



**Kindergarten – Fourth Grade**

# Kindergarten

## History and Geography:

Teachers: In kindergarten, children often study aspects of the world around them: the family, the school, the community, etc. The following guidelines are meant to broaden and complement that focus. The goal of studying selected topics in World History in Kindergarten is to foster curiosity and the beginnings of understanding about the larger world outside the child's locality, and about varied civilizations and ways of life. This can be done through a variety of means: story, drama, art, music, discussion, and more. The study of geography embraces many topics throughout the Core Knowledge Sequence, including topics in history and science. Geographic knowledge includes a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions and cultures.

### I. World History and Geography

**Spatial Sense** (working with maps, globes, and other geographic tools) Teachers: Foster children's geographical awareness through regular work with maps and globes. Have students regularly locate themselves on maps and globes in relation to places they are studying. Children should make and use a simple map of a locality (such as classroom, home, school grounds, ("treasure hunt").

- Maps and globes: what they represent, how we use them
- Rivers, lakes, and mountains: what they are and how they are represented on maps and globes
- Locate the Atlantic and Pacific Oceans.
- Locate the North and South Poles.

### II. An Overview of the Seven Continents

Teachers: Help children gain a beginning geographic vocabulary and a basic sense of how we organize and talk about the world by giving names to some of the biggest pieces of land. Introduce children to the seven continents through a variety of methods and media (tracing, coloring, relief maps, etc.), and associate the continents with familiar wildlife, landmarks, etc. (for example, penguins in Antarctica; the Eiffel Tower in Europe). Throughout the school year, reinforce names and locations of continents when potential connections arise in other disciplines (for example, connect Grimm's fairy tales to Europe; voyage of Pilgrims to Europe and North America; story of "Momotaro—Peach Boy" to Asia [Japan]; study of Native Americans to North America).

- Identify and locate the seven continents on a map and globe:

Asia

Europe

Africa

North America

South America

Antarctica

Australia

Note: In later grades, children will continue to learn about all the continents as well as specific countries and peoples.

### American History and Geography

Teachers: The study of American history begins in grades K-2 with a brief overview of major events and figures, from the earliest days to recent times. A more in-depth, chronological study of American history begins again in grade 3 and continues onward. The term "American" here generally, but not always, refers to the lands that became the United States. Other topics regarding North, Central, and South America may be found in the World History and Geography sections of this Sequence.

### III. Geography

- Name and locate the town, city, or community, as well as the state where you live.
- Locate North America, the continental United States, Alaska, and Hawaii.

### II. Native American Peoples, Past and Present

Teachers: As children progress through the grades of the Core Knowledge Sequence, they will learn about many different Native American peoples in many different regions (such as Pacific Northwest: Kwakiutl, Chinook; Plateau: Nez Perce; Great Basin: Shoshone, Ute; Southwest: Dine [Navajo], Hopi, Apache, Zuni; Plains: Blackfoot, Comanche, Crow, Kiowa, Dakota, Lakota [Sioux], Cheyenne, Arapaho; Eastern Woodlands: Huron, Iroquois, Mohican, Delaware [Lenni Lenape], Susquehanna, Massachusetts, Wampanoag, Powhatan; Southeast: Cherokee, Seminole). In kindergarten, study at least one specific group of Native Americans.

You might explore a local or regional tribe or nation, and compare it with one far away.

- Become familiar with the people and ways of life of at least one Native American tribe or nation, including:
  - how they lived
  - what they wore and ate

- the homes they lived in
- their beliefs and stories
- the status of the tribe or nation

### III. Early Exploration and Settlement

#### A. The Voyage of Columbus In 1492

- Queen Isabella and King Ferdinand of Spain
- The Niña, Pinta, and Santa Maria
- Columbus’s mistaken identification of “Indies” and “Indians”
- The idea of what was, for Europeans, a “New World”

#### B. The Pilgrims

- The Mayflower
- Plymouth Rock
- Thanksgiving Day celebration

#### C. July 4, “Independence Day”

- The “birthday” of our nation
- Democracy (rule of the people): Americans wanted to rule themselves instead of being ruled by a faraway king.
- Some people were not free: slavery in early America

### IV. Presidents, Past and Present

Teachers: Introduce children to famous presidents, and discuss with them such questions as: What is the president? How does a person become president? Who are some of our most famous presidents, and what did they do that made them famous?

