

**UNIT 5—5<sup>th</sup> Grade Social Studies**  
**American Revolution**

<b>Title:</b> The American Revolution: A New Nation <b>Subject/Course:</b> Social Studies <b>Length:</b> 5-6 weeks	
<b>Topic:</b> The American Revolution <b>Grade:</b> 5 <b>Designer:</b> Finch/Johnston	
<b>UNIT GOALS AND EXPECTATIONS</b>	
<b>IMPORTANT CONCEPTS:</b> Many individuals played important roles in shaping events of the American Revolution Many problems and successes were endured for our new nation. Many changes occurred during the early development of Arkansas.	<b>ESSENTIAL QUESTIONS:</b> What roles did key individuals play in the Revolutionary War? What were some of the key events that occurred during the Revolutionary War period? How did cultural and economical issues influence the American Revolution?
<b>STUDENT LEARNING EXPECTATIONS:</b> G1.5.7 Recognize the various types of maps used by geographers. G2.4.1 Describe customs, celebrations, and traditions of selected racial, ethnic, and religious groups in Arkansas and the United States. G2.5.2 Understand the contributions of people of various racial, ethnic, and religious groups in Arkansas and the United States G3.5.1 Recognize factors that influence migration G3.5.2 Define push-pull factors C.5.5.1 Identify the founding documents that helped to establish laws for the United States (e.g. Mayflower Compact, Declaration of Independence, United States Constitution) C5.5.2 Identify the purpose of the Declaration of Independence C5.5.3 Identify the significance of important individuals in establishing the government of the United States. C5.5.4 Identify the significance of the Articles of Confederation C5.5.5 Discuss how the ineffectiveness of the Articles of Confederation led to the creation of the United States Constitution. C5.5.7 Identify significant examples of patriotic music from various periods of United States history. H6.5.14 Identify the contributions of significant people leading to the American Revolution: King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, Thomas Paine	H6.5.15 Explain the political viewpoints of Patriots and Loyalists during the Revolutionary period. H6.5.16 Identify the importance of key battles of the Revolutionary War: Lexington and Concord, Bunker Hill, Saratoga, Yorktown. H6.5.17 Explain the role of the following events in the development of the US: Shay's Rebellion, Constitutional Convention, creation of political parties H6.5.22 Explain the religious, political, and economic reasons for movement of people and goods from Europe to the Americas, Columbian Exchange, Triangular Trade H6.5.30 Evaluate contributions of women during the Revolutionary period. E7.5.5 Identify why federal, state, and local governments have to make choices because of limited resources E9.5.1 Describe the characteristics of money: portability, divisibility, durability, uniformity E9.5.3 Identify methods people use to save and spend money E9.5.5 Identify the meaning of economic inflation E9.5.9 Identify various types of currency in the global economy E 9.5.11 Identify methods used to reduce or eliminate competition (e.g. trademarks, patents, copyrights, natural monopolies, government licenses)
<b>SPECIFIC DECLARATIVE KNOWLEDGE</b> Recall essential information Define "freedom" and have a clear understanding of what it means. Identify important people during the American Revolution time period Identify/examine maps and locations of wars Locate the 13 colonies Interpret cause/effect relationships in historical events Understand why the 13 colonies began to unite before the Revolutionary War.	<b>SPECIFIC PROCEDURAL KNOWLEDGE</b> Brainstorming Recording responses Study a timeline Use previewing skills Review a variety of maps Generate questions/class discussions Categorize information using graphic organizers/maps Define vocabulary terms Identify cause/effect Write in response to reading "Paul Revere's Ride"

