



*Honoring the Spirit of America*

## **GA Performance Standards for:**

### **Fourth Grade**

### **Social Studies**

A field trip to The National Museum of Patriotism meets Georgia Performance Standards (GPS). Listed below is a sample of GPS for Fourth Grade in Social Studies met by a tour of the museum. A complete list of Georgia Performance Standards is available at <http://www.georgiastandards.org/>.

#### **Historical Understandings**

##### **SS4H4 The student will explain the causes, events, and results of the American Revolution.**

- Trace the events that shaped the revolutionary movement in America, including British Imperial Policy that led to the 1765 Stamp Act, the slogan “no taxation without representation,” and the Boston Tea Party.
- Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power.
- Describe key individuals in the American Revolution with emphasis on King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, and John Adams.

##### **SS4H5 The student will analyze the challenges faced by the new nation.**

- Identify the weaknesses of the government established by the Articles of Confederation.
- Identify the major leaders of the Constitutional Convention (James Madison and Benjamin Franklin) and describe the major issues they debated, including the rights of states, the Great Compromise, and slavery.

- Identify the three branches of the U. S. government as outlined by the Constitution, describe what they do, how they relate to each other (checks and balances and separation of power), and how they relate to the states.
- Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the power of government, and explain the reasons for its inclusion in the Constitution in 1791.

## **Government/Civic Understandings**

### **SS4CG1 The student will describe the meaning of**

- Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness).
- “We the people” from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty.
- The federal system of government in the U.S.

### **SS4CG2 The student will explain the importance of freedom of expression as written in the First Amendment to the U. S. Constitution.**

### **SS4CG4 The student will explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.**

- Explain the necessity of respecting the rights of others and promoting the common good.
- Explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, communicating with public officials).

### **SS4CG5 The student will name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness).**