Amanda Clark

Content Reading

Text Set

November 10, 2011

The American Revolution

**Grade:** 4th grade

**Content Area:** Social Studies

**Subject:** The American Revolution

**Social Studies Standards:**

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

b. Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power.

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.

**English Language Arts Standards:**

ELA4R1 The student demonstrates comprehension and shows evidence of a

warranted and responsible explanation of a variety of literary and informational

texts.

f. Makes judgments and inferences about setting, characters, and events and

supports them with elaborating and convincing evidence from the text.

e. Distinguishes cause from effect in context.

f. Summarizes main ideas and supporting details.

ELA4R2 The student consistently reads at least twenty-five books or book equivalents (approximately 1,000,000 words) each year. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and electronic material. Such reading

ELA4R3 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

a. Reads a variety of texts and incorporates new words into oral and written language.

b. Determines the meaning of unknown words using their context.

ELA4W2 The student demonstrates competence in a variety of genres.

ELA4LSV2 The student listens to and views various forms of text and media in

order to gather and share information, persuade others, and express and understand ideas.

**Introduction:**

In fourth grade, students learn about the American Revolution. A major focus of the American Revolution, in fourth grade, is the writing of the Declaration of Independence and the key individuals that helped shape the American Revolution.

As the students embark on a deep study of the American Revolution, I plan on using this text set as an in depth introduction into the subject. By using this text set as an instructional tool, students will learn what the American Revolution was, why it was started, who the key individuals of the American Revolution were, and why the contributions and decisions they made helped to shape the American Revolution.

I chose the text set I did because I want the students to understand why they key individuals are considered important to the American Revolution. By understanding why the key individuals are considered important to the American Revolution, they students will understand the overall goal of the American Revolution, the events that occurred, and how the actions of the key individuals led to independence.

**Annotated Bibliography:**

Alder, D. (2003). *Heroes of the Revolution.* New York City, NY: Holiday House.

Interest Level: K-3 Readability Level: 4.4 Lexile Measure: 890

This book is a great informational text about all of the heroes that emerged during the American Revolution. The book focuses on familiar heroes and those heroes that students may not be so familiar with, as it recounts who they were and what they did for their country. I chose this book to teach about the various heroes that emerged during the American Revolution and why they are considered heroes. (GPS Standard SS4H4d: 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.) I thought this book does a great job of summarizing the life the several heroes of the American Revolution while highlighting why each individual is considered a hero. The book can easily be read by young students, and presents only the important information students may want or need to know. My favorite part of the book was the author’s notes where students can learn an interesting an important fact about each hero, as well as important dates of the American Revolution and a one-sentence summary of what happened on that date.

Anastasio, A. (n.d.). *A Nation Arises.* Retrieved from http://www.readinga-z.com/book.php?id=1074

Interest Level: 3-5 Readability Level: 3.0

This book is a great informational, poetry text that explains how the United States came to be a free nation. I chose this book to help introduce the topic of the American Revolution while connecting it to the Native Americans, explorers, and colonization of North America learned about in the previous units. (GPS Standard SS4H4) I think this book, from Reading A-Z, does an amazing job of making connections to what happened before and after the American Revolution occurred. The book is detailed and presents the information in a way in which students can easily read and make connections. The best thing I love about the book is that it is not only a non-fiction book, but that it is also poetry. Reading through the poetry aloud makes the reading fun and the information exciting.

Burgan, M. (2007). *Benedict Arnold: An American hero and traitor.* Mankato, MN: Capstone Press.

Interest Level: 5-8 Readability Level: 3.2 Lexile Measure: 540

This book is a great informational text that tells about the life of Benedict Arnold in comic book form. I chose this book to teach about the important role that Benedict Arnold played during the American Revolution. (GPS Standard SS4H4d: 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.) I think this book was one of the most interesting and appealing books I chose. The comic format I think helps the book’s appeal to both boys and girls, and helps the amount of information presented easy to remember and understand. It does a fabulous job of describing the life of Benedict Arnold. The book explains his role in the American Revolution, why he was considered a hero, and why he became a traitor. I love that the book is a bibliography that is presented in an interesting format, while still containing all of the text features and information that a non-fiction book should have.

