

# GRADES 3-4

## Overview

Students in Grades 3 and 4 are naturally curious and eager to learn. They express interest in the unfamiliar and are developmentally ready by Grade 3 to study geographic skills and concepts. They also begin to develop an understanding of how the environment affects its inhabitants and how people change the land. In the fourth grade, students enjoy hearing stories of Alabama's past and are ready to be introduced to their first formal chronological study of history. They expand their understanding of historical concepts, individual expressions, societal values, and cultural traditions as they develop an appreciation for the people, places, and events that shaped the history of Alabama.

The four strands of economics, geography, history, and political science are woven throughout the third- and fourth-grade curricula, which include an increased emphasis on geographic studies and Alabama history. Through a variety of learning experiences, including the use of technology for exploration and investigation, students gain an increasing depth of understanding of content in all strands. Students also gain an understanding of their relationship to other people and cultures locally, nationally, and globally.

Through the study of geography and Alabama history, students in Grades 3 and 4 begin to develop a better understanding of where they live. Students explore and ask questions about other cultures and other environments. They relate their personal experiences to the study of other periods in Alabama history. Through the expansion of knowledge of historical concepts, students gain an understanding of their relationship to society and begin to develop a sense of fairness and a respect for their rights and responsibilities. As students become active participants in their schools and communities, they begin viewing themselves as future leaders with civic responsibilities. Students compare their own economic experiences with those of others to aid in understanding local, national, and international concepts. They explore global connections and become aware of interactions among states and nations. Students in these grades are preparing to become competent, responsible citizens who lead productive and independent lives.

## THIRD GRADE

### People, Places, and Regions: Geographic Studies

During the third grade, teachers capitalize upon students' natural curiosity and their interest in the unfamiliar as geographic information is introduced regarding parts of the United States as well as the world. Students in Grade 3 learn from concrete experiences and benefit from resources such as pictures, graphs, maps, globes, and the World Wide Web (WWW) that help make abstractions more concrete. Instruction of this nature plays a dual role in helping students learn not only to use these geographic tools, but also to learn about other people and places. Learning firsthand about the food, clothing, art, and games of people of other cultures is also important in making the unfamiliar both real and interesting to third graders.

People, Places, and Regions: Geographic Studies is a year-long course that emphasizes the necessary skills and information students need to become knowledgeable about the physical, human, social, historical, and political world in which they live. In this third-grade course, all four essential strands are interwoven, placing the most emphasis on geography. This course builds upon the geographic knowledge acquired by students from kindergarten through second grade and establishes a firm geographic foundation for them to build upon throughout life.

# THIRD GRADE

## People, Places, and Regions: Geographic Studies

Students will:

E	G	H	PS
	✓		

1. Locate the prime meridian, equator, tropic of Capricorn, tropic of Cancer, international date line, and lines of latitude and longitude on maps and globes.

- Using cardinal and intermediate directions to find a location on a map or globe
- Demonstrating an understanding of simple grid lines
- Measuring distance between two locations using a scale of miles
- Locating physical and human features on a map using labels, symbols, and legends
- Identifying limitations of maps


Examples: projections and distortions of maps

E	G	H	PS
	✓	✓	

2. Describe physical characteristics, including landforms, bodies of water, soil, and vegetation of various places on Earth.

Examples: landforms—mountains, hills, plateaus;  
bodies of water—oceans, rivers, lakes;  
soil—silt, clay, sand;  
vegetation—tropical, desert, plains

- Locating countries in the Western Hemisphere
- Locating historical landmarks on maps

Examples: the capitol of the United States, the Alabama state capitol, previous site of the twin towers of the World Trade Center in New York, Statue of Liberty, Pearl Harbor 

- Identifying processes of Earth, including continental drift, erosion, natural hazards, weather, and climate

