

IDAHO HISTORY MYSTERIES

4th

MYSTERY



Directions listed multiple another

Bear Lake	Butte	Payette
Caribou	Valley	Benev
Bonner	Fremont	Ca
Benev	Nez Percé	L

PRACTICE

Homesteading

Name: _____

While the Home neighbors, and families shape and cars and pla family members again. luxuries of present day.

Stop and Think - Describe
"Communication in the

Label:

READ ALL ABOUT IT

Economics

Name: _____

Introduction

Every time you go to the store, you are witnessing economics all around you! Think about a grocery store. Someone helped grow the vegetables you see on the shelves or helped process the meat in the refrigerated section. Then, another person transported those goods from farms and factories to the store. Still, other people helped stock the shelves and run the operational side of the business. Isn't it great that when you arrive on the scene, you can pick out your favorite foods, purchase them, and take them home with such ease?

Goods and Services

Economics is the study of production, distribution, and use of goods and services. Unlike foods at the grocery store, a service is something you receive that is not tangible. Examples include getting your haircut, hiring a cleaning company, and medical consulting. Many careers you might consider in the future deal with providing services to other people.


Supply and Demand

Sometimes certain goods run out or are difficult to find. This is known as scarcity. It is the opposite of abundance. During the Covid Pandemic, some goods were not available to consumers (customers buying the products), for a short time. If the supply of a product is low, the demand typically increases.

Think about it this way... If your teacher brought one cookie to class and set it on the front table, most students would be excited to eat the cookie! At this time, cookies are very scarce in the classroom - there is only one! So, the demand for that cookie skyrockets. As a result, your teacher may offer the cookie at a high price. For example, any student who wants to stay inside from recess for a week and organize the bookshelves could get the cookie. In the real market, when supply is low, and demand is high, prices increase. Keeping the economy balanced can be a difficult task!

- Discuss**
- When do you see the _____ life?
 - If you were making _____ of _____ economics?

1. Label each region. Then, list or



1
2
3
4
5
6
7



LEWIS & CLARK

Dear Explorers,
This is a statue of Meriwether Lewis. He and William Clark led a mission to explore the Louisiana Purchase bought by President Thomas Jefferson. Follow their trail closely as you will use information from their journey in the mystery.
Adventure awaits!

TO: _____



Product Preview

LESSON OVERVIEW

Set the Stage - Postcard

- Read at the beginning of the lesson to engage students and present the mystery.

Introduction - Read All About It!

- Read about the topic and respond to questions. This is the time to introduce educational materials for the lesson. Review resources from the Recommended Supplemental Materials section, too.

Engage - Game, Project, or Simulation

- Bring social studies to life through games, projects, and simulations. Students interact with the materials on a more creative level.

Show What You Know - Assessment

- Invite students to show what they have learned through an assessment. A variety of assessments are included in the set of 18 lessons, as well as differentiated options within each lesson.

Earn a Badge - Mystery

- Students complete one "Escape Room-Style" mystery at the end of each lesson. They can check their answer on Google Forms or a paper answer key. If they input the correct code, they can color a badge on their state page!

LET THE FUN BEGIN!

Self-Checking



Google Forms

18 Explorer Postcards

GOVERNMENT



TO: _____

IMMIGRANTS' EXPERIENCES



TO: _____

ALL ABOUT IDAHO



Dear Explorers,
Idaho is home to beautiful geographic features like mountain ranges, rivers, and lakes. It's seven distinct regions have many cool places to visit. Where have you been in Idaho? Use your knowledge to solve a crossword puzzle in the mystery!
Best wishes!

If you were living in Idaho, would you have signed a claim under the Homestead Act passed by Abraham Lincoln?

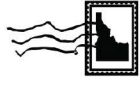
FAMOUS IDAHOANS



Dear Explorers,
Did you know the first television was invented by an Idahoan? That's right! And many other people have impacted Idaho in tremendous ways. Enjoy studying their influence and use your knowledge to solve the matching mystery!
Adventure awaits!

TO: _____

SCHOOLS



TO: _____

ECONOMICS



TRANSCONTINENTAL RAILROAD



Dear Explorers,
The building of the transcontinental railroad connected the eastern and western states in America like no other form of transportation before! But, running a train station is hard work. You'll have a chance to try this during the mystery.
You are amazing!

