



North Carolina Department of Public Instruction

## **INSTRUCTIONAL SUPPORT TOOLS**

FOR ACHIEVING NEW STANDARDS

This document is designed to help North Carolina educators teach the Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

### ***Essential Standards: Fourth Grade Social Studies • Unpacked Content***

For the new Essential Standards that will be effective in all North Carolina schools in the 2012-13 school year.

#### **What is the purpose of this document?**

To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

#### **What is in the document?**

Descriptions of what each standard means a student will know, understand and be able to do. The “unpacking” of the standards done in this document is an effort to answer a simple question “What does this standard mean that a student must know and be able to do?” and to ensure the description is helpful, specific and comprehensive for educators.

#### **How do I send Feedback?**

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at [feedback@dpi.state.nc.us](mailto:feedback@dpi.state.nc.us) and we will use your input to refine our unpacking of the standards. Thank You!

#### **Just want the standards alone?**

You can find the standards alone at <http://www.ncpublicschools.org/acre/standards/new-standards/>

Note on Numbering: **H**–History, **G**–Geography and Environmental Literacy, **E**–Economic and Financial Literacy, **C&G**–Civics and Governance, **C**–Culture

## History

### Essential Standard:

4.H.1 Analyze the chronology of key historical events in North Carolina history.

Concept(s): change, Colonialism

### Clarifying Objectives

### Unpacking

What does this standard mean a student will understand, know and be able to do?

4.H.1.1 Summarize the change in cultures, everyday life and status of indigenous American Indian groups in NC before and after European exploration.

#### The student will understand:

- When new groups move into an area, existing groups may experience change.

#### The student will know:

- The types of government, language, food, shelter, and cultural traditions of various American Indian groups (e.g. Algonquian, Iroquois, Siouan, Tuscarora, Occaneechi, Tutelo, the Waxhaw, Catawba and Cherokee).
- How the culture, everyday life and status of American Indian groups changed after the arrival of Europeans.

**For example:** American Indians were displaced as Europeans arrived and cleared land to build settlements.

4.H.1.2 Explain how and why North Carolina was established.

#### The student will understand:

- Colonies may be established for political or economic reasons.

#### The student will know:

- The English monarchy sponsored attempts at colonization along the North Carolina coast (Roanoke Island and The Lost Colony).
- The contributions of key individuals to the establishment of North Carolina (e.g., Sir Walter

	<p>Raleigh, Queen Elizabeth, John White, Ralph Lane, King Charles II, Lords Proprietors).</p> <ul style="list-style-type: none"> <li>• How and why North Carolina began as a proprietary colony but later became a royal colony.</li> </ul>
<p>4.H.1.3 Explain how people, events and developments brought about changes to communities in various regions of N.C.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• The interaction of people and place will impact the economic, political and cultural development of a community.</li> <li>• The influx of people from different cultural backgrounds often shapes the development of a community.</li> <li>• Historical events can impact communities in different ways.</li> <li>• The development of infrastructure can change communities.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How and why the immigration of different ethnic and religious groups affected the economic, political and cultural development of North Carolina communities (e.g., Moravians in Salem, Scots-Irish in Appalachia, Quakers in Hertford, Freedmen in Wilmington).</li> <li>• How individuals contributed to the development of North Carolina communities (e.g., Daniel Boone, Joel Lane, John Lawson, John Motley Morehead, William R. Davie and William Henry Singleton, and Winifred Marshall Gales).</li> <li>• How African slave labor contributed to the development and organization of plantation communities.</li> <li>• How the development of infrastructure such as roads, canals, and railroads changed North Carolina communities.</li> <li>• How national and international events impacted North Carolina communities.</li> </ul> <p><b>For example:</b> The battle of Bentonville was the largest Civil War battle fought in North Carolina. This event impacted surrounding North Carolina communities in many ways. In Four Oaks, the Harper home became a field hospital for wounded Confederate soldiers.</p> <p><b>For example:</b> The Boston Tea Party colonists in Boston stopped British ships that were carrying tea from docking in the harbor. North Carolina’s coastal towns such as Wilmington and Edenton protested taxes on tea. In Wilmington colonists closed their port. In Edenton, a petition led by women not to drink tea or buy British clothes became known as the Edenton Tea Party.</p>

4.H.1.4 Analyze North Carolina's role in major conflicts and wars from the Pre-colonial period through Reconstruction.

**The student will understand:**

- Political, economic and cultural conditions can create conflict and war.
- Conflict and wars can impact the culture, economics and politics of a society.
- Individuals and groups can play a role in determining the outcome of conflicts and wars.

