## Aligned with Journeys Unit Lesson 14 (Week 16)

<table>
<thead>
<tr>
<th>Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary</th>
<th>Activities/Materials/Resources</th>
</tr>
</thead>
</table>
| **Unit:** Revolutionary War                                     | **Weekly Correlated Lesson Plan: 22**  
**Essential Question:**  
Why do people revolt and what is the impact?  
How did conflict in the colonies lead to change?  
How can we examine history from different points of view?  
**Guiding Questions:**  
A. How was the Revolutionary War a difference of point of view between the Colonist and King George?  
B. What major events led up to the Revolutionary War?  
C. What was the role of African Americans in the Revolutionary War?  
D. What were contributions of significant people leading to the Revolutionary War? |
| **Social Studies Focus:** Literature Focus:                      | **Revolutionary War Project/Anchor Assessment**  
Use *Journey's* Story Unit 3 Lesson 12 *Can't You Make Them Behave, King George?* TE pp 95-104  
- Reread Story  
- *Can't You Make Them Behave, King George? Lesson Plan*  
- Chronology Activity—Choose One of the Following:  
  1. Taken from *Can't You Make Them Behave, King George Lesson Plan* (Divide students into six groups and assign each group one of the events from the lesson to research and add to timeline—Student Research Sheet #3)  
  2. **Chronology Activity**—Countdown to Independence. Taken from Mission U.S.  
- “No More Kings” Schoolhouse Rock Your Tube [http://www.youtube.com/watch?v=cAZ8QJgFH0g](http://www.youtube.com/watch?v=cAZ8QJgFH0g)  
Segments from the resource *Struggle to Independence in Colonial Boston* (*Storypath*) will be used for this unit. This resource was sent to all schools during the 2011-12 school year.  
- Introduce *Revolutionary War Family Project* (Struggle for Independence Episode 1 TE pp 14-20 can be used as additional support)  
- Arrange students in groups and assign them a colonial trade to research. Assign each group member one of the trades to research and complete the Matrix entry for that trade. They will share with other members of their group and use the information to complete the entire matrix. *Colonial Trade Matrix* |
<p>| <strong>Events Leading to the Revolutionary War</strong>                     |                                |
| Leaders American Revolution                                     |                                |
| African Americans Revolutionary War                              |                                |
| Establishing Revolutionary War Family                             |                                |
| <strong>Writing:</strong>                                                     |                                |
| Have you ever been punished for something that you thought was unjust? Did the person that punished you think they were doing the right thing? Write a personal narrative about a time that this happened. This week’s lesson shows how the American Patriots thought that King George III was unjust, but that King George thought that he was a good ruler. |                                |
| <strong>Monarchy Apprentice French and Indian War Proclamation of 1763</strong> |                                |
| Taxation Stamp Act Boston Massacre Declaration of Independence    |                                |
| <strong>Vocabulary:</strong>                                                 |                                |</p>
<table>
<thead>
<tr>
<th>Thomas Paine</th>
<th>Thomas Jefferson</th>
<th>Benjamin Franklin</th>
<th>George Washington</th>
<th>Common Sense</th>
</tr>
</thead>
</table>

**ASSESSMENT:**

Timeline (King George Lesson)
Tell students that as you read the story aloud, they will be looking for the points of view about how King George is performing as a king. Have the students complete the following chart in their leaning logs. As you read aloud, pause and ask the students if they heard any details about any point of views. Stop and ask students to think, pair, and share with the class. As a class, add details from the story.

<table>
<thead>
<tr>
<th>King George III's Point of View</th>
<th>The American Patriots’ Point of View</th>
<th>Jean Fritz's Point of View</th>
</tr>
</thead>
<tbody>
<tr>
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**King George Sample Chart**

Point of View: Means how someone sees something, their opinion of it. 
Author’s Viewpoint: We can identify the author’s viewpoint of King George by noticing the facts and opinions that she includes in her writing.