TO: _____

GOLD RUSH



Dear Explorers,
Imagine hearing of people finding gold and striking it rich in the mountains! Would you follow this news and move west to try your hand at gold panning? Many people caught "gold fever" and rushed to Idaho. Fewer actually found fortune. Arrange the facts in order on a timeline in the mystery!
Best wishes!

TO: _____

CHANGES IN IDAHO



Dear Explorers,
Over the years, Idaho has changed in many ways. Some changes are still visible today. What changes in the state have you noticed?

TO: _____

LEWIS & CLARK



Dear Explorers,
This is a statue of Meriwether Lewis. He and William Clark led a mission to explore the Louisiana Purchase bought by President Thomas Jefferson. Follow their trail closely as you will use information from their journey in the mystery.
Adventure awaits!

TO: _____

GEOGRAPHIC FEATURES & SETTLEMENTS



FIVE TRIBES IN IDAHO



Dear Explorers,
There are five federally recognized Native American tribes in Idaho: the Shoshone-Bannock, the Shoshone, the Coeur d'Alene, the Kootenai, and the Nez Perce. Pay attention to their similarities and differences to prepare for the mystery!
You are amazing!

FUR TRAPPING



Dear Explorers,
Fashion trends have changed quite a bit over the years. In the 1800s, people were fond of wearing top hats made from beaver fur. Mountain men trapped beavers in Idaho and traded them at rendezvous gatherings. Complete tasks about this topic in the mystery!
Good luck!

TO: _____

NATIVE AMERICAN CULTURE



Dear Explorers,
Native Americans passed along stories from generation to generation in the form of legends. Stories, food, and dances are some ways their culture lives on today. They also have their own tribal governments. Get ready to discover the secret code in the mystery!
Wishing you all the best!

TO: _____

15 "READ ALL ABOUT IT" Worksheets (1-15)

16 "READ ALL ABOUT IT" Worksheet (16)

17 "READ ALL ABOUT IT" Worksheet (17)

18 "READ ALL ABOUT IT" Worksheet (18)

19 "READ ALL ABOUT IT" Worksheet (19)

20 "READ ALL ABOUT IT" Worksheet (20)

21 "READ ALL ABOUT IT" Worksheet (21)

22 "READ ALL ABOUT IT" Worksheet (22)

23 "READ ALL ABOUT IT" Worksheet (23)

24 "READ ALL ABOUT IT" Worksheet (24)

25 "READ ALL ABOUT IT" Worksheet (25)

26 "READ ALL ABOUT IT" Worksheet (26)

27 "READ ALL ABOUT IT" Worksheet (27)

28 "READ ALL ABOUT IT" Worksheet (28)

29 "READ ALL ABOUT IT" Worksheet (29)

30 "READ ALL ABOUT IT" Worksheet (30)

31 "READ ALL ABOUT IT" Worksheet (31)

32 "READ ALL ABOUT IT" Worksheet (32)

33 "READ ALL ABOUT IT" Worksheet (33)

34 "READ ALL ABOUT IT" Worksheet (34)

35 "READ ALL ABOUT IT" Worksheet (35)

36 "READ ALL ABOUT IT" Worksheet (36)

37 "READ ALL ABOUT IT" Worksheet (37)

38 "READ ALL ABOUT IT" Worksheet (38)

39 "READ ALL ABOUT IT" Worksheet (39)

40 "READ ALL ABOUT IT" Worksheet (40)

41 "READ ALL ABOUT IT" Worksheet (41)

42 "READ ALL ABOUT IT" Worksheet (42)

43 "READ ALL ABOUT IT" Worksheet (43)

44 "READ ALL ABOUT IT" Worksheet (44)

45 "READ ALL ABOUT IT" Worksheet (45)

46 "READ ALL ABOUT IT" Worksheet (46)

47 "READ ALL ABOUT IT" Worksheet (47)

48 "READ ALL ABOUT IT" Worksheet (48)

49 "READ ALL ABOUT IT" Worksheet (49)

50 "READ ALL ABOUT IT" Worksheet (50)

READ ALL ABOUT IT

Transcontinental Railroad

Name: _____

New Transportation

One of the most transformative feats in transportation for the United States was the Transcontinental Railroad. This railroad connected both sides of the nation - the highly populated east coast with the growing west, and everything in between!

