


Fifth Grade Social Studies Curriculum Bundle #4

Title		Suggested Dates
The Events Leading to the Revolutionary War, part 1 of 3		October 26 – November 13, 2009 (14 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> • Decisions made without all of the stakeholders’ voices can create conflict. • Speaking up for what is fair and just is sometimes necessary for change to occur. 	<ul style="list-style-type: none"> • How can keeping a part of the population from the decision making process affect the community as a whole? • When is it appropriate to speak out against an established rule/norm?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (See note above)
<p>5.25 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to: 5.25C organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;</p> <p>5.25 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to: 5.25F use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p>	<p style="color: red;">Students need to create as well as interpret existing visuals including</p> <ul style="list-style-type: none"> • graphs • charts • timelines • maps <p style="color: red;">TEACHER NOTE: The TEKS 5.25C and F integrate automatically. But it might be helpful to explicitly show the students these “real world” math applications.</p> <p style="color: red;">Examples: Use the scale of a map to measure how many miles of railroad were built during a specific time period.</p>	<p>5th Grade Social Studies Horizons Text Book Pages 268 – French and Indian War 280 – Sugar Act 281 – Stamp Act 284 – Boston Massacre 288 – Boston Tea Party 289 – Intolerable Acts 291-292 – Battles of Lexington and Concord</p> <p>Websites “One if By Land” Lesson Plan</p> <p>A Declaration of Independence review game online</p>
<p>5.25 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to: 5.25B analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making</p>	<p style="color: red;">Analyzing skills include:</p> <ul style="list-style-type: none"> • Sequencing • Categorizing • identifying cause-and-effect • Comparing and contrasting 	<p>Focus on the Boston Massacre A Perspective Lesson on the Boston Massacre</p> <p>Franklin’s Biography Library of Congress Benjamin Franklin’s “Join or Die” the first political Cartoon (there are two links, the first is a bigger picture, the second is more information)</p>

Fifth Grade Social Studies Curriculum Bundle #4

<p>generalizations and predictions, and drawing inferences and conclusions;</p>	<ul style="list-style-type: none"> • Finding the main idea • Summarizing • Making generalizations and predictions • Drawing inferences and conclusions 	<p>Biographies Thomas Jefferson Thomas Jefferson in Spanish</p>
<p>5.26 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>5.26A use social studies terminology correctly;</p>	<p>Assurance Words to be taught in-depth during this bundle include:</p> <ul style="list-style-type: none"> • Revolutionary • American Revolution <p>Frequency: Students should always use terminology correctly, in writing, speaking, projects, etc.</p> <p>Mastery: When students actively use them in all social studies activities without being prompted.</p> <p>Examples: When students are able to correctly name a source as either primary or secondary.</p>	<p>George Washington George Washington in Spanish</p> <p>General TEKS Biographies</p> <p>Maps French, Spanish and English Settlements in 1776 French and Indian War Revolutionary War (north and west) Revolutionary War (south)</p> <p>Videos (Be sure to login once you get to the BrainPop site!)</p>
<p>5.27 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p> <p>5.27A use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and</p> <p>5.27B use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>	<p>Decision-Making:</p> <ul style="list-style-type: none"> • Identify a situation that requires a decision • Gather information • Identify options • Predict consequences • Take action to implement a decision <p>Problem-Solving:</p> <ul style="list-style-type: none"> • Identify a problem • Gather information • List and consider options • Consider advantages and disadvantages • Choose and implement a solution • Evaluate the effectiveness of the solution <p>TEACHER NOTE: We recommend that you teach 5.27A and B together by using a WebQuest. You may do a Webquest with the entire class or break the students into smaller groups. WebQuests thoroughly teach 5.27A and</p>	<p>American Revolution at BrainPop Declaration of Independence at BrainPop Causes of the Revolution at BrainPop George Washington at BrainPop Ben Franklin at BrainPop</p> <p>On United Streaming, search for</p> <ul style="list-style-type: none"> • “TLC Elementary School: We the People: A History of US” • Show “From Colonies to Nation” clip – 5:20 • “The Declaration of Independence” clip – 4:49 • “American Heroes and Heroines: George Washington” • “America at its best: The American Revolution” • Show “America is a Democracy: A Brief

