did it happen? How did it happen/What was the result of the event?) to write a 2-3 sentence summary that demonstrates their understanding of the reasons for the Trail of Tears.</p> <p>Students read an article regarding the decision or experiences of a person or group of people choosing to leave North Carolina and migrate to other places in the United States during a time period determined by the teacher or connected to the topic being studied. The students create a newspaper headline that summarizes the reasons for the forced or voluntary migration.</p>



## Unpacking the History Objectives

**Standard 4.H.1** Understand the role of various people, events, and ideas in shaping North Carolina

**Overarching Concepts:** Role, People, Events, Ideas, North Carolina

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>4.H.1.1</b> Explain how the experiences and achievements of minorities, indigenous groups, and marginalized people have contributed to change and innovation in North Carolina</p>	<p>Students must be able to demonstrate how the experiences of various groups have contributed to change and innovation in North Carolina, paying specific attention to minorities, indigenous groups, and marginalized people.</p> <p>Students must be able to demonstrate how the achievements of various groups have contributed to change and innovation in North Carolina, paying specific attention to minorities, indigenous groups, and marginalized people.</p>	<p>Marginalized groups often contribute to change and innovation in communities despite limited opportunities for social mobility</p> <p>The traditions and practices of various groups play a role in contributing to the cultural diversity of the various regions of a state</p> <p>The experiences and achievements of people with different cultural backgrounds often shape the development of a community</p> <p>The lives of people in a state may be improved by the innovations and achievements of diverse groups of people</p>	<p>Examples of how minorities, indigenous groups, and marginalized people contributed to the development of North Carolina communities</p> <p>How the different ethnic and religious groups impact the economic, political, and cultural development of North Carolina communities</p>	<p>Individuals</p> <ul style="list-style-type: none"> <li>● Wright Brothers first flight at Kitty Hawk</li> <li>● Ella Baker formed Student Nonviolent Coordinating Committee</li> <li>● Pauli Murray became first African American woman Episcopal Priest</li> <li>● John Chavis fought for the Continental Army and opened a private school for both whites and blacks</li> <li>● Sarah and Angelina Grimke advocated for abolition</li> <li>● Charlotte Hawkins Brown founded the Palmer Institute</li> </ul> <p>Groups</p> <ul style="list-style-type: none"> <li>● Wilmington 10</li> <li>● Migrant workers</li> <li>● Greensboro Four</li> <li>● American Indians in North Carolina                             <ul style="list-style-type: none"> <li>○ The Eastern Band of</li> </ul> </li> </ul>	<p>Students write a pitch for a Netflix series starring marginalized people from an important period of time. Students should identify the character, contribution, and impact the group had on North Carolina.</p> <p>After learning about the Greensboro Four, students write an article explaining how the Greensboro Four sparked the sit-in movement.</p> <p>After reading <i>African Americans and the Revolution</i> from NCpedia, students create a museum exhibit explaining how the achievements of African Americans during the Revolutionary War contributed to change in North Carolina.</p>

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>4.H.1.2</b> Summarize the changing roles of women, indigenous populations, and racial groups throughout the history of North Carolina</p>	<p>Students must be able to demonstrate the ability to create a summary or abstract of how the roles of women, indigenous populations, and racial groups changed over time in North Carolina.</p>	<p>The laws and policies of a state or region often impact the roles of groups or individuals in various ways</p> <p>As individuals and groups work to acquire freedom and equality, their roles within a state may change</p>	<p>Examples of how the role and status of women have changed in North Carolina over time</p> <p>Examples of how the role and status of indigeous populations have changed in North Carolina over time</p> <p>Examples of how the role and status of racial groups have changed in North Carolina over time</p>	<p>Cherokee Indians</p> <ul style="list-style-type: none"> <li>○ Haliwa-Saponi</li> <li>○ Lumbee Tribe</li> <li>● Women workers during World War I and World War II</li> <li>● Royal Ice Cream Sit-In (Durham)</li> </ul> <p>Penelope Barker &amp; Edenton Tea Party</p> <p>North Carolina Settlement of Freedmen during the Civil War</p> <p>Rise of Latinx population(s)</p> <p>Reservation movement</p> <p>Women entering the workforce</p> <p>Lillian Exum Clement</p> <p>Maya Angelou</p> <p>Lorreta Lynch</p> <p>Beverly Perdue</p> <p>Ella Baker</p> <p>Dolley Madison</p>	<p>After reading an article about how women’s roles in North Carolina have changed over time, students use images and short captions to create a Google slideshow. The slideshow should serve as a summary of how their roles have changed over time.</p> <p>After reading an article about the changing roles of American Indians in North Carolina, students create a newspaper headline that summarizes how their roles have changed throughout history.</p> <p>Students learn about the roles of African</p>

