

Fourth Grade-The History of the United States: Colonization to Reconstruction: Quarter 3 Curriculum Map Scope and Sequence

| Topic | Week | Weekly Focus | Standards |
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| Building the New Nation | Week 1: Chapter 8 | Students will map the exploration of the Louisiana Territory, and describe the events, struggles, and successes of the purchase, including the significance of: Meriwether Lewis, William Clark, and Sacagawea | 4.16 |
| Building the New Nation | Week 2: Chapter 9 | Students will identify major causes, events, and key people of the War of 1812, including: • Trade restrictions • Impressment • Battle of New Orleans • Burning of Washington, D.C. • Francis Scott Key • Andrew Jackson | 4.17 |
| Building the New Nation | Week 3: Chapter 10 | Students will analyze the impact of Andrew Jackson's presidency, including: the Indian Removal Act, Trail of Tears, and preservation of the union. | 4.18 |
| The Growth of the Republic | Week 4 Chapter 11 | Students will contrast regional differences in the early 19th century, including: the emerging urbanization in the North, the expansion of the plantation system in the South, and the developing West. Students will also analyze the impact of the American Industrial Revolution, including the significance of: • Watermills (influence of geography) • Robert Fulton (steamboats) • Samuel Slater (factory system) • Eli Whitney (cotton gin). | 4.19, 4.20 |
| The Growth of the Republic | Week 5: Chapter 12 | Students will compare and contrast the characteristics of slave life in plantations, cities, and other farms. | 4.21 |
| The Growth of the Republic | Week 6: Chapter 13 | Students will describe the experiences of settlers on the overland trails to the West, including the purpose of the journeys and influence of geography. Students will examine the impact of President James K. Polk's view of Manifest Destiny on westward expansion. Students will also explain the significance of the California Gold Rush in westward expansion. | 4.22, 4.23, 4.24 |
| The United States Prior the Civil War | Week 7: Chapter 14 | Students will analyze the sectional differences between the North and the Antebellum South, including: • Economic • Political • Population • Social • Transportation. Students will identify abolitionist leaders and their approaches to ending slavery, including: • Frederick Douglass • William Lloyd Garrison • Sojourner Truth • Harriet Tubman. Students will also explain how slavery became a national issue during the mid-19th century, including the significance of: • Missouri Compromise • Compromise of 1850 • Uncle Tom's Cabin • Kansas-Nebraska Act • Dred Scott v. Sandford decision • John Brown's Raid (on Harper's Ferry) | 4.25, 4.26, 4.27 |
| The United States Prior the Civil War | Week 8: Chapter 14 | Students will analyze the sectional differences between the North and the Antebellum South, including: • Economic • Political • Population • Social • Transportation. Students will identify abolitionist leaders and their approaches to ending slavery, including: • Frederick Douglass • William Lloyd Garrison • Sojourner Truth • Harriet Tubman. Students will also explain how slavery became a national issue during the mid-19th century, including the significance of: • Missouri Compromise • Compromise of 1850 • Uncle Tom's Cabin • Kansas-Nebraska Act • Dred Scott v. Sandford decision • John Brown's Raid (on Harper's Ferry) | 4.25, 4.26, 4.27 |

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| The United States Prior the Civil War | Week 9: Chapter 15 | Students will Explain how slavery became a national issue during the mid-19th century, including the significance of: • Missouri Compromise • Compromise of 1850 • Uncle Tom's Cabin • Kansas-Nebraska Act • Dred Scott v. Sandford decision • John Brown's Raid (on Harper's Ferry) | 4.28, 4.29 |
| The United States Prior the Civil War | Week 10: Chapter 15 | Students will Explain how slavery became a national issue during the mid-19th century, including the significance of: • Missouri Compromise • Compromise of 1850 • Uncle Tom's Cabin • Kansas-Nebraska Act • Dred Scott v. Sandford decision • John Brown's Raid (on Harper's Ferry) | 4.28, 4.29 |

Fourth Grade-The History of the United States: Colonization to Reconstruction: Quarter 3 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 | |
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| Back-to-Back and Face-to-Face | Final Word |
| Carousel Brainstorm | Fishbowl |
| Give One, Get One, Move On | Jigsaw |