The Golden Spike

This monumental railroad began on both edges of the country and finished at a meeting point in the middle. The Central Pacific Railroad company began laying tracks in Sacramento, California. In contrast, Union Pacific Railroad company started their path where the governor drove a golden spike into the rails and the whole nation celebrated! Soon, workers would continue taking tracks north to Idaho Territory.

The Train Comes to Idaho

Building train tracks in real life was much different than laying down tracks for a toy train. Workers labored in the sun and snow. They worked throughout the day and into the night to lay heaving tracks. Even with constant hours of labor, this difficult feat was a slow process. It took ten years before northern and southern Idaho were connected to the rest of the country. But, once they were, people could travel from coast to coast in the span of a few days, instead of a few months!


A New Way of Life

Not only could trains transport people more quickly than wagons, horses, and stagecoaches, they also moved supplies. People could acquire things they needed more easily. Farmers and ranchers could move their goods to other places in the country to sell. These features brought growing prosperity to Idaho. Towns near railroads also grew. An increase in population helped Idaho meet the minimum resident requirements for becoming a state and were officially admitted as the 43rd state on July 3, 1890.









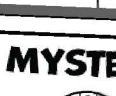

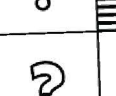



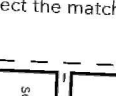



Read & Respond


Solve Mysteries


MYSTERY

 Name: _____


Directions: Which quilt squares are missing in each row and column?


	?			
?				?
?		?		?
		?	?	?
	?			



1


2


3



4


5

MYSTERY

 Name: _____


Directions: All 44 counties are listed below. Some are listed multiple times. However, one additional county from another state is listed. Which one doesn't belong?

Bear Lake	Butte	Payette	Gem	Fremont	Shoshone	Bonner	Custer
Caribou	Valley	Benewah	Bonner	Adams	Boise	Blaine	Clearwater
Bonner	Fremont	Camas	Idaho	Custer	Twin Falls	Gooding	Clark


MYSTERY

 Name: _____

Directions: Unscramble the letters to form words. Use the letters to discover the secret code below.


se bio	_____
fpci aci	_____
ly ita	_____
sh eh reim pe	_____
oi hda	_____
tan craact i	_____
mo giw ny	_____
gnatsoihwn	_____
her at	_____



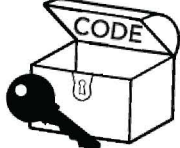
■
★
◆
♥
●
✱
●

MYSTERY

 Name: _____

Directions: Cut apart the puzzle pieces. Connect the matching sides.



bicycle D 5 dimes and a nickel 31 cents Good	the amount of something that is possible to produce H 75 cents the amount of something available	Productive Capacity F Economy	the desire for a product C \$0.20 Service
Example of a Service G 2 quarters, and a nickel \$0.36	taxi ride to the airport S	wealth and resources related to the production of goods and services A \$0.15	a benefit provided by another person I Scarcity
Example of a Good E 2 dimes 3 quarters 3 nickels	an item that can be purchased K 60 cents 5 quarters	having a short supply B \$1.25	L Demand Supply



To unlock the code, write the letters you see.
 Left to right, and top to bottom is key.

MB Creations

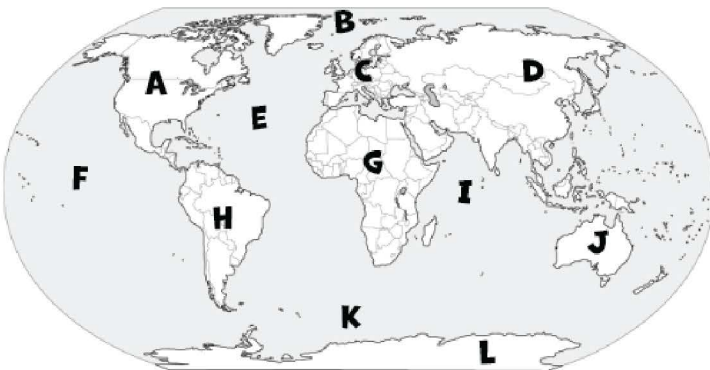
Differentiated Assessments

ASSESSMENT

> Where in the World?