- George Washington: “Father of Our Country” Legend of George Washington and the cherry tree
- Thomas Jefferson: author of Declaration of Independence
- Abraham Lincoln: Humble origins; “Honest Abe”
- Theodore Roosevelt
- Current United States president

### V. Symbols and Figures

- Recognize and become familiar with the significance of American flag
- Statue of Liberty
- Mount Rushmore
- The White House

### Social Studies and Civic:

#### I. Citizenship

- Rules
- Laws
- Good and Bad Choices
- Being a Good Friend
- Sharing and Taking Turns
- Working Hard
- Cooperation
- Being a Good Citizen

#### II. Then and Now

- Past, Present, and Future
- People Long Ago
- Homes Long Ago
- Transportation Long Ago
- Cooking and Chores Long Ago
- Jobs Long Ago
- School Long Ago
- Then and Now

#### III. Holidays Around the World

- Customs and Traditions
- Mexico: Los Posadas
- Germany: Christmas
- Italy: Christmas
- Sweden: St. Lucia Day
- India: Diwali
- Israel: Hanukkah
- Australia: Christmas
- United States: Kwanzaa
- United States: Christmas

#### IV. My Community

- My Neighborhood: Places and Homes
- My Neighborhood: My Neighborhood: People and Families
- Places in a Community
- Community Helpers
- Why People Work
- Wants and Needs
- How We Help Our Community

#### V. Our World

- Positional Words
- What is a Map?
- Mapping Our Classroom
- Map Symbols
- My City on the Map
- Globes and Maps
- Our Continents
- Our Oceans
- My Country
- My Place in the World

# First Grade

## History and Geography: Grade 1

Teachers: In first grade, children often study aspects of the world around them: the family, the school, the community, etc. The following guidelines are meant to broaden and complement that focus. The goal of studying selected topics in World History in first grade is to foster curiosity and the beginnings of understanding about the larger world outside the child's locality, and about varied civilizations and ways of life. This can be done through a variety of means: story, drama, art, music, discussion, and more. The study of geography embraces many topics throughout the Core Knowledge Sequence, including topics in history and science. Geographic knowledge embraces a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions.

### C. History of World Religions

Teachers: Since religion is a shaping force in the story of civilization, the Core Knowledge Sequence introduces children in the early grades to major world religions, beginning with a focus on geography and major symbols and figures. The purpose is not to explore matters of theology but to provide a basic vocabulary for understanding many events and ideas in history. The goal is to familiarize, not proselytize; to be descriptive, not prescriptive. The tone should be one of respect and balance: no religion should be disparaged by implying that it is a thing of the past. To the question, "Which one is true?" an appropriate response is: "People of different faiths believe different things to be true. The best people to guide you on this right now are your parents or someone at home."

- Judaism

Belief in one God

Story of the Exodus: Moses leads the Hebrews out of Egypt

Israel, Chanukah, Star of David, Torah, synagogue

- Christianity

Christianity grew out of Judaism

Jesus, meaning of "messiah"

Christmas and Easter, symbol of the cross

- Islam

Originated in Arabia, since spread worldwide

Followers are called Muslims

Allah, Muhammad, Makkah, Qur'an, mosque

Symbol of crescent and star (found on the flags of many mainly Islamic nations)

### III. Modern Civilization and Culture: Mexico

#### A. Geography

- North American continent, locate Mexico relative to Canada and the United States

- Central America, Yucatan Peninsula

- Pacific Ocean, Gulf of Mexico, Rio Grande

- Mexico City

#### B. Culture

- Indian and Spanish heritage

- Traditions: fiesta, piñata

- National holiday: September 16, Independence Day

Note: Students will be introduced to Hinduism and Buddhism in grade 2, and examine Islam in more detail in grade 4. They also examine lasting ideas from Judaism and Christianity in grade 6.

Note: In older sources you may find these formerly used spellings: Mohammed, Mecca, Koran.

Note: For historical connections, see American History 1: Maya and Aztec civilizations; Conquistadors, Cortes, Moctezuma. See also Music 1: "La Cucaracha"; Language Arts 1: "Medio Pollito," and Visual Arts 1: Diego Rivera, Piñata and, The History of Medicine in Mexico (mural).

## History and Geography

### American History and Geography

Teachers: The study of American history begins in grades K–2 with a brief overview of major events and figures, from the earliest days to recent times. A more in-depth, chronological study of American history begins again in grade 3 and continues onward. The term "American" here generally, but not always,

refers to the lands that became the United States. Other topics regarding North, Central, and South America may be found in the World History and Geography sections of this Sequence.

#### I. Early People and Civilizations

##### A. The earliest people: hunters and nomads

- Crossing from Asia to North America (the land bridge as one possibility)

From hunting to farming

Gradual development of early towns and cities

##### B. Early American civilizations

Teachers: Children will study the Maya, Inca, and Aztec civilizations in detail in grade 5. First grade teachers should examine the fifth grade guidelines to see how these topics build in the later grade.

Here, introduce children to these civilizations. Though it is historically accurate to note the warlike nature of the Maya and Aztecs, it is recommended that mention of the practice of human sacrifice be left to the fifth grade.