Week 1: Exploring Louisiana Territory-Chapter 8

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| Essential Question(s) | What were the struggles and successes of the Louisiana Purchase? | | |
| Standards | 4.16 Map the exploration of the Louisiana Territory, and describe the events, struggles, and successes of the purchase, including the significance of: Meriwether Lewis, William Clark, and Sacajawea. | | |
| Texts | 4th Grade Textbook-Gibbs Smith: The United States Through Time (username: shelby4@scs.org /password: county) | | |
| Vocabulary | Louisiana Territory, Louisiana Purchase, Corps of Discovery, expedition | | |
| Teacher Guided Text Specific & Text Dependent Questions | <p>After Washington (p. 78)</p> <ul style="list-style-type: none"> Who was John Adams and why did people become angry with him? Why was Thomas Jefferson elected president? Who controlled the Louisiana Territory? Why was the Mississippi River important to Americans at the time? What concerns did Americans have about the Mississippi River and Spain? <p>The Louisiana Purchase (p. 79)</p> <ul style="list-style-type: none"> Who took the Louisiana Territory from Spain? Why did President Jefferson fear Napoleon Bonaparte and France? What was the role of James Monroe? What was the Louisiana Purchase? How did the Louisiana Purchase impact the size of America? <p>The Lewis and Clark Expedition (p. 80)</p> <ul style="list-style-type: none"> What did President Jefferson do out of excitement for the Louisiana Purchase? Who did Jefferson choose to lead the expedition? How did William Clark become a part of the expedition and why? <p>The Corps of Discovery (p. 80)</p> <ul style="list-style-type: none"> What was a key thing Lewis and Clark needed for their expedition? How many men joined their team? | <p>The Journey Begins (p. 80)</p> <ul style="list-style-type: none"> When did the Corps of Discovery set out and where did they leave from? How long did the travel? When did they stop and where did they stop? What did they do when they stopped in the North Dakota Territory? <p>Charbonneau and Sacajawea (p. 80-81)</p> <ul style="list-style-type: none"> When did the Corps of Discovery meet Charbonneau and Sacajawea? How did assistance from Charbonneau and Sacajawea greatly benefit the Corps of Discovery? <p>Sacajawea (p. 82)</p> <ul style="list-style-type: none"> How do people know Sacajawea? How did Sacajawea help her people and the explorers understand each other? What are some mysteries about Sacajawea? <p>Searching for the Pacific Ocean (p. 83)</p> <ul style="list-style-type: none"> What proved to be the most difficult part of the Lewis and Clark expedition and why? When did the men reach the Pacific Ocean and how long did it take them to get there? What did the journey over the mountains prove? | <p>A Successful Journey (p. 84)</p> <ul style="list-style-type: none"> How long did the Lewis and Clark expeditions last? How did Lewis and Clark share their discoveries with others? How did President Jefferson thank Lewis and Clark? What discoveries did the Lewis, Clark, and the Corps record on their journey? What did their expedition tell people about the United States? <p>William Clark (p. 86)</p> <ul style="list-style-type: none"> What was Clark's job or profession by the age of 19? How did Clark feel when Meriwether asked him to join him on exploration of the Louisiana Territory? About how long was the expedition? What did Clark name his son? What political positions did William Clark serve in? <p>Meriwether Lewis (p. 86)</p> <ul style="list-style-type: none"> Where did Lewis and Clark meet? What political positions did Lewis have before the exploration of the Louisiana Territory? Who did Lewis meet with prior to setting out to explore the Louisiana Territory and why? |

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| | <ul style="list-style-type: none"> • What professions did the men have prior to joining the team? • What relationships did Lewis and Clark have with some of the men on the team? • Why did George Droulliard seem beneficial to the team of men? • Who was York? • What was Corps of Discovery? | | <ul style="list-style-type: none"> • How were Lewis and Clark thanked for their exploration work? <p>More Explores Map the West (p. 86)</p> <ul style="list-style-type: none"> • What was the Pike Expedition? • How many expeditions did John Fremont lead? • How did John Fremont's work benefit others? |
| Suggested Protocols and Resources | Back to Back Face to Face | Back to Back Face to Face | Back to Back Face to Face |
| Extension Activities | <p>1) Using page 46 of the Teacher's Edition Assessment Book, students will choose one of the adventurers from the Corps of Discovery and create a Facebook page for that person along with five posts about actual events that took place on the journey of the Corps of Discovery. Students can be creative, but must remember that posts must be historically accurate.</p> <p>2) Using page 48 of the Teacher's Edition Assessment Book, students will examine the map of Lewis and Clark's route in their textbook answer document based questions.</p> | | |
| Additional Topic Specific Resources | Lewis and Clark: Interactive Map Louisiana Purchase: Text and Map | | |
| Assessment | Student will write to answer the prompt: What were some successes and struggle of purchasing the Louisiana Territory? Be sure to include who contributed to the successes and what features contributed to the struggles? | | |

Week 2: The War of 1812 -Chapter 9

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| Essential Question(s) | What were the causes of the War of 1812? Who were key figures of the War of 1812 and why? | | |
| Standards | 4.17: Identify major causes, events, and key people of the War of 1812, including: • Trade restrictions • Impressment • Battle of New Orleans • Burning of Washington, D.C. • Francis Scott Key • Andrew Jackson | | |
| Texts | 4th Grade Textbook-Gibbs Smith: The United States Through Time (username: shelby4@scs.org /password: county) | | |
| Vocabulary | Census, Battle of New Orleans, blockade, impressment, War of 1812, Washington, DC | | |
| Teacher Guided Text Specific & Text Dependent Questions | <p>The Population of the Country (p.89)</p> <ul style="list-style-type: none"> • What is a census? • What did the census of 1800 tell about the population of America? • What did the census of 1810 tell about the population of America? <p>Fighting Over Land (p. 89)</p> <ul style="list-style-type: none"> • What impact did the growing population have on American Indians? • What did American Indians fear and why? <p>Tecumseh Tries to Unify Indians (p. 90)</p> <ul style="list-style-type: none"> • Why did Shawnee war chief Tecumseh urge tribes to join together in a confederation? • What was the battle of Tippecanoe? • How did General William Henry Harris become known as a hero? <p>War in Europe Effects Americans (p. 90)</p> <ul style="list-style-type: none"> • What countries were at war in Europe? • Who did the United States side with during the war? • How did the United States initially benefit from the war in Europe? • Why did the success of profit stop for the United States during the war in Europe? | <p>Taking American Soldiers (p. 91)</p> <ul style="list-style-type: none"> • Why did the British practice impressment on American sailor? • How did President Jefferson respond to the impressment by the British? • Why did Jefferson’s plan not work as he intended? <p>Tecumseh and the British (p. 91)</p> <ul style="list-style-type: none"> • Who encourage American Indians to attack American soldiers? • How were the American Indians equipped for war? • What was the outcome of Tecumseh’s meeting with the British military leaders? <p>The War of 1812 (p. 92)</p> <ul style="list-style-type: none"> • Why was President James Madison upset? • What was the War of 1812? <p>The British Set Fire to Washington, DC (p. 92)</p> <ul style="list-style-type: none"> • How many soldiers did Great Britain send to North America and why? • What did the British do the summer of 1814 in Washington, DC? • What did First lady Dolley Madison do as a result of the British’s arrival? • Why do you think First Lady Madison took certain documents with her? | <p>The Star Spangled Banner (p. 95)</p> <ul style="list-style-type: none"> • Who was Francis Scott Key? • Where did he see the British attack the United States? • What did Key see during the attack? <p>Dawn Breaks (p. 95)</p> <ul style="list-style-type: none"> • What did Key see as the dawn broke? • What did the soaring flag tell Key about the battle? • What did key do to explain how he felt that morning? • What is the poem known as now? <p>The Battle of New Orleans (p. 95)</p> <ul style="list-style-type: none"> • Why did President Madison make Andrew Jackson general of the army? • Why did President Madison order Jackson to go to Louisiana? • What was the Battle of New Orleans and what was its outcome? <p>The Great Hero of the War (p. 96)</p> <ul style="list-style-type: none"> • Why did people consider Andrew Jackson a hero? • Why did the Battle of New Orleans not have to happen? • Why did people not know about the treaty between the United States and Great Britain? <p>Andrew Jackson (p. 96)</p> <ul style="list-style-type: none"> • At what age did Andrew Jackson join the army? • Why did Jackson hate the British for the rest of his life? • What political positions did Andrew Jackson hold prior to the War of 1812? • What political positions did Jackson hold after the War of 1812? |

