

Unit 3: Road to Revolution
5th Grade Humanities
35 Class Meetings

Written December 2025

Essential Questions

- What caused the American Revolution, and how did different groups experience it?
- How did economic and political choices create conflict between the colonies and Britain?
- What role did Connecticut play in the fight for independence?

Enduring Understandings with Unit Goals

EU 1: Political and economic tensions between Britain and the colonies led to revolution.

- Create and analyze timelines of key events leading to independence.
- Evaluate the costs and benefits of British and colonial economic decisions.

EU 2: People experienced the American Revolution differently based on beliefs, identity, and position in society.

- Compare Patriot, Loyalist, Native American, and Black perspectives.
- Analyze how political beliefs shaped actions and alliances.

EU 3: The American Revolution was shaped by turning points, regional contributions, and global consequences.

- Explain causes and effects of major battles and events.
- Develop evidence-based claims about Connecticut's role.

Standards

CT Social Studies Frameworks Standards:

- **5.Geo.2.a:** Use maps to explain the relationship between the location of the New England, Middle, and Southern colonies, and the environmental characteristics of each region (e.g., New Amsterdam, New France, Jamestown, Plymouth, Saint Augustine).
- **5.Eco.5. a.:** Describe the role of money and currency in trade during the Colonial Era (e.g., British and Spanish coins, tobacco, wampum, paper money).
- **5.Eco.14. a.:** Explain how the desire for global power and influence led to the exploitation of colonies (e.g., Spanish galleon, Triangle Trade, Dutch East India Company, British East India Company).
- **5.His.9. a.:** Summarize how the Fundamental Orders of Connecticut represented new ideas about government (e.g., enfranchisement, representative government, consent of the governed).
- **5.Eco.3. a.:** Identify examples of resources used to produce goods and services throughout colonial settlements in the New England, Middle, and Southern regions (e.g., indentured and slave labor, natural resources, tools, machines).
- **5.Eco.4. a.:** Compare the reasons for different areas of specialization and trade among individuals and businesses in New England, Middle, and Southern colonies (e.g., availability and access to natural resources, hydropower, labor, trade routes).

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- **5.Eco.4. b.:** Analyze how the abilities and expertise that individuals from the African Diaspora brought with them to the colonies contributed to economic specialization and trade (e.g., West African rice cultivation, metal working, and basket weaving).
- **5.His.14. c.:** Describe resistance movements, both individual and group, against oppression in the Colonial Era (e.g., Stono Rebellion, Pontiac Rebellion, New English Canaan).
- **5.His.14. d.:** Explain Connecticut's connection to the transatlantic slave trade (e.g., New London's deep-water ports, Wethersfield-constructed ship *The Tryall*).
- **5.Civ.4. a.:** Compare how political systems were used to make rules that establish community leadership and protect freedoms for various groups in the Colonial Era (e.g., town hall meetings, tribal council, juries).
- **5.His.16. a.:** Use evidence to develop a claim about a significant person, place, or event in Connecticut during the Colonial Era (e.g., Pequot War, Connecticut Witch Trials, Charter Oak).
- **5.Civ.8. a.:** Identify the civic virtues and democratic principles that contributed to the rejection of British parliamentary rule of the North American colonies.
- **5.Inq.1. a.:** Identify concepts, ideas, and interpretations associated with compelling and supporting questions about early United States history.
- **5.Inq.1. b.:** Explain how supporting questions help answer compelling questions in an inquiry about United States history.
- **5.Inq.1.c:** 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.
- **5.Inq.2. a.:** Apply disciplinary knowledge and practices to demonstrate an understanding of United States history content.
- **5.Inq.3. a.:** Gather relevant evidence from multiple sources about a person, event, or issue in United States history while using the origin, structure, and context to guide selection.
- **5.Inq.3. b.:** Identify evidence responses to a compelling question while determining facts and opinions to determine the credibility of multiple sources.
- **5.Inq.3. c.:** Use evidence to develop claims in response to a compelling question by using evidence related to early United States history.
- **5.Inq.4. a.:** Construct arguments using claims and evidence from multiple sources about United States history.
- **5.Inq.4. b.:** Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
- **5.Inq.4. c.:** Critique arguments and explanations.
- **5.Inq.4. d.:** Present a summary of arguments and explanations about early United States history using print, oral, and digital technologies in classrooms, schools, and out-of-school contexts.
- **5.Inq.4. e.:** Explain the challenges and opportunities, both present and past, in addressing local, regional, and global problems in United States history.
- **5.Inq.4. f.:** Use a range of deliberative and democratic procedures to evaluate and implement strategies to address problems in classrooms and schools.