- Maya in Mexico and Central America
- Aztecs in Mexico

Moctezuma (also called Montezuma)

Tenochtitlan (Mexico City)

- Inca in South America (Peru, Chile)

Cities in the Andes, Machu Picchu

#### II. Early Exploration and Settlement

##### A. Columbus

Teachers: Review from kindergarten the story of Columbus's voyage in 1492.

##### B. The Conquistadors

- The search for gold and silver
- Hernán Cortés and the Aztecs
- Francisco Pizarro and the Inca
- Diseases devastate Native American population

##### C. English Settlers

- The story of the Lost Colony

Sir Walter Raleigh

Virginia Dare

- Virginia

Jamestown

Captain John Smith

Pocahontas and Powhatan

- Slavery, plantations in Southern colonies
- Massachusetts

Pilgrims, Mayflower, Thanksgiving Day

Massachusetts Bay Colony, the Puritans

Note: Early exploration and the colonial years will be studied in greater depth and detail in grade 3. First grade teachers should examine the third grade guidelines to see how these topics build in the later grade.

Note: The now-familiar name "Powhatan" was used by English settlers for the leader whose name was Wahunsonacock.

#### American History & Geography

#### III. From Colonies to Independence: The American Revolution

Teachers: The American Revolution will be studied in greater depth and detail in grade 4. First grade teachers should examine the fourth grade guidelines to see how these topics build in the later grade. It is recommended that first grade teachers focus on the topics specified here, and leave for fourth grade the more detailed study of the Revolution. In first grade, emphasize the story of the birth of our nation.

- Locate the original thirteen colonies.
- The Boston Tea Party
- Paul Revere's ride, "One if by land, two if by sea"
- Minutemen and Redcoats, the "shot heard round the world"
- Thomas Jefferson and the Declaration of Independence, "We hold these truths to be self-evident, that all men are created equal. . . ."
- Fourth of July
- Benjamin Franklin: patriot, inventor, writer

- George Washington: from military commander to our first president

Martha Washington

Our national capital city named Washington

- Legend of Betsy Ross and the flag

#### IV. Early Exploration of the American West

Teachers: America's westward growth will be studied in grade 2 and in greater depth and detail in grade 5. First grade teachers should examine the second and fifth grade guidelines to see how these topics build in later grades.

- Daniel Boone and the Wilderness Road

- The Louisiana Purchase

Explorations of Lewis and Clark

Sacagawea

- Geography: Locate the Appalachian Mountains, the Rocky Mountains, and the Mississippi River.

#### V. Symbols and Figures

- Recognize and become familiar with the significance of Liberty Bell

Current United States president

American flag

Bald eagle

# Second Grade

## History and Geography

Teachers: In second grade, children often study aspects of the world around them: the family, the school, the community, etc. The following guidelines are meant to broaden and complement that focus. The goal of studying selected topics in World History in second grade is to foster curiosity and the beginnings of understanding about the larger world outside the child's locality, and about varied civilizations and ways of life. This can be done through a variety of means: story, drama, art, music, discussion, and more.

The study of geography embraces many topics throughout the Core Knowledge Sequence, including topics in history and science. Geographic knowledge includes a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions and cultures.

## World History and Geography

### Geography

#### Spatial Sense (Working with Maps, Globes, and Other Geographic Tools)

Teachers: Review and reinforce topics from grade 1, including:

- Name your continent, country, state, and community.
- Understand that maps have keys or legends with symbols and their uses.
- Find directions on a map: east, west, north, south.
- Identify major oceans: Pacific, Atlantic, Indian, Arctic.
- The seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia.
- Locate: Canada, United States, Mexico, Central America.
- Locate: the Equator, Northern Hemisphere and Southern Hemisphere, North and South Poles.

#### Geographical Terms and Features

## Early Asian Civilizations

Teachers: Since religion is a shaping force in the story of civilization, the Core Knowledge Sequence introduces children in the early grades to major world religions, beginning with a focus on geography and major symbols and figures. The purpose is not to explore matters of theology but to provide a basic vocabulary for understanding many events and ideas in history. The goal is to familiarize, not proselytize; to be descriptive, not prescriptive. The tone should be one of respect and balance: no religion should be disparaged by implying that it is a thing of the past. To the question, "Which one is true?" an appropriate response is: "People of different faiths believe different things to be true. The best people to guide you on this right now are your parents or someone at home."

### Geography of Asia

- The largest continent, with the most populous countries in the world
- Locate: China, India, Japan

#### India

- Indus River and Ganges River
- Hinduism
- Brahma, Vishnu, Shiva
- Many holy books, including the Rig Veda
- Buddhism Prince Siddhartha becomes Buddha, "the Enlightened One" Buddhism begins as an outgrowth of Hinduism in India, and then spreads through many countries in Asia. King Asoka (also spelled Ashoka)

#### China

Teachers:

Students will study China again in grade 4. Second grade teachers should examine the fourth-grade guidelines to see how these topics build in the later grade.

