



MIDLAND PARK PUBLIC SCHOOLS  
Midland Park, New Jersey  
CURRICULUM

# Social Studies

## Grade 5

Prepared by:  
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***Social Studies Grade 5***  
***Native Americans to American Revolution***

***Course Description:***

This course is meant to introduce students to various people who have inhabited North America and how their ways of life voluntarily and involuntarily adapted over time. From the indigenous people of North America to our Founding Fathers who declared independence from Great Britain, students will participate in a variety of in-class and out-of-class learning activities designed to develop historical knowledge, cultural understanding, appreciation and respect for diversity, and critical and analytical thinking skills.

***Suggested Course Sequence:***

- Unit 1: Native Americans: 8 weeks
- Unit 2: The Age of Exploration: 2 weeks
- Unit 3: The First Colonies: 4 weeks
- Unit 4: The Thirteen Colonies: 10 weeks
- Unit 5: The Declaration of Independence: 5 weeks
- Unit 5: The American Revolution: 4 weeks

**Unit Overview**

<b>Content Area:</b>	Social Studies
<b>Unit Title:</b>	Native Americans Unit 1
<b>Target Course/Grade Level:</b>	Grade 5
<b>Unit Summary:</b>	
<p>Native Americans once lived in different regions of the United States. The geography of each region influenced the people who lived there.</p>	

<b>21<sup>st</sup> century themes:</b>	Communication and Collaboration
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**Learning Targets**

<b>Standards</b>	
<p><b>6.1 U.S. History: America in the World</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
<b>CPI#</b>	Cumulative Progress Indicator (CPI)
<b>6.1.8.A.1.a</b>	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
<b>6.1.8.B.1.a</b>	Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
<b>6.1.8.D.1.a</b>	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
<b>6.1.8.D.1.b</b>	Explain how interactions among African, European, and Native American groups began a cultural transformation.
<b>6.1.8.D.2.b</b>	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
<b>6.1.12.D.16.a</b>	Analyze the impact of American culture on other world cultures from multiple perspectives.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How does a culture evolve?</li> <li>• What happens when two different cultures interact?</li> <li>• How do geography and resources impact the traditions and ways people live?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Diverse Native American societies existed and prospered in the Americas prior to European exploration and expansion</li> <li>• Regional geography influenced the development of Native American societies.</li> <li>• Native American cultures were affected by exploration and expansion.</li> </ul>
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<p><b>Unit Learning Targets</b></p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Discuss how the physical environment affects life in different regions.</li> <li>• Understand that regional systems are interconnected (ie: trade and transportation systems).</li> <li>• Relate the effect of geography and the environment on the work and lifestyles of various Native American societies.</li> <li>• Evaluate the role of agriculture to the survival and economic prosperity of Native American societies.</li> <li>• Analyze how the concept of communal property affected the division of labor and lifestyle of Native American groups.</li> <li>• Summarize the contributions and influence of Native American institutions and ways of life on more contemporary societies.</li> <li>• Explain why Native American societies had some common elements yet differed in their cultural practices and</li> </ul>
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political systems		
<b>Evidence of Learning</b>		
<b>Summative Assessments:</b> quizzes and final essay		
<b>Equipment Needed:</b>	Computers, ELMO, IWB	
<b>Teacher Resources:</b>	Text Book: <i>Harcourt Social Studies~ The United States: Making a New Nation</i> , Discovery Streaming, PowerPoint presentations, websites pertinent to subject, library	
<b>Formative Assessments</b>		
<ul style="list-style-type: none"> <li>• written reflections</li> <li>• exit/entrance tickets</li> <li>• homework</li> <li>• comparison charts</li> <li>• gallery walks</li> <li>• picture notes</li> </ul>		
<b>Lesson Plans</b>		
<b>Lesson #</b>	<b>Lesson Name</b>	<b>Time frame (hours/days)</b>
1	The Land Bridge Theory	1 period
2	The Eastern Woodlands	5 periods
3	The Plains	5 periods
4	The Southwest	5 periods
5	The Northwest, Arctic, & Subarctic	7 periods
6	Comparing & Contrasting the cultures	3 periods
<b>Teacher Notes:</b> Use Chapter 2 lessons 1-5		
<b>Curriculum Development Resources</b> Click links below to access additional resources used to design this unit:  <a href="http://app.discoveryeducation.com/">http://app.discoveryeducation.com/</a> (various video clips to enhance learning)		

**Unit Overview**
**Content Area:** Social Studies

**Unit Title:** The Age of Exploration Unit 2

**Target Course/Grade Level:** Grade 5

**Unit Summary:**

Cultural differences and competition for land led to conflicts among different groups of people in the Americas. European explorers led expeditions for a variety of reasons and following a variety of routes. Their explorations ultimately changed the lived of Native Americans.

