Standards Addressed

**Wisconsin Standards for Social Studies**

*Grade Band: 3-5 (i)*

**Content Area: Behavioral Science (BH)**

SS.BH1.a.4 Describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments.

SS.BH1.b.4 Describe how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity.

**Content Area: History (Hist)**

SS.Hist1.a.i Use evidence to draw conclusions about probable causes of historical events, issues, and problems.

SS.Hist1.b.i Use evidence to draw conclusions about probable effects of historical events, issues, and problems.

SS.Hist2.a.i Describe patterns of continuity over time in the community, state, and the United States.

SS.Hist2.b.i Describe patterns of change over time in the community, state, and the United States.

SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.

SS.Hist3.b.i Identify different historical perspectives regarding people and events in the past.

SS.Hist3.c.i Explain how historical events have possible implications on the present.

**Common Core State Standards for English Language Arts**

*English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects: Grade 4*

**Reading: Informational Text**

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.

**Writing**

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Speaking and Listening**

SL.4.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.