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| Suggested Protocols and Resources | Back to Back Face to Face | Think, Pair, Share | Back to Back Face to Face |
| Extension Activities | <p>1) Using pages 49-50 of the Teacher's Edition Assessment Book, students will make predictions about what they think the section/chapter will be about.</p> <p>2) Using page 51 of the Teacher's Edition Assessment Book, students will work in pairs or groups to read excerpts of Tecumseh's 1810 Speech to Governor William Harrison to figure out what they mean from context clues.</p> | | |
| Additional Topic Specific Resources | <p>Mr. Madison's War: Text Tecumseh-One of the Greatest Native American Leaders of All Time</p> | | |
| Assessment | <p>Writing prompt: What were the major causes, events, and key people of the War of 1812?</p> | | |

Week 3-The Jacksonian Era-Chapter 10

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| Essential Question(s) | How were different groups of peoples and the land of America impacted during Andrew Jackson's presidency? | | |
| Standards | 4.18: Analyze the impact of Andrew Jackson's presidency, including: the Indian Removal Act, Trail of Tears, and preservation of the union | | |
| Texts | 4th Grade Textbook-Gibbs Smith: The United States Through Time (username: shelby4@scs.org /password: county) | | |
| Vocabulary | National bank, surplus, veto, Indian Removal Act, Trail of Tears | | |
| Teacher Guided Text Specific & Text Dependent Questions | <p>Ever Since (p. 98)</p> <ul style="list-style-type: none"> Why did people consider Andrew Jackson to be a symbol of the United States? What did people call the Jackson Era or Age of Jackson? <p>Jackson's Rise to Power (p. 98)</p> <ul style="list-style-type: none"> What did people want for Andrew Jackson? What political positions did Jackson hold? How was Jackson different than previous presidents? <p>The Election of 1824 (p. 98)</p> <ul style="list-style-type: none"> What did Jackson decide to do in 1824? How did John Quincy Adams become president over Andrew Jackson? Who were Jacksonians and why were they angered that Andrew Jackson did not become president? | <p>An Ugly Campaign (p. 99)</p> <ul style="list-style-type: none"> Why was the presidential campaign of 1829 considered one of the ugliest campaigns? <p>Jackson's Wife Dies (p. 99)</p> <ul style="list-style-type: none"> Who won the election of 1828? Why was the time sad for Jackson? How did Jackson blame for his wife's death? <p>Jackson's Presidency (p.100)</p> <ul style="list-style-type: none"> What was the National Bank and why did President Jackson dislike it? What did Jackson feel he had to do to the National Bank? <p>Paying the national Debt (p. 100)</p> <ul style="list-style-type: none"> How did Jackson feel about debt? Why did the US have debt at the time? What was his financial goal as president? How did the government make money? How did the country have a surplus? | <p>Veto Power (p.101)</p> <ul style="list-style-type: none"> What is veto? Why did people feel Jackson had too much power? <p>States' Rights (p. 101)</p> <ul style="list-style-type: none"> What is nullify? Why did states feel they should nullify some national laws? What did South Carolina try to do when Jackson was president? What caused South Carolina's leaders to back down on their decision? <p>The Indian Removal Act (p. 103)</p> <ul style="list-style-type: none"> How did the Louisiana Purchase change the size of the United States? What were the five tribes of the Southern American Indians? What had the tribes done to protect their land? What did white settlers do that ignored the treaties? Why did the white settlers ignore the treaties? How did President Jackson and most of Congress feel about American Indians? What was the Indian Removal Act? Where were American Indians expected to travel to and live? <p>Trail of Tears (p. 104)</p> <ul style="list-style-type: none"> How did American Indians feel about moving from their land? What American Indian tribe tried their hardest to stay on their land? Who was president after Andrew Jackson and what did he enforce upon the American Indians? What was the Trail of Tears and why do you think it is called the Trail of Tears? |
| Suggested Protocols and Resources | Back to Back Face to Face | Think, Pair, Share | Back to Back Face to Face |
| Extension Activities | 1) Students will use page 52 of the of the Teacher's Edition Assessment Book to make an outline of chapter 10 to organize information. | | |

