

## Anoka Hennepin K-12 Curriculum Unit Plan

<b>Department:</b> Social Studies	<b>Grade Level:</b> 5
<b>Unit Title:</b> American Revolution and Formation of Government	<b>Trimester 3:</b> 13 hour sessions or 26 half-hour sessions

**Unit Summary:** This is a unit that examines the American Revolution and the formation of the United States Government. Students will learn about the events and ideas that led to independence. They will examine key figures who influenced revolutionary ideas and participated in fighting the Revolutionary War. Students will examine the impact of the Articles of Confederation and how it led to the Constitution and the Bill of Rights. Students will learn through a rich variety of text, multimedia presentations, videos, historical simulations and primary sources. Writing, critical listening/viewing, critical thinking, and speaking are integrated throughout the lessons. Summative performance assessments: Revolutionary Events puzzle and Community Problem Bill.

**Program Understanding and/or Minnesota State/Local/Core Standards and Technology Standard(s) addressed:**

- **II. Time, Continuity, and Change:** Students will understand that significant people, events, and ideas influence the development of the world's civilizations.
- **V. Individuals, Groups, and Institutions:** Students will understand that individuals, groups, and institutions interact across time and culture to preserve or change societies.
- **VI. Power, Authority, and Governance:** Students will understand that structures of government gain and exert authority over people and resources in positive and negative ways.
- **VII. Production, Distribution, and Consumptions:** Students will understand that people organize for production, distribution, and consumption of goods and services.

## Stage 1: Desired Results

Established Goals/Standards	Acquisition ⇔ Meaning Making ⇔ Transfer	
<p><u><a href="#">MN Academic Standards in Social Studies:</a></u></p> <p><b>5.1.1.1.1</b> Simulate a historic event to show how civic engagement (voting, civil discourse about controversial issues and civic action) improves and sustains a democratic society, supports the general welfare, and protects the rights of individuals.</p> <p><b>5.1.1.1.2</b> Identify a public problem in the school or community, analyze this issue from multiple perspectives, and create an action plan to address it.</p> <p><b>5.1.2.2.1</b> Identify historically significant people during the period of the American Revolution; explain how their actions contributed to the development of American political culture.</p>	<h3 style="margin: 0;">Transfer</h3> <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● organize historical people, events, and impacts cards to show your understanding of the events that led to the Revolutionary War.</li> <li>● using the <i>Public Problem Brainstorming</i> sheet and the <i>Making a Bill</i> template, come up with a potential solution to your hometown's problem. See <i>Public Problem Situation</i> sheet for complete details.</li> </ul>	
	<h3 style="margin: 0;">Meaning Making</h3>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Student will understand that...</i></p> <p><i>What specifically do you want students to understand? For 40 years (overarching from course framework), 4 years (about unit topic). What inferences should they make?</i></p> <p><b>Overarching Understandings (Framework):</b></p> <ol style="list-style-type: none"> <li>1. significant people, events, and ideas influence change and growth in North American history (Through the 1800's).</li> <li>2. individuals, groups and institutions interact to create diverse societies in North America.</li> <li>3. groups and events lead individuals to make significant contributions.</li> <li>4. nations form and dissolve alliances for various reasons.</li> <li>5. people throughout history develop ways to meet their needs and wants.</li> </ol>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering:</i></p> <p><i>For 40 years (overarching from course framework), 4 years (about unit topic). What thought-provoking questions will foster inquiry, meaning-making and transfer?</i></p> <p><b>Overarching Essential Questions (Framework):</b></p> <ol style="list-style-type: none"> <li>1. Why study history and what can we learn from the past?</li> <li>2. How have the people, events and ideas from the past influenced our lives today?</li> <li>3. How do people's choices affect each other?</li> <li>4. What are the differences and similarities between needs and wants today and those of the past?</li> <li>5. What events and ideas formed our government?</li> <li>6. Can an individual really make a difference?</li> </ol>

**5.1.3.4.1**

Explain specific protections that the Bill of Rights provides to individuals and the importance of these ten amendments to the ratification of the United States Constitution.

**5.1.4.6.1**

Explain the primary functions of the three branches of government and how the leaders of each branch are selected, as established in the United States Constitution.

**5.1.4.6.2**

Describe how governmental power is limited through the principles of federalism, the separation of powers, and checks and balances.

**5.1.2.6.3**

Identify taxes and fees collected and services provided by governments during colonial times; compare these to the taxes and fees collected and services provided by the government today.

**5.1.4.7.1**

- 6. events and ideas led to the formation of the United States government.
- 7. groups and events lead individuals to make significant contributions.
- 8. individuals, groups, and institutions interact to create our diverse societies in North America.
- 9. events and ideas led to the formation of the United States Government.
- 10. the structures and functions of government interrelate.
- 11. United States citizens have rights and responsibilities in a representative democracy.
- 12. significant people, events, and ideas influenced change and growth in United States North American history. (Through the 1800's)
- 13. people throughout history developed ways to meet their needs and wants.

**Topical Understandings (Unit):**

- 1. there are events and ideas that led to the American Revolution.
- 2. the roles of individuals and groups influenced the American Revolution.
- 3. the Revolutionary War led to our country's independence.
- 4. the Constitution is the foundation of the US Government.
- 5. the branches of the US government were developed to balance power.
- 6. the rights and responsibilities of U.S. citizens are based on the Bill of Rights.