				<p>Elizabeth Dole</p> <p>Migrant workers</p> <p>Greensboro Four</p> <p>American Indians in North Carolina</p> <ul style="list-style-type: none"> <li>• The Eastern Band of Cherokee Indians</li> <li>• Haliwa-Saponi</li> <li>• Lumbee Tribe</li> <li>• Meherrin Sappony</li> <li>• Occaneechi Band of the Saponi Nation</li> <li>• Waccamaw Siouan</li> </ul> <p>Hmong</p> <p>Civil Rights Movements</p>	<p>Americans in North Carolina during the Revolutionary War. After reading <i>African Americans and the Revolution</i> from NCpedia, students write a 3-5 sentence summary of how African Americans' roles changed after the war.</p>
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>4.H.1.3</b> Explain the ways in which revolution, reform, and resistance have shaped North Carolina</p>	<p>Students must be able to demonstrate how the causes of revolution, reform, and resistance have shaped North Carolina.</p> <p>Students must be able to demonstrate how the effects of revolution, reform, and resistance have shaped North Carolina.</p>	<p>When government actions are contrary to the will of the people, citizens may take actions contrary to ideas of government</p> <p>Citizens play a key role in the governance of democratic societies</p> <p>Individuals and groups may protest and demand equal treatment which can</p>	<p>Examples of historical and contemporary revolutions that have shaped North Carolina</p> <p>Examples of historical and contemporary reforms that have shaped North Carolina</p> <p>Examples of historical and contemporary resistance that has shaped North Carolina</p>	<p>Wright Brothers</p> <p>Adoption of Amendments to North Carolina Constitution</p> <p>North Carolina Equal Suffrage Association</p> <p>Civil Rights</p> <ul style="list-style-type: none"> <li>• Greensboro Sit-In</li> </ul> <p>Black Wall Street</p> <p>Wilmington Ten</p>	<p>Students assume the role of a person living during a specific event studied. Students write a letter to the editor of a local newspaper about that event (a boycott, a protest, etc.). Students' letters should clearly identify the issue, explain the causes of the issue, and how the issue shaped North Carolina.</p>

		<p>lead to reforms that can transform society</p> <p>The demand for social, political, or economic change can lead to resistance, revolution, or societal reform.</p>		<p>Wilmington Race Riot</p> <p>Boycotts</p> <p>Protests</p> <p>Rights</p> <p>Resistance</p> <p>Revisions to the State Constitution</p> <p>Abolition</p> <p>Marches/demonstrations</p> <p>Halifax Resolves</p> <p>Mecklenburg Resolves</p> <p>Revolutions in technology</p> <p>Revolutions in communication</p> <p>Revolutions in transportation</p>	<p>Students create a storyboard of the events that took place with the Greensboro Four. The storyboards should depict the impact these four had on shaping the direction of North Carolina.</p> <p>Students are assigned a reform movement that took place in North Carolina. Students explain the causes of that movement and the impact that movement had on North Carolina.</p>
<b>Objective</b>	<b>Mastery of the Objective</b>	<b>Students Will Understand</b>	<b>Students Will Know</b>	<b>Example Topics</b>	<b>Examples of Formative Assessment</b>
<b>4.H.1.4</b> Summarize the role North Carolina has played in major conflicts and events throughout the history of America	Students must be able to demonstrate the ability to create a summary or abstract of the role North Carolina has played in major conflicts	A state may or may not make a decision to become involved in the political or economic conflicts that may take place on a national level	<p>North Carolina's role in major conflicts and wars</p> <p>The role that various groups and individuals played in major conflicts and wars</p>	<p>Cherokee War, battle over the Tennessee Valley</p> <p>Revolutionary War</p> <p>Battle of Moore's Creek Bridge</p>	Students read primary and secondary sources about the Edenton Tea Party. After reading, students create a storyboard summarizing the role

