

# 4th Grade Nevada History Curriculum Guidance

The following document outlines the units of study supported by WCSD to meet the Nevada Academic Content Standards in Social Studies (history, civics, economics, and geography) and to support mastery of the Nevada Academic Standards in ELA (CCSS) for 4<sup>th</sup> grade.

Included are two required units of study per semester, with flexible time frames for each unit based on teacher and student needs and interest. These units should be taught with equal instructional emphasis on content and literacy. Therefore, teachers can use time during the literacy block to engage in these historical subjects through reading, writing, speaking and listening as well as through the study of academic vocabulary. These resources were developed by teachers, vetted in classrooms, and edited by instructional specialists. The resources listed for each unit will be updated periodically as they are developed and/or edited based upon teacher feedback. These resources provide options for teachers to choose from in meeting their pedagogical goals. Not all resources need to or should be used in every unit. There are a multitude of resources to choose from, based on teacher discretion. Direct links are provided. Most resources are also available on [www.projecttahoe.org](http://www.projecttahoe.org).

The 4<sup>th</sup> grade Social Studies Curriculum is framed by four essential questions, six essential concepts (P.L.A.C.E.S.), and the historical thinking skills of sourcing, contextualization, corroboration, and close reading<sup>1</sup>. Related graphic organizers and activities using these questions, concepts and skills can be found on [www.projecttahoe.org](http://www.projecttahoe.org). Teachers should be incorporating these questions, concepts, and skills into every unit throughout the year as well as in assessments. Please direct questions about the content to [Angela Orr](#) and [Katie Anderson](#).

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<sup>1</sup> See page 2 for explanation.

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## Essential Questions

How do physical geography and natural resources affect the settlement of people and the development of culture?

How have conflict, compromise, and cooperation shaped Nevada's history?

What does it mean to be a Nevadan? (And how does this change over time?)

## PLACES

(concept poster available)

Political    Land Use    Area/Geography    Culture/Arts    Economy    Social

## Historical Thinking Skills

<b>Sourcing</b> <ul style="list-style-type: none"><li>✓ What type of document is this?</li><li>✓ Who wrote/created it?</li><li>✓ What is the author's perspective?</li><li>✓ Why was it written?</li><li>✓ What question do you have about the sourcing?</li></ul>	<b>Contextualization</b> <ul style="list-style-type: none"><li>✓ When and where was this source created?</li><li>✓ What do you know about that time period?</li><li>✓ How might the circumstances of the creation of this document affect the content?</li></ul>	<b>Corroboration</b> <ul style="list-style-type: none"><li>✓ What other types of documents would be interesting to look at after reading this one?</li><li>✓ Where do the different texts support/ confirm one another and where do they conflict?</li><li>✓ What bias is evident?</li></ul>	<b>Close Reading</b> <ul style="list-style-type: none"><li>✓ What claims does the author make?</li><li>✓ What evidence does the author use?</li><li>✓ What language (words, phrases, symbols, etc.) does the author use to develop ideas?</li><li>✓ What question(s) do you have about this document?</li></ul>
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<b>Units to Study</b> <i>(Note: Chronology is overlapping in the history of most of these units.)</i>	<b>Approx. Time</b>	<b>Standards to be Addressed with this Unit</b> <i>History, Economics, Geography, Civics</i>	<b>What main ideas will we teach in order to help us our students answer the overarching essential questions?</b>		<b>Instructional Resources</b> (strategies, texts, lessons, etc. to meet NVACS)
<b>Nevada: First People, Places, and the Environment</b>	<b>First Quarter</b>	<p><b>History:</b>            H1.4.1-4            H3.4.1-2,5</p> <p><b>Geography:</b>            G5.4.1-4            G6.4.1,3,6            G7.4.1            G.8.4.1</p> <p><b>Economics:</b>            E9.4.5            E10.4.4            E.11.4.3            E.12.4.2</p> <p><b>Civics:</b>            C15.4.1,3</p> <p><b>ELA:</b>            RI.4.1-10            W.4.1,2,4,5,7,9,10            SL.4.1-4            L.4.1,4,6</p>	<p>How do physical geography and natural resources affect the settlement of people and the development of culture?</p> <p>How have conflict, compromise, and cooperation shaped Nevada's history?</p> <p>What does it mean to be a Nevadan? (And how does this change over time?)</p>	<p>P- Tribes, Chiefs</p> <hr/> <p>L- Hunting/gathering, cave dwelling, tule, basket weaving</p> <hr/> <p>A- tribal regions, great basin, physical regions of Nevada, topography and significant bodies of water</p> <hr/> <p>C- basket weaving, tule, ghost dance, oral story-telling, petroglyphs</p> <hr/> <p>E- irrigation, trade, barter, natural resources, mountain men</p> <hr/> <p>S- kinship, nomadic, Nevada tribes, missionaries, rendezvous</p>	<p><b>OUTs:</b>  <a href="#">-Mountain Men</a>  <a href="#">-Spirit Cave Mummy</a>  <a href="#">-Homes of Nevada's Native people</a></p> <p><b>Discussion Lessons:</b>  <a href="#">-Which Mountain Man made the most significant contribution to Nevada? (Jigsaw)</a>  <a href="#">-Nevada Native American Legends (Jigsaw)</a></p> <p><b>Zoom In:</b>  <a href="#">Mountain Men</a></p> <p><b>Textbook Support:</b>            Chapter 2: Lesson 2            Chapter 3            Chapter 4</p>