**The student will know:**

- North Carolina's role in major conflicts and wars (e.g., American Revolution, Civil War).
- The role that various groups and individuals played in major conflicts and wars (Loyalists and Patriots, women, Scotch-Irish, African Americans, American Indians, Confederates, Zebulon Vance, Nathanael Green, Penelope Baker).
- The position North Carolina took in major political and economic conflict (Spread of slavery, American System, Secession, Reconstruction)
- How and why various political and military events affected different regions in North Carolina.

**For example:** The Regulator movement, a political event that was a rebellion initiated by residents of the colony's inland region. They believed the royal government was charging them excessive fees. The movement's name refers to the desire of these citizens to regulate their own affairs.

**For example:** A military event that took place on October 7, 1780 at King's Mountain where American frontiersmen defeated the British at a critical point during the American Revolution.

**Essential Standard:****4.H.2 Understand how notable structures, symbols, and place names are significant to North Carolina.****Concept(s): representation, leadership, symbols****Clarifying Objectives**

4.H.2.1 Explain why important buildings, statues, monuments, and place names are associated with the state's history.

**Unpacking**

What does this standard mean a student will understand, know and be able to do?

**The student will understand:**

- Communities often use buildings, statues, monuments and places to honor and commemorate the past contributions of people.

**The student will know:**

- The historical significance of various public and private buildings in North Carolina.

**For example:** The Federal Building, also known as the Century Post Office, is a historic building located on Fayetteville Street in Raleigh, North Carolina. It was the first Federal Government project in the South following the Civil War. The Federal Building is a public building and was listed on the National Register of Historic places in 1971 and is a Raleigh historic landmark.

- The historical significance of various statues in North Carolina.

**For example:** The statue of the confederate soldier outside the Old State Capitol building is significant because it represents the confederacy and honors the lives of the southern men who fought for the confederacy.

- The historical significance of various monuments in North Carolina.

**For example:** The Wright Brothers National Memorial located at Kitty Hawk serves to acknowledge where the “first flight” is believed to have taken place and honor the innovation of the first successful aircraft built by Orville and Wilbur Wright.

	<ul style="list-style-type: none"> <li>• The historical significance of various place names in North Carolina.</li> </ul> <p><b>For example:</b> The capital city of Raleigh was named for Sir Walter Raleigh, a British knight, who encouraged the settlement of North Carolina.</p>
<p>4.H.2.2 Explain the historical significance of North Carolina’s state symbols.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• People often use symbols to honor the culture and history of places.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How and why various symbols were chosen to honor the culture and history of North Carolina.</li> </ul> <p><b>For example:</b> Symbols of the Great Seal of North Carolina, the flag of North Carolina, the State bird, the State flower, etc.</p>

## Geography and Environmental Literacy

### Essential Standard:

**4.G.1 Understand how human, environmental, and technological factors affect the growth and development of North Carolina.**

**Concept(s): Change, Transportation, Population, Communication, Natural Resources**

### Clarifying Objectives

4.G.1.1 Summarize changes that have occurred in North Carolina since statehood (population growth, transportation, communication, landscape).

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will understand:

- States experience political, social and economic change as they develop.

#### The student will know:

- Changes have occurred in population, transportation, and communication in North Carolina since becoming a state in 1789.
- Since 1789, North Carolina’s population has expanded and diversified.

**For example:** Population growths in urban locations have had growth patterns which were a result of a business-oriented state government and the enterprise of industrialists.

- Since becoming a state in 1789, North Carolina’s landscape has changed.

**For example:** Lush green country-sides that were once used for farmland have been turned into housing developments and neighborhoods with businesses and shopping centers.

- Since gaining statehood in 1789, advances in transportation and communication have offered opportunities but also presented new problems.

