

**I. What should we do if primary sources disagree?**

- B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts
- B.4.2 Use a timeline to select, organize, and sequence information describing eras in history
- B.4.3 Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events

**II. How does the past influence the present?**

- B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups
- B.4.6 Explain the significance of national and state holidays, such as Independence Day and Martin Luther King, Jr. Day, and national and state symbols, such as the United States flag and the state flags
- B.4.7 Identify and describe important events and famous people in Wisconsin and United States history
- B.4.8 Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment
- B.4.9 Describe examples of cooperation and interdependence among individuals, groups, and nations

**III. What are the historical factors of civilizations, and what functions do they serve?**

- B.4.5 Identify the historical background and meaning of important political values such as freedom, democracy, and justice
- B.4.10 Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin

**IV. How do competing interests influence how power is gained, distributed, and exercised?**

- (There are no benchmarks at 4th grade for this Essential Question)