

# America in Conflict

5<sup>th</sup> Grade Unit 4



## Unit Planning Team

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## Social Studies Integration Team-

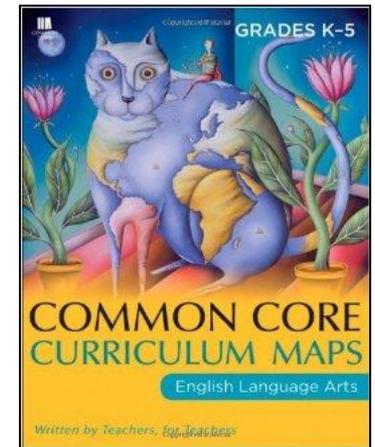
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# America in Conflict

Essential Question

*How does our understanding of events influence our opinions?*



# Note to Teachers

While all informational standards can be taught and assessed during this unit, two standards are illustrated clearly using specific texts and/or concepts from this unit. The following standards have been identified as focus standards for this unit:

**RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

**RI.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information in a text or part of a text.



**RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

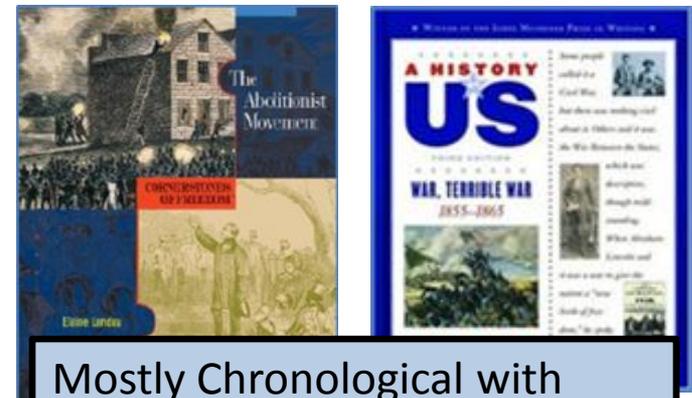
Text structure plays a critical role in both the informational and literary texts for this unit. Focusing student learning on the various types of informational text provides students with the knowledge necessary to explore and explain the structure of the literary texts that appear later in this unit.

Consider having students compare and contrast the structure of texts. Notice that different text structures allow the reader to explore different perspectives.

Consider the following resources when addressing this standard:



Mostly Problem/Solution with pieces of Cause/Effect



Mostly Chronological with pieces of Cause/Effect and Description

## ELA Standard:

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information in a text or part of a text.

## Social Studies Standard:

H.13.4.3 Develop claims in response to compelling questions about Arkansas and United States history using evidence from a variety of primary and secondary sources

Throughout this unit, students will be accessing First & Secondhand Accounts of events as well as Primary and Secondary Sources. The following table illustrates the subtle differences between these terms.

Firsthand Account	Secondhand Account
<p>A <b>firsthand account</b> of an event or topic is based on an <b>author's personal experience</b>. The author uses pronouns such as <i>I, me, and we</i> to describe the event or topic. Diaries, autobiographies, and letters are considered to be firsthand accounts.</p> <p><b>Examples:</b> autobiographies, some newspaper articles, war journals from soldiers, generals, etc.</p>	<p>A <b>secondhand account</b> of an event or topic is <b>based on an author's research</b>, rather than personal experience. The author uses pronouns such as <i>he, she, and they</i> to describe the event or topic. Encyclopedia entries, biographies, and textbooks are considered to be secondhand accounts.</p> <p><b>Examples:</b> retelling from a text book or trade book</p>
Primary Source	Secondary Source
<p>A <b>primary source</b> is a document or physical object which was <b>written or created during the time under study</b>. These sources were present during an experience or time period and offer an inside view of a particular event.</p>	<p>A <b>secondary source interprets and analyzes primary sources</b>. These sources are one or more steps removed from the event. Secondary sources may have pictures, quotes or graphics of primary sources in them. Secondary sources are interpretations – often generated by scholars – that are based upon the examination of multiple primary sources.</p>