Name: _____

Directions: Write the corresponding letter of each place by its name.



_____ South America

_____ Arctic

_____ Australia

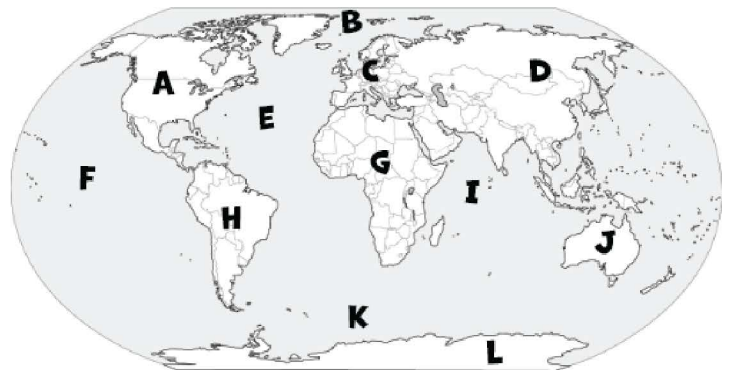
_____ Atlantic

ASSESSMENT

>> Where in the World?

Name: _____

Directions: Write the name of each continent or ocean by the corresponding letter.



A _____

G _____

B _____

H _____

C _____

I _____

D _____

J _____

E _____

K _____

F _____

L _____

ASSESSMENT

> Economics

Name: _____

EMPLOYEE REFLECTION

Team:	
Round	Total Products Made
1	
2	
3	

My Job in the Assembly Line:

How satisfied are you with your group's production and teamwork?



Did you like working in an assembly line?

YES NO

1. During which round did your team make the most pizzas?
What factors increased your productive capacity?

2. During which round did your team make the fewest pizzas?
What factors decreased your productive capacity?

ASSESSMENT

> Homesteading

Name: _____

Directions: Write the corresponding letter of each place by its name.

1. What was one requirement for claiming land through the Homestead Act?
A) You had to be married.
B) You had to build a house.
C) You had to get a job in town.
D) You had to send a thank you card to President Lincoln.

4. Imagine you are a settler who moved west to till land through the Homestead Act. Write a letter back home to someone on the east coast telling about your experience thus far and your daily responsibilities. What is life like?

2. For how many years did you have to till the land before you could fully claim all rights of ownership?

- A) 3 Years
- B) 4 Years
- C) 5 Years
- D) 6 Years

3. How were quilts used by pioneer settlers?

- A) They told a story.
- B) They were used for warmth.
- C) They were used as beautiful decorations.
- D) All of the above.



BONUS IN THE BUNDLE!

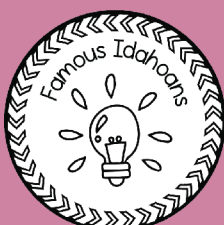
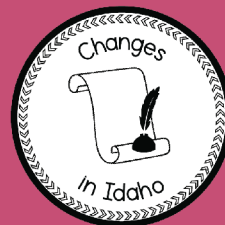
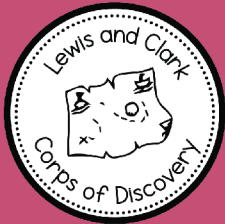
Earn badges throughout the year!

Color a student-sized page & attach badges to a classroom poster! (17" x 22")



Display lesson postcards around the poster for a focus-wall bulletin board!

LESSON INDEX



CLICK HERE
for the
COMPLETE SET!

4th Grade Idaho History Mysteries

Pacing Guide

Length of each day varies by lesson - 30 to 60 min

*Lessons may be taught in any order to meet the needs of your students. This is a recommended progression that has worked well in past years.

**Students may want to spend more than one day on some of the projects below depending on how much time you can devote to each one.