**21<sup>st</sup> century themes:** Communication and Collaboration, Critical Thinking and Problem Solving

**Learning Targets**
**Standards**

**6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

CPI#	Cumulative Progress Indicator (CPI)
6.1.8.B.1.b	Analyze the world in spatial terms using historical maps to determine what led to the exploration of new water and land routes
6.1.8.C.1.a	Evaluate the impact of science, religion, and technology on European exploration.
6.1.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period
6.1.8.D.2.a	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
6.1.8.D.2.b	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

**Unit Essential Questions**

- Why do people explore?
- What are the impacts of exploration?

**Unit Enduring Understandings**

- Multiple factors motivate individuals and countries to explore. These include, but are not limited to: power, money, land, knowledge, curiosity, technology, and resources.
- There are different types of interactions which lead to different consequences (cultural, political, social, economical, religious, personal)
- Conflict is inherent and presents itself in many ways.
- Perspective determines one's view on exploration.

**Unit Learning Targets**
*Students will...*

- Describe technological innovations in shipbuilding, navigation, and naval warfare, as well as inventions such as the compass, contributed to the oceanic travel in the 15<sup>th</sup> and 16<sup>th</sup> centuries
- Describe the political, social, economic, and religious systems of Europeans and Native Americans converging in the Western Hemisphere in the 15<sup>th</sup> and 16<sup>th</sup> centuries.
- Understand how major conflicts arise from diversity.
- Describe the aims, obstacles, and accomplishments of the Spanish, English, French, and Dutch explorers

**Evidence of Learning**

**Summative Assessments:**

quizzes and poster

**Equipment Needed:**

Computers, ELMO, IWB

**Teacher Resources:**

Text Book: *Harcourt Social Studies~ The United States: Making a New Nation*, Discovery Streaming, PowerPoint presentations, websites pertinent to subject, library

**Formative Assessments**

- written reflections
- exit/entrance tickets
- homework
- comparison charts
- picture notes

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	Exploration & Technology	3 periods
2	A Changing World	4 periods
3	The Northwest Passage	1 period

**Teacher Notes:**

Use Chapter 3 lessons 1-3 (integrate with Exploration project in Computer Technology class)

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

<http://app.discoveryeducation.com/> (various video clips to enhance learning)

**Unit Overview**

<b>Content Area:</b>	Social Studies
<b>Unit Title:</b>	The First Colonies Unit 3
<b>Target Course/Grade Level:</b>	Grade 5

**Unit Summary:**

Europeans began to build colonies in North America. The early colonists experienced hardships and conflicts. Although they struggled early on with adapting to the environment they ultimately had a profound impact on the land and the Native Americans who lived there.

**21<sup>st</sup> century themes:** Communication and Collaboration, Critical Thinking and Problem Solving

**Learning Targets**

**Standards**

**6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

<b>CPI#</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>6.1.8.A.2.a</b>	Determine the roles of religious freedom and participatory government in various North American colonies.
<b>6.1.8.B.2.a</b>	Determine the factors that impacted emigration, settlement patterns, and regional identities of the colonies.
<b>6.1.8.B.2.b</b>	Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
<b>6.1.8.D.2.b</b>	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Why do people settle in new lands?</li> <li>• How and why does government emerge and develop?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Multiple factors motivate people to relocate. These include, but are not limited to: freedom of religion, freedom of expression, and opportunity for a better life.</li> <li>• Societies require rules, laws, and government to provide order.</li> <li>• Governments can change based on the needs of people, society, and culture.</li> </ul>
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**Unit Learning Targets**

*Students will...*

- Describe how political, social, and economic institutions emerged in Colonial America.
- Determine the effectiveness of colonial rule to meet the needs of the people from multiple perspectives.
- Analyze how the colonial system influenced the first American efforts to form independent governments.
- Recognize that individual rights, the common good, self government, justice, equality, and free inquiry are all fundamental to American public life.
- Explain how the law of supply and demand affected the formation of early settlements.
- Evaluate the collaboration and the conflicts between Native American groups and the early colonists.

