

American Revolution Unit Organizer

Fourth Grade

Vocabulary: colony, ally, alliance, territory, congress, taxation, representation, intolerable, act, quarters, protest, redcoats, minutemen, commander, independence, loyalist, tory, colonist, patriot, surrender, declaration

Thinking Frame Work Key: K = Knowledge, P = Patterns, M = Modeling, C = Creativity

I. Core Knowledge Content Guidelines

A. Background: The French and Indian War

1. The students will be able to identify the Seven Years' War as another name for The French and Indian War. (K)
2. The students will be able to explain that the Seven Years' War was part of an ongoing struggle between Britain and France for control of colonies in various regions around the world. (K,P)
3. The students will be able to identify the Native Americans who formed alliances with the British. (K,P)
4. The students will be able to identify the importance of the Battle of Quebec. (P,M)
5. The students will be able to explain the results of the war stating that Britain won the territory but was very weak due to the expense of the war. (K)
6. The students will be able to explain that the American colonists now are just beginning to see themselves as more independent of Britain. (P)

B. Causes and Provocations

1. The students will be able to explain that the saying "No taxation without representation" was a result of the British taxing the colonists without their representation in Parliament. (K,P)
2. The students will be able to explain what happened at the Boston Massacre. (K)
3. The students will be able to explain the importance of the Boston Massacre as a sign of unrest. (P)

4. The students will be able to identify Crispus Attucks as one of the men killed in the Boston Massacre. (K)
5. The students will be able to explain that the taxes that Britain had passed to pay for the war had upset many of the colonists. (K,P,M)
6. The students will be able to explain that the Boston Tea Party was a result of the tax on tea not being repealed and Britain's giving permission to the East India Tea Company to sell directly to the colonists. (K,P,M)
7. The students will be able to describe the Intolerable Acts resulting from the Boston Tea Party, specifically the closing of the port in Boston and the requirement of Americans to quarter British troops. (K,P,M)
8. The students will be able to explain that the First Continental Congress met to protest to King George III. (K,P,M,C)
9. The students will be able to explain that Thomas Paine's *Common Sense* encouraged colonists to seek independence. (K,P)

C. The Revolution

1. The students will be able to identify Paul Revere's ride and his saying "One if by land, two if by sea". (K)
2. The students will be able to describe the causes of the battle of Concord and Lexington. (K,P,M)
3. The students will be able to identify the saying "shot heard 'round the world" as the first shot of the war at the battle of Concord and Lexington. (K,M)
4. The students will be able to explain the difference between Redcoats and Minute Men. (K,P)
5. The students will be able to explain the importance of the battle of Bunker Hill. (K,P,M)
6. The students will be able to explain why the Second Continental Congress met, what occurred at this meeting, and that George Washington was appointed commander in chief of the Continental Army. (K,P,M,C)

7. The students will be able to name Thomas Jefferson as the primary author of the Declaration of Independence. (K)
8. The students will be able to identify July 4, 1776 as the adoption date of the Declaration of Independence. (K)
9. The students will be able to explain the main message of the Declaration of Independence using, "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness. (K,P,M)
10. The students will be able to identify the following women from the Revolution by name and importance: Elizabeth Freeman, Deborah Sampson, Phillis Wheatley, and Molly Pitcher. (K,P)
11. The students will be able to define the role of the Loyalist or Tory in the American Revolution. (K,P,M)
12. The students will be able to explain the importance of the alliance with France for the Victory at Saratoga. (K,P)
13. The students will be able to identify the following main European figures who helped the Americans: Lafayette, the French fleet, Bernardo de Galvez, Kosciusko and von Steuben. (K,P)
14. The students will be able to explain what happened at Valley Forge and Cornwallis' surrender at Yorktown (K,P,M)
15. The students will be able to identify Benedict Arnold's role in the Revolution. (K,P)
16. The students will be able to identify John Paul Jones as the speaker of the famous line, "I have not yet begun to fight." (K,P)
17. The students will be able to identify Nathan Hale as the speaker of the famous line, " I only regret that I have but one life to lose for my country." (K,P)

II. Procedure and Assessments

- read various articles

- read a variety of chapters from different texts
- discussions
- debates on taxation
- research a famous Revolutionary character
- two movies
- third graders visit at the beginning of the unit to refresh the students as to what is happening in the new colonies
- first grade students come to teach the fourth graders or reinforce their knowledge of the Boston Tea Party and Paul Revere's ride
- notes
- timeline of events from the Seven Years' War through the end of the revolution

III. Character Education

- The students will emphasize the strong character traits of his or her Revolutionary character in a biography assignment.
- Discussion of the difficulty of a revolutionary situation of respecting your leader and keeping your integrity at the same time.
- We will address all of the Foundation Stones, respect, responsibility, self-control, perseverance, cooperation, integrity and citizenship, through the above activities and throughout class discussions.

IV. Colorado State History Standards

Standard 1 - Chronological Organization

- ✓ Prepare a timeline depicts significant people and events in correct sequence

Standard 2 - Historical Inquiry

- ✓ Compile information into a research report (either written or oral).

Standard 4 - Science, Technology and Economic Activity

- ✓ Describe the impact of various technological developments on the local community and the state
- ✓ Describe the economic reasons why people move to or from a location.

- ✓ Discuss the development of towns.
- ✓ Describe different systems of exchange that can be used.

Standard 5 - Political Institutions and Theories

- ✓ Give examples of how individuals and/ or various groups have gained, lost or maintained political rights, freedoms, powers or cultural identity in the history of the community, regions or state.

V. History Habits of Mind

1. Understand the significance of the past to their lives and society.
2. Distinguish between important and inconsequential; to develop a "discerning memory" and judgment
3. Perceive past events as they were experienced by people at the time, to develop historical empathy vs. "present-mindedness".
4. Acquire a comprehension of diverse cultures and share humanity.
5. Understand how things happen and how things change, how human intentions matter but how consequences are shaped by the means of carrying them out.
6. Comprehend the interplay of change and continuity.
7. Prepare to live with uncertainties and even perilous, unfinished business, realize that not all problems have a solution.
8. Grasp the complexity of historical causation; respect particularity and avoid excessively abstract generalizations.
9. Appreciate the often-tentative nature of judgments about the past and thereby avoid the temptation to seize on "lesson of history" as cures for present ills.
10. Recognize the importance of individuals who have made a difference in history, and the significance of personal character for good and ill.
11. Appreciate the force of non-rational, irrational and accidental in history and human affairs.
12. Understand the relationship between geography and history as a matrix of time and place, as a context for events.
Read widely and critically in order to recognize the difference between fact and place as a context for events.