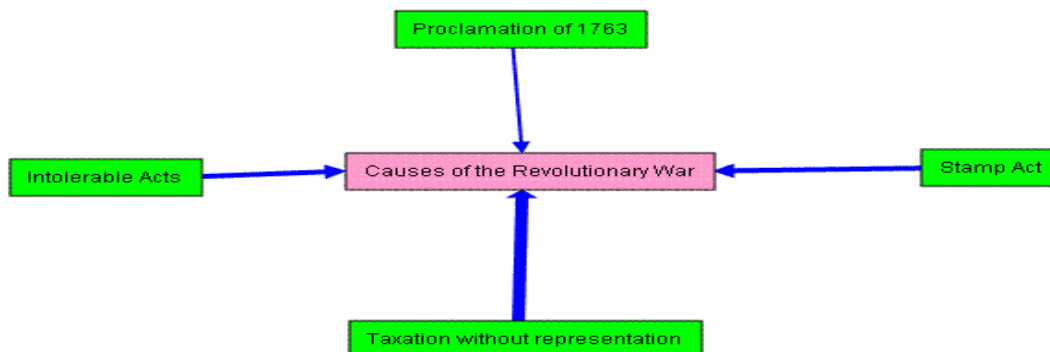


Unit Plan that Incorporates the Use of Thinking Tools

Author	
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School Name	Lansing Intermediate
School District	Lansing USD # 469
School City, State	Lansing, Kansas
Classroom Information	
Subject Area	
Social Studies	
Grade Level(s)	
Fifth	
Unit Overview	
Unit Title	
Turning points in the American Revolution	
Unit Summary	
<p>Students will learn the causes of the Revolutionary War and the events that led to the United States becoming a nation. Throughout the unit the students will participate in several hands-on activities that will take them through the years 1754-1800. The students will make a Cause-and-Effect title page/portfolio to keep their hands-on activities in. We will make a French & Indian War Lockbook, write a Proclamation in relation to the Proclamation of 1763, answer questions in a Flip Book about Taxes, make a Boston Massacre Time Line and Tea Party Step Book, understand the importance of the First Continental Congress by making a Now-and-Then Contrast Book, create a puzzle-piece time line of the Lexington and Concord Battle, write a business letter from John Adams to George Washington urging him to accept the nomination as Commander-in-Chief of the Continental Army, make a Guide Book to Bunker Hill, answer questions in a Panel Book about the Declaration of Independence, and create Matchbooks to help the students understand the advantages and disadvantages held by the British and American armies. As a culmination to this unit, the students will construct a Circlebook in which they will report on four events that they felt were important to the American Revolution.</p>	
Building the Foundation	
Habits of Learning Taxonomy	
<p><i>Knowledge: Recalling and memorization. Declarative: Facts, concepts, generalizations</i></p> <p><i>Comprehension: Compare and contrast</i></p> <p><i>Application: Solves problems & demonstrates knowledge</i></p> <p><i>Evaluation: Convince & decide</i></p>	

Standards			
KS SS 5 th grade: Kansas, United States, and World History Standard 5.4.3.1k: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the American Revolution and the United States becoming a nation.			
Learning Objectives			
The students will learn about the causes of the American Revolution. They will be able to identify the important turning points in the American Revolution.			
Curriculum-Framing Questions	Essential Question		
	Why do we have war?		
	Unit Questions		
	How are the citizens of a country affected by war?		
	Why is it important to understand how the past events have affected world events today?		
	Did George Washington really make an impact on the presidency and how it's defined today?		
	Why is it important for citizens to participate in the government of a country?		
	Content Questions		
<i>How did the Constitutional Convention lead to the creation of the United States Constitution?</i>			
<i>What were the causes of the American Revolution?</i>			
<i>What countries provided support for the colonists during the American Revolutionary War?</i>			
<i>Can you think of a compromise that might have satisfied both the king and the colonists?</i>			
<i>On what date did the Congress adopt the Declaration of Independence?</i>			
<i>How is our government different from parliament?</i>			
Student Assessment Plan			
Assessment Summary			
Students will create an American Revolution portfolio consisting of all the hands-on activities included in this unit. The students will be assigned some form of activity that goes along with many events leading up to the war. Each activity will be graded based on knowledge and research skills the students use to complete the required task. Students complete the Visual Ranking tool and are scored according to how well they sequence the events of the Boston Massacre. The students will also complete the Seeing Reason tool as a way to examine the four main events that were the cause leading to the effect of the Revolutionary War. As a culmination to this unit, the students will complete a knowledge based test over the concepts and state standards addressed throughout this unit.			
Assessment Timeline			
	Before Project Work Begins	While Students Work on Projects	After Project Work Ends
	<ul style="list-style-type: none"> • <i>Cause/Effect Portfolio</i> • <i>Pre-assess prior knowledge of the American Revolution through class discussion</i> • <i>Sing the song "Yankee Doodle" and discuss the meaning of Yankee and Doodle.</i> • <i>Review the geography of the 13 colonies in relationship to England</i> 	<ul style="list-style-type: none"> • <i>Teacher check portfolios</i> • <i>Visual Ranking activity</i> • <i>Class discussions over different events leading up to the war.</i> • <i>Kings M&M's activity. Students feel the effects of being taxed on items like the colonists.</i> 	<ul style="list-style-type: none"> • <i>Teacher evaluation of hands-on activities in portfolios.</i> • <i>Seeing Reason activity to map the cause and effect relationship of the events leading up to the war.</i> • <i>Knowledge based test over the concepts aligned with the state standards addressed throughout the unit.</i>

