

## Grade 5 – Unit 4 Week at a Glance

Week	Instructional Focus	Reading Workshop	Writing Workshop
1	Founding Fathers & Patriotic Heroes (5.2B, 5.19A, 5.21A)	Drama	MOY DPM
2	Major Cause & Effects of the American Revolution (5.2A) Results of the War (5.2C, 5.3A)	Traditional Literature	MOY DPM, Immersion
3	Framers of the Constitution (5.3B) Framework of Government (5.16A, 5.16B, 5,16C)		Immersion Biography Writing
4	Amendments to the U.S. Constitution (5.20B)	Summary	Biography Writing
5	Technology Project – in iXplore	Realistic Fiction	

#### GENERAL INFORMATION TEACHER NEEDS TO KNOW

- ★ Please see updated Year-at-a-Glance for adjustments made to this unit.
- ★ INSS objectives should be visible and lessons can be integrated into the reading/writing workshop schedule during the following times; poetry, read aloud with accountable talk, independent reading, group or share time. Government TEKS have been infused into this unit.
- ★ There are varieties of resources associated with this unit. Teachers may choose the resources that work best for their class and schedule.
- ★ <u>BrainPop</u> and BrainPop Jr. are paid sites, but there is free content on the site as well. The videos listed in this unit are free. There is a quiz that teachers can use as an assessment at the end of each video. The students can answer the questions in their ISN or the teacher can print out a copy of the quiz.

#### LIBRARY RESOURCES

http://www.cfisd.net/dept2/library/library\_el.htm

Check your campus library page for online resources to use for social studies content lessons and read alouds.









	Grade 5 - Integrated Social Studies Curriculum				
Unit 4: American Revolution & Independence Unit Length: 4 Weeks					
Conceptual Lens:	Independence and Conflict				
Social Studies TEKS:	5.2(A) <u>identify</u> and <u>analyze</u> the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party 5.2(B) <u>identify</u> the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan				
	Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period				
	5.2(C) <u>summarize</u> the results of the American Revolution, including the establishment of the United States and the development of the U.S. military				
	5.3(A) identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation				
	5.3(B) identify the contributions of individuals, including James Madison, and others such as George Mason, Charles Pinckney, and Roger Sherman who helped create the U.S. Constitution				
	(A) identify and explain the basic functions of the three branches of government				
	5.16(B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution				
	5.16(C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system				
	5.19(A) explain the contributions of the Founding Fathers to the development of the national government				
	5.20(B) <u>describe</u> various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens				
	5.21(A) <u>identify</u> significant examples of <u>art</u> , <u>music</u> , and literature from various periods in U.S. history such "Yankee Doodle" and "Paul Revere's Ride"				
	5.24(A) <u>differentiate</u> between, locate, and use valid primary and secondary sources such as biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States				
	5.24(B) <u>analyze</u> information by sequencing, identifying cause-and-effect relationships, comparing, contrasting, and summarizing				
Unit Overview:	This unit will help students understand the cause and effect of historic events and how conflict between the American colonies and Great Britain led to independence and the creation of the United States.				
Literature Selections:	Teachers may choose a variety of literature for the read aloud selections to develop students' understanding of the social studies concepts. See Appendix A for suggested literature selections to use as read alouds for this unit.				

Framers & Framework of Government Overview: Week 3			
Enduring Understandings/Generalizations	Guiding/Essential Questions		
The student understands the events that led	What were the Articles of Confederation?		
from the Articles of Confederation to the	Who developed the Articles of Confederation and why?		
creation of the U.S. Constitution and the	What were the weaknesses of the Articles of Confederation?		
government it established.	How were these people important to the Constitutional Convention:		
	*James Madison- provided the framework for the Constitution		
The student understands the framework of	George Mason – wrote the Bill of Rights		
government created by the U.S. Constitution	Charles Pinckney- help draft the Constitution		
of 1787.	Roger Sherman-helped draft the Articles of Confederation, helped write the		
	Declaration of Independence, and played a key role in the Great Compromise		
	that helped get the Constitution ratified.		
	Which parts of the U.S. Constitution explains how the three branches of		
	government will work?		
	What are the three branches of government?		
	What are the responsibilities of each branch?		
	What is the checks and balances system?		
	Why is it important for our government to have a checks and balances system?		
	Should all branches of government have equal power? Why or why not?		
	Which branch of government do you feel should have more power? Why?		
	How are federal government and state government the same and different?		
Students will			

- participate in discussions and express ideas in a written format about the unit's enduring understandings and guiding questions.
- use primary and secondary sources to gain information.
- understand key vocabulary concepts.
- identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation. Indian War and the Boston Tea Party.
- identify the contributions of individuals, including James Madison, and others such as George Mason, Charles, Pinckney, and Roger Sherman who helped create the U.S. Constitution.
- identify and explain the basic functions of the three branches of government.
- identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution.
- distinguish between national and state governments and compare their responsibilities in the U.S. federal system.

