| **Grade 4 Unit 4 A New Nation** | |
| --- | --- |
| **Unit Overview** | |
| In this unit, students will continue exploring the Colonial revolt against British regulations and restrictions resulting in the creation of the United States as an independent nation composed of individual states. Following the American Revolution, Americans developed a new form of government that embodied and contradicted the ideals for which they had fought and unified the new nation. Both free and enslaved African Americans, Native Americans, and women played a vital role in the events leading up to and the creation of the new nation. The US Constitution and Bill of Rights, with additional amendments, remain the laws of the United States today. At the end of this unit, students will create a flap book foldable that summarizes the development of our government from Articles of Confederation to the US Constitution and explain how the Constitution protects our life, liberty, and pursuit of happiness. | |
| **Overarching Inquiry Question** | |
| How does “Life, Liberty, and the Pursuit of Happiness" affect me?  *All units are created to support the* ***Overarching Inquiry Question****. Inquiry-Based Learning supports the* ***Profile of the South Carolina Graduate*** *where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information.* | |
| **Theme** | |
| * Interaction Among People * Physical Geography and Natural Resources * Development Sustainment of a State and Nation * Economic, Settlement, Territorial Expansions | |
| **Skills Emphasis at a Glance** | |
| * **Comparison:** Generate comparisons based on common or differing characteristics or contexts. * **Causation:** Analyze multiple causes and effects, to include distinguishing long-term and short-term examples. * **Evidence:** Identify, source, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history. * **Periodization:** Create a historical narrative to summarize major developments within a given time line * **Contextualization:** Place events in the proper context, allowing students to understand the historical period. * **Change and Continuity:** How events change or stay the same over time | |
| **Standard(s)** | |
| * **4.2.P** Analyze the sequence of events that led to the establishment of the U. S. as a democratic republic. This indicator was developed to encourage inquiry into the process which led to the formation of the U.S. government, including the convening of the Continental Congresses, the passage of the Articles of Confederation, and the adoption of the U.S. Constitution. * **4.2.CX** Contextualize South Carolina’s role in the development of the new nation. This indicator was developed to encourage inquiry into South Carolina’s participation in the American Revolution and the subsequent creation of a new government. * **4.2.CC** Explain the continuities and changes in natural rights as seen from the French and Indian War to the creation of the Bill of Rights. This indicator was developed to encourage inquiry into how Americans understood and enumerated natural rights from the period of salutary neglect through the American Revolution and into the first decade of the republic. | |
| **I Can Statement(s)** | |
| * I can explain why the Continental Congress was important to the new government. * I can analyze the strengths and weaknesses of the Articles of Confederation. * I can compare the Constitution and the Articles of Confederation. * I can discuss federalism and antifederalism. * I can explain the purpose of the Bill of Rights. | |
| **Unit Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional Guidance and Resources**  *Instructional Guidance and resources listed below are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| **I can tell why the Continental Congress was important to the new government.** | |
| * Students can listen to the read aloud picture book [We The Kids](https://youtu.be/uhAQcT2HDYY) by David Catrow to begin thinking about the overarching question, “What is your definition of “Life, Liberty, and the Pursuit of Happiness?” | * Be sure that students understand that the purpose of a governing document is to ensure the safety and happiness of the people. |
| * Lead students in a discussion of their definition of Life, Liberty, and Pursuit of Happiness using the Think, Pair, Share strategy. * On a notecard, have students name an activity they enjoy doing. Then have them answer the following three questions:   + (LIFE) How does this activity make your life better?   + (PURSUIT OF HAPPINESS) Why does this activity make you happy?   + (LIBERTY) Why is it important that you have the freedom to do this activity? * Students can share their notecard with an elbow partner or the teacher can create a display for the class. | * Here is a website with guidance on the [Think, Pair Share Strategy.](http://distrategykit.weebly.com/thinkpairshare.html) |
| * Students can read the online article about the Continental Congresses on the Ducksters website at the following address   <https://www.ducksters.com/history/continental_congress.php>   * After reading, students can complete a 3-2-1 Summary that details: 3 Facts they learned; 2 Questions they have about the topic; 1 thing they found interesting. | * To ensure student success, the teacher can introduce the concept of the Continental Congress and its purpose. * Be sure that students understand that the Continental Congress existed before, during, and after the Revolution as a temporary government. * Here is a website with guidance on the [3-2-1 Strategy.](http://distrategykit.weebly.com/3-2-1-summarizer.html) Teachers have the option to vary the details of the 3-2-1. |
| * Students can create a timeline of the 1st and 2nd Congresses and their accomplishments using what they learned from the Duckster’s article. | * Here is a website with guidance on a [timeline template.](https://handypdf.com/pdf/blank-project-timeline-template) |
| **I can analyze the strengths and weaknesses of the Articles of Confederation.** | |
| * Students will study the [Articles of Confederation](https://kids.kiddle.co/Articles_of_Confederation) and know that it was the first official government of the new nation after the American Revolution. * Students can analyze the strengths and weaknesses of the Articles of Confederation through the creation of a T-Chart. | * Be sure students understand that it was a weak government because the colonies feared a strong government after their experience with King George III. * Be sure students understand that Americans feared too much government power would infringe on their lifestyles and liberties. * This was the beginning of the argument over power as states’ rights or federalism. |
| **I can compare the Constitution and the Articles of Confederation.** | |