# Unit 4 - Social Studies

## ELA Unit 4- America in Conflict

8 Weeks

<b>Civics/Government</b>
<b>Processes, Rules, and Laws</b>
C.3.4.3 Analyze group actions and responses to local and global problems
<b>History</b>
<b>Chronology, Change Over Time, and Contextualization</b>
H.12.4.1 Create historical narratives using chronological sequences of related events in Arkansas and the United States (e.g., exploration)
H.12.4.2 Interpret timelines that show relationships among people, events, and movements at the local, state, regional, or national level
H.12.4.3 Compare specific regions of the United States in the past with those regions today noting changes over time (e.g., economic growth, urbanization, resources, population density, environmental issues)
H.12.4.4 Analyze the impact of individuals and events on the past, present and future
H.12.4.5 Reference historic places and national parks to guide inquiry about history (e.g., What do the Toltec Mounds tell us about the people who lived there?)
<b>Perspective, Historical Evidence, and Causation</b>
H.13.4.1 Describe ways people's perspectives shaped the historical sources they created
H.13.4.2 Examine why individuals and groups during the same historical period had differing perspectives
H.13.4.3 Develop claims in response to <i>compelling questions</i> about Arkansas and United States history using evidence from a variety of <i>primary</i> and <i>secondary sources</i>
H.13.4.4 Discuss why historians use a variety of <i>primary</i> and <i>secondary sources</i>
H.13.4.5 Formulate questions that relate to a specific historical events in Arkansas and United States to guide inquiry
H.13.4.6 Examine current or historical events in Arkansas, the United States, or the world in terms of cause and effect

Week	Standards	Texts
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***How does our understanding of events influence our opinions?***

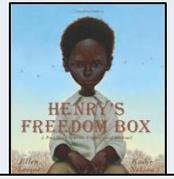
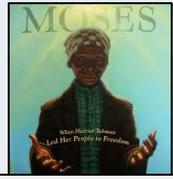
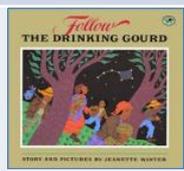
1

**RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

**RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

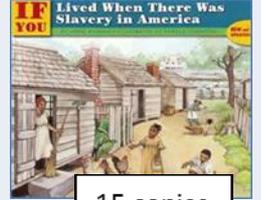
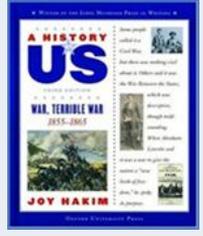
**RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.

**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.



Borrowed from 2<sup>nd</sup> Grade, Unit 4

History Channel Clips on Slavery



15 copies

Social Studies

**C.3.4.3** Analyze group actions and responses to local and global problems

**H.12.4.2** Interpret timelines that show relationships among people, events, and movements at the local, state, regional, or national level

**H.12.4.3** Compare specific regions of the United States in the past with those regions today noting changes over time (e.g., economic growth, urbanization, resources, population density, environmental issues)

## *How does our understanding of events influence our opinions?*

2

**RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**RI.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information in a text or part of a text.

**RI.4.7**

**RI.4.8**

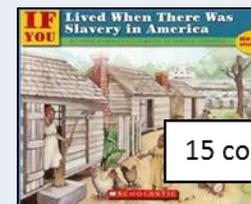
**W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

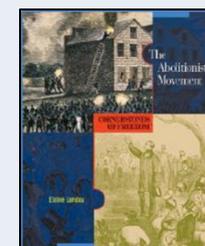
b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

**L.4.1e** Form and use prepositional phrases.

YouTube Video: The Civil War in Four Minutes (4:28)



15 copies



Social Studies

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**H.12.4.2** Interpret timelines that show relationships among people, events, and movements at the local, state, regional, or national level

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**H.13.4.1** Describe ways people's perspectives shaped the historical sources they created

**H.13.4.4** Discuss why historians use a variety of primary and secondary sources

**H.13.4.5** Formulate questions that relate to a specific historical events in Arkansas and United States to guide inquiry

**H.13.4.6** Examine current or historical events in Arkansas, the United States, or the world in terms of cause and effect

[www.gilderlehrman.org](http://www.gilderlehrman.org)

[www.archives.gov](http://www.archives.gov)

## *How does our understanding of events influence our opinions?*

3 &amp; 4

**RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

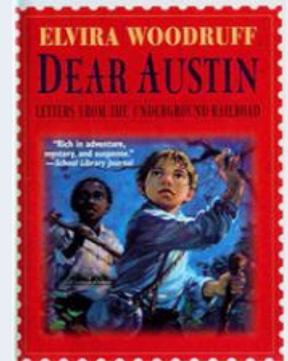
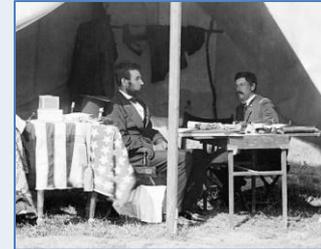
**RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

**W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**L.4.2c** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**L.4.2d** Spell grade-appropriate words correctly, consulting references as needed.



