

Unit 3 The American Revolution & A New Nation

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Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Social Studies Grade 5:

The American Revolution & A New Nation

Belleville Board of Education

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Unit Overview

In Unit 3, students will investigate tensions with Britain, declaring independence, Thomas Paine's Common Sense, The Articles of Confederation, creating the constitution, and The Bill of Rights. Additionally, students will explore the lives of Abigail Adams and George Washington.

Enduring Understanding

- People can stand up for what they believe.
- Many American colonists united in the common goal of freedom and were willing to fight for it.
- Political change can have costs and benefits for different groups.
- There are universal rights that all people share
- Every citizen equal under the laws of the United States.
- The U.S Constitution is enduring document that has been amended over time.
- The U.S Constitution guarantees the right of citizens and gives them power over the government.
- The U.S Constitution provides a systems with the separation of powers and checks and balances to

help limit the power of the federal government.

- Compromise was used to find a balance between the needs and desires of various groups brought together under the U.S Constitution.

Essential Questions

Essential Questions are:

- What is worth fighting for?
- What is the purpose of government?

Exit Skills

By the end of Grade 5, Unit 3, the student should be able to:

- Define terms
- Analyze a Map
- Analyze the Stamp Act
- Interpret a Line Graph
- Write an opinion letter about the Declaration of Independence
- Compare Points of View of Federalists and Anti-Federalists

LA.W.5.1.B	Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
LA.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LA.RL.5.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
SOC.5-8.1.1.1	Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations.
SOC.5-8.1.3.1	Compare and contrast differing interpretations of current and historical events.
SOC.5-8.1.3.3	Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).
SOC.5-8.1.4.1	Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Interdisciplinary Connections

Map & Graph Skills:

- * Interpret Graphs

Literacy Skills:

- * Cause and Effect
- * Summarize

Critical Thinking Skills:

- * Analyzing Images

Learning Objectives

Learning Objectives:

- Place key events and people involved in the American Revolution in a chronological sequences and within a spatial context.
- Analyze maps.
- Interpret timelines.
- Explain how tensions rose between the American colonist and the British following the French and the Indian War.
- Identify leaders and groups who organized protests.
- Explain the events that led to the beginning of the American Revolutionary War.
- Identify Patriot and British leaders at the beginning of the revolution and their impact.
- Understand the significance of the First Continental Congress.
- Describe the purpose, actions, and significance of the Second Continental Congress.
- Identify the leaders who wrote and signed the Declaration of Independence.
- Compare the advantages and disadvantages of each side of the American Revolution.
- Identify and map the major military battles and campaigns of the war and describe their importance.
- Summarize how other countries helped the Americans in their fight for Independence.
- Understand the roles of women, African Americans, and American Indians in the American Revolution.
- Summarize how alliances with other nations contributed to the colonist's victory in the American Revolution and proved to be a turning point in the war.
- Describe the actions of individuals who changed the course of the American Revolution.
- Explain the significance of the Treaty of Paris.
- Use prior knowledge to gain understanding.
- Make meaningful connections to personal experience.
- Establish meaning.
- Place key events and people involved in the creation of the Constitution in a chronological sequence and within a spatial context.
- Understand how the U.S. government was structured under the Articles of Confederation and identify the weaknesses of this structure.
- Explain the causes and effects of Shays' Rebellion and how it contributed to the calls for a stronger

