

**HISTORY/SOCIAL SCIENCE  
ALIGNED STANDARDS OF LEARNING  
CURRICULUM FRAMEWORK  
GRADE 4**



**HS-H6** The student will compare the lives and contributions of three American Indian cultures of the past and present, with emphasis on the Powhatan of the Eastern Woodlands, the Lakota of the Plains, and the Pueblo peoples of the Southwest.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills																				
<p>American Indian peoples have lived in Virginia and in other regions of America for thousands of years.</p> <p>American Indians developed different cultures because they lived in different environments of North America.</p> <p>American Indians have made contributions to life in America and continue to make contributions in the present day.</p>	<p>In what ways were past American Indian lifestyles in Virginia similar to and different from those of the Lakota and Pueblo Indians?</p> <p>What are some contributions of American Indian culture to present-day life?</p> <p>How are American Indians of the past different from those of today?</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• culture: The beliefs, customs, and way of life of a group of people</li> <li>• region: Places that have common (the same) characteristics</li> <li>• environment: Surroundings</li> </ul> <p><b>Comparison of three American Indian cultures of the past</b></p> <table border="1" data-bbox="894 605 1612 1032"> <thead> <tr> <th>Region</th> <th>Indians</th> <th>Homes</th> <th>Occupations</th> <th>Transportation</th> </tr> </thead> <tbody> <tr> <td>Eastern Woodlands</td> <td>Powhatan</td> <td>Wood frame houses with bark/reed covering</td> <td>Fishermen, hunters, farmers</td> <td>Walked, paddled canoes</td> </tr> <tr> <td>Plains</td> <td>Lakota</td> <td>Teepees</td> <td>Hunters, horsemen</td> <td>Walked, used horses</td> </tr> <tr> <td>Southwest</td> <td>Pueblo</td> <td>Multi-story terraced buildings</td> <td>Farmers, hunters</td> <td>Walked</td> </tr> </tbody> </table> <p><b>Contributions of American Indians</b></p> <ul style="list-style-type: none"> <li>• Arts (pottery, weaving, carving)</li> <li>• Knowledge of the environment</li> <li>• Respect for nature</li> <li>• Farming of corn and tobacco</li> </ul> <p><b>Changes in American Indian cultures</b></p> <ul style="list-style-type: none"> <li>• American Indian cultures have changed over time.</li> <li>• Today, American Indians live and work in Virginia and the United States.</li> </ul>	Region	Indians	Homes	Occupations	Transportation	Eastern Woodlands	Powhatan	Wood frame houses with bark/reed covering	Fishermen, hunters, farmers	Walked, paddled canoes	Plains	Lakota	Teepees	Hunters, horsemen	Walked, used horses	Southwest	Pueblo	Multi-story terraced buildings	Farmers, hunters	Walked	<p>Compare and contrast differing sets of ideas.</p> <p>Gather, classify, and interpret information.</p> <p>Construct and explain simple charts.</p> <p>Collect, organize, and record information.</p>
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Eastern Woodlands	Powhatan	Wood frame houses with bark/reed covering	Fishermen, hunters, farmers	Walked, paddled canoes																			
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**STANDARD HS-H7****REPORTING CATEGORY: HISTORY****HISTORY AND SOCIAL STUDIES**

**HS-H7 The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.**

<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
Communities change over time for a variety of reasons.	How and why have communities changed over time?	<p><b>Terms to know</b></p> <ul style="list-style-type: none"><li>• community: A place where people live, work, and play</li><li>• population: The number of people living in a community</li><li>• transportation: A way of moving people and things from one place to another</li></ul> <p>The way people live today is different from the way people lived long ago.</p> <ul style="list-style-type: none"><li>• New inventions have led to changes in buildings, jobs, transportation, and populations of communities over time.</li></ul>	<p>Make and explain graphs.</p> <p>Compare and contrast information.</p> <p>Gather, classify, and interpret information.</p>

**STANDARD HS-H8****REPORTING CATEGORY: HISTORY****HISTORY AND SOCIAL STUDIES**

**HS-H8** The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The ancient Greeks and Romans were two groups of people who made significant contributions to society in terms of architecture, government, and sports.</p> <p>The ancient Greeks and Romans have influenced the lives of people today.</p>	<p>What styles in architecture used today came from ancient Greece and Rome?</p> <p>What principles of government from ancient Greece and Rome are part of our government?</p> <p>What sporting events today came from in ancient Greece?</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• contribution: The act of giving or doing something</li> <li>• direct democracy: A government in which people vote to make their own rules and laws</li> <li>• representative democracy: A government in which the people vote for (elect) a smaller group of citizens make the rules and laws for everyone</li> </ul> <p><b>Architecture</b> The architects of ancient Greece and Rome used columns and arches in the construction of their buildings. Ancient examples still exist today.</p> <ul style="list-style-type: none"> <li>• Greece: The Parthenon (columns)</li> <li>• Rome: The Colosseum and aqueducts (arches)</li> </ul> <p><b>The arts</b> Mosaics, sculpture, and paintings are displayed on buildings.</p>	<p>Locate and use information from print and nonprint sources.</p> <p>Use resource materials.</p> <p>Gather, classify, and interpret information.</p>