“Goober Peas”  
 “The New Colossus”  
 “The Eagle”

Social Studies

**C.3.4.3** Analyze group actions and responses to local and global problems

**H.12.4.2** Interpret timelines that show relationships among people, events, and movements at the local, state, regional, or national level

**H.13.4.2** Examine why individuals and groups during the same historical period had differing perspectives

Be sure to revisit the essential questions at the end of week 4:

**How does our understanding of events influence our opinions?**

## How does our understanding of events influence our opinions?

5

**RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

**W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

History Channel Clips

Shiloh Museum Experience Box

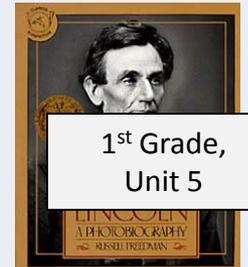
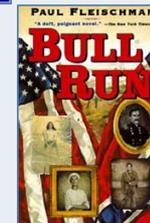
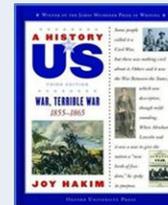
Rogers Historical Museum Discovery Box

Pea Ridge Battlefield

Prairie Grove Battlefield

[www.civilwar.org](http://www.civilwar.org)

YouTube Video: The Civil War in Four Minutes (4:28)



1<sup>st</sup> Grade,  
Unit 5



Social Studies

**H.12.4.2** Interpret timelines that show relationships among people, events, and movements at the local, state, regional, or national level

**H.12.4.3** Compare specific regions of the United States in the past with those regions today noting changes over time (e.g., economic growth, urbanization, resources, population density, environmental issues)

**H.13.4.2** Examine why individuals and groups during the same historical period had differing perspectives

Compare and contrast regions today and regions during this time period.

## *How does our understanding of events influence our opinions?*

6

**RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

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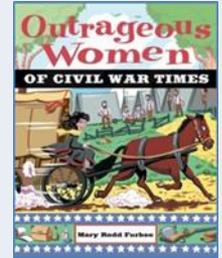
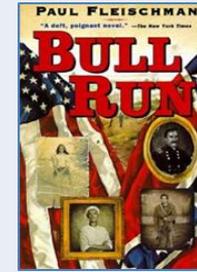
**L.4.2b** Use commas and quotation marks to mark direct speech and quotations from a text.

**L.4.2c** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

“Goober Peas”

“The New Colossus”

“The Eagle”



Social Studies

**H.12.4.2** Interpret timelines that show relationships among people, events, and movements at the local, state, regional, or national level

**H.12.4.4** Analyze the impact of individuals and events on the past, present and future

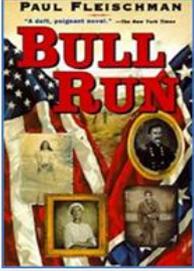
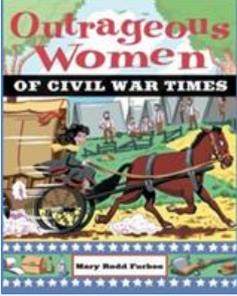
**H.12.4.5** Reference historic places and national parks to guide inquiry about history (e.g., What do the Toltec Mounds tell us about the people who lived there?)

**H.13.4.2** Examine why individuals and groups during the same historical period had differing perspectives

Pea Ridge Battlefield

Prairie Grove Battlefield

[www.civilwar.org](http://www.civilwar.org)