**Evidence of Learning**

**Summative Assessments:**

Quizzes and final essay

**Equipment Needed:**

Computers, ELMO, IWB

**Teacher Resources:**

Text Book: *Harcourt Social Studies~ The United States: Making a New Nation*, Discovery Streaming, PowerPoint presentations, websites pertinent to subject, library

**Formative Assessments**

- written reflections
- exit/entrance tickets
- homework
- comparison charts
- gallery walks
- picture notes
- performances

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	The Spanish Colonies	3 periods
2	The First English Colonies (Roanoke & Jamestown)	7 periods
3	The Plymouth Colony	5 periods
4	The French and Dutch	3 periods

**Teacher Notes:**

Use Chapter 3 lessons 1-3 (integrate with Exploration project in Computer Technology class)  
 Use Chapter 4 lessons 1-4

Read Aloud: *Blood on the River: The Story of Jamestown* by Elisa Carbone

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

- <http://app.discoveryeducation.com/> (various video clips to enhance learning)
- <http://www.historyglobe.com/jamestown/> (Jamestown On-line Adventure)
- <http://mayflowerhistory.com/>



**Unit Overview**

<b>Content Area:</b>	Social Studies
<b>Unit Title:</b>	The Thirteen Colonies Unit 4
<b>Target Course/Grade Level:</b>	Grade 5
<b>Unit Summary:</b>	
<p>The thirteen colonies were founded in different regions of North America and for a variety of reasons and developed differently based on economic, geographic, and social factors..</p>	
<b>21<sup>st</sup> century themes:</b>	Communication and Collaboration, Critical Thinking and Problem Solving, Productivity and Accountability

**Learning Targets**
**Standards**

**6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

<b>CPI#</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>6.1.8.A.2.a</b>	Determine the roles of religious freedom and participatory government in various North American colonies.
<b>6.1.8.B.2.a</b>	Determine the factors that impacted emigration, settlement patterns, and regional identities of the colonies.
<b>6.1.8.B.2.b</b>	Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
<b>6.1.8.C.2.a</b>	Relate slavery and indentured servitude to Colonial labor system.
<b>6.1.8.C.2.b</b>	Explain mercantilism and its impact on the economies of the colonies and European countries.
<b>6.1.8.C.2.c</b>	Analyze the impact of triangular trade on multiple nations and groups.
<b>6.1.8.D.2.a</b>	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
<b>6.1.8.B.3.a</b>	Assess how conflicts and alliances among European countries and Native American groups impacted expansion of the American colonies.

<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• <b>How does a new society develop?</b> What are the key elements in developing a new world?</li> <li>• What different skills do the people need in order to build a successful society?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• People must work together to build homes, roads, and schools. People must also cooperate to provide goods to services to each other.</li> <li>• Societies require rules, laws, and government to provide order.</li> <li>• Governments can change based on the needs of people, society, and culture.</li> </ul>
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<b>Unit Learning Targets</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>• Describe how political, social, and economic institutions emerged in Colonial America.</li> <li>• Evaluate the changing relationship between the colonists and the Native Americans in the New England, Middle, and Southern colonies.</li> <li>• Compare and contrast the physical geography, resources, and industries of the New England, Middle, and Southern colonies.</li> <li>• Analyze the role of religion and government in the New England colonies.</li> </ul>
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- Explain how England came to control the thirteen colonies.
- Describe Quaker and other settlements in the Middle colonies.
- Explain how the Southern colonies were established and developed.
- Summarize the development of slavery in America.

**Evidence of Learning**

**Summative Assessments:**

Quizzes and final PBL (postage stamp and persuasive letter)

**Equipment Needed:**

Computers, ELMO, IWB

**Teacher Resources:**

Text Book: *Harcourt Social Studies~ The United States: Making a New Nation*, Discovery Streaming, PowerPoint presentations, websites pertinent to subject, library

**Formative Assessments**

- written reflections
- exit/entrance tickets
- homework
- comparison charts
- gallery walks
- picture notes
- performances
- PBL

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	<b>The New England Colonies</b> <ul style="list-style-type: none"> <li>• Reasons for settlement</li> <li>• Important people</li> <li>• Economy/industry</li> <li>• Geography</li> </ul>	15 periods
2	<b>The Middle Colonies</b> <ul style="list-style-type: none"> <li>• Reasons for settlement</li> <li>• Important people</li> <li>• Economy/industry</li> <li>• Geography</li> </ul>	15 periods
3	<b>The Southern Colonies</b> <ul style="list-style-type: none"> <li>• Reasons for settlement</li> <li>• Important people</li> <li>• Economy/industry</li> <li>• Geography</li> </ul>	15 periods

