

Fourth Grade-The History of the United States: Colonization to Reconstruction: Quarter 1 Curriculum Map Scope and Sequence

Topic	Week	Weekly Focus	Standards
American Indians	Week 1:	TN Department of Education Gap Unit: Grade 3 American Indians	TDOE Gap Unit
Exploration	Week 2:	TN Department of Education Gap Unit: Grade 3 Exploration	TDOE Gap Unit
Exploration and the Thirteen Colonies	Week 3	Grade 3: Lost Colony of Roanoke and Jamestown	Gap Unit Standards
The Thirteen Colonies	Week 4:	TN Department of Education Gap Unit: Grade 3 Thirteen Colonies	TDOE Gap Unit
The War of Independence	Week 5: Chapter 1	Students will identify and analyze the impact of conflicts between colonists and American Indian nations brought on by the intrusions of colonization. Students will also describe the contributions of Benjamin Franklin during this era, including the development of the Albany Plan of Union and the “Join or Die” political cartoon.	4.01 4.02
The War of Independence	Week 6: Chapter 1	Students will analyze the causes and consequences of the French and Indian War, and recognize Fort Loudoun’s role in it.	4.03
The War of Independence	Week 7: Chapter 2	Students will evaluate how political, religious, and economic ideas and interests brought about the American Revolution. Students will also Explain the different forms of protests colonists used to promote change in British policies, including: The Boston Tea Party, tarring and feathering, letter writing, and boycotts.	4.04, 4.05
The War of Independence	Week 8: Chapter 2	Students will evaluate how political, religious, and economic ideas and interests brought about the American Revolution. Students will also Explain the different forms of protests colonists used to promote change in British policies, including: The Boston Tea Party, tarring and feathering, letter writing, and boycotts.	4.04, 4.05
The War of Independence	Week 9: Chapter 3	Students will determine the historical and present-day significance of the Declaration of Independence, including the roles of Thomas Jefferson and John Hancock. Students will also contrast how the principles set forth in the Declaration of Independence clashed with treatment of different groups including: women, slaves, and American Indians.	4.06, 4.07

Fourth Grade-The History of the United States: Colonization to Reconstruction: Quarter 1 Curriculum Map Introduction

What Will Fourth Grade Students Learn This Year?

Fourth grade students will learn about the early development of democratic institutions, including the ideas and events that led to the independence of the Thirteen Colonies, the American Revolution, and the formation of a national government under the Constitution. Students will continue their studies with the development and growth of the United States through Manifest Destiny and the division of our country. Finally, students will explore the causes and effects of the Civil War and Reconstruction. Students will utilize primary source documents, geographic tools, analysis, and critical thinking within this concentrated study of early U.S. history.

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 Gibbs Smith: The United States Through Time-4th Grade

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 also recommended that 3-5 students receive 30 minutes per day of social studies instruction (150 minutes per week).*

Online Access to Gibbs Smith: The United States Through Time-4th Grade

Teachers may access **The United States Through Time-4th Grade** online using the following credentials methods:

1. Go www.digital.experiencestatehistory.com and log in with username: shelby4@scs.org and password: **county**

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:

Expeditionary Learning: Protocols and Resources	
Back-to-Back and Face-to-Face	Final Word
Carousel Brainstorm	Fishbowl
Give One, Get One, Move On	Jigsaw

Week 1-TN Department of Education Gap Unit: Grade 3 American Indians	
Essential Question(s)	How does where we live shape how we live?
Standards	3.19 Compare and contrast the geographic locations and customs (i.e., housing and clothing) of the Northeast, Southeast, and Plains North American Indians. C, G, H, T 3.20 Describe the conflicts between American Indian nations, including the competing claims for the control of land. E, G, H, P, T 3.21 Identify the routes and contributions of early explorers of the Americas, including: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, and Amerigo Vespucci. C, E, G, H, P, T 3.22 Examine how American Indian cultures changed as a result of contact with European cultures, including: decreased population, spread of disease (smallpox), increased conflict, loss of territory, and increase in trade.
Access to Resource	SOCIAL STUDIES UNIT PLAN GRADE 3: AMERICAN INDIANS
Vocabulary	Culture, region, vegetation, climate

