Grade 4: Unit 3 - An Independent Country

Content Area: **Social Studies**
Course(s): **Generic Course, Social Studies, Science, Social Studies 1**
Time Period: **Week**
Length: **8 Weeks**
Status: **Published**

Unit Overview

In this unit students will understand how our country and the state of New Jersey gained their independence. From the development of the 13 colonies to the Revolutionary War students will discover the reasons behind the fight for rights and freedom.

Transfer

- Apply various comprehension strategies to connect and make meaning with text
- Cite text evidence from the text to support meaning
- Make meaningful connections to personal experiences.
- Transfer vocabulary acquisition usage across content
- Use text features (maps, diagrams, headings, tabels, etc.) to interpret text

Meaning

Understandings

Students will demonstrate the following understandings:

- People can stand up for what they believe.
- People who share ideals can accomplish common goals.
- Political change can have cost and benefits for different groups.
- There are basic rights that all people share.

Essential Questions

Students will keep considering..

What is worth fighting for? How did the colonists stand up for their rights? What were the impacts of the Revolutionary War?

Application of Knowledge and Skill

Students will know...

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- Britain's parliament passed tax laws that angered the colonists.
- Fighting began between the colonies and Great Britain which divided the people.
- Thomas Jefferson wrote the Declaration of Independence, which said the colonies were independent from Great Britain.
- The Revolutionary War had begun between the Continental Army and Great Britain.
- The Treaty of Paris in 1783 ended the war and gave America its independence.
- The Articles of Confederation created the first national government.
- The Second Continental Congress met in 1787 to write the Constitution to create a stronger national government.
- In 1791, the Bill of Rights was added to the Constitution to protect people's rights.
- New technologies and inventions improved agriculture, communication, and transportation in New Jersey and the nation.
- New Jersey's population grew along with the development of cities and businesses.

Students will be skilled at...

Students will be skilled at...

- Analyzing images and maps
- Recognizing cause and effecr
- Making comparisons and drawing inferences
- Drawing inferences
- Sequence
- Summarize

Academic Vocabulary

- Parliament
- Revolution
- repeal
- boycott
- delegate
- militia
- minutemen
- Patriot
- Loyalist
- Independence
- Committee
- treason
- enlist
- retreat
- mercenary
- strategy
- geology
- turnpike
- canal
- census
- reform
- Continental Congress
- Declaration of Independence
- Bill of Rights
- Articles of Confederation

Learning Goal #1

Examine the events that led the colonists to protest British rule and fight for representation.

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.5	Describe how human interaction impacts the environment in New Jersey and the United States.
SOC.6.1.4.B.8	Compare ways people choose to use and distribute natural resources.
SOC.6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
SOC.6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
SOC.6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
SOC.6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.

SOC.6.1.4.D.9	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
SOC.6.1.4.D.10	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
SOC.6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
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.13	Describe how culture is expressed through and influenced by the behavior of people.
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.
TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.2.5	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Target 1

SWBAT identify and describe the significance of the Stamp Act and the Townshend Acts.

Target 2

SWBAT compare and contrast the Boston Tea Party and the New Jersey Tea Party.

Target 3

SWBAT explain the importance of the First Continental Congress and the rights demanded from the delegates.

Target 4

SWBAT identify how the creation of militias and the minutemen led to the start of the Revolutionary War.

Learning Goal #2

- Analyze the reasons given in the Declaration of Independence for fighting Great Britain in the American Revolution.

Target 1

SWBAT identify the reasons why the Declaration of Independence would lead to war and how it created our nation.

Learning Goal #3

- Determine the significance of New Jersey's role in the American Revolution.

Target 1

SWBAT list and describe the most important battles that served as a turning point for the Continental Army.

Target 2

SWBAT identify the strategies that George Washington used to help defeat the British in the Revolutionary War.

Target 3

SWBAT describe the ends that led to the end of the Revolutionary War and the importance of the Treaty of Paris.

Learning Goal # 4

Describe the importance of new plan for the government and the development of the Constitution.

Target 3

SWBAT explain how the Bill of Rights protects the people's rights and freedom.

Learning Goal #5

Evaluate the impact of how ideas, inventions, and transportation helped New Jersey develop and grow as a state.

Target 1

SWBAT identify the contributions of prominent New Jerseyans and their connection to the development of the state.

Target 2

SWBAT describe how transportation, science, and innovation have impacted the economy of New Jersey.

Summative Assessment

All assessments are differentiated and aligned to social studies standards and curriculum. Alternate assessments may include projects or presentations and/or a unit assessment/test.

Teacher made tests

COMMON SUMMATIVE ASSESSMENTS (TAKEN ON LINKIT!)

Proficiency Scale

Formative Assessment and Performance Opportunities

- academic games
- DBQ
- Directed Reading Activity
- discussion
- Do Now response
- Exit Ticket
- graphic organizer
- PBL
- peer assessment
- Presentation
- Primary and secondary source analysis
- Project
- questioning
- Quiz
- research project
- self assessment
- Socratic seminar
- student notebook
- Student Presentation
- Student Response Systems
- Teacher Observation
- Written response

21st Century Life and Careers

CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Accommodations and Modifications

Content Accomodation:

Ready, Set, Teach Podcast- Chapter 3: An Independent Country

Chapter 3 Leveled Readers:

Martin Luther King: A Brave Leader

Martin Luther King: Courageous Civil Rights Leader

Martin Luther King and the Struggle for Civil Rights

ELL Accomodation:

Pearson MyWorld Online Spanish Student Edition

- additional practice/remediation
- cross-curricular extension activities
- guided notes
- interactive games/websites

- leveled assignments

- leveled readings

- modified assessments

- student generated research projects

Unit Resources

Pearson MyWorld: New Jersey Digital Text

- Print Resources: My World Social Studies New Jersey (Pearson)
- Online websites such as but not limited to:
- Videos (online or DVD)
- Interactive Notebook
- Technology Resources Available: Digital Camera; Document Camera; Flash Drives; Flip Camera; Interactive White Board; Listening Centers; Scanners; Student Laptops; Student Response Systems
- Sources prevelant to the geography of Monroe Township)primary cource)

Digital Resources:

1. NJ Amistad Curriculum: Unit One - Social Studies Skills - http://www.njamistadcurriculum.net/history/unit/social-studies-skills

2. New Jersey Lessons - Listing of classroom lessons for K-12: http://civiced.rutgers.edu/njlessons.html

Interdisciplinary Connections

LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
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LA.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
4-ESS3-1.ESS3.A	Natural Resources