	<p><b>For example:</b> Canals, railroads, development of roads, bridges, automobiles, airplanes have helped solve the problem of transportation and inventions of telephones, digital technology, etc. have helped with communication.</p>
<p>4.G.1.2 Explain the impact that human activity has on the availability of natural resources in North Carolina.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Human activity often depletes natural resources.</li> </ul> <p><b>For example:</b> Rural areas have changed as trees have been cut down.</p> <ul style="list-style-type: none"> <li>• Human activity can have either a positive or negative impact on the availability of natural resources.</li> </ul> <p><b>For example:</b> Polluting water has a negative impact on wildlife and humans by making them sick. Conserving water has a positive impact on humans and wildlife because it is an essential part of life.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Natural resources are crucial for economic and social life.</li> <li>• There is a relationship between the consumption and conservation of natural resources.</li> <li>• Reasons why people impact natural resources supply, past and present, such as the use of natural resources to meet basic needs.</li> <li>• The pollution from automobiles and industry, and waste products present challenges for keeping the land, air, and water clean.</li> </ul>
<p>4.G.1.3 Exemplify the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Change is often the result of human response to the physical environment.</li> <li>• Interactions of people and their physical environment impact historical events and issues such as exploration, colonization, and patterns of settlement, development of state parks and scenic byways, etc.</li> <li>• Interactions of people, places, and cultures sometimes cause them to change, and often causes changes in the environment.</li> <li>• Individuals and businesses often depend on and modify the physical environment to meet their needs.</li> </ul>

	<p><b>For example:</b> Businesses and resorts have been created near the ocean and mountains in the state to accommodate tourism.</p> <p><b>For example:</b> People build dams, plow and irrigate fields, build houses, schools, and shopping centers to modify the environment.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The advancement of such things as transportation, technology, tourism, forestry, and housing developments caused changes in the environment in North Carolina. (e.g., changes include more highways through and around mountains, less trees due to roadways, longer bridges to coastal tourist sites, etc.).</li> <li>• Reasons why people have adapted to and modified their environment , past and present, such as the use of natural resources to meet basic needs.</li> <li>• How American Indians, Europeans, and Africans shaped the North Carolina environment.</li> </ul> <p><b>For example:</b> American Indians use stone axes and fire to remove brush and timber as a means to clear farmland. They stripped the bark (a process as known as girdling) from larger trees so they sprouted no leaves and eventually died.</p> <p><b>For example:</b> Europeans cut lumber in order to build ships, houses and provide firewood. Agricultural clearing for the various forest industries have the overall effect of reducing the forests and altering drainage patterns along major rivers.</p> <p><b>For example:</b> Africans also used the environment to meet their needs, even to the point of reshaping southern swamps into places of sustenance, refuge, and freedom (Dismal Swamp).</p>
<p>4.G.1.4 Explain the impact of technology (communication, transportation, inventions, etc.) on North Carolina’s citizens, past and present.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Technology has an impact on the growth and development of a state.</li> <li>• Technological innovation and change transform economies, societies, and military systems.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Technology has afforded citizens greater global awareness through television, advertising,</li> </ul>

improved business opportunities, recordings, digital photography, improved health care, Internet, e-mail, navigation systems, and mobile phones, etc.

- Technology has advanced in recent decades and is constantly changing in the physical and social environment.

**For example:** Advances in technology have given citizens better health care with digital imagery. Airports have provided a more intensive security approach through technology. Air controls and other transportation systems have been improved with advanced technology, etc.

## Economics and Financial Literacy

### Essential Standard:

**4.E.1 Understand how a market economy impacts life in North Carolina.**

**Concept(s):** Market Economy, supply, demand, scarcity, productivity, entrepreneurship

### Clarifying Objectives

### Unpacking

What does this standard mean a student will understand, know and be able to do?

4.E.1.1 Understand the basic concepts of a market economy: supply, demand, scarcity, productivity, and entrepreneurship.

#### The student will understand:

- The basic concepts of a market economy are often dependent on each other.
- Positive and negative incentives influence behavior in a market economy.

#### The student will know:

- The meanings of supply, demand, scarcity, productivity and entrepreneurship.
- Productive resources-natural, human, and capital-have influenced the types of goods and services provided.
- Competition among buyers results in higher prices and competition among sellers results in lower prices (e.g., supply and demand).
- Characteristics of a market economy (e.g., private property rights, voluntary exchange, competitions, etc.).
- A market economy is a capitalistic economic system in which there is free competition and prices are determined by the interaction of supply and demand. It is also known as a free market system.

4.E.1.2 Understand how scarcity and choice in a market economy impacts business decisions.

#### The student will understand:

- Scarcity and choice drive business decisions.
- How competition among buyers results in higher prices and competition among sellers results in lower prices.