Common Core State Standards:

- **CCSS.ELA-Literacy.L.5.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

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- **CCSS.ELA-Literacy.L.5.4.a:** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- **CCSS.ELA-Literacy.L.5.4.b:** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- **CCSS.ELA-Literacy.L.5.4.c:** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **CCSS.ELA-Literacy.L.5.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
- **CCSS.ELA-Literacy.RI.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CCSS.ELA-Literacy.RI.5.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **CCSS.ELA-Literacy.RI.5.3:** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- **CCSS.ELA-Literacy.RI.5.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- **CCSS.ELA-Literacy.RI.5.5:** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- **CCSS.ELA-Literacy.RI.5.6:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- **CCSS.ELA-Literacy.RI.5.7:** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- **CCSS.ELA-Literacy.RI.5.8:** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- **CCSS.ELA-Literacy.RI.5.9:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **CCSS.ELA-Literacy.RI.5.10:** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
- **CCSS.ELA-Literacy.W.5.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **CCSS.ELA-Literacy.W.5.1.a:** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- **CCSS.ELA-Literacy.W.5.1.b:** Provide logically ordered reasons that are supported by facts and details.
- **CCSS.ELA-Literacy.W.5.1.c:** Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- **CCSS.ELA-Literacy.W.5.1.d:** Provide a concluding statement or section related to the opinion presented.

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- **CCSS.ELA-Literacy.W.5.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **CCSS.ELA-Literacy.W.5.2.a:** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- **CCSS.ELA-Literacy.W.5.2.b:** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- **CCSS.ELA-Literacy.W.5.2.c:** Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- **CCSS.ELA-Literacy.W.5.2.d:** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **CCSS.ELA-Literacy.W.5.2.e:** Provide a concluding statement or section related to the information or explanation presented.
- **CCSS.ELA-Literacy.W.5.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **CCSS.ELA-Literacy.W.5.3.a:** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- **CCSS.ELA-Literacy.W.5.3.b:** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- **CCSS.ELA-Literacy.W.5.3.c:** Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- **CCSS.ELA-Literacy.W.5.3.d:** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **CCSS.ELA-Literacy.W.5.3.e:** Provide a conclusion that follows from the narrated experiences or events.
- **CCSS.ELA-Literacy.W.5.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- **CCSS.ELA-Literacy.W.5.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)
- **CCSS.ELA-Literacy.W.5.6:** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- **CCSS.ELA-Literacy.W.5.7:** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **CCSS.ELA-Literacy.W.5.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finish work, and provide a list of sources.
- **CCSS.ELA-Literacy.W.5.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

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- **CCSS.ELA-Literacy.W.5.9.a:** Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
- **CCSS.ELA-Literacy.W.5.9.b:** Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
- **CCSS.ELA-Literacy.W.5.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

Unit Content Overview

1. Causes of the American Revolution

- Explain how the French and Indian War (Seven Years' War) created economic and political tensions between Great Britain and the American colonies.
- Analyze how British taxation and Parliamentary acts affected colonial life and contributed to growing unrest.
- Investigate how colonial resistance and protest movements increased conflict and moved the colonies toward revolution.

