

Social Studies Grade 5 Unit 4

Unit: Social Sciences and History , Grade(s) Grade 5

The American Revolution

Duration: 9 Weeks

Unit

Essential Questions/Enduring Understandings

EQ1: What British actions angered the colonists in the 1700s?

EQ2: What were the arguments for and against colonial independence from Great Britain?

EQ3: What are the main ideas in the Declaration of Independence?

EQ4: How did the colonists win the American Revolution?

EU1: The American Revolution was a colonial revolt in the Thirteen Colonies between the American Patriots and Great Britain.

EU2: Many Americans argued the position of "no taxation without representation" and rejected the authority of the British Parliament to tax them because they lacked members in that governing body.

EU3: The Continental Congress determined that King George's rule violated the colonists' rights, and declared the colonies free through the issuing of the Declaration of Independence.

EU4: The Thirteen Colonies defeated the British in the American Revolutionary War and won independence from Great Britain, becoming the United States of America.

EU5: The Treaty of Paris formally ended the conflict and gave the United States possession of nearly all territory east of the Mississippi River and south of the Great Lakes.

Students will be able to...

- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions, and environments
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems
- Compare and contrast differing interpretations of current and historical events
- Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
- Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format
- Deliver a persuasive presentation that makes a clear and knowledgeable judgment and supports arguments with evidence, examples, and reasoning.

Evidence of Learning/ Assessment

- Competency 1 - The Declaration of Independence
- Competency 2 - Valley Forge
- Formative Assessments
 - Differentiated Interactive Notebook Entries
 - Student Role-Playing Activities
 - Exit Slips & 3-2-1 Reflections
 - Teacher-Created Quizzes
 - [Digital Formative Assessment Options](#)

Instructional Design/Learning Plan

- Suggested Sequence for Learning (April 23-June 28, 2021)
- Suggested Learning Activities
 - Connect metaphors, such as a principal-class conflict, to colonists' frustration with British legislative acts.
 - SEL Competency: Social Awareness; Self-Management.
 - As figures from the Revolutionary era, take part in colonial meetings to decide whether or not to rebel against the British government.
 - SEL Competency: Social Awareness; Self-Management.
 - Learn about King George III and how his point of view differed from that of the colonists.
 - SEL Competency: Social Awareness; Self-Management.
 - Create a pamphlet persuading colonists to rebel against or remain loyal to the British government.
 - SEL Competency: Social Awareness; Relationship Skills; Self-Management.
 - Work as a group to represent the six historical figures in a panel debate between Loyalists and Patriots.
 - SEL Competency: Social Awareness; Relationship Skills; Self-Management; Responsible Decision-making.
 - Practice presenting part of Patrick Henry's most famous speech and create your own Patriot and Loyalist rallying cries.
 - SEL Competency: Social Awareness; Relationship Skills; Self-Management; Responsible Decision-making.
 - Consider what defines a hero and then write a persuasive paragraph about someone you view as a hero in your community.
 - SEL Competency: Social Awareness; Self-Management; Responsible Decision-making.
 - Analyze a verse in a 1776 ballad and write a new verse about a historical event described in the lesson.
 - SEL Competency: Social Awareness; Self-Management; Responsible Decision-making.
 - Analyze the painting Signing the Declaration of Independence.
 - SEL Competency: Social Awareness; Self-Management.
 - Create a skit to represent key excerpts from the Declaration of Independence.
 - SEL Competency: Social Awareness; Self-Management.
 - Examine Jefferson's words and actions regarding slavery.
 - SEL Competency: Social Awareness.
 - Create a historical plaque to illustrate the issues facing Jefferson as he drafted the Declaration of Independence.
 - SEL Competency: Social Awareness; Self-Management.
 - Review the Declaration of Independence and then write a response evaluating how well the U.S. has upheld the principles of the Declaration.
 - SEL Competency: Social Awareness; Self-Management.
 - Write a paragraph that explains how one of the principles of government is expressed in the Declaration of Independence.
 - SEL Competency: Social Awareness.
 - Create an argument to answer the question: How did Common Sense create tension in the colonies?

- SEL Competency: Social Awareness; Self-Management.
- Play six rounds of Capture the Flag that are analogous to the course of the war for independence.
 - SEL Competency: Social Awareness; Relationship Skills; Self-Management; Responsible Decision-making.
- Play a game of tug-of-war to learn about the American Revolution. Discover factors that helped Americans pull their way to victory.
 - SEL Competency: Social Awareness; Relationship Skills; Self-Management; Responsible Decision-making.
- Identify the roles that women, slaves, and American Indians played in the war.
 - SEL Competency: Social Awareness.
- Create a simile that shows how the Americans were able to defeat the British and win the war.
 - SEL Competency: Social Awareness; Self-Management.
- Write a letter to George Washington from the perspective of a young Patriot soldier.
 - SEL Competency: Social Awareness; Self-Management.
- Build and analyze a timeline summarizing key events from the unit. Conduct research about an additional event and share your findings.
 - SEL Competency: Social Awareness; Self-Management.

