

GRADE 4 – LIVING AND WORKING TOGETHER IN RHODE ISLAND

Having looked at how people live and work together in a variety of contexts, fourth graders turn their attention to the state of Rhode Island. Students learn about Indigenous communities past and present, Rhode Island’s early formation as a state, people over time who made Rhode Island their home, and how diverse Rhode Islanders in the past and present respond to opportunities and challenges. They are also introduced to state and local government.

Topics of Inquiry, Compelling Questions, and Standards

Inquiry Topic 1: Geography and Environment

Compelling Question: Where are we?

SS4.1.1: City/Town Geography

SS4.1.2: Geography of Rhode Island

Inquiry Topic 2: Indigenous Peoples, Roger Williams, and Rhode Island Colonists

Compelling Question: Do ways of life change when two cultures meet?

SS4.2.1: Indigenous peoples in Rhode Island

SS4.2.2: Roger Williams and the Massachusetts Bay and Plymouth Colonies

SS4.2.3: The founding of the Colony of Rhode Island and Providence Plantations

SS4.2.4: Indigenous peoples and relationships with the Rhode Island colonists

Inquiry Topic 3: Early Rhode Island

Compelling Question: Were all people in early Rhode Island treated the same?

SS4.3.1: Colonial lifeways

SS4.3.2: Rhode Island economy and the maritime industry

SS4.3.3: Enslaved and free Africans

Inquiry Topic 4: The American Revolution and Becoming a State

Compelling Question: Was freedom afforded to everyone after the American Revolution?

SS4.4.1: Activities leading to the American Revolution

SS4.4.2: Rhode Island participation in the American Revolution

SS4.4.3: Rhode Island becomes a state

Inquiry Topic 5: Immigration, Labor, and Industry

Compelling Question: How did industry affect who wanted to live and work in Rhode Island?

SS4.5.1: Industrial Revolution

SS4.5.2: 19th and 20th century industries and peoples

SS4.5.3: Peoples and industries in Rhode Island today

Inquiry Topic 6: Rhode Island Governments

Compelling Question: How can I make change?

SS4.6.1: The Rhode Island State House and government

SS4.6.2: Local town/city hall and government

SS4.6.3: Government participation in the past

SS4.6.4: Participating in state and local governments today

Standard Tables

Inquiry Topic 1: Geography and Environment

Compelling Question: Where are we?

SS4.1.1 City/Town Geography Explain the geography and features of students' cities / towns	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
										X	X	
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What are the geographical features of students' cities/towns? • What are the natural resources in students' cities/towns? • What and where are the parks in students' cities/towns? • What other cities and towns surround theirs? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Identify the geographical features of students' cities/towns and explain the significance of each Explain the importance of the natural resources available in students' cities/towns Identify the locations and explain the importance of parks in students' cities/towns Identify cities and towns that border those of the students 											

SS4.1.2 Geography and environment of Rhode Island Explain the geography and environment of Rhode Island including natural resources	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
									X	X		
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What are the major geographical features of Rhode Island? ● What is the environment and climate like in Rhode Island? ● What natural resources are available in Rhode Island? ● What states border Rhode Island? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify the major geographical features and environment of Rhode Island (e.g., climate, bodies of water) and explain their significance b. Identify the natural resources available in Rhode Island (e.g., freshwater and marine fish, lumber, agriculture) and explain their significance c. Identify the states that border Rhode Island 											

Inquiry Topic 2: Indigenous Peoples, Roger Williams, and Rhode Island Colonists

Compelling Question: Do ways of life change when two cultures meet?

SS4.2.1 Indigenous peoples in Rhode Island Analyze the history and culture of the Indigenous peoples who live in what is now known as Rhode Island	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
					X	X	X	X	X	X		
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What Indigenous groups lived in Rhode Island before European contact? • How do we know about the early history of the peoples? • What are the cultural characteristics of the Indigenous peoples in this area? • How did Indigenous peoples utilize the natural resources available in this area? • How did groups work together or negotiate conflict with each other? • Who are the descendants of these peoples today? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify the locations of the Nahaganset (Narragansett), Nehantick and Eastern Nehantick (Niantic), Nipmuc, Manissean, Massachuset, and Wampanoag (Pokanoket) peoples on a map and analyze the relationship between geography and settlement patterns Explain cultural aspects of these Indigenous groups (e.g., language, art, clothing, homes, food, kinship system) Explain ways Indigenous groups used available resources (e.g., fish for food; deer for food, clothing, tools; trees for homes, canoes; stones for tools) and analyze the relationship between geography and resource availability Analyze the relationships among Indigenous groups, including those who lived nearby (e.g., Pequot, Mohegan) Analyze contemporary tribal governments and organizations of Indigenous people in Rhode Island today and ways the peoples today continue to practice cultural traditions Analyze different ways we know and understand the past (e.g., oral traditions from Indigenous descendants, documentation from early explorers and colonists - including Roger Williams' <i>A Key into the Language of America</i>, historical records, archaeology, anthropology), and identify the biases of different types of sources 											

