

1 <sup>st</sup> Nine Weeks				
Time	Cluster	Standards	Learning Targets	Lesson Topics/Resources
1 <sup>st</sup> Nine Weeks	The War for Independence (1700s-1780)	4.01 Identify and analyze the impact of conflicts between colonists and American Indian nations brought on by the intrusions of colonization.	<p>I can compare and contrast the differing views of American Indians and colonist on ownership.</p> <p>I can explain the factors that led to the defeat of the American Indian nations.</p>	<ul style="list-style-type: none"> <li>• Gallopade Unit 1: Chapters 1 and 2</li> <li>• Teacher Toolbox: Unit 1, pages 7-18 Unit 1, pages 19-28</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• ReadWorks</li> <li>• MTSU (Teaching with Primary Sources)</li> <li>• Library of Congress</li> <li>• Digital History</li> <li>• EdHelper (subscription required)</li> </ul>
1 <sup>st</sup> Nine Weeks	The War for Independence (1700s-1780)	4.02 Describe the contributions of Benjamin Franklin during this era, including the development of the Albany Plan of Union and the "Join or Die" political cartoon.	I can describe the contributions made by Benjamin Franklin to American society.	<ul style="list-style-type: none"> <li>• Gallopade Unit 1: Chapter 2</li> <li>• Teacher Toolbox: Unit 1, pages 19-28</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• ReadWorks</li> <li>• MTSU (Teaching with Primary Sources)</li> <li>• Library of Congress</li> <li>• Digital History</li> <li>• EdHelper (subscription required)</li> </ul>
1 <sup>st</sup> Nine Weeks	The War for Independence (1700s-1780)	4.03 Analyze the causes and consequences of the French and Indian War, and recognize Fort Loudoun's role in it.	I can describe the causes, course, and consequence of the French and Indian War.	<ul style="list-style-type: none"> <li>• Gallopade Unit 1: Chapter 2</li> <li>• Teacher Toolbox: Unit 1, pages 19-28</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• ReadWorks</li> <li>• MTSU (Teaching with Primary Sources)</li> <li>• Library of Congress</li> <li>• Digital History</li> <li>• EdHelper (subscription required)</li> </ul>

**4<sup>th</sup> Grade Social Studies Scope and Sequence**

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<p>1<sup>st</sup> Nine Weeks</p>	<p>The War for Independence (1700s-1780)</p>	<p>4.04 Evaluate how political, religious, and economic ideas and interests brought about the American Revolution, including: Resistance to imperial policy (Proclamation of 1763) , The Stamp Act, 1765 , The Townshend Acts, 1767, Tea Act, 1773, “Taxation without Representation” , Intolerable/Coercive Acts, 1774, The role of Patrick Henry</p>	<p>I can explain the causes of the American Revolution.</p>	<ul style="list-style-type: none"> <li>• Gallopade Unit 1: Chapter 3</li> <li>• Teacher Toolbox: Unit 1, pages 29-43</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• ReadWorks</li> <li>• MTSU (Teaching with Primary Sources)</li> <li>• Library of Congress</li> <li>• Digital History</li> <li>• EdHelper (subscription required)</li> </ul>
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## 4<sup>th</sup> Grade Social Studies Scope and Sequence

Revised July 2019

<p>1<sup>st</sup> Nine Weeks</p>	<p>The War for Independence (1700s-1780)</p>	<p>4.05 Explain the different forms of protests colonists used to promote change in British policies, including: the Boston Tea Party, tarring and feathering, letter writing, and boycotts.</p>	<p>I can describe the different forms of protests Americans used to try to change British policies.</p>	<ul style="list-style-type: none"> <li>• Gallopade Unit 1: Chapter 3</li> <li>• Teacher Toolbox: Unit 1, pages 29-43</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• ReadWorks</li> <li>• MTSU (Teaching with Primary Sources)</li> <li>• Library of Congress</li> <li>• Digital History</li> <li>• EdHelper (subscription required)</li> </ul>
<p>1<sup>st</sup> Nine Weeks</p>	<p>The War for Independence (1700s-1780)</p>	<p>4.06 Determine the historical and present-day significance of the Declaration of Independence, including the roles of Thomas Jefferson and John Hancock. (T.C.A. § 49-6-1028)</p>	<p>I can identify people and events associated with the Declaration of Independence.</p>	<ul style="list-style-type: none"> <li>• Gallopade Unit 1: Chapter 4</li> <li>• Teacher Toolbox: Unit 1, pages 44-61</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• ReadWorks</li> <li>• MTSU (Teaching with Primary Sources)</li> <li>• Library of Congress</li> <li>• Digital History</li> <li>• EdHelper (subscription required)</li> <li>• National Archives</li> </ul>
<p>1<sup>st</sup> Nine Weeks</p>	<p>The War for Independence (1700s-1780)</p>	<p>4.07 Contrast how the principles set forth in the Declaration of Independence clashed with treatment of different groups including: women, slaves, and American Indians.</p>	<p>I can cite evidence from the Declaration of Independence to determine its importance to the development of American Democracy.</p>	<ul style="list-style-type: none"> <li>• Gallopade Unit 1: Chapter 4</li> <li>• Teacher Toolbox: Unit 1, pages 44-61</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• ReadWorks</li> <li>• MTSU (Teaching with Primary Sources)</li> <li>• Library of Congress</li> <li>• Digital History</li> <li>• EdHelper (subscription required)</li> <li>• National Archives</li> </ul>

