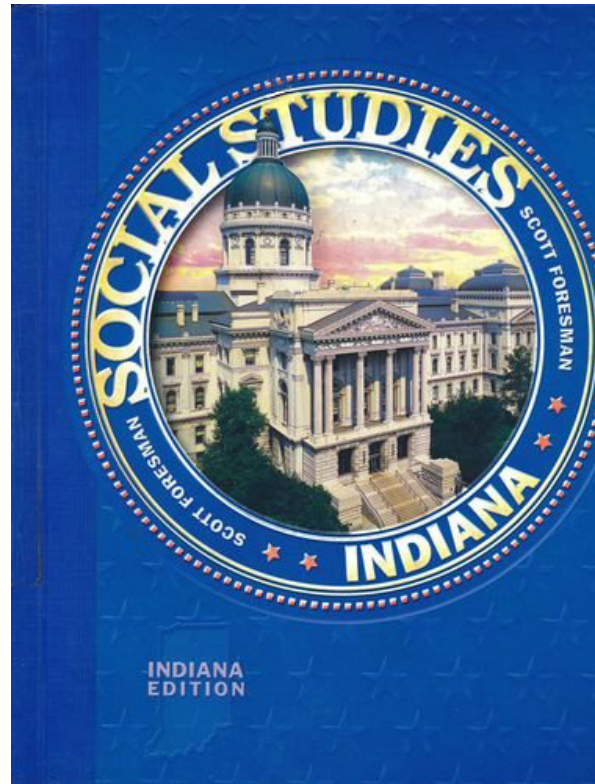


A Correlation of
**Scott Foresman
Social Studies Indiana**



To the
**Indiana Academic Standards
Social Studies 2014**
Grade 4

A Correlation of *Scott Foresman Social Studies Indiana, Grade 4* to the Indiana Academic Standards Social Studies 2014

Introduction

This document demonstrates how *Scott Foresman Social Studies Indiana* meets the Indiana Academic Standards – Social Studies 2014 for Grade 4. Correlation page references are to the Student Edition and Teacher’s Edition. Alignments are cited at the page level.

Content

Scott Foresman Social Studies content covers the key social studies strands: Citizenship, Culture, Economics, Geography, Government, History and Science/Technology. *Scott Foresman Social Studies* content is organized for a flexible teaching plan. If time is short, teachers may use the Quick Teaching Plan to cover the core content and skills or to add depth, teachers may use the wealth of information in each unit.

Accessibility

Scott Foresman Social Studies provides systematic instruction to improve comprehension and to reach out to all learners. In every unit, reading skills are developed through built-in lessons. Target comprehension skills are pre-taught and then applied throughout the unit for sustained practice. Graphic organizers provide support for every skill.

Motivation

Scott Foresman Social Studies is filled with compelling visuals, intriguing facts, and exciting real-world learning. Colonial Williamsburg Lessons provide exciting, special features from the nation’s largest living museum. Dorling Kindersley Visual Lessons provide bold, large-as life photographs with interesting, easy-to-read expository captions. Music lessons introduce or reinforce important concepts and vocabulary. Discovery Channel School projects provide exclusive, hands-on unit projects that synthesize and enhance learning. A special feature entitled You Are There provides captivating suspense-packed reading that builds excitement and lets students experience the event from a personal perspective. A Web-Based Information Center continually updates information, maps, and biographies.

Accountability

Scott Foresman Social Studies provides built-in skill lessons in every unit and multiple assessment tools to develop thinking citizens. Informal assessment opportunities monitor children’s learning and provide If/then guidelines with specific reteaching strategies and effective practice. Formal assessment opportunities assess children’s learning and provide practice for key test-taking skills. Test-taking strategy lessons provide test preparation for national and state tests.

