

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

GRADE 5 SOCIAL STUDIES
2022

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problems solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

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INTRODUCTION & PHILOSOPHY

The National Council for Social Studies states that "the primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world." At Trumbull Public Schools, we recognize that elementary age students must be engaged in the learning process and make connections to their own lives regarding historical events and concepts that affect life today.

The Connecticut State Department of Education developed the 2015 *Connecticut Elementary and Secondary Studies Frameworks* in collaboration with a writing team which consisted of elementary, middle, high school and college/university faculty. This framework was founded primarily on the national *College, Career, and Civics Life Framework (C3)* as well as the *Common Core State Standards (CCSS)*.

The National Council for Social Studies' *C3* offers five principles to support high quality social studies education that informed the *Connecticut Elementary and Secondary Studies Framework* as well as this document:

1. Social studies prepares the nation's young people for college, careers, and civic life.
2. Inquiry is at the heart of social studies.
3. Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
4. Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
5. Social studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts.

- C3 Framework

A full copy of the C3 framework can be accessed at <http://www.socialstudies.org/C3>

COURSE GOALS

The course goals are derived from *Connecticut Elementary and Secondary Studies Frameworks*. Prioritized standards are learning goals that have been identified as most essential to each grade level, content area, or course. Goals are listed specific to each unit in this curriculum guide, with the prioritized standards or goals bolded to show their importance. This curriculum aims to build the foundational skills needed in social studies and citizenship.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- Early settlers were inspired by religious ideas, technological advances, and better opportunities to find a new place to live.
- Settlers had to learn to farm, fish, hunt and build shelter in unfamiliar environments, and often relied on the help of the indigenous people to teach them.
- Colonial leaders made decisions, established laws, and worked with others to establish their colony.
- Economic and religious opportunities led to the settlement and growth of the 13 colonies.
- Relationships, environmental issues and systems of government contributed to the challenges and successes of the colonies.
- Life today has some similarities to life in the colonies (basic forms of government, farming, community structure) and many differences (more structured government, technology, equality etc.)
- The debt from the French and Indian War resulted in taxes that the many colonists thought were unfair.
- Disagreements about money and power between the colonists and the British government led to increasing conflict in colonial America.
- People's positions (eg. King George III, colonists) and viewpoints led to different groups to form and take action such as the Patriots and Loyalists.
- Armies that had more money, stronger leaders, and fought on their own territory had advantages that helped them win battles.
- The battles of the American Revolution influenced the decisions of the military leaders that led to the 13 colonies gaining their independence.

COURSE ESSENTIAL QUESTIONS

- What factors inspired people to leave their homeland and travel to an unknown land to start a new life?
- How did the early settlers adapt to an unknown land, and what factors contributed to their success or failure?
- What strategies did leaders use to build the first colonies?
- What factors contributed to the growth of the 13 colonies?
- What challenges and successes did the colonists experience as they established communities and interacted with others? (government, resources, social classes)
- How was life in the colonies similar to and different from life today?
- How did the French and Indian War affect the relationship between England and colonies?
- What contributed to the growing conflict between England and the colonies?
- How did the different viewpoints lead to the formation of various groups and their actions?
- What might give one side an advantage over the other in a battle?
- How did some of the battles in the American Revolution have a greater impact on the outcome of the war?

COURSE KNOWLEDGE & SKILLS

Students will understand, at an age-appropriate level, . . .

- Change, Continuity and Context. The actions of people in the past influence our lives today.
- Government & Democracy. Communities use tools such as voting, elections, and The Constitution to make decisions and uphold rights for our town and country.
- Perspectives. People have a variety of perspectives that inform and influence their opinions about historical events.
- Historical Sources. Historians use historical sources such as interviews, inquiry, books, digital sources, and images to study the past.
- Civic Responsibility. Communities work to accomplish tasks, establish rules and responsibilities, and protect freedoms.
- Economic Decision-Making. People’s decisions are influenced by economic opportunities, available resources, and trade opportunities.
- Map Reading. People can use maps to explain relationships between the locations of places and their physical and economic characteristics.

Students will be able to . . .

