

TCI Unit 3: The American Revolution

Content Area: **Social Studies**
Course(s): **Social Studies 5**
Time Period: **February**
Length: **Trimester 2**
Status: **Published**

Unit 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?

Priority Standards

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.

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| SOC.6.1.5.CivicsDP.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). |
| SOC.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. |
| SOC.6.1.5.EconET.1 | Identify positive and negative incentives that influence the decisions people make. |
| SOC.6.1.5.GeoPP.6 | Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. |
| SOC.6.1.5.HistoryUP.5 | Compare and contrast historians' interpretations of important historical ideas, resources and events. |
| SOC.6.1.5.HistoryUP.6 | Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. |

Learning Targets

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 colonists win the American Revolution?

Essential Questions

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

Learning Plan (Skills and Activities)

| Pacing Guide | Unit / Compelling Question | Lessons | Total Sections | Learning Targets | Hands On Activities/Materials | Ways to Incorporate Reading and Writing Standards into this Unit |
|----------------------------|----------------------------|--|----------------|---|--|--|
| 3. The American Revolution | | 10. Tensions Grow Between the Colonies and Great Britain | 9 | What British actions angered the colonists in the 1700s? | <ul style="list-style-type: none"> - Unrest- O-Meter: Measuring growing tension between colonies and Great Britain (page 209) - School to historical events connections (page 223) - Panel Debate: prepare arguments for or against independence (page 229) | Class Debate: W 5.1 - Persuasive Writing and speaking |
| | | 11. To Declare Independence or Not | 11 | What were the arguments for and against colonial independence from Great Britain? | <ul style="list-style-type: none"> - Short letter of disagreement (page 242) | |
| | | 12. The Declaration of Independence | 7 | What are the main ideas in the Declaration of Independence? | <ul style="list-style-type: none"> - Interpreting the Declaration of Independence: primary sources (page 247) | W 5.2 - Informative Writing: Four things you have learned about this primary source? |
| | | 13. The American Revolution | 9 | How did colonists win the American | <ul style="list-style-type: none"> - Tug-of-War: Connecting tug-of-war to the Revolutionary War (page | |

- Creating a Historical marker: drawing and short description of event/person (great opportunity to present/display)

Priority standards

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.

Materials and Resources

- All teacher resources are available online
- Student workbooks also come in a digital format
- All materials for the hands-on activities are available on the on; one platform
- Teaching maps and photographs for each lesson are available under the map or media library tabs
- Articles about citizenship are available under the citizenship tab. These articles are great nonfiction texts for tech reading skills.
- 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.
- Video components are available for some lessons.
- The online platform has review games as well as vocabulary activities for every unit.

Unit Assessments

1. Unit Online Assessment
2. A culminating project about the state of New Jersey (this can be a report or presentation).
3. Each Unit includes an inquiry project that can be used as an assessment grade.
4. The Units' hand-on activities and writing extension activities can also be used as assessment grades
5. Exit tickets
6. Our curriculum comes with online games and vocabulary activities

Career Readiness, Life Literacies, & Key Skills

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| TECH.9.4.5.CI.2 | Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7). |
| TECH.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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a). |
| TECH.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). |
| TECH.9.4.5.GCA.1 | Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). |
| TECH.9.4.5.IML.6 | Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5). |
| TECH.9.4.5.IML.7 | Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5). |

21st Century Life and Career Ready Practices

WRJ,9.25.CAP.4 Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

WRK.9.2.8.CAP.16 Research different ways workers/employees improve their earning power through education and the acquisition of new knowledge and skills

WRK.K.-12. P.3 Consider the environmental, social and economic impacts of decisions.

WRK.K-12. P.4 Demonstrate creativity and innovation

WRK.K-12 P.5 Utilize critical thinking to make sense of problems and persevere in solving them.

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| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP7 | Employ valid and reliable research strategies. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |

Cross Curricular Connections

Comprehension and Collaboration: CC.5.SL.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Comprehension and Collaboration: CC.5.SL.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.

- **Language Arts**

- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a subject area. (reading)
- Draw on information from print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (reading)

- **Social Justice / Social Emotional Learning**

- Recognize physical and cultural traits of their local area and of the United States.
- Communicate clearly and effectively.

Strategies for Intervention (At Risk, Special Education, 504, ELL)

- Chunk larger assignments into more manageable parts
- "Give One, Get One"
- "Perfect 10"
- "Scavenger Hunt"
- "Tic Tac Toe"
- Allow oral responses
- Allow students to work cooperatively
- Audio supports
- Extend pacing of lessons
- Group or Partner work with models
- Interactive notebooks
- Provide copy of class notes as needed
- Provide graphic organizers
- Provide study guides as needed
- Provide word bank for vocabulary assessments
- Reteach, reword assignments
- Small group instruction/Centers
- Use of Google Translate or dictionary in native language
- Utilize visual aids such as pictures, timelines, artifacts, etc

Strategies for Enrichment (G & T)

- Educational Games
- Level Up Challenges
- Peer Model
- Project Based Learning Assignments
- Small Group Instruction
- Use of A.I. platforms such as Chat GPT or Magic School to create boards
- Use of Canva to create digital media for projects
- Use of mini projects focused on topic at hand
- Use of multi-sensory activities