**Colonial Trade Matrix**

**The ABC’s of the American Revolution**---Have students add to this activity throughout the unit.
Harcourt Social Studies Arkansas Activity Book p. 67
Leaders of the American Revolution p. 67—Read the biographies and answer the questions.
Loyalist and Patriots in 1770 Boston. If you have regular access to computers you can allow students to play the game and use the primary sources documents and other resources to teach about the revolutionary war. You can also introduce the game to students that have access to computers at home as an enrichment. [http://www.mission-us.org/pages/mission-1-educator-guide-overview](http://www.mission-us.org/pages/mission-1-educator-guide-overview)

2. Independence Game

<table>
<thead>
<tr>
<th>STANDARDS</th>
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<tbody>
<tr>
<td>Social Studies SLE’s:</td>
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<tr>
<td>H.6.5.15 Explain the political viewpoints of Patriots and Loyalists during the revolutionary period.</td>
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<tr>
<td>H.6.5.14 Identify the contributions of significant people leading to the American Revolution. King George III—George Washington—Benjamin Franklin—Thomas Jefferson—Patrick Henry—Thomas Paine</td>
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<tr>
<td>Common Core Standards</td>
<td></td>
</tr>
<tr>
<td>Reading:</td>
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<tr>
<td>CC5RL3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</td>
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</tr>
<tr>
<td>CC5RL5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</td>
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<tr>
<td>CC5RI3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text.</td>
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<tr>
<td>CC5RI4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</td>
<td></td>
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<tr>
<td>CC5RI5 Compare and contrast overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</td>
<td></td>
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<tr>
<td>CC5RI6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</td>
<td></td>
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<tr>
<td>CC5RI8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</td>
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<tr>
<td>CC5RI9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</td>
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<tr>
<td>CC5SL1 Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</td>
<td></td>
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<tr>
<td>Writing:</td>
<td></td>
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<tr>
<td>Write a narrative to develop real experiences using effective technique, descriptive details, &amp; clear events sequences.</td>
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</tr>
<tr>
<td>a. Orient the reader by establishing a situation and introducing a narrator and/or characters, organize an event sequence that unfolds naturally.</td>
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<tr>
<td>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences</td>
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</tr>
<tr>
<td>c. Use a variety of transitional words, phrases, and clauses to manage the sequences of events.</td>
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</tr>
<tr>
<td>d. Use concrete words and phrases and sensory details to convey experiences precisely.</td>
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<tr>
<td>e. Provide a conclusion that follow from the narrated experiences.</td>
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</tbody>
</table>
**Aligned with Journeys Unit Lesson 15 (Weeks 17/18)**

<table>
<thead>
<tr>
<th>Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary</th>
<th>Activities/Materials/Resources</th>
</tr>
</thead>
</table>
| **Unit:** American Revolution  
**Essential Question:**  
Why do people revolt and what is the impact?  
How did conflict in the colonies lead to change?  
How can we examine history from different points of view?  
**Guiding Questions:**  
A. How did limited resources and unlimited economic wants cause the colonist to choose certain goods and services and give up others?  
B. What factors influenced whether the colonist was a loyalist or a patriot?  
C. What major events led to the Revolutionary War?  |
| **Activities/Materials/Resources**  
**Weekly Correlated Lesson Plan:**  
**Journeys** “We Were There Too! By Philip Hose TE pp 310-322  
Background “Colonial Militias” TE 307  
Teacher Read Aloud TE “Citizen Spies” TE pp 302-303  
**Revolutionary War Project**  
Step Two—Assign each group a family that includes their occupation.  
They will complete **Colonial Family Project—Meet the Family**  
Or **Learn About Your Family**, using what they learned about trades and occupations of colonial times from last week and doing additional research about the occupation of the family they were assigned.  
Family Groups—Use to make group assignments.  
Struggle for Independence Episode 2 **Creating the Characters Colonists** in the Teacher's Guide can be used for additional resources to support the activity.  
Teacher’s Guide pp 21-26  
**Character Biography Activity** (Additional Resource)  
**Journeys**—MINILESSON Compare and Contrast CLLG p. 68  
**Harcourt Social Studies---French and Indian War** TE pp 296-98  
**Proclamation 1783** SS TE pp 297-98  
**Excerpt of Proclamation of 1783**  
Episode 3 Daily Life in Colonial Boston---Additional activity that could be used to get students to think about how dependent their family would be on England.  
See Struggle for Independence Teacher’s Guide. |

**Social Studies Focus:**  
French and Indian War  
Proclamation 1783  
Work in the Colonies

**Literacy Focus:**  
**Skill:** Compare & Contrast  
**Strategy:** Monitor Clarify  
**Genre:** Writing: Narrative Personal  
**Vocabulary:**  
French and Indian War  
Proclamation 1783  
Patriots  
Loyalists

**Writing:**  
Write a letter to a family member or a journal entry describing one of the events in the colony and explaining your position. (French and Indian War or Proclamation of 1783)

