Unit 1: American Revolution

Content Area: **Social Studies**
Course(s):
Time Period: **Trimester 1**
Length: **13 Weeks**
Status: **Published**

Summary

In the fifth grade Social Studies course, students will study the development of our republican system. The course begins by examining the reasons for the American independence movement and the factors that ultimately led to its success. Students will then study how the founders developed the Constitution at the Philadelphia Convention and how this document serves as the law of the land. Students' study of our republic continues as they examine how the founders sought to develop a free market system and how our economic system has changed and developed over time. The course ends with an examination of our civic values today; students will complete a civic action project where they will identify, research, and propose a course of action to address an issue affecting their school, local, state, or national community.

Throughout the course, students will be presented with opportunities to practice and refine the following Social Studies skills:

- Comparison - Compare and contrast different events, cultures, geographic areas, ideas, values, and institutions
- Interpretation - Interpret information from a wide variety of primary, secondary, and tertiary sources, including but not limited to those listed here.
- Textual Analysis - Critically read various texts and identify text-based evidence
- Argumentation - Develop a claim and support it with evidence, both in writing and orally
- Causation - Evaluate the relationship between historical causes and effects and distinguish between long term and immediate effects

This unit is part of the larger aforementioned course sequence and specifically focuses on the American Revolution where students will understand that new ideas led to conflict that encouraged the American colonists to become an independent nation from Great Britain. By the end of this unit, students will be able to explain the causes of the American Revolution and how the benefits of winning independence, although significant, were not reaped equally in the new United States.

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students' post-secondary success. The skills and content of this unit and the curriculum as a whole encourage students to think critically about important issues, engage in the processes of problem solving, and develop civic competence as part of preparation for college, career, and/or civic life.

Revision Date: August 2021

Standards

6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).

6.1.5.CivicsPI.3: 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

6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.

6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.

6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.

6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives

6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.

6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights)

6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world

6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed

LA.RI.5.3 - [Progress Indicator] - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

LA.RI.5.4 - [Progress Indicator] - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

LA.RI.5.9 - [Progress Indicator] - Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

LA.W.5.2 - [Progress Indicator] - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

LA.W.5.7 - [Progress Indicator] - Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of of African-Americans to the growth and development of American society in a global context.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, equity, inclusion, tolerance, and belonging in connection with gender, race and ethnicity, and religious tolerance.

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate

for social and instructional purposes within the school setting.

- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Essential Questions and Enduring Understandings

Essential Questions:

- When and how is it acceptable to challenge authority structures?
- To what extent are the ideals the colonists fought for during the Revolution still evident in the fabric of our nation today?
- To what extent were the foundational principles of the Declaration of Independence applicable to all peoples living in America at the time?

Enduring Understandings:

- Social, economic, and political conflicts contribute to changes in political structures as exhibited during the American Revolution
- Both individuals and collective groups can work to change unfair political, social, and economic systems.

Objectives

Students will know:

- the causes and effects of events between the colonies and Great Britain.
- how key events created tensions between the colonists and Great Britain from 1754-1774.
- how major events led to the creation and approval of the Declaration of Independence.
- to what extent the history and lived experiences of others had an effect on the establishment of our country.

Students will be skilled at:

- identifying unfair and unjust policies in the colonies and how they affected access to power and privilege.
- comparing and contrasting the positions of Loyalists and Patriots and other prominent figures.
- examining and evaluating key passages from the Declaration of Independence in order to explain the historical significance and how it has affected our country's history.
- analyzing primary and secondary sources to explain how the Revolution affected various groups to different extents.
- comparing and contrasting the strengths and weaknesses of the American and British forces in the American Revolution respectively.

Learning Plan

The learning plan includes, but is not limited to:

