Unit 4: American Revolution - New Jersey's Role

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Week 12**
Length: **4 Weeks**
Status: **Published**

Unit Overview

The American Revolution was the time period of civil unrest and war. During the 1700's, New Jersey was ruled by a king, but at the end of the 1700's, New Jersey and the other twelve colonies had fought back, risen to power, and were in control of a new nation in North America. This country was called the United States. While students have already covered the American Revolution, they will now research and learn about how famous New Jerseyans played a role in the war and how the state of New Jersey played an essential role in forming this new nation.

Standards

SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
SOC.6.1.4.A.6	Explain how national and state governments share power in the federal system of government.
SOC.6.1.4.A.7	Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
SOC.6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
SOC.6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
SOC.6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
SOC.6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
SOC.6.1.4.B.10	Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
SOC.6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
SOC.6.1.4.C.7	Explain how the availability of private and public goods and services is influenced by the global market and government.
SOC.6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
SOC.6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day

	government and citizenship.
SOC.6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
SOC.6.1.4.D.7	Explain the role Governor William Livingston played in the development of New Jersey government.
SOC.6.1.4.D.8	Determine the significance of New Jersey's role in the American Revolution.
SOC.6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
SOC.6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.

Essential Questions

- 1. Why do people fight wars?
- 2. How did New Jersey help win American Independence?
- 3. How does geography play a role in war?
- 4. Was fighting for independence the right move for New Jersey?

Application of Knowledge and Skills...

Students will know that...

- 1. Students will know about Revolutionary War Foundations; vocabulary, such as total war, hit and run, and battle tactics, events, such as Washington's Crossing and the Battle of Monmouth, and people who led the Road to Revolution.
- 2. Students will know about New Jersey's revolutionary role and how individual New Jersey people helped to move the revolutionary cause.
- 3. Students will know about Women at War; Sampson & Molly Pitcher and their specific contributions to the New Jersey Revolutionary War cause.
- 4. Students will know about the Outcome of War; the start of a new nation, its first laws, and the role that New Jersey took on after the Revolutionary War ended.

Students will be able to...

- A. Define Road to Revolution Vocabulary words, such as tarriff, total war, democracy, and grievence.
- B. Indentify the battles that took place in New Jersey and explain the main details of them in a written research report.
- C. Research persuasion tactics and techniques and how they were used in the Revolutionary War.
- D. Compare and contrast the efforts of different individuals, such as Washington and Pitcher, and their

impact on the Revolutionary War.

Assessments

- Diagnostic: American Revolution Pre Assessment - A worksheet about the Revolutionary War and New Jersey's role in the war. Emphasis will be placed on specific battles fought in New Jersey and the individuals who played the largest roles in the war.
- Formative: American Revolution Test - A test on the American Revolution, including the Road to Revolution and the Founding of the National and State Governments. Emphasis is placed on vocabulary, individuals, and events, specifically in New Jersey.
- Summative: Colonial War Persuasive Poster - An "Uncle Sam"-like poster that has students try to garner positive responses for joining the war effort. Students will be loyalists trying to get others to either join up to become a soldier or to stay at home to make items for the soldiers.
- Summative: Morristown Battle Letters - A handwritten letter from a soldier's perspectives about the war to their families. Students will take on the persona of a soldier and write about what they see, how they feel about fighting, and what they think will happen if the colonies win the war.

Activities

- 1. American Revolution Pre-Assessment: A worksheet about the Revolutionary War and New Jersey's role in the war.
- 10. Lynne Cheney Washington's Crossing: A picture book of the Crossing of the Delaware. Students will re-create their own versions of the famous scene using postcards.
- 11. The Battle of Monmouth Reading & Molly Pitcher Biography: A handout of the Battle of Monmouth and Molly Pitcher biography with reading questions and ticket to leave about the importance of women in war.
- 12. Scholastic Dear America Revolutionary War Video: A video assessment about women in war and how children helped with the war effort.
- 13. The Constitution and Bill of Rights Packet: A series of worksheets on the Constitution, the Bill of Rights, and how the United States government is set up at the Federal and State levels.
- 14. American Revolution Test Review Packet and Study Guide
- 15. American Revolution Test
- 2. Soldier Training: Picture prompts about barracks and soldier lifestyle in Trenton, New Jersey. Reading and questions about how they fought in the French and Indian War.
- 3. Greenwich Tea Party Role Play: A student-made role play about the Greenwich Tea Party and how they changed the war effort in New Jersey. Students will act these small role plays in groups.
- 4. Colonial War Persuasion Poster: An "Uncle Sam"-like poster that has students try to garner positive responses for joining the war effort.
- 5. New Jersey's Delegates Reading: A reading about the New Jersey delegates and their actions/viewpoints. Students will create word webs to describe these men and the documents they signed to garner freedom.
- 6. Battlefield New Jersey: A War Map marking the battles that were in New Jersey.
- 7. Morristown Battle Letters: A handwritten letter from a soldier's perspectives. Students will take on the persona of a soldier and write about what they see, how they feel about fighting, and what they think will happen if the colonies win the war.
- 8. George Washington's Socks: A reading novel about Washington's role in war. Reading Packet

questions and open-ended questions accompany.

- 9. Vocabulary Word Headings: Groups of students add definitions, sentences, and examples to butcher paper to help explain the vocabulary words and how they fit into the larger context of the Revolutionary War.

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies
  - Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal
  - Variety of workspace arrangements
  - Organizational tools – labeled bins or cabinets for materials
  - Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

  - Extended time
  - Practice exercises
  - Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- Students will read aloud and draw a graphic for the vocabulary words that are essential to the Revolutionary War Period - Loyalist, Patriot, Militia, Tax, and Hessian.
- Students will be provided with study guides, completed note sheets, and modified tests.

Content specific modifications for ELL's may include:

- tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: loyalist, patriot, militia, tax, hessian, revolution

Content specific modifications to extend learning for gifted students may include:

- students can extend the lessons on life during the Revolution by creating a historical journal of the life of a colonist during this time.

Integrated/Cross-Disciplinary Instruction

- Reader's and Writer's Workshop: Within the Reader's and Writer's workshop curriculum, a main focus is on historical fiction, using the American Revolution as the prime focus for mentor texts and research.
- Citizenship connection: the Founding of Government Lessons: Students can write responses in visual form or on the computer about what makes a good citizen.
- Language Arts Game connection to Individual Revolutionary War Heroes: Students will take the people most responsible for helping the colonies win the war and play a game in which they must come up with adjectives to describe each person. If a word has already been used, the student must think of another or they are out.

Resources

- Dear American Video Series: Scholastic
- George Washington's Socks Novel
- Lynne Cheney Washington's Crossing

- Our New Jersey textbook - Macmillan/McGraw Hill
- Teacher-made handouts, worksheets and activities.

21st Century Skills

CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.