- 7. How am I connected to people in the past?
- 8. How do people's choices affect each other?
- 9. What is government? Is government necessary?
- 10. How do the structures and functions of government interrelate?
- 11. What are the rights and responsibilities of citizens in the United?

**Topical Questions(Unit):**

- 1. What are the events and ideas that led to the American Revolution?
- 2. How did individuals and groups influence the American Revolution?
- 3. What happened during the Revolutionary War that caused the U.S. to gain its independence?
- 4. What might be the advantage of being an independent country?
- 5. How did people work together to form the U.S. Government?
- 6. How does the power of each branch provide balance?
- 7. What makes a strong federal government?
- 8. What rights and responsibilities are included in the Bill of Rights?

Explain how law limits the powers of government and the governed, protects individual rights and promotes the general welfare.

**5.4.1.2.2**

Explain a historical event from multiple perspectives.

**5.4.2.3.1**

Analyze multiple causes and outcomes of a historical event.

**5.4.4.17.1**

Identify major conflicts between the colonies and England following the Seven Years War; explain how these conflicts led to the American Revolution. (Revolution and a New Nation: 1754-1800)

**5.4.17.2**

Describe the development of self-governance in the British colonies and explain the influence of this and a New Nation. (Revolution and a New Nation: 1754-1800)

**5.4.4.17.3**

Identify the major events of the American Revolution culminating in the creation of a new and independent nation. (Revolution

## Acquisition

***Students will know...***

*What facts and basic concepts should students know and be able to recall?*

- Patriots worked together to fight for independence from Britain.
- Loyalists sided with the British.
- Patriots formed groups in order to protest actions taken by the British government.
- French and Indian War.
- The Stamp Act, Sugar Act, Tea Act, Townshend Act
- The Boston Massacre
- The Boston Tea Party
- Intolerable/Coercive Acts
- Continental Congress
- Battle of Lexington and Concord
- Significant people of the American Revolution.
- Reason for and components of the Declaration of Independence.
- The American Revolution led to the formation of the “new” government
- Delegates worked together to develop the foundation of our government
- Bill of Rights
- Branches of government
- The federal system of government
- The role of the U.S. Constitution

***Students will be able to...***

*What discrete skills and processes should students be able to use?*

- Identify the causes and effects of the events that led to the Revolutionary War resulting in the United States of America’s independence.
- Describe the importance of individual/group actions.
- Understand the need for and components of the Declaration of Independence and describe how the king’s response led to the Revolutionary war.
- Describe the cause/effect relationships between events that led to the defeat of the British.
- Discuss the strengths and weaknesses of the Articles of Confederation and how it led to changes in US government.
- Evaluate which right is most important in your life and which right you could live without (Bill of Rights).
- Define rights and responsibilities.
- Explain the checks and balances between the Three Branches of Government.

and a New Nation: 1754-1800)

**5.4.4.17.4**

Compare and contrast the impact of the American Revolution on different groups within the 13 colonies that made up the new United States.

**5.4.4.17.5**

Describe the purposes of the founding documents and explain the basic principles of democracy that were set forth in the Declaration of Independence, the Constitution and the Bill of Rights.

**5.4.4.17.6**

Describe the successes and failures of the national government under the Articles of Confederation and why it was ultimately discarded and replaced with the Constitution.

**5.4.4.17.7**

Describe the major issues that were debated at the Constitutional Convention.

**Essential Vocabulary:**

- tax
- ally
- congress
- boycott
- rebellion
- proclamation
- liberty
- protest
- massacre
- correspondence
- quarter
- delegate
- Patriot
- militia
- Constitution
- government
- minutemen
- petition
- independence
- declaration
- rights
- treason
- Loyalist
- neutral
- surrender
- traitor
- oppression
- repeal
- represent (representation, representative)

*To view all vocabulary words for grade 5 social studies, see "Grade 5 Social Studies Vocabulary" (pink document in front of binder.)*

*To access the "Grade 5 Social Studies Vocabulary Cards," google link here [Link to Vocabulary Cards](#)*

**Common misunderstanding(s):**

- Everyone during the American Revolution was a Patriot.
- The British and the Loyalists were bad.
- The Declaration of Independence was signed after the war.

**Essential Vocabulary:**

- Bill of Rights (inalienable rights)
- Articles of Confederation
- elected
- ratify
- amendment
- federal
- republic
- compromise
- legislative branch (Senate and House of Representatives)
- executive branch (president)
- judicial branch (Supreme Court)
- democracy
- Preamble
- citizen/citizenship
- checks and balances (balance of power)
- veto
- treaty (Treaty of Paris)
- Continental Congress
- Continental Army
- Parliament
- Redcoats
- Regulars (Redcoats on foot)

- The purpose of the Fourth of July is to see fireworks.
- Families always agree in their politics.
- The French and Indian War was a war between the French and Indians.
- The Revolutionary War was fought exclusively by colonists and British.
- The colonists were referred to as “Americans” before the Revolution.
- Laws have not changed since the 1800s.
- When the preamble was written, “We the people” meant all people.
- Levels of government are all the same (e.g. state legislature is the same as Congress.)
- The president or executive branch has more authority than the other branches.
- Anyone who lives in the United States is a citizen and can vote.