- Throughout the unit: Compare and contrast primary sources (sources created by someone who saw or took part in the event described) and secondary sources (created by someone that did not see or take part in the event described - note: alternatively, include primary sources that may have been written at the time of the event or later). Gather a variety of sources to read critically as a class and assess accuracy and validity. Read closely to notice opinions within a primary source. Look for the author's point of view and discuss - introduce the concept of bias when assessing point of view Introduce the compelling question, " How might a frayed rope be a metaphor for the relationship between Great Britain and the colonies?" Share image (TCI) and discuss that overtime the threads in the rope began to "unravel" to the point of snapping.
- As an introductory lesson or "grabber", group students and have them brainstorm ideas to "plan a class party" by deciding details such as: date, start and end times, location, entertainment, food and drink, etc. Students should record and be prepared to share their group's ideas with the whole class. Supply students with new "PTA/School guidelines" regarding events and parties. Discuss how these new guidelines affect their plans and if they are justified or seem unfair. Utilize a survey to collect students' feelings of tension and unrest towards these new guidelines.
- Have a class discussion comparing how Great Britain is like a parent and how the colonies are like growing children who are trying to assert their independence.
- Introduce unit vocabulary: boycott, delegates, proclamation, protest, repeal, act, First Continental Congress, import, massacre, Parliament, taxation without representation. (Online vocabulary cards and support available on TCI) Encourage students to notice the words in their reading and utilize them in their own writing. Possible suggestions: use the Frayer Model Strategy to create pictures illustrating the meaning of each vocabulary word, assign students to create a skit or short speech that uses vocabulary words.
- Create an illustrative timeline of the events that contributed to tension between the colonies including: French and Indian War, Proclamation of 1763, Quartering Act, Stamp Act, Sugar Act, Boston Massacre, and Intolerable Acts.
- Analyze each event by providing a description of the event, how it affected the colonists, and their reaction. Students should know about the events that shifted how the colonists felt about Great Britain and the king. Utilize the "Un-rest-O-Meter" (TCI) as a hands on activity with groups as they dive deeper into understanding of each event.
- After learning about the causes of each event, link each past event with a corresponding current event (page 224 TCI student journal)
- Define key terms: neutral, Loyalist, Patriot, traitor, and independence. Use readings, online vocabulary activities, and other Tier 3 strategies to reinforce content related vocabulary.
- Compare and contrast a loyalist and a patriot. Divide students into loyalists and patriots groups. Assign each a colonial figure. Research their viewpoints and learn all about them to prepare for a debate regarding the following topics: occupation, action/impact, argument for or against independence. (Example of prominent figures: Benjamin Franklin, Crispus Attucks, Abigail Adams, King George III, etc.) 1. Prepare a debate answering the key question: Should the American colonies declare independence from Great Britain? -or- 2. Put yourself in the place of a colonist trying to relate the events leading up to and during the war. Write a letter to a friend or relative back in England. Try to help your friend or relative understand your point of view about the growing unrest.
- Investigate the viewpoints that British citizens living back in England had regarding the events happening in the colonies. Pretend you are writing an article in a newspaper in England. Write about the Boston Tea Party or the Boston Massacre from a British point of view.
- Conduct a simulation to help students understand the colonist feelings of "taxation without representation". Assign roles: King George, Members of Parliament, tax collector, and colonists. Have members of parliament decide on taxes to enforce on colonists and write a description of each tax. Parliament then decides on how many coins to tax each item. Create simple "tax" cards, for example, a pencil is worth "x" amount of tax, blue jeans is worth "x" amount of tax. Create "coins" or use bingo chips or pennies to give each "colonist." Use as many cards as it takes for students to begin to feel unfairly treated. A member of Parliament will announce to the colonists at random which items will be taxed each time. The tax collector will collect the tax in an envelope or "tax collection" box. Discuss how students felt about being taxed for simple, everyday items. Ask students to consider: how could the taxes forced upon you have been handled in a fairer manner?
- Explain the goals of the First Continental Congress. Watch "Liberty Kids 103: First Continental Congress in 1774 - United We Stand" for context
- Examine background information on King George (throughout unit). Utilize literature during read aloud to understand the decisions King George made during this time. Suggested title: *King George, What was his problem anyway?* by Steve Sheinkin
- Read excerpts of famous speeches on both sides of the debate. (Example: Patrick Henry, John Dickenson, etc.) Discuss some of their "shared ideas". Lift lines from speeches that are most "persuasive" in leading the colonists and leaders to be

in favor of the war.