Unit Materials

Social Studies Alive - America's Past

DBQ Project

InfoBase

Social Emotional Learning

Social Studies is enhanced when it is intentional about developing social and emotional learning (SEL) core competencies.

- **Self-Awareness.** Social studies begins with an awareness of self and how individuals are members of their families, communities, and country.
 - *Students will use historical events to identify with a time they may have had the same feelings as a historical figure and discuss in small groups (or write in their journals or on an essay question) how they handled those situations.*

- **Self-Management.** All education is based on the implicit assumption that students will have the self-management skills necessary to calm themselves and focus their attention so they can effectively participate in learning, including history and social studies. A further assumption is that students will have goal-setting skills to complete academic assignments.
 - *Students will identify what is known about a lesson topic or objective and to identify what they need to know to understand the lesson objective, then how to set a goal to achieve it.*
 - *Students will use historical events to discuss how historical figures persevered through hard times to turn their lives around or reach a goal.*
- **Social Awareness.** Understanding history and social studies depends on an awareness of ourselves in relation to others—how we may be similar and different. Understanding of history and social studies also depends on an awareness of different cultures and historical experiences. It provides an opportunity to understand that people have different perspectives based on their experiences. Perspective-taking is an essential part of social awareness.
 - *Students will examine historical events and discuss the different perspective of different historical figures, identifying their feelings and thoughts.*
 - *Students will reflect (including in journals) on questions about the negative effects of stereotyping and discuss using TPS strategy.*
 - *Students will discuss and analyze the origins and negative effects of stereotyping and prejudice as reflected in history.*
 - *Students will routinely examine history and biographies in terms of the perspective of the individuals being studied, identifying their feelings and thoughts.*
 - *Students will organize information and promote problem solving as a part of learning about history that explores different cultures and celebrates diversity.*
 - *Students will routinely discuss figures in history in terms of how they felt and why they took certain actions or behaved the way they did.*
- **Relationship Skills.** Social studies may be explicitly organized to develop community service skills, which give students opportunities to practice communication, assertiveness, conflict resolution, and problem-solving. Project-based learning and/or cooperative learning techniques also offer opportunities for students to practice important interpersonal skills.
 - *In preparation for presentations, students will develop speaking and listening skills (e.g., how to identify and prepare one's message, how to introduce oneself and be sure others are listening, how to speak loudly and clearly so that others can hear, etc.).*
 - *Students will collaborate in groups where they are encouraged to consider the perspectives and thought processes of their peers.*
 - *Students will walk through the steps of problem-solving in response to situations in history.*
- **Responsible Decision-making.** Social studies assumes that students will have the ability to evaluate options and make effective decisions to complete assignments. Further, students have an opportunity to reflect on the values of different historical figures, and how values and beliefs can motivate service to others and their community.
 - *Students will learn a formula for making good decisions (e.g., stop, calm down, identify the problem, consider the alternatives, make a choice, try it out, re-evaluate).*
 - *Students will apply their decision-making formula to problems historical figures faced.*

Standards Covered

*ELA NJSL

RH: Reading History and Social Studies

Craft and Structure

- RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

- RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text.
- RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic.

Key Ideas and Details

- RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Range of Reading and Level of Text Complexity

- RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

WHST: Writing History, Science and Technical Subjects

Production and Distribution of Writing

- WHST.6-8.4: Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
- WHST.6-8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WHST.6-8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Range of Writing

- WHST.6-8.10: Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Research to Build and Present Knowledge

- WHST.6-8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- WHST.6-8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- WHST.6-8.9: Draw evidence from informational texts to support analysis, reflection, and research.

Text Types and Purposes

- WHST.6-8.1: Write arguments focused on discipline-specific content.
- WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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SOC.6.1.8: U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

SOC.6.1.8.3: Revolution and the New Nation (1754-1820s)

- **SOC.6.1.8.A: Civics, Government, and Human Rights**
 - SOC.6.1.8.A.3.a: Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
- **SOC.6.1.8.B: Geography, People, and the Environment**
 - SOC.6.1.8.B.3.a: Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
 - SOC.6.1.8.B.3.c: Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
 - SOC.6.1.8.B.3.d: Explain why New Jersey's location played an integral role in the American Revolution.
- **SOC.6.1.8.C: Economics, Innovation, and Technology**
 - SOC.6.1.8.C.3.a: Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.
- **SOC.6.1.8.D: History, Culture, and Perspectives**
 - SOC.6.1.8.D.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
 - SOC.6.1.8.D.3.b: Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
 - SOC.6.1.8.D.3.c: Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
 - SOC.6.1.8.D.3.d: Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
 - SOC.6.1.8.D.3.e: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
 - SOC.6.1.8.D.3.f: Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.

SOC.6.3.8: Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

SOC.6.3.8.CS.A: Civics, Government, and Human Rights

- SOC.6.3.8.A.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
- SOC.6.3.8.A.2: Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

SOC.6.3.8.CS.D: History, Culture, and Perspectives

- SOC.6.3.8.D.1: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Additional Properties

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