**Teacher Notes:**

Use Chapter 5, Lessons 1-3

Use Chapter 6, Lessons 1-3

Use Chapter 7, Lessons 1-3

\*integrate with art for PBL (Colonial Postage Stamp)

Read Aloud: *Blood on the River: The Story of Jamestown* by Elisa Carbone

Read Aloud: *The Courage of Sarah Noble* by Alice Dalgliesh

### Curriculum Development Resources

Click links below to access additional resources used to design this unit:

<http://app.discoveryeducation.com/> (various video clips to enhance learning)

<http://www.pbs.org/wnet/colonialhouse/history/> (PBS interactive history)

[http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s\\_u3/](http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u3/) (interactive Triangular Trade Map)

<http://www.pbs.org/benfranklin/> (Ben Franklin)

<http://www.learner.org/interactives/historymap/colonists.html> (interactive colonial maps)

**Unit Overview**

<b>Content Area:</b>	Social Studies
<b>Unit Title:</b>	Declaring Independence Unit 5
<b>Target Course/Grade Level:</b>	Grade 5
<b>Unit Summary:</b>	
<p>The British government wanted the colonists to accept British rule. The colonists attempted to gain their rights through actions and written word.</p>	
<b>21<sup>st</sup> century themes:</b>	Communication and Collaboration, Critical Thinking and Problem Solving, Productivity and Accountability

**Learning Targets**

<b>Standards</b>	
<p><b>6.1 U.S. History: America in the World</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
<b>CPI#</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>6.1.8.A.3.a</b>	Examine the ideals found in the Declaration of Independence and assess the extent to which they were filled for women, African Americans, and Native Americans during this time period.
<b>6.1.8.B.3.a</b>	Assess how conflicts and alliances among European countries and Native American groups impacted expansion of the American colonies.
<b>6.1.8.B.3.b</b>	Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
<b>6.1.8.B.3.d</b>	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
<b>6.1.8.B.3.e</b>	Examine the roles and perspectives of various socioeconomic groups, African Americans, and women during the American Revolution and determine how these groups were impacted by the war.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How and why did the colonies become an independent nation?</li> <li>What impact can one individual have? How do ideas turn into action?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Economic and political issues changed the relationship between Britain and the colonies and differences led to discontent and the need for change and eventual independence.</li> <li>Individuals have the power to make changes.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>Discuss how individual rights, the common good, self government, justice, equality, and free inquiry are all fundamental to American public life.</li> <li>Describe how conflicts arise from diversity.</li> <li>Identify the major responsibilities of colonists who played a major role in declaring independence (John Adams, Benjamin Franklin, Thomas Jefferson, Thomas Paine, Patrick Henry, Sam Adams)</li> <li>Understand that tax dollars are collected and used by the government to provide goods and services.</li> <li>Explain key events of the American Revolution such as (First and Second Continental Congresses, Boston Tea Party, Drafting and approving the Declaration of Independence, Publication of "Common Sense").</li> <li>Determine how British tariffs and taxes and American boycotts acted as economic catalysts for the Revolutionary War.</li> </ul>	

**Evidence of Learning**
**Summative Assessments:**

quizzes and final PBL (postage stamp and persuasive letter)

**Equipment Needed:** Computers, ELMO, IWB

**Teacher Resources:** Text Book: *Harcourt Social Studies~ The United States: Making a New Nation*, Discovery Streaming, PowerPoint presentations, websites pertinent to subject, library

**Formative Assessments**

- written reflections
- exit/entrance tickets
- homework
- comparison charts
- gallery walks
- picture notes
- PBL

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	<b>Colonists Speak Out</b> <ul style="list-style-type: none"> <li>• Tax Acts</li> <li>• Boston Massacre</li> <li>• Committees of Correspondence</li> <li>• Sons &amp; Daughters of Liberty</li> </ul>	8 periods
2	<b>Disagreement Grows</b> <ul style="list-style-type: none"> <li>• Boston Tea Party</li> <li>• Coercive Acts</li> <li>• First Continental Congress</li> <li>• Lexington &amp; Concord</li> </ul>	8 periods
3	<b>The Road to War</b> <ul style="list-style-type: none"> <li>• Second Continental Congress</li> <li>• Bunker Hill</li> <li>• Olive Branch Petition</li> </ul>	4 periods
4	<b>Declaring Independence</b> <ul style="list-style-type: none"> <li>• Writing the Declaration</li> <li>• Rights and Grievances</li> <li>• Approving the Declaration</li> <li>• Forming a New Government</li> </ul>	5 periods

