

Unit 3: The American Revolution: The War for Independence

Content Area: **Social Studies**
Course(s):
Time Period: **Trimester 2**
Length: **8 Weeks**
Status: **Published**

Brief Summary of Unit

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

Standards

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.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.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.

Transfer

Essential Questions

- • How did the American Revolution shape the politics, economics, social structure and geography of America as we know it today?
- • How does interpretation of different genres impact your opinion?
- • How does motivation affect perseverance?
- • How does war affect people differently?

- • What constitutes a great leader; are they made or born?

Essential Understandings

- • the roles of people in society change due to war.
- • new policies take effect as a desired result of war; these affect society both positively and negatively.
- • personal qualities affect leadership.
- • reading and interpreting historical fiction through peer conversations helps us clarify facts and recognize diverse viewpoints.
- • roles of European nations in the revolution had a major affect on the outcome of the war.
- • some strategies of American and British leaders/forces were strengths and weaknesses to each other.
- • there are personal and economic effects of the war.

Students Will Know

- • allies for each side.
- • major battles and campaigns of the Revolutionary War.
- • Patriot and British victories.
- • roles and strategies of Britain and colonial leaders and forces.
- • the characteristics of an effective leader.
- • the effects of the war on individuals, women, African Americans, and Native Americans.
- • the roles of diverse groups in the American Revolution.
- • the Treaty of Paris and its importance for Americans.

Students Will Be Skilled At

Evidence/Performance Tasks

- • draw coat of arms and use symbols to interpret facts of the Revolution; include brief description/explanation of each symbol.
- • imagine themselves camping with the soldiers at Valley Forge and write a speech to lift the soldiers' spirits.
- • research the life of a Native American, a slave, or a revolutionary woman to find out how their lives were impacted by the American Revolution; conduct an "interview" to determine the impact on his or her life.
- • show appropriate "Dear Abby" columns and notice and name the familiar characteristics of each. Use characteristics to write a "Dear Abby" letter from a patriot or loyalist asking for advice. Focus on the fight for independence and its worth. Switch letters with a partner and await their response.

- • take on the persona of a Patriot soldier. Write a thank you note to one of the leaders of the European nations. Make sure the note gives specific details on how the European nation helped the Patriot cause.
- • write a “How to” or “Recipe” poem for Washington and his effective leadership traits (see Barry Lane’s Reviser’s Tool Box).
- • write a letter home from the point of view of a British soldier. Make sure the letter includes a detailed account of the hardships and difficulties faced by one of these soldiers fighting away from home.

Learning Plan

- • Draw a map showing locations of 5 revolutionary war battles. Use symbols to show which side won. Write captions to explain the map.
- • Draw a medal of honor for one of the Patriot heroes. Be sure that the medal illustrates the hero’s contribution.
- • Listen and respond to “Schoolhouse Rock” songs or “Tunes that Teach” about important events – create lyrics of your own.
- • Utilize a T-chart to show characteristics of both Continental and British forces.
- • Watch Unitedstreaming.com video on battles of the American Revolution.

Materials

- • American Diaries: Mary Alice Peale by Kathleen Duey
- • American Revolution: 20 Fun, Web-Based Activities with Reproducible Graphic Organizers That Enable Kids to Research and Learn--On Their Own (Quick & Easy Activities for the One-Computer Classroom) (Paperback) by Katherine E. Wallis
- • Daniel at the Siege of Boston 1776 by Laurie Calkhoven
- • Founding Brothers : The Revolutionary Generation by Joseph J. Ellis
- • George Washington’s Socks by Elvira Woodruff
- • History Comes Alive Teaching Unit: The American Revolution by Jacqueline B. Glasthal
- • If You Lived At the Time of the American Revolution by Kay Moore
- • Jonny Tremain by Esther Forbes and Video by Disney
- • Learning About the American Revolutionary With Graphic Organizers (Graphic Organizers in Social Studies) (Library Binding) by Linda Wirkner
- • Patriots in Petticoats: Heroines of the American Revolution (Landmark Books)(Hardcover) by Shirley Raye Redmond
- • Sarah Bishop by Scott O’Dell
- • School House Rocks Video on .www.youtube.com
- • 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 Uncommon Soldier of the American Revolution: Women and Young People Who Fought for Independence by Eastern Acorn Press

- • Tunes that Teach By Ken Sheldon

Suggested Strategies for Modifications

- • Allow students choice of genre for written outcomes.
- • 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.