SS4.2.2 Roger Williams and the Massachusetts Bay and Plymouth Colonies Analyze Roger Williams’ leadership, banishment from the Massachusetts colonies, and relocation to what is now known as Rhode Island	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X			X		
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● Who was Roger Williams and what were some of his beliefs about religion? ● Who helped Roger Williams after he was banished from Massachusetts and Plymouth colonies and where did he settle? ● Who joined Roger Williams in Providence? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Explain Williams’ beliefs about religion and analyze how those beliefs went against what leaders in Massachusetts Bay and Plymouth Bay colonies wanted colonists to believe and how they wanted them to worship b. Explain Williams’ journey after banishment, who helped him, and analyze why he eventually settled in the location he named “Providence” c. Explain what the area of Providence was like and analyze the ways nearby resources supported the new settlement d. Identify other people who joined Roger Williams to settle Providence (e.g., Chad Brown, Alice Daniels, Richard Waterman, Thomas Olney) and explain their significance 											

SS4.2.3 The founding of the Colony of Rhode Island and Providence Plantations Argue how Williams’ religious beliefs informed the establishment of Providence, the addition of more settlements, and the formation of its early government	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X				X	X		X				
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What was Roger Williams’ “Civil Compact” and his ideas of religious freedom? • How was the town of Providence structured spatially and how did that reflect Williams’ religious beliefs? • When and how were other areas of Rhode Island settled by the English and different religious groups, and who led those settlements? • What was the Royal Charter of 1663 and what was the “lively experiment”? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze the components and rationale for Williams’ “Civil Compact” and his ideas about religious freedom Analyze the similarities and differences between the town of Providence and other New England towns (e.g., religious beliefs, how home lots were divided) and argue the ways Williams’ beliefs influenced the spatial layout of the town of Providence Identify the founders of other English settlements in the Rhode Island colony (e.g., Anne Hutchinson, William Coddington, Samuel Gorton, Richard Smith, and William Harris) and analyze their reasons for creating other settlements and the conditions of those settlements Analyze the rationale for and components of the charter John Clark and Roger Williams obtained from England (e.g., freedom of religion, elected government) and argue who benefited Identify the range of other religious groups who settled in the Rhode Island colony (e.g., Quakers, Jews) and explain why they were welcomed to do so 											

SS4.2.4 Indigenous peoples and relationships with the Rhode Island colonists Argue the impacts of the relationships and conflicts between the Indigenous peoples and the English colonists in Rhode Island	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X			X	X	X			X
Guiding Questions for Instruction: <ul style="list-style-type: none"> • How did early contact with Europeans affect the populations of Indigenous peoples? • In what ways did colonists and Indigenous peoples work together? • In what ways did cultural differences affect relationships? • What major conflicts occurred between the two groups? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> • Argue the impacts early European explorers and tradesmen had on Indigenous populations (e.g., trade, diseases) • Analyze major conflicts between the English colonists and the Indigenous people, identify who was involved, and argue who benefited from the outcomes (e.g., Pequot War, King Philip’s War, Great Swamp Massacre, the sale of Indigenous people after the wars into slavery) • Argue the impacts of colonial encroachment on Indigenous lands, culture, and activities (e.g., instances of English settlers allowing their pigs to stomp on and eat Indigenous crops, fencing off hunting areas) • Analyze the range of perspectives on land use of the Indigenous peoples and the English colonists • Explain the system of indenture and “binding out” Indigenous children for indentured service and argue who benefited from that system • Analyze trade and land use “agreements” between Indigenous and English leaders (especially Roger Williams and the Narragansett) and argue who benefited from those agreements 											

Inquiry Topic 3: Early Rhode Island

Compelling Question: Were all people in early Rhode Island treated the same?