Lesson	Title	Day 1	Day 2	Day 3	Additional Ideas
1	Where in the World?	<ul style="list-style-type: none"> • Postcard (5 min) • Read All About It & Practice Worksheets (20 min) • Supplemental Resources (Read & discuss textbook pages, videos, etc.) (20 min) • Race Around the Globe Game (15 min) 	<ul style="list-style-type: none"> • Design an Island Project (60 min) 	<ul style="list-style-type: none"> • Assessment (15 - 30 min) • Mystery (15 min) • Color in Badge! 	<ul style="list-style-type: none"> • Plan a Mystery Skype with a classroom in another state.
2	All About Idaho	<ul style="list-style-type: none"> • Postcard (5 min) • Read All About It & Practice Worksheet (20 min) • Supplemental Resources (Read & discuss textbook pages, videos, etc.) (20 min) • Make Mini-Book (20 min) 	<ul style="list-style-type: none"> • Design a Travel Brochure Project (60 min) 	<ul style="list-style-type: none"> • Assessment (15 - 30 min) • Mystery (15 min) • Color in Badge! 	<ul style="list-style-type: none"> • Hold class presentations and invite students to share their brochures.
3	Idaho Symbols	<ul style="list-style-type: none"> • Postcard (5 min) • Read All About It & Practice Worksheet (20 min) • Supplemental Resources (Read & discuss textbook pages, videos, etc.) (20 min) • Research a Symbol (20 min) 	<ul style="list-style-type: none"> • Idaho Symbol Matching Game (30 min) • Design a Bumper Sticker Project (30 min) 	<ul style="list-style-type: none"> • Assessment (15 - 30 min) • Mystery (15 min) • Color in Badge! 	<ul style="list-style-type: none"> • Trace the state of Idaho on a piece of paper and decorate the inside like a collage using symbols.
4	Idaho Counties	<ul style="list-style-type: none"> • Postcard (5 min) • Read All About It & Practice Worksheet (15 min) • Supplemental Resources (Read & discuss textbook pages, videos, etc.) (10 min) 	<ul style="list-style-type: none"> • Design a License Plate (30 min) • Assessment (15 min) • Mystery (15 min) • Color in Badge!" 		<ul style="list-style-type: none"> • Learn the Idaho Counties Song! Find various versions on YouTube
5	Government	<ul style="list-style-type: none"> • Postcard (5 min) • Read All About It & Practice Worksheet (20 min) • Supplemental Resources (Read & discuss textbook pages, videos, etc.) (20 min) 	<ul style="list-style-type: none"> • Create a Government Simulation (20 min) • Design a Game about Government (40 min) 	<ul style="list-style-type: none"> • Design a Game about Government (30 min) • Assessment (15 - 30 min) • Mystery (15 min) • Color in Explorer's Badge! 	<ul style="list-style-type: none"> • Invite students to play the games they designed!
6	Economics	<ul style="list-style-type: none"> • Postcard (5 min) • Read All About It & Practice Worksheet (20 min) • Supplemental Resources (Read & discuss textbook pages, videos, etc.) (20 min) 	<ul style="list-style-type: none"> • Pizzeria Assembly Line Simulation (60 min) 	<ul style="list-style-type: none"> • Assessment (15 - 30 min) • Mystery (15 min) • Color in Explorer's Badge! 	<ul style="list-style-type: none"> • Research Idaho's economy - how do Idahoans earn and spend money?
