



**Marietta City Schools
2023-2024 District Unit Planner**

Fourth Grade

Topic Title:

Unit #7 Civil War & Reconstruction

Unit Duration

4 weeks

Mastering content and skills through KNOWLEDGE-BUILDING (establishing the purpose of the unit):

What enduring understandings will students gain from this unit? Analyzing primary and secondary resources helps us understand the political, social, and economic factors that led to the Civil War. Making connections between historical events helps us discern successes and failures of Reconstruction.

GSE Standards

ELA

ELAGSE4RI1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

ELAGSE4RI3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

ELAGSE4RI7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

ELAGSE4RI9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

ELAGSE4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

ELAGSE4RL7: Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences.

Social Studies

SS4H4 Examine the main ideas of the abolitionist and suffrage movements.

a. Discuss contributions of and challenges faced by Susan B. Anthony, Frederick Douglass, Elizabeth Cady Stanton, Sojourner Truth, and Harriet Tubman.

SS4H5 Explain the causes, major events, and consequences of the Civil War.

- a. Identify Uncle Tom's Cabin and John Brown's raid on Harper's Ferry and explain how each of these events was related to the Civil War.
- b. Discuss how the issues of states' rights and slavery increased tensions between the North and South.
- c. Identify major battles, campaigns, and events: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman's March to the Sea, and Appomattox Court House.
- d. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas "Stonewall" Jackson, and William T. Sherman.
- e. Describe the effects of war on the North and South.

SS4H6 Analyze the effects of Reconstruction on American life.

- a. Describe the purpose of the 13th, 14th, and 15th Amendments.
- b. Explain the work of the Bureau of Refugees, Freedmen, and Abandoned Lands (Freedmen's Bureau).
- c. Explain how slavery was replaced by sharecropping and how freed African Americans or Blacks were prevented from exercising their newly won rights.
- d. Describe the effects of Jim Crow laws and practices

Essential Questions

Factual—

What did the South feel they were fighting for?
What beliefs led to conflict and change during the Reconstruction period?
What was the economic impact on the South of Sherman's March to the Sea?
What Southern beliefs and ideals stood in the way of the work of the Freedmen's Bureau?

Inferential—

How did the actions of the people affect the course of the Civil War?
How did differing belief systems lead to the Civil War?
Why did the South feel they would not be fairly represented if Abraham Lincoln were elected?

How did location have an effect on the differing beliefs of Southerners and Northerners?
 How did specialization lead to a better standard of living in the North?
 How did the Southerners feel about their rights as states compared to Northerners?
 Why did Northerners migrate toward large urban areas?
 Why did Southerners tend to live or work on large, money-making farms?
 How did steel production in the North give them an advantage during the war?
 How did a lack of railways affect the South's ability to fight the war?

Critical Thinking-

Would there have been a war if Abraham Lincoln had not been elected?
 Why did Southerners feel their economy, dependent on "large farms", would be destroyed without slavery
 How did persistent beliefs in the South bring about the writing of the Reconstruction era amendments?
 How did these differences contribute to differing belief systems?
 What changes would more access to railroads have on a region's economy?

Tier II Words- High Frequency Multiple Meaning	Tier III Words- Subject/ Content Related Words
Consequences, population, differing, beliefs, ideals, impact, specialization	states rights, standard of living, Reconstruction, Amendments, Bureau of Refugees, freedmen, sharecropping, Jim Crow Laws

Assessments- 3rd-5th Social Studies and Science assessments are available through AMP. Please see your instructional coach for support if needed.

Transfer of Integrated Skills:

- Sherman Formative Assessment
- Summative Assessment

Content-Specific GSE/Skills:

Grades 3- 5 Assessments may be administered via the AMP App in Schoology. Teachers should reach out to their academic coach or the district Social Studies Coordinator to upload assessments to their Schoology Course. Teachers can access the Test Blueprint and Key via the grade level Schoology Group.

- Civil War Assessment

- Reconstruction Assessment

Writing Task and Rubric:

- DBQ: What most caused the Civil War?

Objective or Content	Learning Experiences	Differentiation Considerations
Daily Lessons for Text Comprehension	<i>20-Day Plan: Civil War & Reconstruction</i>	
Connected SS Experiences	<p>Civil War and Reconstruction Timeline Create a mega-timeline for the Civil War and Reconstruction events and people SS4H5 Explain the causes, major events, and consequences of the Civil War. SS4H6 Analyze the effects of Reconstruction on American life.</p> <p>Where the Resources Are Locate natural resources to explain how the North and South developed their economies SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</p> <p>Comparing Economies Compare and contrast the economies of the North and South to describe the economic concept of specialization SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</p> <p>First Vote Analyze the political cartoon <i>First Vote</i> SS4H6 Analyze the effects of Reconstruction on American life.</p> <p>Sharecropping Students will use mathematics and dice to understand the challenges of sharecropping formerly enslaved Americans. SS4H6 Analyze the effects of Reconstruction on American life.</p>	<p>Purposeful grouping of learners; provide template or exemplars</p> <p>Break-down composite map into individual layers</p> <p>Utilize the stacked bar graph as a scaffold</p> <p>Divide the analysis form into discussion cards; start with I see, think, wonder</p> <p>Allow learners to work in pairs' provide calculators</p>

Connected Writing Activities	<ul style="list-style-type: none">● Embedded in 20-Day Plan:<ul style="list-style-type: none">○ Coordinating Conjunctions○ Subordinating Conjunctions○ Appositives			
Additional Planning Resources				
MCS K-5 KBU Overview	KBU as a 15-day Plan (Template)	MCS Structured Literacy Repository	Berger Framework for Comprehension (Template)	The Writing Revolution (Templates)
Additional Instructional Resources				
<p>Suggested High Quality Complex Texts</p> <p>Suggested Experiential Resources</p> <p>This unit has a Museum Box for the Civil War. Complete the Museum Box Request form to reserve the Museum Box</p> <p>Civil War and Reconstruction Bingo Create an illustrated BINGO board for the key concepts from the unit</p>				