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Indiana Academic Standards Social Studies 2014 Indiana in the Nation and the World	Scott Foresman Social Studies Indiana Edition, Grade 4
Standard 1 History	
Historical Knowledge	
American Indians and the Arrival of Europeans to 1770	
4.1.1 Identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans. Examples: Paleo-Indians such as the Hopewell, Adena and the Mississippian cultures.	SE/TE: Reading Social Studies, 78–79; The First People of Indiana, 80–81; Humans Arrive, 82–89
4.1.2 Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment. Examples: Miami, Shawnee, Potawatomi and Lenape (Delaware)	SE/TE: New Groups, 92–99; American Indian Artifacts, 100–101; Chapter Review, 102–103; Unit 2 Project, 142
The American Revolution and the Indiana Territory: 1770s to 1816	
4.1.3 Explain the importance of the Revolutionary War and the other key events and people that influenced the development of Indiana as a state. Examples: George Rogers Clark and the Fall of Vincennes (1779), development of the Northwest Territory, Indiana becoming a U.S. Territory, Chief Little Turtle, Tecumseh, Tenskwatawa (the Prophet), William Henry Harrison, and the Battle of Tippecanoe (1811)	SE/TE: The American Revolution, 122–128; Here and There, 130–131; Citizen Heroes: George Rogers Clark, 132–133; Chapter Review, 136–137; Unit 2 Project, 142; Laws of the Land, 152–155; American Indians Take a Stand, 158–166; Biography: Tecumseh, 167; Chapter Review, 168–169
4.1.4 Summarize and explain the significance of key documents in Indiana’s development from a United States territory to statehood. Examples: The Land Ordinance of 1784; The Northwest Ordinance (1787), which made Indiana part of the United States territory; and the 1816 Indiana Constitution, which established the first state government	SE/TE: The Nineteenth State, 172–174; The Land Ordinance of 1784, 154; The Northwest Ordinance (1787), 155

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Statehood: 1816 to 1851	
4.1.5 Identify and explain the causes of the removal of Native American Indian groups in the state and their resettlement during the 1830s	SE/TE: Moving North, 176–180; American Indians in the Growing State, 186
4.1.6 Explain how key individuals and events influenced the early growth and development of Indiana. Examples: Indiana’s first governor, Jonathan Jennings; Robert Owen and the New Harmony settlement; moving the state capitol from Corydon to Indianapolis; development of roads and canals in Indiana; and the Indiana Constitution of 1851	SE/TE: The Nineteenth State, 172–174; Moving North, 178–183; The Hoosiers, 184–187; New Ways to Travel, 194–201; Learning in Indiana, 204–209; Hoosier Life 210–215
The Civil War Era and Later Development: 1850 to 1900	
4.1.7 Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War. Examples: Levi and Catherine Coffin, abolition and anti-slavery groups, The Underground Railroad, and the Liberia colonization movement	SE/TE: Meet the People, 226–227; Reading Social Studies: A Divided Country, 228–229; The Growing Divide, 230–231; Indiana: A Free State, 232–234; Biography: John Freeman, 235; The Underground Railroad, 238–244; Biography: Levi Coffin, 245; Chapter Review, 246–247
4.1.8 Summarize the impact of Abraham Lincoln’s presidency on Indiana and describe the participation of Indiana citizens in the Civil War. Examples: Indiana’s volunteer soldiers, the Twenty-eighth Regiment of the United States Colored Troops, Camp Morton, John Hunt Morgan, The Battle of Corydon, Lew Wallace, Benjamin Harrison, and women and children on the home front	SE/TE: Indiana in 1860, 250–253; Indiana During the War, 254–260; Biography: Eliza E. George, 261; Here and There, 262–263; Citizen Heroes, 264–265; The Civil War Ends, 266–269; Look Inside the Smithsonian: The Civil War, 272–273; Chapter Review, 274–275
4.1.9 Give examples of Indiana’s increasing agricultural, industrial, political and business development in the nineteenth century. Examples: Growth of railroads and urban centers, such as Indianapolis, South Bend, Evansville, Fort Wayne and Gary; President Benjamin Harrison; expansion of the educational system and universities; the growth of labor unions; and the start of Eli Lilly’s pharmaceutical business	SE/TE: Learning in Indiana, 204–209; A Growing Economy, 290–297; Growing Cities, 298–303; Leading Hoosiers, 306–311; Chapter Review, 312–313; New Industries, 316–321; New Leaders, 324–331; New Challenges, 334–341

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Growth and Development: 1900 to 1950	
4.1.10 Describe the participation of Indiana citizens in World War I and World War II. Examples: Home front activities such as planting victory gardens, air raid drills and rationing; the use of Indiana steel mills to manufacture weapons; contribution of troops; and the war reports of Ernie Pyle	SE/TE: World War I, 335; A Second World War, 338–339
4.1.11 Identify and describe important events and movements that changed life in Indiana in the early twentieth century. Examples: Women’s suffrage, the Great Depression, world War I, African-American migration from the South and World War II	SE/TE: New Leaders, 324–328; Biography: Madam C. J. Walker, 329; Citizen Heroes: Winning the Vote, 330–331; Labor Relations, 340–341; New Challenges, 334–339; Social Change in Indiana, 342–345; Chapter Review, 346–347
4.1.12 Describe the transformation of Indiana through immigration and through developments in agriculture, industry and transportation. Example: The impact of improved farming methods on Indian agriculture; the development of Indiana’s automobile industry such as the Studebaker and the Dusenbergs; the glass industry; the Ball Brothers; the growth of the steel industry in northern Indiana; and immigrant influence on cities and coal mining regions of the state	SE/TE: Ball Brothers, 291; Newcomers to Indiana, 302–303; New Industries, 316–321
Contemporary Indiana: 1950 to Present	
4.1.13 Identify and describe important events and movements that changed life in Indiana from the mid-twentieth century to the present. Examples: The civil rights movement and school integration in Indiana, Indiana’s participation in the Korean War, Asian and Hispanic immigration; and growth in advanced manufacturing and the life sciences industry.	SE/TE: Social Change in Indiana, 342–345; Changes in Indiana, 384–389

