

4th Grade Standards at a Glance

Change and Continuity

In fourth grade, students focus on how society has changed and stayed the same over time. Students see how change is inevitable and the patterns and consequences of change across different historical eras.

[Unit 1: The Great Depression](#)

[Unit 2: Iowa's Corn and Agriculture Industry](#)

[Unit 3: Railroads in Iowa](#)

This guide was created by an Iowa teacher to demonstrate an example of how a teacher might approach using Iowa's social studies standards to put together coherent units of instruction using compelling and supporting questions and related resources.

Unit 1: The Great Depression

Compelling Question: How do people overcome hardships?

Vocabulary: New Deal, CCC (Civilian Conservation Corps), The Farm Security Administration (FSA), The Tennessee Valley Authority Act of 1933, Migrant worker, Activist, Dust Bowl

Anchor Standard <i>The student demonstrates an understanding of</i>	Social Studies Standard(s) (includes inquiry and content standards) <i>Therefore, the student is able to:</i>	Example Content/Concepts <i>Content/Concepts students should understand include:</i>	ELA Standard(s) <i>ELA standards which connect to Social Studies Standards:</i>
Constructing Compelling Questions (Inquiry)	SS.4.1. Explain how a compelling question represents key ideas in the field.	N/A	N/A
Constructing Supporting Questions (Inquiry)	SS.4.2. Use supporting questions to help answer the compelling question in an inquiry.	N/A	N/A
Gathering and Evaluating Sources (Inquiry)	N/A	N/A	RI.4.5, RI.4.10, W.4.7
Developing Claims and Using Evidence (Inquiry)	SS.4.2. Use supporting questions to help answer the compelling question in an inquiry.	N/A	RI.4.9, W.4.4, W.4.8, W.4.9
Communicating and Critiquing Conclusions (Inquiry)	SS.4.4. Construct responses to compelling questions using reasoning, examples, and relevant details.	N/A	W.4.4, W.4.8, W.4.9, W.4.10, SL.4.4, SL.4.6, W.4.6, W.4.4, SL.4.1

	<p>SS.4.5. Identify challenges and opportunities when taking action to address problems, including predicting possible results.</p> <p>SS.4.6. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.</p>		
Recognize the Interaction Between the Individual and Various Groups (Behavioral Sciences)	SS.4.7. Explain causes of conflict or collaboration among different social groups.	<ul style="list-style-type: none"> • Stock Market Crash of 1929 • Migrant Mother photos • Migrant camps 	RI.4.8, W.4.2
Interpret Processes, Rules and Laws (Civics/Government)	SS.4.9. Explain how the enforcement of a specific ruling or law changed society. (21st century skills)	<ul style="list-style-type: none"> • New Deal • Franklin D. Roosevelt and the Tennessee Valley Authority Act 	RI.4.1, RI.4.3, W.4.2, W.4.3, W.4.7, W.4.9
Engage in Economic Decision Making (Economics)	SS.4.11. Describe how scarcity requires a person to make a choice and identify costs associated with that choice.	<ul style="list-style-type: none"> • Hoovervilles • Droughts • Migration during the Dust Bowl • Start of WWII and the renewed demand for manufactured goods and farm products 	W.4.2
Critique Exchange and Markets (Economics)	SS.4.13. Compare and contrast different ways that the government interacts with the economy.	<ul style="list-style-type: none"> • Stock market crash • National Recovery Administration • Franklin D. Roosevelt and the Tennessee Valley Authority Act • Civilian Conservation Corps • Henry Wallace 	RI.4.1, IA.1, RI.4.4, W.4.2

Create a Saving and Spending Plan (Financial Literacy)	SS.4.15. Identify factors that can influence people's different spending and saving choices. (21st century skills)	<ul style="list-style-type: none"> • Penny auctions • Stock Market Crash 	
Create Geographic Representations (Geography)	SS.4.17. Create a geographic representation to illustrate how the natural resources in an area affect the decisions people make.	<ul style="list-style-type: none"> • Dust Bowl • Migration paths 	
Evaluate Human Environment Interaction (Geography)	SS.4.18. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.	<ul style="list-style-type: none"> • Dust Bowl • Migration paths • Charles L. Todd audio records of migrant life 	RI.4.7, W.4.2