<p>Distinguish fact from fiction in a historical poem</p> <p>How to use certain Study Skills and connect ideas</p> <p>Preview each chapter</p> <p>Assess Prior Knowledge of topics being discussed</p> <p>Identify and describe specific groups of people/persons</p> <p>Lead students to understand how maps use different colors, symbols to convey information about different things (example pg. 297)</p> <p>Identify map/globe skills</p> <p>Identify key concepts of each lesson</p> <p>Understand Points-of-view (pg. 316-317)</p> <p>Understand the people and events associated with the Declaration of Independence.</p> <p>Identify economic hardships (pg. 340-341)</p> <p>Interpret parallel time lines</p> <p>Identify battles, campaigns, and turning points of the Revolution.</p> <p>Understand hardships of the soldiers</p>	<p>Use a map to understand the actual sequence and location of events (pg. 284-285)</p> <p>Analyze events to make connections</p> <p>Organize information in a word web</p> <p>Work in pairs to identify the cause/effects of various topics</p> <p>Write short summaries</p> <p>Compare historical maps (pg. 300-301)</p> <p>Create lists (teacher manual pg. 306)</p> <p>Use blank event cards to add events to a time line (pg 313)</p> <p>Trace a variety of routes on a map</p> <p>Determine the four parts of the Declaration of Independence.</p> <p>Analyze paintings</p> <p>Write a conversation between a Patriot and a Loyalist</p> <p>Complete a variety of short writing assignments at the end of every lesson review.</p>
---	--

**UNIT ASSESSMENTS**  
(Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)

Students will work "ongoing" throughout the unit on creating a colonial newspaper. They will need to consider turning point battles, leaders, and contributions of other countries to explain how the colonist won their freedom. (pg 281N-281O) Project guidelines, page 89 of the assessment program. Scoring rubric pg. 281-TM.

Complete a unit assessment test covering both chapters that are reviewed during this unit.

DBQ-Document-Based Question-Answers pg 354-355

<p><b>Traditional Assessments:</b></p> <p>Lesson Reviews/comprehension questions/writing assignments</p> <p>Chapter Tests</p> <p>Unit Tests</p> <p>Writing Assignments</p>	<p><b>Other Evidence of Learning:</b></p> <p>Daily mini-lessons                      Class Discussions</p> <p>Cause/Effect charts                      Homework</p> <p>assignments</p> <p>Graphic Organizers</p> <p>Maps</p> <p>Time lines</p> <p>Vocabulary Quizzes</p>
--	--

ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p><b><u>American Revolution</u></b></p> <p><b>Chapter 8-"The Colonies Unite"</b></p> <ul style="list-style-type: none"> <li>• <b>Introduce the Chapter</b> <ul style="list-style-type: none"> <li>➤ <b>Study skills</b></li> <li>➤ <b>Connect ideas</b></li> <li>➤ <b>Assess prior knowledge</b></li> </ul> </li> </ul>	<p><u>The United States:</u> <u>Making a New Nation,</u> Harcourt</p> <p>Leveled Readers: <u>The Struggle for</u></p>

