Grade 4: Unit 4 - The Civil War

Content Area: **Social Studies**
Course(s): **Generic Course, Social Studies, Science, Social Studies 1**
Time Period: **Week**
Length: **8 weeks**
Status: **Published**

Unit Overview

In this unit, students will learn

- Reasons behind the Civil War
- New Jersey's role in conflict and resolution

Transfer

- Apply various comprehension strategies to connect and make meaning with text
- Cite text evidence from the text to support meaning
- Transfer vocabulary acquisition usage across content
- Use text features (maps, diagrams, headings, tabels, etc.) to interpret text

Meaning

Understandings

Students will demonstrate the following understandings:

- Social, political and economic differences can lead to conflict (**New Jersey Commission on Holocaust Education- See Unit Resources)**
- People will fight to protect their beliefs and way of life
- Conflicts can have unexpected results that can reshape a country

Essential Questions

What is worth fighting for?

Application of Knowledge and Skill

Students will know...

Students will know...

- The differences between the North and South economies
- The conflict over slavery
- Ways slaves gained their freedom

(NEW JERSEY AMISTAD COMMISSION CURRICULUM- SEE UNIT RESOURCES)

New Jersey Commission on Holocaust Education Resources- See Unit Resources)

Students will be skilled at...

Students will be skilled at...

- Compare and contrast differences in cultures and beliefs based on geographic regions

Academic Vocabulary

- slavery
- culture
- stereotyping
- prejudice
- traditions
- discrimination
- conflict
- timelines

- reconstruction

Learning Goals

Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
SOC.6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
SOC.6.1.4.D.9	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
SOC.6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
SOC.6.1.4.D.14	Trace how the American identity evolved over time.
SOC.6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
SOC.6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
SOC.6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
SOC.6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
SOC.6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.1.4.D.CS4	The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.

SOC.6.1.4.D.CS5	Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
SOC.6.1.4.D.CS6	American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
SOC.6.1.4.D.CS7	Cultures struggle to maintain traditions in a changing society.
SOC.6.1.4.D.CS8	Prejudice and discrimination can be obstacles to understanding other cultures.
SOC.6.1.4.D.CS9	Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
SOC.6.1.4.D.CS10	The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
SOC.6.1.4.D.CS11	People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.

Target 1 Lesson 1

SWBAT:

Explain the differences in beliefs and the impact of slavery on NJ, the nation, and individuals

Target 2 lesson 2

SWBAT:

Describe and explain how prejudice can lead to conflict and how fairness and equality can influence change

Target 3 lesson 3

SWBAT:

Explain how leaders, businesses, and global organizations promote human rights and provide aid.

Summative Assessment

All assessments are differentiated and aligned to social studies standards and curriculum. Alternate assessments may include projects or presentations and/or a unit assessment/test.

Teacher made tests

COMMON SUMMATIVE ASSESSMENTS (TAKEN ON LINKIT!)

Assessment 4: Chapter 4

Proficiency Scale

Formative Assessment and Performance Opportunities

- academic games
- Directed Reading Activity
- discussion
- Do Now response
- Exit Ticket
- graphic organizer
- peer assessment
- Project
- questioning
- Quiz
- quizlet
- research project
- self assessment
- student notebook
- Student Presentation
- Student Response Systems
- Teacher Observation

- Written response

Accommodations and Modifications

Content Accomodation:

Ready, Set, Teach Podcast- Chapter 4: The Civil War

Chapter 4 Leveled Readers:

Jedidiah Smith, Mountain Man

Jedidiah Smith: Explorer in the American West

Jedidiah Smith: American Trailblazer

ELL Accomodation:

Pearson MyWorld Online Spanish Student Edition

- additional practice/remediation
- cross-curricular extension activities
- guided notes
- interactive games/websites
- leveled assignments
- leveled readings
- modified assessments
- student generated research projects

21st Century Life and Careers

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

Unit Resources

Pearson MyWorld: New Jersey Digital Text

- Print Resources:
- Online websites such as but not limited to:
- Videos (online or DVD) such as but not limited to:
- Interactive Notebook
- Technology Resources Available: Digital Camera; Document Camera; Flash Drives; Flip Camera; Interactive White Board; Listening Centers; Scanners; Student Laptops; Student Response Systems
- sources prevalent to Monroe Township's cultural development (primary source)

Digital Resources:

1. NJ Amistad Curriculum - Unit Seven: http://www.njamistadcurriculum.net/history/unit/evolution-new-nation-state

New Jersey Amistad Commission Interactive Curriculum - http://www.njamistadcurriculum.net/

2. New Jersey Lessons - Listing of classroom lessons for K-12: http://civiced.rutgers.edu/njlessons.html

3. **New Jersey Commission on Holocaust Education Resources -** https://www.nj.gov/education/holocaust/curriculum/

Grades K-5- Lesson Title: Persuasion, Propaganda, and Political Cartoons (Grades 4-5)

Interdisciplinary Connections

WONDERS

Unit 3 week 3

Unit 3 week 4

LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.4.3	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.
LA.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.