

Fourth Grade-The History of the United States: Colonization to Reconstruction: Quarter 4 Curriculum Map Scope and Sequence

| Topic | Week | Weekly Focus | Standards |
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| The Civil War and Reconstruction | Week 1: Chapter 16 | Students will explain the efforts of both the Union and the Confederacy to secure the border states for their causes, explain how the Union's Anaconda Plan used geographic features to isolate and defeat regions of the south and the Confederacy as a whole, and describe the roles of major leaders during the Civil War, including: • Jefferson Davis • Ulysses S. Grant • Robert E. Lee • President Abraham Lincoln. | 4.30, 4.31, 4.32 |
| The Civil War and Reconstruction | Week 2: Chapter 16 | Students will describe the roles of major leaders during the Civil War, including: • Jefferson Davis • Ulysses S. Grant • Robert E. Lee • President Abraham Lincoln and explain the purpose of the Emancipation Proclamation, and identify its impact on the country | 4.32, 4.35 |
| The Civil War and Reconstruction | Week 3: Chapter 17 | Students will examine the significance and outcomes of key battles of the Civil War, including: • First Battle of Bull Run • Battle of Shiloh • Battle of Antietam • Battle of Gettysburg. Students will also describe the significance of the Gettysburg Address. | 4.34, 4.36 |
| The Civil War and Reconstruction | Week 4 Chapter 17 | Students will evaluate the significant contributions made by women during the Civil War, including Clara Barton and Dorothea Dix and examine the significance and outcomes of key battles of the Civil War, including: • First Battle of Bull Run • Battle of Shiloh • Battle of Antietam • Battle of Gettysburg. Students will also explain the purpose of the Emancipation Proclamation, and identify its impact on the country, describe the significance of the Gettysburg Address, and describe the physical, social, political, and economic consequences of the Civil War on the southern U.S. after the surrender at Appomattox Court House. | 4.33, 4.34, 4.35, 4.36, 4.37 |
| The Civil War and Reconstruction | Week 5: Chapter 18 | Students will describe the impact President Abraham Lincoln's assassination had on the nation and identify the 13th, 14th, and 15th Amendments as efforts to help former slaves begin a new life. Students will also compare and contrast the Reconstruction plans of President Abraham Lincoln, President Andrew Johnson, and Congress and examine the significance of the Compromise of 1877 on the U.S. | 4.38, 4.39, 4.40, 4.41 |
| The Civil War and Reconstruction | Week 6: Chapter 18 | Students will describe the impact President Abraham Lincoln's assassination had on the nation and identify the 13th, 14th, and 15th Amendments as efforts to help former slaves begin a new life. Students will also compare and contrast the Reconstruction plans of President Abraham Lincoln, President Andrew Johnson, and Congress and examine the significance of the Compromise of 1877 on the U.S.. | 4.38, 4.39, 4.40, 4.41 |
| The Civil War and Reconstruction | Week 7: A Deeper look at Reconstruction | Students will describe the impact President Abraham Lincoln's assassination had on the nation and identify the 13th, 14th, and 15th Amendments as efforts to help former slaves begin a new life. Students will also compare and contrast the Reconstruction plans of President Abraham Lincoln, President Andrew Johnson, and Congress and examine the significance of the Compromise of 1877 on the U.S. | 4.38, 4.39, 4.40, 4.41 |
| Annual Review | Week 8: | Students will review key events and people they studied from the 1700s to Reconstruction. | 4.01-4.41 |
| Culture | Week 9: Memphis in May-Ghana | Students will research and learn about the way of life people who live in Ghana. | |

Fourth Grade-The History of the United States: Colonization to Reconstruction: Quarter 4 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: A Nation Divided-Chapter 16