Instructional Resources: Week 3				
Teacher Materials	Teacher Notes	Assessments (%)	Technology	
Horizons Textbook (Ch.10)	•	<ul> <li>Guiding question written</li> </ul>	• Congress for Kids: The	
pp. 342-343: Shh! We're Writing the		responses for ISN	<u>Constitution</u>	
Constitution		<ul> <li>Venn Diagram</li> </ul>	• Charles Pinckney	
pp. 351-357: Constitutional		<ul> <li>Appendix I: Articles of</li> </ul>	• <u>Rodger Sherman</u>	
Convention		Confederation Web		
p. 354: Federal System of Government		<ul> <li>Appendix K-Branches of</li> </ul>		
pp. 358-363: Branches of Government, great		Government WS		
visual of Checks & Balances on p. 362		<ul> <li>Appendix L-Branches of</li> </ul>		
p. 352: <u>James Madison</u>		Government content		
p. 370: <u>George Mason</u>		frame		
R15-R27: Constitution				
Appendix I: Articles of Confederation & Articles				
of Confederation Web				
Appendix K: Branches of Government WS –				
can be used as homework				
Appendix L: Ben's Guide to the Branches				
of Government- includes a content frame				
• SMART Notebook file- Articles of				
Confederation (iXplore)- can be used as a				
read aloud				
• 5th Grade Biographies (iXplore)				
• 3 Branches Matching Game – SMART				
Notebook file (iXplore)				
• 3 Branches of Government-SMART				
Notebook file (iXplore)				
Our Constitution PPT (iXplore)				

Framers & Framework of Government Pacing Guide: Week 3					
Tuesday	Wednesday	Thursday	Friday		
Read Aloud	Read Aloud	Read Aloud	Independent		
			Reading		
Focus: Articles of Confederation - One result of the war was America's first attempt to establish a government called the Articles of Confederation.  • Teachers can use the Articles of Confederation SMART Notebook file as a read aloud.  • Students can use p. 307 and 346 in the Horizon's textbook as independent reading for students.  • Have students complete the Articles of Confederation Web-in the ISN, students will create a web stating each problem with the Articles of Confederation and why they were a problem. (Appendix L) (%)	Focus: Framers and the U.S. Constitution  Conduct a read aloud using Shh! We're Writing the Constitution by Jean Fritz or a literature selection from Appendix A. There is a link to a video of the book in Appendix A. It Is about 30 minutes long and can be broken up into two parts.  Use the Our Constitution PPT as a teaching tool.  Focus on the Guiding/Essential Questions during the read aloud. Students can stop and jot their answers to the questions in their ISN. (%)  Pay close attention to the role of the historic figures mentioned in 5.3(B).  Teacher can extend learning by viewing one of the videos listed in the	Focus: 3 Branches of Government, Checks & Balances  Conduct a read aloud using textbook pages 358-363, a literature selection from Appendix A, or a resource from the Teacher Materials section.  Focus on the Guiding/Essential Questions during the read aloud. Students can stop and jot their answers to the questions in their ISN. (%)  Teacher can extend learning by viewing one of the videos listed in the Technology section Optional Activity: Ben's Guide to the Three Branches of Government In their ISN, students will create a chart identifying who is involved, what is the purpose, and how do they balance each branch of	Focus: Federal System  Use Horizons textbook p. 354 as an independent reading selection for students.  In their ISN, have students write a summary of how the responsibilities of federal and state governments are alike and different.		
	Focus: Articles of Confederation - One result of the war was America's first attempt to establish a government called the Articles of Confederation.  • Teachers can use the Articles of Confederation SMART Notebook file as a read aloud.  • Students can use p. 307 and 346 in the Horizon's textbook as independent reading for students.  • Have students complete the Articles of Confederation Web-in the ISN, students will create a web stating each problem with the Articles of Confederation and why they were a problem.	Focus: Articles of Confederation - One result of the war was America's first attempt to establish a government called the Articles of Confederation.  • Teachers can use the Articles of Confederation SMART Notebook file as a read aloud.  • Students can use p. 307 and 346 in the Horizon's textbook as independent reading for students.  • Have students complete the Articles of Confederation Web-in the ISN, students will create a web stating each problem with the Articles of Confederation and why they were a problem. (Appendix L) (%)  Focus: Framers and the U.S. Constitution  • Conduct a read aloud using Shh! We're Writing the Constitution by Jean Fritz or a literature selection from Appendix A. There is a link to a video of the book in Appendix A. It Is about 30 minutes long and can be broken up into two parts.  • Use the Our Constitution PPT as a teaching tool.  • Focus on the Guiding/Essential Questions during the read aloud. Students can stop and jot their answers to the questions in their ISN. (%)  • Pay close attention to the role of the historic figures mentioned in 5.3(B).  • Teacher can extend learning by viewing one of	Focus: Articles of Confederation - One result of the war was America's first attempt to establish a government called the Articles of Confederation.  • Teachers can use the Articles of Confederation SMART Notebook file as a read aloud.  • Students can use p. 307 and 346 in the Horizon's textbook as independent reading for students.  • Have students complete the Articles of Confederation Web-in the ISN, students will create a web stating each problem with the Articles of Confederation and why they were a problem. (Appendix L) (%)  • Teacher can use the Articles of Confederation SMART Notebook file as a read aloud.  • Students can use p. 307 and 346 in the Horizon's textbook as independent reading for students.  • Have students complete the Articles of Confederation Web-in the ISN, students will create a web stating each problem with the Articles of Confederation and why they were a problem. (Appendix L) (%)  • Teacher can extend learning by viewing one of the videos listed in the wideos listed in the purpose, and how do they balance each branch of		

