



Fifth Grade Social Studies Curriculum Bundle #6

Title		Suggested Dates
The Results of the Revolutionary War, Part 3 of 3	 	Dec. 6 – Dec. 17 (9.5 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> • People who believe in what they do often prevail. • All decisions have consequences, both positive and negative. 	<ul style="list-style-type: none"> • How was the United States justified in creating its own country? • What were the pros and cons of the United States becoming an independent country?

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:</p> <p>5.25E identify the elements of frame of reference that influenced the participants in an event; and</p>	<p>Frame of reference refers to the context of the circumstances surrounding each person that leads to their involvement and point of view. It is “what each person brings to the table.”</p> <p>Examples: Frederick Douglass’ experiences as a slave were key to his later work as a writer, speaker and leader in the abolition movement.</p>	<p>5th Grade Social Studies Horizons Text Book Pages 326 – Treaty of Paris 328-329 – Effects of the War</p> <p>Biographies Thomas Jefferson from the Library of Congress Thomas Jefferson from Harcourt School Thomas Jefferson in Spanish from Harcourt School</p>
<p>5.26 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>5.26C express ideas orally based on research and experiences;</p>	<p>Frequency: Students should do a minimum of at least three oral presentations throughout the year.</p> <p>Examples: Students can research a specific trade from the colonial era, and then present them to the class.</p>	<p>George Washington George Washington in Spanish</p> <p>General TEKS Biographies</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:</p> <p>5.2C summarize the results of the American Revolution, including the establishment of the United States and the origins of U.S. military institutions.</p>	<p>Results of American Revolution:</p> <ul style="list-style-type: none"> • Including: United States are declared an independent country and recognized by the Paris Peace Treaty. • Origins of the U.S. military institutions • U.S. Military Academy at West Point resulted from citizens insisting that the new country support a standing army instead of relying on volunteer militia units. Established in 1802. <p>Such As:</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,</p>

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	<ul style="list-style-type: none"> • United States won freedom from Britain • A new government had to be created: Articles of Confederation written and passed at the second Continental Congress. • Land west of Appalachians to the Mississippi River became part of the U.S. 	<p>the second is more information)</p> <p>Maps French, Spanish and English Settlements in 1776 French and Indian War</p>
<p>5.6 Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p> <p>5.6B translate geographic data into a variety of formats such as raw data to graphs and maps.</p>	<p>Creating a Line graph, double bar graph and circle graph to show data such as: populations, farming production, natural resources</p>	<p>Revolutionary War (north and west) Revolutionary War (south)</p> <p>Videos (Be sure to login once you get to the BrainPop site!)</p>
<p>5.18 Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:</p> <p>5.18D describe the origins and significance of national celebrations such as Memorial Day, Labor Day, and Columbus Day.</p>	<p>4th of July</p>	<p>American Revolution at BrainPop Declaration of Independence at BrainPop Causes of the Revolution at BrainPop George Washington at BrainPop</p>
<p>5.19 Citizenship. The student understands the importance of individual participation in the democratic process. The student is expected to:</p> <p>5.19C identify significant individuals such as César Chávez and Benjamin Franklin who modeled active participation in the democratic process;</p>	<p>Such as: Benjamin Franklin – From www.fi.edu/franklin/statsman/statsman.html: Ben stands alone as the only person to have signed all four of the documents which helped to create the United States: the Declaration of Independence (1776); the Treaty of Alliance, Amity, and Commerce with France (1778); the Treaty of Peace between England, France, and the United States (1782); and the Constitution (1787). He actually helped to write parts of the Declaration of Independence and the Constitution. No other individual was more involved in the birth of our nation.</p>	<p>Ben Franklin at BrainPop</p> <p>On United Streaming, search for “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 History of the US” clip – 4:12 “Founding our Federal Government” -</p> <p>show relevant clips on Jefferson / Washington Johnny Tremain – Classic Disney (http://www.imdb.com/title/tt0050567/) PBS series – Liberty! The American Revolution – use short clips (http://www.imdb.com/title/tt0129692/) The History Channel Presents the American Revolution – use short clips School House Rock</p>

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- The Shot Heard Round the World
- Fireworks
- Declaration of Independence
- No more Kings
- Events leading to Declaration

Primary Source Documents

[Patrick Henry](#) – “Give me liberty, or give me death”

[Virginia Declaration of Rights](#)

[Declaration of Independence](#)

[Paris Peace Treaty](#)

[Stamp Act](#) Colonial Resolutions to Parliament

Primary Source Documents-Based Questions (DBQ) lessons [Causes of the Revolution](#) with Teacher Guide

Literature

- [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
- [The Secret Soldier](#): The story of Deborah Sampson, By Ann McGovern
- [George Washington](#), By Cheryl Harness

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

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		<p>engaging and helpful.</p> <p>“Benjamin Franklin: A Man of Wisdom” lesson plan on p. 17 in <i>Ordinary People, Extraordinary Citizens</i> by Aldridge and Wray. This resource is located in your campus library. (Also helps teach TEKS SS 5.25B and 5.26, and ELA 5.1, 5.8C, 5.10, 5.11 and 5.15A)</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>“Guardians of Our Rights” lesson plan on p. 89 in <i>Ordinary People, Extraordinary Citizens</i> by Aldridge and Wray. This resource is located in your campus library. (Helps teach TEKS 5.5B, 5.19C, 5.26 and ELA TEKS 5.1, 5.5BF, 5.10ABFKL, 5.13CFG, 5.25A)</p> <p>“Presidential Scavenger Hunt” (Feb. 2006) from Texas Law-Related Education (Helps teach TEKS 5.20AB, 5.25C and ELA TEKS 5.13DF)</p>
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