- Yellow (Huang He) and Yangtze (Chang Jiang) Rivers
- Teachings of Confucius (for example, honor your ancestors)
- Great Wall of China
- Invention of paper
- Importance of silk
- Chinese New Year

## The Ancient Greek Civilization

Teachers: Students will study Greece again in grade 6, with a focus on the legacy of ideas from ancient

## Greece and Rome.

- Geography: Mediterranean Sea and Aegean Sea, Crete
- Sparta
- Athens as a city-state: the beginnings of democracy
- Persian Wars: Marathon and Thermopylae
- Olympic games
- Worship of gods and goddesses
- Great thinkers: Socrates, Plato, and Aristotle
- Alexander the Great

## American History and Geography

Teachers: The study of American history begins in grades K-2 with a brief overview of major events and figures, from the earliest days to recent times. A more in-depth, chronological study of American history begins again in grade 3 and continues onward. The term “American” here generally, but not always, refers to the lands that became the United States. Other topics regarding North, Central, and South America may be found in the World History and Geography sections of this Sequence.

### American Government: The Constitution

Teachers: Through analogies to familiar settings—the family, the school, the community—discuss some basic questions regarding American government, such as “What is government? What are some basic functions of American government?”

(Making and enforcing laws; settling disputes; protecting rights and liberties, etc.) Only basic questions need to be addressed at this grade level. In fourth grade students will examine in more detail specific issues and institutions of American government, including, for example, the separation of powers, and the relation between state and federal government.

- American government is based on the Constitution, the highest law of our land.
- James Madison, the “Father of the Constitution”
- Government by the consent of the governed: “We the people”

## The War of 1812

- President James Madison and Dolly Madison
- British impressment of American sailors
- Old Ironsides
- British burn the White House
- Fort McHenry, Francis Scott Key, and “The Star-Spangled Banner”
- Battle of New Orleans, Andrew Jackson

## Westward Expansion

Teachers: Students will study Westward Expansion in greater depth and detail in grade 5. Second grade teachers should examine the fifth-grade guidelines to see how these topics build in the later grade. It is recommended that second grade teachers keep their focus on the people and events specified here, and leave for fifth grade the figures and ideas specified for that grade.

### Pioneers Head West

- New Means of Travel Robert Fulton, Invention of The Steamboat, Erie Canal Railroads: The Transcontinental Railroad
- Routes West: Wagon Trains on The Oregon Trail
- The Pony Express

## Native Americans

- Sequoyah and the Cherokee Alphabet
- Forced Removal to Reservations: The “Trail Of Tears”
- Some Native Americans Displaced from Their Homes and Ways of Life By Railroads (The “Iron Horse”)
- Effect of Near Extermination of Buffalo On Plains Indians

## The Civil War

Teachers: Students will study the Civil War in greater depth and detail in grade 5. Second grade teachers should examine the fifth-grade guidelines to see how these topics build in the later grade.

- Controversy over slavery
- Harriet Tubman, the “underground railroad”
- Northern v. Southern states: Yankees and Rebels
- Ulysses S. Grant and Robert E. Lee
- Clara Barton, “Angel of the Battlefield,” founder of American Red Cross

- President Abraham Lincoln: keeping the Union together
- Emancipation Proclamation and the end of slavery

#### Immigration and Citizenship

Teachers: Students will study Immigration and Urbanization in greater depth and detail in grade 6.

Second grade teachers should examine the sixth grade American History guidelines to see how these topics build in the later grade. In second grade, it is recommended that teachers use narrative, biography, and other accessible means to introduce children to the idea that many people have come to America (and continue to come here) from all around the world, for many reasons: to find freedom, to seek a better life, to leave behind bad conditions in their native lands, etc. Discuss with children: What is an immigrant? Why do people leave their home countries to make a new home in America? What is it like to be a newcomer in America? What hardships have immigrants faced? What opportunities have they found?

- America perceived as a “land of opportunity”
- The meaning of “e pluribus unum” (a national motto you can see on the back of coins)
- Ellis Island and the significance of the Statue of Liberty
- Millions of newcomers to America

Large populations of immigrants settle in major cities (such as New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, San Francisco)

- The idea of citizenship What it means to be a citizen of a nation, American citizens have certain rights and responsibilities (for example, voting, eligible to hold public office, paying taxes), Becoming an American citizen (by birth, naturalization)

#### Civil Rights Leaders

Teachers: Through narrative, biography, and other accessible means, introduce students to the idea that while America is a country founded upon “the proposition that all men are created equal,” equality has not always been granted to all Americans. Many people, however, have dedicated themselves to the struggle to extend equal rights to all Americans. Specific figures and issues to study include:

