

Social Studies/ELA Integrated Unit Plan
Using the textbook

Title	Beginnings of discontent toward Revolution
Generic Timeline:	<p><i>Please know that this would be a week long unit –</i></p> <p>Day 1: ‘You are There’ section and act it out steps 1-5</p> <p>Day 2: steps 6-8 Reading and text dependent questions/discussion</p> <p>Day 3: steps 6-8 with additional section(s) of the text</p> <p>Day 4: steps 9-14. Intentionally ask the questions that they will have to write answers for on the written assessment. Students rotate between groups and answer same questions with different groups.</p> <p>Day 5: steps 15-16. Written assessment</p>
Grade Level/Subject	5 th Social Studies / ELA (deepen historical sense, read, speak, write)
Overview of Lesson :	Understanding the underlying causes of the revolution / Use academic language & write using evidence from the text
Materials needed:	<p>Text book for each student</p> <p>Bookmark (any way to keep your page & underscore what you are listening to as someone else reads)</p> <p>4-7 YARD sticks</p>
Information & Web Address	<p>Using the WCSO Textbook: Scott Foresman</p> <p><u>The United States Social Studies Text</u></p> <p>www.SFsocialstudies.com is the link the book offers –</p> <p>It has many good resources on it.</p> <p>For this lesson I only used the text book</p>
Essential Question	<ul style="list-style-type: none"> • What emotions, experiences, and events can lead up to a full-blown rebellion?
Foundation/Subsidiary Questions	<ul style="list-style-type: none"> • See text dependent questions embedded in Unit Plan details
Content Standards Addressed	<p>H2.5.7 Identify the causes, key events, and people of the American Revolution.</p> <p>H2.5.8 Explain the relationship between the American colonies and England, and discuss its impact on independence</p> <p>E10.5.1 Define trade and commodities used in trade.</p> <p>E12.5.1 Explain why the U.S. imports and exports goods</p> <p>CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>CCSS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>CCSS.ELA-Literacy.SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>CCSS.ELA-Literacy.SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>

**Activities/
Tasks
Procedures**

Day 1:

1. p. 276 Have students **read to self** The Colonists Rebel
Vocabulary to watch: butt (of musket), pelt
2. **Teacher read (same text) aloud** (with some feeling!) students **MUST** point and follow along.
3. Explore Unit Essential Question with students: *What emotions, experiences, and events can lead up to a full-blown rebellion?*
4. Role play activity with students. One group will be the British soldiers, the other the Colonists. Start with one student volunteer as soldier Hugh White, and teacher as the Bostonian Edward Garrick, yelling insults at the soldier. As the drama unfolds, teacher invites students to join him/her in standing around and calling White “lobster back/bloody back,” while the student then invites the rest of the class to join him as soldiers.
5. Discuss foundational questions below, asking students for evidence from the text as they explain their reasoning:

*What is the emotional state of an American colonist or Bostonian in the 1760's?
What is the experience of a British soldier in the colonies?
How might specific events effect the relationship between the American colonists and the British?
What effect did increased taxes have upon the colonists?
What tensions seem to make people angry enough to protest or revolt in 1770?
What about now?*

Day 2:

6. Now go **back to the text** and have students read the next section The Boston Massacre. p. 277
Vocabulary to watch: tensions, protest
7. Possible text dependent questions to be used during whole class read aloud:
 - a. Top left 277: **What does the text mean when it states that “the city was ready to explode?”**
(tensions rising, fist fights, angry colonists, panicked soldiers, name calling)
 - b. Top right 277: **Crispus Attucks is described as a victim of the Boston Massacre. According to the text, what roles did Attucks have during his lifetime?** (slave/sailor/protestor—the third one might be hard for them to understand, but could lead to some discussion on why Attucks would lead others in a protest against the British)
 - c. Bottom right 277: **What belief did American John Adams hold about the British soldiers that were involved in the Boston Massacre? What were the immediate results? Any long term effects?** (they deserved a fair trial and were found not guilty of murder; added fuel to the revolutionary fire)
8. In small groups of 3-4 discuss viewpoints of the Colonists and the British, using evidence from the text. First, they are to all be Bostonians and discuss their view of the event known as the Boston Massacre. Then they all become British soldiers and discuss the same event. Teacher circulates the room and encourages/listens for explanations of reasoning with textual evidence. Question(s) for discussion

will change depending on the topic(s) of section and text dependent questions.

Day 3 (or probably more!)