SS4.3.1 Colonial lifeways Argue how the geography and environment supported a new way of life for Rhode Island Colonists while their lifeways in turn impacted the environment and Indigenous peoples	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X	X			X	X
Guiding Questions for Instruction: <ul style="list-style-type: none"> How did the colonists use the natural resources in Rhode Island to support their lifeways? What goods were imported from England into Rhode Island to support their lifeways? How did the colonists use the natural features of Rhode Island? How did the population of English colonists grow during this time? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify examples and analyze the ways the areas’ natural resources were used to support settlement and a way of life (e.g., wood for building homes, available resources for food, clothing, and trade) Explain the uses of resources imported from England into the colony (e.g., livestock, furniture, grains, metal pots, weapons) and analyze the ways resources contributed to their lifeways Identify the natural features of the area and argue how those features are related to the growth of the economy (e.g., the ocean for shipping, travel, and fishing; waterways for travel, trade, and fishing; forests for wood; soapstone quarries for bowls) Explain English-style forestry and agriculture and argue the ways those methods impacted the land Explain the conditions for expansion of English settlement and the growth and establishment of the Rhode Island colony and argue its impact on colonists and the Indigenous peoples 											

<p>SS4.3.2 Rhode Island economy and maritime industry</p> <p>Argue the impact of Rhode Island’s relationship with the world through maritime trade, including participation in the trans-Atlantic slave trade</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X			X		X	
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> ● What allowed Rhode Island to participate in trade throughout the world? ● What were the major port cities? ● What were the imports in the colonial period and where did they come from? ● What were exports in the colonial period and where did they go? ● In what ways did Rhode Islanders have a central role in the trans-Atlantic slave trade? ● Why is the trans-Atlantic slave trade also called the triangular trade and how is that connected to other imports and exports? 	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> a. Explain the relationship between Rhode Island’s geographic position and the development of cities and maritime trade, and identify the location of major port cities on a map (e.g., Providence, Newport, Bristol) b. Identify goods imported into Rhode Island through maritime trade (e.g., mahogany, cacao beans, molasses, silk, porcelain, tea) and where they came from (e.g., Europe, Africa, Caribbean, India, China), explain their significance in the development of Rhode island’s economy, and argue the impacts of this trade on others c. Identify goods (e.g., chocolate, rum, spermaceti candles, cod, iron) exported to other parts of the world from Rhode Island, explain their significance in the development of Rhode Island’s economy, and argue the impacts of this trade on others d. Identify goods (e.g., furniture, rice, cotton, tobacco, spermaceti oil) traded with other American colonies (e.g., Massachusetts, Connecticut, colonies in the American South, English colonies in the Caribbean), explain their significance in the development of Rhode Island’s economy, and argue the impacts of this trade on others e. Analyze the conditions of the enslavement and trade of Africans, explain how the triangular trade functioned, and argue who benefited f. Explain Rhode Island’s involvement in the trade of enslaved Africans, and argue who was complicit and who benefited 											

SS4.3.3 Enslaved and free Africans Analyze the lives of free and enslaved Africans in Rhode Island	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● In what ways did enslaved people resist enslavement, both during the Middle Passage and while enslaved in Rhode Island? ● What types of work were enslaved Rhode Islanders made to do? ● How did some Black Rhode Islanders obtain their freedom? ● What was the population of Black Rhode Islanders during the colonial period? ● In what ways did Black Rhode Islanders, enslaved and free, develop a new culture? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Analyze ways enslaved Africans resisted enslavement (e.g., insurrection on ships, refusal to work, self-emancipation) b. Analyze the work enslaved people in Rhode Island were forced to do and what parts of Rhode Island they supported (e.g., farm labor on South County plantations, domestic labor in city households, labor on merchant shops) c. Explain ways some Black Rhode Islanders obtained their freedom (e.g., buy their or family members' freedom, enslavers granting freedom) d. Analyze the ways enslaved and free Africans maintained culture and re-created a new culture (e.g., naming traditions, foods, music, religion, forming of social organizations such as the African Free Union Society, Negro elections) e. Identify free and enslaved Black Rhode Islanders from this time period and analyze their contributions to society (e.g., Duchess Quamino, Newport Gardner) 											

Inquiry Topic 4: The American Revolution and Becoming a State

Compelling Question: Was freedom afforded to everyone after the American Revolution?