- Susan B. Anthony and the right to vote
- Eleanor Roosevelt and civil rights and human rights
- Mary McLeod Bethune and educational opportunity
- Jackie Robinson and the integration of major league baseball
- Rosa Parks and the bus boycott in Montgomery, Alabama
- Martin Luther King, Jr. and the dream of equal rights for all
- Cesar Chavez and the rights of migrant workers

Note: In grade 4, students will study, in the historical context of antebellum reform, early pioneers in the women’s movement in America, including Elizabeth Cady Stanton, Lucretia Mott, Margaret Fuller, and Sojourner Truth. Note: Students will study the modern American civil rights movement in more depth and detail in grade 8. & Geography and American History. Note: In fifth grade, the American Geography requirements include “fifty states and capitals.” Teachers in grades two through four may want to introduce these incrementally to prepare for the fifth-grade requirement.

#### Geography of the Americas

##### North America

- North America: Canada, United States, Mexico
- The United States Fifty states: 48 contiguous states, plus Alaska and Hawaii; Current territories (Puerto Rico), Mississippi River, Appalachian and Rocky Mountains

##### Great Lakes

- Atlantic and Pacific Oceans, Gulf of Mexico, Caribbean Sea, West Indies
- Central America

##### South America

- Brazil: largest country in South America, Amazon River, rain forests
- Peru and Chile: Andes Mountains
- Locate: Venezuela, Colombia, Ecuador
- Bolivia: named after Simon Bolivar, “The Liberator”
- Argentina: the Pampas
- Main languages: Spanish and (in Brazil) Portuguese

# Third Grade

## Geography and Social Studies

Teachers:

The study of geography embraces many topics throughout the Core Knowledge Sequence, including topics in history and science. Geographic knowledge includes a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions and cultures.

Spatial Sense (Working With Maps, Globes, And Other Geographic Tools) Teachers: Review and Reinforce Earlier Topics, And Add New Topics As Follows:

- Name your continent, country, state, and community.
- Understand that maps have keys or legends with symbols and their uses.
- Find directions on a map: east, west, north, south.
- Identify major oceans: Pacific, Atlantic, Indian, Arctic.
- The seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia
- Locate: Canada, United States
- Locate: the Equator, Northern Hemisphere and Southern Hemisphere, North and South Poles.
- Measure straight-line distances using a bar scale.
- Use an atlas and, if available, on-line sources to find geographic information.

## Geographical Terms and Features

Teachers: Review terms from grade 1 (peninsula, harbor, bay, island) and grade 2 (coast, valley, desert, oasis, prairie), and add:

- boundary, channel, delta, isthmus, plateau, reservoir, strait

Canada

- Locate in relation to United States
- French and British heritage, French-speaking Quebec
- Rocky Mountains
- Hudson Bay, St. Lawrence River, Yukon River
- Divided into provinces
- Major cities, including Montreal, Quebec, Toronto, Vancouver

## Important rivers of the world

- Terms: source, mouth, tributary, drainage basin
- Asia: Ob, Yellow (Huang He), Yangtze (Chang Jiang), Ganges, Indus, Tigris, Euphrates
- Africa: Nile, Niger, Congo
- South America: Amazon, Parana, Orinoco
- North America: Mississippi and major tributaries, Mackenzie, Yukon
- Australia: Murray-Darling
- Europe: Volga, Danube, Rhine

## The Ancient Roman Civilization

Teachers: Students will study Rome again in grade 6, with a focus on the legacy of ideas from ancient Greece and Rome.

### Geography of the Mediterranean Region

- Mediterranean Sea, Aegean Sea, Adriatic Sea
- Greece, Italy (peninsula), France, Spain
- Strait of Gibraltar, Atlantic Ocean
- North Africa, Asia Minor (peninsula), Turkey
- Bosphorus (strait), Black Sea, Istanbul (Constantinople)
- Red Sea, Persian Gulf, Indian Ocean

### Background

- Define
- The legend of Romulus and Remus
- Latin as the language of Rome
- Worship of gods and goddesses, largely based on Greek religion
- The Republic: Senate, Patricians, Plebeians
- Punic Wars: Carthage, Hannibal

## The Empire

- Julius Caesar Defeats Pompey in civil war, becomes dictator “Veni, vidi, vici” (“I came, I saw, I conquered”), Cleopatra of Egypt, Caesar Assassinated in The Senate, Brutus
- Augustus Caesar
- Life in the Roman Empire, The Forum: temples, marketplaces, etc. The Colosseum: circuses, gladiator combat, chariot races Roads, bridges, and aqueducts
- Eruption of Mt. Vesuvius, destruction of Pompeii
- Persecution of Christians

## The “Decline and Fall” Of Rome

- Weak and corrupt emperors, legend of Nero fiddling as Rome burns
- Civil wars
- City of Rome sacked
- Social and moral decay

