

Diocese of Wheeling-Charleston

	Unit	Planner	
Name of Teacher:	Marsha Casto	Grade Level: 4-8	Fourth
Subject Area:	Social Studies	Cross Curricular Opportunities:	R.L.A
Unit Title:	The Road to a Revolution	Estimated Duration of Unit:	8-9 Weeks
Overview of Unit:	<ul style="list-style-type: none"> Analyze the causes and effects of the stamp act and Boston massacre Trace the development of representative government in the U.S Identify the different roles of women in the revolution Identify bias in written and visual material during war time Identify points of view from the historical context surrounding an event Identify contribution of significant individual during the war period Use maps of the time period to interpret data, and locate places of importance Understand the importance of the Declaration of Independence and democratic ideas Understand the causes and effects of Americans taking sides during the war 	Forms of Text (nonfiction/fiction)	Fiction and Nonfiction
Catholic Identity Connections:	Democracy, Equality, Various Points of view, tolerance, intolerance	Teaching Strategies:	Whole Group Socratic Method

			Pair Share Hands On
Assessment (authentic/ published - summative/ formative):	Debate Rubrics Checklists		

Standard Number	Standards	Description of Activity	Resources	Date of Completion
ELA.4.R.C1.6 ELA.4.R.C3.3	Explain Events, ideas, or concepts in a historical text, including what happened and why Interpret information presented visually orally or quantitatively	Timeline of events leading up to and including The Declaration of Independence 1760-1176	<ul style="list-style-type: none"> History Speaks: Declaration of Independence And Harcourt: Horizons Ch. 8-9 	
SS.4.H.CL.2.1 SS.4.G.3 ELA.4.W.C9.1	explain the political and economic factors leading to the American Revolution (e.g., the French and Indian War; British colonial policies, and American colonists' early resistance, etc.) Compare and contrast the physical,... changes to America Write opinion pieces on topics or texts supporting a point of view with reasons and information	Discuss the French and Indian War as an important event that later led to tensions between Colonists and British Parliament Students will take notes with the teacher in a composition notebook Compare and Contrasting Maps of the North America before and after the French and Indian War 1750 and 1763 handout p. 76-77 We will debate the fairness of the Proclamation Line of 1763 and the American spirit of going across the line anyway	<ul style="list-style-type: none"> BrainPop French and Indian War Horizons ch. 8 lesson 1 King George What Was his Problem p. 1-3 Harcourt Activity Book p. 76-77 	

SS.4.H.CL.2.1	<p>explain the political and economic factors leading to the American Revolution (e.g., the French and Indian War; British colonial policies, and American colonists' early resistance, etc.)</p>	<p>Identify, discuss, and debate the taxes imposed on colonists, Viewpoints on both sides as well as the development of the Sons of Liberty, Daughters of Liberty and and their reaction/prevention methods to not pay taxes that worked</p>	<ul style="list-style-type: none"> ● King George...p. 3-9 ● Horizons Lesson 3 ● Ruistar: Class Debate Rubric 	
<p>SS.4.H.CL.2.1 ELA.4.R.C2.2 ELA.4.R.C1.4</p>	<p>explain the political and economic factors leading to the American Revolution (e.g., the French and Indian War; British colonial policies, and American colonists' early resistance, etc.)</p> <p>Compare and contrast firsthand and secondhand accounts of the same event</p> <p>Refer to details and examples in an informational text when explaining what a text says explicitly</p>	<p>The Boston Massacre and Boston Tea Party Read/Watch/Notes/Act Out/ Reader's Theater</p> <p>We will read the events on the night of the Boston Massacre and compare two different pictures from two points of view: One, an engraving of Paul Revere's not present at the massacre and a Son of Liberty, and one from the trial of the soldiers after the events unfolded p. 286-287 Horizons Lead students to understand the bias in the picture Revere engraved.</p> <p>Watch a reenactment of the event on History Channel</p> <p>Students will take notes on the events of the massacre</p> <p>I will read What was the Boston Tea Party pages 43-75</p> <p>We will read the two paragraph entry in Horizons on p. 288 and the short story in King George... on page 12-13.</p> <p>We will compare the three sources and write the important events that played out in the composition notebook</p> <p>Students will perform a reader's theater of</p>	<ul style="list-style-type: none"> ● Horizons Text Ch. 8 ● King George...pages 10-13 ● What Was the Boston Tea Party ● History Channel The Story of Us film ● Liberty Kids 	

		<p>the actual arguments men made for or against the tea tax at The Old South Meeting House</p> <p>Watch Liberty Kids: The Boston Tea Party</p> <p>Students will note in their composition notebook the main points of the Boston Tea Party</p>		
SS.4.H.CL.2.1	<p>explain the political and economic factors leading to the American Revolution (e.g., the French and Indian War; British colonial policies, and American colonists' early resistance, etc.)</p>	<p>The Intolerable Acts</p> <p>Students will make a vocabulary square for each act with the definition, part of speech, used in a sentence, and a picture</p> <p>Ask students to predict the colonist's reaction to the acts based on what they already know</p> <p>Students will listen again to the various resources comparing the events</p> <p>Students will write a journal entry from the point of view of a Patriot, Loyalist, or even a Parliament leader after the acts were passed.</p> <p>Students will do the activity sheet; The Road to War in small groups</p> <p>Students will note that instead of the Intolerable Acts dividing and punishing Boston, it united and inflamed colonists in other areas as well</p>	<ul style="list-style-type: none"> ● Harcourt Text p. 289 ● King George p. 13-15 ● Harcourt Activity book p. 80 ● What Was the Boston Tea Party chapter 6: Boston Goes Hungry 	

