

## Fourth Grade-The History of the United States: Colonization to Reconstruction: Quarter 2 Curriculum Map Scope and Sequence

Topic	Week	Weekly Focus	Standards
<b>The War of Independence</b>	Week 1: 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.	4.06, 4.07
<b>The War of Independence</b>	Week 2: Chapter 4	Students will determine the importance of various to the American Revolution and examine major events and battles of the American Revolution.	4.08, 4.09
<b>The War of Independence</b>	Week 3: Chapter 4	Students will contrast how the principles set forth in the Declaration of Independence clashed with treatment of different groups including: women, slaves, and American Indians. Students will also evaluate the contributions made by women during the American Revolution.	4.08, 4.09, 4.07, 4.10
<b>Creating a New Government</b>	Week 4 Chapter 5	Students will identify the weaknesses of the Articles of Confederation, including: no power to tax, weak central government, and the impact of Shays' Rebellion.	4.11
<b>Creating a New Government</b>	Week 5: Chapter 5	Students will identify the weaknesses of the Articles of Confederation, including: no power to tax, weak central government, and the impact of Shays' Rebellion.	4.11
<b>Creating a New Government</b>	Week 6: Chapter 6	Identify the roles of James Madison and George Washington during the Constitutional Convention, and analyze the major issues debated, including: <ul style="list-style-type: none"> <li>• Distribution of power between the states and federal government</li> <li>• Great Compromise</li> <li>• Slavery and the Three-Fifths Compromise</li> </ul>	4.12
<b>Creating a New Government</b>	Week 7: Chapter 6	Describe the conflict between the Federalists and Anti-Federalists over ratification of the Constitution, including the need for a Bill of Rights. Students will also describe the principles embedded in the Constitution, including: <ul style="list-style-type: none"> <li>• Purposes of government (listed in the Preamble)</li> <li>• Separation of powers</li> <li>• Branches of government</li> <li>• Checks and balances</li> <li>• Recognition and protection of individual rights (in the 1st Amendment)</li> </ul>	4.13, 4.14
<b>Building the New Nation</b>	Week 8: Chapter 7	Students will examine the legacy and significance of the presidency of George Washington, including: the creation of cabinet member positions, two-party split, and the push for a strong central government.	4.15

## Fourth Grade-The History of the United States: Colonization to Reconstruction: Quarter 2 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-4<sup>th</sup> 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-4<sup>th</sup> Grade

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

1. Go [www.digital.experiencestatehistory.com](http://www.digital.experiencestatehistory.com) and log in with username: [shelby4@scs.org](mailto: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:

<a href="#">Expeditionary Learning: Protocols and Resources</a>	
Back-to-Back and Face-to-Face	Final Word
Carousel Brainstorm	Fishbowl
Give One, Get One, Move On	Jigsaw