**4<sup>th</sup> Grade Social Studies Scope and Sequence**

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<p>1<sup>st</sup> Nine Weeks</p>	<p>The War for Independence (1700s-1780)</p>	<p>4.08 Determine the importance of the following groups to the American Revolution: Loyalists (Tories), Minutemen, Patriots, Redcoats, Sons of Liberty.</p>	<p>I can use the terms Loyalists, Patriots, Minutemen, Sons of Liberty, and Redcoats to describe people during the Revolution.</p>	<ul style="list-style-type: none"> <li>• Gallopade Unit 1: Chapter 5</li> <li>• Teacher Toolbox: Unit 1, pages 62-80</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• ReadWorks</li> <li>• MTSU (Teaching with Primary Sources)</li> <li>• Library of Congress</li> <li>• Digital History</li> <li>• EdHelper (subscription required)</li> </ul>
<p>1<sup>st</sup> Nine Weeks</p>	<p>The War for Independence (1700s-1780)</p>	<p>4.09 Examine major events and battles of the American Revolution, including: Midnight Ride of Paul Revere, Battles of Lexington and Concord, Battle of Bunker (Breed's) Hill, Battle of Saratoga, Valley Forge, Battle of Yorktown.</p>	<p>I can locate and identify the major military battles, campaigns, and turning points of the American Revolution.</p>	<ul style="list-style-type: none"> <li>• Gallopade Unit 1: Chapter 5</li> <li>• Teacher Toolbox: Unit 1, pages 62-80</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• ReadWorks</li> <li>• MTSU (Teaching with Primary Sources)</li> <li>• Library of Congress</li> <li>• Digital History</li> <li>• EdHelper (subscription required)</li> </ul>
<p>1<sup>st</sup> Nine Weeks</p>	<p>The War for Independence (1700s-1780)</p>	<p>4.10 Evaluate the contributions made by women during the American Revolution, including: Abigail Adams, Mary Ludwig Hays (Molly Pitcher), Betsy Ross, Phillis Wheatley</p>	<p>I can read various texts to determine the roles women played in the Revolution.</p>	<ul style="list-style-type: none"> <li>• Gallopade Unit 1: Chapter 5</li> <li>• Teacher Toolbox: Unit 1, pages 62-80</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• ReadWorks</li> <li>• MTSU (Teaching with Primary Sources)</li> <li>• Library of Congress</li> <li>• Digital History</li> <li>• EdHelper (subscription required)</li> </ul>