7	Five Tribes of Idaho	<ul style="list-style-type: none"> • Postcard (5 min) • Read All About It & Practice Worksheet (30 min) • Supplemental Resources (Read & discuss textbook pages, videos, etc.) (20 min) 	<ul style="list-style-type: none"> • Rotations (three, 20-min stations = 60 min) <ul style="list-style-type: none"> - Name That Petroglyph - Stick Game - Pine Cone Game 	<ul style="list-style-type: none"> • Assessment (15 - 30 min) • Mystery (15 min) • Color in Explorer's Badge! 	<ul style="list-style-type: none"> • Plan a field trip (in-person or virtual) with Celebration Park in Melba, Idaho.
8	Native American Culture	<ul style="list-style-type: none"> • Postcard (5 min) • Read All About It & Practice Worksheet (20 min) • Supplemental Resources (Read & discuss textbook pages, videos, etc.) (20 min) 	<ul style="list-style-type: none"> • Read a Legend & Complete Story Map (30 min) • Build a Time Capsule Project (30 min) 	<ul style="list-style-type: none"> • Assessment (15 - 30 min) • Mystery (15 min) • Color in Explorer's Badge! 	<ul style="list-style-type: none"> • Encourage students to interview a family member to learn more about their culture.
9	Lewis and Clark & the Corps of Discovery	<ul style="list-style-type: none"> • Postcard (5 min) • Read All About It & Practice Worksheet (20 min) • Supplemental Resources (Read & discuss textbook pages, videos, etc.) (20 min) 	<ul style="list-style-type: none"> • Corps of Discovery Simulation on PowerPoint (30 min) 	<ul style="list-style-type: none"> • Assessment (15 - 30 min) • Mystery (15 min) • Color in Explorer's Badge! 	<ul style="list-style-type: none"> • View pages of Lewis and Clark's journals online and research the animals they encountered.
10	Fur Trapping	<ul style="list-style-type: none"> • Postcard (5 min) • Read All About It & Practice Worksheet (20 min) • Supplemental Resources (Read & discuss textbook pages, videos, etc.) (20 min) 	<ul style="list-style-type: none"> • Fur Trapping Simulation (60 min) *Consider doing the Fur Trade Advertisement Project first... making this lesson 4 days long. 	<ul style="list-style-type: none"> • Assessment (15 - 30 min) • Mystery (15 min) • Color in Explorer's Badge! 	<ul style="list-style-type: none"> • Fur Trade Advertisement Project (included in the lesson materials)
11	Gold Rush	<ul style="list-style-type: none"> • Postcard (5 min) • Read All About It & Practice Worksheet (20 min) • Supplemental Resources (Read & discuss textbook pages, videos, etc.) (20 min) 	<ul style="list-style-type: none"> • Gold Rush PowerPoint Game (similar to Battleship) (60 min) 	<ul style="list-style-type: none"> • Assessment (15 - 30 min) • Mystery (15 min) • Color in Explorer's Badge! 	<ul style="list-style-type: none"> • Gold Rush Research Activity (included in the lesson materials)