- Explain why individuals and groups during the same historical period differed in their perspective [HIS]
- Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families [CIV]
- Explain various economic contributions and opportunities in the 13 colonies. [ECO]
- Describe how geography and climate impacted the development of the 13 colonies in North America. [GEO]
- Develop questions, analyze sources, gather relevant evidence, and present arguments and explanations about historical events. [INQ]

Social Studies Framework Standards Categories	
CIV-	Civics
ECO-	Economics
HIS-	History
GEO-	Geography
INQ-	Inquiry

SOCIAL STUDIES YEAR AT A GLANCE

September – November	<u>Unit 1</u> : The Arrival & Early Settlements
November – February	<u>Unit 2</u> : 13 Colonies
February – May	<u>Unit 3</u> : The Road to Revolution
May – June	<u>Unit 4</u> : Declaring Independence (mini unit)
* Units may be longer to allow for Science and/or ELA Interdisciplinary Teaching	

Time Allotment/Pacing Guide

8-10 weeks

GRADE 5- UNIT 1

The Arrival

At a grade-appropriate level, the student will:

INQ 3–5.1 Explain why compelling questions are important to others (e.g., peers, adults).

HIST 5.5 Explain connections among historical contexts and people’s perspectives at the time.

HIST 5.7 Generate questions about multiple historical sources and their relationships to particular historical events and developments.

CIV 5.4 Explain how policies are developed to address public problems.

ECO 5.1 Identify positive and negative incentives that influence the decisions people make.

ECO 5.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

GEO 5.1 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

GEO 5.2 Explain how culture influences the way people modify and adapt to their environments.

GEO 5.3 Explain how human settlements and movements relate to the locations and use of various natural resources.

Concepts: Need to know about:

Human Movement

- Motivations for exploration to the Americas (eg. resources, freedom of religion, separatists, land, glory, power, profit)
- Geography and location of settlers moving to America
- Technological innovations that allowed travel (eg. magnetic compass, caravel, improved maps, sextant, cross staff)

Perspectives & Initial Interactions

- Survival strategies of early settlers (challenges and successes)
- Use of natural resources, understanding how to farm, creating shelters
- Relations with indigenous peoples (eg. Croatan, Wampanoag, Algonquin)
- Leaders: Manteo, Squanto, Powhatan, Pocahontas, Massasoit

Establishing Colonies

- Roanoke, Jamestown, Plymouth
- Factors that impacted the choice of location of the colonies
- Leaders: Sir Walter Raleigh, John White, John Smith

**The initial foundation of several of these concepts were started in Grade 3 from the perspective of Connecticut only and Connecticut peoples. This Grade 5 unit has more overlying and complexity in concepts as it also reaches out to further colonies and tribes.*

Key Vocabulary:

colony, indigenous, Mayflower Compact, monarch, separatist, pilgrim, primary source, profit, secondary source

Skills: Need to be able to do:

Human Movement

- Compare the major motivations of why English settlers came to the New World.
- Locate on a map the first three settlements in North America (Roanoke, Jamestown and Plymouth) including routes taken from England.
- Describe technological innovations and how they were used for travel (eg. magnetic compass, caravel, improved maps, sextant, cross staff).

Perspectives & Initial Interactions

- Discuss and provide examples of challenges and successes settlements faced during establishment (eg. natural resources, farming, governing).
- Describe the perspectives and interactions of the settlers and the native peoples (eg. Croatan, Wampanoag, Algonquin).
- Explain how the relationships between the indigenous and the settlers affected the settlement's success by referencing at least one Native American leader (eg. Manteo, Squanto, Powhatan, Pocahontas, Massasoit)

Establishing Colonies

- Identify geographic features and natural resources that led to the selection of Roanoke, Jamestown, and Plymouth colonies.
- Compare and contrast life in the early colonies.
- Explain and analyze the key contributions of at least one leader within the first colonies.

Big Ideas

Student's statements of enduring ideas

- Early settlers were inspired by religious ideas, technological advances, and better opportunities to find a new place to live.
- Settlers had to learn to farm, fish, hunt and build shelter in unfamiliar environments,
- Colonization had a big impact on the European settlers and the indigenous people

Compelling or Essential Questions

Teacher's guiding questions

- What factors inspired people to leave their homeland and travel to an unknown land to start a new life?
- How did the early settlers adapt to an unknown land, and what factors contributed to their success or failure?
- How did colonization impact both European settlers and indigenous people?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Guide students to locate Europe and the Americas on a world map.
2. Provide students with readings and resources about groups of people that wished to travel to the new world and their motivations for travel.
3. Create a class anchor chart with the reasons settlers chose to leave their “old world.”
4. Lead a class discussion supplies and technology early settlers would have to travel to the new world, include potential obstacles to overcome (eg. weather, technology.) Where possible, allow students to consider tools we used today to travel.
5. Supply a map for students to locate the Roanoke, Jamestown, and Plymouth colonies as each is introduced.
6. Show a video or provide an alternative tool that demonstrates the natural resources that were available within the geographical regions of each colony.
7. Allow students to engage in inquiry regarding the Native American tribes and their leaders that interacted with the settlers during early times.
8. Conduct a jigsaw, or similar activity, in which students use literature and videos on each of the three colonies to compare and contrast the leadership, strategies, rules, struggles and successes.
9. Provide students with a graphic organizer/note taker regarding the three colonies.
10. Collaboratively create a study guide with students for the unit test. Introduce test taking strategies that students can use; include a discussion of mindset around test taking.
11. Introduce students to key vocabulary with opportunities for discussion and application-- colony, indigenous, Mayflower Compact, monarch, separatist, pilgrim, primary source, profit, secondary source.