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2 <sup>nd</sup> Nine Weeks				
2 <sup>nd</sup> Nine Weeks	Creating a New Government (1781-1789)	4.11 Identify the weaknesses of the Articles of Confederation, including: no power to tax, weak central government, and the impact of Shays' Rebellion.	I can identify the major weaknesses of the Articles of Confederation.	<ul style="list-style-type: none"> <li>Gallopade Unit 2: Chapter 6</li> <li>Teacher Toolbox: Unit 2, pages 5-14</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>Discovery Education</li> <li>ReadWorks</li> <li>MTSU (Teaching with Primary Sources)</li> <li>Library of Congress</li> <li>Digital History</li> <li>EdHelper (subscription required)</li> <li>National Archives</li> </ul>
2 <sup>nd</sup> Nine Weeks	Creating a New Government (1781-1789)	4.12 Identify the roles of James Madison and George Washington during the Constitutional Convention, and analyze the major issues debated, including: Distribution of power between the states and federal government, Great Compromise, Slavery and the Three-Fifths Compromise.	I can identify the leaders at the Constitutional Convention and analyze the issues they debated.	<ul style="list-style-type: none"> <li>Gallopade Unit 2: Chapter 7</li> <li>Teacher Toolbox: Unit 2, pages 15-30</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>Discovery Education</li> <li>ReadWorks</li> <li>MTSU (Teaching with Primary Sources)</li> <li>Library of Congress</li> <li>Digital History</li> <li>EdHelper (subscription required)</li> <li>National Archives</li> </ul>
2 <sup>nd</sup> Nine Weeks	Creating a New Government (1781-1789)	4.13 Describe the conflict between the Federalists and Anti-Federalists over ratification of the Constitution, including the need for a Bill of Rights.	<p>I can describe the conflict between Federalists and Anti-Federalist.</p> <p>I can explain the need for a Bill of Rights.</p>	<ul style="list-style-type: none"> <li>Gallopade Unit 2: Chapter 8</li> <li>Teacher Toolbox: Unit 2, pages 31-43</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>Discovery Education</li> <li>ReadWorks</li> <li>MTSU (Teaching with Primary Sources)</li> <li>Library of Congress</li> <li>Digital History</li> <li>EdHelper (subscription required)</li> <li>National Archives</li> <li>National Constitution Center</li> </ul>

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<p>2<sup>nd</sup> Nine Weeks</p>	<p>Creating a New Government (1781-1789)</p>	<p>4.14 Describe the principles embedded in the Constitution, including: Purposes of government (listed in the Preamble), Separation of powers, Branches of government, Checks and balances, Recognition and protection of individual rights (in the 1<sup>st</sup> Amendment)</p>	<p>I can describe the major principles embedded in the Constitution.</p>	<ul style="list-style-type: none"> <li>• Gallopade Unit 2: Chapter 7</li> <li>• Teacher Toolbox: Unit 2, pages 15-30</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• ReadWorks</li> <li>• MTSU (Teaching with Primary Sources)</li> <li>• Library of Congress</li> <li>• Digital History</li> <li>• EdHelper (subscription required)</li> <li>• National Archives</li> <li>• National Archives</li> <li>• National Constitution Center</li> </ul>
<p>2<sup>nd</sup> Nine Weeks</p>	<p>Building the New Nation (1790-1830)</p>	<p>4.15 Examine the legacy and significance of the presidency of George Washington, including: the creation of cabinet member positions, two-party split, and the push for a strong central government.</p>	<p>I can describe the presidency of George Washington.</p> <p>I can list cabinet member positions.</p>	<ul style="list-style-type: none"> <li>• Gallopade Unit 3: Chapter 9</li> <li>• Teacher Toolbox: Unit 3, pages 5-13</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• ReadWorks</li> <li>• MTSU (Teaching with Primary Sources)</li> <li>• Library of Congress</li> <li>• Digital History</li> <li>• EdHelper (subscription required)</li> <li>• National Archives</li> </ul>

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			I can explain the push for a strong central government.	
2 <sup>nd</sup> Nine Weeks	Building the New Nation (1790-1830)	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 Sacagawea.	<p>I can summarize the events of the exploration of the Louisiana Purchase.</p> <p>I can identify the route of Lewis and Clark expedition on a map.</p> <p>I can detail the important people of the Lewis and Clark expedition.</p> <p>I can describe the experiences of the settlers on their journey to the West.</p>	<ul style="list-style-type: none"> <li>• Gallopade Unit 3: Chapter 10</li> <li>• Teacher Toolbox: Unit 3, pages 14-28</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• ReadWorks</li> <li>• MTSU (Teaching with Primary Sources)</li> <li>• Library of Congress</li> <li>• Digital History</li> <li>• EdHelper (subscription required)</li> </ul>
2 <sup>nd</sup> Nine Weeks	Building the New Nation (1790-1830)	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	<p>I can complete a chart listing the causes, course, and consequences of the War of 1812.</p> <p>I can describe the role of Tennessee people in the War of 1812.</p>	<ul style="list-style-type: none"> <li>• Gallopade Unit 3: Chapter 11</li> <li>• Teacher Toolbox: Unit 3, pages 29-40</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• ReadWorks</li> <li>• MTSU (Teaching with Primary Sources)</li> <li>• Library of Congress</li> <li>• Digital History</li> <li>• EdHelper (subscription required)</li> </ul>