**Carr, K. (2011). *Declaration of Independence.* Retrieved from http://www.historyforkids.org/learn/northamerica/after1500/government/declaration.htm**

**Interest Level: 3-5 Readability Level: 4.7**

**This article is a wonderful article that explains what the Declaration of Independence says. I chose this article to teach about what the Declaration of Independence states in a way in which children will understand.** (GPS Standard SS4H4b: Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power.) I think this article does a fabulous job of explaining the Declaration of Independence in a way in which students will comprehend. The article basically restates what is in the Declaration of Independence, but it also further explains the reasons why it was written. The article contains several of the vocabulary words I chose for the text set. Until I found this article I was never sure what exactly the Declaration of Independence stated, and after reading this article I now fully understand its importance in history. What I liked most about the article was that it is a shorter, easier version of the Declaration of Independence, and it helped me to realize that the Declaration of Independence is more than just a document; it is a letter explaining the patriots’ reasons for fighting for independence.

Landau, E. (2008). *The Declaration of Independence.* Danbury, CT: Children’s Press.

Interest Level: 3-6 Readability Level: 5.6 Lexile Measure: 780

The book is a wonderful informational text that explains the events that led to the writing of the Declaration of Independence and its importance. I chose this book to teach about the importance of the Declaration of Independence and why it was written. (GPS Standard SS4H4b: Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power.) I think this book does a wonderful job of breaking down the events that led up to the writing of the Declaration of Independence, why it was written, who wrote it, how it was written, what it states, what it meant for the colonists, and its importance today. The book gave detailed information without giving too much information or unimportant information. It can be easily read by children and presents the information in a way in which children can comprehend. My favorite part of the book was it also provides an amazing resource that lists places to visit, websites to explore, and other books to read for students who want to learn more.

Schanzer, R. (2004). *George vs. George: The American Revolution as seen from both sides.* Washington, D.C.: National Geographic.

Interest Level: 3-5 Lexile Measure: 1120

This book is a great informational text that addresses the American Revolution from the point of view of King George III and George Washington. I chose this book to teach 4th graders about the American Revolution and why both sides acted as they did during the war and their reasoning behind their actions. (GPS Standard SS4H4c: Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown.) The book does an excellent job in addressing the opinions of both the British and the colonist. I love how the book breaks down the information into the life of Georg Washington, the life of King George III, the government of each country, the problems each country faced, the reasons each country wanted to fight, how the military worked in each country, the strengths and weaknesses of each country, and how the outcome affected each country. I think this book really is a great example of an expository non-fiction book. The language used in the book seems to be targeted more towards fifth grade and middle school students. While the book does present a lot of information, some of which I feel was unimportant to the American Revolution, the layout of the book helps to control this. The book does not simply present one view-point of the other, but instead, the book does a wonderful job of appearing to be written from a neutral-perspective. The illustrations in the book also help to support the amount of content covered in the book.

Smith, L. (2006). *John, Paul, George, and Ben.* New York City, NY: Hyperion Books for Children.

Interest Level: K-3 Readability Level: 3.5 Lexile Measure: AD 660

This book is a fabulous fiction book that expands of the importance of John Hancock, Paul Revere, George Washington, and Benjamin Franklin in the American Revolution. The book recounts each individual as a child with an annoying character trait which later becomes their history-making character trait during the American Revolution. While this is a picture book is geared towards younger grades, I chose this book to teach 4th graders about the why these character traits exhibited by these men helped them to become important figures of the American Revolution. (GPS Standard SS4H4d: 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.) When I read this book, I immediately fell in love with how the author presented the various key individuals in the book. My favorite part of the book is how the author takes the character traits that the different key figures represented in the book are remembered for and shows that those character traits developed when the four men were children. I think remembering to consider character traits is important when teaching about the key individuals of the American Revolution. I also love how the book reminds me that how I chose to act now could affect me later in life. I think this book could be used to teach several other subjects other than the American Revolution.