2. Perspectives During the Revolution

- Compare Patriot and Loyalist perspectives to understand how differing political and economic beliefs shaped their views of the Revolution.
- Examine how the American Revolution affected Native American nations, including their sovereignty, land, and alliances.
- Analyze how Black communities experienced the American Revolution and responded to the promises and limits of freedom.

3. Major Turning Points and Connecticut's Role

- Investigate how the Boston Massacre and the Boston Tea Party increased tensions between the colonies and Great Britain
- Analyze how key battles and events such as Bunker Hill, Saratoga, and Valley Forge served as major turning points in the American Revolution.
- Explain how the Declaration of Independence expressed colonial beliefs about rights, liberty, and self-government.
- Examine how Connecticut's role as the "Provision State," along with the actions of

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privateers, supported the Patriot cause during the war.

- Identify and evaluate the impact of key people and significant events in Connecticut during the American Revolution.
- Describe how the Treaty of Paris officially ended the war and led to American independence from Great Britain.

Vocabulary and Key Terms: American Revolution, French and Indian War, Seven Years' War, taxation, Parliament, Parliamentary acts, Stamp Act, Townshend Acts, Tea Act, Boston Massacre, Boston Tea Party, colonial resistance, protest, boycott, Sons of Liberty, Patriots, Loyalists, neutrality, sovereignty, alliance, Native American nations, tribal lands, displacement, Black communities, enslavement, freedom, emancipation, Proclamation of 1763, Declaration of Independence, grievances, natural rights, liberty, representation, consent of the governed, Battle of Bunker Hill, Battle of Saratoga, Valley Forge, turning point, Continental Army, morale, Provision State, privateers, blockade, militia, Connecticut Colony, Jonathan Occom, Israel Putnam, Hannah Bunce Watson, Benedict Arnold, Jordan Freeman, Treaty of Paris, independence, primary source, secondary source, perspective, bias, credibility, timeline, cause and effect, economic interdependence, trade, boycott, propaganda, pamphlet, broadside

Interdisciplinary Connection:

- ELA

Daily Learning Objectives with *TWPS*

Students will be able to...

- Explain what life was like in the American colonies before the French and Indian War.
 - *How might everyday life affect how people respond to new rules or taxes?*
- Describe the causes and outcomes of the French and Indian War (Seven Years' War).
 - *Why would a war fought far away still impact people living in the colonies?*
- Analyze how British debt after the French and Indian War led to increased taxation of the colonies.
 - *Is it fair to make others pay for a war they didn't choose? Why or why not?*
- Identify key Parliamentary acts that angered colonists, including the Stamp Act and Tea Act.
 - *Which law do you think would upset colonists the most, and why?*
- Explain the idea of "taxation without representation."
 - *How would you feel if rules were made for you without your input?*
- Analyze how the Boston Massacre increased tensions between colonists and Britain.
 - *How can a single event change public opinion?*
- Explain how the Boston Tea Party was a form of protest against British rule.
 - *When is protest an effective way to create change?*
- Describe how boycotts and colonial resistance movements spread throughout the colonies.
 - *Why is working together important when challenging unfair rules?*
- Analyze how British responses to colonial protests increased conflict.
 - *How can punishment sometimes make problems worse?*
- Compare Patriot and Loyalist beliefs about British rule.
 - *Why might people living in the same colony choose opposite sides?*