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<p>2<sup>nd</sup> Nine Weeks</p>	<p>Building the New Nation (1790-1830)</p>	<p>4.18 Analyze the impact of Andrew Jackson’s presidency, including: the Indian Removal Act, Trail of Tears, and preservation of the union.</p>	<p>I can describe Jackson’s major events as president.</p> <p>I can explain the impact of the Indian Removal Act on the Cherokee.</p> <p>I can describe the impact of the Trail of Tears.</p>	<ul style="list-style-type: none"> <li>• Gallopade Unit 3: Chapter 12</li> <li>• Teacher Toolbox: Unit 3, pages 41-52</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• ReadWorks</li> <li>• MTSU (Teaching with Primary Sources)</li> <li>• Library of Congress</li> <li>• Digital History</li> <li>• EdHelper (subscription required)</li> </ul>
<p>2<sup>nd</sup> Nine Weeks</p>	<p>The Growth of the Republic (1800s-1850)</p>	<p>4.19 Contrast regional differences in the early 19<sup>th</sup> century, including: the emerging urbanization in the North, the expansion of the plantation system in the South, and the developing West.</p>	<p>I can explain how the demand for Cotton and the invention of the cotton gin caused the expansion of slavery and the plantation system in the South, and the factory system in the North.</p>	<ul style="list-style-type: none"> <li>• Gallopade Unit 4: Chapter 13</li> <li>• Teacher Toolbox: Unit 4, pages 6-20</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• ReadWorks</li> <li>• MTSU (Teaching with Primary Sources)</li> <li>• Library of Congress</li> <li>• Digital History</li> <li>• EdHelper (subscription required)</li> </ul>
<p>2<sup>nd</sup> Nine Weeks</p>	<p>The Growth of the Republic (1800s-1850)</p>	<p>4.20 Analyze the impact of the American Industrial Revolution, including the significance of: watermills, Robert Fulton, Samuel Slater, Eli Whitney.</p>	<p>I can analyze and describe factors and important people of the Industrial Revolution in the United States and Tennessee including: Samuel Slater and the factory system, watermills and geography, Robert Fulton and the steamboat, and Eli Whitney and the cotton gin.</p>	<ul style="list-style-type: none"> <li>• Gallopade Unit 4: Chapter 13</li> <li>• Teacher Toolbox: Unit 4, pages 6-20</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• ReadWorks</li> <li>• MTSU (Teaching with Primary Sources)</li> <li>• Library of Congress</li> <li>• Digital History</li> <li>• EdHelper (subscription required)</li> </ul>





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2 <sup>nd</sup> Nine Weeks	The Growth of the Republic (1800s-1850)	4.21 Compare and contrast the characteristics of slave life in plantations, cities, and other farms.	I can describe the characteristics of slave life on plantations, cities, and other farms across the South.	<ul style="list-style-type: none"> <li>• Gallopade Unit 4: Chapter 13</li> <li>• Teacher Toolbox: Unit 4, pages 6-20</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• ReadWorks</li> <li>• MTSU (Teaching with Primary Sources)</li> <li>• Library of Congress</li> <li>• Digital History</li> <li>• EdHelper (subscription required)</li> </ul>
2 <sup>nd</sup> Nine Weeks	The Growth of the Republic (1800s-1850)	4.22 Describe the experiences of settlers on the overland trails to the West, including the purpose of the journeys and influence of geography.	<p>I can describe the experiences of settlers on the overland trails.</p> <p>I can explain the purpose of the journeys and influence of geography on their journey.</p>	<ul style="list-style-type: none"> <li>• Gallopade Unit 4: Chapter 14</li> <li>• Teacher Toolbox: Unit 4, pages 21-34</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• ReadWorks</li> <li>• MTSU (Teaching with Primary Sources)</li> <li>• Library of Congress</li> <li>• Digital History</li> <li>• EdHelper (subscription required)</li> </ul>
2 <sup>nd</sup> Nine Weeks	The Growth of the Republic (1800s-1850)	4.23 Examine the impact of President James K. Polk’s view of Manifest Destiny on westward expansion.	I can describe James K. Polk’s impact on westward expansion.	<ul style="list-style-type: none"> <li>• Gallopade Unit 4: Chapter 14</li> <li>• Teacher Toolbox: Unit 4, pages 21-34</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• ReadWorks</li> <li>• MTSU (Teaching with Primary Sources)</li> <li>• Library of Congress</li> <li>• Digital History</li> <li>• EdHelper (subscription required)</li> </ul>

