

### Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

### Unit 3/Module Overview

#### Compelling Question:

How might a frayed rope be a metaphor for the relationship between Great Britain and the colonies?

#### Storyline:

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?

#### Learning Targets:

What British actions angered the colonists and Great Britain? **(Lesson 10)**

What were the arguments for and against colonial independence from Great Britain? **(Lesson 11)**

What are the main ideas in the Declaration of Independence? **(Lesson 12)**

How did colonists win the American Revolution? **(Lesson 13)**

**Standards Covered in Current Unit/Module**

Related Standards and Learning Goals

- 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.
- 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.
- 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. Interactions of people and events throughout history have shaped the world we experience today.
- 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.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- 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.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- 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.12: Determine the roles of religious freedom and participatory government in various North American colonies.
- 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.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

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

6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.

Unit/Module Weekly Learning Activities and Pacing Guide

| Topic & # Days  | NJ Standards  | Critical Knowledge & Skills   | Possible Resources & Activities  |
|---|---|---|--|
| Lesson 10 - Tensions Grow Between the Colonies and Great Britain - 9 days | <ul style="list-style-type: none"> <li>See Above</li> </ul> | <p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>Analyze the causes and effects that caused tensions to grow between the colonies and Great Britain by using an "Unrest-O-Meter."</li> <li>Make connections between a class experience and the historical events in the colonies after the French and Indian War.</li> <li>Identify how key events created tensions between the colonists and Great Britain between 1754 and 1774.</li> <li>Analyze the character traits of King George III and predict how a different kind of king might have changed the history of the British colonies.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>Unrest-O-Meter: Measuring growing tensions between colonies and Great Britain (pg 209)</li> <li>Writing: School to historical event connections (pg 223)</li> </ul> <p><b>Summative Assessment(s):</b></p> <ul style="list-style-type: none"> <li><a href="#">Lesson 10 Test</a></li> </ul> <p><b>Content Specific Vocabulary:</b></p> <ul style="list-style-type: none"> <li>act, boycott, delegates, First Continental Congress, import, massacre, Parliament, proclamation, protest, repeal, taxation without representation</li> </ul> | <ul style="list-style-type: none"> <li>Texts <ul style="list-style-type: none"> <li>Student Journal</li> </ul> </li> <li>Materials <ul style="list-style-type: none"> <li>All teacher resources are available online</li> <li>Student workbooks also come in a digital format</li> <li>All materials for the hands-on activities are available on the on; one platform</li> <li>Teaching maps and photographs for each lesson are available under the map or media library tabs</li> <li>Articles about citizenship are available under the citizenship tab. These articles are great nonfiction texts for tech reading skills.</li> <li>Biographies about inspirational historical figures are available under the biography tab. These are a great way to incorporate genre instruction into the social studies block.</li> <li>Video components are available for some lessons.</li> <li>The online platform has review games as well as vocabulary activities for every unit.</li> </ul> </li> </ul> |

