

U.S. History: Ancient America to 1850 -Quarter 4 - Curriculum Map Scope and Sequence

Topic	Week	Weekly Focus	Standards
Shaking Things Up a Bit	Shaking Things Up a Bit	Students will study the effects of the New Madrid earthquakes and will discuss efforts to abolish slavery in Tennessee.	4.52, 4.54, 4.59, 4.60, 4.62, 4.63
Industry vs. Agriculture	Industry vs. Agriculture	Students will examine life in the North and South in the first half of the 19th century.	4.57, 4.58, 4.59, 4.61
The Civil War	Conflicts and Compromises	Students will discuss conflicts that eventually led to the Civil War, e.g., the Compromise of 1850, the Kansas-Nebraska Act and the 1860 election.	4.40, 4.57, 4.58, 4.59, 4.67, 4.68
Government and Civics	Are the Branches of Government Balanced?	Students will read three texts of different perspectives on the topic of the branches of government. Students will use their reading and research to write an opinion essay that addresses whether or not they feel the three branches of government are equally balanced or if they feel one branch is more powerful.	4.41
Industrialization	Industrialization	This inquiry leads students through an investigation of the Industrial Revolution in the United States by examining the manufacturing industry as a proxy for industrialization.	4.57, 4.58, 4.59, 4.61
Immigration	Immigration	This inquiry leads students through an investigation of the experiences faced by immigrant groups who traveled to New York throughout the mid-nineteenth and early twentieth centuries. Understanding those experiences helps students develop keen insights into the cultural fabric of New York State.	4.48

4th Grade - U.S. History: Ancient America to 1850: Quarter 3 Curriculum Map Introduction

What Will Fourth Grade Students Learn This Year?

Fourth grade students will learn about native civilizations in North America, European explorations to the New World during the fifteenth and sixteenth centuries, and the political, economic, and social development of the British colonies in the seventeenth and eighteenth centuries. They will also study the early development of democratic institutions, including the ideas and events that led to the independence of the original thirteen colonies and the formation of a national government under the Constitution. In addition, they will examine the history of Tennessee parallel to the development of the United States and how our state impacted our nation and the world. The purpose of fourth grade social studies is to give students their first concentrated study of the formative years of United States and Tennessee history, utilizing primary source documents, geographic tools, research, analysis, and critical thinking.

Planning with the Curriculum Map

The purpose of curriculum maps is to help teachers pace the year to ensure all the standards within a course will be addressed and taught. Curriculum maps offer a sequence for delivering content and provide a clear scope for what must be taught to all students based on the Tennessee Social Studies Standards. Please keep in mind that the curriculum map is meant to be a component of effective planning and instruction; it is not meant to replace teacher planning or instructional practice.

Weekly Guidance for Studies Weekly

The K-5 Social Studies curriculum maps provide weekly guidance to support teachers in their teaching. In an effort to support teachers, curriculum maps highlight the Studies Weekly anchor text, supplemental texts, primary and secondary sources, suggested instructional strategies and tasks, and suggested assessments. Although the curriculum maps allow flexibility and encourage teachers to make thoughtful adjustments, there is an expectation that all children have access to rigorous content and effective teaching practices. *It is recommended that K-2 students receive 30 minutes of instruction every other day of the week (60-90 minutes per week). It is recommended that 3-5 students receive 30 minutes per day of social studies instruction (150 minutes per week).*

Orientation to Studies Weekly Video Training

Teachers who are unfamiliar with Studies Weekly may learn how to use and implement these resources by viewing the videos [Part 1](#), [Part 2](#), and [Part 3](#).

Online Access to Studies Weekly

Teachers may access Studies Weekly online using one of two methods:

1. Go to www.studiesweekly.com and log-on via Clever using their SCS (email) username and password. (*Preferred for easy student uploading*)
2. Go to www.studiesweekly.com and login with username: **shelby_county** and password: **county**

Once there, teachers may navigate to their respective grade level text:

Grade Level	Studies Weekly Subscription Title
Kindergarten	Tennessee Studies Weekly Kindergarten
First Grade	Tennessee First Grade Studies Weekly
Second Grade	Tennessee Second Grade Studies Weekly
Third Grade	World Community Studies Weekly (v15)
Fourth Grade	Tennessee Studies Weekly Ancient America to 1850
Fifth Grade	USA Studies Weekly 1850 to Present (v15)

Support Strategies

To support students in understanding various texts and primary and secondary sources, the curriculum maps suggest an array of protocols and resources to use during instruction. Some of the support strategies and connected classroom materials may be found below:

