

Unit 2: Road to Self-Government, Rebellion, and Independence: Causes of the American Revolution

Content Area: **Social Studies**
Course(s):
Time Period: **Trimester 1**
Length: **8 Weeks**
Status: **Published**

Brief Summary of Unit

Students will uncover why/ how colonists began to govern themselves and take the necessary steps to declaring their independence and the challenges they faced. Students will synthesize what happens when different perspectives collide, and why freedom is important for ALL.

Standards

LA.5.CCSS.ELA-Literacy.RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
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.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.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.d	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

Transfer

Essential Questions

- Did everyone desire independence from Great Britain?
- How did colonists react to Britain’s policies? (What led to the road to freedom?)
- How does reading fiction help us acquire factual information?
- Is our freedom worth fighting for?

- • To what extent can society control us?
- • What policies did Britain impose on colonists that inhibited their freedom?
- • Who should govern and make the rules?

Essential Understandings

- • reading and interpreting historical fiction through peer conversations helps clarify facts and recognize diverse viewpoints
- • different perspectives influenced history and the interpretation of it.
- • government policies and regulation can affect perspectives, loyalty, and economic opportunities, and how they relate to the impact on Great Britain and its North American colonies.

Students Will Know

- • acts imposed by Great Britain upon the colonists.
- • debt from the French and Indian War led to unrest between the colonists and Parliament –major issues of the American Revolution, both political and economical.
- • definitions and use of the terms: rebel, repeal, boycott, taxation without representation.
- • how the British victory impacted the lives of the Native Americans.
- • major American leaders and describe their roles in key events, such as the First and Second Continental Congress, drafting and approving the Declaration of Independence.
- • prominent figures and terms including, but not limited to: Patrick Henry, Crispus Attacks, Boston Tea Party, Paul Revere.
- • the battles of Lexington and Concord.
- • the goals of the Declaration of Independence and identify key figures.
- • the importance of Bunker Hill.
- • the major events of the Revolution.
- • Thomas Paine and his ideals written in his publication of “Common Sense,” and its impact on the beginning of the Revolutionary War.

Students Will Be Skilled At

Evidence/Performance Tasks

- • compare Jon Scieszka’s The True Story of the Three Little Pigs with original Three Little Pigs (any copy). Create two different illustrations representing each story. Ask: How does point of view change the story?
- • define life, liberty, and the pursuit of happiness. Create a poster (poem or song) reflecting the meaning of each to society and to you.
- • journal different viewpoints of war and begin with the prompt: I wonder if independence is

worth fighting for?

- • pretend to be a non-biased newspaper reporter and cover a major event (battle, Boston Tea Party, Boston Massacre) – focus on EQ4.
- • research ways that colonists began to govern themselves; act out & explain.

Learning Plan

- • Book talks.
- • Explore and analyze the point of view of political cartoons of time period.
- • Read and analyze Thomas Paine’s Common Sense and discuss the affect it had on society, its ideals, and the reason for its controversy. Write a news story or editorial for any of the above read. Interpret the primary source, The Declaration of Independence. Watch Unitedstreaming.com video on the Declaration, its goals, and key figures.
- • Read dialogue and identify whether it is a loyalist or a patriot.
- • Read newspaper articles. Cite and quote multiple perspectives of Boston Massacre. Use a Venn Diagram to compare and contrast different points of view. Listen to Patrick Henry speech and create T-chart.
- • Read poem on Paul Revere and visit www.paulreverehouse.org (compare and contrast poem with actual events).
- • Respond to literature through quick writes in readers’ writers’ notebook.
- • Time Machine: Travel back and log 3 – 4 events of this time period. Be sure to sight what you see, hear, (people – dialogue, landscape – sights).
- • Use a t-chart to identify differences between patriot and loyalist views regarding taxes.
- • Utilize research on Declaration of Independence to write a “How to Be” the Declaration of Independence – poem (from the Reviser’s Tool Box by Barry Lane) or for any event or figure of this period.

Materials

- • http://www.cvesd.k12.ca.us/finney/paulvm/h2_real.htmlSpeech of Patrick Henry
- • Or <http://www.earlyamerica.com/earlyamerica/milestones/commonsense/>
- • And Then What Happened Paul Revere by Jean Fritz
- • Any copy of The Three Little Pigs
- • Ben and Me by Robert Lawson
- • Can’t You Make Them Behave King George? By Jean Fritz
- • If You Lived At the Time of the American Revolution by Kay Moore
- • Jonny Tremain by Esther Forbes
- • Paul Revere, John Singleton Copley, c. 1768-1770, Oil on canvas, Museum of Fine Arts, Boston. Copley: Paul Revere, <http://www.artchive.com/artchive/C/copley/revere.jpg.html>
- • Reviser’s Tool Box by Barry Lane for different ways to present nonfiction writings
- • Sign of The Beaver by Elizabeth Speare
- • Sleds on Boston Common: A Story from the American Revolution by Louise Borden & Robert Andrew Parker
- • The Declaration of Independence by Kevin Cunningham

- • The Fighting Ground by Avi
- • The Paul Revere House, <http://www.paulreverehouse.org/ride/real.shtml>
- • The True Story of the Three Little Pigs by Jon Scieszka
- • Thomas Paine's Common Sense: <http://www.ushistory.org/paine/commonsense/>
- • Unitedstreaming.com for Declaration and the Idea's of Paine

Suggested Strategies for Modifications

- • Allow students choice of genre for written outcomes (poem, multi-genre presentation, technology such as Photo Story by Microsoft).
- • Break assignments down to aid in organization and focusing on task at hand.
- • Incorporate technology where applicable.
- • Pair lower-level students with a buddy.
- • Provide higher level student(s) with opportunity for enrichment (CHALLENGE BY CHOICE).
- • Refer to any special education students IEP/504 plans for modifications to be made to this lesson.