Students read sections on Committees of Correspondence, The Boston Tea Party, and Britain punishes Boston on pages 278-280
Vocabulary to watch: boycott, correspondence (defined in text)

Question for Page 278: **According to the text, why is it important to have fast communication, and how does Sam Adams accomplish this?** (It took too long for news to travel, needed to work together and communicate faster—he sets up committee of Correspondence. Some students may connect to change in communications over time/discuss continued importance of this even today)

Question for Page 279: **Protest means “an expression of disapproval to something a person is powerless to prevent.” How might the Boston Massacre of the Boston Tea Party be considered examples of a protest?** *Find evidence from the text or from pictures using pages 277, 279, & 285.* (answers might include colonists felt trapped/taxed without any chance to vote on it, soldiers with guns controlling their lives in Boston, forced to buy tea and pay a tax, etc....students might need to be prompted to explain how these feelings caused Bostonians to protest/rebel against things they felt powerless to control (threats/taxes), and therefore retaliated verbally/physically in Boston Massacre and Boston Tea Party (quote on page 279, dumping of tea in harbor to protest tax).

Question for page 280: **What effects resulted from the closing of Boston’s harbor?** (British soldiers sent back, Colonists ordered to house and feed them, no ships allowed in or out, no trade, people out of work, short on supplies, forced people to take a side)

How might increasing hostilities/tensions between the British and the Colonists effect the movement of goods? (no ships allowed in or out, no trade, people out of work, short on supplies)

In small groups of 3-4 discuss Patriots and Loyalists, using evidence from the text. Students should first discuss reasons to become a Patriot, and then the viewpoint of a Loyalist. Teacher circulates the room and encourages/listens for explanations of reasoning with textual evidence.

Sections: The Continental Congress & Liberty or Death, biography of George Washington on 283

Key vocab: representatives, militias

Question for pages 281-283: **What qualifications and experiences did George Washington possess as a leader? How does this compare to a President today?** (wealthy, military experience in French & Indian War, member of Virginia House of Burgesses, surveyor, soldier, expert horsemen, had worked under hard conditions and showed commitment and leadership)

Section: The Revolution Begins!
Key vocab: independence, revolution

Questions for page 287:

What two goals did the British troops have as they marched from Boston to Concord? (arrest Sam Adams and John Hancock, “seize and destroy” military supplies of the militias/colonists)

What does Revere mean when he says “I alarmed almost every house until I got to Lexington?” (spread the news that the British were on the way)

What risks did Paul Revere, William Dawes, and Samuel Prescott take in order to spread the alarm? Would you or your parents be willing to take these risks? (Revere’s river crossing and midnight ride and arrest, Dawes talked past the guards/rode to Lexington & escaped capture, Prescott warned Concord militia)

Questions for pages 288-289:

Why is the first shot fired at Lexington called “the shot heard round the world?” (Not literally, but figuratively. The text does not provide enough information to answer this question, but it might be worth asking anyway)

Massacre is a term meaning “the killing of many people who cannot defend themselves” (page 277). How is a massacre different from a battle in war, such as the fighting at Lexington (288)? Could the attack on the British soldiers as they marched from Concord back to Boston be considered a massacre? Why or why not? (Answers will vary, but discussion should center around soldiers being armed, versus civilians in Boston not being armed, and that a militia is an armed group of volunteer soldiers, which are more like the British soldiers than they are civilians. Should present some interesting view points and could possibly be unresolved)

Day 4:

9. **Practice written test questions verbally** in groups of three.
(management & movement) Have the groups so that one student stays, one goes right, one moves left. Each question will be asked 3 times. This gives my ELL students a chance to use someone else’s language right away and practice it. These should be text dependent questions. (interesting language/overarching themes)
10. **Teacher is roaming room listening** for correct info & the words, IN THE TEXT IT SAYS... (Reward this) and for wrong information being spoken as fact ask them to defend it from the text.
11. Move students forward and with the new group discuss the same question.
12. Move a 3rd time with the same question.
13. Short discussion whole class if you feel will add clarity – I usually don’t need to – but listen
14. Go on to next question. (I usually will have 6 – 8 questions to discuss)

	<p><u>Day 5:</u></p> <p>15. Test: I usually group my questions into 2's and they get to choose one of those 2. So with 6 options they must write on 3 of them. I found that I got more thorough answers that way – When we did all 8, the answers were less well thought out.</p> <p>16. REVIEW at the start of the test: You <u>must</u> restate the question & then prove it from the TEXT!!! (I make them repeat this back to me jumping up and down!) No kidding.</p>
<p>Possible Resources</p>	<p>Little Leveled Books for the Social Studies Text:</p> <p>This can be used during reading groups to deepen knowledge and understanding. They are now able to grasp the picture image of what is going on. This also gives them a chance to practice the language from the text in a variety of ways. 😊</p>
<p>The Final Product</p> <p>What will students produce that represents their answer to the essential question?</p>	<p>The written test is the final part of this – it is a written assessment that I will look over for :</p> <ul style="list-style-type: none"> • textually correct information • use of text in context • depth of understanding • correct conventions • evidence from the text