**Vocabulary:**

I chose these vocabulary words to use in my text set because they are vocabulary words that the students will encounter several throughout the unit. The words are interesting, useful, and key words about the American Revolution. The vocabulary words appear several times in the literature and content readings the students will complete. I feel that if the students understand the meaning of these words, it will boost their comprehension.

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| Appoint | Boycott | Colonists | Debts |
| Declaration | Delegates | Imports | Indentured |
| Independence | Loyalists | Merchants | Parliament |
| Patriots | Resolution | Revolution | Tax |

**Lessons:**

Day 1: A Nation Arises by Dina Anastasio– How did we get to this point in history?

Day 2: Seeds of the Revolution by Terry Shannon and Annette Carruthers – What was the American Revolution all about?

Day 3-6:

Centers – Who are the key individuals of the American Revolution?

Center 1: Benedict Arnold: An American Hero and Traitor by Michael Burgan

Center 2: Heroes of the Revolution by David A. Alder

Center 3: John, Paul, George, and Ben by Lane Smith

Small Group : George vs. George by Rosalyn Schanzer - What was the big deal?

Take-Home Literacy Bag: The Declaration of Independence by Elaine Landau – What was the resolution?

Day 7: Declaration of Independence by Karen Carr – What was the reason for not compromising? How did the patriots find a resolution?

**Day 1:**

**Text:** A Nation Arises by Dina Anastasio

**Essential Understanding:** When conflict arises, a compromise may not always be the best solution.

**Essential Learning Goal:** The students will understand the events that led to the American Revolution.

**Before Reading:**

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| 1. Have students close their eyes and think of a time when they had conflict and comprising was not the best solution. As a class discuss some of the students’ conflicts. 2. Create a KWL chart on the Promethean board. Ask students what are some key things they have learned about so far in Social Studies this year. As the class discusses what they have learned and fill out the “K” portion of the chart. 3. Once the “K” portion of the KWL chart is filled out, have students discuss in groups what they think might happen next in history. 4. Let the students know that over the next couple of weeks they are going to be learning about the American Revolution. Tell students that the American Revolution was a conflict that arose where compromising was not the best solution. 5. Discuss as a class what the students already know about the American Revolution and add it to the “K” portion of the KWL chart. 6. Tell the students to think about what they want to about the American Revolution learn based on what they have already learned this year and what they already know about the American Revolution. Fill out the “W” portion of the KWL chart. |

**During Reading:**

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| 1. Give each student a copy of the book, A Nation Arises by Dina Anastasio. 2. Introduce the book, A Nation Arises. 3. Let the students know that as we read the book we are going to practice **making connections**. Ask the students if they know what the three types of connections are. Tell students that today we are going to focus on making text-to-text connections. 4. To the class, read the book aloud. After reading the first couple of pages, stop make a text-to-text connection about what the book says and what I have already learned about Native Americans through previous readings. Remember to think-aloud about the text-to-text connection, modeling the process for the students. 5. Continue reading. After reading about the explorers, stop and make a text-to-text connection about what the book says and what the students have previously learned about the explorers through their readings. Remember to make the text-to-text connection as a class, guiding the students through the thinking process. 6. After the class has made one or two text-to-text connections, continue reading about colonization. While reading, stop and have and students make their own text-to-text connections about colonization. Have students share their connections and thinking process with the class. 7. Finish reading the book. |

**After Reading:**

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| 1. After reading the book, fill out the “L” portion of the KWL chart as a class. Remind the students as they share what they have learned about the American Revolution thus far, and connect it back to what they previously learned in Social Studies this year. 2. As a class, discuss how we got to this point in history. What might happened between colonization and the American Revolution? Was there a gap in history where nothing happened, or did the colonists begin to have problems as their colonies grew and became more independent? |

**Higher-Leveler Thinking Questions:**

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| * How might we have gotten to this point in history? * Why might the American Revolution have begun? * How might the American Revolution change history? |

**Assessment:**

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| The teacher will assess the students by observing their understanding of how what they have already learned in Social Studies connects to what they will be learning about the American Revolution. The teacher will observe the students through class discussion and as they make text-to-text connections during reading. |