## The Eastern Roman Empire: Byzantine Civilization

- The rise of the Eastern Roman Empire, known as the Byzantine Empire
- Constantine, emperor who made Christianity the official religion of Rome
- Constantinople (now called Istanbul) merges diverse influences and cultures.
- Justinian, Justinian’s Code

## The Vikings

- From area now called Scandinavia (Sweden, Denmark, Norway)
- Also called Norsemen, they were skilled sailors and shipbuilders.
- Traders, and sometimes raiders of the European coast
- Eric the Red and Leif Ericson (Leif “the Lucky”)
- Earliest Europeans (long before Columbus) we know of to come to North America Locate: Greenland, Canada, Newfoundland

## History

Teachers: In third grade, students begin a more detailed and in-depth chronological investigation of topics, some of which have been introduced in grades K–2. Specific topics include: the early exploration of North America; ways of life of specific Native American peoples; life in colonial America before the Revolution. Use of timelines is encouraged. The following guidelines are meant to complement any locally required studies of the family, community, or region. Note that in fifth grade the American Geography requirements include “fifty states and capitals”; teachers in grades two through four may want to introduce these incrementally to prepare for the fifth-grade requirement.

## The Earliest Americans

### Crossing from Asia to North America

- During the Ice Age, nomadic hunters cross from Asia to North America (now the Bering Strait). (Crossing a land bridge is just one of many theories.) Different peoples, with different languages and ways of life, eventually spread out over the North and South American continents. These early peoples include: Inuits (Eskimos) Anasazi, pueblo builders and cliff dwellers Mound builders

## Native Americans

- In the Southwest Pueblos (Hopi, Zuni), Dine (Navajo), Apaches
- Eastern “Woodland” Indians, Woodland culture: wigwams, longhouses, farming, peace pipe, Shaman and Sachem, Major tribes and nations (such as Mohican, Iroquois Confederacy)
- In the Southeast Cherokee, Seminole

## Early Exploration of North America

### A. Early Spanish Exploration and Settlement

- Settlement of Florida
- Ponce De Leon, Legend of The Fountain of Youth
- Hernando De Soto
- Founding of St. Augustine (Oldest Continuous European Settlement In What Is Now The U.S.)
- Geography: Caribbean Sea, West Indies, Puerto Rico, Cuba, Gulf of Mexico,
- Become familiar with woodwind instruments—flute and piccolo (no reeds); clarinet, oboe, bassoon (with reeds)—and listen to Claude Debussy, Prelude to the Afternoon of a Faun (flute) Opening of George Gershwin’s Rhapsody in Blue (clarinet)

# Fourth Grade

## History and Geography:

Teachers: The study of geography embraces many topics throughout the Core Knowledge Sequence, including topics in history and science. Geographic knowledge includes a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions and cultures. many geographic topics are listed below in connection with historical topics.

### Spatial Sense (Working with maps, Globes, and Other Geographic Tools)

Teachers: review as necessary map-reading skills and concepts, as well as geographic terms, from previous grades (see Geography guidelines for grade 3).

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

### Mountains and Mountain Ranges

- Major Mountain Ranges

South America: Andes

North America: Rockies And Appalachians

Asia: Himalayas And Urals

Africa: Atlas Mountains

Europe: Alps

- High Mountains of The World

Asia: Everest

North America: McKinley

South America: Aconcagua

Europe: Mont Blanc

Africa: Kilimanjaro

## Europe in the Middle Ages

### A. Geography Related to The Development of Western Europe

- Rivers: Danube, Rhine, Rhone, And Oder
- Mountains: Alps, Pyrenees
- Iberian Peninsula: Spain And Portugal, Proximity to North Africa
- France: The Region Known as Normandy
- Mediterranean Sea, North Sea, Baltic Sea
- British Isles: England, Ireland, Scotland, Wales; The English Channel

### Background

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

### Developments in History of the Christian Church

- Growing power of the pope (Bishop of Rome)
- Arguments among Christians: split into Roman Catholic Church and Eastern Orthodox Church
- Conversion of many Germanic peoples to Christianity
- Rise of monasteries, preservation of classical learning
- Charlemagne Temporarily unites the western Roman Empire Crowned Emperor by the pope in a.d. 800, the idea of a united "Holy Roman Empire" Charlemagne's love and encouragement of learning

### Feudalism

- Life on A Manor, Castles
- Lords, Vassals, Knights, Freedmen, Serfs
- Code of Chivalry
- Knight, Squire, Page

## The Norman Conquest

- Locate the Region Called Normandy.
- William The Conqueror: Battle of Hastings, 1066

## Growth of Towns

- Towns as Centers of Commerce, Guilds And Apprentices
- Weakening of Feudal Ties

