



## Fourth Grade Student Presidential Tour

The Student Presidential Tour is docent-led and includes the Clinton Center's orientation film, a tour of its Cabinet Room, Life in the White House, Oval Office and the current temporary exhibit. Students will additionally spend time in Life in the White House to explore the significance of a White House State Dinner. This tour will last one hour and 15 minutes.

*\*\* The items in **bold** within each standard are areas that will be emphasized during the presentation, other areas will possibly be touched on.*

### Social Studies Standards

#### Civics/Government

Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes civic rights, roles, responsibilities, and processes by which laws are made and amended.

#### Civic and Political Institutions

- C.1.4.2 Explain responsibilities government officials have to follow the law, to protect the rights of citizens, and to have integrity in different branches of government at various levels.

Participation and Deliberation - Students will analyze civic rights, roles, and responsibilities.

- C.1.4.5 Evaluate changes in citizens' rights and responsibilities over time

#### Process, Rules, and Laws

- C.1.4.9 Analyze group actions and responses to local, state, national, and/ or global problems.

#### History

Students will understand chronology, patterns of continuity and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.

#### Chronology, Change over Time, and Contextualization

- H.1.4.1 Create historical narratives using chronological sequences of related events in Arkansas and/or the world.

- H.1.4.3 Compare life from a specific historical time period to life today to explain changes over time.
- H.1.4.4 Analyze the impact of individuals and events on the past, present and future.

#### Perspective, Historical Evidence, and Causation

- H.1.4.6 Describe how perspectives of different individuals and groups shaped the *historical sources* they created
- H.1.4.7 Identify reasons that individuals and groups developed differing perspectives during the same historical period.
- H.1.4.8 Develop original claims to answer compelling questions about a significant historical event or person from Arkansas or the United States using evidence from both *primary* and *secondary sources*.

## English Language Arts

### Collaborative Communication

#### Oral Language

4.CC.1.OL Participate in collaborative conversations following class created guidelines to expand upon conversations.

4.CC.2.OL **Identify the reasons and evidence a speaker provides to support specific points.**