**Differentiation:**

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| The teacher will differentiate the lesson by process according to readiness. The teacher will guide the low-achieving students through making connections, will give prompts to average students when making connections, and will allow high-achieving students to make their own connections. |

**Day 2:**

**Text:** Seeds of the Revolution by Terry Shannon and Annette Carruthers

**Essential Understanding:** When conflict arises, a compromise may not always be the best solution.

**Essential Learning Goal:** The students will understand what the American Revolution was all about.

**Before Reading:**

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| 1. Ask the students how we got to the era of the American Revolution. Have the students recall what they learned about history from the previous day’s lesson. 2. Tell students that today we are going to be looking at the American Revolution more in depth. We are going to find out what the American Revolution was all about and why it was started. 3. Give the students a copy of the book, Seeds of the Revolution, and two or three wiki-sticks each. 4. Have the students do a text-walk through the book. Remind the students that when they do a text-walk, they are not reading the book, but just skimming through the words in the book. As the students skim the book, have each student underline, with wiki-sticks, two or three words they do not recognize or may have trouble determining the meaning of. If students find more than two or three words, have them write those words on a piece of paper. 5. Have each student share his/her words with the class. Compile a list of words on the board. As a class, determine which words should be vocabulary words for the unit, and which words should be words of interest for the students to explore throughout the unit. Add any vocabulary words to the vocabulary list that students did not mention. 6. Write the vocabulary words on sticky notes and place them on the bulletin board. Explain to the students that they will be using the bulletin board throughout the remainder of the unit as an anchor chart to connect their learning. 7. Split the vocabulary words up between groups. In groups, have the students predict what they think each word assigned to their group means and write it on a sticky note. 8. After the groups have made their predictions, have each group share their predictions with the class and put their sticky notes on the board. Allow members of other groups to also add their predictions about the meaning of the words to the board if they feel like the meaning of the word might be different. |

**During Reading:**

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| 1. Introduce the book, Seeds of the Revolution. 2. Tell the students that today we are going to work on asking questions as we read about the American Revolution. Ask the students why might asking questions while reading be important? Discuss this as a class. 3. Have students write questions they may have about the American Revolution on sticky notes and place them on the bulletin board. 4. Remind the students that we will also stop when we see a vocabulary word, in the text, and discuss its meaning based on the context the word is used in. 5. Read the first few pages of the book aloud. If students like, they may volunteer to read. As you read, model asking questions. Remember to think-aloud your thought process as you model asking questions. 6. Continue reading. As you read with the class, stop and have the class ask questions together. 7. Continue reading. As you read, stop and have the students practice asking questions on by themselves. Share the students’ questions with the class. |

**After Reading:**

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| 1. Ask the students why asking questions during reading is important. What does asking questions help us do as we read? 2. Have the students write any new questions they have about the American Revolution on sticky notes and place them on the bulletin board. 3. Have the students write the meanings on any vocabulary words encountered and discussed during reading on a sticky note and place them on the bulletin board. 4. Take a few minutes to allow the students to look over the vocabulary words, predictions, definitions, and questions. 5. As a exit-ticket, have students return to their desks and write any new predictions for the vocabulary, any additional definitions they may have learned, or any answers to questions on a sticky note. Allow the students to come up and share what they wrote on their sticky note with the class and connect it to what has already been placed on the bulletin board. 6. Remind students that throughout the remainder of the unit, they may add definitions, questions, and answers to the board and connect them to each other. |

**Higher-Level Thinking Questions:**

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| * What was the American Revolution? * How might the American Revolution change history? * Why might the individuals that participated in the American Revolution be important? |

**Assessment:**

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| The teacher will assess the students’ learning by observing the students asking questions during reading, answering questions during reading, and connecting the vocabulary, questions, and answers to each other on the anchor chart. |

**Differentiation:**

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| The teacher will differentiate the lesson by process according to readiness. The teacher will provide several small, direct questions for low-achieving students, direct and indirect questions for average students, and indirect questions for high-achieving students. |

**Day 3-6: Centers**

**Essential Learning Goal:** The students will understand who the key individuals of the American Revolution were and why they are important to the cause of the American Revolution.