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Listen and participate in class discussions.
- Locate Europe, North America, Jamestown, Plymouth and Roanoke on a map.
- Complete a graphic organizer detailing the natural resources, leadership, struggles and successes of Jamestown, Plymouth and Roanoke.
- Define and use key vocabulary from the unit in proper context.

Summative

Student will:

- Demonstrate understanding through an end-of-unit multiple choice, matching, and fill-in-the-blank assessment.

Time Allotments/Pacing Guide

8-10 weeks

GRADE 5 - UNIT 2

The 13 Colonies

INQ 3–5.3 Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

INQ 3–5.11 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 3–5.13 Critique explanations.

HIST 5.2 Compare life in specific historical periods to life today.

HIST 5.4 Explain why individuals and groups during the same historical period differed in their perspectives.

CIV 5.2 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

CIV 5.4 Explain how policies are developed to address public problems.

ECO 5.3 Explain why individuals and businesses specialize and trade.

GEO 5.1 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

Concepts: Need to know about:

New England Colonies

- Location, physical features, and natural resources
- Government and leaders
- Community and interactions with others
- The economy and economic activity

Middle Colonies

- Location, physical features, and natural resources
- Government and leaders
- Community and interactions with others
- The economy and economic activity

Southern Colonies

- Location, physical features, and natural resources
- Government and leaders
- Community and interactions with others
- The economy and economic activity

Key Vocabulary: Apprentice, cash crop, charter, debtor, economy, export, House of Burgesses, import, indentured servant, slavery, Triangular Trade Route

Skills: Need to be able to do:

New England Colonies

- Identify and locate the New England colonies and their important physical features
- Examine and discuss the influence of geography and climate on the location of English settlements in New England
- Identify natural resources and discuss economic opportunities
- Analyze the structure of government in New England and how it was influenced by religion
- Discuss issues and conflicts that occurred between different groups living in the New England colonies.
- Explain the roles of different groups of people in New England, including enslaved people, indentured servants, and apprentices.

Middle Colonies

- Identify and locate the Middle colonies and their important physical features
- Examine and discuss the influence of geography and climate on the economy of the middle colonies
- Discuss how cultural diversity helped to shape the organization and government of the middle colonies

Southern Colonies

- Identify and locate the Southern colonies and their important physical features

- Discuss the influence of the climate on the economy of the Southern colonies
- Analyze the structure of plantation farming and its impact on enslaved people and indentured servants
- Explain the structure of government in the Southern colonies and how it was influenced by social class

Big Ideas

Student's statements of enduring ideas

- Economic and religious opportunities led to the settlement and growth of the 13 colonies
- Relationships, geography, and systems of government contributed to the challenges and successes of the colonies
- Differences in religion, social class, gender, ethnicity, and race all contributed to inequalities in the 13 colonies.

Compelling or Essential Questions

Teacher's guiding questions

- What factors contributed to the growth of the 13 colonies?
- What challenges and successes did the colonists experience as they established communities?
- What factors contributed to inequalities in the 13 colonies? (Consider race, ethnicity, gender, socioeconomics etc.)

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Provide students with a blank 13 colonies map to guide students to label and color.
2. Guide students to use resources to map the locations and geographic features of the colonies as you introduce each region.
3. Lead students in a discussion about why people left their homes to settle in the New England, Middle and Southern Colonies.
4. Provide students with a graphic organizer or note-taking tool so that they can research a colony for their digital presentation.
5. Lead students in a class discussion which identifies issues and conflicts that occurred between different groups living in the New England colonies.
6. Lead students in a class discussion regarding how cultural diversity helped to shape the organization and government of the middle colonies.
7. Provide students with resources that illustrate the structure of a southern plantation.
8. Share an article or video and lead a discussion about the early structures of government in the colonies (eg. House of Burgesses)
9. Lead a discussion where students compare and contrast life in the 13 colonies during the colonial period with life today.
10. Introduce students to key vocabulary with opportunities for discussion and application- apprentice, cash crop, charter, debtor, economy, export, House of Burgesses, import, indentured servant, slavery, Triangular Trade Route
11. Possible extension activity: Field trip or presentation - Trumbull Historical Society

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Map the locations of settlements in the 13 colonies
- Define and use key vocabulary from this unit
- Complete a chart/graphic organizer based on research that includes information about different aspects of one of the 13 colonies, either working collaboratively or individually

Summative

Student will:

- Working alone or in a group, students will create a digital presentation (eg. Google Slides, FlipGrid) about the 13 colonies. Students should use a variety of sources. Information should include, but is not limited to location of settlements, geographic features, use of natural resources, government, economics, interactions with indigenous people, challenges and successes, and social issues.