Week 2-TN Department of Education Gap Unit: Grade 3 Exploration	
Essential Question(s)	How did European exploration change the world?
Standards	3.21 Identify the routes and contributions of early explorers of the Americas, including: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, and Amerigo Vespucci. 3.22 Examine how American Indian cultures changed as a result of contact with European cultures, including: decreased population, spread of disease (smallpox), increased conflict, loss of territory, and increase in trade.
Access to Resource	SOCIAL STUDIES UNIT PLAN GRADE 3: EXPLORATION
Vocabulary	Explorer, convince, monarch, privileges, contribution, cartography, circumnavigation,

Week 3: The Lost Colony of Roanoke and Jamestown			
Essential Question(s)	What role did Jamestown play in the founding of the U.S.?		
Texts	Required Texts: SharePoint Texts		
Standards	3.23 Describe the failure of the lost colony of Roanoke and the theories associated with it. 3.24 Explain the significance of the settlement of Jamestown and the role it played in the founding of the U.S.		
Vocabulary	Settlement, reunion, representative government, empire, Powhatan, three sisters, brackish, viruses, Pilgrims		
Teacher Guided Text Specific & Text Dependent Questions	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>A Lost Colony Found</p> <ul style="list-style-type: none"> • Have you ever heard of Croatoan Island or Croatoan Indians? • How many American Indian tribes do you think once existed? • What do we have today that wasn't around in the 1500s that can help us solve disappearance mysteries? • What was used in the 1500s to try to solve the mystery of the lost colony? • What could have happened to the lost colony of Roanoke? • How has the lost colony of Roanoke remained important while stories of other failed colonies have not? </td> <td style="width: 50%; vertical-align: top;"> <p>Jamestown</p> <ul style="list-style-type: none"> • What type of people settled in Virginia and how did they differ? • How may a settler's way of life prior to arriving in Virginia serve as an advantage or disadvantage when settling in Virginia? • What role did John Smith play in the first two years of the Jamestown Settlement? • What factors led to the decline in population for Jamestown? • Why did the Algonquian chief, Powhatan, switch from allowing the visitors and settlers to being against having settlers and visitor in the area? • How did Pocahontas influence change in Jamestown? • How did the first Africans get to America and what were their roles? </td> </tr> </table>	<p>A Lost Colony Found</p> <ul style="list-style-type: none"> • Have you ever heard of Croatoan Island or Croatoan Indians? • How many American Indian tribes do you think once existed? • What do we have today that wasn't around in the 1500s that can help us solve disappearance mysteries? • What was used in the 1500s to try to solve the mystery of the lost colony? • What could have happened to the lost colony of Roanoke? • How has the lost colony of Roanoke remained important while stories of other failed colonies have not? 	<p>Jamestown</p> <ul style="list-style-type: none"> • What type of people settled in Virginia and how did they differ? • How may a settler's way of life prior to arriving in Virginia serve as an advantage or disadvantage when settling in Virginia? • What role did John Smith play in the first two years of the Jamestown Settlement? • What factors led to the decline in population for Jamestown? • Why did the Algonquian chief, Powhatan, switch from allowing the visitors and settlers to being against having settlers and visitor in the area? • How did Pocahontas influence change in Jamestown? • How did the first Africans get to America and what were their roles?
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Write, Pair, Share: Pg. 35	Back to Back, Face to Face: Pg. 5		
Extension Activities	Students will write a letter to a friend from the viewpoint of a colonist that went back to find that the colony of Roanoke no longer existed. Students will describe what they saw and what they think happened to the people of the lost colony of Roanoke.		
Assessment	Students will use the week's texts to complete the prompt: What role did Jamestown play in the founding of the U.S.?		

Week 4-TN Department of Education Gap Unit: Grade 3 The Thirteen Colonies	
Essential Question(s)	Why do people come to a new place?
Standards	<p>3.27 Identify the economic, political, and religious reasons for founding the Thirteen Colonies and the role of indentured servitude and slavery in their settlement.</p> <p>3.28 Identify representative assemblies and town meetings as early democratic practices during the colonial period.</p> <p>3.29 Explain the cooperation that existed between colonists and American Indians during the 1600s and 1700s, including: fur trade, military alliances, treaties, and cultural exchanges</p>
Access to Resource	SOCIAL STUDIES UNIT PLAN GRADE 3: THE THIRTEEN ENGLISH COLONIES
Vocabulary	Colony, Mercator map projection, New World, Old World, Americas, Thirteen English Colonies,