E	G	H	PS
	✓		

3. Identify components of various ecosystems.

Example: discussing differences in soil, climate, vegetation, or wildlife

- Identifying ways in which humans alter the physical environment  
Examples: oil spills, landfills, clearing of forests, urbanization, replacement of wetlands with farms, reforestation of cleared land, restocking of fish in waterways, planting of nitrogen-fixing crops such as legumes to restore nitrogen to the soil, planting of cover crops to prevent erosion

<b>E</b>	<b>G</b>	<b>H</b>	<b>PS</b>
✓	✓	✓	

4. Locate population shifts due to geographic, economic, and historic changes in the Western Hemisphere.

Examples: geographic—floods, hurricanes;  
economic—crop failures;  
historic—disease, war

- Identifying human and physical criteria used to define regions

Examples: human—city boundaries, school district lines;  
physical—hemispheres, regions within continents or countries

<b>E</b>	<b>G</b>	<b>H</b>	<b>PS</b>
✓	✓		

5. Identify national and international trading patterns of the United States.

- Differentiating between producers and consumers and imports and exports

Examples: producers—suppliers, sellers;  
consumers—buyers;  
imports—coffee from Colombia, pineapples from Hawaii;  
exports—corn from Iowa

<b>E</b>	<b>G</b>	<b>H</b>	<b>PS</b>
✓	✓		✓

6. Identify conflicts involving use of land, economic competition for scarce resources, different political views, boundary disputes, and cultural differences within and between different geographic areas.

Example: disputes over water rights, landfill locations, or prison locations

- Identifying examples of cooperation within and between different geographic areas

Examples: participation in Neighborhood Watch programs, provision of emergency assistance, participation in America's Missing: Broadcast Emergency Response (AMBER) Alert programs

- Locating areas of political conflict on maps and globes
- Explaining different viewpoints on contemporary issues at the local, state, national, and international levels

E	G	H	PS
✓	✓		

7. Describe the relationship between locations of resources and patterns of population distribution in the Western Hemisphere.

Examples: presence of trees for building homes, availability of natural gas supply for heating and water supply for drinking and for irrigating crops

- Locating major natural resources and deposits throughout Alabama, the United States, and the Western Hemisphere

Examples: Alabama—iron,  
United States—timber,  
Western Hemisphere—fish from Canada

- Describing present-day mechanization of labor as opposed to the historical use of human labor to harvest natural resources  
Example: present-day practices of using machinery to mine coal and to harvest cotton and pecans
- Evaluating the geographic impact of using major energy and technological resources in the twenty-first century

E	G	H	PS
✓	✓		✓

8. Identify geographic links of land regions, river systems, and interstate highways between Alabama and other states.

Example: Tombigbee River

- Locating the five geographic regions of Alabama
- Comparing laws that pertain to citizens of the United States, including pollution laws, highway speed limit laws, seat belt laws, and interstate trade laws
- Describing cultural, political, and economic characteristics of people in the Western Hemisphere

Examples: cultural—types of clothes, homes, languages, religions;  
political—functions of political units at different levels such as cities, states, and nations;  
economic—natural resources, industrialization, living standards

E	G	H	PS
	✓		

9. Identify ways to prepare for natural disasters in the United States.

Examples: preparing for earthquakes by identifying structural needs of homes before building, constructing houses on stilts in flood-prone areas, buying earthquake and flood insurance, providing hurricane or tornado shelters, establishing evacuation routes

<b>E</b>	<b>G</b>	<b>H</b>	<b>PS</b>
	✓		

10. Describe characteristics and migration patterns of human populations in the Western Hemisphere.

Examples: characteristics—birth rate, death rate, life expectancy, population density, food, clothing, shelter;  
migration—movement of migrant workers to other locations