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| | <p>2) Students will use page 53 of the of the Teacher's Edition Assessment Book to write a persuasive paragraph about who they think would be the better president and why?</p> <p>3) Students will use pages 56 and 57 to analyze a political cartoon of Andrew Jackson.</p> <p>4) Students will read the Presidency of Andrew Jackson text and answer text dependent questions.</p> |
| Additional Topic Specific Resources | <p>Trail of Tears: Primary Sources</p> <p>Trail of Tears: Video</p> |
| Assessment | <p>Students will write to answer the prompt: What happened as a result Andrew Jackson's presidency?</p> |

Week 4: Industry in the North -Chapter 11

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| Essential Question(s) | How were the North and South different in the early 19 th century? What was the American Industrial Revolution? | | |
| Standards | 4.19: Contrast regional differences in the early 19th century, including: the emerging urbanization in the North, the expansion of the plantation system in the South, and the developing West. 4.20: Analyze the impact of the American Industrial Revolution, including the significance of: • Watermills (influence of geography) • Robert Fulton (steamboats) • Samuel Slater (factory system) • Eli Whitney (cotton gin). | | |
| Texts | 4th Grade Textbook-Gibbs Smith: The United States Through Time (username: shelby4@scs.org /password: county) | | |
| Vocabulary | Cotton gin, factory, Industrial Revolution, mass reproduction, steamboat, urbanization | | |
| Teacher Guided Text Specific & Text Dependent Questions | <p>After the War of 1812 (p. 110)</p> <ul style="list-style-type: none"> • Why were people proud to be Americans? • How was the country becoming more and more divided? <p>The Industrial Revolution (p. 110)</p> <ul style="list-style-type: none"> • In the early 1800s, what did most people do for a living? • How did new inventions change farming? • What was the beginning of the Industrial Revolution? <p>King Cotton (p. 111)</p> <ul style="list-style-type: none"> • Where was most cotton grown? • How was cotton used? • Why was cotton considered “King Cotton?” • Why was cotton difficult to produce? • What population of people mostly picked and cleaned cotton? • What had to be done to clean the cotton? <p>The Cotton Gin Changes Everything (p. 111)</p> <ul style="list-style-type: none"> • Who invented the cotton gin? • What was the purpose of the cotton gin? • How did Eli Whitney invent the cotton gin? • How did the cotton gin change the cotton cleaning process? | <p>Mass Production (p. 113)</p> <ul style="list-style-type: none"> • What is mass production? • How did mass production impact the cost of goods? • How did the production process of thread, yarn, and cloth change after mass production? <p>From Home to Factory (p. 113)</p> <ul style="list-style-type: none"> • What moved work from homes to factories? • What is a textile mill? • How were the machines in mills and factory powered? <p>Stream Engines (p. 114)</p> <ul style="list-style-type: none"> • How did water power steam engines? • What did steam engines help improve? • How did travel differ after the creation of the steam engine? <p>The First Steamboats (p. 114)</p> <ul style="list-style-type: none"> • Who invented the first steamboat in the United States and when? • What was the Clermont and who built it? • How was Robert Fulton’s transport service used? <p>The Iron Horse (p. 115)</p> <ul style="list-style-type: none"> • When did the first railroads begin operating? • How were the trains powered? • How were railroads built? • What could make building railroads difficult? | <p>Powered by Water (p.116)</p> <ul style="list-style-type: none"> • What was used to mass produce goods? • What is a watermill and who used it most often? • How did watermills help produce grain faster? <p>Samuel Slater (p.116)</p> <ul style="list-style-type: none"> • Where was Samuel Slater from? • What were Slater’s hopes when he moved to America? • Why do you think it was against the law to leave England and share information about machines used in factories? • Why is Slater often called the “father of the American factory system?” <p>Eli Whitney (p.117)</p> <ul style="list-style-type: none"> • How did Eli Whitney end up in the south? • What did Eli Whitney invent? • What are some other things Eli Whitney made? <p>A Sending Messages Over the Wire (p.118)</p> <ul style="list-style-type: none"> • What fueled changes to communication? • Who was Samuel Morse? • How did the telegraph machine work? • What did the system become known as? • What was the first new report sent over the wire? • How were telegraph systems made? |

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| | <ul style="list-style-type: none"> • What happened as a result of the invention of the cotton gin? • What was the start of Industrial Revolution of America? | | |
| Suggested Protocols and Resources | Back to Back Face to Face | Think, Pair, Share | Back to Back Face to Face |
| Extension Activities | <p>Students will create a cause and effect chart to determine have various inventions caused change in American goods production and the way of life for Americans?</p> <p>Students will create flip book of key people and list the key ideas/facts about the person and their contributions to the Industrial Revolution.</p> <p>Students will complete pages 61-62 of the Teacher Resource and Assessment Book to use their text to determine who rally invented the cotton gin.</p> <p>Students will complete pages 63-64 of the Teacher Resource and Assessment Book to complete the Venn diagram with details from the chart.</p> | | |
| Additional Topic Specific Resources | Industrial Revolution: Text and TDQs | | |
| Assessment | Students will write to answer the prompt: How did the Industrial Revolution change the United States of America? | | |