Visual Ranking Project Name (For the <i>Visual Ranking</i> workspace)		
Boston Massacre		
Project Description (For the <i>Visual Ranking</i> workspace)		
<i>Students will sequence the events of the Boston Massacre leading up to the death of five colonists.</i>		
Prompt (For the <i>Visual Ranking</i> workspace)		
I want you to put the following events in proper sequential order.		
Sorting List (For the <i>Visual Ranking</i> workspace)		
Colonists jeered at British soldier in Boston. Britain sent troops to the colonies to make sure taxes were being collected. Someone yelled "Fire!" and the soldiers shot their guns. More British soldiers arrived and the crowd grew larger.		
Practice Ranking (For your future quick reference)		
Teacher ID: bealld@usd469.net Practice Team ID 1:beall2 Password: beall2		
Seeing Reason Project Name (For the <i>Seeing Reason</i> workspace)		
What events led to the American Revolution?		
Project Description (For the <i>Seeing Reason</i> workspace)		
As you complete your American Revolution portfolio you will study events leading up to the American Revolution. Use the seeing reason tool to show the relationship between these events and the declaring of independence from Britain.		
Research Question (For the <i>Seeing Reason</i> workspace)		
What are the causes of the Revolutionary War?		
Practice Map (For your future quick reference)		
Practice Team ID: beall1 Password: beall1		



Unit Details

Approximate Time Needed

3-4 weeks Suggested class time: 45 minutes a day; 5 days a week

Prerequisite Skills

Students need knowledge of the thirteen colonies and how they came to be, research skills, geography skills, and computer function skills.

Procedures

BEFORE: Pre-assess prior knowledge of the American Revolution through class discussion. Sing the song “Yankee Doodle” to understand the meaning of Yankee and Doodle. Review the geography of the thirteen colonies in relationship to England. Students will begin their Cause/Effect portfolio.

DURING: Teacher will check portfolios throughout the unit.

Visual Ranking tool assignment on the sequence of events that led up to the Boston Massacre.

Class discussions over events leading up to the war to check for understanding.

Do the Kings M&M's activity. This activity is a great way for the students to get a feel for how the colonists were feeling when the King was taxing them and taking away their citizen rights. The students pick a role card from a hat and whatever the card says (King, Parliament, Tax collector, Colonist) is their role. Everyone is given ten M&M's and at any given time throughout the day the king can have parliament announce something the students are being taxed on. For example, if you are wearing denim jeans you owe three M&M's. The tax collectors then go around the room and take M&M's from those students that owe. At the end of the day, the King gets 50% of the M&M's that were collected, Parliament gets 40% to share among the two people that chose that card and the Tax collectors get 10% to share among the two that chose that card. The rest of the class represents the colonists and how angry they were with “taxation without representation”.

AFTER: Teacher evaluation of hands-on activities in the students' portfolios.

Seeing Reason tool to map the four main causes of the American Revolution.

Knowledge-based test over the concepts aligned with the state standards addressed throughout unit.

Accommodations for Differentiated Instruction	
Resource Student:	A paraprofessional will be in the room to help the teacher monitor these students. All directions will be given orally and on the overhead as well as a sample of the activity will be provided. Teacher will monitor progress as the students are working and will stay close by if any problems do arise. These students will be given a hard copy of any notes that may be taken.
English Language Learner:	A peer tutor will be assigned to assist with any questions that may need clarified. The samples of the projects will help the students visually see what the expectations are.
Gifted Student:	These students will be given an enrichment activity to go along with their portfolio. They will be required to research an important person or group that was involved in the American Revolution (e.g., Loyalists, Patriots, Sons of Liberty).
Materials and Resources Required For Unit	
Printed Materials:	Social Studies textbook and copies of pages needed for hands-on activities.
Supplies:	Fifth grade school supplies, construction paper, envelopes, tape and two bags of M&M's
Technology - Hardware	Computers with internet access. Television with VCR.
Technology - Software	Internet Explorer
Internet Resources:	www.intel.com/education/thinkingtools
Other Resources:	All grade level classrooms, School House Rock "History Rocks" Video,