| **Grade 4 Unit 6 Technology and Sectionalism** | |
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| **Unit Overview** | |
| In this unit students will investigate the factors, conditions, and conflicts related to westward expansion in the United States before the Civil War. The expansion of the West significantly impacted Native Americans’ way of life and continued the debate over the moral and legal issues related to the practice of slavery. At the end of this unit students will create a slideshow that details events and activities that led to increased sectionalism. | |
| **Overarching Inquiry Question** | |
| How does conflict cause change?  *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**-Identify comparisons based on common or differing characteristics.  **Causation**-Identify multiple causes and effects, to include distinguishing long-term and short-term examples.  **Periodization**-Organize historical narratives into time periods using units of time.  **Contextualization**-Make connections between historical developments in history with specific references in time, place, and broader circumstances.  **Change and Continuity**-Recognize patterns of historical continuity and changes in history. | |
| **Standards** | |
| **Standard 3:** Demonstrate an understanding of the expansion and growth of South Carolina and the United States between 1800–1850.   * **4.3.CO** Compare the motivations for and reactions to various expeditions into the Western territories. This indicator was designed to encourage inquiry into the economic, political, and social reasons for Westward Expansion. It was also written to promote inquiry into how various people living in the western territories responded to migration. * **4.3.P** Analyze the role of technology and the environmental impact during the period of Westward Expansion. This indicator was developed to encourage inquiry into the technological advancements that supported Westward Expansion and the subsequent impacts on the environment, including the role of precious metals, advances in mining technology, and the invention of advanced transportation and communication. | |
| **I Can Statement(s)** | |
| * I can explain how the transcontinental railroad impacted westward expansion. * I can explore the creation of new technologies that made settlement in the west successful. * I can describe how expansion and the creation of the cotton gin increased the use of slave labor. * I can define the Abolitionist Movement and explain how it increased conflict between the North and South. * I can explain how federal laws led to increased sectionalism. * I can explain how beliefs about slavery led to sectionalism the North and South. | |
| **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.* |
| * The teacher will begin by asking students if they ever had a disagreement with a friend. * Allow a few students to respond. * Follow up with probing questions   + Did the disagreement change things between you?”   + Did it change how you viewed your friend?   + Did it help you understand your friend? * Allow students to turn and talk with a partner. Then allow a few students to share. * Explain that sometimes disagreements or conflicts can lead to change and this is the focus of the unit. * Introduce the Overarching Inquiry Question, How does conflict cause change? | * Be sure to call on a variety of students and using popsicle sticks can help with calling on random students. |
| * Engage students in recalling some of the events of Westward Expansion and some of the conflict involved.   + This can be a whole class discussion in which teachers complete a class circle map with student responses. | * This is a great opportunity to review prior knowledge. Here is some guidance on creating a [circle map](http://distrategykit.weebly.com/circle-maps.html). These also make great class anchor charts for later use. |
| **I can explain how the transcontinental railroad impacted westward expansion.** | |
| * Ask students if they are familiar with the railroad system in the United States.   + A simple show of hands will work well here. | * Be sure students understand that the transcontinental railroad took years to complete and while it was a great work, everyone did not benefit from the building and completion of the railroad. * Probing questions could include…   + What might Native Americans think of the transcontinental railroad?   + Do you think the environment suffered? |
| * Students will watch the Peanut’s Transcontinental [Railroad cartoon](https://www.youtube.com/watch?time_continue=15&v=P4qYUnm4ZYY&feature=emb_logo) to introduce the content.   + After watching the short video, allow students to turn and talk to share one thing they learned with a partner.   + Have students answer the following [comprehension questions:](https://docs.google.com/document/d/1ITheYK_UC7OsBNfi5Vei73RGmFahfwqhA-20zIntX2g/edit?usp=sharing)     - Where were the two railroad companies located?     - How did the geography of the land help or hinder the railroad?     - Which landform was the most difficult?     - Who do you think benefited from the railroad?     - Do you think anyone or anyplace was hurt or damaged by the railroad? Why? | * Here is a Google document with the [Charlie Brown Transcontinental RR comprehension questions](https://docs.google.com/document/d/1ITheYK_UC7OsBNfi5Vei73RGmFahfwqhA-20zIntX2g/edit?usp=sharing) if you would like to use it. * Optional activity instead of answering questions could be to draw a picture from the key questions. * In the resources below, there is a lesson extension activity where students “build” the transcontinental railroad to discuss |
| * With teacher assistance, students will read [Where the Buffalo Roamed (Modified)](https://docs.google.com/document/d/1sMRRwfL2tKeIMQiqrwOgJIsbmiYVW9C6nzGb1Qf5I_Q/edit?usp=sharing) from the Smithsonian Magazine provided in Appendix 1.   + Group students into six groups to read this article collaboratively using the jigsaw method.   + The article is divided into 7 parts. The teacher will model completing the [THIEVES](https://docs.google.com/document/d/1ootREdnATwdEA_1ZhRHJ-T3iFkheTcuh4tQkgyP9bYg/edit?usp=sharing) chart in Appendix 2 using Part 1- Introduction.   + Students will work in groups to complete a THIEVES chart as they read to increase comprehension for their assigned part of the article.   + Students will write a summary of their part on the chart.   + The teacher will collect these summaries to create a complete summary of the entire article. * Revisit the overarching question with students and follow up with probing questions.   + What conflict did you notice in the reading?   + What changes did it cause? For whom? | * This text is full of information, but may prove difficult for students to manage on their own. Here is some guidance on the [jigsaw method.](https://www.readingrockets.org/strategies/jigsaw) * This article does an excellent job of detailing the plight of Native Americans as a result of the transcontinental railroad. Be sure students understand that the railroad did connect the country east to west and allowed for faster transport of goods and people, but it came at a cost. * Be sure to use some close reading strategies. Using the THIEVES strategy is a great option. Here is some guidance on the [THIEVES Strategy.](https://www.asc.dso.iastate.edu/sites/default/files/resources/handouts/Study%20Skills/Reading/Reading--THIEVES%20Strategy.pdf) |
| **I can explore the creation of new technologies that made settlement in the west successful.** | |
| * Ask students what new technologies they think influenced westward expansion? Explain to students that new technology was developed because of the settlement of the West. * Share the [Prezi: Westward Expansion Inventions and Innovations](https://prezi.com/z8y60sl6dd-n/westward-expansion-inventions-innovations/) with groups of students. * After moving through the presentation, allow students to work in groups and choose one of the inventions to create a class poster.   + Teachers may choose to assign a particular invention to each group to avoid many duplicates. * Have each group present one of the new technologies.   + Students will name the technology, summarize what the technology does, when it was created and how it changed the West. This information should be written in the students’ own words.   + Students must also include an illustration or printed image. * Students will then write a paragraph answering the I can statement. | * Be sure students understand the federal government encouraged people to move west through the Homestead Act and new technologies made that transition easier. * This is a great opportunity to compare life before and after the inventions. |
| **I can describe how expansion and the creation of the cotton gin increased the use of slave labor.** | |
| * To activate thinking, start by making a class chart on poster paper of all the inventions the students have learned about in order to refresh their thinking. * Ask the following question...   + Do you believe all the inventions we’ve learned about so far were good?   + Were there any negative effects?   + What are some ways you think inventions could be bad? * Introduce the video by telling students they will learn about another invention. Students will watch the video [“Cotton Gin- The African Americans](https://gpb.pbslearningmedia.org/resource/mr13.socst.us.cotgin/cotton-gin/#.XrSj8GhJFPY) from PBS. * After watching the video, have students read the excerpt from the National Archives to work with a partner to answer the following comprehension questions.   + How did the cotton gin change how cotton was processed?   + What did this mean for cotton production?   + How did the invention of the cotton gin impact the practice of slavery?   + How did the cotton gin impact other parts of the world?   + How did the cotton gin impact other groups such as Native Americans?   + How did the growth of cotton impact the economy? * Students will answer questions independently and then turn and talk to discuss their answers. | * Be sure to remind students that all of the inventions that have been covered so far has improved life in the West for settlers. However, students should consider who or what may have suffered because of the inventions. * The Importance of the Eli Whitney Cotton Gin was that it revolutionized the cotton industry in the South by automating the seed separation process. The Eli Whitney Cotton Gin made cotton production more profitable, increased trade and the economy of the South. |
| * Now that students have learned about events and actions leading to increased sectionalism, they will show their learning by creating a slideshow. * Students will work with a partner to create a slideshow that explains three events, inventions, or situations that increased sectionalism. | * Be sure to model how to create a slideshow. * The slideshow can be graded using a rubric. Possible rubric evaluation items can include…   + Three different events, inventions, or situations.   + An explanation of the event   + How it led to sectionalism |