Topic	Suggested Literature for RAWAT or independent reading			
Journeys	Dangerous Crossing, The Revolutionary Voyage of John Adams & John Quincy Adams			
Textbook	(TB pp.278-290) historic fiction			
(unit 3)	• <u>Can't You Make Them Behave, King George</u> (TB pp.304-314) narrative NF			
	<u>They Called Her Molly Pitcher</u> (TB pp.328-338) narrative NF, women in the war			
	A Spy for Freedom (TB pp. 340-342 ) play			
	• <u>James Forten</u> (TB pp. 352-362) biography, African Americans in the war			
	Modern Day Minute Men (TB. pp.364-366) informational text			
	• <u>We Were There, Too!</u> (TB pp. 376-388) biography, children during the war	There, Too! (TB pp. 376-388) biography, children during the war		
	Patriotic Poetry , The Midnight Ride of Paul Revere (TB p. 390-392)			
Journeys	Ben Franklin Goes to Paris			
Vocabulary	Redcoats in American			
Readers	<u>The Battle of Monmouth</u>			
	Battles at Sea			
	Paul Revere, Hero on Horseback			
Journeys	Fife & Drum Boys			
Leveled	A Song Heard 'Round the World     Pamphleteers of the Revolution			
Readers	Emily Geiger's Dangerous Mission     An Unsung American Hero			
	The Oneidas     The Extraordinary Life of Thomas Peter	<u>rs</u>		
	Benedict Arnold     Phillis Wheatley	ļ		
	A Special Night     An Artist for the Revolution	ļ		
	Printed Words of the Revolution     A Home at Mount Vernon	ļ		
	Joseph Warren, An American Hero     George Washington's Invisible Enemy	<u>′</u>		
	Thomas Peters, A Remarkable Man     A Noble French Patriot			
	The Life of Phillis Wheatley     Abigail Adams			
Journeys Write-	p. 104-The Story of Bunker's Cove			
in Readers	• p. 114-No Tea for Me!			
	• p. 124-Women of the American Revolution			
	• p. 134-Nero Hawley's Dream			
	• p. 144-The Carpenter and the Drummer Boy			
TFK Readers	John and Abigail Adams (Teacher's Edition, p. 37)			
	<u>Victory at Yorktown</u> (Teacher's Edition, p. 41)			
	<u>Travels of the Declaration of Independence</u> (Teacher's Edition, p. 45)			
National	Declaring Independence by Lesley J. MacDonald			
Geographic Reading	Road to Revolution by Francis Downey			
Expeditions Series				