Week 5: Slavery and the South -Chapter 12

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| Essential Question(s) | How were characteristics of slave life alike and different in plantations, cities, and other farms. | | |
| Standards | 4.21: Compare and contrast the characteristics of slave life in plantations, cities, and other farms. | | |
| Texts | 4th Grade Textbook-Gibbs Smith: The United States Through Time (username: shelby4@scs.org /password: county) | | |
| Vocabulary | Confederation, Shays' Rebellion | | |
| Teacher Guided Text Specific & Text Dependent Questions | <p>The Industrial Revolution (p.120)</p> <ul style="list-style-type: none"> • Why did farmers start to plant more and more cotton? • What caused there to be an increase in profit for farmers? • How did southern farmers spend their profit? • How did the north benefit from the cotton produced in the south? • What led to the dramatic increase of enslaved people on southern farms? <p>A Life Enslaved (p. 120)</p> <ul style="list-style-type: none"> • How did slaveholders see themselves? • How did slaveholders see enslaved people? • The selling of enslaved people was compared to the selling of what? • What rights did enslaved people have? <p>Long Days of Work (p. 120)</p> <ul style="list-style-type: none"> • Where were most enslaved people forced to live and labor? • What was the “big house” and what did enslaved people do there? • What did enslaved people do in the stables? • What were other roles of enslaved people? • Who were field hands and what did they do? • How long did they work per day? • What was the job of an overseer? | <p>Homes, Food, and Clothing (p. 121)</p> <ul style="list-style-type: none"> • How were the living conditions for enslaved people? • What determined the amount of food enslaved people received? • How did enslaved people work to build strong communities? <p>Cruel Treatment (p. 122)</p> <ul style="list-style-type: none"> • How were enslaved people treated? • What happened if enslaved people broke rules? • How and why were enslaved families separated? • Regardless of how enslave people were treated, what did slaveholders see them as? <p>Slavery in Cities (p. 122)</p> <ul style="list-style-type: none"> • What did enslaved people who lived in cities labor as? • What did some enslave people who worked in cities do with money they may have received? <p>Reading, Writing, and Religion (p. 124)</p> <ul style="list-style-type: none"> • Why did some enslaved people have to secretly learn to read and write? • How did some use those reading skills? • Why was faint religion and faith in God an important part of an enslaved person’s life? • What were spirituals? • Why did slaveholders not like spirituals? <p>Fighting Back (p. 124)</p> <ul style="list-style-type: none"> • How did enslaved people fight back against their masters? • What were the results of rebellions by enslaved people in the early 1800s? | <p>Running Away (p. 124)</p> <ul style="list-style-type: none"> • Where did enslaved people run away to and why? • What happened to enslaved people who were caught trying to run away? • What is a fugitive? • What did the fugitive slave laws enforce? <p>The Anti-Slavery Movement Religion (p. 125)</p> <ul style="list-style-type: none"> • What was an abolitionist? • What did abolitionists do to share their opinions and concerns? • Who were abolitionists? • Where did abolitionists live? • What message did all abolitionists want to send? <p>Frederick Douglass (p. 125)</p> <ul style="list-style-type: none"> • Where was Frederick Douglass born? • How was he separated from his family? • How did his master treat him? • When and where did Frederick Douglass learn to read and write? • How was Douglass treated when he returned to the country after being in Baltimore, Maryland? • How did Frederick Douglass become a free man? • What did Douglass start to do at the age of 23? • What helped Douglass become a leader in the antislavery movement? • What did people understand after hearing him speak? |

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| 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"> 1) Students will complete page 68 of the Teacher Resource and Assessment Book to fill in a KWL chart on slavery. 2) Students will complete page 69 of the Teacher Resource and Assessment Book to determine who, what, when, where, and why of the chapter. 3) Students will complete a tri-fold foldable to detail of slave life on plantations, cities, and other farms. | | |
| Additional Topic Specific Resources | Plantation Life: Video Urban Slavery in the Antebellum United States: Audio | | |
| Assessment | Students will write to answer the prompt: How was slave life on plantations, cities, and other farms alike and different? | | |

Week 6: The Expanding West-Chapter 13

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| Essential Question(s) | Why did people move west? What were the traveling conditions people faced when traveling west? | | |
| Standards | 4.22: Describe the experiences of settlers on the overland trails to the West, including the purpose of the journeys and influence of geography. 4.23: Examine the impact of President James K. Polk’s view of Manifest Destiny on westward expansion. 4.24: Explain the significance of the California Gold Rush in westward expansion | | |
| Texts | 4th Grade Textbook-Gibbs Smith: The United States Through Time (username: shelby4@scs.org /password: county) | | |
| Vocabulary | Annex, cede, frontier, gold rush, homestead, overland trail | | |
| Teacher Guided Text Specific & Text Dependent Questions | <p>The United States (p. 127)</p> <ul style="list-style-type: none"> • When did the US launch its final round of expansion? • Why had the US population grown? • What did European immigrants do when people migrated west? • What did immigrants do once they earned money? • How did they make their journey west? <p>Overland Trails (p.127)</p> <ul style="list-style-type: none"> • Why did people travel west on overland trails? • Where did most settlers travel to? • What is homestead? <p>The Oregon Trail (p.128)</p> <ul style="list-style-type: none"> • What was the Oregon Trail? • What land features could be found on the Oregon Trail? • What is a frontier? <p>Pioneers (p.128)</p> <ul style="list-style-type: none"> • What is a pioneer? • How did large group travel along the Oregon Trail? • What was a wagon train? • How far did the group travel per day? <p>Danger on the Trail (p.128)</p> | <p>The California Trail (p. 129)</p> <ul style="list-style-type: none"> • What became known as the California Trail? • What did most of the pioneers on the California Trail want? • When did people go along the California Trail to “Strike it rich?” <p>The Santa Fe Trail (p.130)</p> <ul style="list-style-type: none"> • Other than traveling west to look for land, why did some pioneer travel west? • Why do you think William Becknell is often called the father of the Santa Fe Trail? • Why did the Santa Fe Trail attract people from all over the world? <p>The Mormon Trail (p.131)</p> <ul style="list-style-type: none"> • What group of people are called Mormons and why? • Why did Mormons face discrimination? • What did the Mormons do to scape discrimination? • Who was Joseph Smith and what happened to him? • Where did the first group of Mormons settle and why? <p>Manifest Destiny (p.132)</p> <ul style="list-style-type: none"> • What was Manifest Destiny? • What does manifest mean? • What does destiny mean? • Although people already lived west of the Louisiana Purchase, what questions did they still have about expansion? | <p>The Mexican War (p. 133)</p> <ul style="list-style-type: none"> • Why did Mexico and the United States begin to argue after Polk was elected president? • What did Polk do to try and settle the arguing among the US and Mexico and how did Mexican official react? • What happened when fighting broke out? <p>James K. Polk (p. 134)</p> <ul style="list-style-type: none"> • Where was Polk born? • Where did he live as a young man? • What political positions/roles did James K. Polk have? • What is President James. Polk credited with? <p>Mexico Ceded Nearly Half Its Land (p. 134)</p> <ul style="list-style-type: none"> • How long did the Mexican War last? • What was the outcome of the war? • What US states were formed after the Mexican War ended? • How much land did Mexico lose? <p>The California Gold Rush (p. 134)</p> <ul style="list-style-type: none"> • When was gold discovered in California? • What cause California to grow? • Where did people travel from to search for gold in California? • How many people struck it rich in California? • Who lived in California prior to the gold rush? |