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Units to Study <i>(Note: Chronology is overlapping in the history of most of these units.)</i>	Approx. Time	Standards to be Addressed <i>History, Economics, Geography, Civics</i>	What main ideas will we teach in order to help us our students answer the overarching essential questions?	Instructional Resources <i>(strategies, texts, lessons, etc. to meet NVACS)</i>
Westward Expansion	Second Quarter	<p><b>History:</b> H1.4.5 H2.4.1-6 H3.4.1-3,5 H4.4.1</p> <p><b>Geography:</b> G5.4.3-4 G6.1-5 G7.4.1-5 G8.4.1-3</p> <p><b>Economics:</b> E9.4.1-5 E10.4.1-5 E.11.4.3 E.12.4.1-2</p> <p><b>Civics:</b> C13.4.11-5 C14.4.1 C15.4.1-3</p> <p><b>ELA:</b> RI.4.1-10 W.4.1,2,4,5,7,9,10 SL.4.1-4 L.4.1,4,6</p>	<p>How do physical geography and natural resources affect the settlement of people and the development of culture?</p> <p>How have conflict, compromise, and cooperation shaped Nevada's history?</p> <p>What does it mean to be a Nevadan? (And how does this change over time?)</p>	<p>P- Pyramid Lake War, statehood, The Nevada State Constitution, President Lincoln, the Civil War, Wovoka Ghost Dance, Sarah Winnemucca</p> <p>L- wagon trains, Comstock Timber and Lode, Basque and Chinese immigrants, mining and prospecting, the Pony Express, wagon trains, Donner Party, railroads, transcontinental railroad</p> <p>A- pioneer routes, sierra Nevada, 40 mile desert, Comstock Lode an Timber</p> <p>C- Mark Twain, mining technology/square set timbering, pony express, NV symbols and nicknames, telegraph, mining towns, Wovoka Ghost Dance</p> <p>E- mining and prospecting, Chinese immigrant labor, trading posts, mining towns, booms and busts</p> <p>S- Nevada nicknames &amp; symbols, Chinese &amp; Basque immigrants, pioneers,</p> <p><b>Zoom-in:</b>  <a href="#">-Basque culture in NV</a>  <a href="#">-Explores Come West</a>  <a href="#">-Dangers of The Wagon Train</a>  <a href="#">-Nevada State Seal</a>  <a href="#">- American Progress</a>  <a href="#">- Miner Photograph</a></p> <p><b>OUTs:</b>  <a href="#">-Basque Culture in NV</a>  <a href="#">-Explorers Come West</a>  <a href="#">-Chinese Railroad Workers</a>  <a href="#">-Chinese Prospectors</a>  <a href="#">-Wagon trains and the forty-mile desert</a>  <a href="#">-Nevada symbols and nicknames</a></p> <p><b>Discussion Lessons:</b>  <a href="#">-Were Pony Express Riders justified in protecting themselves against Paiutes?</a>  <a href="#">- Why have people moved to Nevada?</a>  <a href="#">- Lincoln and Statehood</a></p> <p><b>Close Read:</b>  <a href="#">- Numaga Speech</a>  <a href="#">-Timber for the Comstock</a>  <a href="#">-Roughing it Close Reading</a>  <a href="#">-Roughing it Text Dependent Questions</a></p> <p><b>Core Aligned Units:</b>  <a href="#">-Nevada Mines</a>  <a href="#">-Conflict and Compromise in Nevada</a></p> <p><b>Textbook Support:</b>                      Chapter 2: Lesson 3                      Chapter 5; Chapter 6; Chapter 7</p>