## Cause & Effect Boston Tea Party by Pamela Duncan Edwards Boston Tea Party by Carol M Elliot (reader's theater) The Story of the Boston Tea Party by R. Conrad Stein The Boston Tea Party by Steven Kroll The Boston Massacre by Michael Burgan The Boston Massacre by Allison Stark Draper (Headlines From History series) George Washington's Breakfast by Jean Fritz Founding Fathers and George Washington: A Picture Book Biography by James Cross Giblin **Patriotic Heroes** Take the Lead, George Washington by Judith St. George George Washington's Teeth by Deborah Chandra & Madeleine Comora Patrick Henry: Liberty or Death by Jason Glaser Patrick Henry: Voice of the American Revolution by Louis Sabin Heroes of the Revolution by David Adler John, Paul, George & Ben by Lane Smith Why Don't You Get a Horse, Sam Adams? by Jean Fritz What's the Big Idea, Ben Franklin by Jean Fritz The Amazing Life of Benjamin Franklin by James Gross Giblin American Revolution: A Nonfiction Companion to Revolutionary War on Wednesday by **American Revolution** Mary Pope Osborne American Revolution: 1700 – 1800 by Joy Masoff If You Lived at the Time of the American Revolution by Kay Moore Revolutionary War by Rebecca Stefoff USKids History: Book of the American Revolution by Howard Egger-Bovet Everybody's Revolution by Thomas Flemming The Revolutionary Home Front by Diane Smolinski Journeys For Freedom by Susan Buckley & Elspeth Leacock Dear America: The Revolutionary War (online book) Realistic Fiction Woodsrunner, Gary Paulsen Link to a booklist of realistic fiction books set in the revolutionary war period http://www.cincinnatilibrary.org/booklists/?id=revolutionarywarfictiongrade4 Government & The Declaration of Independence: July 4, 1776 by Brian Williams Historic Understanding the Articles of Confederation by Sally Senzell Issacs **Documents** Understanding the U.S. Constitution by Sally Senzell Issacs (has information about the revolution) The Journey of the one and only Declaration of Independence by Judith St. George Shh! We're Writing the Constitution, Jean Fritz (video)

If You Were There When They Signed the Constitution by Elizabeth Levy A More Perfect Union: The Story of Our Constitution by Betsy Maestro We the Kids: The Preamble to the Constitution of the United States by David Catrow We the People: The Story of our Constitution by Lynne Cheney What is the US Constitution? By Joanne Randolph We the People: The U.S. Constitution by Jean Kinney Williams Understanding the U.S. Constitution by Sally Senzell Isaacs Understanding the Bill of Rights by Sally Senzell Isaacs A Kids' Guide to America's Bill of Rights by Kathleen Krull The True Book series by Christin Ditchfield **Kidbiz Articles** Honoring Early American Leaders • Checks & Balances – writing activity American Revolution: A Puzzle From the Past Birth of Nation, Constitution: Found-- Ben Franklin's Letters Freedom: How We Got It Age of Revolution: Where Heroes Walked Happy Birthday, "Yankee Doodle"? American Revolution: First Ladies Will Be Golden in New Coins

## Paper Plate Time Line – Commemorative Medals or Coins

To visually represent the information taught in this unit, the following time line activity can be used for each part of the unit, at the end of the unit or throughout the unit.

### Materials:

White Paper Plates

Markers, colored pencils, crayons

Decorating materials (construction paper, glue, yarn, printed images, etc.)

- 1. Assign students into pairs. (This can be done individually as well)
- 2. Give each pair of students an event, document or person associated with the American Revolution unit.
- 3. Each pair will prepare a representation on a paper plate of the event as if it were being made into a commemorative medal or coin. Each medal or coin must include the name of the event, a symbol that represents the event, and a motto or slogan representing the event.
- 4. On the back of the paper place, students can attach a short summary of the event, document or person on an index card. (%)
- 5. When the medals are complete, students can present their product to the class or display them on the wall in order.

**Extension Activity**: At the conclusion of the unit, take the paper plates down and mix them up. The class must come to consensus as to the true order or sequence. Students must give reasons as to why an event should be placed before or after another, or at the beginning or end of the sequence.