SS4.4.1 Activities leading to the American Revolution Argue the impact of the acts and events leading to Rhode Island’s participation in the American Revolution	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What were the Sugar Act and Stamp Act and how did they affect the American colonies? ● In what ways was Rhode Island affected by taxes on goods and trade? ● How did Rhode Islanders respond to the Acts? ● What was the Gaspee Affair and why was it significant? ● What is the Act of Renunciation and why was it significant? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Explain the rationale for and conditions of the Sugar and Stamp Acts, and analyze how Rhode Islanders responded b. Analyze the conditions leading to the Gaspee Affair, and argue how it was significant to the lead up to the American Revolution c. Analyze the cause of The Act of Renunciation of May 4, 1776, and argue how it was significant to the lead up to the American Revolution d. Explain why Rhode Islanders joined the American Revolution, and analyze the ideals of the Revolution 											

SS4.4.2 Rhode Island participation in the American Revolution Analyze Rhode Islanders’ participation in the American Revolution	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X	X	X	X			X	X		
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What was the role of Rhode Island privateers in the War and in establishing the Navy? ● What happened when the British occupied Newport? ● What battle occurred in Rhode Island? ● What were the roles of Rhode Island women in the American Revolution? ● What was the Gradual Emancipation Act and how is it connected to the ideals of the Revolution? ● What was the 1st Rhode Island Regiment and how did participation affect enslaved and free Black and Indigenous Rhode Islanders? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Explain what privateers were, and analyze their role in establishing the Navy b. Explain the conditions of the occupation of Newport, and analyze how it affected Newport’s economy c. Identify the location and circumstances of the Battle of Rhode Island, and explain what happened d. Explain the roles Rhode Island women fulfilled during the American Revolution e. Explain the elements of the Gradual Emancipation Act, and analyze ways the abolition movement was tied to the ideals of the Revolution f. Explain the formation of and recruitment for the 1st Rhode Island Regiment (e.g., enslaved Black Rhode Islanders, free Black and Indigenous people), and analyze the reasons men decided to join the Regiment (e.g., promise of freedom after the war for enslaved soldiers, belief in the ideals of the Revolution) 											

<p>SS4.4.3 Rhode Island becomes a state</p> <p>Analyze the circumstances that lead to Rhode Island’s eventual ratification of the <i>Constitution of the United States</i> and why it was the last of the thirteen colonies to do so</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X							
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> Why was Rhode Island the last state to ratify the <i>Constitution of the United States</i>? When did Rhode Island become a state and why? 	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Analyze the reasons Rhode Islanders did not go to the Constitutional Convention (rights of a smaller state, fear of a central authority) Analyze the reasons the addition of the <i>Bill of Rights</i> led Rhode Island to ratify the <i>Constitution of the United States</i> and become a state 											

Inquiry Topic 5: Immigration, Labor, and Industry

Compelling Question: How did industry affect who wanted to live and work in Rhode Island?

SS4.5.1 Industrial Revolution Argue how the development of the textile industry impacted Rhode Island economically, socially, and environmentally	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X	X		X		X	X
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> Who was Samuel Slater and how did he start the Industrial Revolution in America? How did Rhode Island’s geography support the Industrial Revolution? What economic changes did the Industrial Revolution bring to Rhode Island? What was the connection between factories and child labor? What was the textile industry’s connection to slavery in the South? What immigrant groups came to Rhode Island to work in the textile industry? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Explain Samuel Slater’s role in starting the Industrial Revolution in America and the structure of the “Rhode Island System of Manufacture” Analyze the ways geography and the environment supported the development of a mill system, how Rhode Island’s geography influenced the mill system and argue how this type of industry impacted the environment Identify reasons for changes in rural agricultural production to more factories and argue how this impacted families and communities Explain the rationale behind child labor, analyze labor conditions and efforts to end child labor (including Lewis Hine’s visits to Rhode Island mills to document child labor), and argue who benefited Explain the textile industry’s connection to southern slavery despite the end to slavery in the North Identify examples of immigration to Rhode Island during this era (e.g., Irish, French Canadians) and analyze the reasons people came to Rhode Island 											

<p>SS4.5.2 19th and 20th century industries and peoples</p> <p>Analyze the major industries that contributed to Rhode Island’s economy in the 19th and 20th centuries and how these industries encouraged people looking for opportunity to come to the area</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X				X	X	
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> ● What industries were prominent in Rhode Island in the 19th and 20th centuries? ● What were the major immigrant groups who came to Rhode Island in the 19th and 20th centuries and what were their reasons for coming? 	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> a. Analyze how major industries contributed to Rhode Island’s economy into the late 20th century (e.g., fishing, agriculture, costume jewelry, textiles, banking, tourism) b. Analyze the conditions that led immigrant groups to come to Rhode Island to participate in those major industries and their contributions to the culture of Rhode Island (e.g., Cape Verdeans, Chinese, Dominicans, Guatemalans, Hmong, Italians, Irish, Portuguese, Puerto Ricans) 											