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<p>4.1.14 Research Indiana’s modern growth emphasizing manufacturing, new technologies, transportation and global connections. Examples: Use Indian government Web sites and other online resources to learn about the development of the interstate highway system, establishment of ports in Indiana, aerospace engineering, and pharmaceutical and high-tech industries.</p>	<p>SE/TE: Changes in Indiana, 384–389; Sports in Indiana, 390–397</p>
Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research	
<p>4.1.15 Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana. Examples: Immigration patterns such as the settlement of the French and Germans, and automobile manufacturing</p>	<p>SE/TE: Chart and Graph Skills: Read a Time Line, 378–379; Time Lines, 74–77, 116, 122, 136–137, 144–147, 158, 168–169, 172, 176, 184, 190–191, 194, 204, 210, 216–217, 224–227, 238, 246–247, 250, 254, 266, 274–275, 282–285, 290, 298, 306, 312–313, 316, 324, 334, 342, 346–347, 354–357, 362, 372, 380–381, 384, 390, 400, 404–405</p>
<p>4.1.16 Identify different opinions in historical documents and other information resources and identify the central question each narrative addresses. Examples: Identify different opinions regarding Indiana’s participation in the Civil War, using political cartoons, newspaper editorials and writings found I digitalized collections of local and state libraries, museums and historic sites.</p>	<p>SE/TE: Issues and Unit 4 Project: Point of View, 280; s: Seeking Education, 208; Labor Relations, 340; Thinking Skills: Recognize Fact and Opinion, 90–91; Research and Writing Skills: Use Primary and Secondary Sources, 270–271; Use Information Sources, 332–333; Literature and Social Studies, 16, 127, 165, 240, 309, 365</p>

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<p>4.1.17 Construct a brief narrative about an event in Indiana history using primary and secondary sources.</p> <p>Examples: The first Indianapolis 500 mile race in 1911, The Battle of Tippecanoe 1811, The Ohio River Flood of 1913 and the 1965 Palm Sunday tornadoes</p> <p>primary source: developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters, government documents)</p> <p>secondary source: developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources, nonfiction book)</p>	<p>SE/TE: Writing About History: Write a Letter, 137; Write a Journal entry, 169; Write a Conversation, 169; Write a "What If" Story, 169; Write a Short Skit, 191, 217; Write a Letter, 247; Write a Short Story, 275; Write a Journal Entry, 313; Write a Journal Entry, 347; Write a Story, 347; Write About Citizenship: Write a Short Story, 405</p>
<p>4.1.18 Research and describe the contributions of important Indiana artists and writers to the state's cultural landscape.</p> <p>Examples: Painters: T.C. Steele, the Hoosier Group and Robert Indiana; Authors: James Whitcomb Riley and Gene Stratton Porter, Musicians: Cole Porter, Hoagy Carmichael, Wes Montgomery, Joshua Bell and John Mellencamp; Other entertainers: Red Skelton and David Letterman</p>	<p>SE/TE: Painters: T.C. Steele, 4, 48, 51, 310; Hoosier Group, 310; Robert Indiana, 401; Authors: James Whitcomb Riley, 30, 284, 308, 311; Gene Stratton Porter, 309; Musicians: Cole Porter, 402; Hoagy Carmichael, 402; Wes Montgomery, 402; John Mellencamp, 402; Other entertainers: David Letterman, 402</p>
Standard 2 Civics and Government	
Foundations of Government	
<p>4.2.1 Explain the major purposes of Indiana's Constitution as stated in the Preamble.</p>	<p>SE/TE: Our First Constitution, 174; Indiana's Constitution, 365; Literature and Social Studies, 365</p>
<p>4.2.2 Describe individual rights, such as freedom of speech, freedom of religion and the right public education, which people have under Article I of Indiana's Constitution.</p>	<p>SE/TE: Our First Constitution, 174; Hoosier Rights and Responsibilities, 372–375</p>