Example of an illustrated Timeline:

http://www2.lhric.org/pocantico/revolution/1763.htm

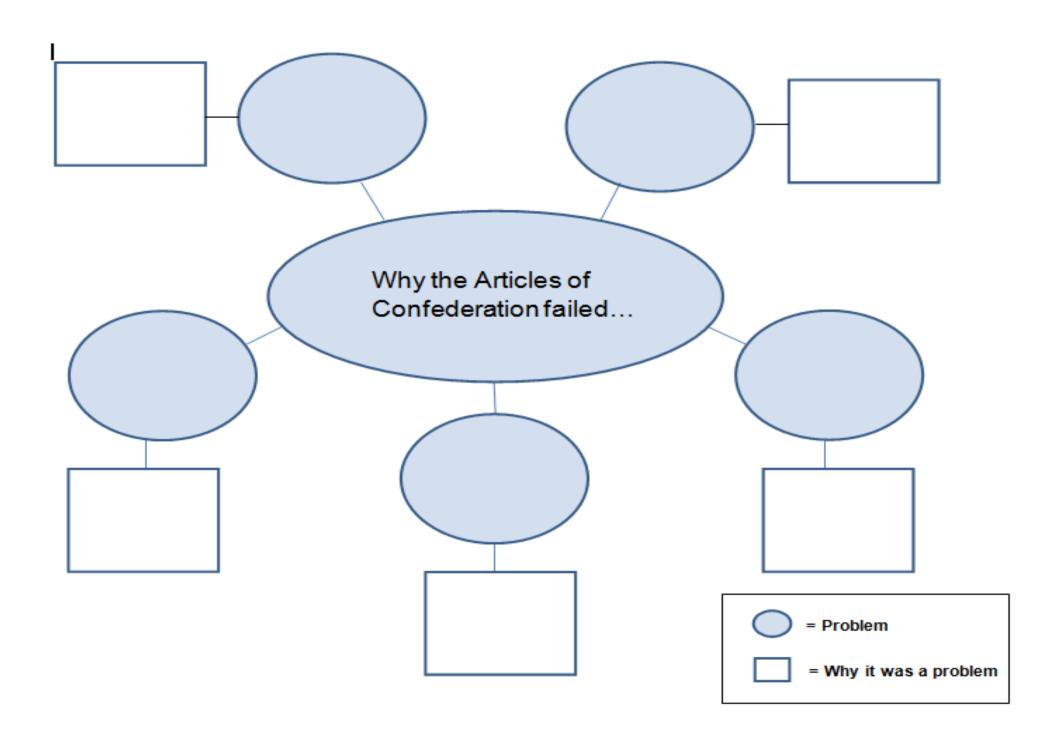


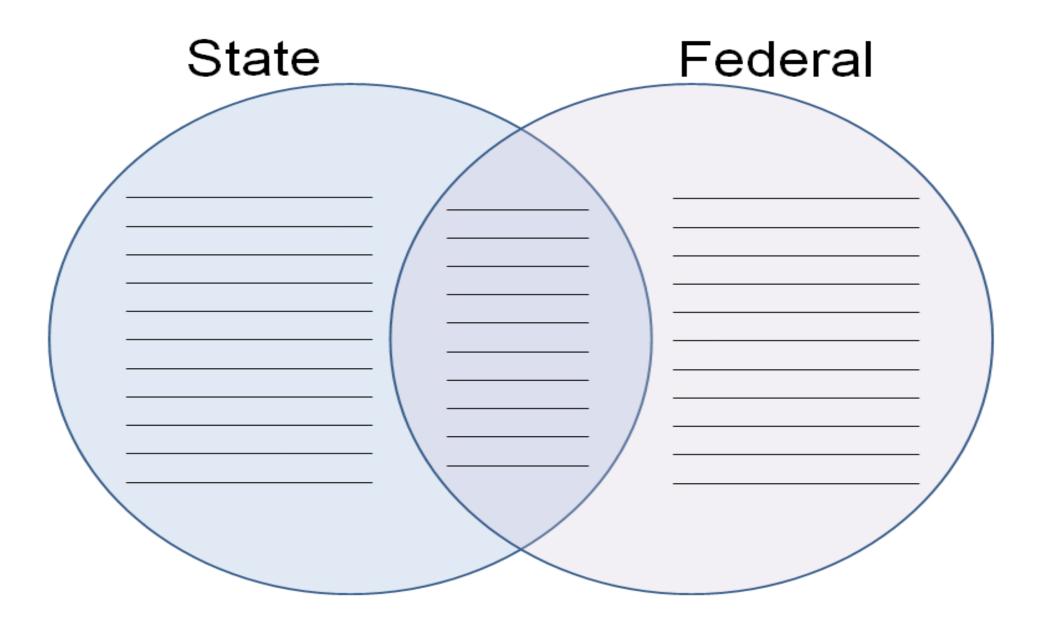
The Articles of Confederation, was an agreement among the 13 founding states that legally established the United States of America as a confederation of sovereign states and served as its first constitution