Studies Weekly Resources (Found Under the General Resources Tab)	Expeditionary Learning: Protocols and Resources
Most Important Book	Back-to-Back and Face-to-Face
Display Tray	Carousel Brainstorm
Penny for Your Thoughts Debate Carousel	Give One, Get One, Move On
Cornell Note-Taking Method	Final Word
Flip Book for Taking Notes	Fishbowl
KWL Chart	Gallery Walk
Primary Source Analysis	Jigsaw

Week 1: Shaking Things Up a Bit			
Essential Question(s)	How did Tennesseans “shake things up” in the world?		
Texts	Texts: Studies Weekly, Ancient America to 1850		
Vocabulary	fault system, earthquake, Quaker, abolitionist, innovator		
Teacher Guided Text Specific & Text Dependent Questions	<p>Shaking Things Up: New Madrid Earthquakes of 1811-1812</p> <ul style="list-style-type: none"> • What destroyed towns along the Mississippi River between the years 1811-1812? • What is a fault system? • What is an earthquake? • How did the earthquakes of New Madrid get its name? • What states did the fault system effect? • What areas did the first earthquake effect? • Who wrote about the earthquakes and their effects? • What does the federal government do in the event of a natural disaster? 	<p>Shaking Things Up: Abolitionist in Tennessee</p> <ul style="list-style-type: none"> • What was the purpose of the abolitionist movement? • What did abolitionists wasn't? • Who was Virginia Hill? • What did Virginia Hill do for her slaves? • How was Free Hill used after the Civil War? • Where was Frances Wright born? • What was the Nashoba Commune? • Why was Wright's plan considered bold? • How could slaves attain their freedom in the community? • Why did the community not last longer than three years? • What did Wright do with the remaining slaves prior to the failing of the community? 	<p>Shaking Things Up: The Power of Written Words</p> <ul style="list-style-type: none"> • Where was Sequoyah born? • In what areas was Sequoyah skilled? • What was Sequoyah's English name? • When did Sequoyah recognize the importance of writing? • What did Sequoyah create? • Who helped Sequoyah demonstrate the written language to the Cherokee?
Suggested Protocols and Resources	Final Word: Pg. 12	Write, Pair, Share: Pg. 35	Infer the Topic: Pg. 17
Extension Activities	Abolitionists in Tennessee spoke out against slavery. Using evidence from the text, students will describe how abolitionists helped speak out against slavery.		
Assessment	Students will use the week's texts to complete the prompt: How did Tennesseans “shake things up” in the world?		
Standards	4.52, 4.54, 4.59, 4.60, 4.62, 4.63		

Week 2: Industry vs. Agriculture				
Essential Question(s)	How did the way of life for Southerners and Northerners differ?			
Texts	Texts: Studies Weekly, Ancient America to 1850			
Vocabulary	wage, plantation, slave, slave labor, Northerner, Southerner, economy, agriculture, rural, transportation, tariff, tax, goods, imports, property, plow, mater, malaria			
Teacher Guided Text Specific & Text Dependent Questions	<p>Life in the North and South: Industry vs. Agriculture</p> <ul style="list-style-type: none"> • Why was it so important that Katie’s father got his new job? • Why do you think goods from the North had to be shipped South? • Why do you think Charlotte’s family owned slaves? 	<p>Industry vs. Agriculture</p> <ul style="list-style-type: none"> • Explain why people living in the North and South might have felt they were living in different countries in the 1800s? • What was the most obvious way the North and South economies were different? • How did most Americans make their living before the 1800s? • Why do you think 75 % of the country’s population lived in the North by 1860? • Do you think Southern plantations could have operated without slaves? • How did the invention of the cotton gin affect plantations? • How did the North depend on railroads? • What were tariffs? • Why did the North support high tariffs? • Why did people in the North oppose slavery? 	<p>John Deere</p> <ul style="list-style-type: none"> • What invention was most important to the cotton industry? • What was John Deere’s trade before he started his tool company? • What tool did Deere invent? • Why were local farmers so excited about the plow? • How do you know Deere was an excellent businessman? 	<p>Slave Families</p> <ul style="list-style-type: none"> • How was the status of children (slave or free) determined? • Why did some young children play with the plantation owner’s children? • How likely was it for a child born into slavery to make it to adulthood?
Suggested Protocols and Resources	Final Word: Pg. 12	Write, Pair, Share: Pg. 35	Infer the Topic: Pg. 17	Back to Back, Face to Face: Pg. 5
Extension Activities	Using the week’s text as a reference, students will use information and their own ideas to explain what caused slavery and what happened because of slavery.			
Assessment	Students will use the week’s texts to complete the prompt: How did the way of life for Southerners and Northerners differ?			
Standards	4.57, 4.58, 4.59, 4.61			