Fifth Grade Social Studies Curriculum Bundle #4

	<p>B.</p> <p>Other possibilities for teaching include scenario projects for students: If you lived in (____ time period) and (____ event) was occurring, what would change for you if you were a (____ job / person) how would your life be different, what choices or actions would you take in this situation. Given a set scenario, students can research and identify what actions they would take, change or do.</p> <p>Example: Loyalist vs. Patriot</p>	<p>History of the US” clip – 4:12</p> <ul style="list-style-type: none"> • “Founding our Federal Government” - • show relevant clips on Jefferson / Washington • Johnny Tremain – Classic Disney • PBS series – Liberty! The American Revolution – use short clips • The History Channel Presents the American Revolution – use short clips • School House Rock <ul style="list-style-type: none"> • The Shot Heard Round the World • Fireworks • Declaration of Independence • No more Kings • Events leading to Declaration
<p>5.2 History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:</p> <p>5.2A identify the contributions of significant individuals during the revolutionary period, including Thomas Jefferson and George Washington;</p>	<p>Including:</p> <ul style="list-style-type: none"> • Jefferson: founding father and principal author of Declaration of Independence. Early and effective leader in the American Revolution. Delegate to Continental Congress, vice president of the United States and two-term president of the United States. Louisiana Purchase (1803) • Washington: first president of the United States, ”Father of Our Country,” commander-in-chief of Continental Army during American Revolution, chairman of the Constitutional Convention, surveyor, planter, soldier, Federalist <p>Such As:</p> <ul style="list-style-type: none"> • Patrick Henry: House of Burgesses, “Give me Liberty or give me Death!” • Samuel Adams: founder of the Sons of Liberty, organized Boston Tea Party • Mercy Otis Warren: Daughters of Liberty, poet/playwright who led boycott of Townshend Acts • Crispus Attucks: former slave, killed at Boston Massacre • Abigail Adams: “Remember the Women!” • Benjamin Franklin: was a member of the committee which wrote the Declaration of Independence, but spent most of the period of the American Revolution in France. He negotiated the alliance with France and then the Treaty of Paris which ended the war. • Thomas Paine: Wrote Common Sense. • General Bernardo de Galvez—Spanish governor of Louisiana who greatly contributed to the winning of the 	<p>Primary Source Documents</p> <p>Patrick Henry – “Give me liberty, or give me death”</p> <p>Virginia Declaration of Rights</p> <p>Declaration of Independence</p> <p>Paris Peace Treaty</p> <p>Stamp Act Colonial Resolutions to Parliament</p> <p>Primary Source Documents-Based Questions (DBQ) lessons Causes of the Revolution with Teacher Guide</p> <p>Literature</p> <ul style="list-style-type: none"> • The Liberty Tree by Lucille Recht Penner • The Midnight Ride by Amy Ostenson • Heroes of the Revolution by David Adler • George vs. George by Rosalyn Schanzer • Redcoats and Petticoats by Katherine Kirkpatrick • If You Lived at the Time of the American Revolution by Kay Moore • The Fighting Ground by Avi • Johnny Tremain by Esther Forbes • A History of US, Book 3: From Colonies to Country by Joy Hakim