Supporting Question	Resources	Additional Resources
1. What factors caused the Great Depression?	<ul style="list-style-type: none"> • Crowd of People Outside the New York Stock Exchange Following the Stock Market Crash, 1929 (Image) • Finance Officer W.W. Tarpley Interviews Raymond Tarver about Bank Closings, January 5, 1940 (Document) • Interview of George Mehales about the Stock Market Crash of 1929, December 1938 (Document) • IPTV's "The Great Depression: Stock Market Crash." 1979 (Video) 	<ul style="list-style-type: none"> • LOC Teacher's Guide on the Dust Bowl • History.com videos on the Great Depression
2. How did farmers interact with and adapt to the environmental changes brought on by the Dust Bowl?	<ul style="list-style-type: none"> • Proposed Migrant Camps in California for Relocated Dust Bowl Families, 1935 (Map) • Dust Storm in New Mexico, April 1935 (Image) 	<p>Books:</p> <ul style="list-style-type: none"> • Children of the Dust Bowl: The True Story of the School at Weedpatch Camp by Jerry Stanley • Leah's Pony by Elizabeth Friedrich

	<ul style="list-style-type: none"> • Young Man Removing Soil that Blocks the Highways near Guymon, Oklahoma, March 1936 (Image) • Dust Bowl Farmer in Cimarron County, Oklahoma, April 1936 (Image) • Farmer Pumping Water to his Dry Fields in Cimarron County, Oklahoma, April 1936 (Image) • Dust Storm in Elkhart, Kansas, May 1937 (Image) • "FDR Hears Todd Records" Newspaper Article, between 1940 and 1941 (Document) • Interview with Imogene Chapin from Arvin Farm Security Administration (FSA) Camp in California, August 1, 1940 (Audio) • Interview with Flora Robertson about Dust Storms in Oklahoma, August 5, 1940 (Audio) • Interview with Mexican Migrant Jose Flores about Farm Security Administration (FSA) Camps, 1941 (Audio) • Ethnographer Charles Todd with Mexican Men and Boys at an FSA Camp in El Rio, California, 1941 (Image) 	
<p>3. How did people survive the Great Depression when they didn't have enough money?</p>	<ul style="list-style-type: none"> • Letter from Martha Fast to First Lady Lou Henry Hoover, January 2, 1931 (Document) • Response from First Lady Lou Henry Hoover's Secretary to Martha Fast, January 7, 1931 (Document) 	<ul style="list-style-type: none"> • LOC Everyday life Charles Todd Expedition • Dorothea Lange photos "Migrant Mother" • Library of Congress Teacher's Guide The New Deal

	<ul style="list-style-type: none"> • Dispossessed Arkansas Farmer in Bakersfield, California, 1935 (Image) • Workmen at the Norris Dam in Tennessee, between 1935 and 1940 (Image) • Squatters along the Highway near Bakersfield, California, November 1935 (Image) • President Franklin Delano Roosevelt and First Lady Eleanor Roosevelt in Denver, Colorado, ca. 1936 (Image) • "Migrant Mother" Florence Thompson with Her Children in Nipomo, California, February/March 1936 (Image) • Oklahoma Farm Family on Highway between Blythe and Indio, California, August 1936 (Image) • Rehabilitation Client Repays his Loan in Smithfield, North Carolina, October 1936 (Image) • Automobile Camp North of Calipatria, California, March 1937 (Image) • Swimming Pool Created by CCC (Civilian Conservation Corps) Dam in Huntingdon, Pennsylvania, July 1941 (Image) 	<p>Books:</p> <ul style="list-style-type: none"> • Rudy Rides the Rails: A Depression Era Story by Dandi Mackall • The Lucky Star by Judy Young
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You can view the corresponding text set at <https://www.iowaculture.gov/history/education/educator-resources/primary-source-sets/great-depression>.

Unit 2: Iowa's Corn and Agriculture Industry

Compelling Question: How does Iowa corn impact Iowans and the world?