**Week 1: Winning Independence-Chapter 3**

<b>Essential Question(s)</b>	Why was the Declaration of Independence important to the colonies? How would it change the lives of colonists?		
<b>Standards</b>	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)		
<b>Texts</b>	<a href="#">4<sup>th</sup> Grade Textbook-Gibbs Smith: The United States Through Time</a> (username: <a href="mailto:shelby4@scs.org">shelby4@scs.org</a> /password: county)		
<b>Vocabulary</b>	Redcoats, Loyalists, Patriots, Declaration of Independence		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Taking Sides (p. 27)</b></p> <ul style="list-style-type: none"> <li>Why did colonist not agree at the start of the war?</li> <li>How did the wants of different colonists differ?</li> <li>What was the common want of colonists who did not pick a side?</li> </ul> <p><b>Patriots (p.27)</b></p> <ul style="list-style-type: none"> <li>What were the ants of patriots?</li> <li>What were patriots willing to do to get their wants?</li> </ul> <p><b>Loyalists (p. 27)</b></p> <ul style="list-style-type: none"> <li>Who would be considered a Loyalist?</li> <li>What idea did some Loyalist favor?</li> <li>How did loyalists feel about British Rule?</li> <li>What did loyalist want?</li> </ul>	<p><b>The Declaration of Independence (p. 28)</b></p> <ul style="list-style-type: none"> <li>What happened at the Second Continental Congress?</li> <li>Who was on the committee to write the letter?</li> <li>Who did the group decide to put in charge of the writing?</li> <li>Why did they choose him to do the writing?</li> </ul> <p><b>Writing the Declaration (p. 28)</b></p> <ul style="list-style-type: none"> <li>How long did it take to write the Declaration of Independence?</li> <li>What did the Declaration of Independence explain?</li> <li>What did Jefferson specifically list in the Declaration of Independence?</li> <li>Why do you think Jefferson ended the document with "...we mutually pledge to each other our Lives, Fortunes, and our sacred Honor?"</li> </ul>	<p><b>The First to Sign (p. 29)</b></p> <ul style="list-style-type: none"> <li>Who was the president of the Congress?</li> <li>Who was the first to sign the Declaration of Independence?</li> <li>What myth surrounds John Hancock's large signature on the Declaration of Independence?</li> <li>Who else signed the Declaration of Independence?</li> <li>Why was signing the Declaration of Independence considered a risk for leaders?</li> <li></li> </ul> <p><b>Independence Day (p. 29)</b></p> <ul style="list-style-type: none"> <li>When was the Declaration of Independence approved?</li> <li>What happed to the colonies after the approval of the Declaration of Independence?</li> <li>What challenges were still ahead for the new country?</li> </ul> <p><b>Freedom for Some (p. 29)</b></p> <ul style="list-style-type: none"> <li>What does the Declaration of Independence mention about equality?</li> <li>What groups were left out of the Declaration of Independence?</li> <li>Who did the Thomas Jefferson blame for starting the slave trade?</li> <li>Why was the issue of slavery left out of the Declaration of Independence?</li> </ul>
<b>Suggested Protocols and Resources</b>	<a href="#">Back to Back Face to Face</a>	<a href="#">Back to Back Face to Face</a>	<a href="#">Back to Back Face to Face</a>

<b>Extension Activities</b>	<ol style="list-style-type: none"><li>1) Students will complete a Venn Diagram to compare and contrast the Patriots and Loyalists.</li><li>2) Students will write comic strip to record the dialogue between a Loyalist and Patriot as they discuss their views and wants.</li><li>3) Students will read portions of the Declaration of Independence and highlight or list the grievances the colonists had with the British since the end of the French and Indian war.</li></ol>
<b>Additional Topic Specific Resources</b>	Pages 14-13 of the Teacher Resources and Assessment Book: Loyalists vs. Patriots
<b>Assessment</b>	Student will write to answer the prompt: Why was the Declaration of Independence important to the colonies? How would it change the lives of colonists?

**Week 2: Winning Independence -Chapter 4**

<b>Week 2: Winning Independence -Chapter 4</b>			
<b>Essential Question(s)</b>	How did the American army compare to the British army? How did the preparation of the armies affect their success or failure while at war?		
<b>Standards</b>	4.09 Examine major events and battles of the American Revolution, including: Battle of Saratoga • Battles of Lexington and Concord •Valley Forge • Battle of Bunker (Breed’s Hill • Battle of Yorktown (C, G, H, P)		
<b>Texts</b>	<a href="#">4<sup>th</sup> Grade Textbook-Gibbs Smith: The United States Through Time</a> (username: <a href="mailto:shelby4@scs.org">shelby4@scs.org</a> /password: county)		
<b>Vocabulary</b>	Redcoats, Buner Hill, Battle of Saratoga, Valley Forge		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>An Uneven Match (p. 32)</b></p> <ul style="list-style-type: none"> <li>• How were the colonies outmatched by the British?</li> <li>• What were the strengths of the Continental army?</li> <li>• What was the Battle of Buner Hill?</li> <li>• How did the American army prove to the British that they would be hard to defeat?</li> </ul> <p><b>British Strategy (p. 33)</b></p> <ul style="list-style-type: none"> <li>• How did the British plan to win the war?</li> <li>• What challenged the British’s strategy?</li> </ul>	<p><b>The Battle of Saratoga (p. 33)</b></p> <ul style="list-style-type: none"> <li>• Where was the Battle of Saratoga?</li> <li>• What was the outcome of the Battle of Saratoga?</li> <li>• Why was the Battle of Saratoga considered a major turning point in the war?</li> <li>• How did the British react to the Battle of Saratoga?</li> </ul>	<p><b>Winter at Valley Forge (p. 34)</b></p> <ul style="list-style-type: none"> <li>• Where is Valley Forge?</li> <li>• Why were soldiers tired and ragged?</li> <li>• How did the winter at Valley Forge strain the American army?</li> <li>• In what ways did George Washington display leadership while at Valley Forge?</li> <li>• How did the American army change from the winter to the spring?</li> </ul>
<b>Suggested Protocols and Resources</b>	<a href="#">Back to Back Face to Face</a>	<a href="#">Think, Pair, Share</a>	<a href="#">Back to Back Face to Face</a>
<b>Extension Activities</b>	<p>1) Students will use a Venn diagram to compare and contrast the American and British armies. Students will then use the Venn diagram to assist them in writing a paragraph to compare and contrast the two armies.</p> <p>2) Students will create a cause and effect chart to detail the experiences of those who were apart of the winter at Valley Forge.</p>		
<b>Additional Topic Specific Resources</b>	Page 18 of the Teacher Resource and Assessment Book: Minutemen Vs. Redcoats		
<b>Assessment</b>	Writing prompt: How did the American army compare to the British army? How did the preparation of the armies affect their success or failure while at war?		