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| Essential Question(s) | Why was the Anaconda Plan important during the Civil War? Why did the Union and Confederacy want support from the border states? | | |
| Standards | 4.30 Explain the efforts of both the Union and the Confederacy to secure the border states for their causes. 4.31 Explain how the Union's Anaconda Plan used geographic features to isolate and defeat regions of the south and the Confederacy as a whole. 4.32 Describe the roles of major leaders during the Civil War, including: • Jefferson Davis • Ulysses S. Grant • Robert E. Lee • President Abraham Lincoln | | |
| Texts | 4th Grade Textbook-Gibbs Smith: The United States Through Time (username: shelby4@scs.org /password: county) | | |
| Vocabulary | Anaconda Plan, Battle of Antietam, Battle of Bull Run, Battle of Shiloh, Border States, Emancipation Proclamation | | |
| Teacher Guided Text Specific & Text Dependent Questions | <p>The Union and Confederacy (p. 170)</p> <ul style="list-style-type: none"> • Why did southerners believe they were fighting for independence? • Why did northerner believe they were fighting for independence? <p>The Easy Road to Victory? (p. 170)</p> <ul style="list-style-type: none"> • What did the North and South have in common? • How did the Confederate leaders feel about the war being placed in the South? • How did the northerners feel about participating in the Civil War? <p>Secession Continues (p. 171)</p> <ul style="list-style-type: none"> • What helped unite the North's support of the war? • What did President Lincoln do three days after the attack on Fort Sumter? • How did some states react to Presidents Lincoln's call for men? | <p>The Border States (p. 171)</p> <ul style="list-style-type: none"> • How many states seceded from the Union? • How many slave states remained in the Union? • What were the Border states? • What states became the divide line between the Union and the Confederacy? • Why did both the Union and the Confederacy want the border states on their side? • Why was the Ohio river critical during the Civil War? • Who controlled the Ohio River during the Civil War? <p>The Anaconda Plan (p. 173)</p> <ul style="list-style-type: none"> • Where did the Battle of Bull Run take place? • Which side created the Anaconda Plan? • What was the purpose and goal of the Anaconda Plan? • What is a blockade? • Why was the strategy called the Anaconda Plan? • What rivers did the Anaconda Plan aim to control? • What was the Union hoping to take control of as a result of putting the Anaconda Plan in place? | <p>The Battle of Shiloh (p. 174)</p> <ul style="list-style-type: none"> • What moved the Union down to stopping southern access to river travel? • What did Confederates do as the Union Army marched through Tennessee? • What did the Union do to not let the Confederates not get away? • What did Confederate General Albert Sidney Johnson do in response to the Union's actions? • What was the Battle of Shiloh? • How did the success of the Battle of Shiloh help the Union? <p>The Union Marches On (p. 175)</p> <ul style="list-style-type: none"> • What was the first part of the Anaconda Plan? • What was the second part of the Anaconda Plan? <p>The Union Takes New Orleans (p. 175)</p> <ul style="list-style-type: none"> • After the Battle of Bull Run, what did Union forces do in New Orleans? • What did the union do after taking over New Orleans? • Where did the Union have a tough fight with Confederate soldiers and why? |
| Suggested Protocols and Resources | Back to Back Face to Face | Back to Back Face to Face | Back to Back Face to Face |

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| <p>Extension Activities</p> | <p>1) Using page 95 of the Teacher’s Edition Assessment Book, students will complete a KWL chart to list things the know want to know and learned about the Civil War and Reconstruction.</p> <p>2) Using page 96 of the Teacher’s Edition Assessment Book, students will read an assigned section with a partner and brainstorm a list of main ideas from that section. They will write them in the box provided. Next, they will turn those main ideas into sentences on the lines below the box. On a separate sheet of paper, students will organize their main idea sentences into a one-paragraph summary of the section.</p> <p>3) Using page 98 of the Teacher’s Edition Assessment Book, students will complete 3-2-1 strategy to list details about the Anaconda Plan.</p> |
| <p>Additional Topic Specific Resources</p> | |
| <p>Assessment</p> | <p>Student will write to answer the prompt: Why was the Anaconda Plan so important during the Civil War?</p> |