12	Oregon Trail Pioneers	<ul style="list-style-type: none"> • Postcard (5 min) • Read All About It & Make Lapbook (40 min) • Supplemental Resources (Read & discuss textbook pages, videos, etc.) (20 min) 	<ul style="list-style-type: none"> • Oregon Trail Simulation on PowerPoint (40 min) 	<ul style="list-style-type: none"> • Assessment (15 - 30 min) • Mystery (20 min) • Color in Explorer's Badge! 	<ul style="list-style-type: none"> • Play the Oregon Trail computer game, watch videos, and read quotes from pioneer journals (see Oregon Trail Links in lesson materials).
13	Geographic Features & Settlements	<ul style="list-style-type: none"> • Postcard (5 min) • Read All About It & Practice Worksheet (20 min) • Supplemental Resources (Read & discuss textbook pages, videos, etc.) (20 min) 	<ul style="list-style-type: none"> • Build a Settlement Shoebox Project (60 min) 	<ul style="list-style-type: none"> • Assessment (15 - 30 min) • Mystery (15 min) • Color in Explorer's Badge! 	<ul style="list-style-type: none"> • Research Settlement Patterns (included in the lesson materials)
14	Homesteading	<ul style="list-style-type: none"> • Postcard (5 min) • Read All About It & Practice Worksheets (55 min) 	<ul style="list-style-type: none"> • Supplemental Resources (Read & discuss textbook pages, videos, etc.) (20 min) • Design a Quilt Project (40 min) 	<ul style="list-style-type: none"> • Assessment (15 - 30 min) • Mystery (15 min) • Color in Explorer's Badge! 	<ul style="list-style-type: none"> • Math and/or Writing Challenge (included in the lesson materials)
15	Changes in Idaho	<ul style="list-style-type: none"> • Postcard (5 min) • Read All About It & Practice Worksheet - Write an Article in Idaho's First Newspaper (20 min) • Supplemental Resources (Read & discuss textbook pages, videos, etc.) (20 min) 	<ul style="list-style-type: none"> • Conflict Chatterbox (30 min) • Assessment (15 - 30 min) • Mystery (15 min) • Color in Explorer's Badge! 		<ul style="list-style-type: none"> • Read and analyze parts of the Nez Perce Treaty of 1855 together (available online).
16	Transcontinental Railroad	<ul style="list-style-type: none"> • Postcard (5 min) • Read All About It & Practice Worksheet (20 min) • Supplemental Resources (Read & discuss textbook pages, videos, etc.) (20 min) • Begin Researching the Railroad's Impact on a Specific Idaho City (15 min) 	<ul style="list-style-type: none"> • Finish Researching & Write About the Railroad (30 min) • Design a Billboard Project (30 min) 	<ul style="list-style-type: none"> • Assessment (15 - 30 min) • Mystery (15 min) • Color in Explorer's Badge! 	<ul style="list-style-type: none"> • Analyze two railroad maps (1870 and 1901) as a class (included in the lesson materials)
17	Immigrants' Experiences	<ul style="list-style-type: none"> • Postcard (5 min) • Read All About It & Practice Worksheet (20 min) • Supplemental Resources (Read & discuss textbook pages, videos, etc.) (20 min) 	<ul style="list-style-type: none"> • Imaginary Interview Activity (20 min) • Historical Fiction Children's Book Project (40 min) 	<ul style="list-style-type: none"> • Finish Children's Book (20 min) • Assessment (15 - 30 min) • Mystery (15 min) • Color in Explorer's Badge! 	<ul style="list-style-type: none"> • Play "Prisoner in my Homeland" at Mission-US.org
18	Famous Idahoans	<ul style="list-style-type: none"> • Postcard (5 min) • Read All About It & Practice Worksheet (20 min) • Supplemental Resources (Read & discuss textbook pages, videos, etc.) (20 min) 	<ul style="list-style-type: none"> • Who Am I? Project (60 min) 	<ul style="list-style-type: none"> • Assessment (15 - 30 min) • Mystery (15 min) • Color in Explorer's Badge! 	<ul style="list-style-type: none"> • Invite students to present their projects with the class!