**STANDARD HS-H8 (continued) REPORTING CATEGORY: HISTORY HISTORY AND SOCIAL STUDIES**

**HS-H8** The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><b>The government of the United States</b>                      The government is based on ideas developed in ancient Greece and Rome.</p> <ul style="list-style-type: none"> <li>• Greece: Birthplace of democracy (government by the people); a direct democracy</li> <li>• Rome: Republican (representative) form of government; a representative democracy</li> </ul> <p><b>Sports</b>                      Olympic games of today are modeled after the games of ancient Greece.</p>	

**STANDARD HS-G4 REPORTING CATEGORY: GEOGRAPHY HISTORY AND SOCIAL STUDIES**

**HS-G4 The student will develop map skills by**

- a) locating the equator, the seven continents, and the five oceans on maps and globes;
- b) locating selected rivers (James River, Mississippi River, Rio Grande, Huang He, Nile River), mountain ranges (Appalachian Mountains and Rocky Mountains), and lakes (Great Lakes) in the United States and other countries.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Maps can be used to locate land and water features.</p> <p>Maps and globes help people study the Earth.</p>	<p>Where are the seven continents, the five oceans, and the equator located on maps and globes?</p> <p>Where are these major rivers, mountain ranges, and lakes located on a map of the United States and the world?</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• equator: An imaginary line around the middle of the Earth</li> <li>• continent: A large body of land on the Earth</li> </ul> <p><b>The seven continents</b></p> <ul style="list-style-type: none"> <li>• Locate North America, South America, Europe, Asia, Africa, Australia, and Antarctica on maps and globes.</li> </ul> <p><b>The five oceans</b></p> <ul style="list-style-type: none"> <li>• Locate the Arctic Ocean, the Atlantic Ocean, the Indian Ocean, the Pacific Ocean, and the Southern Ocean on maps and globes.</li> </ul> <p><b>Selected rivers, mountain ranges, and lakes in the United States</b></p> <ul style="list-style-type: none"> <li>• Locate the James River, the Mississippi River, the Rio Grande, the Appalachian Mountains, the Rocky Mountains, and the general area of the Great Lakes on a United States map.</li> </ul> <p><b>Selected world rivers</b></p> <ul style="list-style-type: none"> <li>• Locate the Huang He in China and the Nile River in Egypt.</li> </ul>	<p>Locate areas (regions) on maps and globes.</p>

**STANDARD HS-G5      REPORTING CATEGORY: GEOGRAPHY      HISTORY AND SOCIAL STUDIES**

- HS-G5    The student will develop map skills by**
- a) **locating Greece, Rome, and West Africa;**
  - b) **describing the physical and human characteristics of Greece, Rome, and West Africa;**
  - c) **explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Ancient Greece and Rome were located near the Mediterranean Sea.</p> <p>The empire of Mali was located in the western region of the continent of Africa.</p> <p>People adapt to their environment in different ways.</p>	<p>Where were ancient Greece, ancient Rome, and the empire of Mali located?</p> <p>What were the physical and human characteristics of ancient Greece and Rome and West Africa (Mali)?</p> <p>How did the people of ancient Greece, ancient Rome, and Mali adapt to and/or change their environment to meet their needs?</p>	<p><b>. Terms to know</b></p> <ul style="list-style-type: none"> <li>• characteristics: Different traits</li> </ul> <p>Ancient Greece and Rome were located on land near the Mediterranean Sea. The empire of Mali was located in the western region of the continent of Africa.</p> <p><b>Physical characteristics</b></p> <ul style="list-style-type: none"> <li>• Ancient Greece: Located on a peninsula with many islands, mountains, and hills; surrounded by the Mediterranean Sea; had limited rich soil</li> <li>• Ancient Rome: Located next to a river; built on many hills; had limited rich soil</li> <li>• Empire of Mali: Located in West Africa near rivers and in a grassland region; had gold mines</li> </ul> <p><b>Human characteristics</b></p> <ul style="list-style-type: none"> <li>• Ancient Greece: Farmers, shipbuilders, traders</li> <li>• Ancient Rome: Farmers, road builders, traders</li> <li>• Empire of Mali: Farmers, miners, traders.</li> </ul>	<p>Identify and locate features on a map and globe.</p> <p>Locate and use information from print and nonprint sources.</p>