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Functions of Government	
4.2.3 Identify and explain the major responsibilities of the legislative (Article 4), executive (Article 5), and judicial branches (Article 7) of state government as written in the Indiana Constitution.	SE/TE: Our State Government, 366–367
4.2.4 Identify major state offices, the duties and powers associated with them, and how they are chosen, such as by election or appointment.	SE/TE: Our State Government, 366–367; Local Government, 368–369
Roles of Citizens	
4.2.5 Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.	SE/TE: Hoosier Rights and Responsibilities, 372–375
4.2.6 Define and provide examples of civic virtues* in a democracy. Examples: Individual responsibility, self-discipline/self-governance, civility, respect for the rights and dignity of all individuals, honesty, respect for the law, courage, compassion, patriotism, fairness and commitment to the common good *civic virtues: behaviors that contribute to the healthy functioning of a democracy	SE/TE: Hoosier Rights and Responsibilities, 372–375; Citizen Heroes: Students Care for Their Community, 376–377; Write About Citizenship, 381; Unit Project, 410
4.2.7 Use a variety of resources to take a position or recommend a course of action on a public issue relating to Indiana’s past or present. Examples: Use local, state and federal Web sites, as well as newspapers, television and video images, to research and write and editorial related to Indiana’s environment.	SE/TE: Hoosier Rights and Responsibilities, 372–375; Citizen Heroes: Students Care for Their Community, 376–377; Write About Citizenship, 381; Unit Project, 410

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Standard 3 Geography	
The World in Spatial Terms	
4.3.1 Use latitude and longitude to identify physical and human features of Indiana. Examples: transportation routes and bodies of water (lakes and rivers)	SE/TE: Understand Latitude and Longitude, H11; Use a Grid, H14; Use Latitude and Longitude for Exact Location, H15
4.3.2 Estimate distances between two places on a map when referring to relative locations.	SE/TE: Building Geography Skills: Use Scale, H13
Places and Regions	
4.3.3 Locate Indiana on a map as one of the 50 United States. Identify and describe the location of the state capital, major cities and rivers in Indiana.	SE/TE: Locating Places, 9; Indiana Today, 13
4.3.4 Map and describe the physical regions of Indiana and identify major natural resources and crop regions. Examples: Northern Lakes and Moraines, Central Till Plain and Southern Lowlands	SE/TE: Hills, Valleys, Lakes, and Plains, 15; Glaciation, 22–23; Natural Indiana, 36–41; The Natural Regions of Indiana, 44–45; Southern Hills and Lowlands, 46–50; Tipton Hill Plain, 52–57; Great Lakes Plain, 60–63; Chapter Review, 66–67
Physical Systems	
4.3.5 Explain how glaciers shaped Indiana’s landscape and environment.	SE/TE: Hills, Valleys, Lakes, and Plains, 15; Link to Science, 18; Glaciation, 22–23
4.3.6 Describe Indiana’s landforms (lithosphere*), water features (hydrosphere*), and plants and animals (biosphere*) *lithosphere: the soil and rock that form Earth’s surface *hydrosphere: all the water on Earth’s surface, including the hydrologic cycle (precipitation, evaporation, and condensation) *biosphere: all plants and animals	SE/TE: Hills, Valleys, Lakes, and Plains, 15; Indiana’s Waterways, 16–17; Use and Elevation Map, 20–21; Natural Indiana, 36–41
4.3.7 Explain the effect of the Earth/sun relationship on the climate of Indiana. Examples: Describe seasonal changes and use USDA hardiness zone maps to select plants and trees for a community park.	SE/TE: Taking Indiana’s Temperature, 37

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<p>4.3.8 Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development. Examples: Forest growth and transportation routes</p>	<p>SE/TE: The French in Indiana, 110–111; The British in Indiana, 118; Laws of the Land, 152–155; Moving North, 176–180; New Ways to Travel, 194–199; A Growing Economy, 290–294</p>
Human Systems	
<p>4.3.9 Explain the importance of major transportation routes, including rivers, in the exploration, settlement and growth of Indiana and in the state’s location as a crossroad of America.</p>	<p>SE/TE: Here and There: Cities of Rails and Roads, 58–59; New Ways to Travel, 194–201</p>
<p>4.3.10 Identify immigration patterns and describe the impact diverse ethnic and cultural groups has had and has on Indiana.</p> <ul style="list-style-type: none"> • E pluribus unum (out of many, one) • Ellis Island was opened (January 1, 1892) during the administration of President Benjamin Harrison (Indiana’s only President) 	<p>SE/TE: New Settlers, Move In, 178; Fact File: Who Were the Early Hoosiers? 179</p>
<p>4.3.11 Examine Indiana’s international relationships with states and regions in other parts of the world. Examples: Describe cultural exchanges between Indiana and other states and provinces, such as Rio Grande do Sul, Brazil, or Zhejiang Province, China</p>	<p>SE/TE: Here and There: Indianapolis and Madrid, 58–59; Indiana and China, 388–389</p>
Environment and Society	
<p>4.3.12 Create maps of Indiana at different times in history showing regions and major physical and cultural features; give examples of how people in Indiana have modifies their environment over time.</p>	<p>SE/TE: Apply Skills, 71; Make a Booklet, 71; Unit 1 Project, 72; Write and Share, 141; Create an Inset Map, 221</p>
<p>4.3.13 Read and interpret texts (written, graphs, maps, timelines, etc.) to answer geographic questions about Indiana in the past and present.</p>	<p>SE/TE: Chapter Review, 42–43, 66–67; Lesson Review, 18, 32, 41, 50, 57, 63; Think And Apply, 65</p>