**Week 3: Winning Independence-Chapter 4**

<b>Week 3: Winning Independence-Chapter 4</b>			
<b>Essential Question(s)</b>	What was the impact of the signing of the Treaty of Paris? How did women contribute to the American Revolution?		
<b>Standards</b>	4.10 Evaluate the contributions made by women during the American Revolution, including: • Abigail Adams • Betsy Ross • Mary Ludwig Hays (Molly Pitcher) • Phillis Wheatley (C, E, H)		
<b>Texts</b>	<a href="#">4<sup>th</sup> Grade Textbook-Gibbs Smith: The United States Through Time</a> (username: <a href="mailto:shelby4@scs.org">shelby4@scs.org</a> /password: county)		
<b>Vocabulary</b>	Surrender, declare, Treaty of Paris		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>The British Surrender (p. 35)</b></p> <ul style="list-style-type: none"> <li>Who was General Cornwallis?</li> <li>Who became allies with George Washington and his army?</li> <li>What was the outcome of the Battle of Yorktown?</li> </ul> <p><b>The Treaty of Paris (p. 35)</b></p> <ul style="list-style-type: none"> <li>What is the Treaty of Paris?</li> <li>What groups were not invited to the meeting about the Treaty of Paris?</li> <li>What happened to the colonies as a result of the Treaty of Paris?</li> </ul> <p><b>Abigail Smith Adams (p. 36)</b></p> <ul style="list-style-type: none"> <li>Where was Abigail Smith born?</li> <li>Who was her “dearest friend?”</li> <li>What responsibilities did Abigail Adams take on when her husband served in the Continental Congress?</li> <li>What stance did Abigail Adams have on women’s rights?</li> <li>What stance did Abigail Adams have on enslaved people?</li> <li>How is Abigail Adams related to presidents of the United States?</li> </ul>	<p><b>Betsy Ross (p.36)</b></p> <ul style="list-style-type: none"> <li>Who did the colonies declare independence from?</li> <li>What was needed after the colonies declared independence?</li> <li>What did the stars and stripes on the flag stand for?</li> <li>According to legend, who created the first flag?</li> <li>Why is the story of Betsy Ross creating the first flag considered a legend and not a fact?</li> </ul> <p><b>Phillis Wheatley (p.37)</b></p> <ul style="list-style-type: none"> <li>How did Phillis Wheatley arrive in America?</li> <li>Where did Phillis Wheatley live once she arrived in America?</li> <li>What did Phillis Wheatley accomplish at the age of 12?</li> <li>Why did Phillis Wheatley considered a prominent African American?</li> <li>What connection did Phillis Wheatley have with George Washington??</li> </ul>	<p><b>Mary Ludwig Hays (p. 37)</b></p> <ul style="list-style-type: none"> <li>How did Mary Ludwig Hays support the American Revolution?</li> <li>How did Mary Ludwig Hays become a part of the war?</li> <li>How did Mary Ludwig Hays earn the nickname Molly Pitcher?</li> <li>Why was Mary Ludwig Hays considered a hero in a certain battle?</li> </ul> <p><b>Abigail Adams Asked Her Husband to “Remember the Ladies” (p. 38)</b></p> <ul style="list-style-type: none"> <li>How long were Abigail and John Adams married?</li> <li>Because they were often apart, what form of communication did they use a lot?</li> <li>Where was John Adams when Abigail Adams wrote a note to him on March 31, 1776?</li> <li>What was happening at the Second Continental Congress?</li> <li>In the letter, what did Abigail Adams ask John Adams to do and why?</li> <li>What was the British government’s policy when it came to the privacy of colonists?</li> </ul>
<b>Suggested Protocols and Resources</b>	<a href="#">Back to Back Face to Face</a>	<a href="#">Think, Pair, Share</a>	<a href="#">Back to Back Face to Face</a>
<b>Extension Activities</b>	<ol style="list-style-type: none"> <li>Students will write a newspaper headline and summary to explain what happened to the colonies as a result of the Treaty of Paris?</li> <li>Students will write a summary of the work of each woman highlighted through the week.</li> <li>Students will rank the contributions of the women and use evidence from the text to support their ranking of contributions.</li> </ol>		