	<ul style="list-style-type: none"> <li>• Choice and opportunity cost leads to good decision-making.</li> </ul> <p><b>For example:</b> The process of choosing one good or service over another such as choosing one name brand of tennis shoe over another.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How businesses make decisions based on scarcity and choice in a market economy.</li> </ul> <p><b>For example:</b> A drought can cause the soybean crop in North Carolina to be reduced causing scarcity; therefore, the price of soybeans will be greater.</p>
<p>4.E.1.3 Analyze the historical and contemporary role that major North Carolina industries have played in the state, nation, and world.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Major industries play an historical and contemporary role in the state, nation, and world such as increased supply of goods, opening new markets, quality controls, outsourcing of jobs, etc.</li> <li>• Changes in the economy impact levels of employment and unemployment.</li> </ul> <p><b>For example:</b> Economy is affected when there are changes in technology, competition and a changing demand for natural resources.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• North Carolina has major industries that have influenced our world.</li> </ul> <p><b>For example:</b> Success and failure of agriculture, financial services, textiles, transportation, etc. affects the state of our economy within the state and country-imports and exports.</p>
<p>4.E.1.4 Explain the impact of entrepreneurship on the economy of North Carolina.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• An entrepreneur’s business is essential to the vitality of a state’s economy.</li> <li>• Entrepreneurs often impact the economy by creating new businesses which generate jobs for themselves and others.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• An entrepreneur is a person who sets up a new business.</li> <li>• What the terms goods, services, consumers, and economy mean.</li> <li>• Entrepreneurs provide goods and services to consumers and are a key factor in economic</li> </ul>

	<p>growth.</p> <ul style="list-style-type: none"> <li>• Entrepreneurs are responsible for introducing new products, services, and creating new businesses.</li> </ul> <p><b>For example:</b> Washington Duke (e.g., entrepreneur) started the W. Duke, Sons, and Company Firm which expounded over the years in different industries creating economic wealth for North Carolina.</p> <ul style="list-style-type: none"> <li>• Economic development initiatives that American Indians impact on the economy of North Carolina by making a living, using skills and natural resources to begin a business (North Carolina Indian Economic Development Initiatives).</li> </ul>
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<p><b>Essential Standard:</b>  <b>4.E.2 Understand the economic factors when making personal choices.</b></p> <p><b>Concept(s):</b> spending, scarcity</p>	
<b>Clarifying Objectives</b>	<b>Unpacking</b> What does this standard mean a student will understand, know and be able to do?
4.E.2.1 Explain how personal financial decisions such as spending, saving, and paying taxes, can positively and/or negatively affect everyday life.	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Personal financial decisions can have benefits and consequences on everyday life.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Financial goals and responsibilities include spending, saving, and sharing (e.g., taxes, charities, etc.)</li> <li>• “Income” is money earned from a job.</li> <li>• People decide how to spend their income.</li> <li>• Sometimes people want more than they earn and they have to save money.</li> </ul>

	<ul style="list-style-type: none"> <li>• Decisions are made daily regarding risks on personal financial decisions that affect their life.</li> <li>• Taxes are required and are necessary to help provide for needs in the state.</li> </ul>
<p>4.E.2.2 Explain how limited personal financial resources affect the choices people make based on their wants and needs.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Limited personal financial resources often influence options on what one can have or do.</li> <li>• People often make choices because they have limited financial resources and they cannot have everything they want.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Sometimes, the amount of money people have limits choices they make, and wealth is relative depending on one's perspective.</li> <li>• Having limited personal financial resources affects decisions about needs and wants.</li> </ul>

## Civics and Governance

### Essential Standard:

**4.C&G.1 Understand the development, structure and function of North Carolina’s government.**

**Concept(s):** Governmental Systems, Regulation, Rule of Law

### Clarifying Objectives

4.C&G.1.1 Summarize the key principles and revisions of the North Carolina Constitution.

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will understand:

- Democratic governments often set the standard by which laws are developed.

#### The student will know:

- A key principle is a general or fundamental truth used in deciding conduct or choice.
- A revision is to alter something already written or printed in order to make corrections, improve, or update.
- There are three branches of government outlined in the North Carolina Constitution (The three government branches include: The Legislative, The Executive, and the Judicial Branch).
- There have been three constitutions since North Carolina became a state (the Constitution of 1776, the Constitution of 1868, and the Constitution of 1971).
- The present constitution was written in 1971, although it has been amended several times (e.g., There have been amendments to the North Carolina Constitution, such as changes to allow women to vote, slaves to be freed).

