

**Stratford Public Schools Social Studies Curriculum
Grade 5 - Unit 3**

Unit Name: The Colonies' Road to Independence		Est. # of Weeks: (4-6 weeks)
Synopsis: Students will learn the economic, political and social issues/events that contributed to the American Revolution and the new government that was formed as a result of the conflict.		
STUDENT LEARNING GOALS		
<p>Content-Specific Powered Standards <u>Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world</u> 1.1 Demonstrate an understanding of significant events and themes in United States history. 1.2 Describe the importance of significant events in local and Connecticut history and their connections to United States history. 1.3 Demonstrate an understanding of significant events and themes in world history. 1.7 Explain the purpose, structures and functions of government and law at the local, state, national and international levels. <u>Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.</u> 2.1 -Access and gather information from a variety of primary and secondary sources (maps, charts, graphs, images, and print material) 2.2 -Interpret information from a variety of primary and secondary sources (maps, charts, graphs, images, and print materials) <u>Civic competence in addressing historical issues and current problems requires the use of information, skills and empathic awareness.</u> 3.1- Use evidence to identify, analyze, and evaluate historical interpretations 3.2- Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view</p>		<p>Interdisciplinary Standards (as appropriate)</p> <hr/> <p>Key Vocabulary Debts, acts, taxation without representation, protest, Parliament, Quartering Act, Stamp Act, repeal, massacre, Boston Massacre, Boston Tea Party, First Continental Congress, Independence, patriots, loyalists, neutralists, traitor, Sons of Liberty, independence, Declaration of Independence, Second Continental Congress, Common Sense, militia, Red Coats, delegates, rights, Revolutionary War, strategies, professional army, allies, Continental Army, volunteers, bayonet, strategies, tactics, guerilla tactics, Treaty of Paris</p>
<p><u>Enduring Understandings</u></p> <p>The will to be free cause people to act against governing forces.</p>	<p><u>Essential Questions</u></p> <p>What is freedom and why did the American Revolution occur?</p> <p>How did the everyday citizen help establish a nation and what was common to all the events that led to and occurred during the Revolutionary War?</p> <ul style="list-style-type: none"> ▪ Is it possible to have two opposing viewpoints that are both correct? ▪ What is an enemy? 	

<p>In a democracy, the people are sovereign—they are the highest form of political authority.</p>	<p>What are the core ideas that underlie all the major documents that were written as a result of the Revolutionary War?</p>
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<p>Learning Objectives / Grade Level Expectations <i>Students will:</i></p> <ul style="list-style-type: none"> ▪ Rate the influence of individual events that contributed to the American Revolution (GLE# 4) ▪ Explain how specific individuals and their ideas and beliefs influenced American history. (GLE# 1) ▪ Compare and contrast the economic, political and/or religious differences that contributed to conflicts (e.g., French and Indian Wars, American Revolution,). (GLE# 2) ▪ Analyze how some conflicts have been resolved through compromise (e.g., U.S. Constitution, Northwest Ordinance). (GLE# 3) ▪ Describe the purpose, structure and functions of our national government. (GLE# 14) ▪ Analyze how power in the United States is shared among local, state and national governments. (GLE# 15) ▪ Explain the connections between local, state and national events (e.g., colonization, American Revolution, U.S. Constitution). (GLE# 6) ▪ Trace the evolving relationship between England and its American colonies. (GLE# 7) 	
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ASSESSMENT PLAN	
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<p>Summative Assessment(s)</p> <p><u>Nomination Letter for American Revolutionary War Monument</u> From the perspective of an American Revolutionary Historian, students will write a letter to nominate a person for an American Revolutionary War Monument. Their job is to include the reasons for the choice with historical information to defend the nomination. Students need to demonstrate an understanding of historical events and key political figures during the American Revolution.</p> <p>See rubric at the end of the unit.</p>	<p>Formative and Diagnostic Assessment(s)</p> <p>KWL Classroom discussions Student work</p>
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