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2 <sup>nd</sup> Nine Weeks	The Growth of the Republic (1800s-1850)	4.24 Explain the significance of the California Gold Rush in westward expansion.	I can describe the search for gold in California and its impact.	<ul style="list-style-type: none"> <li>• Gallopade Unit 4: Chapter 14</li> <li>• Teacher Toolbox: Unit 4, pages 21-34</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• ReadWorks</li> <li>• MTSU (Teaching with Primary Sources)</li> <li>• Library of Congress</li> <li>• Digital History</li> <li>• EdHelper (subscription required)</li> </ul>
3 <sup>rd</sup> Nine Weeks				
3 <sup>rd</sup> Nine Weeks	The United States Prior the Civil War (1820s-1861)	4.25 Analyze the sectional differences between the North and the Antebellum South, including: Economic, Political, Population, Social, Transportation.	I can interpret the differences between the North and South including economic factors, transportation and population.	<ul style="list-style-type: none"> <li>• Gallopade Unit 5: Chapter 15 Unit 6: Chapter 19</li> <li>• Teacher Toolbox: Unit 5, pages 5-13 Unit 6, pages 5-18</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• ReadWorks</li> <li>• MTSU (Teaching with Primary Sources)</li> <li>• Library of Congress</li> <li>• Digital History</li> <li>• EdHelper (subscription required)</li> </ul>

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<p>3<sup>rd</sup> Nine Weeks</p>	<p>The United States Prior the Civil War (1820s-1861)</p>	<p>4.26 Identify abolitionist leaders and their approaches to ending slavery, including: Frederick Douglass, William Lloyd Garrison, Sojourner Truth, Harriet Tubman.</p>	<p>I can examine and analyze the writings and opinions of numerous abolitionist leaders using primary sources including: Sojourner Truth Frederick Douglass Grimke sisters William Lloyd Garrison</p>	<ul style="list-style-type: none"> <li>● Gallopade Unit 5: Chapter 16</li> <li>● Teacher Toolbox: Unit 5, pages 15-27</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>● Discovery Education</li> <li>● ReadWorks</li> <li>● MTSU (Teaching with Primary Sources)</li> <li>● Library of Congress</li> <li>● Digital History</li> <li>● EdHelper (subscription required)</li> </ul>
<p>3<sup>rd</sup> Nine Weeks</p>	<p>The United States Prior the Civil War (1820s-1861)</p>	<p>4.27 Explain how slavery became a national issue during the mid-19<sup>th</sup> 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)</p>	<p>I can use information from multiple print and/or digital resources to examine the many events that made slavery a national issue including: Missouri Compromise Uncle Tom’s Cabin Compromise of 1850 Kansas-Nebraska Act John Brown’s Raid Dred Scott case</p>	<ul style="list-style-type: none"> <li>● Gallopade Unit 5: Chapter 17</li> <li>● Teacher Toolbox: Unit 5, pages 29-40</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>● Discovery Education</li> <li>● ReadWorks</li> <li>● MTSU (Teaching with Primary Sources)</li> <li>● Library of Congress</li> <li>● Digital History</li> <li>● EdHelper (subscription required)</li> </ul>
<p>3<sup>rd</sup> Nine Weeks</p>	<p>The United States Prior the Civil War (1820s-1861)</p>	<p>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.</p>	<p>I can evaluate the Presidential election of 1860 by comparing the stances of Abraham Lincoln and Stephen A. Douglas on states’ rights and slavery.</p>	<ul style="list-style-type: none"> <li>● Gallopade Unit 5: Ch. 18, Unit 6: Ch. 19</li> <li>● Teacher Toolbox: Unit 5, pages 41-50 Unit 6, pages 5-18</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>● Discovery Education</li> <li>● ReadWorks</li> <li>● MTSU (Teaching with Primary Sources)</li> <li>● Library of Congress</li> <li>● Digital History</li> <li>● EdHelper (subscription required)</li> </ul>