<b>Additional Topic Specific Resources</b>	Page 19 of the Teacher Resource and Assessment Book: SHERO Nomination
<b>Assessment</b>	Students will write to answer the prompt: <i>What happened as a result of the signing of the Treaty of Paris?</i>

**Week 4: Articles of Confederation-Chapter 5**

<b>Essential Question(s)</b>	What were the Articles of Confederation? What were the weaknesses of the Articles of Confederation?		
<b>Standards</b>	4.11 Identify the weaknesses of the Articles of Confederation, including: no power to tax, weak central government, and the impact of Shays' Rebellion. (E, K, P)		
<b>Texts</b>	<a href="#">4th Grade Textbook-Gibbs Smith: The United States Through Time</a> (username: <a href="mailto:shelby4@scs.org">shelby4@scs.org</a> /password: county)		
<b>Vocabulary</b>	Delegates, central government, constitution, republic, legislative branch, Article of Confederation executive branch, judicial branch		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>When the Delegates (p. 44)</b></p> <ul style="list-style-type: none"> <li>• What happened to the 13 colonies when the delegates of the Second Continental Congress signed the Declaration of Independence?</li> <li>• What was the nation's central government during the war?</li> <li>• What was the main job of the Second Continental Congress during the war?</li> <li>• What is a constitution?</li> <li>• What were the two types of constitutions?</li> </ul> <p><b>Writing State Constitutions (p. 44)</b></p> <ul style="list-style-type: none"> <li>• Who asked states to write a constitution?</li> <li>• What would the state constitutions replace?</li> <li>• What was one of the most important new ideas leaders wanted to be in place with the new government?</li> <li>• What is a republic?</li> </ul>	<p><b>Strong State Legislatures (p. 45)</b></p> <ul style="list-style-type: none"> <li>• What was the purpose of the legislative branch?</li> <li>• Which people had a voice in the government?</li> <li>• Which groups of people were allowed to vote?</li> <li>• Which groups of people were prohibited to vote?</li> <li>• What were the jobs of court systems for each state?</li> </ul> <p><b>Protecting the Rights of People (p. 45)</b></p> <ul style="list-style-type: none"> <li>• What was one of the main reasons Americans wanted independence from the British?</li> <li>• What were declarations of rights?</li> <li>• What are some examples of declarations?</li> <li>• What did the declarations become a model for?</li> </ul> <p><b>The Articles of Confederation (p.46)</b></p> <ul style="list-style-type: none"> <li>• Why did the members of the Continental Congress want a government that was different from the British Parliament?</li> <li>• Why did they feel they needed a central government?</li> <li>• Who served on the committee to draft the constitution?</li> <li>• Why was the summer of 1776 busy for the congress?</li> <li>• How long did it take the committee to write the Article of Confederation?</li> <li>• How long did it take for the last state to give approval on the Articles of Confederation?</li> </ul>	<p><b>A Weak Central Government (p.47)</b></p> <ul style="list-style-type: none"> <li>• What is a central government?</li> <li>• What resulted in the creation of a weak central government?</li> <li>• How did the government created by the Articles of Confederation differ from our current structure of government?</li> <li>• What was the chief branch of government?</li> <li>• What did the Articles of Confederation allow congress to do?</li> <li>• What did the Articles of Confederation not allow congress to do?</li> </ul> <p><b>One Vote for Each State (p. 47)</b></p> <ul style="list-style-type: none"> <li>• How many votes would each state have?</li> <li>• Why did the rule of having one vote upset leaders?</li> <li>• What is the role of an executive branch in government?</li> <li>• What is the role of a judicial branch in government?</li> <li>• What is the role of the Supreme Court?</li> </ul>
<b>Suggested Protocols and Resources</b>	<a href="#">Back to Back Face to Face</a>	<a href="#">Think, Pair, Share</a>	<a href="#">Back to Back Face to Face</a>
<b>Extension Activities</b>	Students will work in pairs or groups to read the Articles of Confederation and highlight the weaknesses and why they are considered weakness.		
<b>Additional Topic Specific Resources</b>	Page 24 of the Teacher Resource and Assessment Book: Pros and Cons of the Articles of Confederation.		
<b>Assessment</b>	Students will write to answer the prompt: What were the Articles of Confederation and what were the weaknesses of the Articles of Confederation?		