Week	Standards	Texts						
<b><i>How does our understanding of events influence our opinions?</i></b>								
<b>7</b>	<p><b>RL.4.3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p><b>RL.4.6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><b>W.4.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p><b>L.4.1f</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p><b>L.4.1g</b> Correctly use frequently confused words (e.g., to, too, two; there, their).</p>	 						
<b>8</b>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"><b>RL.4.6</b></td> <td style="width: 50%;"><b>SL.4.4</b></td> </tr> <tr> <td><b>W.4.4</b></td> <td><b>SL.4.5</b></td> </tr> <tr> <td><b>W.4.5</b></td> <td><b>SL.4.6</b></td> </tr> </table>	<b>RL.4.6</b>	<b>SL.4.4</b>	<b>W.4.4</b>	<b>SL.4.5</b>	<b>W.4.5</b>	<b>SL.4.6</b>	
<b>RL.4.6</b>	<b>SL.4.4</b>							
<b>W.4.4</b>	<b>SL.4.5</b>							
<b>W.4.5</b>	<b>SL.4.6</b>							
<b>Social Studies</b>	<p><b>H.12.4.2</b> Interpret timelines that show relationships among people, events, and movements at the local, state, regional, or national level</p> <p><b>H.12.4.4</b> Analyze the impact of individuals and events on the past, present and future</p> <p><b>H.12.4.5</b> Reference historic places and national parks to guide inquiry about history (e.g., What do the Toltec Mounds tell us about the people who lived there?)</p> <p><b>H.12.4.1</b> Create historical narratives using chronological sequences of related events in Arkansas and the United States (e.g., exploration)</p> <p><b>H.13.4.2</b> Examine why individuals and groups during the same historical period had differing perspectives</p>							

# Journal Entries

From *Henry's Freedom Box*:

- First day at the tobacco factory
- My wife and children were sold
- Experience in the box
- How it felt to be “opened” in Pennsylvania

From *Moses: How Harriet Tubman Led Her People to Freedom*

- First day running away
- Why go back to get family

General Ideas for Journal Entries

- A Civil War Soldier's journal (Both from the North and the South)
- Younger brother or sister of a soldier gone to war
- A parent whose son or daughter has gone to war

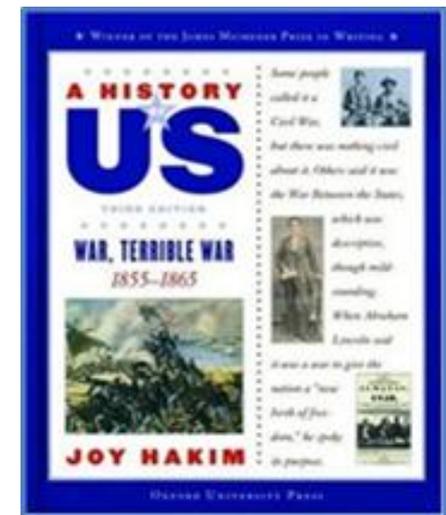
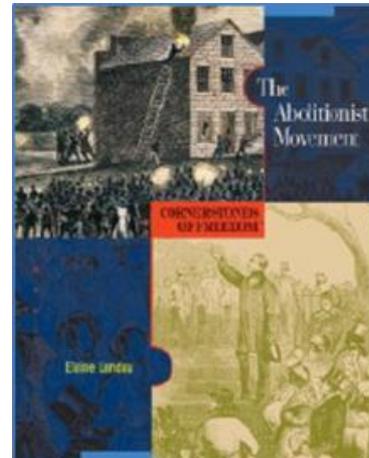
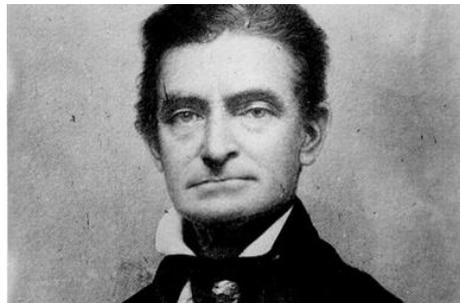
# Week Two *Research Simulation* Idea

Compare how John Brown is portrayed in the excerpts from *The Abolitionist Movement*, *War, Terrible War*, and the video clip. Support your essay with information from all three sources.

*Pages 33-35 from Abolitionist Movement*

*Pages 54-top of 57 from War, Terrible War*

[YouTube Video](#)



# Essential Questions

Identify and  
**CLARIFY** the  
**STANDARDS**

Gather and study  
the  
**RESOURCES**

**DIVIDE** the unit  
into weeks and  
**DISTRIBUTE**  
the standards

Make or locate  
**SUMMATIVE**  
and  
**PERFORMANCE**  
**ASSESSMENTS**

Plan  
**FORMATIVE**  
**ASSESSMENT(S)**  
**(FEEDBACK)**

Plan  
**DAILY**  
**LESSONS**

Incorporate  
**TECHNOLOGY**