Week 3: Conflicts and Compromises				
Essential Question(s)	How did the North and South compromise to solve problems?			
Texts	Texts: Studies Weekly, Ancient America to 1850			
Vocabulary	Democratic, federal government, nullify, economy, compromise, slave state, free state, fugitive, support, oppose, protest, resolve, abolitionist, abolish, secede, majority, concession			
Teacher Guided Text Specific & Text Dependent Questions	<p>The Roots of Conflict</p> <ul style="list-style-type: none"> • Why was it so important that the Constitution explain federal vs. states' rights and responsibilities? • Why do you think some people believed states should have the right to nullify laws? • Why do you believe most Southern states favored strong states' rights? 	<p>Compromises and Kansas</p> <ul style="list-style-type: none"> • Explain why there was concern that Missouri would be admitted to the Union • What was the greatest fear of Northern citizens if Missouri was admitted as a slave state? • How did Sen. Henry Clay suggest the Missouri issue be solved? • What other measures were taken to solve the Missouri crisis? • Do you think the Missouri Compromise was a good solution to the problem at the time? • How did the end of the Mexican-American War cause the Compromise of 1850? • How did Senator Clay formulate the Compromise of 1850? • What were fugitive slaves? • Why did the Kansas-Nebraska Act cause problems in the U.S.? • Why did "free-soilers" become so upset at the Kansas election? 	<p>Abolitionists 'Build' an Underground Railroad</p> <ul style="list-style-type: none"> • What was the viewpoint of an abolitionist? • Why was a home on the Underground Railroad called a "station"? • What required people, including Northerners, to help return runaway slaves to their Southern owners/masters? • Why were some runaway slaves determined to get to Canada? • How did the Underground Railroad effect relations between the North and South? 	<p>1860: The Election of Abraham Lincoln</p> <ul style="list-style-type: none"> • Why was it important that the right person win the election of 1860? • Why did most Northerners probably support Abraham Lincoln? • Why did Lincoln probably win the election of 1860?
Suggested Protocols and Resources	Final Word: Pg. 12	Write, Pair, Share: Pg. 35	Infer the Topic: Pg. 17	Back to Back, Face to Face: Pg. 5
Extension Activities	<ol style="list-style-type: none"> 1. Students will work in pairs to research and create a sequential order flow map showing the events explained in the sub-section titled "Kansas: The End of Compromise." 2. Students will complete a tree map to show the events that led up to the Civil War. Encourage students to support their ideas with specific information from this week's issue. 			
Assessment	Students will use the week's texts to complete the prompt: How did the North and South compromise to solve problems?			
Standards	4.40, 4.57, 4.58, 4.59, 4.67, 4.68			

Weeks 4-5: Are the Branches of Government Balanced?	
Essential Question(s)	Are the branches of government balanced? What are the duties of each branch of government? Why are there checks and balances within the branches of government?
Unit Texts and Resources	The Three Branches of Government Why Three Branches of Government? The Judicial Branch: Too Much Power?
Unit Overview	Students will read three texts of different perspectives on the topic of the branches of government. Students will use their reading and research to write an opinion essay that addresses whether or not they feel the three branches of government are equally balanced or if they feel one branch is more powerful. Online Access: Here
Standards	4.41

Weeks 6-7: Industrialization (C3 Teacher Inquiry Design Model Unit)	
Essential Question(s)	What changes were made in manufacturing during the 1800s? How did New Yorkers benefit from industrialization? What were the challenges New Yorkers faced during industrialization?
Unit Texts and Resources	Video bank: The assembly line Image bank: Growth of cities Image bank: Urbanization in New York Image bank: Industrialization in New York
Unit Overview	This inquiry leads students through an investigation of the Industrial Revolution in the United States by examining the manufacturing industry as a proxy for industrialization. In weighing the opportunities and costs afforded to New Yorkers as a result of the shift from an agrarian society to an industrial one, students will be able to develop an argument with evidence to answer the compelling question “Did industrialization make life better for everyone in New York?” Subsequent inquiries could be developed around other topics related to industrialism, such as transportation and communication. Online Access: Industrialization

Weeks 8-9: Immigration (C3 Teacher Inquiry Design Model Unit)	
Essential Question(s)	Why did people move to New York and what were their hopes? What was life like for immigrants in New York? How did immigrant groups adapt to and shape the culture of New York?
Unit Texts and Resources	Source bank: Immigrant experiences coming to New York Source bank: Immigrant experiences settling in New York Image bank: Working conditions "Immigration"
Unit Overview	This inquiry leads students through an investigation of the experiences faced by immigrant groups who traveled to New York throughout the mid-nineteenth and early twentieth centuries. Understanding those experiences helps students develop keen insights into the cultural fabric of New York State. In examining the initial hopes of immigrants and their reasons for coming to America, the social and economic conditions in New York City at the time, and the realities of establishing a new life for immigrant families, students should be able to develop an argument with evidence to answer the compelling question "Did the American Dream come true for immigrants who came to New York?" Online Access: Immigration