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| | <ul style="list-style-type: none"> • Why was the trip across the Oregon Trail challenging and dangerous? • Why could crossing rivers be hard? • How did steep mountain effect travel? • What sometimes led to fighting among pioneers and American Indians? | <p>The Election of 1844 (p. 133)</p> <ul style="list-style-type: none"> • Who did the Democratic Party choose as their candidate for the 1844 presidential election? • What did James K. Polk promise voters? • What would be a key step in achieving Manifest Destiny? | <ul style="list-style-type: none"> • Where else was gold found? • What other opportunities did people find to make a living other than searching for gold? |
| <p>Suggested Protocols and Resources</p> | <p>Back to Back Face to Face</p> | <p>Think, Pair, Share</p> | <p>Back to Back Face to Face</p> |
| <p>Extension Activities</p> | <ol style="list-style-type: none"> 1) Students will complete page 73 of the Teacher Resource and Assessment Book to answer questions about traveling west. 2) Students will complete page 75 of the Teacher Resource and Assessment Book to detail key ideas about the life of President James K. Polk. 3) Students will complete page 76 of the Teacher Resource and Assessment Book to complete a document analysis on a California Gold Rush meeting invitation/primary source. 4) Students will write a letter home from the perspective a person traveling west. Students should indicate where they are going and the hardships they encounter on their journey. 5) Students will read the Westward Expansion text and answer text dependent questions. | | |
| <p>Additional Topic Specific Resources</p> | <p>Oregon Trail: Video Manifest Destiny The California Gold Rush Cartoon 1849 (The Wild West)</p> | | |
| <p>Assessment</p> | <p>Students will write summary to explain why people moved west?</p> | | |

Week 7: A Growing Divide-Chapter 14

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| Essential Question(s) | What were the approaches of some abolitionists to end slavery? How did slavery become a national issue during the mid-19 th century? | | |
| Standards | 4.25: Analyze the sectional differences between the North and the Antebellum South, including: • Economic • Political • Population • Social • Transportation 4.26: Identify abolitionist leaders and their approaches to ending slavery, including: • Frederick Douglass • William Lloyd Garrison • Sojourner Truth • Harriet Tubman 4.27: Explain how slavery became a national issue during the mid-19th century, including the significance of: • Missouri Compromise • Compromise of 1850 • Uncle Tom’s Cabin • Kansas-Nebraska Act • Dred Scott v. Sandford decision • John Brown’s Raid (on Harper’s Ferry) | | |
| Texts | 4th Grade Textbook-Gibbs Smith: The United States Through Time (username: shelby4@scs.org /password: county) | | |
| Vocabulary | Antebellum, secede, sectionalism, Missouri Compromise | | |
| Teacher Guided Text Specific & Text Dependent Questions | <p>The Years Before the Civil War (p. 142)</p> <ul style="list-style-type: none"> • What is the Antebellum Period? • Why was the Antebellum Period successful the South? <p>The Question of Slavery (p. 142)</p> <ul style="list-style-type: none"> • What question was asked when new states and territories were added to the country? • How did northern states feel about slavery? • How did southern states feel about slavery and why might the southern state feel that way? | <p>The Abolition Movement (p. 142)</p> <ul style="list-style-type: none"> • What was the abolition movement? • What was <i>The Liberator</i> and who was its author? • How did Sojourner Truth contribute to the abolition movement? • How did Frederick Douglass contribute to the abolition movement? • Who stood strongly against abolitionism and why? <p>Sojourner Truth (p. 145)</p> <ul style="list-style-type: none"> • What did Sojourner Truth work to do? • What hardships did Truth face when she was enslaved? • How did Truth gain her freedom? • How did truth contribute to the abolition movement? • Where did Sojourner truth help enslaved people move to? • What did she do after the Civil War | <p>Underground Rail Road: A Way to Freedom (p. 146)</p> <ul style="list-style-type: none"> • What was the Underground Railroad? • Where did the Underground Railroad get its name in part and why? <p>Travel by Night (p. 146)</p> <ul style="list-style-type: none"> • When did fugitives and enslaved people in search for freedom travel? • What did they use to guide them? • Who were “conductors?” • Who was the most famous conductor of the Underground Railroad? • How many people did she help escape to freedom? • Where did runaways escape to and what hardships that they face while traveling? |
| Suggested Protocols and Resources | Back to Back Face to Face | Think, Pair, Share | Back to Back Face to Face |
| Extension Activities | 1) Students will complete page 79 of the Teacher Resource and Assessment Book to sequence events in the life of Frederick Douglass. 2) Students will complete page 82 and 83 of the Teacher Resource and Assessment Book to answer text dependent questions about the Antebellum South and the North. 3) Students will create a flipbook to list abolitionists and their approaches to ending slavery. | | |
| Additional Topic Specific Resources | The Breathtaking Courage of Harriet Tubman- Janell Hobson: Video Sojourner Truth - Civil Rights Activist | | |
| Assessment | Students will write to answer the prompt: How did the delegates compromise to create the constitution? Why was the Bill of Rights created? | | |