**Week 5: Articles of Confederation-Chapter 5**

<b>Essential Question(s)</b>	How did the weaknesses of the Articles of Confederation create problems for the young nation?		
<b>Standards</b>	4.11 Identify the weaknesses of the Articles of Confederation, including: no power to tax, weak central government, and the impact of Shays' Rebellion. (E, K, P)		
<b>Texts</b>	<a href="#">4th Grade Textbook-Gibbs Smith: The United States Through Time</a> (username: <a href="mailto:shelby4@scs.org">shelby4@scs.org</a> /password: county)		
<b>Vocabulary</b>	Confederation, Shays' Rebellion,		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>The Loosely United States (p.47)</b></p> <ul style="list-style-type: none"> <li>Why was the United States considered loosely united?</li> <li>What is a confederation?</li> <li>What is a "firm league of friendship?"</li> <li>When would states act together as one?</li> </ul> <p><b>Testing the Confederation (p.48)</b></p> <ul style="list-style-type: none"> <li>Why did the Confederation struggle with problems as soon as it was created?</li> <li>How did the government plan to repay war debts?</li> <li>Why was the plan to repay war debts unsuccessful?</li> </ul> <p><b>Trade with Other Countries (p. 48)</b></p> <ul style="list-style-type: none"> <li>What did the Articles of Confederation give states?</li> <li>Why did many countries decide not to trade with the United States?</li> <li>What did the lack of trading do the economy of the America?</li> </ul>	<p><b>No Respect (p. 49)</b></p> <ul style="list-style-type: none"> <li>Why did foreign countries not respect the United States?</li> <li>What were the British supposed to do at the conclusion of the Revolution?</li> <li>Why were the British still in the United States after the Revolution?</li> <li>What did the British troops encourage American Indians to do?</li> <li>What problems did Spain cause with the United States?</li> <li>How were the British and Spanish alike?</li> <li>What could the United States do to solve issues with the British and Spain?</li> </ul> <p><b>State Taxes (p. 49)</b></p> <ul style="list-style-type: none"> <li>What did states tax?</li> <li>What caused states</li> <li>What role did congress play in state taxes?</li> <li>Why caused people of different states to sell less goods and earn less money?</li> </ul>	<p><b>A Rebellion in Massachusetts (p. 50)</b></p> <ul style="list-style-type: none"> <li>Why did farmers have trouble paying their debts?</li> <li>What did farmers need money for?</li> <li>What happened to farmers when they could not pay their debts?</li> <li>What role did many of the struggling famers play during the Revolution?</li> <li>How were farmers compensated during and after the Revolution?</li> <li>Who was Daniel Shays?</li> <li>What was Shays' Rebellion?</li> <li>What was done to stop the rebellion?</li> </ul> <p><b>Calls for Stronger Government (p. 51)</b></p> <ul style="list-style-type: none"> <li>What impact did Shays' Rebellion have on state and national leaders?</li> <li>Why could congress not help?</li> <li>What did state leaders decide to do to strengthen the government?</li> </ul>
<b>Suggested Protocols and Resources</b>	<a href="#">Back to Back Face to Face</a>	<a href="#">Think, Pair, Share</a>	<a href="#">Back to Back Face to Face</a>
<b>Extension Activities</b>	Students will write to define Shay's Rebellion and detail the causes and consequences of Shay's Rebellion?		
<b>Additional Topic Specific Resources</b>	Page 28 of the Teacher Resource and Assessment Book: Differing Views of Shays' Rebellion.		
<b>Assessment</b>	Students will write to answer the prompt: How did the weaknesses of the Articles of Confederation create problems for the young nation?		