March Unit 3 The American Revolution

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

Unit Overview

Tensions Grow Between the Colonies and Great Britain

To Declare Independence or Not

The Declaration of Independence

The American Revolution

Enduring Understandings

Great Britain and its American colonies were bound together for 150 years. There were many threads woven together that made their connection strong: culture, religion, politics, and economics. Over time, however, the threads began to unravel—not all at once and not all at the same time. Eventually, the rope frayed to the point of snapping. How and why did this occur?

Essential Questions

What British actions angered the colonists in the 1700s?

What were the arguments for and against colonial independence from Great Britain?

What are the main ideas in the Declaration of Independence?

How did the colonists win the American Revolution?

Instructional Strategies & Learning Activities

Lesson 10 - Tensions Grow Between the Colonies and Great Britain

Essential Question: What British actions angered the colonists in the 1700s?

Vocabulary: act, boycott, delegates, First Continental Congress, import, massacre, Parliament, proclamation,

protest, repeal, taxation without representation

Preview: Plan a class party!

Activities:

Analyze the causes and effects of events that caused tension to grow between the colonies and Great Britain by using an "Unrest-O-Meter."

Activity Overview

1. With your group of three, prepare your Unrest-O-Meter and event cards.
2. Look at the image that represents a specific event.
3. Read the corresponding section in your journal and complete the Activity Notes.
4. With your group, discuss why the event caused tension between Great Britain and the colonists.
5. Place your penny on the Unrest-O-Meter where you agree it belongs.
6. Prepare one group member to explain where you placed your penny and why.
7. Follow through the slides
8. Lesson Game
9. take part in "The King's M&M's" simulation in order to better understand British tax laws, such as the Stamp Act, and its effects

Mat.: pgs. 34 – 36 (directions for activity), skittles, role and object cards, small paper cups/plastic spoons

follow directions on pgs. 34 – 36 and distribute materials to students and go through simulation

discuss then have student reflect on how did they feel throughout the simulation

10. Mat.: People Protest in Different Ways packet

Proc.: 1. Restate James Otis' quote "no taxation without representation" to review

2. hand out packets and on their own read packet and answer questions (may be homework)

11. Mat.: Loyalist/Patriot cards, event cards, directions for activity

Proc.: - 1. define patriot and loyalist (discuss nicknames – tories, lobsterbacks, revels

2. read event cards – students choose which side they would be on if they lived during this time period

3. discuss why they choose that side

Show What You Know
Analyze principal-and-student scenarios and compare them to events between the colonies and Great Britain that caused tension and unrest.

Lesson 11 - To Declare Independence or Not

Essential Question: What were the arguments for and against colonial independence from Great Britain?
Vocabulary: independence, Loyalists, neutral, Patriots, traitor
Preview: Learn about the occupations and opinions of six colonists and categorize them on a T-chart as either Patriots or Loyalists.
Activities:
Read pg. 233
Jigsaw pgs. 234-241 Have students present: their occupation, patriot, loyalist, or neutral - what is the evidence for choosing one of these, and 3 interesting facts
Show Causes of the Revolution DVD
Lesson Game
Show What You Know
Write a letter to a colonist with whom you disagree about independence. Support your position with valid arguments.

Lesson 12 - The Declaration of Independence

Essential Question: What are the main ideas in the Declaration of Independence

Vocabulary: Declaration of Independence, militia, Minutemen, Second Continental Congress

Preview: Click on an interactive parchment copy of the Declaration of Independence to learn about conservation efforts to protect this precious document**.**

Activities:

Examine six unique copies of the Declaration of Independence to discover how each affected history. Translate passages and answer questions for each primary source.

Activity Overview

1. Sit with your partner and read Sections 1–5.
2. Review the headings in your Activity Notes.
3. Pick any station to begin your investigation.
4. After you complete your work at each station, show it to your teacher before continuing to another station.

5. Have students create and present skits to explain key excerpts from the Declaration of Independence.

   Tell students they will create a skit to present the meaning of the excerpt they choose to the rest of the class. The skitswill help students process the difficult information. Pass out Student Handout B: Preparing Skits for the Declaration of Independence and review the directions. Encourage them to be creative in acting out their excerpts.