**ASSESSMENT:**  
How would your family be affected by the French and Indian War? Would it make goods more expensive? Would one of your family members fight in the war? Would your family agree with Benjamin Franklin’s plan that all colonists should work together (Albany Plan)  
Write a letter to a family member or a journal entry describing the events in the colony and...
**Excerpt of Proclamation of 1783—Read with class and complete chart below.**

<table>
<thead>
<tr>
<th>Why Britain Made the Laws</th>
<th>Why the Colonists Disagreed with the Laws</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Notes:**
Segments from the resource “Struggle to Independence in Colonial Boston” (Storypath) will be used to for this unit. This resource was sent to all schools during the 2011-12 school year.

Contact Laura Beth Arnold at laura.arnold@lrsd.org or 447-3398 for information on the Struggle for Independence Teacher Resource.

**Struggle for Independence Teacher’s Guide**
**Struggle for Independence Student Handout**
**Struggle for Independence Portfolio**

**STANDARDS**

**Social Studies SLE’s:**
- H.6.5.15 Explain the political viewpoints of Patriots and Loyalists during the revolutionary period.
- H.6.5.14 Identify the contributions of significant people leading to the American Revolution. King George III—George Washington—Benjamin Franklin—Thomas Jefferson—Patrick Henry—Thomas Paine

**Common Core Standards**
**Reading:**
- CC5RL3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact.)
- CC5RI3 Determine two or more main ideas of a text and explain how they are supported by key detail; summarize the text.
- CC5RI3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text.
- CC5RI4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- CC5RI5 Compare and contrast overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- CC5SL1 Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**Writing:**
Write a narrative to develop real experiences using effective technique, descriptive details, & clear events sequences.
- a. Orient the reader by establishing a situation and introducing a narrator and/or characters, organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences
- c. Use a variety of transitional words, phrases, and clauses to manage the sequences of events.
- d. Use concrete words and phrases and sensory details to convey experiences precisely.
- e. Provide a conclusion that follow from the narrated experiences.
## Aligned with Journeys Unit Lesson 16 (Week 19)

<table>
<thead>
<tr>
<th>Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary</th>
<th>Activities/Materials/Resources</th>
</tr>
</thead>
</table>
| **Unit:** American Revolution  
**Essential Question:**  
Why do people revolt and what is the impact?  
How did conflict in the colonies lead to change?  
How can we examine history from different points of view?  
**Guiding Questions:**  
A. What were Britain’s reasons for taxing the colonies and the colonists’ reasons for their responses?  
B. How were the colonists dependent on Britain for goods and services?  
C. How did the people in colonial Boston respond to the arrival of British troops?  
D. What was Britain’s role in maintaining order and managing conflict in the colonies?  
E. How factors influenced whether the colonist was a loyalist or a patriot?  
| **Weekly Correlated Lesson Plan:**  
Journeys CLLG MINILESSON Author’s Purpose p. 70  
(Author’s Viewpoint)  
**Tax Simulation Game Teacher Directions**  
**Representations of Supplies**  
**Coins**  
**Bills $1**  
**Bills $5**  
**Bills $10**  
**Simulation Job Cards**  
**Struggle for Independence** (Use Resource)  
**Episode 4 Taxes From Britain** TE pp 32-37  
**Episode 4 Handouts**  
- Order Supplies from Britain TE 33  
- Flow Chart Ordering Supplies Britain TE Portfolio p. 16  
- Responding to Taxes (Community Meeting) TE p. 35-37  
Have students use what they know about their family’s occupation to complete this activity. Fill out a business letter and/or draw a map showing where the goods their family produces will go, and where the products they consume will come from.  
**Episode 5 Arrival of the British Troops** TE pp 38-41  
**Episode 5 Handouts**  
- Setting the Stage/Narrative  
- Primary Source Document—Boston Evening Post TE 40-41 and TE Portfolio 14  
- Taking a Position TE Portfolio 20  
Use Primary Source Document—Boston Evening Post From Struggle to Freedom Episode 5—To Determine Author’s Purpose. |

| Social Studies Focus :  
Taxes from Britain  
Arrival of British Troops | Literacy Focus:  
Skill: Author’s Purpose  
Strategy: Text & Graphic Features  
Genre: Realistic Fiction & Informational Text  
Writing: Informational Essay |
|--------------------------|--------------------------------------------------|
| **Writing:**  
Write an informational essay on Taxes from Britain or Arrival of British Troops. Provide the facts. The essay should include the viewpoints of the colonists, the soldiers, and Britain.  
**Vocabulary:**  
Quartering Act  
Stamp Act  
Gov. Hutchinson  
Townshend Acts  
Boycott  
Repealed | **ASSESSMENT:**  
Taking a Position  
Boston Evening Post  |
<table>
<thead>
<tr>
<th>Flow Chart Ordering Supplies Britain</th>
<th>Harcourt Social Studies TE 302-307 Taxes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revolutionary War Matrix Acts</td>
<td>Notes:</td>
</tr>
</tbody>
</table>

