



## Marietta City Schools

### District Unit Planner

#### Grade 4 Social Studies

Theme	Unit 6 Challenges of a New Nation	Unit duration (Days)	10 - 20 Days
-------	-----------------------------------	----------------------	--------------

#### GA DoE Standards

##### **SS4H2 Analyze the challenges faced by the framers of the Constitution.**

- Identify the major leaders of the Constitutional Convention (James Madison, George Washington, and Benjamin Franklin).
- Evaluate the major issues debated at the Constitutional Convention: the weaknesses of the Articles of Confederation, the rights of states to govern themselves (federal system), the Great Compromise, and slavery (Three-Fifths Compromise).

##### **SS4CG1 Describe the meaning of:**

- "We the People" from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty
- The federal system of government in the U.S. (federal powers, state powers, and shared powers)
- Representative democracy/republic

##### **Information Processing Skills:**

- compare similarities and differences
- identify issues and/or problems and alternative solutions
- distinguish between fact and opinion
- identify main idea, detail, sequence of events, and cause and effect in a social studies context
- identify and use primary and secondary sources
- interpret timelines, charts, and tables
- identify social studies reference resources to use for a specific purpose
- construct charts and tables
- analyze artifacts
- draw conclusions and make generalizations
- analyze graphs and diagrams
- formulate appropriate research questions
- determine adequacy and/or relevancy of information

16. check for consistency of information

**Themes and Enduring Understandings:**

**Individuals, Groups and Institutions:** The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

**Location:** The student will understand that where people live matters

**Conflict and Change:** The student will understand that conflict causes change.

**Distribution of Power:** The student will understand laws and people's beliefs can help decide who gets to make choices in government.

**Beliefs and Ideals:** The student will understand that people's ideas and feelings influence their decisions.

**Essential Questions**

**Factual—**

What influence did James Madison, Benjamin Franklin, and George Washington have on the Constitutional Convention?

What was at issue in the Three-Fifths Compromise?

What were some disagreements delegates had when forming the new government?

What are the three branches of government?

What are the roles of each branch?

What is a representative democracy/republic?

What are some advantages of this type of government?

What are some disadvantages of this type of government?

What is the Great Compromise?

**Inferential—**

How did the beliefs and actions of the major leaders of the Constitutional Convention influence the form our government took?

Why did southern states want to count the enslaved people of African descent?

Why did northern states think enslaved people of African descent should not be included in population counts?

Why was the size of each state a concern?

Why were southern states concerned they would not have equal representation?

Why did many northern states feel they would not have equal representation?

Why did many delegates want a Bill of Rights in the Constitution?

How does the Bill of Rights seek to resolve conflicts both then and in the future?

Why did the leaders structure our government's power distribution across three branches?

**Critical Thinking-**

How did the location of the states affect their beliefs on representation in the new government?  
 Should the Bill of Rights be included in the Constitution?  
 Could the Bill of Rights cause unintended conflicts?

Tier II Words- High Frequency Multiple Meaning	Tier III Words- Subject/ Content Related Words
convention debated consent compromise	Constitutional Convention People: James Madison, George Washington, Benjamin Franklin Articles of Confederation, federal system governed (citizen) popular sovereignty Preamble Constitution Representative Democracy Republic federal powers, state powers, and shared powers

**Assessments**

**Summative Assessment(s):**

Challenges of a New Nation Assessment

Grades 3- 5 Assessments may be administered via the AMP App in Schoology. Teachers should reach out to their Academic Coach or the district Social Studies Coordinator to upload assessments to their Schoology Course.

Standards: All GSE for the unit.

\* Teachers can access the Test Blueprint and Key via the grade level Schoology Group.

**Theme Based Writing Task and Rubric:**

[Who Had the Biggest Impact](#) Identify and understand the influence of the framers of the Constitution by choosing the one that you believe had the greatest impact. Write an argumentative paper to support your choice.

**SS4H2 Analyze the challenges faced by the framers of the Constitution.**

- a. Identify the major leaders of the Constitutional Convention (James Madison, George Washington, and Benjamin Franklin).
- b. Evaluate the major issues debated at the Constitutional Convention: the weaknesses of the Articles of Confederation, the rights of states to govern themselves (federal system), the Great Compromise, and slavery (Three-Fifths Compromise).

[Constitution and Bill of Rights- Would you have signed?](#) DBQ

**SS4H2 Analyze the challenges faced by the framers of the Constitution.** b. Evaluate the major issues debated at the Constitutional Convention: the weaknesses of the Articles of Confederation, the rights of states to govern themselves (federal system), the Great Compromise, and slavery (Three-Fifths Compromise).

**Teacher Resources** These resources are intended to support teachers with background information and planning for instruction

[Parent Information Letter](#)- edit for school specific information

[K-5 Map Collection](#): Maps are provided for all content and skills to support teaching and learning with integration of historic, political, and physical maps.