Week 5: The French and Indian War-Chapter 1

Essential Question(s)			
How did colonist spark conflict with nearby American Indians?			
Standards			
4.01 Identify and analyze the impact of conflicts between colonists and American Indian nations brought on by the intrusions of colonization. (C, G, H, P)			
Texts			
4th Grade Textbook-Gibbs Smith: The United States Through Time (username: shelby4@scs.org /password: county)			
Vocabulary			
King Philip's War, French and Indian War, Ohio Valley, George Washington, Fort Loudoun			
Teacher Guided Text Specific & Text Dependent Questions	<p>In the 1600s (p.4)</p> <ul style="list-style-type: none"> Where did colonists travel from? Why did colonists travel to North America? What did colonist do when they arrived in North America? How did the arrival of colonist affect life for American Indians? <p>Colonists Cause Conflict (p. 4)</p> <ul style="list-style-type: none"> Who lived in the North America prior to the arrival of the Europeans? Where did American Indian tribes live? How did European settlers alter the way of life for American Indians? What caused death among American Indians? What forced American Indians to move away from their land? What sometimes led to violence between colonists and American Indians? <p>King Philip's War (p. 5)</p> <ul style="list-style-type: none"> Who was King Philip? Why was King Philip displeased? What did King Philip do in response to his homeland being destroyed? Who lost more lives during King Philip's War? What signaled end of King Philip's War? 	<p>The French and Indian War (p. 6)</p> <ul style="list-style-type: none"> What was considered the New World? What nations competed for colonies in the New World? Why did the nations compete for landownership? Where were the four wars for land fought? What was he biggest war fought? What was the French and Indian War? By the mid-1700s, what nations controlled what parts of North America? Why was the Ohio Valley one of the most prized areas of North America? What was the purpose of Fort Duquesne? What was George Washington's role during this time? <p>The Fighting Begins (p.8)</p> <ul style="list-style-type: none"> Why did Washington travel back to the fort a second time and what was the result? Why did some American Indians not want colonist in the Ohio Valley? How were the relationships between different colonies and American Indian groups? Why did colonist name the war the French and Indian War? 	<p>The British Learn to Fight (p. 8)</p> <ul style="list-style-type: none"> Why did Great Britain send an army of soldiers to North America? Who was Edward Braddock and what was his disadvantage while in North America? How did the fighting ways of the British and colonists differ from the fighting ways of the French and soldiers and American Indians? <p>Fort Loudoun (p. 9)</p> <ul style="list-style-type: none"> Why did the Cherokee need a fort? Who did the Cherokee ask to build the fort? What agreement was reached before the fort was built? What was the name of the fort? Where was the fort located? Why did the Cherokees' love for the fort change? What ended the peace between he Cherokee and the British? What happened as a result of the Cherokee and British conflict? What were the agreement of the peace treaty between the Cherokee and British?
	Suggested Protocols and Resources	Back to Back Face to Face	Think, Pair, Share

Extension Activities	<ol style="list-style-type: none"> 1) Students will independently use the timeline on pages 2-3 and complete a KWL Chart on the event highlighted on the timeline. Students will then share their charts with a shoulder partner or aloud with the class. 2) Using evidence from the text, students will work in groups or pairs to complete a cause and effect organizer that details reasons for conflict between American Indians and colonists. (Example: Cause- European settlers brought diseases to the land. Effect: American Indians died from diseases) 3) Students will use a chart to record ideas about images before and during reading about the images or topics. 4) Students will use a chart to record notes about what different groups hoped to gain from the French and Indian War.
Additional Topic Specific Resources	<p>What Was the French and Indian War: Video The French and Indian War: George Washington Video</p>
Assessment	Students will write a letter to a friend to explain why/ how the intrusions of colonization caused conflict between American Indians and colonists.