   Present to class

6. Lesson Game
7. Show Declaring Independence video

Show What You Know
List four things you would tell your family about the Declaration of Independence.
Lesson 13 - The American Revolution
Essential Question: How did the colonists win the American Revolution?
Vocabulary: enlist, mercenary, revolution, strategy, tactic, treaty, turning point, volunteer
Preview: Determine the strategies and skills of two competing teams.
Activities:
1. read introduction on pg. 260
2. with a partner - read pgs. 264&265 and make a T-Chart comparing/contrasting the two armies - share when finished
3. with a partner - read pgs. 266&267 and list 5 disadvantages and 5 advantages that both armies had.
4. read pgs. 268-270 together
5. with a partner - read Treaty of Paris pgs. 270&271 - write a description of the Treaty - share when finished
6. Read summary
7. Lesson game
8. Show The American Revolution video

Show What You Know
Design a historical marker to commemorate how the Continental army emerged victorious against the world's most formidable military force.

Integration of Career Readiness, Life Literacies and Key Skills

Students will experience real life simulations, where they will discuss, work as a group, and decide an action just as the early Americans did during the time leading to the Revolution.

9.2.5.CAP	Career Awareness and Planning
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.4.5.CT	Critical Thinking and Problem-solving
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.DC.1	Explain the need for and use of copyrights.
9.4.5.DC.2	Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

Technology and Design Integration

Students will learn about the events leading to the Revolution using the smartboard, and using the Brainpop website.

8.1.5.CS.3	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.

Interdisciplinary Connections

Students will bring in language arts skills to analyze texts.

LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.3	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	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.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LA.RI.5.9	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.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

Differentiation

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    -
        - Understand that gifted students, just like all students, come to school to learn and be challenged.
        - Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
        - Consider grouping gifted students together for at least part of the school day.
        - Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
        - Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
        - Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

        - **Definitions of Differentiation Components**:

            - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
            - Process – how the student will acquire the content information.
            - Product – how the student will demonstrate understanding of the content.
            - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

        Differentiation occurring in this unit:

    - **Differentiation occurring in this unit:**

- Use of different resources to match the readiness levels of the students when working on the activities in the daily lessons.
- Respond to students' needs for reteaching, reinforcing, and extending learning.
- Use of a variety of instructional strategies to engage students in learning.
- Question prompts to promote student engagement
- Use discussion to promote collaboration among students
- Adjust instruction based on formative tasks/assessments

Tiered worksheet for students needing assistance.

Enrichment opportunities to explore concepts further, such as finding additional examples of concepts covered in the unit, adding illustrations, etc.

Mixed ability grouping to assist students needing support.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP accommocations

See differentation above

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

Final assessment

Formative Assessments

- Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussion

See lesson plans above

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Final Asssessment

See above

Instructional Materials

Textbooks

teacher created materials

Simulations

Standards

6.1.5.CivicsHR.3	Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
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.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
6.1.5.GeoHE.2	Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
6.1.5.EconET.1	Identify positive and negative incentives that influence the decisions people make.
6.1.5.EconET.2	Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
6.1.5.EconEM.1	Explain why individuals and businesses specialize and trade.
6.1.5.EconEM.2	Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
6.1.5.EconEM.3	Describe how supply and demand influence price and output of products.
6.1.5.EconEM.5	Explain why individuals and societies trade, how trade functions, and the role of trade.
6.1.5.EconEM.6	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
6.1.5.EconGE.2	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
6.1.5.EconGE.3	Use economic data to explain how trade leads to increasing economic interdependence among nations.
6.1.5.EconGE.4	Compare and contrast how the availability of resources affects people across the world differently.
6.1.5.EconGE.5	Evaluate the economic impact of science and technology innovations on European exploration.
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.5	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
6.1.5.HistoryCC.10	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
6.1.5.HistoryCC.11	Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
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.14	Compare the practice of slavery and indentured servitude in Colonial labor systems.
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.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
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.
6.1.5.HistoryCA.1	Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.
6.3.5.CivicsPD.2	Use a variety of sources and data to identify the various perspectives and actions taken by

	individuals involving a current or historical community, state, or national issue.
6.3.5.CivicsPD.3	Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.