**Curriculum Design**

**4th Grade Social Studies**

**Rhonda Martin**

**Sequencing Rationale**

 This unit on slavery is planned to last about four weeks. The sequence for the subordinate concepts is one week on slaves, two weeks on the Underground Railroad, and one week on Northern and Southern states.

 I would start the lesson with an introduction to slaves because many students do not have background knowledge of slavery in the United States. Students need to learn where slaves came from, how they were brought to the United States, and how they were treated and sold at auctions. Once students understand the purpose and treatment of slaves, the lesson can move on to the desire of many slaves to escape.

 The Underground Railroad is a topic that captivates students. The adventure, danger, and fear of trying to escape north is something that grabs attention. Throughout the two weeks of this concept students will learn about passengers, conductors, stations, and secret signs for the Underground Railroad. After an understanding of slaves escaping to the north, students will be able to understand the conflict between the northern and southern states.

 Discussion on the northern and southern states will start with learning which states were on which side. A brief discussion of the conflict resulting in the Civil War will follow including information on war camps. Once students learn about the treatment of slaves and the Underground Railroad, they will be better able to understand conflict resulting in war.