Week 6: The French and Indian War-Chapter 1

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Essential Question(s)	How did colonist spark conflict with nearby American Indians?		
Standards	4.02 Describe the contributions of Benjamin Franklin during this era, including the development of the Albany Plan of Union and the “Join or Die” political cartoon. (C, H, P) 4.03 Analyze the causes and consequences of the French and Indian War, and recognize Fort Loudoun’s role in it. (C, G, H, P, T)		
Texts	4th Grade Textbook-Gibbs Smith: The United States Through Time (username: shelby4@scs.org /password: county)		
Vocabulary	Benjamin Franklin, Albany Plan of Union, Pontiac’s Rebellion, Proclamation of 1763		
Teacher Guided Text Specific & Text Dependent Questions	<p>The Albany Plan (p. 10)</p> <ul style="list-style-type: none"> At the time of the French and Indian War. How did the 13 colonies function? How did Benjamin Franklin feel about the way colonies were functioning? What was the purpose of the Albany Plan of Union? What did the plan consist of? Where did Benjamin Franklin get the idea to create the Albany Plan of Union? How did the colonies react to the Albany Plan of Union? <p>Benjamin Franklin (p. 10)</p> <ul style="list-style-type: none"> What are some things done by Benjamin Franklin that made him a notable figure in American history? What is an almanac? How is Benjamin Franklin connected to the Declaration of Independence and the United States Constitution? 	<p>The War Ends (p. 12)</p> <ul style="list-style-type: none"> How long did the French and Indian War last? Who won the French and Indian War? What was done to official end the war? What is a treaty? What agreements were made about land? What part did the American Indians have in the passing of the treaty? <p>Dividing the Land (p. 12)</p> <ul style="list-style-type: none"> How did the French and Indian War impact the relationship between colonists and American Indians? How did the American Indians feel about colonists occupying the Ohio Valley area? Why? 	<p>Pontiac’s Rebellion (p. 13)</p> <ul style="list-style-type: none"> What was Pontiac’s Rebellion? What was the result of Pontiac’s Rebellion? <p>The Proclamation of 1763 (p. 13)</p> <ul style="list-style-type: none"> Why did French and Indian War affect the British economy? What were the effects of the large debt for the British? What was the purpose of the Proclamation Line? How did the colonists feel about the Proclamation Line? How did the Proclamation Line interfere with the plans of colonists?
Suggested Protocols and Resources	Back to Back Face to Face	Think, Pair, Share	Back to Back Face to Face
Extension Activities	<ol style="list-style-type: none"> Students will imagine they are a British soldier fighting in the French and Indian War. They will use a template to write a letter home describing their experience. Students should include terms from the chapter along with details from their reading to write the letter. After review the “Join, or Die” political cartoon on page 11 of the textbook, students will complete an analysis form to better understand the purpose and viewpoint of the political cartoon. After reading about Benjamin Franklin’s referencing the Iroquois League when creating the Albany plan of union, students will read an excerpt from the Iroquois League Constitution and answer text dependent questions. Students will complete a cluster web to list contributions made by Benjamin Franklin during this era. Students will then use the information from the graphic organizer/ prewriting exercise to compose a paragraph(s) about the contributions of Benjamin Franklin. 		

	5) Students will complete the Headlines Activity to write a summary of the purpose and impact of the Proclamation of 1763. 6) Will review a map and text to complete the Proclamation of 1763 activity sheet .
Additional Topic Specific Resources	Teacher Resource: 10 Things You May Not Know About the French and Indian War Colonial America: French and Indian War
Assessment	Students will write to answer the prompt: What were the consequences of the French and Indian war?

Week 7: The Road to Revolution-Chapter 2

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Essential Question(s)	How did the British treat the colonists after the French and Indian War?		
Standards	4.04 Evaluate how political and economic ideas and interests brought about the American Revolution, including: • Tea Act, 1773 • Resistance to imperial policy • “Taxation without Representation” (Proclamation of 1763) • Intolerable/Coercive Acts, 1774 • The Stamp Act, 1765 • The role of Patrick Henry • The Townshend Acts, 1767 (C, E, H, P) 4.05 Explain the different forms of protests colonists used to promote change in British policies, including: the Boston Tea Party, tarring and feathering, letter writing, and boycotts. (C, E, H, P)		
Texts	4th Grade Textbook-Gibbs Smith: The United States Through Time (username: shelby4@scs.org /password: county)		
Vocabulary	American Revolution, revolution, debt, tax, parliament, The Sugar Act, The Stamp Act		
Teacher Guided Text Specific & Text Dependent Questions	<p>The American Revolution (p. 15)</p> <ul style="list-style-type: none"> • Why does a revolution occur? • What can happen as a result of a revolution? • How did the American revolution start? • What is independence? • Who fought during the American Revolution? What were the two sides? <p>Trouble with Britain (p. 15)</p> <ul style="list-style-type: none"> • How were things governed for colonists prior to the French and Indian War? • Why did the way of making rules change for colonists after the French and Indian War? • Why did colonists not like the Proclamation of 1763? • What did the British say was the purpose of the Proclamation of 1763? • Why was Great Britain struggling with debt at the time? • What was Great Britain’s plan for getting out of debt? • What were some things the British taxed? • How were the British taxes different from taxes the colonists were used to paying? 	<p>“No Taxation without Representation” (p. 16)</p> <ul style="list-style-type: none"> • What were the colonists used to when it came to local government? • What was the House of Burgesses? • How did colonists’ involvement in the government in the colonies differ from their involvement in government in Great Britain? • What is a parliament? • What did the saying “No taxation without representation!” mean? <p>Linking the Past to the Present</p> <ul style="list-style-type: none"> • What is debt? • Why do governments need money? • What happens when a government spends more money than it brings in? • What is currently our national debt? 	<p>The Sugar Act (p. 17)</p> <ul style="list-style-type: none"> • Who passed the Sugar Act? • What was the Sugar Act? • What happened as a result of the Sugar Act? • Who benefited from the Sugar Act? <p>The Stamp Act (p. 17)</p> <ul style="list-style-type: none"> • When was the Stamp Act passed? • Who passed the Stamp Act? • What was the purpose of the Stamp Act? • What things became costly due to the Stamp Act? <p>Stepping on the Rights of Colonists (p. 17)</p> <ul style="list-style-type: none"> • What did colonist think about Britain’s policies? • What is a right? • How did the way court trials governed in the colonies differ from the way trials were governed in Great Britain? • What was the British government’s policy when it came to the privacy of colonists?
Suggested Protocols and Resources	Back to Back Face to Face	Think, Pair, Share	Back to Back Face to Face
Extension Activities	<p>1) Students will complete a See, Think, Wonder Chart on the Virginia House of Burgesses image on page 16.</p> <p>2) Students will read the Stamp Act and highlight key ideas from the text. Students will also write to explain the frustration and anger of colonists due to The Stamp Act.</p>		