Time Allotments/Pacing Guide

10-12 weeks

GRADE 5 - UNIT 3

The Road to Revolution

INQ 3–5.2 Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.

INQ 3–5.4 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

INQ 3–5.5 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

INQ 3–5.8 Use evidence to develop claims in response to compelling questions.

HIST 5.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

HIST 5.3 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

HIST 5.8 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

HIST 5.9 Explain probable causes and effects of events and developments.

HIST 5.10 Use evidence to develop a claim about the past.

Concepts: Need to Know About:

Effects of the French and Indian War on the 13 Colonies

- Costs of the war and new taxes
- Proclamation of 1763

Colonial response to taxation

- Acts and Taxes (eg. Sugar Act, Stamp Act, Quartering Act, Townshend Acts, Tea Act, Coercive Acts)
- Colonial boycotts
- Boston Massacre
- Boston Tea Party
- Coercive Acts/Intolerable Acts
- First Continental Congress

Significant individuals/groups and their contributions

- Significant British individuals/groups (eg. King George III, General Thomas Gage, Parliament)
- Significant Colonial individuals (eg. John Adams, Samuel Adams, Paul Revere, Crispus Attucks, Mercy Otis Warren, Benjamin Franklin, Roger Sherman, Abigail Adams)
- Protest groups (eg. Loyalists, Patriots, Sons/Daughters of Liberty)

Key Vocabulary: blockade, boycott, legislature, liberty, Loyalist, militia, neutral, Parliament, Patriot, quarter, Redcoat, revolution, repeal, tariff, taxation, treason, tyranny

Skills: Need to be able to do:

Effects of the French and Indian War on the 13 Colonies

- Explain why the Proclamation of 1763 restricted colonists' abilities to settle west of the Appalachian Mountains
- Discuss how Britain taxed the colonies to reduce their war debt

Colonial response to taxation

- Explain the cause and effect of the series of taxes issued by Parliament (eg. Sugar Act, Stamp Act, Quartering Act, Townshend Acts, Tea Act, Coercive Acts)
- Discuss colonial responses to taxation (eg. riots, petitions, boycotts, formation of groups, support for Britain) resulting in events such as the Boston Massacre and Boston Tea Party.
- Analyze and explain the purpose of the First Continental Congress.

Significant individuals/groups and their contributions

- Explain the contributions of significant colonial individuals (eg. John Adams, Samuel Adams, Paul Revere, Crispus Attucks, Mercy Otis Warren, Benjamin Franklin, Roger Sherman, Abigail Adams)
- Identify the major groups that formed in the 13 colonies (Sons/Daughters of liberty, Loyalists, Patriots)
- Compare and contrast the Loyalists and the Patriots

Big Ideas

Student's statements of enduring ideas

- The debt from the French and Indian War resulted in taxes that the many colonists thought were unfair.
- Disagreements about money and power between the colonists and the British government led to increasing conflict in colonial America.
- People in the colonies formed groups and took action based on their views about the taxes

Compelling or Essential Questions

Teacher's guiding questions

- How did the French and Indian War affect the relationship between England and colonies?
- What contributed to the growing conflict between England and the colonies?
- How did different viewpoints lead to the formation of various groups and their actions?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Use a reading and/or video to introduce the students to the major causes of the Revolutionary War (BrainPop! or similar)
2. Lead a class discussion in which students will analyze a timeline of significant events leading up to the Revolutionary War (eg. French and Indian War, Stamp Act, Townshend Acts, Boston Massacre, Boston Tea Party, Coercive Acts, First Continental Congress)
3. Provide resources (videos, books, articles) for students to learn more about each individual event on the timeline
4. Complete a graphic organizer on each significant event where students will record a summary of the event, and the colonists' reactions to the event.
5. Provide a list of approved events and allow students to choose an event they are interested in researching on a deeper level.
6. Present a small collection of primary and secondary sources, and guide students in a class discussion on the maker, date, place of origin, intended audience, and purpose in order to judge the validity of each source.
7. Guide a class discussion on research and note-taking strategies they have learned/used in previous units (refer back to Tackling Complexity unit in reading).
8. Provide a variety of primary and secondary resources for students to research their chosen event. Students may record information in their notebooks, index cards, or a provided graphic organizer using the 5 W's (who, what, where, when and why).
9. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *blockade, boycott, legislature, liberty, Loyalist, militia, Parliament, Patriot, neutral, quarter, Redcoat, revolution, repeal, tariff, taxation, treason, tyranny*