<p>SS.4.H.CL.2.1</p> <p>SS.4.H.CL.3.1</p>	<p>explain the political and economic factors leading to the American Revolution (e.g., the French and Indian War; British colonial policies, and American colonists' early resistance, etc.)</p> <p>Compare and contrast the various forms of government eg Continental Congress</p>	<p>The First Continental Congress</p> <p>Students will identify and outline the goals of this congress</p> <p>Students will act out some of the stronger moments and let others guess who they are, for example Patrick Henry, "Give me liberty or give me death!"</p>	<ul style="list-style-type: none"> ● Harcourt Text p. 290-291 ● King George p15-18 	
<p>SS.4.H.CL.2.1</p>	<p>explain the political and economic factors leading to the American Revolution (e.g., the French and Indian War; British colonial policies, and American colonists' early resistance, etc.)</p>	<p>Lexington and Concord</p> <p>Students will view the map on p. 291 of the Route Taken by REvere, Dawes, and the British</p> <p>Students, after listening to King George What was His Problem's events of Concord and Lexington will watch Liberty Kids and History Channel's The Story of Us to make their own illustration on a map of the events as they unfolded</p>	<ul style="list-style-type: none"> ● Liberty Kids, ● The Story of Us ● Harcourt Text ch. 8 ● King George... pages 22-54 	
<p>SS.4.H.CL.2.1</p> <p>SS.4.H.CL.3.1</p>	<p>explain the political and economic factors leading to the American Revolution (e.g., the French and Indian War; British colonial policies, and American colonists' early resistance, etc.)</p> <p>Compare and contrast the various forms of government eg Continental Congress</p>	<p>The Second Continental Congress</p> <p>In what ways did the colonists prepare for war?</p> <p>How do you think Sons of Liberty felt? How about Loyalists?</p> <p>What was the</p> <p>Was this group of men representing all?</p>	<ul style="list-style-type: none"> ● King George ● Harcourt Text ch. 8 	

	read and comprehend informational texts	composition notebooks		
ELA.4W.C9.2 ELA.4.W.C11.1 ELA.4.SL.C14.1	Write informative text to examine a topic and convey ideas and information clearly Conduct short research project that build knowledge through investigation of different aspects of a topic	Students research and write a biography of an important person up to this point with emphasis on their contributions/involvement with the War Students will also prepare a presentation of their person as if they are the person they researched Students will give their presentation in class		
		Test on Ch. 8 and the Declaration of Independence My tests are short answer and essay only		
Differentiated Instruction Opportunities/Overview:	Students may type their note/work rather than write it Research and project can be altered to meet needs Group work in heterogeneous groups Vocabulary can be limited	My Blog will be filled with these and many more sites to further investigate http://mrnussbaum.com/american-revolution/ http://www.history.com/topics/american-revolution http://www.ducksters.com/history/american_revolution.php http://www.pbs.org/ktca/liberty/		

		http://www.pbs.org/ktca/liberty/chronicle.html http://www.ducksters.com/history/american_revolution.php		
Cross Curricular Opportunities level:	<i>Reading Language Arts are included above within the lessons</i>			
Standard Number		Description of Activity	Resources	Date
ELA.4.W.C12.1	Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes and audiences	Composition notebook throughout the unit		
		Vocabulary will be a weekly expectation as well as a test at the end of each week		
		Students will choose a Lit. book from a selection connected to the Revolutionary War	Five Smooth Stone Lexile 890 Johnny Tremain Lexile 1220 Who Was George Washington Lexile 720 What Was the Boston Tea Party Lexile 900	

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	Common Core Checklist
Writing	
	Paragraph
	Essay (narratives, fairy tales, realistic fiction)
	Summary
	Research
	Detailed answers (text supported)
	Notes (note taking skills, outlines)
	Complete sentences
Reading	
	Informational text
	Lexile
	Complex literature
	Speaking
	Listening
	Varied strategies and instructional methods
	Critical thinking in whole class discussion
	Student led activities
	common core standards (literature circles)
	Smart board
	Computers
	iPads
	PowerPoint, Elmo etc.

Differentiated Instruction	
	Used multiple resources
	Domain Vocabulary
	Cross-Curricular
	Collaborative engagement (meaningful feedback)
	Higher level learning and teaching
Assessment	
	Project based
	Writing prompt
	Portfolio
	Observation
	Quiz
	Technology based
	Test
	Student created test
	Presentation
	Journal
	Think, pair, share
	Summary
	Oral questioning
	Analogy
	PowerPoint, or movie maker
Authenticity	
	Various activities
	Inquiry, research and evidence
	Evidence of time management and planning
	Problem solving strategies

Summary of Unit:	