Week 8: A Growing Divide-Chapter 14

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| Essential Question(s) | What were the sectional differences between the North and the Antebellum South? | | |
| Standards | 4.25: Analyze the sectional differences between the North and the Antebellum South, including: • Economic • Political • Population • Social • Transportation 4.26: Identify abolitionist leaders and their approaches to ending slavery, including: • Frederick Douglass • William Lloyd Garrison • Sojourner Truth • Harriet Tubman 4.27: Explain how slavery became a national issue during the mid-19th century, including the significance of: • Missouri Compromise • Compromise of 1850 • Uncle Tom's Cabin • Kansas-Nebraska Act • Dred Scott v. Sandford decision • John Brown's Raid (on Harper's Ferry) | | |
| Texts | 4th Grade Textbook-Gibbs Smith: The United States Through Time (username: shelby4@scs.org /password: county) | | |
| Vocabulary | Inauguration, cabinet, Federalist, Republicans, capital, capitol | | |
| Teacher Guided Text Specific & Text Dependent Questions | <p>Catching Fugitives (p. 147)</p> <ul style="list-style-type: none"> • What did slave holders do to capture fugitives? • What forms of punishment were enforced on captured fugitives? <p>Sectional Differences (p. 148)</p> <ul style="list-style-type: none"> • What is sectionalism? • What did the people of the north and South have different ideas about? | <p>Agriculture vs. Industry (p. 148)</p> <ul style="list-style-type: none"> • What type of work could commonly available in the North? • Why did a lot of immigrants move to and live in the North? • What forms of transportation were needed to help with shipping of products in the North? • What was the most important part of the South's economy? • What were the main crops grown in the South? • What did southern farmers rely on for shipping? | <p>Slavery and State's Rights (p. 149)</p> <ul style="list-style-type: none"> • What did southern leaders think about states' rights? • What does it mean to secede? • Why were states considering to secede from the Union? <p>Slavery in New Territories (p. 150)</p> <ul style="list-style-type: none"> • What often led to debates over slavery in Congress? • What did law makers work to keep a balance of? • What did the constitution allow for southern states? • What did southern states fear when new states were added to the country? • What was the Missouri Compromise? • What boundary line was set with the compromise? |
| Suggested Protocols and Resources | Back to Back Face to Face | Think, Pair, Share | Back to Back Face to Face |
| Extension Activities | 1) Students will work in pairs to complete pages 81-82 of the Teacher Assessment and Resources book to answer questions about sectional difference. 2) Students will read the text Issues that Divided a Nation and create a t-chart to contrast the North and the South prior to the Civil War. | | |
| Additional Topic Specific Resources | Sectionalism: The North-Video | | |
| Assessment | Students will write to answer the prompt: What were the sectional differences between the North and the Antebellum South? | | |

Week 9: A Country in Crisis -Chapter 15

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| Essential Question(s) | How did the issue of slavery lead to a crisis on the nation? | | |
| Standards | 4.28: Compare and contrast the various sectional stances on states' rights and slavery represented by the presidential candidates in the election of 1860, including Abraham Lincoln and Stephen A. Douglas. 4.27: Explain how slavery became a national issue during the mid-19th century, including the significance of: • Missouri Compromise • Compromise of 1850 • Uncle Tom's Cabin • Kansas-Nebraska Act • Dred Scott v. Sandford decision • John Brown's Raid (on Harper's Ferry) | | |
| Texts | 4th Grade Textbook-Gibbs Smith: The United States Through Time (username: shelby4@scs.org /password: county) | | |
| Vocabulary | Compromise of 1850, popular sovereignty, Uncle Tom' Cabin, Kansas-Nebraska Act, Dred Scott v. Sandford | | |
| Teacher Guided Text Specific & Text Dependent Questions | <p>In 1849 (p. 152)</p> <ul style="list-style-type: none"> • What did California ask in 1849? • Why did California wanting to be a free state cause an issue between states? • What was the solution to the issue? <p>A Tense Decade (p.153)</p> <ul style="list-style-type: none"> • What did the Compromise of 1850 overturn? • What were the components of the Compromise of 1850? • Who did the Compromise of 1805 please and why? • Who did the Compromise of 1850 anger and why? • What did the South plan to do because of the Compromise of 1850? <p>Stephen Douglass (p. 154)</p> <ul style="list-style-type: none"> • How did Stephen Douglass feel about the Compromise of 1850? • In what did Douglass play a major role? • Why was Stephen Douglass known as the "Little Giant?" • What did Douglass think about states' rights when it came to the issue of slavery? • When did Stephen Douglass run against Abraham Lincoln? • What were the outcomes of the elections? | <p>The Power of a Book (p. 154)</p> <ul style="list-style-type: none"> • What did Harriet Beecher Stowe write about? • How did Harriet Beecher Stowe feel about slavery? • What was the name of Harriet Beecher Stowe's book? • What happens in the book? • What did the book do to people around the world? • Before the book was printed, how did people chapters of the book? • What did Stowe want people to know after reading the book? <p>The Kansas-Nebraska Act (p. 156)</p> <ul style="list-style-type: none"> • What did Senator Stephen Douglass wan the United States to build across the northern United States? • What did Douglass need to do to get what he wanted? • Because the new territories were above the Missouri line, what would the issue of slavery be? • What was the Kansas-Nebraska Act? • Who liked the plan of the Kansas-Nebraska Act and why? • Who disliked the plan of the Kansas-Nebraska Act and why? | <p>"Bleeding Kansas" (p. 156)</p> <ul style="list-style-type: none"> • Why did people feel Kansas would vote to allow slavery? • Why did proslavery Southerners and antislavery Northerners rush to Kansas? • What happened when men from the North and South met in Kansas? • Who was John Brown? • How did Kansas get the name "Bleeding Kansas?" <p>Bloody Congress (p.157)</p> <ul style="list-style-type: none"> • Who was Preston Brooks? • Who was Charles Sumner? • What did Brooks do to Sumner and why? • What did Southerners do to Brooks? • How did "Bleeding Kansas" and "Bloody Congress" impact the nation? <p>The Dred Scott Decision (p. 158)</p> <ul style="list-style-type: none"> • Who was Dred Scott? • Why did Dred Scott feel that he should be free? • Who helped Scott bring his case to court? • What did Scott ask judges? • What did Scott' owner disagree with? • What is he US Supreme Court? • What did the US Supreme Court decide? • What did the judges rule? • What did the judges say about all black people? • What did the Court say about the phrase" all men are created equal" in the Declaration of Independence? • Why was the ruling considered a victory for the South? |