Vocabulary: competition, John Deere, Iowa Sister States, supply and demand, global economy, government trade policy

Anchor Standard <i>The student demonstrates an understanding of</i>	Social Studies Standard(s) (includes inquiry and content standards) <i>Therefore, the student is able to:</i>	Example Content/Concepts <i>Content/Concepts students should understand include:</i>	ELA Standard(s) <i>ELA standards which connect to Social Studies Standards:</i>
Constructing Compelling Questions (Inquiry)	SS.4.1. Explain how a compelling question represents key ideas in the field.	N/A	N/A
Constructing Supporting Questions (Inquiry)	SS.4.2. Use supporting questions to help answer the compelling question in an inquiry.	N/A	N/A
Developing Claims and Using Evidence (Inquiry)	SS.4.2. Use supporting questions to help answer the compelling question in an inquiry.	N/A	RI.4.9, W.4.4, W.4.8, W.4.9
Communicating and Critiquing Conclusions (Inquiry)	SS.4.4. Construct responses to compelling questions using reasoning, examples, and relevant details.	N/A	W.4.4, W.4.8, W.4.9, W.4.10, SL.4.4, SL.4.6
Taking Informed	SS.4.5. Identify challenges and opportunities when taking action to address problems, including	N/A	W.4.4, W.4.6,

Action (Inquiry)	predicting possible results. SS.4.6. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.		SL.4.1
Critique Exchange and Markets (Economics)	SS.4.12. Using historical and/or local examples, explain how competition has influenced the production of goods and services.	<ul style="list-style-type: none"> Flowchart of U.S. Agricultural Supply Chain for Raw and Processed Products, 2009 Flowchart showing the Uses of Corn, 2009 	RI.4.2, W.4.2, W.4.3, W.4.9
Evaluate the National Economy (Economics)	SS.4.14. Explain the reasons why the costs of goods and services rise and fall.	<ul style="list-style-type: none"> Iowa corn supply chain 	RI.4.1, W.4.2
Compare Perspectives (History)	SS.4.21. Analyze conflicting perspectives on historical and current events/issues.	<ul style="list-style-type: none"> Overall synthesis of how the change Iowa farmers have experienced and whether it has been more positive or negative 	RI.4.2, RI.4.8, W.4.1
Critique Historical Sources and Evidence (History)	SS.4.22. Infer the purpose of a primary source and from that the intended audience.	<ul style="list-style-type: none"> Brochure about John Deere's Gilpin Sulky Plow, 1895 	RI.4.6, W.4.1
Iowa History (History)	SS.4.26. Explain how Iowa's agriculture has changed over time.	<ul style="list-style-type: none"> Sources in supporting questions one, two, and three 	RI.4.3, W.4.2, W.4.8, SL.4.1, SL.4.3, SL.4.4

Supporting Question	Resources	Additional Resources
1. How has farming in Iowa seen continuity and change?	<ul style="list-style-type: none"> Average Farm Size in Iowa Map, 1933 (Map) Corn Yield Map of Iowa, 1933 (Map) 	<ul style="list-style-type: none"> "Norman Borlaug" on Iowa Public Television's Iowa Pathways The webpage from Iowa Public Television includes text and images of the