Week 2: A Nation Divided -Chapter 16

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| Week 2: A Nation Divided -Chapter 16 | | | |
| Essential Question(s) | What was the purpose of the Emancipation Proclamation and how did it impact the country? | | |
| Standards | 4.32 Describe the roles of major leaders during the Civil War, including: • Jefferson Davis • Ulysses S. Grant • Robert E. Lee • President Abraham Lincoln 4.35 Explain the purpose of the Emancipation Proclamation, and identify its impact on the country | | |
| Texts | 4th Grade Textbook-Gibbs Smith: The United States Through Time (username: shelby4@scs.org /password: county) | | |
| Vocabulary | Anaconda Plan, Battle of Antietam, Battle of Bull Run, Battle of Shiloh, Border States, Emancipation Proclamation | | |
| Teacher Guided Text Specific & Text Dependent Questions | <p>Abraham Lincoln (p.176)</p> <ul style="list-style-type: none"> • How much education did Abraham Lincoln have? • What roles did Lincoln have in politics? • Where did Lincoln become well known? • What did Lincoln often speak out about? • When was Lincoln elected president of the United States? • How did Lincoln feel about states seceding from the Union? • How do some remember President Lincoln? <p>Ulysses Simpson Grant (p. 176)</p> <ul style="list-style-type: none"> • What happened to the Union prior to the Ulysses S. Grant capturing the attention of northerners? • How did the Union general get the name Ulysses S. Grant? • In what wars did Grant serve? • How did people perceive Grant as a commander? • When did Grant become president of the United States? | <p>Jefferson Davis (p. 177)</p> <ul style="list-style-type: none"> • In what political roles did Jefferson Davis serve? • How did Davis feel about slavery? • What was Davis the first and last to do? • Why was Davis’s dedication not enough to win the Civil War? • What happened to Davis after the Civil War? <p>Robert Edward Lee (p. 177)</p> <ul style="list-style-type: none"> • Why were all eyes on Robert Edward Lee as states stated to secede from the Union? • Why did Lincoln reach out to Robert E. Lee? • Why did Lee not become commander of the Union Army? • How did southern people feel about Lee? • What was lee known for on the Battle Field? • What did Lee do after the Civil War? <p>The Emancipation Proclamation (p. 178)</p> <ul style="list-style-type: none"> • How was the war going for the Union up to the Summer of 1862? • How was the leadership of the Union Army in the summer of 1862? • What did Lincoln feel the Union needed to perform better in at war? • Who did Lincoln feel pressure from at the time and why? | <p>A New Meaning for the War (p. 178)</p> <ul style="list-style-type: none"> • What bold step did Lincoln decide to take? • Where did the Battle of Antietam take place? • Why did people feel the war would never end after the Battle of Antietam? • What was the purpose of the Emancipation Proclamation? <p>A Long-Term Strategy (p. 179)</p> <ul style="list-style-type: none"> • What was one of Lincoln’s goal after the Emancipation Proclamation? • What are regiments and how did they change after the Emancipation Proclamation? <p>Frederick Douglass and the Civil War (p. 179)</p> <ul style="list-style-type: none"> • What did Frederic Douglass feel the Civil War was about? • What did Douglass hope for at the beginning of the civil war? • What did Douglass do as he traveled across the country? • Who did Douglass meet with numerous times and what may have been the topic of discussion during their meetings? |
| 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 97 of the Teacher’s Edition Assessment Book, students identify the strengths and weaknesses of the Union and the Confederacy at the start of the Civil War.</p> <p>2) Using page 99 of the Teacher’s Edition Assessment Book, students will list important details about key figures during the Civil War.</p> | | |

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| | 3) Using page 99 of the Teacher's Edition Assessment Book, students read the words of abolitionist Frederick Douglass that he said in response to President Lincoln's decision to issue the Emancipation Proclamation and answer text dependent questions. . |
| Additional Topic Specific Resources | |
| Assessment | Writing Prompt: What was the purpose of the Emancipation Proclamation and how did it impact the country? |