The Articles of Confederation became effective on March 1,1781, after all thirteen states had ratified them. The Articles made the states and legislature supreme. There was no executive branch. Judicial functions were very limited.

Once the thirteen colonies became the thirteen states, however, each one began to act alone in its own best interest. A new governing document was needed in order for these new states to act together, to become a nation.

The resulting government was weak. Efforts to make it stronger failed. A convention called in May 1787 to rewrite the Articles decided to draft an entirely new Constitution.



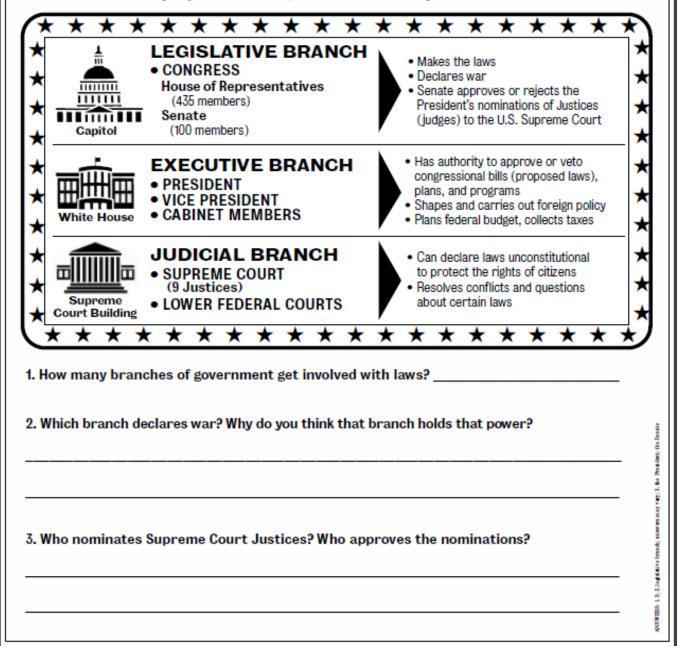






# THREE BRANCHES: Separate But Equal

The nation's Founders wanted to ensure that no one government official or group had too much power. They created three branches of federal government that share power equally. Read the chart, and then answer the questions below.

