

Fourth Grade Social Studies Discovery Education Interactive Investigations

Discovery Education (DE) partners with 201 schools districts in Tennessee; providing services to 1116 schools. The TGA wants to highlight some special features available of those online services provided. These DE resources are curated via Greentech Media are available even though you should use a DE account to access them. For those that have a DE account the Interactive Investigations Library can be found [HERE](#) (Login required).

The Land and People before European Exploration

[Native American Cultures](#) How did geography shape the diverse cultures that developed in North America before the coming of European settlers? In this investigation, you will use the Map-Guided Inquiry tool to examine three maps of North America to determine how the cultures of the Native American nations were shaped by the places they lived. [Teacher's Guide](#) [Student Guide](#)

Age of Exploration (15th-16th Centuries)

[European Conquest of the Americas](#) What factors enabled Europeans to conquer all of North, Central, and South America in such a short time? Your mission is to analyze how European exploration of the Americas affected the native peoples who lived there. [Teacher Guide](#) [Student Guide](#)

[Exploration and Discovery](#) How did the Age of Exploration change Europe's understanding of the region that became the United States? In this investigation, you will use the Map-Guided Inquiry interactive tool to examine how the area of North America explored by the Europeans compares to the present-day United States on a map. [Teacher Guide](#) [Student Guide](#)

Settling the Colonies to The 1700s

[Colonial Life](#) Your mission is to get to know four individuals who might have lived in colonial America and then explore the perspectives you think each would have on the issues of the day. [Teacher's Guide](#) [Student Guide](#)

[Life in the New England Colonies](#) Life in colonial New England was challenging. The colonists worked to support themselves while they developed their governments and refined their ideas about their religions. In this activity, you will use the Historical Perspectives interactive tool to explore the perspectives of four individuals who might have lived during this time and faced these challenges. [Teacher's Guide](#) [Student Guide](#)

[Staking a Claim in North America](#) What were the economic, political, and religious motivations that drove European countries to establish colonies in North America? Your mission is to trace the spread of European colonies across the North American continent, and to understand the motives that led the European countries to establish these colonies. [Teacher Guide](#) [Student Guide](#)

[The Colonies Move Toward Self-Government](#) As the colonies became more settled, issues surrounding the relationships between England, the colonies, and Native Americans became more complex. In this activity, you will use the interactive Historical Perspectives tool to analyze some issues faced by people living in the American colonies during the mid-1700s. [Teacher's Guide](#) [Student Guide](#)

[The Pennsylvania Frame of Government](#) How did the Pennsylvania Frame of Government shape ideas about democratic government and religious freedom in early America? In this activity, you will answer this question by using evidence from the document to write the script for a discussion or to create a poster about democracy and religious freedom. [Teacher's Guide](#) [Student Guide](#)

Fourth Grade Social Studies Discovery Education Interactive Investigations

The Three Regions of the Thirteen Colonies The New England Colonies, the Middle Colonies, and the Southern Colonies were very different. Which colonial region would be the most promising for a new settler? Your mission is to answer this question by determining the differences between the colonial regions after analyzing data about each region's population and economy. **(Guides not available)**

The War for Independence (1760-1789)

Declaration of Independence What did it mean to the colonists to become an independent nation? In this investigation, you will analyze sections of the Declaration of Independence and explain how they represent the colonists' ideas about the role of government. [Teacher's Guide](#) [Student Guide](#)

Fighting for Independence Investigate the key events and major battles of the American Revolution to understand how and why the Americans won their independence. What gave the United States the edge over Great Britain in the Revolutionary War? [Teacher's Guide](#) [Student Guide](#)

Road to Revolution Why did the relationship between the British government and the American colonies fall apart during the period 1763 to 1775? In this activity, you will use the Interactive Timeline to investigate the tensions that arose between the British government and its American subjects. Then, you may communicate your understanding of the historical events through a comic strip, blog, journal entry, skit, or other presentation. [Teacher's Guide](#) [Student Guide](#)

The Real Impact of the Revolution Your mission is to analyze data from the era following the American Revolution to find out how much the revolution changed American society. [Teacher's Guide](#) [Student Guide](#)

Creating a New Government

Constitution What are the basic characteristics of the United States government; as described in the Constitution? In this investigation, you will analyze the main parts of the Constitution and explain the purpose of each. [Teacher's Guide](#) [Student Guide](#)

Jefferson vs. Hamilton In this Enduring Debate, you will learn about Thomas Jefferson's and Alexander Hamilton's opposing views on federal power and share your thoughts on the role of national government. [Teacher's Guide](#) [Student Guide](#)

The New Nation In this investigation, you will read the opinions of four individuals who might have lived in the colonies during the 1780s. Then, you will identify how you think each person would respond to three key issues of the day and compare your answers with the historically likely perspectives on each issue. [Teacher's Guide](#) [Student Guide](#)

The New Nation's Westward Expansion (1790-1830)

Exploring the Louisiana Purchase How did the Louisiana Purchase change the United States? In this investigation, you will use the Timeline Map interactive tool to trace the journey made by Meriwether Lewis and William Clark and to analyze the information they gained about the new land obtained from the Louisiana Purchase. [Teacher Guide](#) [Student Guide](#)

Industry and Immigrants Change American Cities In this Historical Perspectives investigation, your mission is to analyze three important issues related to urbanization and immigration in the United States from four different perspectives. [Teacher's Guide](#) [Student Guide](#)

The Roots of Native American Removal What problems were created when settlers pushed into Native American lands from eastern states? In this investigation, you will use the Timeline Map

Fourth Grade Social Studies Discovery Education Interactive Investigations

interactive tool to analyze the interactions between Native Americans and European settlers in what is now the southeastern United States. [Teacher Guide](#) [Student Guide](#)

[The Second Wave of Westward Expansion](#) Which people most benefited from U.S. expansion across the West? In this investigation, you will use the interactive Map-Guided Inquiry tool to study facts about this time period to determine which groups of people benefited most. [Teacher's Guide](#) [Student Guide](#)

[Washington's Farewell Address to the Nation](#) When George Washington completed his last term as president, he published a letter about the issues that concerned him. Why is Washington's Farewell Address still important today? In this investigation, you will use the interactive Source Analysis tool to analyze the address and determine which issues he discussed are still relevant today. [Teacher's Guide](#) [Student Guide](#)

[Westward Expansion](#) What were the economic, political, and other motivations that drove the United States to expand to the Pacific coast? Your mission is to examine the changes made to U.S. borders between 1830 and 1853 and explain what motivated these changes. [Student Guide](#) [Teacher's Guide](#)

The Growth of The Republic (1800-1850)

[Life in Slavery](#) What was life like for slaves in the South? How did abolitionists make Americans aware of slaves' living conditions? In this investigation, you will examine an abolitionist print from 1830 to explain how it demonstrates the realities of slave life and verifies the testimonies of former slaves. [Student Guide](#) [Teacher's Guide](#)

[The Impact of the Cotton Gin](#) How could a simple invention increase the political power of the South within the United States? In this Data Analysis, you will analyze the social and economic impacts of technological advancements in cotton production in the 1800s. [Student Guide](#) [Teacher's Guide](#)