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<p>3<sup>rd</sup> Nine Weeks</p>	<p>The United States Prior the Civil War (1820s-1861)</p>	<p>4.29 Evaluate the significance of the Battle of Fort Sumter and the impact it had on secession.</p>	<p>I can explain the significance and outcome of the Battle of Fort Sumter.</p> <p>I can analyze the impact of the Battle of Fort Sumter on secession.</p>	<ul style="list-style-type: none"> <li>• Gallopade Unit 5: Chapter 18</li> <li>• Teacher Toolbox: Unit 5, pages 41-50</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• ReadWorks</li> <li>• MTSU (Teaching with Primary Sources)</li> <li>• Library of Congress</li> <li>• Digital History</li> <li>• EdHelper (subscription required)</li> </ul>
<p>3<sup>rd</sup> Nine Weeks</p>	<p>The Civil War and Reconstruction (1861-1870s)</p>	<p>4.30 Explain the efforts of both the Union and the Confederacy to secure the border states for their causes.</p>	<p>I can identify the Border States and explain the efforts of the Union and the Confederacy to secure them to their causes.</p>	<ul style="list-style-type: none"> <li>• Gallopade Unit 6: Chapter 19</li> <li>• Teacher Toolbox: Unit 6, pages 5-18</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• ReadWorks</li> <li>• MTSU (Teaching with Primary Sources)</li> <li>• Library of Congress</li> <li>• Digital History</li> <li>• EdHelper (subscription required)</li> </ul>
<p>3<sup>rd</sup> Nine Weeks</p>	<p>The Civil War and Reconstruction (1861-1870s)</p>	<p>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.</p>	<p>I can explain how the Union’s Anaconda Plan used geography to defeat the Confederacy.</p>	<ul style="list-style-type: none"> <li>• Gallopade Unit 6: Chapter 19</li> <li>• Teacher Toolbox: Unit 6, pages 5-18</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• ReadWorks</li> <li>• MTSU (Teaching with Primary Sources)</li> <li>• Library of Congress</li> <li>• Digital History</li> <li>• EdHelper (subscription required)</li> </ul>

**4<sup>th</sup> Grade Social Studies Scope and Sequence**

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<p>3<sup>rd</sup> Nine Weeks</p>	<p>The Civil War and Reconstruction (1861-1870s)</p>	<p>4.32 Describe the roles of major leaders during the Civil War, including: Jefferson Davis, Ulysses S. Grant, Robert E. Lee, President Abraham Lincoln.</p>	<p>I can describe the major leaders of the Civil War.</p>	<ul style="list-style-type: none"> <li>• Gallopade Unit 6: Chapter 19</li> <li>• Teacher Toolbox: Unit 6, pages 5-18</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• ReadWorks</li> <li>• MTSU (Teaching with Primary Sources)</li> <li>• Library of Congress</li> <li>• Digital History</li> <li>• EdHelper (subscription required)</li> </ul>
<p>3<sup>rd</sup> Nine Weeks</p>	<p>The Civil War and Reconstruction (1861-1870s)</p>	<p>4.33 Evaluate the significant contributions made by women during the Civil War, including Clara Barton and Dorothea Dix.</p>	<p>I can describe the contributions made by women during the Civil War.</p>	<ul style="list-style-type: none"> <li>• Gallopade Unit 6: Chapter 19</li> <li>• Teacher Toolbox: Unit 6, pages 5-18</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• ReadWorks</li> <li>• MTSU (Teaching with Primary Sources)</li> <li>• Library of Congress</li> <li>• Digital History</li> <li>• EdHelper (subscription required)</li> </ul>

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<p>3<sup>rd</sup> Nine Weeks</p>	<p>The Civil War and Reconstruction (1861-1870s)</p>	<p>4.34 Examine the significance and outcomes of key battles and events of the Civil War, including: First Battle of Bull Run, Battle of Shiloh, Battle of Gettysburg, Battle of Antietam.</p>	<p>I can describe the key battles of the Civil War.</p>	<ul style="list-style-type: none"> <li>• Gallopade Unit 6: Chapter 19</li> <li>• Teacher Toolbox: Unit 6, pages 5-18</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• ReadWorks</li> <li>• MTSU (Teaching with Primary Sources)</li> <li>• Library of Congress</li> <li>• Digital History</li> <li>• EdHelper (subscription required)</li> </ul>
<p>3<sup>rd</sup> Nine Weeks</p>	<p>The Civil War and Reconstruction (1861-1870s)</p>	<p>4.35 Explain the purpose of the Emancipation Proclamation, and identify its impact on the country.</p>	<p>I can describe the impact of the Emancipation Proclamation on the country.</p>	<ul style="list-style-type: none"> <li>• Gallopade Unit 6: Chapter 19</li> <li>• Teacher Toolbox: Unit 6, pages 5-18</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• ReadWorks</li> <li>• MTSU (Teaching with Primary Sources)</li> <li>• Library of Congress</li> <li>• Digital History</li> <li>• EdHelper (subscription required)</li> </ul>