Week 3-The War Rages On-Chapter 17

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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 | 4.34 Examine the significance and outcomes of key battles of the Civil War, including: • First Battle of Bull Run • Battle of Shiloh • Battle of Antietam • Battle of Gettysburg 4.36 Describe the significance of the Gettysburg Address. | | |
| Texts | 4th Grade Textbook-Gibbs Smith: The United States Through Time (username: shelby4@scs.org /password: county) | | |
| Vocabulary | Appomattox Court House, Battle of Gettysburg, Gettysburg Address | | |
| Teacher Guided Text Specific & Text Dependent Questions | <p>After A Major Victory (p. 183)</p> <ul style="list-style-type: none"> • When did the Union slowly began to control the War? • Who was General Lee the leader of? • Why did Lee want to have a battle in the Pennsylvania? <p>The Battle of Gettysburg (p. 183)</p> <ul style="list-style-type: none"> • Where did Lee lead his men? • Who did Lee and his men meet when they arrived at their destination? • How long did the Battle of Gettysburg last? • Why might the Battle of Gettysburg be highlighted more than other battles? • Which side won the Battle of Gettysburg? • How many men were lost during the Battle of Gettysburg? | <p>The Gettysburg Address (p. 184)</p> <ul style="list-style-type: none"> • What did the state of Pennsylvania do after the Battle of Gettysburg? • Why did Abraham Lincoln go to the old sight of the Battle of Gettysburg? • What is the Gettysburg Address? • How long did the speech last? • How is the speech considered today? <p>Life on the Homefront (p.186)</p> <ul style="list-style-type: none"> • What did the Union's blockade do to the south? • What happened as a result of the blockade? • Why was life on the Homefront in the south a battle of its own? | <p>Hunger on the Homefront (p.187)</p> <ul style="list-style-type: none"> • What happened to the living conditions of civilians as the war continued? • What did some hungry soldiers do as they passed through towns? • Where did women hide their baked biscuits and why? • Why was salt important during that time? • Because salt was difficult to find did people do to get salt? <p>Caring for the Wounded (p. 187)</p> <ul style="list-style-type: none"> • Who treated soldiers on the battlefield? • Who served as caregivers after soldiers were treated by doctors and nurses? • What were some things women did as caregivers to wounded soldiers during the Civil War? |
| 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 use page 52 of the of the Teacher's Edition Assessment Book to make an outline of chapter 10 to organize information. 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? 3) Students will use pages 56 and 57 to analyze a political cartoon of Andrew Jackson. 4) Students will read the Presidency of Andrew Jackson text and answer text dependent questions. | | |
| Additional Topic Specific Resources | Trail of Tears: Primary Sources Trail of Tears: Video | | |
| Assessment | Students will write to answer the prompt: What happened as a result Andrew Jackson's presidency? | | |

