

Planned Course: Social Studies		Course Number:	Department: Social Studies
Unit: PA Revolutionary War		Grade Level: 4	
Estimated Time: 4 weeks		Level/Track:	Date Approved: 8/6/07
PA Academic Standards	Core Concepts (in question format) • Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>8.1.6 - Historical Analysis and Skills Development</p> <p>A. Understand chronological thinking and distinguish between past, present and future time.</p> <p>B. Explain and analyze historical sources.</p> <p>C. Understand fundamentals of historical interpretation.</p>	<p>▶ What was the French & Indian War?</p> <p>▶ What events contributed to the start of the Revolutionary War?</p> <p>▶ What is the Declaration of Independence?</p> <p>▶ What were George Washington’s contributions to the French & Indian War and the Revolutionary War in Pennsylvania?</p>	<p>– Apply Reading Apprenticeship Strategies</p> <p>– Use a variety of study skill techniques (ex: webbing, outlining, graphic organizers, etc.)</p> <p>– Large and small group discussions</p> <p>– Educational games relating to content</p> <p>– View video clips relating to unit content (ex: United Streaming)</p> <p>– Student Worksheets</p>	<p>• Test and quizzes on core concepts, objectives, and vocabulary (publisher & teacher-made)</p> <p>• Teacher observations</p> <p>• Class discussions & student participation on unit materials</p> <p>• Graded writing activities, projects, homework assignments, journal entries on daily activities the French and Indian War, Declaration of Independence, and Revolutionary War</p>
<p>8.2.6 - Pennsylvania History</p> <p>A. Identify and explain the political and cultural contributions of individuals and groups to Pennsylvania history from Beginnings to 1824.</p> <p>B. Identify and explain primary documents, material artifacts and historic sites important in Pennsylvania history from Beginnings to 1824.</p>	<p>▶ What is the Constitution and what was Pennsylvania’s role in its development?</p> <p>• Students will be able to use Reading Apprenticeship strategies to comprehend and analyze events before, during, and after the Revolutionary War.</p> <p>• Students will be able to name the 13 original colonies.</p>	<p>– Supplemental Reading such as: What’s the Big Idea, Ben Franklin? by Jean Fritz; Ssh! We’re Writing the Constitution by Jean Fritz; Can’t You Make them Behave, King George? by Jean Fritz; If You Were There When They Signed the Constitution by Elizabeth</p>	<p>• Outlines, study guides, graphic organizers, etc.</p> <p>• Presentations and research reports on George Washington’s contributions to Pennsylvania history, the Ohio River Valley, Pontiac’s Rebellion, the Declaration of Independence, US</p>

Planned Course: Social Studies	Course Number:	Department: Social Studies	
Unit: PA Revolutionary War	Grade Level: 4		
Estimated Time: 4 weeks	Level/Track:	Date Approved: 8/6/07	
PA Academic Standards	Core Concepts (in question format) • Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>D. Identify and explain conflict and cooperation among social groups and organizations in Pennsylvania history from Beginnings to 1824.</p> <p>5.1.6 - Principles and Documents of Government</p> <p>A. Explain the purpose of government.</p> <p>E. Explain the basic principles and ideals within documents of United States government.</p> <p>G. Describe the roles played by the framers of the basic documents of governments of Pennsylvania and the United States.</p> <p>5.2.6 - Rights and Responsibilities of Citizenship</p> <p>E. Identify examples of the rights and responsibilities of citizenship.</p>	<ul style="list-style-type: none"> • Students will be able to summarize the importance of the Ohio River Valley and why the area caused conflict between the French & British. • Students will be able to identify the causes and effects of the French & Indian War on Pennsylvania. • Students will be able to evaluate the conflict that resulted in Pontiac’s Rebellion and the Battle of Bushy Run. • Students will be able to analyze the causes and effects of the Revolutionary War. • Students will be able to identify the purpose of the Declaration of Independence. 	<p>Levy</p> <ul style="list-style-type: none"> – Vocabulary activities (e.g. definitions, crosswords, concentration/matching, etc.) – Web Quests – Re-enactments, role-playing, and plays – Role-play a news reporter at a press conference about events surrounding the French & Indian War or the Revolutionary War – Make a sequence chart of the main details of the French & Indian War – Create a slogan or poster to protest British taxes & urge colonists to boycott British goods – Write a dialogue between a British tax collector in PA and a colonist who is against British taxes 	<p>Constitution, Bill of Rights, significant political and cultural leaders of the 1700’s</p>
--	---	---	---

Planned Course: Social Studies		Course Number:	Department: Social Studies
Unit: PA Revolutionary War		Grade Level: 4	
Estimated Time: 4 weeks		Level/Track:	Date Approved: 8/6/07
PA Academic Standards	Core Concepts (in question format) • Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>G. Explain the importance of participating in government and civic life.</p> <p>7.1.6 - Basic Geographic Literacy</p> <p>B. Describe and locate places and regions.</p>	<ul style="list-style-type: none"> • Students will be able to relate the significance of the U.S. Constitution and Bill of Rights. • Students will be able to explain the turning point in the Revolutionary War (ex: Valley Forge, aid from France). • Students will be able to identify two important battles in the Revolutionary War (ex: George Washington crossing the Delaware, the Battle of Brandywine, Germantown, Yorktown, etc.). • Students will be able to compare and contrast a monarchy and a democracy. • Students will be able to evaluate the outcome of the Whiskey Rebellion. 	<ul style="list-style-type: none"> – Create a pamphlet defending Parliament’s right to tax the colonists – Analyze, interpret, and re-write the U.S. Constitution, Bill of Rights, or preamble using easier to understand language – Have students write a letter from the viewpoint of a PA farmer in which they express their feelings about the Whiskey Rebellion – Draw and label a map of the U.S. 13 original colonies – Write a song about the Revolutionary War that encourages colonists to continue fighting for their freedom – Read the poem by Henry Wadsworth Longfellow, The Midnight Ride of Paul Revere 	
---	--	--	--

Planned Course: Social Studies		Course Number:		Department: Social Studies	
Unit: PA Revolutionary War		Grade Level: 4			
Estimated Time: 4 weeks		Level/Track:		Date Approved: 8/6/07	
PA Academic Standards	Core Concepts (in question format) • Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)		
	<ul style="list-style-type: none"> – Students will be able to summarize contributions of significant political and cultural leaders during the 1700s. 	<ul style="list-style-type: none"> – Have the class debate reasons for the Revolutionary War from the loyalist and Patriot viewpoint – Take a virtual tour of Betsy Ross’s house at www.ushistory.org 			