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Participate in class and group discussions
- Create a timeline (eg. graphic organizer) about significant events leading up to the Revolutionary War

Summative

Student will:

- Create an informational booklet summarizing the main events leading up to the American Revolution (see writing informational unit). Students will focus on one significant event, and provide background information and different points of view about the event and its impact.
[***rubric for informational booklet](#)

Time Allotments/Pacing Guide

4 weeks

GRADE 5- UNIT 4

Declaring Independence

At a grade-appropriate level, the student will:

INQ 3–5.6 Use distinctions between fact and opinion to determine the credibility of multiple sources.

INQ 3–5.7 Identify evidence that draws information from multiple sources in response to compelling questions.

INQ 3–5.9 Construct arguments using claims and evidence from multiple sources.

INQ 3–5.10 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

INQ 3–5.12 Critique arguments.

HIST 5.6 Compare information provided by different historical sources about the past.

CIV 5.1 Explain how groups of people make rules to create responsibilities and protect freedoms.

CIV 5.3 Identify core civic virtues and democratic principles that guide government, society, and communities.

Concepts: Need to Know About:

Major Events that started the American Revolution

- Battle of Lexington and Concord
- Second Continental Congress
- Battle of Bunker Hill

Declaring Independence

- Protests led to a formal declaration of independence, although not all colonists supported it
- The significance and impact of the creation of the Declaration of Independence

Key Vocabulary: allegiance, Continental Army, independence, declaration, Minutemen

Skills: Need to be able to do:

Major Events that started the American Revolution

- Discuss the importance of the second Continental Congress
- Explain the significance of the Battle of Lexington and Concord
- Analyze the impact of the Battle at Bunker Hill (eg. although the British won the battle, they had many casualties, and the Continental Army proved they could put up a formidable fight)

Declaring Independence

- Discuss different viewpoints that colonists had regarding declaring independence (eg. Patriot, Loyalist, Neutral)
- Explain the significance and impact of the Declaration of Independence

Big Ideas

Student's statements of enduring ideas

- British orders to seize arms, as well as the colonial responses to taxation led to military conflict between the colonists and the British
- Colonists wrote the Declaration of Independence to make it clear to the world that they had the right to be a free and independent nation
- The signing of the Declaration of Independence resulted in losses and gains for both sides in the Revolutionary War

Compelling or Essential Questions

Teacher's guiding questions

- What events started the military conflict between the British and the colonists?
- How did the movement toward revolution cause the Declaration of Independence to be written?
- How did the Declaration of Independence impact the colonists and the British?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Provide materials for students to be able to explain the purpose and outcomes of the second Continental Congress
2. Utilize digital and/or print resources to help students explain the significance of the Battles of Lexington and Concord as well as the Battle of Bunker Hill
3. Lead a class discussion with students about different viewpoints regarding declaring independence (eg. Patriot, Loyalist, Neutral)
4. Break up class into collaborative groups to analyze the main arguments of the Declaration of Independence using primary and secondary sources
5. Lead a class discussion about the impact of the Declaration of Independence
6. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *allegiance, Continental Army, independence, declaration, Minutemen*

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Students will:

- Complete a group response to the Declaration of Independence analysis activity
- Complete a graphic organizer or study guide to demonstrate their understanding of the topics in this unit

Summative

Quiz on the vocabulary and events taught in the unit, based on the graphic organizer or study guide.

DIGITAL PRESENTATION RUBRIC:

The 13 Colonies

	1	2	3	4
Organization	There is no sequence of information and/or information is disorganized	Information presented is somewhat organized	Information presented is well-organized	Information presented is interesting and well-organized
Content	Presentation includes little to no facts, details and examples.	Presentation includes some relevant and accurate facts, details and examples.	Presentation includes many relevant and accurate facts, details and examples.	Presentation includes accurate, relevant, and in-depth facts, details and examples. Student goes above and beyond required information.
Vocabulary	Very little social studies vocabulary included	Student uses some social studies vocabulary appropriately.	Students uses social studies vocabulary appropriately and effectively.	Students uses social studies vocabulary appropriately and effectively, and includes additional relevant vocabulary found through research

**Presentation Reminders: Face the audience, speak clearly, and have an appropriate pace.*