	and events over time.	The role a state plays in national conflicts may depend on the state's political, economic, or social climate	The position North Carolina took in major political conflicts	<p>Battle of Alamance</p> <p>Civil War</p> <p>Civil Rights</p> <p>Bennett Place</p> <p>World War I</p> <p>World War II</p> <p>Swann v. Charlotte-Mecklenburg Board of Education</p> <p>Battle of Guilford Courthouse</p> <p>U-Boats on Outer Banks</p> <p>Tuscarora War</p> <p>Military installations around the state</p>	<p>North Carolina played in protest of the Tea Act.</p> <p>Students read about <i>Swann v. Charlotte - Mecklenburg Board of Education</i> and write a tweet of 250 characters or less that summarizes the role North Carolina played in desegregation.</p>
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<b>4.H.1.5</b> Use primary and secondary sources to compare multiple perspectives of various historical events in North Carolina	Students must be able to describe the similarities and differences between various perspectives of events that have occurred in history.	<p>Historical events or issues can be understood through information from various sources</p> <p>Interpreting multiple historical perspectives is necessary to</p>	<p>Examples of significant historical events in North Carolina</p> <p>How perspective can affect the way a historical event is interpreted</p>	<p>Historical maps</p> <p>Photographs</p> <p>Graphs</p> <p>Charts</p> <p>Newspaper articles</p>	The teacher gives students primary and secondary sources on the American Revolution. Students write a short newspaper article comparing the perspectives of

	Students must be able to use primary and secondary sources to master this objective.	understanding the past The credibility of historical sources must be examined in order to ensure accuracy and appropriateness		Diary entries Original texts of historical documents Song lyrics relevant to historical time periods Events <ul style="list-style-type: none"> <li>• Civil War battles</li> <li>• Revolutionary War battles</li> <li>• Wright Brothers</li> <li>• Queen Anne's Revenge</li> <li>• Piracy</li> <li>• Edenton Tea Party</li> <li>• Greensboro Sit-Ins</li> <li>• Indian removal</li> <li>• Integration of schools</li> <li>• Civil Rights Movements</li> <li>• The Roanoke or Lost Colony</li> <li>• Tuscarora War</li> </ul>	Loyalists and Patriots during the American Revolution using the primary source documents.  The teacher provides students with primary and secondary sources about the Indian Removal Act that forced the Cherokee from their homes in North Carolina. Students compare the various perspectives of the removal and write a 3-5 sentence comparison.
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<b>4.H.1.6</b> Explain the significance of historical symbols in North Carolina from various perspectives	Students must be able to demonstrate they understand the significance of why symbols are interpreted from various perspectives.	A community's values and biases are evidenced by what it chooses to memorialize  People often use symbols to exemplify	The various symbols that were chosen to represent the culture and history of North Carolina  Different perspectives of the historical significance of various symbols in	State Seal  Historic Markers/historical sites  Governor's mansion  State Capitol	Students select a North Carolina state symbol, monument, statue, or building representing a person or significant event from the Revolution. Students then write a present-day

		<p>the culture and history of places</p> <p>Symbols often carry different meanings to a variety of different cultures</p>	<p>North Carolina</p>	<p>North Carolina Legislative Building</p> <p>State flag</p> <p>Statues</p> <p>Lighthouses</p> <p>Wright Brothers Museum/memorial</p> <p>Various state symbols</p>	<p>newspaper article that discusses how loyalists and patriots of the time would have felt toward this symbol, monument, statue, building, etc. The article should also portray the significance of the person/event and why it is something North Carolina has chosen to honor today.</p> <p>Students learn about historic Halifax and its role in the underground railroad. Students take on the role of someone planning a speech to be given at a special event to honor the significance of Halifax to North Carolina. Students write a speech that demonstrates the various perspectives and importance of historic Halifax.</p> <p>After learning about the State Seal, students write a brief paragraph describing the importance of the seal to various groups within North Carolina.</p>
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