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Standard 4 Economics	
<p>4.4.1 Give examples of the kinds of goods* and services* produced in Indiana in different historical periods.</p> <p>*goods: tangible objects, such as food or toys, that can satisfy people's wants and needs</p> <p>*services: actions that someone does for someone else, such as dental care or trash removal</p>	<p>SE/TE: New Ways to Travel, 194–201; A Farmer's Life, 211; A Growing Economy, 290–297; New Industries, 316–323; Modern Farming, 387</p>
<p>4.4.2 Define productivity* and provide examples of how productivity has changed in Indiana during the past 100 years.</p> <p>Examples: Improved farm equipment has helped farms produce more. Technology has helped businesses run more efficiently. Improved education has provided individuals with the knowledge and skills to run businesses and work more productively.</p> <p>*productivity: the amount of goods and services produced in a period of time divided by the productive resources used</p>	<p>SE/TE: A Growing Economy, 290–297; New Industries, 316–323</p>
<p>4.4.3 Explain how both parties can benefit from trade* and give examples of how people in Indiana engaged in trade in different time periods.</p> <p>*trade: the voluntary exchange of goods or services</p>	<p>SE/TE: Woodland Indians, 87; The Need for Roads (Trade), 195</p>
<p>4.4.4 Explain that prices change as a result of changes in supply* and demand* for specific products.</p> <p>*supply: what producers are willing and able to sell at various prices</p> <p>*demand: what consumers are willing and able to buy at various prices</p>	<p>SE/TE: A Growing Economy, 290–294</p>

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<p>4.4.5 Describe Indiana’s emerging global connections. Examples: Identify international companies in Indiana, such as Toyota, Chrysler (Fiat), Honda, Roche Diagnostics, and Indian companies that have an international presence such as Biomet, Eli Lilly and Cummins Engine.</p>	<p>SE/TE: Links to the World, 18; Trade, 195; Eli Lilly, 292</p>
<p>4.4.6 List the function of money* and compare and contrast things that have been used as money in the past in Indiana, the United States and the world. *functions of money: helps people trade, measures the value of items, facilitates saving</p>	<p>SE/TE: A Growing Economy (Economy, Supply, Profit, Monopoly), 290–294</p>
<p>4.4.7 Identify entrepreneurs* who have influenced Indiana and the local community. Examples: The Studebaker brothers, Madam C. J. Walker, Eli Lilly and Marie Webster *entrepreneur: a person who takes a risk to start a business</p>	<p>SE/TE: Ball Brothers, 291; James Oliver, 292; Elwood Haynes, 292, 295; Eli Lilly, 292; Biography: Madam C.J. Walker, 329; Studebaker Brothers, 62, 214, 321</p>
<p>4.4.8 Define profit* and describe how profit is an incentive for entrepreneurs. *profit: revenues from selling a good or service minus the costs of producing the good or service</p>	<p>SE/TE: Profit, 293; also see: Biography: Madam C.J. Walker, 329; Ball Brothers, 291; James Oliver, 292; Elwood Haynes, 292, 295; Eli Lilly, 292</p>
<p>4.4.9 Identify important goods and services provided by state and local governments by giving examples of how state and local tax revenues are used.</p>	<p>SE/TE: New Ways to Travel, 194–201; A Farmer’s Life, 211; A Growing Economy, 290–297; New Industries, 316–323; Modern Farming, 387</p>
<p>4.4.10 Explain how people save, develop a savings plan, and create a budget in order to make a future purchase.</p>	<p>SE/TE: For related material see: A Growing Economy, 290–297; New Industries, 316–323; Biography: Elwood Haynes, 295; Madam C.J. Walker, 329</p>