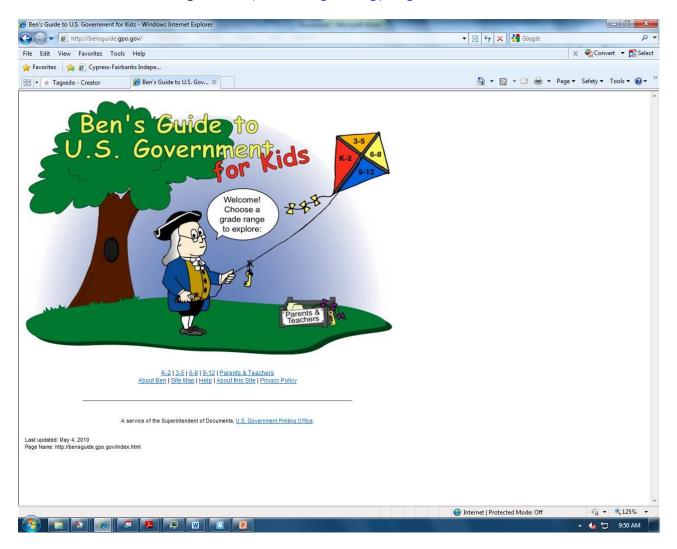


#### Ben's Guide to the Three Branches of Government:

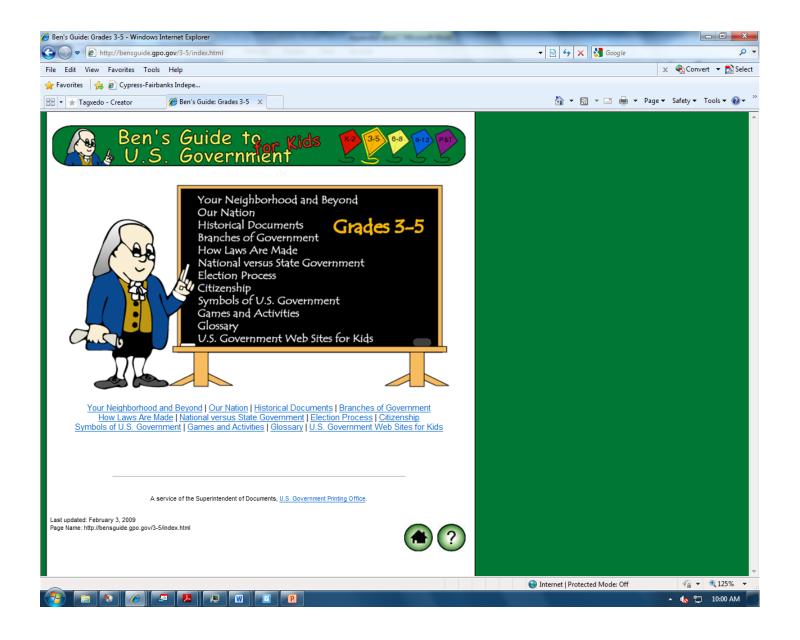
1. Ask students to draw the following diagram in their ISN.

Branch of Government	Executive	Legislative	Judicial
Who is involved?			
What is the purpose?			
How do they balance other branches?			

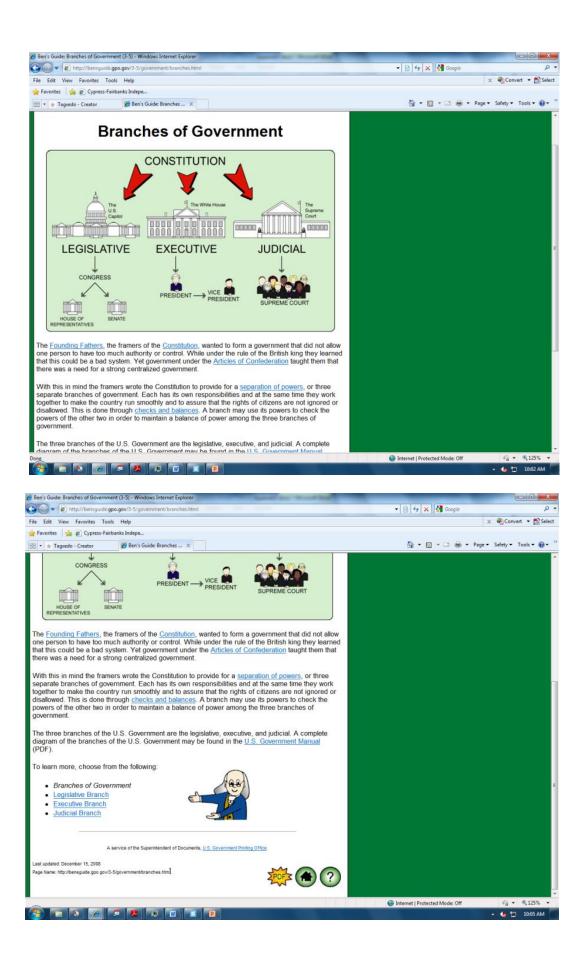
2. Ask students to go to <a href="http://bensguide.gpo.gov/">http://bensguide.gpo.gov/</a>



- 3. Students will click on 3-5 on the kite.
- 4. Students will click on **Branches of Government**



5. Students will use the <u>diagram</u> and the <u>links</u> to the three branches of government to fill in their chart.



## Answer Key:

Branch of Government	Executive	Legislative	Judicial
Who is involved?	President	Senate and House of Representatives (Congress)	Supreme Court
What is the purpose?	Many duties - check that students understand that the president does not get to do whatever he wants but is held accountable by the other branches of government.	Makes laws.	Makes sure the laws are fair.
How do they balance other branches?	The President can veto, or override, a bill from the legislative branch.	The Legislative Branch can approve or disapprove a bill that the president suggests and can send government officials to trial for wrong doings.	The Supreme Court can rule a law constitutional or unconstitutional.