Week 4: The War Rages On-Chapter 17

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| Essential Question(s) | How did the Civil War come to an end? | | |
| Standards | 4.33 Evaluate the significant contributions made by women during the Civil War, including Clara Barton and Dorothea Dix. 4.34 Examine the significance and outcomes of key battles of the Civil War, including: • First Battle of Bull Run • Battle of Shiloh • Battle of Antietam • Battle of Gettysburg 4.35 Explain the purpose of the Emancipation Proclamation, and identify its impact on the country. 4.36 Describe the significance of the Gettysburg Address. 4.37 Describe the physical, social, political, and economic consequences of the Civil War on the southern U.S. after the surrender at Appomattox Court House. | | |
| Texts | 4th Grade Textbook-Gibbs Smith: The United States Through Time (username: shelby4@scs.org /password: county) | | |
| Vocabulary | Appomattox Court House, Battle of Gettysburg, Gettysburg Address | | |
| Teacher Guided Text Specific & Text Dependent Questions | <p>Women in War (p. 188)</p> <ul style="list-style-type: none"> • Which two women received national attention and praise for their work in improving medical care for soldiers? • How did Dorothea Dix spend her time prior to the Civil War? • What did she notice about the conditions of people suffering from mental illness? • What did Dorothea Dix do in the northeastern United States? • What roles did Dorothea serve in during the Civil War? • What did Dix do after the Civil War? • Who is perhaps the most famous nurse in our nation’s history? • What did Barton do shortly after the Civil War began? • What requests did Barton make to the government and why? • Why did Barton travel from battle to battle during the Civil War? • What did Clara Barton do after the Civil War? <p>The War Winds Down (p. 189)</p> <ul style="list-style-type: none"> • Why did Lincoln send General Grant to Virginia in 1864? • Why was the war raging in the south? • Why did land in the south lay in ruins? • Who was Lincoln’s vice president during his second term as president? • What connection did the vice president have with our state? | <p>Confederate Losses Mount (p. 189)</p> <ul style="list-style-type: none"> • Why was it clear that the war was near the end at the start of 1865? • What did the Union continue to do even at the start of 1865? • What did the confederate government start to do out of desperation? • How might enslaved men feel about fighting on the Confederate army? <p>Lee Surrenders (p. 190)</p> <ul style="list-style-type: none"> • When did Grant finally began to gain ground on Lee? • What shocked Northerners? • How did Lee’s army feel by the beginning of 1865? • What was cut in early April of 1865? • Where is Appomattox Court House located? • Why is April 9 1865 a very important date in American history? | <p>An Assassin Kills Lincoln (p.191)</p> <ul style="list-style-type: none"> • Why was Abraham Lincoln and his wife in attendance at Ford’s Theater? • Who was John Wilkes Booth? • What did Booth do to get away? • There was a plan in place to kill what other political figures? • How did the assassination of President Lincoln impact the United States? • What worries did the nation have after the assassination of Lincoln? • Who became president after the death of President Lincoln? <p>The Cost of War (p.192)</p> <ul style="list-style-type: none"> • How many people lost their lives during the Civil War? • What was the deadliest war the United States ever fought? • How did the war impact women and children in the south? • Why was much of the south in ruins? • How did the war impact planters and plantation owners? • What was the worth of Confederate money after the Civil War? |

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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 | Students will use page 102-103 of the of the Teacher’s Edition Assessment Book to locate where battles took place and to detail on why the battle was a turning point in the war. Students will write to compare and contrast the roles of men and women during the Civil War? | | |
| Additional Topic Specific Resources | | | |
| Assessment | Students will write to answer the prompt: How did the Civil War come to an end? | | |