**STANDARD HS-G5 (continued) REPORTING CATEGORY: GEOGRAPHY HISTORY AND SOCIAL STUDIES**

**HS-G5** The student will develop map skills by

- d) locating Greece, Rome, and West Africa;
- e) describing the physical and human characteristics of Greece, Rome, and West Africa;
- f) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><b>Ways people adapted to their environments</b></p> <ul style="list-style-type: none"> <li>• Ancient Greece: They farmed on hillsides; trading took place on the Mediterranean Sea; small, independent communities developed because of the many mountains.</li> <li>• Ancient Rome: They farmed on hillsides; trading took place on the Mediterranean Sea.</li> <li>• Empire of Mali: Salt was an important natural resource needed in Mali. Gold from Mali was traded for salt.</li> </ul>	

**STANDARD HS-G6      REPORTING CATEGORY: GEOGRAPHY      HISTORY AND SOCIAL STUDIES**

**HS-G6    The student will develop map skills by**

- a)   positioning and labeling the seven continents and five oceans to create a world map;**
- b)   using the equator and prime meridian to identify the Northern, Southern, Eastern, and Western Hemispheres;**
- c)   locating the countries of Spain, England, and France;**
- d)   locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan Ponce de León (near St. Augustine, Florida), Jacques Cartier (near Québec, Canada), and Christopher Newport (Jamestown, Virginia);**
- e)   locating specific places, using a simple letter-number grid system.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>There are seven continents and five oceans located in the world.</p> <p>The equator and the prime meridian divide the globe into four hemispheres.</p> <p>The four hemispheres are Northern, Southern, Eastern, and Western.</p> <p>A simple letter-number grid system on maps is used to locate places.</p>	<p>Where are the seven continents and the five oceans located on a world map?</p> <p>What imaginary lines are used to define hemispheres?</p> <p>What are the names of the four hemispheres?</p> <p>On which continents are England, Spain, France, and the United States located?</p> <p>Where are the countries of England, Spain, and France located on a world map?</p> <p>Where are the regions (general areas) of San Salvador in the Bahamas; St. Augustine, Florida; Québec, Canada; and Jamestown, Virginia, located on a map?</p> <p>How is a simple letter-number grid system used to locate places on maps?</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• hemisphere: Half of a sphere (globe); created by the prime meridian or the equator</li> <li>• equator: An imaginary line around the middle of the Earth that divides it into the Northern and Southern Hemispheres</li> <li>• prime meridian: An imaginary line that divides the Earth into the Eastern and Western Hemispheres</li> <li>• regions: Places that have common characteristics</li> </ul> <p>The physical shapes of the continents (North America, South America, Europe, Asia, Africa, Australia, Antarctica) and the positions of the five oceans (Arctic, Atlantic, Indian, Pacific, and Southern) may be located on a world map.</p> <p>The equator and the prime meridian are used to create the Northern, Southern, Eastern, and Western Hemispheres.</p> <p>England, Spain, and France are located on the continent of Europe. The United States is located on the continent of North America.</p>	<p>Locate places on maps, using a simple letter-number grid system.</p> <p>Identify and locate continents, oceans, and major features on maps and globes.</p> <p>Draw maps of familiar areas.</p>

**STANDARD HS-G6 (continued) REPORTING CATEGORY: GEOGRAPHY HISTORY AND SOCIAL STUDIES**

**HS-G6** The student will develop map skills by

- a) positioning and labeling the seven continents and five oceans to create a world map;
- b) using the equator and prime meridian to identify the Northern, Southern, Eastern, and Western Hemispheres;
- c) locating the countries of Spain, England, and France;
- d) locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan Ponce de León (near St. Augustine, Florida), Jacques Cartier (near Québec, Canada), and Christopher Newport (Jamestown, Virginia);
- e) locating specific places, using a simple letter-number grid system.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>San Salvador is located in the general area of the Bahamas. St. Augustine is located in northern Florida. Québec is located in Canada. Jamestown is located in Virginia.</p> <p>The letter (on the left) and number (at the bottom) coordinates of a grid system identify the approximate location of a place.</p>	