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<p>3<sup>rd</sup> Nine Weeks</p>	<p>The Civil War and Reconstruction (1861-1870s)</p>	<p>4.36 Describe the significance of the Gettysburg Address.</p>	<p>I can describe the Gettysburg Address.</p>	<ul style="list-style-type: none"> <li>• Gallopade Unit 6: Chapter 19</li> <li>• Teacher Toolbox: Unit 6, pages 5-18</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• ReadWorks</li> <li>• MTSU (Teaching with Primary Sources)</li> <li>• Library of Congress</li> <li>• Digital History</li> <li>• EdHelper (subscription required)</li> </ul>
<p>3<sup>rd</sup> Nine Weeks</p>	<p>The Civil War and Reconstruction (1861-1870s)</p>	<p>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.</p>	<p>I can explain the consequences of the Civil War on the southern U.S.</p>	<ul style="list-style-type: none"> <li>• Gallopade Unit 6: Chapter 19</li> <li>• Teacher Toolbox: Unit 6, pages 5-18</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• ReadWorks</li> <li>• MTSU (Teaching with Primary Sources)</li> <li>• Library of Congress</li> <li>• Digital History</li> <li>• EdHelper (subscription required)</li> </ul>



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<p>3<sup>rd</sup> Nine Weeks</p>	<p>The Civil War and Reconstruction (1861-1870s)</p>	<p>4.38 Describe the impact President Abraham Lincoln’s assassination had on the nation.</p>	<p>I can describe the impact of President Lincoln’s assassination.</p>	<ul style="list-style-type: none"> <li>• Gallopade Unit 6: Chapter 20</li> <li>• Teacher Toolbox: Unit 6, pages 19-34</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• ReadWorks</li> <li>• MTSU (Teaching with Primary Sources)</li> <li>• Library of Congress</li> <li>• Digital History</li> <li>• EdHelper (subscription required)</li> </ul>
<p>3<sup>rd</sup> Nine Weeks</p>	<p>The Civil War and Reconstruction (1861-1870s)</p>	<p>4.39 Identify the 13th, 14th, and 15th Amendments as efforts to help former slaves begin a new life.</p>	<p>I can analyze how the goals and accomplishments of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments helped former slaves begin a new life.</p>	<ul style="list-style-type: none"> <li>• Gallopade Unit 6: Chapter 20</li> <li>• Teacher Toolbox: Unit 6, pages 19-34</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• ReadWorks</li> <li>• MTSU (Teaching with Primary Sources)</li> <li>• Library of Congress</li> <li>• Digital History</li> <li>• EdHelper (subscription required)</li> </ul>

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3 <sup>rd</sup> Nine Weeks	The Civil War and Reconstruction (1861-1870s)	4.40 Compare and contrast the Reconstruction plans of President Abraham Lincoln, President Andrew Johnson, and Congress.	I can compare and contrast the different Reconstruction plans of Lincoln, President Andrew Johnson, and Congress	<ul style="list-style-type: none"> <li>• Gallopade Unit 6: Chapter 20</li> <li>• Teacher Toolbox: Unit 6, pages 19-34</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• ReadWorks</li> <li>• MTSU (Teaching with Primary Sources)</li> <li>• Library of Congress</li> <li>• Digital History</li> <li>• EdHelper (subscription required)</li> </ul>
3 <sup>rd</sup> Nine Weeks	The Civil War and Reconstruction (1861-1870s)	4.41 Examine the significance of the Compromise of 1877 on the U.S.	I can explain the importance of the Compromise of 1877.	<ul style="list-style-type: none"> <li>• Gallopade Unit 6: Chapter 20</li> <li>• Teacher Toolbox: Unit 6, pages 19-34</li> </ul> <p>Online Resources:</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• ReadWorks</li> <li>• MTSU (Teaching with Primary Sources)</li> <li>• Library of Congress</li> <li>• Digital History</li> <li>• EdHelper (subscription required)</li> </ul>
4 <sup>th</sup> Nine Weeks				
4 <sup>th</sup> 9 Weeks	Repeat of all Clusters	Review previously taught standards/ learning targets.  Ongoing skills to include writing.		