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| 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"> 1) Students will complete page 86 of the Teacher Resource and Assessment Book to summarize the five sections of the Compromise of 1850. 2) Students will create a thinking map or cause and effect chart of events that led to a crisis in the United States. 3) After read an excerpt from Uncle Tom's Cabin and answer text dependent questions. 4) Students will complete page 85 of the Teacher Resource and Assessment Book to answer questions about Uncle Tom's Cabin. | | |
| Additional Topic Specific Resources | The Election of 1860 : Video Dred Scott v. Sandford : Video Bleeding Kansas : Video | | |
| Assessment | Writing prompt: How did the issue of slavery lead to a crisis in the nation? | | |

Week 10: A Country in Crisis-Chapter 15

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| Essential Question(s) | What impact did Fort Sumter have on secession? | | |
| Standards | 4.28: Compare and contrast the various sectional stances on states' rights and slavery represented by the presidential candidates in the election of 1860, including Abraham Lincoln and Stephen A. Douglas. 4.29: Evaluate the significance of the Battle of Fort Sumter and the impact it had on secession. 4.27: Explain how slavery became a national issue during the mid-19th century, including the significance of: • Missouri Compromise • Compromise of 1850 • Uncle Tom's Cabin • Kansas-Nebraska Act • Dred Scott v. Sandford decision • John Brown's Raid (on Harper's Ferry) | | |
| Texts | 4th Grade Textbook-Gibbs Smith: The United States Through Time (username: shelby4@scs.org /password: county) | | |
| Vocabulary | Harpers Ferry, confederacy, | | |
| Teacher Guided Text Specific & Text Dependent Questions | <p>John Brown Tries to Start an Uprising (p. 159)</p> <ul style="list-style-type: none"> • What did abolitionist John Brown want to do in Virginia? • Who did John Brown lead to Harpers Ferry in 1859? • What did the group of men do at Harpers Ferry? • What were their plan for the weapons? • What was the outcome of the raid? • How did Southerners feel about John Brown's raid? <p>The Election of 1860 (p.160)</p> <ul style="list-style-type: none"> • What was the new political party in 1860? • How did Republicans feel about slavery? • Who did Republicans nominate to be the new president? • Did Lincoln and Republicans want abolish slavery? • Why did the Democratic Party nominate two candidates for presidency? • Who did the Democratic Party nominate for president and what were their stances on slavery? | <p>The Constitutional Union Party (p. 161)</p> <ul style="list-style-type: none"> • Why wan the Constitutional Union Party created? • What did members of the Constitutional Union Party not want to talk about? • Who did the Constitutional Union Party nominate for president? • How did John Bell feel about slavery? <p>Lincoln Win the Election (p. 161)</p> <ul style="list-style-type: none"> • Who won the election of 1860? • Who did Southerners vote for? • Who had the second highest votes in the election of 1860? | <p>Confederate States of America (p. 162)</p> <ul style="list-style-type: none"> • What did southern states talk about after the election of Abraham Lincoln as Presidents of the US? • What was the first state to secede from the Union? • What states met to organize a new country? • What was the name of the new country? • What is a confederacy? • Who was chosen as president of the Confederacy? • What did the Confederate Constitution say about slavery? <p>The Battle of Fort Sumter (p. 164)</p> <ul style="list-style-type: none"> • What is a civil war? • What was the outcome of the Battle of Fort Sumter? • He Battle of Fort Sumter marked the start of what war? • What did some slave states do after the Battle of Fort Sumter? |
| Suggested Protocols and Resources | Back to Back Face to Face | Think, Pair, Share | Back to Back Face to Face |
| Extension Activities | 1) Students will use their textbook to complete the chart about the 1860 election found on page 90 of the Teacher Resource and Assessment Book. 2) Students will complete flip book of the presidential candidates of the Election of 1860. Be sure to list each candidates' stance on slavery. 3) Students will read the text John Brown's Antislavery Raid and write summery of John Browns' raid on Harpers Ferry. 4) Students will read the Battle of Fort Sumter Text and answer text dependent questions. | | |
| Additional Topic Specific Resources | The Election of 1860 : Video | | |

Assessment

Writing Prompt: What impact did Fort Sumter have on secession and why?