



Marietta City Schools
2023–2024 District Unit Planner

Grade Four Social Studies

| | | | |
|--------------|---|-----------------------------|---------------------|
| Theme | <i>The Civil War and Reconstruction</i> | Unit duration (Days) | <i>15 - 30 Days</i> |
|--------------|---|-----------------------------|---------------------|

GA DoE Standards

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

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

SS4H6 Analyze the effects of Reconstruction on American life.

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

SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.

- Describe how specialization improves standards of living (e.g., differences in the economies in the North and the South).

SS4G1 Locate important physical and man-made features in the United States.

- Locate major man made features of the United States: New York City, NY; Boston, MA; Philadelphia, PA; Washington, D.C.; Gettysburg, PA; and the Erie Canal.

Information Processing Skills:

1. compare similarities and differences
2. organize items chronologically
3. identify issues and/or problems and alternative solutions
4. distinguish between fact and opinion
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
7. interpret timelines, charts, and tables
8. identify social studies reference resources to use for a specific purpose
9. construct charts and tables
10. analyze artifacts
11. draw conclusions and make generalizations
12. analyze graphs and diagrams
14. formulate appropriate research questions
15. determine adequacy and/or relevancy of information
16. check for consistency of information
17. interpret political cartoons

Map and Globe Skills:

1. use a compass rose to identify cardinal directions
2. use intermediate directions
4. compare and contrast the categories of natural, cultural, and political features found on maps
5. use graphic scales to determine distances on a map
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
7. use a map to explain the impact of geography on historical and current event
8. draw conclusions and make generalizations based on information from maps
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

Themes and Enduring Understandings:

Individuals, Groups and Institutions: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

Conflict and Change: The student will understand that conflict causes change.

Location: The student will understand that where people live matters

Production, Distribution, and Consumption: The student will understand the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services

Beliefs and Ideals: The student will understand that people's ideas and feelings influence their decisions.

Movement/Migration: The student will understand that moving to new places changes the people, land, and culture of the new place, as well as the place that was left.

Technology Innovation: The student will understand that new technology has many types of different consequences, depending on how people use that technology.

| Essential Questions | |
|--|---|
| <p>Factual—</p> <p>What did the South feel they were fighting for?</p> <p>What beliefs led to conflict and change during the Reconstruction period?</p> <p>What was the economic impact on the South of Sherman’s March to the Sea?</p> <p>What Southern beliefs and ideals stood in the way of the work of the Freedmen's Bureau?</p> <p>Inferential—</p> <p>How did the actions of the people affect the course of the Civil War?</p> <p>How did differing belief systems lead to the Civil War?</p> <p>Why did the South feel they would not be fairly represented if Abraham Lincoln were elected?</p> <p>How did location have an effect on the differing beliefs of Southerners and Northerners?</p> <p>How did specialization lead to a better standard of living in the North?</p> <p>How did the Southerners feel about their rights as states compared to Northerners?</p> <p>Why did Northerners migrate toward large urban areas?</p> <p>Why did Southerners tend to live or work on large, money-making farms?</p> <p>How did steel production in the North give them an advantage during the war?</p> <p>How did a lack of railways affect the South’s ability to fight the war?</p> <p>Critical Thinking-</p> <p>Would there have been a war if Abraham Lincoln had not been elected?</p> <p>Why did Southerners feel their economy, dependent on “large farms”, would be destroyed without slavery</p> <p>How did persistent beliefs in the South bring about the writing of the Reconstruction era amendments?</p> <p>How did these differences contribute to differing belief systems?</p> <p>What changes would more access to railroads have on a region’s economy?</p> | |
| Tier II Words- High Frequency Multiple Meaning | Tier III Words- Subject/ Content Related Words |
| <p>consequences</p> <p>population</p> | <p>Key Events: <i>Uncle Tom’s Cabin</i>, Harper’s Ferry, Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, and Appomattox Court House.</p> |

| | |
|---|---|
| differing beliefs and ideals impact specialization | Key Individuals: John Brown, Harriet Beecher Stowe, Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas “Stonewall” Jackson, and William T. Sherman. states rights standard of living Reconstruction Amendments (13, 14, and 15) Bureau of Refugees, Freedmen, and Abandoned Lands (Freedmen’s Bureau) Sharecropping Jim Crow Laws |
|---|---|

Assessments

Summative Assessment(s):

Civil War Assessment

Reconstruction Assessment

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.

Standards: All GSE for the unit.

* Teachers can access the Test Blueprint and Key via the grade level Schoology Group.

Theme Based Writing Task and Rubric:

[Dear Diary](#) Write diary entries showing understanding of Reconstruction in the South

SS4H6 Analyze the effects of Reconstruction on American life.

[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.

[DBQ What was the main cause of the Civil War](#) Teachers utilizes inquiry and documents to challenge students to determine what really caused the Civil War

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

[DBQ: Did Reconstruction solve the problems of the Civil War?](#) Through inquiryDBQ (modeled from C3) What Really Caused the Civil War into the Causes of the Civil War, the Reconstruction Amendments, and Jim Crow, students will answer the question in the format of their choice.