Click [here](#) for GADOE Content Video (For Teachers only)

[Teacher Notes](#) for this unit

Additional unit information may be found at [GADOE Inspire](#)

*The following Knowledge-Based Unit(s) contains instructional read alouds designed to build knowledge around concepts associated with this planner. Highlighted lessons provide direct text-based support for the expectations of the associated SS or Sci standards and could be used to deepen student understanding/application of those standards. The remaining lessons build similar knowledge but do not directly relate to the content standards.*

[15-Day Plan: Foundations of America's Government](#) This plan also includes lessons for Unit 3 and Unit 4

Objective or Content	Learning Experiences	Differentiation Considerations
<b>SS4H2 Analyze the challenges faced by the framers of the Constitution.</b> b. Evaluate the major issues debated at the Constitutional Convention: the weaknesses of the Articles of Confederation, the rights of states to govern themselves (federal system), the Great Compromise, and slavery (Three-Fifths Compromise).	<a href="#">Life Under the Articles of Confederation</a> Simulation activity to assure understanding of the weaknesses of the Articles of Confederation	Allow students to work with a partner, preview vocabulary, model additional rounds of the game. Prefil notes with fill-in the blanks

<p><b>SS4H2 Analyze the challenges faced by the framers of the Constitution.</b></p> <p>a. Identify the major leaders of the Constitutional Convention (James Madison, George Washington, and Benjamin Franklin).</p> <p>b. Evaluate the major issues debated at the Constitutional Convention: the weaknesses of the Articles of Confederation, the rights of states to govern themselves (federal system), the Great Compromise, and slavery (Three-Fifths Compromise).</p>	<p><a href="#">The Great Compromise</a> Teachers will introduce the concept of a classroom congress that will vote to decide things for the class as whole</p>	<p>Guided reading groups for small group instruction, preview difficult vocabulary, divide reading into smaller parts</p>
<p><b>SS4H2 Analyze the challenges faced by the framers of the Constitution.</b></p> <p>b. Evaluate the major issues debated at the Constitutional Convention: the weaknesses of the Articles of Confederation, the rights of states to govern themselves (federal system), the Great Compromise, and slavery (Three-Fifths Compromise)</p>	<p><a href="#">The 3/5th Compromise</a> Through analysis of primary and secondary resources, students will investigate the significance of the 3/5ths compromise, and determine what intended and unintended consequences may have been the result.</p>	<p>Allow students to round the numbers on the Census Data Analysis sheet before performing the calculations.</p>
<p><b>SS4CG3 Describe the structure of government and the Bill of Rights.</b></p> <p>b. Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the powers of government, and explain the reasons for its inclusion in the Constitution in 1791</p> <p><b>SS4H2 Analyze the challenges faced by the framers of the Constitution</b></p>	<p><a href="#">The Constitution and Bill of Rights (Review)</a> Students will understand the Bill of Rights was also a Constitutional Compromise (Extension)</p>	<p>Teacher may assign one task per student/group based on ability level: (A) Terms in context for struggling learners (B) question for the answer to others</p>
<p><b>SS4H2 Analyze the challenges faced by the framers of the Constitution.</b></p> <p>b. Evaluate the major issues debated at the Constitutional Convention: the weaknesses of the Articles of Confederation, the rights of states to govern themselves (federal system), the Great Compromise, and slavery (Three-Fifths Compromise).</p> <p><b>SS4CG1 Describe the meaning of:</b></p> <p>c. The federal system of government in the U.S. (federal powers, state powers, and shared powers)</p>	<p><a href="#">Why a Federal System</a> Evaluate the Arguments debated at the Constitutional Convention. In this activity, students will learn about the two types of government colonists had experienced before the Constitutional Convention, and look at the beliefs and ideals they held at the time of the writing of the Constitution, and how this resulted in the federal system of government they created.</p>	<p>Preview new vocabulary, read passage in small groups, chunk the reading into smaller parts</p>
<p><b>SS4H2 Analyze the challenges faced by the framers of the Constitution.</b></p>	<p><a href="#">We the People</a> Understand the rights of Americans to govern themselves</p>	<p>Read passages in guided reading/small groups as needed. Read passage as a read aloud</p>

<p>b. Evaluate the major issues debated at the Constitutional Convention: the weaknesses of the Articles of Confederation, the rights of states to govern themselves (federal system), the Great Compromise, and slavery (Three-Fifths Compromise).</p> <p><b>SS4CG1 Describe the meaning of:</b></p> <p>b. “We the People” from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty</p>		
<p><b>SS4CG1 Describe the meaning of:</b></p> <p>b. “We the People” from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty</p> <p>d. Representative democracy/republic</p>	<p><a href="#">Why not Democracy?</a> Compare and contrast a democracy with a republic and determine which one the United States is using evidence from the Constitution to support their claims.</p>	<p>Model Venn Diagram with a familiar topic (example football vs. baseball, fiction vs. nonfiction) provide a research pathfinder or readings</p>
<p><b>SS4CG3 Describe the structure of government and the Bill of Rights.</b></p> <p>a. Describe how the three branches of government interact with each other (checks and balances and separation of powers), and how they relate to local, state, and federal government.</p>	<p><a href="#">A Careful Balance State and Local Government</a> Investigate Similarities between the Three Branches of the Federal and State Governments</p>	<p>Group students based on Lexile level and provide small group instruction, pre-choose resources for students, read aloud texts in small or whole group, preview vocabulary, provide sentence frames</p>
<p><b>Recommended High Quality Complex Texts</b></p>		
<p><i>The Signers: The 56 Stories Behind the Declaration of Independence</i> by Dennis Brindell Fradin  <i>We the Kids Preamble of the Constitution</i> by David Catrow  <i>Shh! We're Writing the Constitution</i> by Jean Fritz  <i>If You Were There When They Signed the Constitution</i> by Elizabeth Levy</p> <p>Discovery Education Videos  <a href="#">Growth of the Nation: Securing the Republic</a> DE Video (clips for this and next unit)  <a href="#">TLC Elementary School DE Series</a> DE Series- sections for this unit  <a href="#">The Constitutional Convention</a>  <a href="#">Benjamin Franklin</a> DE Video- show appropriate segments  <a href="#">The Purpose of the Constitution</a> DE Video  <a href="#">George Washington and Thomas Jefferson</a> DE Video Segments  <a href="#">The Preamble</a> DE Video</p>		