<b>E</b>	<b>G</b>	<b>H</b>	<b>PS</b>
	✓	✓	

11. Identify significant historical sites in Alabama, including locations of civil rights activities. 🗺️

Examples: Montgomery—birthplace of the Confederacy, birthplace of the modern Civil Rights Movement;  
Tuskegee—home of Tuskegee Institute;  
Mobile—site of Fort Morgan and the Battle of Mobile Bay;  
Huntsville—home of the United States Space and Rocket Center;  
Tuscumbia—location of Ivy Green (birthplace of Helen Keller);  
Moundville—location of Moundville Archaeological Park;  
Birmingham—home of Vulcan and Vulcan Park, Birmingham Civil Rights Institute, and Sloss Furnaces National Historic Landmark;  
Selma—site of voting rights activities

# FOURTH GRADE

## Alabama Studies

Fourth-grade students proceed from the study of geography in Grade 3 where they explored geographic regions, landforms, and resources to an in-depth study of Alabama. In Grade 4, students apply these geographic concepts to their own state and relate geography to history, economics, and politics in Alabama. They examine the ways economic and political institutions respond to the needs of Alabamians. Students build a base of knowledge about economic principles and technological developments as well as knowledge of past events and present-day practices in the state. They learn specific characteristics of the land and its people, analyzing the diverse groups that have contributed to the development of Alabama, beginning with the early Native Americans in Alabama and continuing to the present. Additionally, students have the opportunity to look at similarities between contemporary issues and their historical origins and to draw parallels between events in Alabama history and events in other states and in the world.

Fourth graders' interest in facts and figures and their enthusiasm for classifying and organizing may be used as a catalyst for obtaining knowledge about geographic regions in Alabama, Alabama's role in the Civil War and later in civil rights efforts, and the structure of state and local governments. These students are able to write multiple paragraph compositions, and they benefit by applying this skill to assist in clarifying their ideas and understandings about chronology and the numerous kinds of relationships included in this study. Teachers of fourth graders recognize this thirst for knowledge and find ways to channel student enthusiasm. The wide range of physical, social, and intellectual maturity challenges the ability of teachers to meet the varying needs of students through a variety of instructional strategies. Likewise, teachers must ensure that numerous means and types of assessment adequately measure student achievement and understanding. Realizing the natural tendency of many students in Grade 4 to seek independence, the effective teacher best meets the needs of these students by providing for a balance of structure, guidance, and independence.

# FOURTH GRADE

## Alabama Studies

Students will:

<b>E</b>	<b>G</b>	<b>H</b>	<b>PS</b>
✓	✓	✓	✓

1. Identify historical and current economic, political, and geographic information about Alabama on thematic maps.

Examples: weather/climate maps, physical relief maps, waterway maps, transportation maps, political boundary maps, economic development maps, land-use maps, population maps

- Discussing patterns and types of migrations as they affect the environment, agriculture, economic development, and population changes in Alabama

<b>E</b>	<b>G</b>	<b>H</b>	<b>PS</b>
✓	✓	✓	✓

2. Describe cultures, governments, and economies of prehistoric and historic Native Americans in Alabama.

Examples: prehistoric Native Americans—Paleo-Indian, Archaic, Woodland, Mississippian;  
historic Native Americans—Choctaw, Chickasaw, Cherokee, Creek

- Identifying locations of prehistoric and historic Native Americans in Alabama
- Describing types of prehistoric life in Alabama  
Examples: plants, animals, people
- Identifying roles of archaeologists and paleontologists



E	G	H	PS
✓	✓	✓	✓

3. List reasons for European exploration and settlement in Alabama and the impact of Europeans on trade, health, land expansion, and tribal reorganization of Native American populations in Alabama.
- Locating European settlements in early Alabama
  - Explaining reasons for conflicts between Europeans and Native Americans in Alabama from 1519 to 1840  
Examples: differing beliefs regarding land ownership, religious differences, cultural differences, broken treaties
  - Identifying main causes, key people, and historical documents of the American Revolution and the new nation  
Examples: main causes—taxation, lack of representation, distrust of centralized power;  
key people—George Washington, Thomas Jefferson, Benjamin Franklin;  
historical documents—Declaration of Independence, Constitution of the United States
  - Naming social, political, and economic outcomes of the Creek Civil War and the Creek War in Alabama  
Examples: social—adoption of European culture by Native Americans, opening of Alabama land for settlement;  
political—breaking of power of Native Americans, labeling of Andrew Jackson as a hero and propelling him toward presidency;  
economic—acquisition of tribal land in Alabama by the United States
  - Identifying the impact of the Trail of Tears on Alabama's Native Americans