- Optional exploratory/anticipatory activity (will connect in trimester three): Define public policy. Examine one public policy issue in the US. Have students begin to take a position on the issue. Example: Local level: Rahway River Pollution, State level: Beach pollution.
- Discuss the three goals of the Second Continental Congress: organize the colonies for war, select a leader, and the decision to declare independence against Great Britain.
- Introduce additional vocabulary: Declaration of Independence, militia, Minutemen, Second Continental Congress. (Online vocabulary cards and support available on TCI) Encourage students to notice the words in their reading and utilize them in their own writing. Possible suggestions: use the Frayer Model Strategy create pictures illustrating the meaning of each vocabulary word,, assign students to create a skit or short speech that uses vocabulary words,
- Analyze excerpts from Thomas Paine's *Common Sense* and consider why it was a successful reading amongst the colonists at that time.
- Read "Girl Hero of the American Revolution" from Scholastic Junior to consider how the American Revolution affected the lives of everyday people; complete corresponding activities.
- Read and summarize the first four parts of the Declaration of Independence: Introduction, Basic Principles, Grievances, and Formal Declaration of War.
- Illustrate the basic principles: Life, Liberty, and the Pursuit of Happiness with a slideshow of what that looked like then and now.
- Write a Breakup Letter: Instruct students to write a breakup letter to King George as a colonist and why they are separating themselves from England. Students should be expected to list grievances (complaints) and declarations of war if those are not satisfied.
- Watch: Schoolhouse Rocks Fireworks to reinforce the principles of the Declaration of Independence.
- Discuss inequalities in the Declaration of Independence using TCI's Social Studies Stories - Jefferson's Conflict: Ideas vs. Reality. Read to gather information on "Thomas Jefferson on Slavery" and organize in a T-chart classifying ways he opposed slavery versus ways he supported slavery.
- Introduce the term revolution. Pose question: How did a ragtag, untrained army succeed in winning a war against Great Britain, who had the largest navy in the world, and whose army was made up of full-time, skilled soldiers?
- Research and investigate the Continental Army and the British Army's strengths and weaknesses. Create a cartoon comparing and contrasting the advantages and disadvantages of both.
- Introduce additional vocabulary: enlist, mercenary, revolution, strategy, tactic, treaty, turning point, and volunteer (online vocabulary cards and support available on TCI). Encourage students to notice the words in their reading and utilize them in their own writing. For example, use the Frayer Model Strategy to create pictures illustrating the meaning of each vocabulary word -or- allow students to create a skit or short speech that uses vocabulary words.
- Design a map or timeline of the key turning point battles of the American Revolution and discuss the major players in winning the war (Lexington and Concord, Bunker Hill, New York, Trenton, Saratoga, Valley Forge, Yorktown) - this activity should show the progression of the war towards victory.
- Complete a RAFT (role-audience-format-topic) activity for one of the major battles - add multiple options for each component and allow students to present or share.
- Analyze different perspectives of the American Revolution:

    1. Complete a word web online (TCI) regarding women and their efforts during the American Revolution.
    2. Research one of the "Seven Black Heroes of the American Revolution" from History.com - create a commemorative postage stamp highlighting their contributions
    3. Analyze why many enslaved people joined the British forces (as the British promised to end the institution of slavery)
    4. Review the effects of colonization on Indigenous cultures - ask students to consider why Ingenious nations were apprehensive to join either side and what each side promised (and never delivered)

- Read excerpts from the primary sources (TCI): Letter to John Adams by Abigail Adams (July 30–31, 1777) and "Young Ladies in Town" (by an anonymous lyricist, Boston News Letter, 1769 in Songs and Ballads of the American Revolution with notes and illustrations by Frank Moore). Analyze both sources. Discuss how money played a major role on the battlefield as well as how it played a significant part in everyday colonial life.
- Culminating Project Option - You are a museum curator and have been tasked with choosing five artifacts to be included in a recent exhibit about the Revolutionary War. Choose five unique artifacts that will showcase multiple perspectives during the war. Then, write a short paragraph for each artifact that will serve as the text on the placard for visitors to learn more. This written narrative should outline why the artifact is significant and whose perspective it reflects. Make sure to include essential information about the artifact much like what is outlined in this sample. (Note: students can present their artifacts

on a poster board or in Google Slides presentation)

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, self and peer review, think-pair-share activities, creating visual representations film analysis, Socratic seminars, small group discussions, simulations, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative: Teacher observation during lessons, student responses during lessons, exit tickets, Social Studies notebook questions and answers, TCI Checks for Understanding

Summative: Social Studies notebooks, TCI Assessments: Tensions Grow Between the Colonies and Great Britain, To Declare Independence or Not, and The Declaration of Independence, teacher-created vocabulary assessments, Museum Curator culminating project

Alternative: Oral presentation with visual model, such as a Google slideshow, to demonstrate understanding of concepts; drawing models for vocabulary; curation projects

Benchmark: Please consult the Assessment Guide in the K-5 Drive for a list of Benchmark Assessments

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List

The following are approved resources that teachers can include to further unit related objectives:

TCI -

Unit 3: The American Revolution

Lesson 10 Tensions Grow Between the Colonies and Great Britain - reading and activities

Lesson 11 To Declare Independence or Not - reading and activities

Lesson 12 The Declaration of Independence - reading and activities

Lesson 13 The American Revolution - reading and activities

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Integrated Accommodations and Modifications

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Reading texts aloud for students for difficult concepts.
- Providing opportunities for text-to-speech for written responses.
- Use visual presentations of all materials to include graphic organizers for writing.
- Mark texts with a highlighter.