**For each center, you will:**

1. Be given a partner. With your partner, do a picture walk. When you do a picture walk you do not read the words in the text, you only look at the pictures in the book. As you do the picture walk together, discuss what you already know about the individual(s) described in the book and what you can tell about him/them from looking at the pictures.
2. Read the book together. As you read the book together, consider and discuss why the information written about the/each character may be important to why he/they are considered important historical figure(s).
3. After reading the book, use the T-chart to make inferences about why each of the main characters is an important figure in the American Revolution. In the right column you will write your inferences about the/each character. In the left column, you will give facts and passages from the book as evidence to support each of your inferences. Remember, when you make inferences, you take information you read in the book and use it to think beyond what it says. For example, if the book says one of the main characters jumped as someone came around the corner, we can infer that the character was frightened by whoever came around the corner.

**Differentiation:**

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| * The teacher will differentiate the learning centers by process according to readiness. In all learning centers, students are paired according to ability level. Each pair of students consists of students that are different ability levels. * For center 1, low-achieving students will be given a sheet containing all of the vocabulary words and their definitions, average students will be given a dictionary or Social studies book to help them complete the task, and high achieving students will be allowed to refer to the anchor chart when completing the task. * For center 2 and 3, low-achieving students will be given a graphic organizer to help them with their writing activities, average students will be given an example of a narrative and expository essay to follow, and high-achieving students will complete the task on their own. |

**T-Chart: Making Inferences**

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| **Facts/ Evidence** | **Inferences** |
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**Center 1:**

**Text:** Benedict Arnold: American Hero and Traitor by Michael Burgan

**Objective:**

For this assignment, you use will be using the book, Benedict Arnold: American Hero and Traitor by Michael Burgan, to make inferences about why Benedict Arnold was an important figure in the American Revolution. This assignment is meant to help enrich your knowledge of the American Revolution.

**Individual Assessment:**

Once you have completed the T-chart, using the unit vocabulary words, you will make an American Revolution vocabulary book. Your book should include each vocabulary word, the definition of each vocabulary word written in your own words, a picture representing each vocabulary word, and either a sentence using the vocabulary word or a passage from the book in which the vocabulary word was used.

\*Some vocabulary words you have not encountered yet, depending on which center you started with this week. For the vocabulary words you have not encountered, create a page for those words and complete your book as you encounter those words in your other reading centers.

**Center 2:**

**Text:** Heroes of the Revolution by David A. Adler

**Objective:**

For this assignment, you use will be using the book, Benedict Heroes of the Revolution by David A. Adler, to make inferences about why George Washington, Patrick Henry, and Thomas Jefferson were important figures in the American Revolution. This assignment is meant to help enrich your knowledge of the American Revolution.

**Individual Assessment:**

Once you have completed the T-chart, you will write an expository essay explaining why one of the individuals mentioned in the book was considered an important key figure in the American Revolution. Remember that an expository essay gives factual information about a person or topic. As you write your essay, you may use the book or another resource, such as the internet or a Social Studies book, for information.

**\***For this assignment, you will be graded on your ability to produce informational writing that

* Engages the reader by establishing a context, creating a speaker’s voice, and

otherwise developing reader interest.

* Creates an organizing structure appropriate to a specific purpose, audience,

and context.

* Includes appropriate facts and details
* Excludes extraneous details and inappropriate information.
* Draws from more than one source of information such as speakers, books,

newspapers, and online materials. **(You may do this but it is not required)**

* Provides a sense of closure to the writing.

**Center 3:**

**Text:** John, Paul, George, and Ben by Lane Smith

**Objective:**

For this assignment, you use will be using the book, John, Paul, George, and Ben by Lane Smith, to make inferences about why John Hancock, Paul Revere, George Washington, and Benjamin Franklin were important figures in the writing of The Declaration of Independence. This assignment is meant to help enrich your knowledge of The Declaration of Independence. **Individuals Assessment:**

Once you have completed the T-chart, you will write a narrative story on your own. You are writing the story as if you are one of the characters from the book. You should talk about what character you are, what traits you possess that defines you as an important individual, and how and why your character trait allowed you to become an important key figure in the American Revolution.