<ul style="list-style-type: none"> <li>➤ Discuss the time line</li> <li>➤ Preview the people</li> <li>➤ Preview the maps and places</li> <li>➤ Review cause/effect</li> <li>➤ Read “Paul Revere’s Ride”</li> <li>• Lesson 1 <ul style="list-style-type: none"> <li>➤ Preview vocabulary</li> <li>➤ Read the lesson</li> <li>➤ Answer lesson review questions 1-6</li> <li>➤ ACTIVITY-Write a Newspaper Story</li> <li>➤ Compare historical maps</li> </ul> </li> <li>• Lesson 2 <ul style="list-style-type: none"> <li>➤ Preview vocabulary</li> <li>➤ Read the lesson</li> <li>➤ Identify cause/effect throughout the reading</li> <li>➤ Complete a “Stamp Act” cartoon</li> <li>➤ Possibly create a piece of artwork aimed at persuading others to protest the Stamp Act (teachers manual pg. 305)</li> <li>➤ Analyze point of view (pg 306)</li> <li>➤ Review questions 1-6</li> <li>➤ Biography of Patrick Henry</li> </ul> </li> <li>• Lesson 3 <ul style="list-style-type: none"> <li>➤ Preview vocabulary</li> <li>➤ Read the lesson</li> <li>➤ Model to students how to turn headings into questions (pg 311)</li> <li>➤ Review questions 1-6</li> <li>➤ Write a poem</li> <li>➤ Score poems using a rubric</li> <li>➤ Points of View-Who Should Govern the Colonies?</li> </ul> </li> <li>• Lesson 4 <ul style="list-style-type: none"> <li>➤ Preview vocabulary</li> <li>➤ Read the lesson</li> <li>➤ Writing assignment-Imagine they are a colonial soldier. (teacher manual pg 321)</li> <li>➤ Review questions</li> <li>➤ Biography of Phyllis Wheatley</li> </ul> </li> <li>• Lesson 5 <ul style="list-style-type: none"> <li>➤ Preview vocabulary</li> <li>➤ Introduce primary source-“The Declaration of Independence”</li> <li>➤ Discuss 4<sup>th</sup> of July for background knowledge</li> <li>➤ Open discussion of how Independence Day is celebrated in our community</li> <li>➤ Write a Persuasive letter</li> <li>➤ Review Questions</li> <li>➤ Identify multiple cause/effects of the Revolution</li> <li>➤ Vocabulary Quiz</li> </ul> </li> </ul> <p>Chapter Review Chapter Test</p> <p><u>The Revolutionary War</u> Chapter 9</p> <ul style="list-style-type: none"> <li>• Introduce the Chapter <ul style="list-style-type: none"> <li>➤ Organize Information using a graphic organizer</li> <li>➤ Preview vocabulary</li> <li>➤ Build background knowledge</li> <li>➤ Assess Prior knowledge</li> </ul> </li> </ul>	<p><u>Independence, Valley Forge, Spying in the American Revolution</u></p> <p>Jean Fritz series of biographies</p> <p><u>The Many Rides of Paul Revere</u>, James Cross Giblin</p>
--	---

<ul style="list-style-type: none"> <li>• Lesson 1 <ul style="list-style-type: none"> <li>➤ Preview vocabulary</li> <li>➤ Look at images and discuss what they reflect about the hardships</li> <li>➤ Have students identify some cause/effects of economic hardships</li> <li>➤ Review Questions</li> <li>➤ Read the summary and restate the lesson's key content</li> <li>➤ Write a conversation between a Patriot and a Loyalist and share with class</li> <li>➤ Read parallel time lines</li> </ul> </li> <li>• Lesson 2 <ul style="list-style-type: none"> <li>➤ Preview vocabulary</li> <li>➤ Compare/contrast the British Army with the Continental Army using a Venn diagram.</li> <li>➤ Have students work in pairs to answer several questions that will be brought up during class discussion.</li> <li>➤ Review questions</li> <li>➤ The students will imagine that they are camped with the soldiers camped at Valley Forge and write a speech to lift the soldiers' spirits.</li> <li>➤ Biography-Bernardo de Galvez</li> <li>➤ Life on the Battlefield-DBQ(Document-Based Questions-Answers. Give background, study the primary sources and answer the questions.</li> </ul> </li> <li>• Lesson 3 <ul style="list-style-type: none"> <li>➤ Preview vocabulary</li> <li>➤ Link history and culture (TM 357)</li> <li>➤ Preview the major battles of the American Revolution-map pg. 358</li> <li>➤ Review Questions</li> <li>➤ Draw a medal of honor</li> <li>➤ Review cause/effect</li> <li>➤ Critical thinking skills-"Tell Fact from Fiction"</li> </ul> </li> <li>• Lesson 4 <ul style="list-style-type: none"> <li>➤ Preview vocabulary</li> <li>➤ Review the "Quick Summary" with students</li> <li>➤ Build background knowledge by asking students to recall some major ideas in the Declaration of Independence.</li> <li>➤ Look at picture on pg. 366, have students tell why people may have considered obtaining land in the west.</li> <li>➤ Review cause/effect-Focus Skills transparency 4 (pg 366)</li> <li>➤ Review questions</li> <li>➤ Write a news article</li> <li>➤ Summarize the chapter (review time line, vocabulary, facts and main ideas, critical thinking, and skills)</li> </ul> </li> </ul> <p>Chapter Review Chapter Test</p> <p><b>UNIT TEST</b></p>	
<p style="text-align: center;"><b>Career Connections</b></p> <p>Historians, Biography writers, film makers of American Revolution films, costume designers for those films.</p>	