SS4H6 Analyze the effects of Reconstruction on American life.

| Objective or Content | Learning Experiences | Differentiation Considerations |
|---|--|---|
| Teacher Supports | Parent Information Letter - edit for school specific information Click here for an additional Content Video for teachers only Teacher Notes for this unit Additional unit information may be found at the GADOE Inspire site This unit has a Museum Box for the Civil War. Complete the Museum Box Request form to reserve the Museum Box | |
| SS4H5 Explain the causes, major events, and consequences of the Civil War. a. Identify <i>Uncle Tom's Cabin</i> and John Brown's raid on Harper's Ferry and explain how each of these events was related to the Civil War. | Promoting Literature Create a promotional advertisement for <i>Uncle Tom's Cabin</i> | Provide sample book covers and advertisements, provide a word bank |
| SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. c. Describe how specialization improves standards of living (e.g., differences in the economies in the North and South) | Where the Resources Are Locate natural resources to explain how the North and South developed their economies | Divide the map analysis form into discussion cards- students randomly choose cards to discuss the information on the maps. If the composite map seems too complicated – too many layers - provide the individual specific maps from which the composite was created |
| SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. c. Describe how specialization improves standards of living (e.g., differences in the economies in the North and South) | Comparing Economies Compare and contrast the economies of the North and South to describe the economic concept of specialization | Attached is a stacked bar graph of the numbers above if you either need it to scaffold for some students or if time does not permit the graphing part of the activity. |

| | | |
|--|---|--|
| <p>SS4H5 Explain the causes, major events, and consequences of the Civil War.</p> <p>d. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas “Stonewall” Jackson, and William T. Sherman.</p> | <p>People of the Civil War Create a foldable identifying and describing the contributions of individuals during the Civil War</p> | <p>Prefold the organizer for students who need that support, pre-fill titles, provide cut and paste option</p> |
| <p>SS4H5 Explain the causes, major events, and consequences of the Civil War.</p> <p>a. Identify major battles, campaigns, and events: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, and Appomattox Court House.</p> <p>a. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas “Stonewall” Jackson, and William T. Sherman.</p> <p>e. Describe the effects of war on the North and South</p> | <p>Life of a Civil War Soldier (Museum Box Lesson) Students will analyze artifacts to compare the lives of Union and Confederate Soldiers. A review of the Gettysburg Address is also included.</p> | <p>A cartoon video of the Gettysburg Address can be used to supplement the document Scaffold reading and writing activities based on student ability</p> |
| <p>SS4H5 Explain the causes, major events, and consequences of the Civil War.</p> <p>a. Identify major battles, campaigns, and events: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, and Appomattox Court House.</p> <p>a. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas “Stonewall” Jackson, and William T. Sherman.</p> <p>e. Describe the effects of war on the North and South.</p> <p>SS4G1 Locate important physical and man-made features in the United States.</p> <p>b. Locate major man-made features of the United States: New York City, NY; Boston, MA; Philadelphia, PA; Washington, D.C.; Gettysburg, PA; and the Erie Canal</p> | <p>Was Gettysburg a Turning Point? Students will utilize the primary resources to write a paper that answers the question: Why was Gettysburg a turning point?</p> | <p>Conduct research in reading groups allowing for additional supports for those reading below grade level</p> |
| <p>SS4H6 Analyze the effects of Reconstruction on American life.</p> <p>a. Describe the purpose of the 13th, 14th, and 15th Amendments.</p> | <p>Reconstruction Amendments Describe the reasons for and purposes of the Reconstruction Amendments to the Constitution</p> | <p>Use the resource files to conduct a teacher led inquiry. Utilize the New American Lecture format to assure student engagement throughout the lesson</p> |

| | | |
|---|---|---|
| SS4H6 Analyze the effects of Reconstruction on American life. a. Describe the purpose of the 13th, 14th, and 15th Amendments. d. Describe the effects of Jim Crow laws and practices. | First Vote Analyze the political cartoon <i>First Vote</i> | Divide the cartoon analysis form into conversation starter cards. Have students do <i>I See, I Think, I Wonder</i> for the cartoon. |
| SS4H6 Analyze the effects of Reconstruction on American life. c. Explain how slavery was replaced by sharecropping and how freed African Americans or Blacks were prevented from exercising their newly won rights. | Sharecropping Students will use mathematics and dice to understand the challenges of sharecropping formerly enslaved Americans. | Allow students to work in pairs, provide calculators to assist with calculations. |
| SS4H6 Analyze the effects of Reconstruction on American life. b. Explain the work of the Bureau of Refugees, Freedmen, and Abandoned Lands (Freedmen's Bureau). | The Freedmen Analyze a <i>Harper's Weekly</i> Cartoon about the Freedmen's Bureau and read a short passage to gather information for a classroom discussion | Preview vocabulary prior to reading, read information in small group rotations, provide discussion starters |
| SS4H6 Analyze the effects of Reconstruction on American life. d. Describe the effects of Jim Crow laws and practices. | Separate But Equal Evaluate historical documents to understand the inequality of <i>Separate But Equal</i> | Provide students with conversation starters for discussions, support with comparisons using a Venn Diagram or T-Chart |
| All GSE for the Unit | Civil War and Reconstruction Bingo Create an illustrated BINGO board for the key concepts from the unit | Create an illustrated BINGO board for the key concepts from the unit |

Recommended High Quality Complex Texts

Moses: When Harriet Tubman Led Her People to Freedom by Carole Boston Weatherford
Only Passing Through: The Story of Sojourner Truth by Anne Rockwell
Henry's Freedom Box: A True Story From the Underground Railroad by Ellen Levine
Lincoln goes to Washington by C. Harness
Pink and Say by Patricia Polacco
Train to Somewhere by Eve Bunting
Diary of Carrie Berry: A Confederate Girl (First-Person Histories)
Diary of Charlotte Forten: A Free Black Girl Before the Civil War (First-Person Histories)

DE Videos (teachers will preview to assure content is appropriate for their individual students)

[The Beanbodies Histories Civil War Part 1](#): Seeds of Conflict DE Video

[The Beanbodies Histories Civil War Part 2](#): Understanding Battles DE Video

[The Beanbodies Histories Civil War Part 3: Reconstruction DE Video](#)