**\***For this assignment, you will be graded on your ability to produce a narrative that:

* Engages the reader by establishing a context, creating a point of view, and otherwise

developing reader interest.

* Establishes a plot, setting, and conflict, and/or the significance of events.
* Creates an organizing structure.
* Includes sensory details and concrete language to develop plot and character.
* Excludes extraneous details and inconsistencies.
* Uses a range of appropriate narrative strategies such as dialogue, tension, or suspense.
* Provides a sense of closure to the writing.

**Small Group Lesson:**

**Text:** George vs. George by Rosalyn Schanzer

**Essential Understanding:** When conflict arises, a compromise may not always be the best solution.

**Essential Learning Goal:** The students will understand what the American Revolution was all about.

**Before Reading:**

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| 1. Split students into pairs. Give each pair of students a set of vocabulary cards. 2. Using the vocabulary cards, allow the students to do an open word sort. Explain to students that in an open word sort, students can group vocabulary words together based on how they feel they vocabulary words are connected. The students create the different categories that they sort the words into. Students who have not completed center 1 may use a Social Studies book, or other text they have read, to help them. 3. After each pair of students has sorted their vocabulary words, have each pair share with the group why they sorted the vocabulary words the way they did. 4. Give each pair of students a copy of the book. 5. With the students, do a picture walk of the book. As the group completes a picture walk of the book, ask students what information, based on the various titles at the tops of the pages, they feel would be most important when learning about the American Revolution. |

**During Reading:**

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| 1. Tell the students that today we will be working on summarizing. We will summarize the main idea to better help us comprehend key events of the American Revolution. Ask the students why they think we summarize information that we read and how we do it. 2. As a group, round-robin read pages 16 and 17. After reading pages 16 and 17, model summarizing the information on the pages. Think-aloud as you summarize the main idea of the pages. 3. As a group, round-robin read pages 32 and 34.After reading pages 32 and 34, summarize the main idea as a group. Guide the students through the summarization process if needed. 4. As a group, round-robin read page 36. After reading page 36, allow each student to summarize the main idea by his/her self. 5. Have the students share their summarizations of the main idea and give positive feedback and suggestions as each student shares. |

**After Reading:**

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| 1. After reading the book, compare and contrast, through discussion, the feelings and actions of the British and the Patriots. 2. Discuss with students why and how we summarize the main ideas of books or passages. 3. Have the students write a persuasive essay convincing their audience to fight with the British or the Patriots. The students should address why they feel their audience should fight with that side, and should support their argument with details, as well as address the opposing side’s viewpoint. |

**Higher-Level Thinking Questions:**

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| * Why would the British not want freedom for the colonists? * Why might the colonists was freedom? * Who would the British look to when making decisions? * Who would the colonists look to when making decisions? * How might the two sides be similar and different in their actions? * How might the American Revolution have been different if the British had won? |

**Assessment:**

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| The teacher will assess the students’ learning by looking at their ability to write a great persuasive essay. The students should produce a persuasive essay that:   * Engages the reader by establishing a context, creating a speaker’s voice, and   otherwise developing reader interest.   * States a clear position. * Supports a position with relevant evidence. * Excludes extraneous details and inappropriate information. * Creates an organizing structure appropriate to a specific purpose, audience,   and context.   * Provides a sense of closure to the writing. |

**Differentiation:**

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| The teacher will differentiate this lesson by process according to readiness. The low-achieving students will be given a sheet containing the vocabulary words and their definitions to complete the task, the average students will be allowed to use their American Revolution vocabulary books or a dictionary to complete the task, and high achieving students will complete the task without support. |

**Take-Home Literacy Bag:**

**Text: The Declaration of Independence by Elaine Landau**

**Grade:** 4th grade

**Standard:**

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

b. Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power.

**Objective:**

For this assignment, you use will be using The Declaration of Independence, written by Elaine Landau, to discover who wrote The Declaration of Independence, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power. This assignment is meant to help enrich your knowledge of The Declaration of Independence. This assignment does **not** have to be completed in one night, but should be completed within two or three days. This assignment will count towards your required reading time for the week.