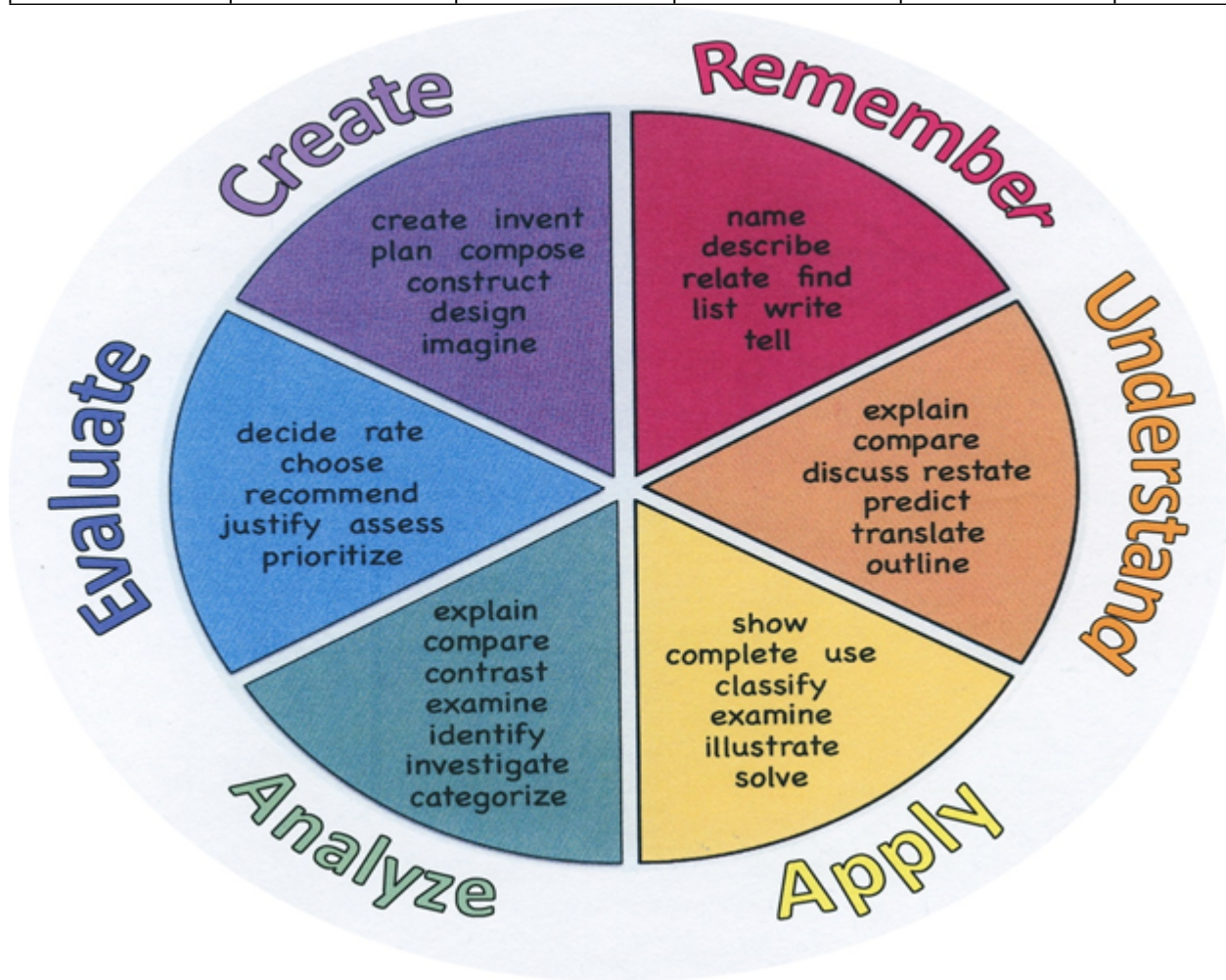
government.

- Summarize the principle of the Land Ordinance and the Northwest Ordinance on U.S. settlers and American Indian.
 - Explain why the Constitutional Convention was held.
 - Identify the leaders of the Constitutional Convention and their views and the challengers and compromises involved while writing it.
 - Explain how the Constitution divides powers between three branches of government and limits the power of each branch through checks and balances.
 - Differentiate between powers that belong to the federal government and to the states under the Constitution.
 - Compare and contrast the views of Federalists and Anti-Federalists.
 - Describe the process that led to the ratification of the Constitution by the states.
 - Explain the relationship between the ratification of the Constitution and the Bill of Rights.
 - Describe how the Bill of Rights provides protections for all American citizens.
 - Analyze important sections and clauses of the Constitution and how those clauses are important to citizens today.
 - Describe how the Supreme Court serves as a check on the power of the branches of government, and how the other branches check the power of the court.
 - Describe the process of amending the Constitution.
 - Summarize how voting rights have been expanded to include more citizens.
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- **Identify** nutrients found in common food sources using the product's nutrition label;
 - Use computer dietary analysis to assess a 2-day dietary intake and **categorize** the results;
 - **Research** nutrition-related information on the Internet and **evaluate** the reliability of the information.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan

State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

Best Practices

Map & Graph Skills:

- * Interpret Graphs

Literacy Skills:

- * Cause and Effect
- * Summarize

Critical Thinking Skills:

- * Analyzing Images
- * Compare Points of View

Suggested Activities

- * Rap About It
- * Chapter Vocabulary Games
- * Big Question Inter-activities
- * Quest Challenges (Project-Based Learning)
- * Field Trip videos
- * Jumpstart Activity
- * Tikatok

Evidence of Student Learning - Checking for Understanding (CFU)

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

By identifying the **Evidence of Student Learning with Checking for Understanding (CFU)** techniques used during the lesson and/or for Closure (Madeline Hunter), please list the variety of means used to assess students' learning.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar

- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

My World Interactive 5 Pearson Education 2019

Ancillary Resources

Penguin's What Was Series, "What Was The Constitution" and "What Was The Declaration of Independence"

Penguin's Who Was Series, "Who Was Abigail Adams" and "Who Was Benjamin Franklin"

Internet Resources:

www.pearsonrealize.com

www.history.com

www.stopbully.gov

www.edutopia.org

Social Studies Weekly

Technology Infusion

Upon completion of this sections, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

What **Technology Infusion** and/or strategies are integrated into this unit to enhance learning? Please list all hardware, software and strategies. Please find a technology pedagogy wheel for assistance while completing this section.

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel
Flipboard
Office 365
Nova Mindmapping

Ted Talks
Record Voice Pen



Alignment to 21st Century Skills & Technology

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

21st Century Skills/Interdisciplinary Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please remember: Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Please identify the ones that will be employed in this unit.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner

- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Intervention Strategies

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Special Education Learning

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format

- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: