

<b>Planned Course: Social Studies</b>		<b>Course Number:</b>	<b>Department: Social Studies</b>
<b>Unit: PA Civil War &amp; Slavery</b>		<b>Grade Level: 4</b>	
<b>Estimated Time: 3 weeks</b>		<b>Level/Track:</b>	<b>Date Approved: 8/6/07</b>
<b>PA Academic Standards</b>	<b>Core Concepts (in question format)</b> • Skills/Knowledge	<b>Activities/Strategies/Study Skills</b> (identify some activities as remedial or enrichment activities)	<b>Assessments</b> (include types and topics)

<p><b>8.1.6 - Historical Analysis and Skills Development</b></p> <p>A. Understand chronological thinking and distinguish between past, present and future time.</p> <p>B. Explain and analyze historical sources.</p> <p>C. Understand fundamentals of historical interpretation.</p> <p>D. Describe and explain historical research.</p>	<ul style="list-style-type: none"> <li>▶ What was slavery?</li> <li>▶ What was the Underground Railroad?</li> <li>▶ What were some of Pennsylvania's contributions to the Civil War?</li> </ul> <ul style="list-style-type: none"> <li>• Students will be able to use Reading Apprenticeship strategies to comprehend and analyze events surrounding slavery and the Civil War.</li> </ul>	<ul style="list-style-type: none"> <li>– Apply Reading Apprenticeship Strategies</li> <li>– Use a variety of study skill techniques (ex: webbing, outlining, graphic organizers, etc.)</li> <li>– Large and small group discussions</li> <li>– Educational games relating to content</li> <li>– View video clips relating to unit content (ex: United Streaming)</li> <li>– Re-enactments / role-playing</li> <li>– Student worksheets</li> <li>– Vocabulary activities (e.g. definitions, crosswords, concentration/matching, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Test and quizzes on core concepts, objectives, and vocabulary (publisher &amp; teacher-made)</li> <li>• Teacher observations</li> <li>• Class discussions &amp; student participation on unit materials</li> <li>• Graded writing activities, projects, homework assignments, journal entries on daily activities the life of slaves, the Underground Railroad, Civil War</li> </ul>
<p><b>8.2.6 - Pennsylvania History</b></p> <p>A. Identify and explain the political and cultural contributions of individuals and groups to Pennsylvania history from Beginnings to 1824.</p>	<ul style="list-style-type: none"> <li>• Students will be able to evaluate the hardships slaves endured before the Civil War.</li> <li>• Students will be able to explain what the Underground Railroad was, how it worked, and why slaves chose to risk their lives to escape to the North.</li> </ul>		<ul style="list-style-type: none"> <li>• Outlines, study guides, graphic organizers, etc.</li> <li>• Presentations on famous abolitionists, the routes of the Underground Railroad, artifacts of the Civil War, Gettysburg and the Gettysburg Address</li> </ul>

<b>Planned Course: Social Studies</b>	<b>Course Number:</b>	<b>Department: Social Studies</b>	
<b>Unit: PA Civil War &amp; Slavery</b>	<b>Grade Level: 4</b>		
<b>Estimated Time: 3 weeks</b>	<b>Level/Track:</b>	<b>Date Approved: 8/6/07</b>	
<b>PA Academic Standards</b>	<b>Core Concepts (in question format)</b> • Skills/Knowledge	<b>Activities/Strategies/Study Skills</b> (identify some activities as remedial or enrichment activities)	<b>Assessments</b> (include types and topics)

<p>B. Identify and explain primary documents, material artifacts and historic sites important in Pennsylvania history from Beginnings to 1824.</p> <p>C. Identify and explain how continuity and change have influenced Pennsylvania history from the Beginnings to 1824.</p> <p>D. Identify and explain conflict and cooperation among social groups and organizations in Pennsylvania history from Beginnings to 1824.</p> <p><b>7.1.6 - Basic Geographic Literacy</b></p> <p>B. Describe and locate places and regions.</p>	<ul style="list-style-type: none"> <li>• Students will be able to summarize contributions of famous Abolitionists and well-known slaves who escaped to freedom (ex: Richard Allen, Harriet Tubman, Lucretia Mott, Martin Delany, William Still, etc.).</li> <li>• Students will be able to examine maps of the Underground Railroad and Civil War.</li> <li>• Students will be able to describe photos and artifacts of the Civil War (ex: uniforms, confederate flag)</li> <li>• Students will be able to identify causes of the Civil War, names of the sides that fought in it, and who won.</li> </ul>	<ul style="list-style-type: none"> <li>– Supplemental Reading (ex: <i>Follow the Drinking Gourd</i> by Jeanette Winter, <i>Sweet Clara and the Freedom Quilt</i> by Deborah Hopkinson). Create a model of a freedom quilt</li> <li>– Write a Bio poem on former slaves or abolitionists</li> <li>– Listen to spiritual songs related to slavery (ex: “Swing Low, Sweet Chariot,” “Follow the Drinking Gourd”)</li> <li>– Use the Internet to take a simulation tour of the Underground Railroad (<a href="http://ssad.bowdoin.edu:9780/projects/flighttofreedom/intro.shtml">http://ssad.bowdoin.edu:9780/projects/flighttofreedom/intro.shtml</a>)</li> <li>– Make a timeline of important events that take place before, during, and after the Civil War</li> </ul>	
--	--	---	--

<b>Planned Course: Social Studies</b>		<b>Course Number:</b>	<b>Department: Social Studies</b>
<b>Unit: PA Civil War &amp; Slavery</b>		<b>Grade Level: 4</b>	
<b>Estimated Time: 3 weeks</b>		<b>Level/Track:</b>	<b>Date Approved: 8/6/07</b>
<b>PA Academic Standards</b>	<p>▶ <b>Core Concepts (in question format)</b></p> <ul style="list-style-type: none"> <li>• Skills/Knowledge</li> </ul>	<b>Activities/Strategies/Study Skills</b> (identify some activities as remedial or enrichment activities)	<b>Assessments</b> (include types and topics)

<p><b>5.1.6 - Principles and Documents of Government</b></p> <p>M. Explain the basic principles and ideals found in famous speeches and writings.</p> <p><b>5.2.6 - Rights and Responsibilities of Citizenship</b></p> <p>A. Compare rights and responsibilities of citizenship.</p> <p>E. Identify examples of the rights and responsibilities of citizenship.</p>	<p>▶ Students will be able to give examples of contributions made by Pennsylvanians to the Civil War (ex: women).</p> <p>▶ Students will be able to sequence the important events of the Civil War including the start (ex: South seceding, Fort Sumter), turning point (ex: Gettysburg), and outcomes (ex: ending of slavery).</p> <p>▶ Students will be able to summarize the purpose of the Gettysburg Address.</p> <p>▶ Students will be able to give examples of hardships freed African Americans faced after the Civil War.</p>	<ul style="list-style-type: none"> <li>– Make a confederate or union recruitment poster</li> <li>– Write a newspaper headline and/or article detailing events at Fort Sumter</li> <li>– Write a diary entry from a runaway slave detailing their journey on the Underground Railroad</li> <li>– Have a class debate supporting union and confederate reason for the Civil War</li> <li>– Determine the meaning of the word “score” as used in the Gettysburg Address and calculate the year Lincoln was referring to</li> <li>– Write a persuasive paragraph to convince President Lincoln to either change the number of stars on the U.S. flag or not to</li> </ul>	
---	--	---	--