<p>4.C&amp;G.1.2 Compare the roles and responsibilities of state elected leaders.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• State elected leaders have roles and responsibilities based on the state’s government.</li> <li>• Leaders, citizens, and others play a variety of roles in state government.</li> <li>• Decisions of the state government affect local government and interact with federal law.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The organizational structure of the federal government of the United States (e.g., legislative, executive and judicial branches).</li> <li>• The Legislative Branch makes laws and is called the General Assembly. (e.g., It is divided into two parts, the Senate and the House of Representatives.)</li> <li>• The Executive Branch includes the governor, departments, and agencies that enforce state laws, or see that they are carried out.</li> <li>• The Judicial Branch—State Supreme Courts decide whether laws have been broken or whether they go against the North Carolina Constitution.</li> <li>• Specific civic terminology such as Bill of Rights, checks and balances, and the three branches of government.</li> </ul>
<p>4.C&amp;G.1.3 Explain the influence of the colonial history of North Carolina on the governing documents of our state.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Values and religious beliefs often influence the governing documents of a state.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• References which offer background to the history of the early U.S. settlers and colonists (e.g., The Mayflower Compact (1620), Pitt’s Speech to Parliament on the Stamp Act (1776) and Burke’s Speech to Parliament on Conciliation with America (1775), The Declaration of Independence, 1776, and the Constitution of the U.S.).</li> </ul>
<p>4.C&amp;G.1.4 Compare North Carolina’s government with local governments.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Local governments are similar to that of a state’s government.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Cities and municipalities have mayors, city managers, city councils, and are also elected by the people.</li> <li>• Local governments can be compared to American Indian’s tribal governments.</li> </ul>

**Essential Standard:****4.C&G.2 Analyze the North Carolina Constitution.****Concept(s): Rights and Responsibilities, Individual Rights****Clarifying Objectives****Unpacking**

What does this standard mean a student will understand, know and be able to do?

4.C&G.2.1 Analyze the preamble and articles of the North Carolina Constitution in terms of rights and responsibilities.

**The student will understand:**

- Democratic governments protect the rights and privileges of citizens.
- Democratic governments exist to serve the people.

**The student will know:**

- North Carolinians are guaranteed rights through articles in the state constitution, which was modeled after the United States Constitution.
- Purposes of the North Carolina Constitution as identified in the Preamble of the Constitution.
- Fundamental values and principles as they are expressed in the Preamble of the North Carolina Constitution.

4.C&G.2.2 Give examples of rights and responsibilities of citizens according to North Carolina Constitution.

**The student will understand:**

- Citizens have rights and responsibilities that are outlined by a state's government.

**The student will know:**

- Examples of the type of rights that citizens have are freedom of speech, freedom of religion, right to own property.
- Examples of the responsibilities of citizens of North Carolina are respecting the rights of other, voting, obeying laws etc.
- People have the rights to life, liberty, and the pursuit of happiness, and there are articles in the

	<p>state constitution that outlines those and other basic rights.</p> <ul style="list-style-type: none"> <li>• Rights and responsibilities as citizens such as holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting, serving on a jury when asked, etc. are</li> </ul>
<p>4.C&amp;G.2.3 Differentiate between rights and responsibilities reflected in the North Carolina Constitution.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• A democracy protects the rights for citizens but in turn citizens in a democracy have important responsibilities.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Citizens in a democracy have responsibilities to help their community and nation and obey laws, etc.</li> <li>• Citizens have rights such as freedom of religion, speech, and the press, etc.</li> <li>• The relationship between rights and responsibilities of citizenship.</li> <li>• The citizens should help express and insure rights through participation in elections, etc.</li> </ul>

## Culture

### Essential Standard:

4.C.1 Understand the impact of various cultural groups on North Carolina.

Concept(s): culture, diversity, values and beliefs

### Clarifying Objectives

4.C.1.1 Explain how the settlement of people from various cultures affected the development of regions in North Carolina (languages, foods, and traditions).

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will understand:

- Beliefs and values impact how people live in various regions.
- Various cultures impact the characteristics within regions.
- Cultural and physical differences are found within regions.

#### The student will know:

- Settlements of diverse groups with their culture and customs contribute to the development of regions in North Carolina (e.g., Mountains, Piedmont, and Coastal Plains).

**For example:** The Scottish brought mountain and bluegrass music to North Carolina's Appalachian mountains.

- Music, crafts, languages, and foods are examples of varied influences from other cultures. Other examples include holiday celebrations and traditions from various cultures.

4.C.1.2 Explain how the artistic expression of various groups represents the cultural heritage of North Carolina.

**The student will understand:**

- Artistic expression is an important aspect of heritage and is used to express the values, traditions, and religious beliefs of a culture.

**The student will know:**

- People and society define the places that are important to them through cultural heritage.
- Shared cultural heritage of various groups in North Carolina is represented through artistic expression.

**For example:** The mountain and bluegrass music in the North Carolina Appalachian Mountains derives from Scottish culture.