	<ul style="list-style-type: none"> • Farmer Working a Corn Field with a John Deere Tractor, ca. 1945 (Image) • Field Workers Harvesting Sweet Corn in Grimes, Iowa, August 1946 (Image) • Number of Farms and Average Farm Size in Iowa from 1950 to 2014, 2015 (Document) • Corn for Grain Yield Map of Iowa, 2018 (Map) • Gulls Following a Farmer on his Tractor, Date Unknown (Image) 	<p>famous Iowan, Norman Borlaug, who impacted global agriculture, fed billions of people, won a Nobel Peace Prize and established the World Food Prize.</p> <ul style="list-style-type: none"> • The Boy Who Changed the World by Andy Andrews - This book tells the story of how Norman Borlaug saved the lives of two billion people but would not have gotten to that point without the very important actions of other people.
<p>2. What impact did John Deere have on farming in Iowa?</p>	<ul style="list-style-type: none"> • "The Hawkeye Cultivator," 1863 (Document) • Gilpin Sulky Plow Patent, 1875 (Document) • "The Original Steel Plow" and John Deere, 1882 (Document, Image) • "A Short Interview" with John Deere, ca. 1886 (Document) • New Deal Gang Plow with Traction Engine Advertisement from John Deere, 1889 (Document) • Brochure about John Deere's Gilpin Sulky Plow, 1895 (Document) • Aerial View of the John Deere Tractor Company in Waterloo, Iowa, 1944 (Image) • Farmer Operating Corn Picker with John Deere Tractor, ca. 1945 (Image) 	<ul style="list-style-type: none"> • "My Family's Corn Farm" This online book shows text and photos of an Iowa girl whose family grows corn. The story is told from girl's perspective with additional information about farming for adults. • John Deere 1927 Corn Picker This one-minute video shows a 1927 John Deere corn picker in action. • Picking Corn with Horses This one-minute video shows a farmer picking corn with the use of horses. • Harvesting Corn with Belgian Horses Pulling a Corn Binder This three-minute video shows a farmer harvesting corn with the use of Belgian horses pulling a corn binder.
<p>3. Where does Iowa corn go and how is it used?</p>	<ul style="list-style-type: none"> • Flowchart of U.S. Agricultural Supply Chain for Raw and Processed Products, 2009 (Document) • Flowchart Showing the Uses of Corn, 2009 (Document) 	<ul style="list-style-type: none"> • A Tale of Two Corns This two-page handout is from the National Corn Growers Association and it shows how corn from used in 2017.

	<ul style="list-style-type: none"> • "Percent of Total U.S. Corn Exports by Country" Graph, 2017 (Document) • "Compare... Cargo Capacity" Infographic, February 25, 2019 (Document) 	<ul style="list-style-type: none"> • Iowa Corn: Exports This video focuses on the supply and demand of Iowa corn. • Iowa Nice Guy: Get Educated on Ethanol This video looks at the uses and production of ethanol in Iowa. • The Commodity Chain of Corn This interactive webpage is a visual representation of information on global corn production, sweet corn production, subsidies, ethanol, livestock feed, corn in food and U.S. corn exports.
<p>4. What is Iowa Sister States' role in global agricultural opportunities?</p>	<ul style="list-style-type: none"> • Iowa Hog Lift to Japan, 1960 (Image) • Lee Norris' Truck Loaded with Hogs, 1960 (Image) • Letter from Governor Herschel Loveless to Lee Norris about the Hog Lift, January 18, 1960 (Document) • Speech by Governor Norman Erbe on the Dedication of the Japanese Friendship Bell, October 17, 1962 (Document) • Governor of Yamanashi, Japan, Asking Citizens to Help Iowans Suffering from Flood Damage, 1993 (Document) • "The 1960 Hog Lift," 2001 (Document) • "Iowa Sister States Agriculture Impact," 2019 (Document) 	<ul style="list-style-type: none"> • Sweet Corn and Sushi by Lori Erickson - This book tells the story of how Iowa and Yamanashi became sister states. • "Branstad Asks for Support for Snow-Ravaged Japan Sister State" Article from The Des Moines Register This article focuses on how Governor Terry Branstad asked Iowans to send money to Yamanashi, Japan, after heavy snow damaged roads and infrastructure in the winter of 2014.

You can view the corresponding text set at <https://www.iowaculture.gov/history/education/educator-resources/primary-source-sets/iowa-corn-and-agriculture-industry>.

Unit 3: Railroads in Iowa

Compelling Question: How did the railroad shape the landscape of Iowa?

Vocabulary: depot, settlement, rail line, commodities, Pullman car, freight, “standard time,”

Anchor Standard <i>The student demonstrates an understanding of</i>	Social Studies Standard(s) (includes inquiry and content standards) <i>Therefore, the student is able to:</i>	Example Content/Concepts <i>Content/Concepts students should understand include:</i>	ELA Standard(s) <i>ELA standards which connect to Social Studies Standards:</i>
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Constructing Supporting Questions (Inquiry)	SS.4.2. Use supporting questions to help answer the compelling question in an inquiry.	N/A	N/A
Developing Claims and Using Evidence (Inquiry)	SS.4.2. Use supporting questions to help answer the compelling question in an inquiry.	N/A	RI.4.9, W.4.4, W.4.8, W.4.9
Communicating and Critiquing Conclusions (Inquiry)	SS.4.4. Construct responses to compelling questions using reasoning, examples, and relevant details.	N/A	W.4.4, W.4.8, W.4.9, W.4.10, SL.4.4, SL.4.6
Taking Informed	SS.4.5. Identify challenges and opportunities	N/A	W.4.4, W.4.6,