## England In the Middle Ages

- Henry II Beginnings of Trial by Jury, Murder of Thomas Becket In Canterbury Cathedral, Eleanor Of Aquitaine
- Significance of The Magna Carta, King John, 1215
- Parliament: Beginnings of Representative Government
- The Hundred Years' War Joan of Arc
- The Black Death sweeps across Europe

## The Spread of Islam and the "Holy Wars"

Teachers: Since religion is a shaping force in the story of civilization, the Core Knowledge Sequence introduces children in the early grades to major world religions, beginning with a focus on geography and major symbols and figures. In the fourth grade the focus is on history, geography, and the development of a civilization. The purpose is not to explore matters of theology but to understand the place of religion and religious ideas in history. The goal is to familiarize, not proselytize; to be descriptive, not prescriptive. The tone should be one of respect and balance: no religion should be disparaged by implying that it is a thing of the past.

A review of major religions introduced in earlier grades in the Core Knowledge Sequence is recommended: Judaism/Christianity/Islam (Grade 1) and Hinduism / Buddhism (grade 2).

### Islam

- Muhammad: the last prophet
- Allah, Qur'an, jihad
- Sacred city of Makkah, mosques

See also Visual Arts 4: Art of the Middle Ages in Europe: Medieval Madonnas and Gothic architecture. And see Music 4, Gregorian chant. See also Language Arts 4: Legends of King Arthur.

- "Five pillars" of Islam: Declaration of faith Prayer (five times daily), facing toward Makkah, fasting during Ramadan, help the needy, pilgrimage to Makkah
- Arab peoples unite to spread Islam in northern Africa, through the eastern Roman empire, and as far west as Spain.
- Islamic Turks conquer region around the Mediterranean; in 1453, Constantinople becomes Istanbul.
- The first Muslims were Arabs, but today diverse people around the world are Muslims.

### Development of Islamic Civilization

- Contributions to Science and Mathematics: Avicenna (Ibn Sina), Arabic Numerals
- Muslim Scholars Translate and Preserve Writings of Greeks And Romans
- Thriving Cities as Centers of Islamic Art And Learning, Such As Cordoba (Spain)

### Wars Between Muslims and Christians

- The Holy Land, Jerusalem
- The Crusades
- Saladin and Richard the Lion-Hearted
- Growing trade and cultural exchange between east and west

## Early and Medieval African Kingdoms

### Geography of Africa

- Mediterranean Sea and Red Sea, Atlantic and Indian Oceans
- Cape of Good Hope
- Madagascar
- Major rivers: Nile, Niger, Congo
- Atlas Mountains, Mt. Kilimanjaro
- Contrasting climate in different regions: Deserts: Sahara, Kalahari Tropical rain forests (along lower West African coast and Congo River), Savanna (grasslands), The Sahel (the fertile region below the Sahara)

### Early African Kingdoms

- Kush (in a region also called Nubia): once ruled by Egypt, then became rulers of Egypt
- Aksum (also spelled Axum): a trading kingdom in what is now Ethiopia

## Medieval Kingdoms of The Sudan

- Trans-Saharan trade led to a succession of flourishing kingdoms: Ghana, Mali, and Songhai Camel caravans, Trade in gold, iron, salt, ivory, and slaves, The city of Timbuktu: center of trade and learning

Spread of Islam into West Africa through merchants and travelers, Ibn Batuta (also spelled Battutah, Batuta), world traveler and geographer

- Mali: Sundiata Keita, Mansa Musa
- Songhai: Askia Muhammad

See also Visual Arts 4: Islamic Art and Architecture. See also Language Arts 4: “The Fire on the Mountain.” See also Visual Arts 4: The Art of Africa. Note: In older sources you may find these formerly used spellings: Mohammed, Mecca, Koran.

China: Dynasties and Conquerors

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

Teachers:

The following guidelines are meant to complement any locally required studies of the family, community, state, or region. Note that in fifth grade the American Geography requirements include “fifty states and capitals”; teachers in grades two through four may want to introduce these incrementally to prepare for the fifth-grade requirement

The American Revolution

Teachers: In fourth grade students should undertake a detailed study of the causes, major figures, and consequences of the American revolution, with a focus on main events and figures, as well as these questions: What caused the colonists to break away and become an independent nation? What significant ideas and values are at the heart of the American revolution?

Background: The French And Indian War

- Also Known as The Seven Years’ War, Part of An Ongoing Struggle Between Britain and France For Control of Colonies In Various Regions Around The World (In This Case, In North America)
- Alliances with Native Americans
- The Battle of Quebec
- British Victory Gains Territory but Leaves Britain Financially Weakened.