**Teacher Notes:**

Use Chapter 8, Lessons 2-5

\*integrate with art for PBL (Colonial Postage Stamp)

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

<http://app.discoveryeducation.com/> (various video clips to enhance learning)

**Unit Overview**

<b>Content Area:</b>	Social Studies
<b>Unit Title:</b>	The American Revolution Unit 6
<b>Target Course/Grade Level:</b>	Grade 5
<b>Unit Summary:</b>	
<p>Growing tensions over political power and economic issues sparked a movement for independence in Great Britain. Freedom was so important to the colonists that they were willing to suffer terrible hardships and years of war to win their independence.</p>	
<b>21<sup>st</sup> century themes:</b>	Communication and Collaboration, Critical Thinking and Problem Solving, Productivity and Accountability

**Learning Targets**

<b>Standards</b>	
<p><b>6.1 U.S. History: America in the World</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
<b>CPI#</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>6.1.8.A.2.b</b>	Explain how and why early government structures developed and determine the impact of these early structures on the evolution of American politics and institutions.
<b>6.1.8.A.2.c</b>	Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.
<b>6.1.8.A.3.a</b>	Examine the ideals found in the Declaration of Independence and assess the extent to which they were filled for women, African Americans, and Native Americans during this time period.
<b>6.1.8.B.3.d</b>	Explain why New Jersey's location played an integral role in the American Revolution.
<b>6.1.8.B.3.c</b>	Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
<b>6.1.8.B.3.d</b>	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
<b>6.1.8.B.3.e</b>	Examine the roles and perspectives of various socioeconomic groups, African Americans, and women during the American Revolution and determine how these groups were impacted by the war.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How and why did the colonies become an independent nation?</li> <li>• How do the found fathers impact and influence the people to create a new nation?</li> <li>• What is American independence?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Economic and political issues changed the relationship between Britain and the colonies and differences led to discontent and the need for change and eventual independence.</li> <li>• Individuals have the power to make changes.</li> <li>• The American Revolution was a means to independence.</li> <li>• American independence is based on individual rights, the common good, self government, justice, equality, and free inquiry.</li> </ul>
<b>Unit Learning Targets</b>	
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Identify the major responsibilities of the American Revolution such as (George Washington, John Adams, Benjamin Franklin, Thomas Jefferson, Thomas Paine, Patrick Henry, Paul Revere, Sam Adams, Joseph Warren)</li> <li>• Explain key battles of the American Revolution</li> <li>• Determine the actions taken as a result of varying economic perspectives that led to the inception of the American Revolution.</li> <li>• Explain how geography impacted the role of New Jersey in the American Revolution.</li> </ul>	

**Evidence of Learning**

**Summative Assessments:**  
quizzes and essay

**Equipment Needed:** Computers, ELMO, IWB

**Teacher Resources:** Text Book: *Harcourt Social Studies~ The United States: Making a New Nation*, Discovery Streaming, PowerPoint presentations, websites pertinent to subject, library

**Formative Assessments**

- written reflections
- exit/entrance tickets
- homework
- comparison charts
- gallery walks
- picture notes

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	<b>Americans and the Revolution</b> <ul style="list-style-type: none"> <li>• Patriots, Loyalists, and the neutral</li> <li>• Personal and economic hardships</li> <li>• Women, African Americans &amp; Native Americans</li> </ul>	5 periods
2	<b>Fighting for Independence</b> <ul style="list-style-type: none"> <li>• Early Battles</li> <li>• Winter at Valley Forge</li> <li>• First Continental Congress</li> <li>• Lexington &amp; Concord</li> </ul>	5 periods
3	<b>Winning Independence</b> <ul style="list-style-type: none"> <li>• Revolutionary Heroes</li> <li>• Battle in the South</li> <li>• Yorktown</li> <li>• The Treaty of Paris</li> </ul>	8 periods

**Teacher Notes:**

Use Chapter 9, Lessons 1-3

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

<http://app.discoveryeducation.com/> (various video clips to enhance learning)