Social Studies Topic Maps
Fourth Grade
# Social Studies Topic Map

**Grade Level:** 4

## Recurring Performance Objectives

Recurring performance objectives can be taught throughout all benchmark periods.

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# Social Studies Topic Map

**Grade Level: 4**

**1st Benchmark Period**

## Key Concepts
- Legacy & Cultures of Prehistoric People in the Americas
- Cultures & Contributions of Mogollon, Ancestral Puebloans & Hohokam
- Empires in Central & South America
- Life in Europe (at the time of the Aztec & Incan empires)

## Topic:

**Early American & European Civilizations**

## Enduring Understanding:*

The first civilizations were created and supported by cooperation among its people.

## Key Questions:
- What changes led to the development of stable communities?
- How did communities become civilizations and empires?
- How do civilizations affect each other?

## Examples:

| Investigate and present an idea/invention from the early empires of Central and South America that is still used/helpful today |
| Draw a diagram of a home found in the Southwest during this time period (Hohokam, Mogollon, etc.) |
| Imagine you are a realtor during the Middle Ages and create a brochure for a castle you are trying to sell |
| Research the foods of early civilizations and create a menu for a family meal |

## Key Vocabulary
- Agriculture
- Trade network
- Adaptation
- Alteration
- Patayan
- Sinagua
- Salado
- Maya
- Aztec
- Inca
- Knight
- Crusades
- Indies

*Committee Members: Linda Adams, Christine Erickson, Araceli Fimbres, Briana Grzyznyer, Matthew Iannuzzi, Olga Lydia Noperi, Stephanie Polston, Dustin Williams, Ellen Murphy, Anselmo Ramon, Joan Gilbert, Meg Gebert, Sylvia Knaest, Maria M. Abalos, & Roy L. Cardwell*
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**1st Benchmark Period**

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# Social Studies Topic Map

## Grade Level: 4

### 2nd Benchmark Period

### Key Concepts

| Reasons for Early Spanish Exploration of Mexico & Southwest |
| Impact of Spanish Colonization on the Southwest |
| Location & Cultural Characteristics of Native American Tribes During Spanish Period |
| Change in Government in the Southwest |
| American Explorers & Trappers in the Southwest |
| Impact of Native Americans, Hispanics & Newcomers on Arizona |
| Conflict of Cultures: Newcomers & Arizona Native Americans |

### Topic:

**Southwest Expansion**

### Enduring Understanding:

The southwestern United States grew in a variety of ways.

### Key Questions:

- How did contact with Europeans affect Native American cultures?
- How did the expansion of the Southwest create change?
- Why were missions established in the Southwest?
- How did Westward Expansion affect the people already living in Arizona?

### Examples:

- Construct a map of one of the routes taken by a Spanish explorer in the Southwest
- Visit a mission (San Xavier, Tubac, etc.) and share your experiences through a visual presentation (video, photos, etc.)
- Create dialogue between a Spanish explorer and a Native American meeting for the first time
- Write an editorial for a newspaper explaining your opinion of the Treaty of Guadalupe Hidalgo

### Key Vocabulary

- Cabeza de Vaca
- Estevan
- Fray Marcos de Niza
- Francisco Vásques de Coronado
- Missions
- Presidios
- Father Kino
- Mexican-American War
- Treaty of Guadalupe Hidalgo
- Gadsden Purchase
- Navajo Long Walk
- Reservation

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Social Studies Topic Map
Grade Level: 4
3rd Benchmark Period

Key Concepts
- Economic Development of Arizona
- Civil War in Arizona
- Arizona During the Great Depression
- Impact of WWII on Arizona
- Postwar Period in Arizona
- Arizona Geography

Topic: Arizona: History & Geography

Enduring Understanding: Arizona’s diverse culture, history, geography and economic activities helped to create a prosperous state.

Key Questions:
How does Arizona’s geography affect the way people live?
How did the events of the Great Depression and WWII affect the people of Arizona?
How are the economic activities in Arizona dependent on its natural resources?

Examples:
- Investigate an Arizonan that contributed to the war effort during WWII and create a poster summarizing their contribution
- Create a topographical map of the Tucson area including 5 main points of interest, main physical features and your school’s location
- Imagine you are a Buffalo Soldier in Arizona and write a journal entry of your experiences
- Imagine you are living in a Japanese internment camp in Arizona and write a letter to President Roosevelt describing your experience

Key Vocabulary
- Diversity
- Territory
- Reservation
- Statehood
- Buffalo Soldiers
- George W.P. Hunt
- Manuelito
- Charles Poston
- Sharlot Hall
- Geronimo
- Cochise
- Internment

Last Edited: 11/08
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**3rd Benchmark Period**

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Social Studies Topic Map
Grade Level: 4
4th Benchmark Period

Key Concepts

State & National Symbols and Monuments
Arizona Statehood
American Documents: Preamble, Bill of Rights & Statement of Natural Rights
Arizona Culture: Diverse Populations
Levels of Government: Local, Tribal, State & National
Responsibilities of State & Local Government
Citizenship
Foundations of Economics

Topic:
Arizona: Government & Economics

Enduring Understanding: Arizona’s government serves a diverse population by providing many services.

Key Vocabulary
- Great Seal
- Executive Branch
- Legislative Branch
- Judicial Branch
- Sandra Day O’Connor
- Carl Hayden
- César Chavez
- Profit
- Entrepreneur
- Economics

Key Questions:
How does Arizona’s government provide for its residents?
How are the various levels of government (national, state, local and tribal) similar and different?
What factors influence personal spending?

Examples:
- Create a commercial encouraging people to visit Arizona (video-taped, live presentation, storyboard, etc.)
- Invite an official of a local tribal government to speak about the responsibilities of a tribal government
- Create a Bill of Rights for the classroom
- Create a display (PowerPoint, poster, etc.) describing your top 10 Arizonans
# Social Studies Topic Map

**Grade Level: 4**

**4th Benchmark Period**

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