**References**

**Additional Resources**

“[Where the Buffalo No Longer Roamed](https://www.smithsonianmag.com/history/where-the-buffalo-no-longer-roamed-3067904/)” from Smithsonian Magazine

**Transcontinental Railroad Simulation**

* Building the Transcontinental Railroad
  + Students will work together in two teams. Each team will represent one of the two teams hired by the United States government to build the transcontinental railroad. These teams were hired and paid to race each other from different sides of the country. The goal was to see which team could cover the most ground and lay the most tracks before meeting up with the other team. Students will experience this race by joining one of the two railroad teams. The two teams will race from opposite ends of the hallway or classroom to see who can lay more tracks before meeting together.

[Prep Work for the Race](https://drive.google.com/file/d/1xlAomlHQJQUiaTYDU1tOdTDP8fVO5eVO/view?usp=sharing)

[Before the Race Map](https://drive.google.com/file/d/1va1bPunlekd9mpmoL8886UHruj0OQtWE/view?usp=sharing)

[After the Race Map](https://drive.google.com/file/d/11u-OGazpc6OevklTXa79gsB1RKmgcniO/view?usp=sharing)

[During the Lesson](https://drive.google.com/file/d/1C6wcyrhU_Hg166vIKgv-huJQSGyWYNTr/view?usp=sharing)

[Starting Location Signs](https://drive.google.com/file/d/1pbFWLohaX0r70fgOLwiG-CtIovZmqy8-/view?usp=sharing)

[Company Necklaces](https://drive.google.com/file/d/1ztO45slnWxWmyYhLGf7GV16Q8qT0vsvJ/view?usp=sharing)

* After the Race you may ask the students the following questions for reflection:
  + How do you think your team did?
  + What struggles did your team face?
  + What was most exciting about this activity
  + What did your team do well?
  + What did the other team do better?
  + If you could do this activity again what would you do differently?
  + How does this activity relate to the actual building of the railroad?
  + What difficulties do you think the actual builders of the railroad faced?

**Appendix 2 Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_**

| **T**itle | What is the title of the article? |
| --- | --- |
| **H**eadings | What heading(s) do you see? |
| **I**ntroduction | Is there an introduction? What is the main idea? |
| **E**very first sentence | Look at the first sentence of each paragraph. Summarize each one below. |
| **V**isuals (Pictures) | What do the pictures tell you? What do you see? What do you think is happening? |
| **E**nding questions | If there are questions at the end of the reading, answer them here. If there is none, do you have any questions? Write them here. |
| **S**ummary | Write a short summary of your reading. |