E	G	H	PS
	✓	✓	

4. Describe the relationship of the five geographic regions of Alabama to the movement of Alabama settlers during the early nineteenth century.
- Describing natural resources of Alabama  
Examples: water, trees, coal, iron, limestone, petroleum, natural gas, soil
  - Describing the natural environment of Alabama  
Examples: wildlife, vegetation, climate, bodies of water
  - Describing human environments created by settlement  
Examples: housing, roads, place names

E	G	H	PS
	✓	✓	✓

5. Describe Alabama's entry into statehood, including Alabama's constitutions and the three branches of government.
- Explaining political and geographic reasons for changes in location of Alabama's state capital
  - Identifying prominent political leaders during early statehood in Alabama  
Examples: William Wyatt Bibb, Thomas Bibb, Israel Pickens, William Rufus King

<b>E</b>	<b>G</b>	<b>H</b>	<b>PS</b>
✓	✓	✓	✓

6. Identify cultural, economic, and political aspects of the lifestyles of early nineteenth-century farmers, plantation owners, slaves, and townspeople.

Examples: cultural—housing, education, religion, recreation;  
economic—transportation, livelihood;  
political—inequity of legal codes

- Recognizing the impact of slavery on Alabama during the early nineteenth century
- Identifying major areas of agricultural production using an Alabama map  
Example: cotton raised in the Black Belt and fertile river valleys

<b>E</b>	<b>G</b>	<b>H</b>	<b>PS</b>
✓		✓	✓

7. Identify reasons for Alabama's secession from the Union, including sectionalism, slavery, state rights, and economic disagreements.

- Identifying Alabama's role in the organization of the Confederacy  
Examples: secession convention, Montgomery as first state capital, inauguration ceremony for leaders

<b>E</b>	<b>G</b>	<b>H</b>	<b>PS</b>
✓		✓	

8. Explain Alabama's role in and economic support of the Civil War.

Examples: provision of supplies through the Port of Mobile; armament center at Selma; production of iron products, munitions, textiles, and ships

- Explaining resulting economic conditions of the Civil War, including the collapse of economic structure, destruction of the transportation infrastructure, and high casualty rates

<b>E</b>	<b>G</b>	<b>H</b>	<b>PS</b>
✓		✓	✓

9. Describe political, social, and economic conditions in Alabama during Reconstruction.

Examples: political—military rule, presence of Freedmen's Bureau, Alabama's readmittance to the Union, sharecropping;  
social—carpetbaggers, scalawags, Ku Klux Klan (KKK);  
economic—sharecropping, scarcity of goods and money

- Describing the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution of the United States
- Identifying the role of African Americans in politics during Reconstruction in Alabama  
Examples: Benjamin Sterling Turner, United States House of Representatives (1871-1873);  
Jeremiah Haralson, Alabama State Legislature (1870-1874) and United States House of Representatives (1875-1877);  
James Rapier, United States House of Representatives (1873-1875)
- Describing policies of major political parties in Alabama

E	G	H	PS
✓		✓	✓

10. Describe significant social and educational changes in Alabama during the late nineteenth and early twentieth centuries.