Week 5: To Reconstruct a Nation -Chapter 18

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| Week 5: To Reconstruct a Nation -Chapter 18 | | | |
| Essential Question(s) | How did the end of the war affect the country? How was Reconstruction different under Lincoln, Johnson, and Congress? | | |
| Standards | 4.38 Describe the impact President Abraham Lincoln’s assassination had on the nation. 4.39 Identify the 13th, 14th, and 15th Amendments as efforts to help former slaves begin a new life. 4.40 Compare and contrast the Reconstruction plans of President Abraham Lincoln, President Andrew Johnson, and Congress. 4.41 Examine the significance of the Compromise of 1877 on the U.S. | | |
| Texts | 4th Grade Textbook-Gibbs Smith: The United States Through Time (username: shelby4@scs.org /password: county) | | |
| Vocabulary | 13 th Amendment, 14 th Amendment, 15 th Amendment, Compromise of 1877, Freedmen’s Bureau, impeach, Reconstruction, sharecropping | | |
| Teacher Guided Text Specific & Text Dependent Questions | <p>The Entire Nation (p.194)</p> <ul style="list-style-type: none"> • How did the nation feel the effects of the civil War? • How had society been changed forever? • What did the end of slavery mean for some people? • What did the country need at the end of the Civil War? <p>Some Lose, Some Gain (p. 194)</p> <ul style="list-style-type: none"> • Why were soldiers shocked when they returned home after the Civil War? • What is the 13th Amendment and why did African Americans around the country celebrate it? • Who lost and who gained at the end of the Civil War? | <p>Adjusting to a New Life (p. 195)</p> <ul style="list-style-type: none"> • What did former slaves do after the ratification of the 13th Amendment? • How was life for r former slaves difficult right after the ratification of the 13th Amendment? <p>The Freedmen’s Bureau (p. 195)</p> <ul style="list-style-type: none"> • What program did Congress set up before the end of the Civil War? • What was the purpose or goal of the Freedmen’s Bureau? • What did the Freedmen’s Bureau’s workers do? | <p>Sharecropping (p. 198)</p> <ul style="list-style-type: none"> • What is sharecropping? • Why did some freed people to resort to sharecropping? • Why did historian Douglas Blackmon refer to sharecropping as “slave by another name?” • How did sharecropping pay? • What caused black sharecroppers to fall into a cycle of debt? <p>Plans for Reconstruction (p. 198)</p> <ul style="list-style-type: none"> • When did Lincoln come up with a plan to put the country back together? • What plans did Lincoln have to mend the country after the Civil War? • What was the plan called? |
| 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 pages 105-107 of the Teacher Resource and Assessment Book to read parts of the letter from a freedman and to answer questions. 2) Students will complete page 109 of the Teacher Resource and Assessment Book to read excerpts from an 1866 sharecropper contract. Students will underline words or sentences that support the idea that sharecropping was another form of slavery. 3) Students will complete page 110 of the Teacher Resource and Assessment Book to compare and contrast the Reconstruction plans of President Lincoln and Presidents Johnson. | | |
| Additional Topic Specific Resources | | | |
| Assessment | Students will write to answer the prompt: How was slave life on plantations, cities, and other farms alike and different? | | |

Week 6: To Reconstruct a Nation-Chapter 18

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| Essential Question(s) | How did Reconstruction affect the South? How did Reconstruction End? | | |
| Standards | 4.38 Describe the impact President Abraham Lincoln’s assassination had on the nation. 4.39 Identify the 13th, 14th, and 15th Amendments as efforts to help former slaves begin a new life. 4.40 Compare and contrast the Reconstruction plans of President Abraham Lincoln, President Andrew Johnson, and Congress. 4.41 Examine the significance of the Compromise of 1877 on the U.S. | | |
| Texts | 4th Grade Textbook-Gibbs Smith: The United States Through Time (username: shelby4@scs.org /password: county) | | |
| Vocabulary | 13 th Amendment, 14 th Amendment, 15 th Amendment, Compromise of 1877, Freedmen’s Bureau, impeach, Reconstruction, sharecropping | | |
| Teacher Guided Text Specific & Text Dependent Questions | <p>Johnson’s Plan for Reconstruction (p. 197)</p> <ul style="list-style-type: none"> • What did President Andrew Johnson try to do after the assassination of President Lincoln? • What did President Johnson suggest to Confederate states after the ratification of the 13th Amendment? • How did Republicans in Congress feel about Johnson and his plan? • How did the Republicans in Congress feel about the South? • What outraged Republicans after southern states rejoined the Union? <p>Congress Take Control (p.197)</p> <ul style="list-style-type: none"> • What type of laws did Congress try to pass on southern states? • How did Johnson feel about the laws? • How did the Congress take control of Reconstruction? <p>Congress Passes the 14th Amendment (p.198)</p> <ul style="list-style-type: none"> • What happened when Congress took over Reconstruction? • What is the 14th Amendment? • What does it mean to impeach a president? • What happen to Johnson after his impeachment trial? | <p>Military Reconstruction (p. 200)</p> <ul style="list-style-type: none"> • What did southern states that refused to ratify the 14th Amendment so? • Why was violence used in the south? • What did Congress to in reaction to the issue of the South at the time? • What was the Military Reconstruction? <p>The Vote for Black Men (p.200)</p> <ul style="list-style-type: none"> • What was the goal of the 15th Amendment and when was it passed? • What did US soldiers try to do in the south? • How long did it take for African Americans to get active in politics? • What were some things many white people did to prevent African American from voting? <p>Reconstruction Take a Violent Turn (p. 201)</p> <ul style="list-style-type: none"> • How did many southerners view Reconstruction? • How was the economic status o the South after the Civil War and why? • Why did Southerners allegedly turn to violence? • Why was the Ku Klux Klan group started? • Where did the first meeting of the Ku Klux Klan group start and where did the meeting take place? • What type of attitude did the group have? • Who did the KKK inflict their violence on and why? • Why do some refer to Reconstruction as the second Civil War? | <p>Reconstruction’s Slow End (p. 202)</p> <ul style="list-style-type: none"> • When did Southerners start fighting to end Reconstruction? • How did Northerners feel about Reconstruction by the mid-1870s? <p>The 1876 Election Land (p. 202)</p> <ul style="list-style-type: none"> • Who were the two presidential candidate for the election of 1876? • What was the goal of the Compromise of 1876? • What did the Compromise of 1876 mean for Reconstruction? <p>The Legacy of Reconstruction (p. 202)</p> <ul style="list-style-type: none"> • What positive changes did Reconstruction bring to the nation? • What were some issued African American still faced after Reconstruction. |
| Suggested Protocols and Resources | Back to Back Face to Face | Think, Pair, Share | Back to Back Face to Face |

