

# Grade 4

Adopted 2021

## Worlds Collide (1450 – 1650)

### 1. Evaluate the impact of geography on cultural development and interaction

by: **WC.1**

- a. comparing how societies in the Americas, Western Europe, and Western Africa have shaped and been shaped by their culture and environment. **WC.1.A**
- b. examining how American Indians traded, exchanged, gifted, and negotiated the purchase of goods, foods, technologies, domestic animals, ideas, and cultural practices with one another. **WC.1.B**
- c. analyzing settlement patterns among the Piscataway, Piscataway Conoy, and/or Accohannock people of Maryland using maps and other data. **WC.1.C**
- d. explaining how societies in the Americas, Western Europe, and Western Africa increasingly interacted after 1450. **WC.1.D**

---

### 2. Evaluate the motivations for European exploration by: **WC.2**

- a. identifying the push/pull factors that led to European exploration and colonization. **WC.2.A**
- b. explaining geographic factors that influenced European exploration. **WC.2.B**

---

### 3. Evaluate the impact of exploration on various groups by: **WC.3**

- a. identifying the positive and negative impacts of the Columbian Exchange. **WC.3.A**
  - b. comparing and contrasting the cultures of the European settlers and American Indian tribes. **WC.3.B**
  - c. evaluating early interactions between European and American Indians from multiple perspectives. **WC.3.C**
  - d. examining the economic relationships between early explorers and American Indians in Maryland and beyond. **WC.3.D**
  - e. assessing the economic and geographic outcomes of European exploration in North America and Maryland. **WC.3.E**
-

**Resistance,  
Colonization, and  
European Expansion in  
North America (1500 –  
1650)**

**1. Compare Maryland's colonial experience with other colonies by:** RC.1

- a. examining motivations for European settlement in North America. RC.1.A
  - b. comparing and contrasting the factors that led to success and failure in Jamestown, Plymouth, St. Augustine, and St. Mary's City. RC.1.B
  - c. analyzing religious conflict among European settlers in Maryland and the effectiveness of the Toleration Act. RC.1.C
- 

**2. Compare how geography influenced culture and economic development by:** RC.2

- a. analyzing how geography impacted the development of the American colonies. RC.2.A
  - b. comparing human, capital, and natural resources of colonial regions. RC.2.B
  - c. analyzing how ports, slavery, and natural resources created a tobacco-based economy in Maryland. RC.2.C
  - d. examining the impact of the interdependence created by triangle trade in different regions in North America, Europe, and Africa. RC.2.D
  - e. explaining how colonization resulted in conflict, loss of life, disruption of tradition, loss of lands, and resistance by American Indians. RC.2.E
- 

**3. Analyze the methods and motivations by which freedom was granted or denied for various groups in Colonial North America:** RC.3

- a. interpreting laws and legal documents that defined freedom for women, indentured servants, American Indians, and free blacks in the colonies. RC.3.A
  - b. analyzing how the institution of race-based slavery started with indigenous people and expanded by forcing Africans to come to the Americas. RC.3.B
  - c. explaining how the enslaved experience differed from place to place. RC.3.C
  - d. analyzing how forms of slavery have existed over time and how people across multiple locations and time have sought freedom. RC.3.D
- 

**4. Analyze the impact of slavery on the development of Maryland by:** RC.4

- a. comparing Maryland's population distribution of free and enslaved people with that of other colonies. RC.4.A
  - b. analyzing the similarities and differences in experiences of enslaved people across regions in Maryland. RC.4.B
  - c. identifying ways that enslaved people over time resisted slavery in Maryland. RC.4.C
-

## American Revolution (1750 – 1789)

### 1. Analyze causes of the Revolution by: AR.1

- a. examining the causes and effects of the French and Indian War. AR.1.A
  - b. identifying the impact of taxation without representation on various groups. AR.1.B
  - c. evaluating how new religious and political thinking empowered individuals to question royal authority and increased a spirit of independence. AR.1.C
  - d. analyzing the variety of colonial responses to British laws imposed after the French and Indian War. AR.1.D
- 

### 2. Analyze reactions to the Declaration of Independence by: AR.2

- a. identifying the British injustices outlined in the Declaration of Independence and the principles of government proposed to resolve those injustices. AR.2.A
  - b. assessing the challenges for future generations to expand the freedoms expressed in the Declaration of Independence. AR.2.B
  - c. contrasting colonial and British reactions to the Declaration of Independence. AR.2.C
  - d. evaluating various methods of communication and argumentation used by Patriots to further their cause. AR.2.D
- 

### 3. Examine Maryland's response to British policy by: AR.3

- a. analyzing how economic class and geographic region influenced the division between Patriots and Loyalists in Maryland. AR.3.A
  - b. contrasting the burning of the Peggy Stewart with other acts of resistance in the colonies. AR.3.B
  - c. evaluating the role of women and African Americans in Maryland in supporting the American Revolution. AR.3.C
- 

### 4. Evaluate the reasons for and the effect of the development of a new American government by: AR.4

- a. analyzing the powers and responsibilities of government on the federal and state levels under the Articles of Confederation. AR.4.A
- b. identifying early challenges to the new nation including Shays Rebellion and the structural weaknesses of the federal government. AR.4.B