**STANDARD HS-E6      REPORTING CATEGORY: ECONOMICS      HISTORY AND SOCIAL STUDIES**

**HS-E6    The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>People are both producers and consumers.</p> <p>People must make economic choices because resources are limited (scarcity).</p>	<p>What is scarcity?</p> <p>What is a consumer?</p> <p>What is a producer?</p> <p>Why do people have to make economic choices?</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• scarcity: Not being able to meet all wants at the same time because resources are limited</li> <li>• consumer: A person who uses goods and services</li> <li>• producer: A person who uses resources to make goods and/or provide services</li> </ul> <p>People must make economic choices because resources and goods and services are scarce (limited).</p>	<p>Make decisions based on information.</p> <p>Gather, classify, and interpret information.</p>

**STANDARD HS-E7****REPORTING CATEGORY: ECONOMICS****HISTORY AND SOCIAL STUDIES**

**HS-E7 The student will explain how producers in ancient Greece, Rome, and the West African empire of Mali used natural resources, human resources, and capital resources in the production of goods and services.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Resources are used to produce goods and services.</p> <p>Producers of goods and services are influenced by natural, human, and capital resources.</p> <p>Ancient Greece and Rome had access to the sea (natural resource), so they used their human and capital resources to produce ships (goods), which they used for transportation (service) in trading.</p> <p>Mali used human and capital resources to mine gold (natural resource).</p>	<p>How do producers use natural, human, and capital resources to produce goods and services?</p> <p>What are some goods and services produced in ancient Greece, Rome, and the West African empire of Mali?</p> <p>What resources (natural, human, and capital) were used to produce goods and services in ancient Greece, Rome and the West African empire of Mali?</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• natural resources: Materials that come directly from nature (e.g., water, soil, wood, coal)</li> <li>• human resources: People working to produce goods and services</li> <li>• capital resources: Goods made by people and used to produce other goods and services (machines, tools, buildings)</li> <li>• producers: People who use resources to make goods and/or provide services</li> <li>• goods: Things that people make or use to satisfy needs and wants</li> <li>• services: Activities that satisfy people’s needs and wants</li> </ul> <p>Ancient Greece was located on a peninsula with mountains and hills and was surrounded by many islands and the Mediterranean Sea. Greece had limited rich soil. The people of ancient Greece built ships, fished, made pottery, and farmed.</p>	<p>Gather, classify, and interpret information.</p> <p>Draw conclusion and make generalizations about data.</p>

**STANDARD HS-E7 (continued)REPORTING CATEGORY: ECONOMICS HISTORY AND SOCIAL STUDIES**

**HS-E7** The student will explain how producers in ancient Greece, Rome, and the West African empire of Mali used natural resources, human resources, and capital resources in the production of goods and services.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Ancient Rome was located next to a river. Rich soil for farming was limited. A variety of trees grew in ancient Rome. The people of ancient Rome built ships, fished, made pottery, and farmed.</p> <p>The West African empire of Mali was located in Africa. Gold was a natural resource. The people of Mali traded gold for salt.</p>	

**STANDARD HS-E8****REPORTING CATEGORY: ECONOMICS****HISTORY AND SOCIAL STUDIES**

**HS-E8** The student will recognize that because people and regions cannot produce everything they want, they specialize in producing some things and trade for the rest.

<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
<p>People and regions specialize because they cannot produce everything they want.</p> <p>People trade for things they need and want but do not have.</p>	<p>What is specialization?</p> <p>Why do those who specialize have to depend on others?</p> <p>Why do people trade?</p>	<p>Specialization occurs when people focus on the production of selected goods and services.</p> <p>People and regions often specialize in the production of certain goods and services.</p> <p>Specialization encourages trade because people want goods and services that they do not have.</p> <p>People trade when individuals or groups benefit from the trade.</p>	<p>Gather, classify, and interpret information.</p> <p>Draw conclusions and make generalizations about data.</p>

**HS-C6** The student will recognize the importance of government in the community, Virginia, and the United States of America by

- a) explaining the purpose of rules and laws;
- b) explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken;
- c) explaining that government protects the rights and property of individuals.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Government protects the rights and property of individuals.</p> <p>Government exists at the local (community), state (Virginia), and national (United States) levels.</p>	<p>What is government?</p> <p>What are the basic purposes of government?</p> <p>Why is government necessary?</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• community: A place where people live, work, and play</li> <li>• rules: What people must or must not do</li> <li>• laws: Important rules written and carried out by government</li> <li>• government: A group of people who makes laws, carries out laws, and decides if laws have been broken</li> </ul> <p>The purpose of rules and laws is to keep people safe and maintain order.</p> <p>The purpose of government is to make laws, carry out laws, and decide if laws have been broken.</p> <p>Governments are necessary because they develop the laws and protect the rights and property of individuals.</p>	<p>Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.</p> <p>Gather, classify, and interpret information.</p> <p>Explain cause-and-effect relationships.</p>