**STANDARDS**

Social Studies SLE’s:
- G.1.5.7 Recognize the various types of maps used by geographers.
- H.6.5.15 Explain the political viewpoints of Patriots and Loyalists during the revolutionary period.
- H.6.5.14 Identify the contributions of significant people leading to the American Revolution. King George III—George Washington—Benjamin Franklin—Thomas Jefferson—Patrick Henry—Thomas Paine

Common Core Standards

**Reading:**
- CC5RL6 Describe how a narrator’s or speaker’s point of view influences how events are described.
- CC5RI7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- CC5R1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- CC5R2 Determine two or more main ideas of a text and explain how they are supported by key detail; summarize the text.
- CC5R3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text.
- CC5R4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- CC5R5 Compare and contrast overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- CC5R9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- CC5SL1 Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
- CC5SL4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Writing:**
5. W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   - a. Introduce a topic clearly, provide a general observation and focus, and group related information logically.
   - b. Develop the topic with facts, definitions, concrete details, quotations, or other information & examples related to the topic.
   - c. Link ideas within and across categories of information using words, phrases, and clauses.
   - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   - e. Provide a concluding statement or section related to the information or explanation presented.
### Aligned with Journeys Unit Lesson 17 (Week 20)

<table>
<thead>
<tr>
<th>Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary</th>
<th>Activities/Materials/Resources</th>
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</table>
| **Unit:** American Revolution  
**Essential Question:**  
Why do people revolt and what is the impact?  
How did conflict in the colonies lead to change?  
How can we examine history from different points of view?  
**Guiding Questions:**  
A. Whose account of the Boston Massacre do you believe? Why?  
B. How can art be used to make personal and political statements?  
C. What was the problem related to the Boston Tea Party? How did some of the colonist choose to address the problem?  
**Social Studies Focus:**  
**Literacy Focus:** |

<table>
<thead>
<tr>
<th><strong>Writing:</strong></th>
<th><strong>Vocabulary:</strong></th>
</tr>
</thead>
</table>
| Which account of the Boston Massacre would your family most likely believe? People in England have heard that the soldiers were attacked by a vicious mob and want to know what really happened. | Boston Tea Party  
Boston Massacre  
Patriot  
Loyalist |

**Weekly Correlated Lesson Plan:**  
**Journeys** MINILESSON Story Structure CLLG p. 72  
Leveled Books (Lesson 11) T 67-68: A Night to Remember (On Level); A Special Night (ELL) - Use these books to read about the Boston Tea Party and identify the story structure using MINILESSON CLLG p. 72.  
**Harcourt Social Studies** TE pp 307-08—Boston Massacre; TE pp310-311 Boston Tea Party  
**Poem---Revolutionary Tea**  
Lesson Plan—Use to help guide discussion about the poem.  
**Boston Massacre Lesson**—Whose account do you believe? The Boston Massacre: Who Was to Blame? Multiple Perspectives  
Colonial Williamsburg Lesson  
**Struggle for Independence Episode 7 A Bold Protest**—Use to guide instruction.  
Identify the problem related to the Boston Tea Party and possible solutions that could have been used to solve the problem.  
**Struggle for Independence Episode 6 The Boston Massacre**—Use to guide instruction.  
Use one of the lessons/resources or a combination to teach about the Boston Massacre.  
Whose account of the Boston Massacre do you believe?  
**Patriots vs Loyalists** (Use one of the activities below to examine different views)  
Who Said It: Tory or Whig  
Which to be? Tory or Patriot (Addresses Economic Concepts Also)  
Political Perspectives  
Patriot, Loyalist, or Neutral? You Decide  
**For Crown or Colony: Who Started It Activity Mission 1 Lesson** (Boston Massacre)  
Additional Resources for examining the different accounts of Boston Massacre.
happened. Write an account based on what you believe from the evidence you have read.