Examples: social—implementation of “separate but equal” court decision (*Plessy versus Ferguson*), birth of National Association for Advancement of Colored People (NAACP) through Niagara Movement;  
educational—establishment of normal schools and land-grant colleges such as Alabama Agricultural and Mechanical (A & M) University, Auburn University, and Tuskegee University

- Explaining the development and changing role of industry, trade, and agriculture in Alabama during the late nineteenth and early twentieth centuries, including the rise of populism
- Explaining the impact of the voting rights revision in the Alabama Constitution of 1901, including Jim Crow Laws  
Example: restriction of eligible voters
- Identifying Alabamians who made contributions in the fields of science, education, the arts, the military, politics, and business during the late nineteenth and early twentieth centuries  
Examples: science—George Washington Carver, William Gorgas, Robert Van de Graff;  
education—Booker T. Washington, Julia Tutwiler, Helen Keller, Maria Fearing;  
arts—William Christopher (W. C.) Handy;  
military—Joe Wheeler, Richmond Pearson Hobson;  
politics—John Tyler Morgan, Patti Ruffner Jacobs, Thomas E. Kilby;  
business—William Pettiford
- Discussing cultural contributions from various regions of Alabama that contributed to the formation of a state heritage  
Examples: folklore, folk art, vernacular architecture

E	G	H	PS
		✓	

11. Describe the impact of World War I on Alabamians.

Examples: migration of African Americans to the North and West, utilization of Alabama’s military installations and training facilities, increased production of goods for war effort

- Recognizing Alabama participants in World War I  
Example: Alabama Rainbow Division
- Identifying the use of new technology in World War I  
Examples: airplanes, machine guns, chemical warfare

<b>E</b>	<b>G</b>	<b>H</b>	<b>PS</b>
✓		✓	

12. Explain effects of the events of the 1920s and the Great Depression on different socioeconomic groups.

Examples: effects of 1920s—increase in availability of electricity and employment opportunities, increase in wages and product consumption, overproduction of goods, stock market crash;  
effects of Great Depression—overcropping of land, unemployment, poverty, establishment of new federal programs

- Describing effects of supply and demand on the economy

<b>E</b>	<b>G</b>	<b>H</b>	<b>PS</b>
✓	✓	✓	

13. Describe the economic and social impact of World War II on Alabamians.

Examples: entry of women into workforce, increase in job opportunities, rationing, utilization of Alabama's military installations

- Recognizing Alabama participants in World War II  
Examples: Tuskegee Airmen, women in the military
- Locating military bases in Alabama

<b>E</b>	<b>G</b>	<b>H</b>	<b>PS</b>
✓		✓	✓

14. Describe the social, political, and economic impact of the modern Civil Rights Movement on Alabama.

- Identifying important people and events of the modern Civil Rights Movement  
Examples: people—Martin Luther King, Jr., George C. Wallace, Rosa Parks;  
events—Montgomery bus boycott, Birmingham church bombing, Selma-to-Montgomery march
- Identifying benefits of the 1964 Civil Rights Act and the 1965 Voting Rights Act

<b>E</b>	<b>G</b>	<b>H</b>	<b>PS</b>
		✓	

15. Identify major world events that have impacted Alabama since 1950.

Examples: Korean Conflict, Vietnam War, Persian Gulf War, War on Terrorism

- Recognizing Alabamians who have made significant contributions to society since 1950

Examples: Henry “Hank” Aaron, Hugo Black, Paul “Bear” Bryant, Nat “King” Cole, Marva Collins, Jeremiah Denton, A. G. Gaston, Mae C. Jemison, Harper Lee, Willie Mays, Harold (Hal) Moore, Thomas Moorer, Jesse Owens, Condoleezza Rice, Wernher von Braun, George C. Wallace, Lurleen B. Wallace, Hank Williams, Kathryn Tucker Windham

<b>E</b>	<b>G</b>	<b>H</b>	<b>PS</b>
✓	✓	✓	

16. Describe the impact of population growth on cities, major road systems, demographics, natural resources, and the natural environment of Alabama during the twentieth century.

- Describing how technological advancements brought change to Alabamians during the twentieth century

Examples: improvement of quality of life and expanded employment opportunities through use of electricity, improvement of transportation through introduction of automobiles and airplanes, improvement of communication through use of satellites and cellular telephones

- Describing the growing influence of foreign-based companies