SS4.5.3 Peoples and industries in Rhode Island today Argue how industries, diverse peoples, and landmarks impact the development of state identity	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X	X		X		X	
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What are the major industries in Rhode Island today? ● What and where are the major cities in Rhode Island and why were they established there? ● What is the population and demographics of Rhode Island? ● How do people in Rhode Island continue to honor their cultural traditions? ● What landmarks or monuments honor historical events or people in Rhode Island? ● How have industries, peoples, and landmarks contributed to the identity of Rhode Island? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify the industries and jobs in Rhode Island today (e.g., tourism, healthcare, education, military) and argue how they impact the state b. Identify the location of Rhode Island’s cities and explain the reasons for their locations c. Analyze the population and demographics of Rhode Island (e.g., gender, age, ethnic background, race) and explain why there are areas where there are concentrations of people d. Explain ways that Rhode Islanders celebrate and continue cultural traditions (e.g., Narragansett August Meeting, Columbus Day Parade on Federal Hill, 4th of July Parade in Bristol) e. Explain ways that diverse backgrounds influence the culture of Rhode Island today (e.g., Indigenous Johnny cakes, Italian calamari, Portuguese bread) f. Identify landmarks and monuments that honor historical events and people in Rhode Island and explain their importance 											

Inquiry Topic 6: Rhode Island Governments

Compelling Question: How can I make change?

SS4.6.1 The Rhode Island State House and government Explain Rhode Island’s state government, rules, and laws	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X				X			X			
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● Who are the leaders of the state of Rhode Island? ● Who represents Rhode Island in the United States government? ● Where is the Rhode Island State House and what happens there? ● How are state laws made? ● How can laws promote or inhibit freedom and equality? ● How can people participate in lawmaking? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify the state-level leaders who represent students’ district(s) and explain how they are elected and what issues they address b. Identify the Rhode Island representatives in the United States Senate and House of Representatives and explain what issues they address c. Identify the location of the Rhode Island State House and explain what decisions are made there d. Explain how laws are made at the state level, why we have laws, and ways people can participate in lawmaking (e.g., sign a petition, write a letter to a representative, testify at a hearing, vote) 											

SS4.6.2 Local town/city hall and government Explain local city or town government, rules, and laws	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X				X			X			
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● Who are the leaders in the cities/towns of students? ● What political or economic challenges are addressed by leaders? ● Where is the town/city hall in the cities/towns of students? ● What happens at the students' town/city halls? ● How can people participate in local lawmaking? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify city/town leaders and explain how they are elected and what issues they address b. Identify the location(s) of students' town/city hall(s) and explain what decisions are made there c. Explain how local laws are made and enforced, and ways people can participate in lawmaking at the local level (e.g., vote, send an email to the mayor, speak at a town/city council meeting) 											

SS4.6.3 Government participation in the past Analyze ways Rhode Islanders participated in state government in the past	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X									
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What is the history of voting rights (suffrage) in Rhode Island? • What are the ways different groups of people worked to gain their civil rights in Rhode Island? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze the history of voting rights in Rhode Island and how people participated to gain those rights (e.g., woman suffrage, Dorr Rebellion) Analyze ways different groups of people gained civil rights in Rhode Island and how they gained those rights (e.g., Narragansett peoples regaining tribal land, Gay Pride Parade for LGBTQIA+ recognition and rights, textile union strikes, Black Rhode Islanders working on fair housing laws) Explain ways children in Rhode Island have participated in some of these movements (e.g., student walkouts at Hope and Central High Schools for Black student rights in the 1960s, young girls participating in woman suffrage demonstrations in the 1910s, Hope High School students forming the Providence Student Union in the 2010s), and analyze the role children can play in government today 											

SS4.6.4 Participating in state and local governments today Analyze ways Rhode Islanders can participate in local and state governments today	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X									
Guiding Questions for Instruction: <ul style="list-style-type: none"> • How does the voting process work in Rhode Island today? • Who can vote in Rhode Island today? • How can children participate in their state and local governments? • What issues are Rhode Islanders debating today at the local and state levels? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Explain Rhode Island’s voting process and who is allowed to vote Analyze ways that students can participate in their local and state governments despite not being of voting age (e.g., writing letters to state or local leaders, speaking at local council meetings) Identify issues that Rhode Islanders are debating today at the local and state levels (e.g., affordable housing, funding for education, taxes, access to healthcare), and analyze the reasons why these issues are important to Rhode Island communities 											