**Checklist of Materials Included**

**\* Use this checklist to ensure that all of the materials listed are returned in the literacy bag upon completion of the task.**

**\_\_\_\_**  1. Objective sheet

\_\_\_\_ 2. Checklist

\_\_\_\_3. Instruction sheet

\_\_\_\_ 4. The Declaration of Independence by Elaine Landau

\_\_\_\_ 5. KWL chart

\_\_\_\_ 6. Parent/ Family Member Evaluation Form

\_\_\_\_ 7. Student Evaluation Form

**Instructions**

1. With a parent or family member, discuss what you each know about The Declaration of Independence. Fill out the “K” portion of the KWL chart as you discuss what you each already know.
2. Then, discuss what you would each like to know about The Declaration of Independence. As you discuss what you would each like to discover about The Declaration of Independence, fill out the “W” portion of the KWL chart.
3. After you have filled out the “K” and “W” portions of the KWL chart, open The Declaration of Independence book written by Elaine Landau. Together, read the book. Remember, as you read the book, stop and consider questions such as: Who wrote The Declaration of Independence? Why was The Declaration of Independence written? Why was The Declaration of Independence necessary? How was The Declaration of Independence a response to tyranny and the abuse of power? Also, remember to consider any questions you had about The Declaration of Independence that you wrote in the “W” part of the KWL chart.
4. After reading The Declaration of Independence, you and your parent or family member fill out the “L” portion of the KWL chart with what you learned. Make sure to answer the questions you were supposed to consider as you read the book as well as your own.
5. Once you have completed the KWL chart, please fill out the student evaluation form, and ask your parent or family member to fill out the parent/family member evaluation form.
6. Place all materials back in the literacy bag and return to school. Use the checklist, provided in the literacy bag, to help you ensure that all of the materials included in the literacy bag are returned together.

**KWL Chart**

|  |  |  |
| --- | --- | --- |
| **K** | **W** | **L** |
|  |  |  |

**Parent/ Family Member Evaluation Form**

1. How did you feel about having to complete this task with your child?
2. Do you feel that this task was appropriate to help your child learn about The Declaration of Independence? Why or why not?
3. How do you think your child responded to the task? Was your child able to easily complete the task? Did your child have a difficult time completing the task?
4. How would you change the task to best meet the learning needs of your child? How would you change the task to better raise your child’s interest about The Declaration of Independence?
5. Was there anything you would have liked to receive to help you complete the task with your child?
6. Do you have any additional comments or feedback?

**Student Evaluation Form**

1. What did you like about this task?
2. How do you feel the task helped you to learn about The Declaration of Independence?
3. If you had a choice, how would you like to learn about The Declaration of Independence? Would you do the same task again, or would you choose to do a different task? Briefly explain.
4. What would you change about the task?
5. Do you have any additional feedback?

**Day 7:**

**Text:** Declaration of Independence by Karen Carr

**Essential Understanding:** When conflict arises, a compromise may not always be the best solution.

**Essential Learning Goal:** The students will understand what the resolution to the American Revolution was and what it meant for everyone involved.

**Before Reading:**

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| 1. Discuss as a class what the American Revolution was and why it occurred. Bring the key individuals and their contributions to the American Revolution into the discussion. 2. Ask the students what they believe might have been the most important contribution to the American Revolution that still affects us today. If none of the students mention the Declaration of Independence, work it into the class discussion. 3. Show the students a picture of the actual Declaration of Independence and suggest reading it. Maybe, if possible, read a sentence or two from the actual document. 4. Ask students if they understand what the document stated. |

**During Reading:**

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| --- |
| 1. On the Promethean board, pull up the article. 2. Tell the students that while the actual Declaration of Independence might be difficult to read and comprehend, we still need to know what it states. 3. Read the article as a class. Explain to the class that this article restates everything that was written in the Declaration of Independence, but in a way in which we can easily comprehend it. 4. As the class reads the article, encourage the students to ask questions, make connections, make inferences, or summarize the information. To help encourage students, tell them you want them to showcase their comprehension skills. |

