

Social Studies Fourth Grade Unit: American Revolution

Stage 1 – Desired Results

Established Goals:

SS4H4 The student will explain the causes, events, and results of the American Revolution.

SS4G2 The student will describe how physical systems affect human systems.

SS4E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.

Big Ideas: *Why was the American Revolution an important event in our country's history?*

Enduring Understandings:

- a. trace the events that shaped the revolutionary movement in America including: the French and Indian War, British Imperial Policy that led to the 1765 Stamp Act, the slogan “no taxation without representation,” and the activities of the Sons of Liberty, and the Boston Tea Party
- b. explain the writing of the Declaration of Independence including who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power
- c. describe the major events of the Revolution and explain the factors leading to American victory and British defeat: including the Battles of Lexington and Concord, and Yorktown
- d. describe key individuals in the American Revolution with emphasis on King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams
- c. explain how the physical geography of each colony helped determine economic activities practiced therein
- d. explain how each force (Americans and British) attempted to use the physical geography of each battle site to their benefit)
- c. describe how *specialization* improves standards of living, (such as how development of specific economies in the three colonial regions developed)
- d. explain how *voluntary exchange* helps both buyers and sellers, (such as prehistoric and colonial trade in North America).

Essential Questions:

- What factors caused the American Revolution?
- How did individuals and events impact the results of the revolution?
- How did the geography of the colonies determine economic activities practiced?
- How did the American and British forces attempt to use physical geography at the battle sites to their benefit?
- How did specialization improve living conditions in the colonial regions?
- How does voluntary exchange help buyers and sellers?

Knowledge:

Students will know... (NOUNS)

- French and Indian War
- British Imperial Policy
- 1765 Stamp Act
- Sons of Liberty
- Boston Tea Party
- Declaration of Independence
- Battles of Lexington, Concord & Yorktown
- King George III, Geo. Washington, Ben Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, & John Adams
- Voluntary Exchange
- Specialization

Skills:

Students will be able to... (VERBS)

- Trace and describe the major events of the war on a timeline
- Explain the writing of the Declaration of Independence
- Explain the factors leading to the wars end
- Identify key individuals of the revolution
- Locate and describe physical features of battle sites
- Identify economic activities practiced in colonies
- Describe the effects of specialization
- Explain the benefits of voluntary exchange

Stage 2 – Assessment Evidence

Performance Tasks:

Constructed Response:

Assorted worksheets
Chapter Test

Performance Assessment:

- Famous Person Project – Students will select a key individual from the period to research and present information to the class on.
- American Revolution Timeline – Students will create a cause and effect timeline of important events that lead to the start of the revolution through to it's end.

Other Evidence:

Informal/Self-Assessment:

Teacher observation/Informal Questioning
Collaborative pairs: Researching and preparing projects

Stage 3 – Learning Plan

Learning Resources:

- United Streaming Links
Six Revolutionary War Figures
George Washington's Mother
What's the Big Idea Ben Franklin?
And Then What Happened Paul Revere?
Why Don't You Get a Horse Sam Adams?
Georgia Stories II 204: Revolution and Early Statehood in Georgia (1764-1787)
United States Expansionism
American Heroes and Heroines: George Washington

- Brainpop
Causes of the American Revolution
American Revolution
George Washington
Benjamin Franklin
- Houghton-Mifflin Student Editions
- Teacher Resources
Scholastic Site www.scholastic.com
10 American History Plays for the Classroom
- Powerpoint Sites

<http://www.let.rug.nl/usa/D/index.htm> Primary Sources for the American Revolution

<http://www.kathimitchell.com/revolt.htm> Links to American Revolution web sites

<http://www.nps.gov/revwar/> National Park Services: American Revolution

http://www.nebo.edu/misc/learning_resources/ppt/6-12/revolution.ppt: PowerPoint: Liberty!

http://yahooligans.yahoo.com/Around_the_World/Countries/United_States/History/Colonial_Life_1585_1783/American_Revolutionary_War/Biographies/

<http://www.history.org>

- Videos
Johnny Tremain Video – Disney
Liberty Kids - PBS
- Literature to read and discuss
Patriots in Petticoats: Heroines of the American Revolution (Landmark Books) (Hardcover) by [Shirley Raye Redmond](#)
Learning About the American Revolutionary With Graphic Organizers (Graphic Organizers in Social Studies) (Library Binding) by [Linda Wirkner](#)
American Revolution: 20 Fun, Web-Based Activities with Reproducible Graphic Organizers That Enable Kids to Research and Learn--On Their Own (Quick & Easy ... Activities for the One-Computer Classroom) (Paperback) by [Katherine E. Wallis](#)
The American Revolution (History Comes Alive Teaching Unit, Grades 4-8) (Paperback) by [Jacqueline Glasthal](#)
George Washington's Socks by Elvira Woodruff
Sarah Bishop by Scott O'Dell
Can't You Make Them Behave King George by Jean Fritz
American Diaries: Mary Alice Peale by Kathleen Duey
If You Lived At The Time of the American Revolution... by Kay Moore

Unit Calendar Guide

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30