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<b>Units to Study</b> <i>(Note: Chronology is overlapping in the history of most of these units.)</i>	<b>Approx. Time</b>	<b>Standards to be Addressed</b> <i>History, Economics, Geography, Civics</i>	<b>What main ideas will we teach in order to help us our students answer the overarching essential questions?</b>		<b>Instructional Resources</b> (strategies, texts, lessons, etc. to meet NVACS)	
<b>Growing Nevada: Problems and Promise</b>	<b>Third Quarter</b>	<b>History:</b> H2.4.1 H3.4.1-4,5	How do physical geography and natural resources affect the settlement of people and the development of culture?	P- suffrage, atomic testing, civil rights, Indian Boarding Schools, reservations, great depression Hawthorne, Nellis, WWI and II	<b>Zoom-in:</b> <a href="#">-Atomic Testing</a> <a href="#">-Nevada Postcard</a> <a href="#">-Women's Suffrage</a>	
		<b>Geography:</b> G.6.4.2 G7.4.1-5 G8.4.1-5		How have conflict, compromise, and cooperation shaped Nevada's history?	L- railroad, mining, reservations, tourism, Lake Tahoe, NV test site, water, Hoover Dam, Roads and highways	<b>OUTs:</b> <a href="#">-Nevada's Unique Scenery and Tourism</a> <a href="#">-Constructing Hoover Dam</a> <a href="#">-Stewart Indian School</a> <a href="#">-Reservation life for Native Americans</a>
		<b>Economics:</b> E9.4.1,5 E10.4.4 E11.4.3 E.12.4.2	What does it mean to be a Nevadan? (And how does this change over time?)	A- Hoover Dam, Nevada Scenery, Lake Tahoe, Truckee River, droughts and floods	<b>Discussion Lessons:</b> <a href="#">-Why did it take longer for women in Nevada to gain the right to vote compared to other western states?</a> <a href="#">-What environmental and legislative changes have taken place to affect Lake Tahoe's clarity?</a>	
		<b>Civics:</b> CI3.4.1-3 CI5.4.1		C- Hoover Dam, divorce, tourism, gaming, the automobile		<b>History Mystery:</b> <a href="#">-Indian Boarding Schools</a>
		<b>ELA:</b> RI.4.1-10 W.4.1,2,4,5,7,9,10 SL.4.1-4 L.4.1,4,6		E- Hoover Dam, divorce, the, ranching, gaming, the Great Depression, mining,		<b>Textbook Support:</b> Chapter 8 Chapter 9
				S- women, Stewart Indian School, divorce culture, gaming, modern immigrants		

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<b>Entering the 21<sup>st</sup> Century</b>	<b>Fourth Quarter</b>	<b>History:</b> H.2.4.1 H3.4.2-5 H4.4.1  <b>Geography:</b> G5.4.2,4 G6.4.2,5 G7.4.1-5 G8.4.1-5  <b>Economics:</b> E9.4.1-5 E10.4.2 E.10.4.4-5 E11.4.1-3 E.12.4.2  <b>Civics:</b> C13.4.1-5 C14.4.1-6 C15.1-3 C16.4.1  <b>ELA:</b> RI.4.1-10 W.4.1,2,4,5,7,9,10 SL.4.1-4 L.4.1,4,6	How do physical geography and natural resources affect the settlement of people and the development of culture?	P- BLM, Yucca Mountain	<b>Zoom-in:</b> <a href="#">Nevada Postcard</a>  <b>OUTs:</b> - <a href="#">Mining and Environment</a> - <a href="#">Industries in Nevada</a> - <a href="#">Mining, Taxation and the Environment</a> - <a href="#">Nevada's Unique Scenery and Tourism</a>  <b>Discussion Lessons:</b> - <a href="#">Modern Nevada: South East Connector (SAC)</a> - <a href="#">Governing Nevada: How has legislation affected the clarity of Lake Tahoe?</a>  <b>Textbook Support:</b> Chapter 10 Chapter 11
			How have conflict, compromise, and cooperation shaped Nevada's history?	L- Ranching, tourism, Lake Tahoe, mining, unique scenery, nuclear waste/Yucca Mountain, Rural and urban, adventure tourism	
			What does it mean to be a Nevadan? (And how does this change over time?)	A- Lake Tahoe, drought	
				C- Gaming, Vegas Strip, Adventure Tourism, festivals, unique scenery	
				E- Warehousing, Tech, Tahoe, Gaming, Mining	
				S- festivals, education in Nevada	