Unit 3-American Revolution and US Constitution

Content Area: **Social Studies**
Course(s): **Social Studies 4**
Time Period: **Marking Period 3**
Length: **Marking Period 3**
Status: **Published**

Essential Questions

- What events led to the American Revolution?
- What was NJ's role in the American Revolution?
- How did America's victory in the Revolution influence the way our government developed?
- What job does each branch of government have?

Big Ideas

- Rules and laws are developed to protect people's rights and the security and welfare of society.
- The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.

Cross-Curricular Integration

Integration Area: Math

4.MD.B : Represent and interpret data.

Activity:

Use a line graph and bar graph to interpret information about the American Revolution.

Social Justice

See Appendix C

Book 1: Going Places: Victor Hugo Green and His Glorious Book by Tonya Bolden (Black History Month)

Book 2: Speak Up, Molly Lou Melon by Patty Lovell and David Catrow (Say Something)

Book 1: Book Fiesta!: Celebrate Children's Day/Book Day (Read Across America)

Book 2: Elizabeth Started All the Trouble by Doreen Rappaport (Women's History)

Social Studies Skills

Chronological Thinking

- Students will place key historical events in order using a timeline and/or outline.

The following will be included: Events leading to the American Revolution, Battles of the American Revolution, Creation of the Constitution.

- Students will explain how the present is connected to the past in NJ.

Why is NJ known as the Crossroads of the Revolution? What evidence of NJś Revolutionary roots are still seen today? How is the organization of our government as outlined in the

Constitution evident in the organization of NJś current state government?

Critical Thinking

- Students will distinguish fact from fiction and identify key words that signal fiction in statements about the Revolutionary War Era. Students will create their own fact and fiction statements.
- Students will explain and identify the differences between primary and secondary sources of Revolutionary Era information/documents (journals, letters, photographs, encyclopedias, textbooks, interviews, quotes, etc.).

CSDT Technology Integration

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

Activity:

Have students complete an organizer where they research important information about one Revolutionary War Battle. Students will work in pairs to use their organizer to create a Google Slideshow about their battle. (Two students will have the same battle, and they can compare notes.) Students will present their slideshows to the class.

Enduring Understandings

6.1 U.S. History: America in the World by the End of Grade 5

Civics, Government, and Human Rights: Human and Civil Rights

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

Civics, Government, and Human Rights: Civics and Political Institutions

6.1.5.CivicsPI.5 [M]: Explain how government functions at the local, county, and state level.

6.1.5.CivicsPI.6 [M]: Distinguish the roles and responsibilities of the three branches of the national government.

6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.

History, Culture, and Perspectives: Continuity and Change

6.1.5.HistoryCC.1 [M]: 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.3 [M]: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.

Focus Areas

- Give reasons why NJ wanted independence from England, and actions they took to achieve that independence
- Summarize key events of the major battles fought in NJ.
- Examine important NJ figures involved in the War
- List the sequence of events from the First Constitutional Convention through the ratification of the Constitution
- Differentiate between the executive, legislative, and judicial branches of government.
- Discuss the role of Governor Livingston in forming NJ Govt.

Activities and Assessments

Read and record important facts about each NJ battle

Timeline (compacting)

Branches of government

Outlines

Close reading

Liberty's kids

Brainpop

Document Based Activity

6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries

DBQ Activity

What does the word fugitive mean?

Did all routes on the Underground Railroad go north?

Name two countries to which slaves escaped.

What was the name of a major NJ station on the Underground Railroad?

Was New Jersey always a free state?

For the complete DBQ Plan, please refer to MP3 chapter 4 DBQ PDF.