


Fifth Grade Social Studies Curriculum Bundle #5

Title		Suggested Dates
Revolutionary War, part 2 of 3		November 16 – December 4, 2009 (12 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> • If conflicts cannot be resolved, than groups can break apart. • Writing down concerns can show how serious an individual or group is. 	<ul style="list-style-type: none"> • What decisions prompted the Americans to declare independence? • How would you decide which side to join during the American Revolution? • How do you know you have reached a point in a disagreement which cannot be resolved?

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: 5.25A differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas;</p> <p>5.26 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: 5.26B incorporate main and supporting ideas in verbal and written communication;</p> <p>5.26 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: 5.26D create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and</p> <p>5.26 Social studies skills. The student communicates</p>	<p>TEACHER NOTE: TEKS 5.25A and 5.26B, D, E are the steps in the writing process. The writing process is taught during virtually every ELA/SLA bundle. The writing process is a set of ongoing TEKS which should be taught throughout the year, although this set of Social Studies TEKS is only physically attached to 2-4 bundles.</p> <p>(Note: This, obviously, integrates easily with ELA/SLA TEKS. By using a TEKS-based social studies topic, such as the Texas Revolution, during the writing process, you are effectively meeting both ELA/SLA and Social Studies TEKS. One essay can meet two sets of TEKS simultaneously.)</p> <p>Primary sources consist of evidence produced by someone who participated in an event or lived during the time being studied. Examples include letters, diaries, autobiographies, artifacts, newspaper articles, photographs...</p> <p>Secondary sources include descriptions or interpretations prepared by people who were not involved in the events described. Researchers often use primary sources to</p>	<p>5th Grade Social Studies Horizons Text Book Pages 294 – Battle of Bunker Hill 293 – 2nd Continental Congress 290 – 1st Continental Congress 296 – Olive Branch Petition 293-294 – George Washington appointed General 302 – Common Sense 303-306 – Declaration of Independence 308 – Patriots and Loyalists 316 – Valley Forge 324 – Battle of Yorktown 326 – Treaty of Paris</p> <p>Biographies Thomas Jefferson from the Library of Congress Thomas Jefferson from Harcourt School Thomas Jefferson in Spanish from Harcourt School</p> <p>George Washington George Washington in Spanish</p> <p>General TEKS Biographies</p>

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<p>in written, oral, and visual forms. The student is expected to: 5.26E use standard grammar, spelling, sentence structure, and punctuation.</p>	<p>understand past events, but they produce secondary sources. Examples include encyclopedias, websites which give information on events in the past, textbooks...</p> <p>Remember that it is important that social studies students, like science students, research and write from a thesis. They make an assertion about their topic and then provide support for that topic in the essay. In other words, before students begin their research, they should develop a research question.</p> <p>For example, students should research “Why did Texas win the Texas Revolution?” not just the topic “The Texas Revolution.” Similarly, “Was Sam Houston a good leaders?” not just the topic “Sam Houston.”</p>	<p>Websites “One if By Land” Lesson Plan</p> <p>A Declaration of Independence review game online</p> <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>
<p>5.26 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: 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"> • Primary Sources • Secondary Sources <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>Maps French, Spanish and English Settlements in 1776</p> <p>French and Indian War</p> <p>Revolutionary War (north and west)</p> <p>Revolutionary War (south)</p> <p>Videos (Be sure to login once you get to the BrainPop site!) American Revolution at BrainPop Declaration of Independence at BrainPop</p>
<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: 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 	<p>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”

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	<p>or give me Death!”</p> <ul style="list-style-type: none"> • 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 <u>Common Sense</u>. • General Bernardo de Galvez—Spanish governor of Louisiana who greatly contributed to the winning of the American Revolution. • 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>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"> • Show “America is a Democracy: A Brief History of the US” clip – 4:12 • “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 <p><u>School House Rock</u></p> <ul style="list-style-type: none"> • The Shot Heard Round the World • Fireworks • Declaration of Independence • No more Kings • Events leading to Declaration <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
<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>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> <ul style="list-style-type: none"> • 1774: First Continental Congress • 1775: colonial militia formed • 1775: Second Continental Congress • 1776: Declaration of Independence • 1777 – 1778: Valley Forge 	