Additional Topic Specific Resources	No Taxation Without Representation - The Song
Assessment	Students will answer the prompt: How did the British treat the colonists after the French and Indian War?

Week 8: The Road to Revolution-Chapter 2

Essential Question(s)	How did colonist protest British taxes?			
Standards	4.04 Evaluate how political and economic ideas and interests brought about the American Revolution, including: • Tea Act, 1773 • Resistance to imperial policy • "Taxation without Representation" (Proclamation of 1763) • Intolerable/Coercive Acts, 1774 • The Stamp Act, 1765 • The role of Patrick Henry • The Townshend Acts, 1767 (C, E, H, P) 4.05 Explain the different forms of protests colonists used to promote change in British policies, including: the Boston Tea Party, tarring and feathering, letter writing, and boycotts. (C, E, H, P)			
Texts	4th Grade Textbook-Gibbs Smith: The United States Through Time (username: shelby4@scs.org /password: county)			
Vocabulary	boycotts, Patrick Henry, The Tea Act, The Townshend Acts, The Boston Massacre, Boston Tea Party, Committees of Correspondence, Intolerable Acts, Coercive Acts			
Teacher Guided Text Specific & Text Dependent Questions	<p>The Colonists Protest (p. 18)</p> <ul style="list-style-type: none"> • How did the colonist feel about The Stamp Act? • What did the colonist do as a result of The Stamp Act? • Why were the Sons of Liberty and the daughters of Liberty formed? • What did the Sons of Liberty and the Daughters of Liberty do? • What are boycotts/? • What did colonists do to boycott British goods? • What happened as a result of the boycotts? <p>Patrick Henry (p. 18)</p> <ul style="list-style-type: none"> • Why was Patrick Henry well known during the time of the British taxes? • Before study law, what were some of Henry's occupations? • How was Patrick Henry connected to the Virginia House of Burgesses? • What are some things Patrick Henry did while he was with the Virginia House of Burgesses? • What quote is Patrick Henry commonly known for? 	<p>The Townshend Acts (p. 20)</p> <ul style="list-style-type: none"> • What were The Townshend Acts? • When were they passed? • Why was taxation on tea especially upsetting to colonists? <p>The Boston Massacre (p. 20)</p> <ul style="list-style-type: none"> • When did the Boston Massacre occur? • How did the Boston Massacre start? • What happened during the Boston Massacre? • What happened as a result of the Boston Massacre? <p>The Tea Act (p. 20)</p> <ul style="list-style-type: none"> • When was The Tea Act passed? • How was The Tea Act different from The Sugar Act and The Stamp Act? • What was The Tea Act? • Why might colonists be upset with the enforcement of The Tea Act? 	<p>The Boston Tea Party (p. 21)</p> <ul style="list-style-type: none"> • How did colonists react to The Tea Act? • When did the Boston Tea party occur? • Who participated in the Boston Tea party? • What occurred during the Boston Tea party? • Why did the Boston Tea Party occur? • How did other colonies react to The Tea Act? <p>Committees of Correspondence (p. 21)</p> <ul style="list-style-type: none"> • What was the role of the Committee of Correspondence? • Where did the first Committee of Correspondence start? • What did the Committees of Correspondence help colonists do? 	<p>The Intolerable Acts (p. 22)</p> <ul style="list-style-type: none"> • How did the British feel about The Boston Tea Party? • What did the British do as a result of The Boston Tea Party? • How did the British Parliament's punishment on Boston affect its colonists? • How did the people of other colonies support the people of Boston during their punishment? • What was The Quartering Act? • Why might colonist be angered by The Quartering Act? • What hopes did the British Parliament have when it enforced punishment on Boston and The Quartering Act? • What were the Intolerable Acts? • What were the Coercive Acts?