**After reading:**

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| 1. Discuss as a class: Why would the patriots not compromise with the British? How did the patriots find a resolution? What was the patriots’ resolution to the American Revolution? What did the Declaration of Independence state? Why might the Declaration of Independence be more than just a document? How might the Declaration of Independence affect us today? |

H**igher-Level Thinking Questions:**

|  |
| --- |
| * Why would the patriots not compromise with the British? * Why might the Declaration of Independence be more than just a document? * How might the Declaration of Independence affect us today? |

**Assessment:**

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| --- |
| The teacher will assess the students’ learning by observing the students through class discussion. |

**Differentiation:**

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| --- |
| The teacher will differentiate the lesson by process according to readiness. The low-achieving students will be asked several small direct questions, the average students will be asked some direct and indirect questions, and the high-achieving students will be asked indirect questions. |

**Resources:**

The American Revolution: <http://www.theamericanrevolution.org/>

Center for Civic Education: <http://new.civiced.org/component/content/article/12-publications/1264-declaration-of-independence>

Congress for Kids: <http://www.congressforkids.net/Independence_declaration_1.htm>

Declaration of Independence: <http://www.historyforkids.org/learn/northamerica/after1500/government/declaration.htm>

History for Kids:

<http://www.historyforkids.org/learn/northamerica/after1500/government/declaration.htm>

Liberty Kids: <http://www.libertyskids.com/arch_what_decoind.html>

PBS: <http://www.pbs.org/ktca/liberty/index.html>

Amanda Clark

**The American Revolution Text Set**

**Content Area:** Social Studies **Grade-Level:** 4th grade

**Primary Content GPS Standards:**

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

b. Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power.

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.

Unit Description/Summary: In this unit, students will be learning about the American Revolution and the key individuals that played an important role in the outcome of the American Revolution.

**Vocabulary Activities:**

* Wiki-Stick Vocabulary – Students underline, with wiki sticks two or three unknown works as they complete a text-walk. Then the class predicts and later defines the words.
* American Revolution Vocabulary Book – Students create a book containing the word, definition, a picture, and a sentence or passage that the word is used in.
* Open Word Sort – Students sort vocabulary words into categories that they create based on how they think the words are connected to the topic or each other.

**Comprehension Strategy Activities:**

* Making Connections – Students use a KWL chart to make connections.
* Asking Questions – Students use an anchor chart to ask and answer questions throughout the unit.
* Making Inferences – Students use a T-chart to make inferences.

**Graphic Organizers:**

* KWL
* Anchor Chart
* T-Chart

**Writing Activities:**

* Narrative – Students wrote a narrative from the perspective of one of the writers of the
* Declaration of Independence explaining why a particular trait they possessed helped them to become an important figure in the writing of the Declaration of Independence.
* Expository – Students wrote an expository essay explaining why an individual, of their choice, was considered an important figure in the American Revolution.
* Persuasive – Students wrote a persuasive essay convincing their audience to either fight for the British or with the Patriots.

**Helpful Websites:**

The American Revolution: <http://www.theamericanrevolution.org/>

Center for Civic Education: <http://new.civiced.org/component/content/article/12-publications/1264-declaration-of-independence>

Congress for Kids: <http://www.congressforkids.net/Independence_declaration_1.htm>

Declaration of Independence: <http://www.historyforkids.org/learn/northamerica/after1500/government/declaration.htm>

History for Kids:

<http://www.historyforkids.org/learn/northamerica/after1500/government/declaration.htm>

Liberty Kids: <http://www.libertyskids.com/arch_what_decoind.html>

PBS: <http://www.pbs.org/ktca/liberty/index.html>

**Texts:**

* A Nation Arises by Dina Anastasio
* Benedict Arnold: An American Hero and Traitor by Michael Burgan
* Declaration of Independence by Karen Carr
* The Declaration of Independence by Elaine Landau
* George vs. George by Rosalyn Schanzer
* Heroes of the Revolution by David A. Alder
* John, Paul, George, and Ben by Lane Smith
* Seeds of the Revolution by Terry Shannon and Annette Carruthers