Action (Inquiry)	when taking action to address problems, including predicting possible results. SS.4.6. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.		SL.4.1
Analyze Human Population Movement and Patterns (Geography)	SS.4.19. Explain influences on the development and decline of different modes of transportation in U.S. regions.	Students examine primary source images to trace the development and decline of the railroads in Iowa.	RI.4.1, W.4.2
Analyze Change, Continuity, and Context (History)	SS.4.20. Compare and contrast events that happened at the same time.	Explore the development of other innovations happening at the same time as the railroad.	RI.4.2, RI.4.3, W.4.2
Justify Causation & Argumentation (History)	SS.4.23. Explain probable causes and effects of events and developments.	Students examine primary sources and stories of Iowans to determine causes and effects of the development of the railroad.	RI.4.1, RI.4.8, W.4.2
Justify Causation & Argumentation (History)	SS.4.24. Develop a claim about the past and cite evidence to support it.	Students develop a claim about how the development of railroads changed life for Iowans.	W.4.1, W.4.7, W.4.8, SL.4.2
Iowa History (History)	SS.4.25. Analyze the impact of technological changes in Iowa, across time and place.	Analyze not only the technological change the railroads brought, but also developments such as “standard time” and bringing commodities people in Iowa might never have access to without the railroad.	RI.4.3, W.4.1, W.4.8, SL.4.3

Supporting Question	Resources	Additional Resources
1. What did the railroad carry long ago?	<ul style="list-style-type: none"> • Business Done by Railroad in Pella, Iowa, 1873 (Document) • Pullman Car Interior, between 1880 and 1899 (Image) • Union Pacific Posse Car (Special Railroad Car Loaded with Men and Horses), 1900 (Image) • Farmers Load Potatoes onto Train, 1903 (Image) • Freight Traffic by Commodities from Union Pacific Annual Reports, 1922 and 1931 (Document) • Railway Post Office in Des Moines, Iowa, 1938 (Image) • Waterloo, Cedar Falls & Northern Railway, June 1, 1943 (Image) 	<ul style="list-style-type: none"> • Locomotive by Brian Flaca
2. How did the railroad change daily life?	<ul style="list-style-type: none"> • Union Pacific Railroad Time Schedule No. 3, November 4, 1866 (Document) • Railroad Interview with Mrs. Will H. Berger, 1938 (Document) • "Standard Time" Clock, 1950 (Image) • Pacific Fruit Express, Date Unknown (Image) 	<ul style="list-style-type: none"> • Buxton, Iowa State Bystander, This collection is of eight newspaper pages that contain photos and articles about Buxton, a southern Iowa town that merged the coal and railroad business to create a flourishing community with a large African-American population.
3. Where are the railroad lines located in Iowa, and what does the railroad carry today?	<ul style="list-style-type: none"> • Intermodal Transportation Infographic, 2016 (Image) • Iowa DOT State Railroad Map, 2016 (Map) • Iowa Grain Facilities Rail Map, 2016 (Map) • Key Railroad Facts About American Railroad, 2016 (Document) 	<ul style="list-style-type: none"> • BNSF Railway: Virtual Tour The interactive tour was created by the BNSF Railway, which is one of the largest freight railroad networks in North America. The tour shows different types of train cars.

	<ul style="list-style-type: none">• Railroad Tons and Revenue Chart, 2016 (Document)• What Fits in a Rail Car? Infographic, 2016 (Image)• What Fits in an Agriculture Rail Car? Infographic, 2016 (Image)• Chronology of Iowa Railroad Abandonment Map, July 1, 2016 (Map)• Passenger Rail Service in Iowa, July 1, 2016 (Map)	
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You can view the corresponding text set at <https://iowaculture.gov/history/education/educator-resources/primary-source-sets/geography-iowa-connections-pt-2> and another railroad text set at <https://www.iowaculture.gov/history/education/educator-resources/primary-source-sets/railroads-iowa-pt-1>.