

Stratford Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
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Course Title: 5th Grade Social Studies Unit Name: Revolutionary Period and the Aftermath
BOE Approved August, 2022

Content Statements and Rationale: The Revolutionary War represented the hopes and ideals of the colonists. Its success created the United States and understanding its principals is the foundation of taking responsibility as an American citizen.	NJSLS: 6.1.5.EconGE.1-5 6.1.5.HistoryCC.1,3-5,10,13,15
Overarching Essential Questions: Why did the colonists want to revolt against the British?	Overarching Enduring Understandings: The Revolutionary War was fought by people in the New World who wanted to rule themselves and start a country based on freedom, rights and responsibilities.

Unit	Essential	Questions:	Unit Enduring Understandings:
		<p>Why were most colonists unhappy with the British government?</p> <p>How were these grievances handled before the fighting began?</p> <p>What is a revolution?</p> <p>What are the elements of a revolution?</p> <p>How is a revolution different from other types of conflicts?</p> <p>How did the colonists win when the cards were stacked against them?</p> <p>Why are some battles considered pivotal?</p> <p>Who were the most important leaders and thinkers?</p> <p>How did the colonies manage to stay united after the war?</p> <p>Why is the Constitution called a living document?</p> <p>Why do some historians say the American Revolution was the beginning of the Civil War?</p>	<p>Colonists began to feel like they were being taken advantage of by the British. They felt that they were overtaxed and did not have a voice in British government.</p> <p>Colonists made many attempts to communicate with the King of England, including sending representatives to England. There were times, when the colonists became violent in the colonies.</p> <p>A revolution is a radical change in government by people or factions that exist in the country ruled by that government. The elements include a series of crises, economic trouble, a widening gap between the rich and poor and the intellectuals feel they have no voice.</p> <p>The colonists were able to unite long enough to fight the British, because their anger over taxation and some events that occurred in New England was greater than their differences.</p> <p>Pivotal battles in the war changed the course of the war in some way, including the first battle that signaled both sides were serious, destruction of arsenals, lowering or bolstering morale, the capacity of the colonists to use geography to their advantage, the insistence of the British to employ antiquated</p>
			<p>tactics and the assistance of the French Navy on behalf of the colonies.</p> <p>After much debate, the colonists were able to stay united through their Constitution and the deals that were made to ratify it. They realized they would be weak and vulnerable as 13 separate countries.</p> <p>The Constitution was designed to embrace the future, by maintaining certain principles but allowing for evolving interpretation.</p> <p>Because the Federalists had to agree to keep slavery in order to convince some Southern colonies to ratify the Constitution, some historians believe the Civil War began at that moment.</p>

<p>Benchmarks and Assessments:</p> <p>Formative: Lesson Follow-Ups Topical Projects Guided Reading Role Playing</p> <p>Summative: Vocabulary Definitions Rubric Based Tasks</p> <p>Précis of primary documents and multi-media excerpts</p> <p>Précis of primary documents and multi-media excerpts</p> <p>Development of an argument supporting or refuting the theories of the impact of geography on the Revolution.</p> <p>Identification and analysis of the significant accomplishments of the major battles.</p> <p>Presentation of a day in the life of a colonial soldier.</p>	<p>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit):</p> <p>Close reading and précis of primary documents and/or visual and audio clips from the time period</p> <p>Engagement during Socratic Seminar and Discussion</p> <p>Capacity to research, analyze and report salient information</p>
<p>Key Terms (Essential Vocabulary):</p> <p>French and Indian War Stamp, Sugar and Currency Acts Declaratory and Quartering Acts Tea Act Boston Tea Party Intolerable Acts Taxation Representation Propaganda Grievance Sons of Liberty Loyalists Boston Massacre Continental Congress</p>	

Common Sense
Revolution
Minutemen
Redcoats
Strategy
Arsenal
Surrender
Constitution
Compromise
Federalism
Bill of Rights
Checks and Balances
Declaration of Independence
Articles of Confederation

Resources:

Internet
Media Center Data Bases
Classroom Texts
Primary Documents (Political, Social)
Art and Music Excerpts
Videos and Film Excerpts

Suggested Activities for Inclusion in Lesson Planning & Interdisciplinary Connections:

Socratic seminar and Literature Circles (English Language Arts)
Primary source close reading (English Language Arts)
Use of maps and data to identify the movements of armies during the Revolution in connection to strategy and geography (English Language Arts)
Précis of primary documents and multi-media excerpts (English Language Arts)
Development and expression (either in writing or through multimedia presentation software) of an argument supporting or refuting the significance of Washington as the military leader of the Revolution. (English Language Arts)
Identification and analysis of the significant technological advances in warfare. (English Language Arts)
Research and present an overview and analysis of the Constitutional Convention (English Language Arts)

<p>Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):</p> <p>Special Needs – Students with IEPs will be placed in classes with additional instructional support, delivered in a co-teaching model. Students with 504s will receive the support those documents dictate.</p> <p>ELL – Language support, as needed. Utilization of experience and information, as applicable. Opportunities for students to write or communicate in their native language, as</p>	<p>Suggested Timeline:</p> <p>6 weeks</p>
<p>availability of translation allows. Depending on the level of acquisition, opportunities to write instead of speaking; and opportunities to practice speaking.</p> <p>Gifted Learners – Deeper investigations of content and primary documents; close reading tasks, where possible; lead roles during Socratic Seminars</p> <p>Mainstream Learners – Formative assessments to gauge understanding and learning; close reading and participation in Socratic Seminar</p>	