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| Extension Activities | 1) Students will complete page 111 of the Teacher Resource and Assessment Book to read an excerpt from a letter written by one official of the Freedmen's Bureau to another. Students will determine what the letter describes and why the writer sounds upset. |
| Additional Topic Specific Resources | |
| Assessment | Students will write summary of how life during the Reconstruction was for former slaves. |

Week 7: A Deeper Look at Reconstruction

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| Essential Question(s) | How did Reconstruction impact the nation? | | |
| Standards | 4.39 Identify the 13th, 14th, and 15th Amendments as efforts to help former slaves begin a new life. 4.40 Compare and contrast the Reconstruction plans of President Abraham Lincoln, President Andrew Johnson, and Congress. 4.41 Examine the significance of the Compromise of 1877 on the U.S | | |
| Texts | 4th Grade Textbook-Gibbs Smith: The United States Through Time (username: shelby4@scs.org /password: county) | | |
| Vocabulary | 13 th Amendment, 14 th Amendment, 15 th Amendment, Compromise of 1877, Freedmen's Bureau, impeach, Reconstruction, sharecropping | | |
| Text and Suggested Activities | <ul style="list-style-type: none"> Students will read Slavery, the Civil War, and Reconstruction: Slavery in the Territories and answer text dependent questions. | <ul style="list-style-type: none"> Students will read Slavery, Civil War & Reconstruction - Reconstruction and answer text dependent questions. | <ul style="list-style-type: none"> Students will read the poem Learning to Read and answer Text dependent questions. |
| Assessment | Students will write the explain the positive and negative impact Reconstruction have on the nation. | | |

Week 8: End of Year Review

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|------------------------------|--|--|--|
| Essential Question(s) | What were key events and who were key people addressed from the 1700's to Reconstruction? | | |
| Standards | 4.01-4.41 | | |
| Texts | 4th Grade Textbook-Gibbs Smith: The United States Through Time (username: shelby4@scs.org /password: county) | | |
| Suggested Activity | The teacher will divide the class into the different eras addressed this school year and have each group identify the key events and key people of their assigned era or timeframe. Students will then place the key events and people in chronological order to create a timeline that reflects this year's content and learning. Students may form a paper timeline around the classroom and present their assigned era or time from to the class. | | |

Week 9: Ghana (Memphis in May)

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|------------------------------|---|--|--|
| Essential Question(s) | How is the way of life for people in Ghana? | | |
| Texts | Memphis in May Curriculum | | |
| Vocabulary | Country, continent, Africa, tradition, customs | | |
| Text and Activities | Memphis in May Curriculum: Ghana | | |
| Assessment | Students will write an informative piece or create a poster board to describe the way of life in Ghana. | | |