Fifth Grade Social Studies Curriculum Bundle #4

	<p style="color: red;">American Revolution.</p> <ul style="list-style-type: none"> • Salem Poor (c. 1748–1802) was an African American soldier who fought with distinction at the Battle of Bunker Hill. Born into slavery in Andover, Massachusetts, Poor managed to purchase his freedom in 1769 for 27£. Poor soon married a free African American woman named Nancy. In 1775, he enlisted in the militia, serving under Captain Benjamin Ames in Colonel James Fryes' regiment, opposing the British troops stationed in Boston. Poor is best remembered today for his actions during the Battle of Bunker Hill on June 17, 1775, where he is credited with mortally wounding British Lieutenant Colonel James Abercrombie. <p style="color: red;">Teacher Note: The people should be taught as they fit into the historical context, this TEK is in both bundles 4 and 5.</p>	<ul style="list-style-type: none"> • The Secret Soldier: The story of Deborah Sampson by Ann McGovern • George Washington by Cheryl Harness • American Revolution 1700-1800 by Joy Masoff • American Revolution Dorling Kindersley Eyewitness Books • Phoebe the Spy • My Brother Sam is Dead • Year of the Hangman by Gary Blackwood • A Break with Charity by Ann Rinaldi • A Ride into Morning: the Story of Tempe Wickes by Ann Rinaldi • 15th of March: The Boston Massacre by Ann Rinaldi
<p>5.2 History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:</p> <p>5.2B analyze the causes and effects of events prior to and during the American Revolution including the Boston Massacre, Boston Tea Party, Battles of Lexington and Concord, Treaty of Paris 1783;</p>	<p style="color: red;">Teacher Note: Taught in bundles 4 and 5. Bundle 4 is planned to be the events prior to the war and bundle 5 is planned to be the events during the war.</p> <p style="color: red;">Including:</p> <ul style="list-style-type: none"> • 1768: Boston Massacre. First time British sent troops to control colonists • 1773: Boston Tea Party. Punishment for colonists was to close Boston port. Town Meetings were banned • April 1775: Battles of Lexington and Concord, English troops march out of Boston to capture militia supplies and they are met and ambushed by the local militias. • April 1783: Treaty of Paris – Peace treaty between England and United States signed in Paris, France. The official end of the war. <p style="color: red;">Such As:</p> <ul style="list-style-type: none"> • French and Indian War: led Britain to tax the colonists • Proclamation of 1763. • Prior to 1763, taxes were to control trade, not to raise money. • 1764: Sugar Act. Taxes sugar. If you broke the law, you were tried without jury. Cargo and ships seized. • 1765: Stamp Act. United colonists opposed taxing newspapers, pamphlets, signed documents • 1765: Quartering Act. Colonists must provide food, 	<p>Webquests</p> <p>Famous People From the American Revolution (4-5) The American Revolution is a vital part of our American history. This webquest can be used to introduce some of the famous people and their accomplishments to the students as an introduction or conclusion to a unit based on the grade level of your students.</p> <p>Now That's A Revolutionary Figure! (5) In this Web Quest students will choose an important historical figure from the American Revolution to research, create a biopoem or acrostic to present to the class, and write a report of information.</p> <p>Connected Tech Activity: Declaration of Independence</p> <p>The National Council for Economic Education has lessons to help teach Economics concepts. Many of their lessons are online.</p> <p>There is also a green CD available in each campus library titled "Virtual Economics." It contains even more lessons from NCEE (1200 economics lessons, K-12). How to search: Choose "Browse Economics Lessons" then "Search by Standard" then "Texas." Lessons will be displayed by individual TEKS.</p> <p>Some lessons could be taught at multiple grade levels. If you find and use a lesson that you want protected at</p>

Fifth Grade Social Studies Curriculum Bundle #4

	<p>drink, candles, and place to live</p> <ul style="list-style-type: none"> • 1767: Townshend Acts. Taxes tea, paper, glass, lead, paint imported from Britain • 1772 - 1774: Committees of Correspondence. Colonists kept in touch with each other • 1774: “Intolerable Acts” – what colonists called Parliament’s actions in response to the Boston Tea Party • 1774: First Continental Congress 	<p>your grade level in future years, please email Sara Lucas to make that request.</p> <p>In each campus library there is a unit by InterAct titled “Patriots.” It would especially help teach TEKS 2A, 2B and 16A. (It also integrates well with ELA.) The unit itself might be too long to teach in its entirety, but it has many maps, biographies, skits, etc. which would be engaging and helpful.</p>
<p>5.6 Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p> <p>5.6A apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and</p>	<p>Teacher Note: As you cover the Revolutionary War integrate maps to increase student understanding. Example - Discuss troop movement and locations.</p> <p>Teach skills to include: Legends, keys and symbols Map Scale compass roses</p> <p>Such As: Grid systems (coordinate grid) city maps latitude/longitude (coordinates) types of maps (physical, political, historical)</p>	
<p>5.7 Geography. The student understands the concept of regions. The student is expected to:</p> <p>5.7B describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics; and</p>	<p>Teacher Note: This TEK is taught in another area; however, warfare changed from the old stand and fight method of the English military to having local militias introduce guerilla warfare – like Francis Marion, the Swamp Fox.</p> <p>Understanding the topography of the land was a great advantage to the American Military in the war.</p>	
<p>5.15 Government. The student understands how people organized governments in colonial America. The student is expected to:</p> <p>5.15B identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.</p>	<p>Teacher Note: The Continental Congresses, each state sent representatives.</p>	