# Swedesboro-Woolwich School District's Social Studies Curriculum Guidance Document

## 5th Grade - TCI "Social Studies Alive - America's Past" Unit 3 - The American Revolution

|   |   |   |  |
|---|---|---|--|
| <p>Lesson 11 - To Declare Independence or Not - 11 days</p> | <ul style="list-style-type: none"> <li>• See Above</li> </ul> | <p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Prepare and present key Patriot or Loyalist arguments in a panel debate.</li> <li>• Identify the positions of Loyalists or Patriots and summarize the personal backgrounds of six prominent colonists.</li> <li>• Organize information about historical figures in a T-chart.</li> <li>• Create rallying cries to express the points of view of Patriots and Loyalists.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Panel Debate: Prepare arguments for or against independence (pg 229)</li> <li>• Writing: Short letter of disagreement (pg 242)</li> </ul> <p><b>Summative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 11 Test</a></li> </ul> <p><b>Content Specific Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• independence, Loyalists, neutral, Patriots, traitor</li> </ul> | <ul style="list-style-type: none"> <li>• Texts <ul style="list-style-type: none"> <li>○ Student Journal</li> </ul> </li> <li>• Materials <ul style="list-style-type: none"> <li>○ All teacher resources are available online</li> <li>○ Student workbooks also come in a digital format</li> <li>○ All materials for the hands-on activities are available on the on; one platform</li> <li>○ Teaching maps and photographs for each lesson are available under the map or media library tabs</li> <li>○ Articles about citizenship are available under the citizenship tab. These articles are great nonfiction texts for tech reading skills.</li> <li>○ Biographies about inspirational historical figures are available under the biography tab. These are a great way to incorporate genre instruction into the social studies block.</li> <li>○ Video components are available for some lessons.</li> <li>○ The online platform has review games as well as vocabulary activities for every unit.</li> </ul> </li> </ul> |
| <p>Lesson 12 - The Declaration of Independence - 7 days</p> | <ul style="list-style-type: none"> <li>• See Above</li> </ul> | <p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Identify the major events that led to the creation and approval of the Declaration of Independence.</li> <li>• Examine and paraphrase key passages from the Declaration of Independence.</li> <li>• Analyze six copies of the Declaration of Independence to explain the historical significance of each</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Hands-On Activity - Interpreting the Declaration of Independence (pg 247)</li> <li>• Writing - Write about 4 things you have learned to tell your family about this primary source (pg 257)</li> </ul> <p><b>Summative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 12 Test</a></li> </ul>  | <ul style="list-style-type: none"> <li>• Texts <ul style="list-style-type: none"> <li>○ Student Journal</li> </ul> </li> <li>• Materials <ul style="list-style-type: none"> <li>○ All teacher resources are available online</li> <li>○ Student workbooks also come in a digital format</li> <li>○ All materials for the hands-on activities are available on the on; one platform</li> <li>○ Teaching maps and photographs for each lesson are available under the map or media library tabs</li> <li>○ Articles about citizenship are available under the citizenship tab. These articles are great nonfiction texts for tech reading skills.</li> <li>○ Biographies about inspirational historical</li> </ul> </li> </ul>   |

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|--|---|--|--|
|  |   | <b>Content Specific Vocabulary:</b> <ul style="list-style-type: none"> <li>Declaration of Independence, Founding Fathers, militia, Minuteman, Second Continental Congress</li> </ul>   | <p>figures are available under the biography tab. These are a great way to incorporate genre instruction into the social studies block.</p> <ul style="list-style-type: none"> <li>Video components are available for some lessons.</li> <li>The online platform has review games as well as vocabulary activities for every unit.</li> </ul>  |
| Lesson 13 - The American Revolution - 9 days | <ul style="list-style-type: none"> <li>See Above</li> </ul> | <b>Obj. We are learning to:</b> <ul style="list-style-type: none"> <li>Make connections between a tug-of-war game and the events of the American Revolution.</li> <li>Identify the strengths and weaknesses of the American and British forces in the American Revolution.</li> </ul> <b>Suggested Formative Assessment(s):</b> <ul style="list-style-type: none"> <li>Hands-On Activity - Tug of War (pg 263)</li> <li>Writing - Create a Historical Marker: presentations (pg 273-274)</li> </ul> <b>Summative Assessment(s):</b> <ul style="list-style-type: none"> <li><a href="#">Lesson 13 Test</a></li> </ul> <b>Content Specific Vocabulary:</b> <ul style="list-style-type: none"> <li>enlist, mercenary, revolution, strategy, tactic, treaty, turning point, volunteer</li> </ul> | <ul style="list-style-type: none"> <li>Texts <ul style="list-style-type: none"> <li>Student Journal</li> </ul> </li> <li>Materials <ul style="list-style-type: none"> <li>All teacher resources are available online</li> <li>Student workbooks also come in a digital format</li> <li>All materials for the hands-on activities are available on the on; one platform</li> <li>Teaching maps and photographs for each lesson are available under the map or media library tabs</li> <li>Articles about citizenship are available under the citizenship tab. These articles are great nonfiction texts for tech reading skills.</li> <li>Biographies about inspirational historical figures are available under the biography tab. These are a great way to incorporate genre instruction into the social studies block.</li> <li>Video components are available for some lessons.</li> <li>The online platform has review games as well as vocabulary activities for every unit.</li> </ul> </li> </ul> |

[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)