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	<p>Battles to teach:</p> <ul style="list-style-type: none"> • Lexington / Concord • Bunker Hill • Trenton • Saratoga • Yorktown • 1783: Treaty of Paris, official end to the Revolutionary War. 	<ul style="list-style-type: none"> • <u>A History of US, Book 3: From Colonies to Country</u> by Joy Hakim • <u>The Secret Soldier: The story of Deborah Sampson</u> by Ann McGovern • <u>George Washington</u> by Cheryl Harness • <u>American Revolution 1700-1800</u> by Joy Masoff • <u>American Revolution</u> Dorling Kindersley Eyewitness Books • <u>Phoebe the Spy</u> • <u>My Brother Sam is Dead</u> • <u>Year of the Hangman</u> by Gary Blackwood • <u>A Break with Charity</u> by Ann Rinaldi • <u>A Ride into Morning: the Story of Tempe Wickes</u> by Ann Rinaldi • <u>15th of March: The Boston Massacre</u> by Ann Rinaldi
<p>5.16 Government. The student understands important ideas in the Declaration of Independence and the U.S. Constitution. The student is expected to:</p> <p>5.16A identify the purposes and explain the importance of the Declaration of Independence; and</p>	<ul style="list-style-type: none"> • Purpose was to declare colonial independence from Britain by listing grievances against King George III and British rule. • It was important because it was the beginning step of the formation of the United States. 	
<p>5.22 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>5.22A identify significant examples of art, music, and literature from various periods in U.S. history; and</p>	<ul style="list-style-type: none"> • Art: Washington Crossing the Delaware, Signing of the Constitution and Signing of the Declaration of Independence. • Music: National Anthem, America the Beautiful and Battle Hymn of the Republic • Literature: Common Sense, Lewis and Clark’s Journals, Poor Richard’s Almanac 	<p>Webquests</p> <p><u>Famous People From the American Revolution (4-5)</u> 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>5.22 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>5.22B explain how examples of art, music, and literature reflect the times during which they were created.</p>	<ul style="list-style-type: none"> • Yankee Doodle and Common Sense 	<p><u>Now That’s A Revolutionary Figure!</u> (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>The National Council for Economic Education has lessons to help teach Economics concepts. Many of their lessons are online http://www.econedlink.org/standards/</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 your grade level in future years, please email Sara Lucas to make that request.</p>

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		<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. Some of the patriots (Washington, Paine, Jefferson, both Adamses) are detailed in the simulation as are many of the events and documents. You may, of course, teach more than is listed in the specificities, if you want to teach more of the simulation.</p> <p>“Colonial Leaders that Helped Shape Our Nation” lesson plan on p. 61 in <i>Ordinary People, Extraordinary Citizens</i> by Aldridge and Wray. This resource is located in your campus library. (Also helps teach TEKS SS 5.3A, 5.19C, 5.25B, C and ELA TEKS 5.1, 5.8C, 5.10, 5.11, 5.15A, C)</p> <p>“Monuments of Honor” lesson plan on p. 84 in <i>Ordinary People, Extraordinary Citizens</i> by Aldridge and Wray. This resource is located in your campus library. (Helps teach TEKS 5.2A, 5.5B, 5.19C, 5.26D and ELA TEKS 5.1, 5.5ABF, 5.8C, 5.10L, 5.11B, 5.25A)</p> <p>“Portraits of Two Presidents” (Feb. 2004) from Texas Law-Related Education (Helps teach TEKS 5.2A, 5.25B and ELA TEKS 5.13C)</p> <p>“We the Astronauts” (Nov. 2004) from Texas Law-Related Education (Helps teach TEKS 5.16B and ELA TEKS 5.22A, 5.19I)</p>
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