Causes and Provocations

- British Taxes, “No Taxation Without Representation”
- Boston Massacre, Crispus Attucks
- Boston Tea Party
- The Intolerable Acts Close the Port of Boston And Require Americans To Provide Quarters for British Troops
- First Continental Congress Protests to King George III
- Thomas Paine’s Common Sense

The Revolution

- Paul Revere’s ride, “One if by land, two if by sea”
- Lexington and Concord The “shot heard ’round the world” Redcoats and Minute Men
- Bunker Hill
- Second Continental Congress: George Washington appointed commander in chief of Continental Army
- Declaration of Independence Primarily written by Thomas Jefferson Adopted July 4, 1776 “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.”
- Women in the Revolution: Elizabeth Freeman, Deborah Sampson, Phillis Wheatley, Molly Pitcher
- Loyalists (Tories)
- Victory at Saratoga, alliance with France
- European helpers (Lafayette, the French fleet, Bernardo de Galvez, Kosciusko, von Steuben)
- Valley Forge
- Benedict Arnold

See also Language Arts 4: stories by Washington Irving, and speech by Patrick Henry, “Give me liberty. . .”

## American History and Geography

- John Paul Jones: "I have not yet begun to fight."
- Nathan Hale: "I only regret that I have but one life to lose for my country."
- Cornwallis: surrender at Yorktown

## Making A Constitutional Government

Teachers: Examine some of the basic values and principles of American democracy, in both theory and Practice, as defined in the declaration of independence and the u. S. Constitution, both in historical context and in terms of present-day practice. In examining the significance of the u. S. Constitution,

Introduce students to the unique nature of the American experiment, the difficult task of establishing A democratic government, the compromises the framers of the constitution were willing to make, and The persistent threats to success. To appreciate the boldness and fragility of the American

Attempt to establish a republican government based on a constitution, students should know that Republican governments were rare. Discuss with students basic questions and issues about Government, such as: why do societies need government? Why does a society need laws? Who makes The laws in the united states? What might happen in the absence of government and laws?

### Main Ideas Behind the Declaration of Independence

- the proposition that "all men are created equal"
- the responsibility of government to protect the "unalienable rights" of the people
- natural rights: "life, liberty, and the pursuit of happiness"
- the "right of the people ... To institute new government"

### Making A New Government: From the Declaration to The Constitution

- Definition Of "Republican" Government: Republican = Government by Elected Representatives of The People
  - Articles of Confederation: Weak Central Government
  - "Founding Fathers": James Madison as "Father of The Constitution"
  - Constitutional Convention Arguments between small and large states the divisive issue of slavery, "three-fifths" compromise
- ### The Constitution of The United States

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

Note: The National Standards for Civics and Government recommend that students address the issue of power vs. authority: "Where do people in government get the authority to make, apply, and enforce rules and laws and manage disputes about them?" "Identify examples of authority, e.g., the authority of teachers and administrators to make rules for schools, the authority of a crossing guard to direct traffic, the authority of the president to represent the United States in dealing with other nations."

"Identify examples of power without authority, e.g., a neighborhood bully forcing younger children to give up their lunch money, a robber holding up a bank, a gang leader ordering members to injure others." Available from the Center for Civic Education, 5145 Douglas Fir Road, Calabasas, CA 91302; tel. (818) 591-9321.

### Levels and functions of government (national, state, local)

- Identify current government officials, including President and vice-president of the U.S., State governor
- State governments: established by state constitutions (which are subordinate to the U.S. Constitution, the highest law in the land), like the national government, each state government has its legislative, executive, and judicial branches
- Local governments: purposes, functions, and officials
- How government services are paid for (taxes on individuals and businesses, fees, tolls, etc.)
- How people can participate in government

### Early Presidents and Politics

- Define: cabinet and administration
- George Washington as first President, Vice-President John Adams
- John Adams, second president, Abigail Adams
- National capitol established at Washington, D.C.

- Growth of political parties Arguments between Thomas Jefferson and Alexander Hamilton: two opposed visions of America, as an agricultural or industrial society Present-day system: two main parties (Democrats and Republicans), and independents
- Thomas Jefferson, third president Correspondence between Jefferson and Benjamin Banneker  
Jefferson as multifaceted leader (architect, inventor, musician, etc.) The Louisiana Purchase (review from grade 1) doubles the nation's size and gains control of Mississippi River.

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

- James Monroe, fifth president, the Monroe Doctrine

- John Quincy Adams, sixth president

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

Presidency of "the common man" Indian removal policies

Reformers

Teachers: Introduce children to some prominent people and movements in the ferment of social change in America prior to the Civil War:

- Abolitionists

- Dorothea Dix and the treatment of the insane

- Horace Mann and public schools

- Women's rights

Seneca Falls convention

Elizabeth Cady Stanton

Lucretia Mott

Amelia Bloomer

Sojourner Truth

Symbols and Figures

- Recognize and become familiar with the significance of Spirit of '76 (painting) White House and Capitol Building, Great Seal of the United States