Suggested Protocols and Resources	Back to Back Face to Face	Think, Pair, Share	Back to Back Face to Face
Extension Activities	<p>1) Students will read The Boston Tea Party Text and write a summary of the text.</p> <p>2) Students will complete a Venn Diagram to compare and contrast The Stamp Act or Tea Act to The Tea Act.</p> <p>3) Students will complete a cause and effect chart to explain the effects of the different acts, taxes, and laws enforced on colonists by the British government.</p>		
Additional Topic Specific Resources	"Give Me Liberty or Give Me Death"		
Assessment	Students will answer the prompt: How did colonists protest British taxes?		

Week 9: The American Revolution-Chapter 3

Essential Question(s)	How did the colonists come together to fight against Britain? What was the start of the American Revolution?		
Standards	4.06 Determine the historical and present-day significance of the Declaration of Independence, including the roles of Thomas Jefferson and John Hancock. (T.C.A. § 49-6-1028) (H, P, TCA) 4.07 Contrast how the principles set forth in the Declaration of Independence clashed with treatment of different groups including: women, slaves, and American Indians. (C, E, H, P)		
Texts	4th Grade Textbook-Gibbs Smith: The United States Through Time (username: shelby4@scs.org /password: county)		
Vocabulary	Delegates, First Continental Congress, Second Continental Congress, Minutemen, “regulars”		
Teacher Guided Text Specific & Text Dependent Questions	<p>The American Revolution (p. 24)</p> <ul style="list-style-type: none"> Why were colonists unhappy? What actions caused colonies to work together instead of as individual colonies? <p>Coming Together (p. 24)</p> <ul style="list-style-type: none"> What is a delegate? What was the First Continental Congress? Where was the First Continental Congress held? What is a congress? What colony was not represented at the First Continental Congress? How many delegates attended the First Continental Congress? What was discussed at the First Continental Congress? 	<p>The First Continental Congress (p. 24)</p> <ul style="list-style-type: none"> Who were some of the delegates to attend the First Continental Congress? What did the delegates do at the First Continental Congress? What were some agreement mad at the First Continental Congress? <p>“The Shot Heard ‘Round the World” (p. 25)</p> <ul style="list-style-type: none"> What colonists and the British do after the First Continental Congress? Why did British solders march in the two towns in Massachusetts? Who were Minutemen and why did they have the name Minutemen? What happened during the Battle of Lexington and Concord? What was “the shot heard around the world?” What was the start of the American Revolution? 	<p>Paul Revere’s Midnight Ride (p. 25)</p> <ul style="list-style-type: none"> Who was Paul Revere? Who did Paul Revere warn? What did he warn them of? Where did Paul Revere travel and how did he get there? What is “Paul Revere’s Ride?” <p>The Second Continental Congress (p. 26)</p> <ul style="list-style-type: none"> Where was the Second Continental Congress held? How did colonists feel after the Battle at Lexington and Concorde? What is independence? What did leaders agree on at the Second Continental Congress? (Image Caption) Where did the delegates meet in Philadelphia? What is Independence Hall?
Suggested Protocols and Resources	Back to Back Face to Face	Think, Pair, Share	Back to Back Face to Face
Extension Activities	1) Students will read the text Night Rider and Ander text dependent questions about Paul Revere. 2) Students will read the text The Shot Heard’ Round the World and write a summary of the text.		
Additional Topic Specific Resources	History Brief: The First Continental Congress The Shot Hear Round the World: Lyrics		
Assessment	Student will write to answer the prompt: How did the colonists come together to fight against Britain?		