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- Explain how political and economic beliefs shaped Patriot perspectives.
 - *What rights do people believe are worth fighting for?*
- Explain why some colonists remained Loyalists during the Revolution.
 - *What risks might Loyalists have faced for their beliefs?*
- Analyze how the American Revolution affected Native American nations.
 - *Why might Native nations have viewed the Revolution differently from colonists?*
- Explain why Native American nations held conflicting views about supporting Britain or the Patriots.
 - *How do alliances form during times of conflict?*
- Analyze how enslaved and free Black communities experienced the American Revolution.
 - *Why did the promise of freedom create hope but also uncertainty?*
- Explain how different groups defined the meaning of freedom during the Revolution.
 - *Can freedom mean different things to different people?*
- Describe the significance of the Battle of Bunker Hill.
 - *Why would losing a battle still give one side confidence?*
- Analyze how the Battle of Saratoga became a turning point in the war.
 - *How can one victory change the outcome of an entire war?*
- Explain the hardships faced by soldiers at Valley Forge.
 - *How do difficult conditions test commitment and leadership?*
- Explain the purpose and main ideas of the Declaration of Independence.
 - *Why was it important for colonists to explain their reasons for breaking away?*
- Analyze how the Declaration of Independence reflects Enlightenment ideas.
 - *Why are ideas as powerful as weapons during a revolution?*
- Describe Connecticut’s role as the “Provision State” during the American Revolution.
 - *Why is supplying food and materials just as important as fighting?*
- Explain how Connecticut privateers helped weaken British control.
 - *How can smaller forces still have a big impact in a war?*
- Identify key figures from Connecticut and explain their contributions.
 - *How do individual actions influence larger historical events?*
- Develop a claim about Connecticut’s importance in the American Revolution using evidence.
 - *What evidence best supports Connecticut’s role in the war?*
- Explain how the Treaty of Paris officially ended the American Revolution.
 - *Why is a peace agreement necessary after a war ends?*
- Analyze the political and economic effects of independence on the new nation.
 - *What challenges might a new country face after winning independence?*
- Identify different types of historical sources used to study the American Revolution.
 - *Why might historians use more than one type of source?*
- Analyze a primary source to determine perspective and bias.
 - *How does who created a source affect what it tells us?*
- Compare multiple historical accounts of the same Revolutionary event.
 - *Why might people remember the same event differently?*
- Explain why some voices are missing or underrepresented in historical records.
 - *Why is it important to seek out marginalized perspectives?*

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- Use evidence from sources to support a historical claim.
 - *How does evidence make an argument stronger?*
- Evaluate how the American Revolution affected different groups in different ways.
 - *Was the American Revolution fair to everyone? Why or why not?*
- Reflect on how the American Revolution continues to shape the United States today.
 - *How do the ideas of the Revolution still influence our lives and government?*

Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Paragraph frames and sentence starters
- Teacher modeling
- Think-write-pair-share and small-group discussions
- Graphic organizers
- Accountable talk
- Homework
- Word walls with visuals (Venn Diagrams)
- Small group instruction
- Visual exemplars with teacher and student critiques
- Text and video chunking
- Spiraling back to guiding questions
- Multiple CFUs
- Close reading with text-dependent questions

EL Differentiation Strategies

- Word Banks and Word Walls with visuals
- TWPS (Think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit teacher modeling
- Key vocabulary
- Graphic organizers
- Strategic Grouping
- Non-verbal assessments

Assessments

FORMATIVE ASSESSMENTS:

- Do Now
- Academic Discourse
- Exit Slips
- Accountable Talk Discussions
- Completed notes
- Completed graphic organizers
- Homework

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- Performance Task -- “Voices of the Revolution: Perspectives, Power, and Change”
 - Teacher’s rubric/scoring guide

SUMMATIVE ASSESSMENTS:

- Quiz: Causes of the Revolution, Perspectives, Connecticut’s Involvement (EU1, EU2, and EU3)
- Listen/Interpret FIAB
- Unit Task: “Voices of the Revolution: Perspectives, Power, and Change” (EU1, EU2 and EU3)

Unit Task

Unit Task Name: “Voices of the Revolution: Perspectives, Power, and Change”

Description: Students will work independently to choose an event from the American Revolution to create a podcast about. Students must write a podcast script that covers a major event or turning point (e.g., Boston Tea Party, Saratoga, Declaration of Independence) and includes perspectives from at least two different groups that were impacted by the event.

Evaluation: Teacher’s Scoring Guide

Unit Resources

- Google Classroom
- NewsEla
- Readworks
- PBS Learning Media
- Library of Congress