BONUS
in the
Bundle



- 17" by 22" poster (4 sheets of paper)
- Student-sized posters for binders
- 18 Explorer Badges

BULLETIN BOARD... DONE!

4th Grade Idaho History Mysteries

Standards

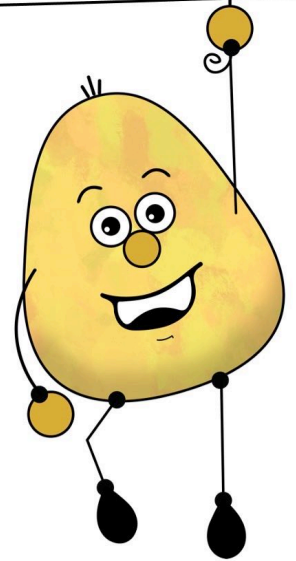
Idaho Content Standards - 1: History, 2: Geography, 3: Economics, 4: Civics and Government, 5: Global Perspectives

Lesson	Title	Standards
1	Where in the World?	4.SS.2.1.1 Use geographic skills to collect, analyze, interpret, and communicate data. 4.SS.2.1.2 Show on a map of the world the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian in relation to Idaho.
2	All About Idaho	4.SS.2.1.4 Describe the physical regions of Idaho, and identify major natural resources.
3	Idaho Symbols	4.SS.4.2.1 Explain the significance of Idaho symbols.
4	Idaho Counties	4.SS.2.1.1 Use geographic skills to collect, analyze, interpret, and communicate data.
5	Government	4.SS.4.1.1 Identify the people and groups who make, apply, and enforce laws within state, local, and tribal governments. 4.SS.4.1.2 Explain that rules and laws can be used to protect rights, provide benefits, and assign responsibilities. 4.SS.4.2.2 Identify and explain the basic functions of state, local, and tribal governments. 4.SS.4.2.4 Identify the three branches of state government and explain the major responsibilities of each.
6	Economics	4.SS.3.1.2 Explain the concepts of supply and demand and scarcity. 4.SS.3.1.3 Explain the concepts of specialization and division of labor.
7	Five Tribes of Idaho	4.SS.1.3.1 Identify the five federally recognized American Indian tribes in Idaho: Coeur d'Alene, Kootenai, Shoshone-Bannock, Nez Perce, and Shoshone-Paiute Tribes and current reservation lands. 4.SS.1.3.3 Identify and discuss similar and different key characteristics of American Indian tribes in Idaho. 4.SS.3.1.1 Describe and analyze how American Indians and early settlers met their basic needs of food, shelter, and water.
8	Native American Culture	4.SS.1.3.4 Compare and contrast past and current American Indian life in Idaho. 4.SS.1.3.6 Describe the preservation of American Indian resources, including cultural materials, history, language, and culture. 4.SS.1.3.7 Identify and dispel misconceptions about American Indians today. 4.SS.5.1.4 Identify the diversity within Idaho's American Indian tribes and develop an awareness of the shared experiences of indigenous populations in the world.
9	Lewis and Clark & the Corps of Discovery	4.SS.1.1.3 Explain the role of explorers and missionaries in the development of Idaho. 4.SS.1.3.2 Discuss how Idaho's tribes interacted with and impacted existing and newly arriving people.
10	Fur Trapping	4.SS.1.2.1 Identify the major groups and significant individuals and their impact on western expansion and the creation of the State of Idaho. 4.SS.1.2.2 Describe the historic role of fur trading and the discovery of gold and silver in Idaho.
11	Gold Rush	4.SS.1.2.1 Identify the major groups and significant individuals and their impact on western expansion and the creation of the State of Idaho. 4.SS.1.2.2 Describe the historic role of fur trading and the discovery of gold and silver in Idaho.
12	Oregon Trail Pioneers	4.SS.1.2.1 Identify the major groups and significant individuals and their impact on western expansion and the creation of the State of Idaho. 4.SS.1.3.2 Discuss how Idaho's tribes interacted with and impacted existing and newly arriving people.
13	Geographic Features & Settlements	4.SS.2.3.1 Analyze past and present settlement patterns in Idaho. 4.SS.2.3.3 Identify the geographic features of Idaho, and explain their impact on settlement. 4.SS.3.2.1 Describe examples of historic and current technological innovations in relation to economic growth in Idaho. 4.SS.3.2.2 Describe how geographic features of Idaho have determined the economic base of Idaho's regions.
14	Homesteading	4.SS.1.2.1 Identify the major groups and significant individuals and their impact on western expansion and the creation of the State of Idaho. 4.SS.2.3.1 Analyze past and present settlement patterns in Idaho. 4.SS.2.3.3 Identify the geographic features of Idaho, and explain their impact on settlement.
15	Changes in Idaho	4.SS.1.2.4 Analyze and describe the effects of westward expansion and subsequent federal policies on Idaho's American Indian tribes. 4.SS.2.3.2 Discuss the impact of colonization on American Indian tribal lands in Idaho, such as aboriginal and/or ceded territories, and the Treaties of 1855 and 1863.
16	Transcontinental Railroad	4.SS.1.2.1 Identify the major groups and significant individuals and their impact on western expansion and the creation of the State of Idaho.
17	Immigrants' Experiences	4.SS.1.1.1 Identify characteristics of different cultural groups in Idaho. 4.SS.1.1.2 Describe ways that cultural groups have influenced and impacted each other. 4.SS.1.2.3 Analyze and describe the different immigrant experiences across Idaho. 4.SS.5.1.1 Analyze the roles and relationships of diverse groups of people from various parts of the world who have contributed to Idaho's cultural heritage and impacted the state's history. 4.SS.5.1.2 Discuss the challenges experienced by people from various cultural, racial, and religious groups that settled in Idaho from various parts of the world.
18	Famous Idahoans	4.SS.3.4.1 Define entrepreneurship, and identify reasons for starting a business. 4.SS.1.1.2 Describe ways that cultural groups have influenced and impacted each other.



THANK YOU

TPT Store: MB Creations



Product Terms of Use: This download is for single use only. It may be printed for a single classroom and cannot be put on the Internet or sold in any form. Please refrain from copying, sharing, or taking credit for this product. Direct others to my store to purchase or buy multiple licenses.

Credits



Follow Me