| * Students will explore the United States Constitution as our nation’s government and compare it to the Articles of Confederation by creating a double bubble map using these kid-friendly resources:   <https://www.ducksters.com/history/american_revolution/articles_of_confederation.php>  <https://kids.kiddle.co/Articles_of_Confederation>  <https://www.ducksters.com/history/us_constitution.php> | * Be sure that students recognize that the US Constitution was written to address the weakness in the Articles of Confederation because the country could not operate as a united country under the Articles of Confederation and why the Articles of Confederation needed to be changed. * Be sure that students compare the two documents to note the weaknesses of the Articles of Confederation and how the US Constitution provided a stronger government. * Be sure to remind students of the historical thinking of corroboration. Looking at the same information from different sources helps validate the information. * Here is a website that provides guidance on how to create a [double bubble map.](http://distrategykit.weebly.com/double-bubble-maps.html) |
| **I can discuss federalism and antifederalism.** | |
| * Students will explore the differing viewpoints of federalists and antifederalists regarding how power should be distributed in the US Constitution. This relates to the overarching question of the meaning of life, liberty, and pursuit of happiness.   + Students can watch this short [video](https://www.knowitall.org/video/federalism-and-limits-government-power-ready-vote) from SCETV that defines federalism. * Students will describe how power is distributed in the United States today and understand that the US Constitution is still our governing document. * Students can show their learning by creating an infographic that details the powers that belong to states and powers that belong to the national government. * Here’s a kid friendly resource:   + <https://www.ducksters.com/history/us_government/tenth_amendment.php> | * Be sure students understand why different people believed in different ways to organize the new government. * Be sure students understand that power is shared between the states and the federal government. |
| * Using the double bubble map that students created earlier, they can review the weaknesses of the Articles of Confederation and discuss how the Constitution solved problems of taxation, division of power, and individual liberties, and representation in Congress * Teachers will lead students in an inside outside circle activity where they share their thoughts about the question to classmates.   + Students should participate in a minimum of three rotations to talk to three different classmates. * Students will learn about major pieces of legislation in the first iteration of our Constitution to include Three-Fifths Compromise, Three Branches of Government, Checks and Balances, and the Bill of Rights at the Mt. Vernon website where they can read about major issues that were addressed at the Constitutional Convention. [https://www.mountvernon.org/george-washington/constitutional-convention/issues-of-the-constitutional-convention](https://www.mountvernon.org/george-washington/constitutional-convention/issues-of-the-constitutional-convention/) * Students can demonstrate their learning with a carousel activity.   + Divide students into four groups and assign each group one of the topics listed above.   + Each group will create a poster to illustrate their knowledge   + The class will walk around the room to view the completed posters and use sticky notes to add any information they feel should be included.   + The students will then return to their original poster and read the sticky notes that were placed on it by their classmates.   + Have the students reflect on their learning from all of the posters including the comments that were made to their poster.   + The students can share their reflections using a round robin discussion. | * Be sure students understand how the Constitution addressed major issues of the time period. Some of these issues include: taxes, individual liberties, government power, representation and slavery. * Be sure students understand the importance of the branches of government and their role in checks and balances. * Here is some guidance for the [inside outside circle activity.](http://distrategykit.weebly.com/insideoutside-circle.html) * Be sure students understand that the Three-Fifths compromise dealt with the issue of representation in Congress. * Here is some guidance on the [carousel activity.](http://distrategykit.weebly.com/carousel-activity.html) |
| **I can explain the purpose of the Bill of Rights.** | |
| * Students can analyze the Bill of Rights to learn what rights we have as individuals and citizens of the U.S. by reading about them at the following site <https://www.coolkidfacts.com/bill-of-rights/>. * After reading, have students turn and talk with a partner about what they learned. * Students will write a one-minute essay to show their learning by choosing one of the amendments that make up the Bill of Rights and explain in Kid Friendly Language. | * Be sure students understand that the Bill of Rights are still meant to protect us. * Here is some guidance on a [one-minute essay.](http://distrategykit.weebly.com/1-minute-essay.html) |
| **Culminating Activity** | |
| * Students will create a flap book foldable that summarizes the development of our government from Articles of Confederation to the US Constitution.   + Suggested Instructions: For each flap topic, describe what it is, tell why it is important, tell advantages and any disadvantages     - Articles of Confederation     - Federalism and Antifederalism     - U.S. Constitution     - Branches of Government and Checks and Balances     - Representation: Three-Fifths Compromise     - Bill of Rights   + Using all that they have learned about the Constitution and the Bill of Rights, students will write an essay that answers the overarching question. On the back of the flap book, students will answer the question “How does life, liberty, and the pursuit of happiness affect me?” using evidence from their flap book to support their answer . | * Here is some guidance for a flap foldable. <https://youtu.be/R7UZ6Iv8b_Y> * Please note that students should be provided a rubric that outlines teacher expectations for the activity. |

**References**

**Additional Resources**

Shhhh We’re Writing the Constitution by Jean Fritz

We the Kids: The Preamble to the Constitution of the United States Paperback by David Catrow

[A Civics Lesson on the Bill of Rights from the Constitution Center](https://constitutioncenter.org/learn/educational-resources/lesson-plans/we-the-civics-kids-lesson-3-the-bill-of-rights)