**STANDARD HS-C7****REPORTING CATEGORY: CIVICS****HISTORY AND SOCIAL STUDIES**

**HS-C7** The student will explain the importance of the basic principles that form the foundation of a republican form of government by

- a) describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law;
- b) identifying the contributions of George Washington; Thomas Jefferson; Abraham Lincoln; Rosa Parks; Thurgood Marshall; Martin Luther King, Jr.; and Cesar Chavez;
- c) recognizing that Veterans Day and Memorial Day honor people who have served to protect the country's freedoms;
- d) describing how people can serve the community, state, and nation.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Some basic principles held by American citizens include the rights to life, liberty, and the pursuit of happiness; and equality under the law.</p> <p>Citizens have worked to defend American principles.</p> <p>Veterans Day is the recognition of and respect for Americans who served in the military</p> <p>Memorial Day is the recognition of Americans who died in wars while they were serving their country.</p> <p>There are many ways that people can serve their community, state, and nation.</p>	<p>What are some basic principles commonly held by American citizens?</p> <p>How did some American citizens work to defend America's basic principles?</p> <p>Why do we observe Veterans Day and Memorial Day?</p> <p>How can people serve their community, state, and nation?</p>	<p><b>Basic principles</b></p> <ul style="list-style-type: none"> <li>• Life, liberty, and the pursuit of happiness are privileges that people are born with and that cannot be taken away.</li> <li>• Equality under the law means that all people are treated fairly.</li> </ul> <p>Many people worked to defend the basic principles that formed the foundation of a republican form of government.</p> <p><b>Citizens who defended basic principles</b></p> <ul style="list-style-type: none"> <li>• George Washington: He was the first president of the new nation. He worked under the new republican form of government. He helped put the basic principles into practice for the new nation.</li> <li>• Thomas Jefferson: He was born in Virginia. He was the third president of the United States. He wrote the Declaration of Independence, which states that people have certain rights. He was a leader who helped develop the country.</li> <li>• Martin Luther King, Jr.: He was an African American minister who worked for equal rights for all people. He helped bring about changes in laws through peaceful means.</li> <li>• Cesar Chavez: He was a Mexican American who worked to improve conditions for farm workers.</li> </ul>	<p>Compare, and contrast differing sets of ideas, values, personalities, behaviors, and institutions.</p> <p>Gather, classify, and interpret information.</p>

**STANDARD HS-C7 (continued) REPORTING CATEGORY: CIVICS HISTORY AND SOCIAL STUDIES**

**HS-C7** The student will explain the importance of the basic principles that form the foundation of a republican form of government by

- a) describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law;
- b) identifying the contributions of George Washington; Thomas Jefferson; Abraham Lincoln; Rosa Parks; Thurgood Marshall; Martin Luther King, Jr.; and Cesar Chavez;
- c) recognizing that Veterans Day and Memorial Day honor people who have served to protect the country’s freedoms;
- d) describing how people can serve the community, state, and nation.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><b>Days to remember</b></p> <ul style="list-style-type: none"> <li>• Veterans Day: This is a day for the recognition of and respect for Americans who served in the military. It is observed in November.</li> <li>• Memorial Day: This is a day for the recognition of and respect for Americans who died in wars while they were serving their country. It is observed in May.</li> </ul> <p>Some of the ways that people can serve their community, state, and nation include</p> <ul style="list-style-type: none"> <li>• being a volunteer</li> <li>• getting involved in community projects</li> <li>• serving as a government official</li> <li>• joining the military</li> <li>• voting.</li> </ul>	

**HS-C8** The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The American people come from diverse ethnic and national origins and are united as Americans by basic American principles.</p> <p>Being an American is defined by the shared basic principles of the republican form of government.</p>	<p>What unites the people of the United States?</p> <p>What are some benefits of diversity in the United States?</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• Republican form of government: A representative democracy</li> </ul> <p>The American people come from different ethnic origins and different countries, but are united as Americans by the basic principles of a republican form of government, including individual rights to life, liberty, and the pursuit of happiness; and equality under the law.</p> <p><b>Benefits of diversity</b></p> <ul style="list-style-type: none"> <li>• Food</li> <li>• Clothing</li> </ul> <p>Music</p>	<p>Differentiate between points of view by self and others.</p> <p>Participate in groups and democratic society.</p> <p>Make generalizations about data</p>