**ASSESSMENT:**

Struggle for Independence
- *Episode 6* Visual Literacy: Historical Illustrations
- *Episode 7* Point of View Portfolio

*Letter to the Editor* — Opinion of events of March 5 (Taken from Boston Massacre Lesson)

Boston News Account April 1, 1774

Art as Propaganda—Two Accounts of the Boston Massacre
[http://www.digitalhistory.uh.edu/learning_history/revolution/revolution_art.cfm](http://www.digitalhistory.uh.edu/learning_history/revolution/revolution_art.cfm)

Captain Thomas Preston’s Account

A Short Narrative Account Printed in by Order of the Town of Boston


[Boston Massacre Image 2](http://law2.umkc.edu/faculty/projects/ftrials/bostonmassacre/bostonmassacre.html)

Soldiers Account

Preston and Eyewitness Account

Key Figures

Boston Massacre Trials 1770
[http://law2.umkc.edu/faculty/projects/ftrials/bostonmassacre/bostonmassacre.html](http://law2.umkc.edu/faculty/projects/ftrials/bostonmassacre/bostonmassacre.html)

Bostonian Society The Boston Massacre_of March 5, 1770---Using Images

Historical Scene Investigations
- Who Was Responsible for the Boston Massacre? Was justice served in the Trail of the Boston Massacre?
[http://web.wm.edu/hsi/cases/boston/boston_preview.html](http://web.wm.edu/hsi/cases/boston/boston_preview.html)

Use document for discussion and have students write their opinions based on the evidence.

History Now Lesson Plan Boston Massacre

Colonial Williamsburg Lesson: Multiple Perspectives
### STANDARDS

**Social Studies SLE's:**

- H.6.5.15 Explain the political viewpoints of Patriots and Loyalists during the revolutionary period.
- H.6.5.14 Identify the contributions of significant people leading to the American Revolution. King George III—George Washington—Benjamin Franklin—Thomas Jefferson—Patrick Henry—Thomas Paine

**Common Core Standards**

**Reading:**

- CC5RL2 Determine a theme of a story from details in the text, including how characters in a story or drama respond to ...  
- CC5RI3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text.
- CC5RI7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- CC5RL1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- CC5RL3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- CC5RL5 Describe how a narrators or speaker's point of view influences how events are described.
- CC5RI6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- CC5RI7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- CC5RI8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- CC5RI9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**Writing:**

- 5. W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  a. Introduce a topic clearly, provide a general observation and focus, and group related information logically.
  b. Develop the topic with facts, definitions, concrete details, quotations, or other information & examples related to the topic.
  c. Link ideas within and across categories of information using words, phrases, and clauses.
  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  e. Provide a concluding statement or section related to the information or explanation presented.
### Aligned with Journeys Unit Lesson 18 (Week 21)

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<th>Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary</th>
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| **Unit:** American Revolution  
**Essential Question:**  
Why do people revolt and what is the impact?  
How did conflict in the colonies lead to change?  
How can we examine history from different points of view? | **Weekly Correlated Lesson Plan:**  
**Journeys**  
MINILESSONS Fact and Opinion CLLG p. 75  
MINILESSON Poetry CLLG p. 75  
MINILESSON Genre: Autobiography CLLG p. 74 |
| **Guiding Questions:**  
A. What was the purpose of the Declaration of Independence?  
B. How does Henry Wadsworth Longfellow's version of Paul Revere's ride compare to what actually happened?  
C. Why are there different accounts to the battle of Lexington and Concord?  
D. What was the importance of key battles of the American Revolution?  
E. Based on what you have learned, was your family a patriot or a loyalist? | **Journeys Lesson 11 Main Selection “Dangerous Crossings”**  
Have students reread this selection to discuss how the Americans needed the support of other nations to help them win the war. Discuss John Adams.  
**Journeys Lesson 15 Main Selection Sybil Ludington: Outdistancing Paul Revere**  
Present a factual account of Paul Revere’s ride, with maps and a timeline for visual aid. While students receive information, they should fill in Paul Revere's Timeline. Have students read Henry Wadsworth Longfellow’s Poem “The Midnight Ride of Paul Revere”. Tell them to look for similarities and differences between the poem and the actual events of his ride. Have them use their factual timeline and the poem to complete one of the two following activities:  
- **Paul Revere’s Ride Compare/Contrast.**  
- **The American Revolution: Three Lesson Plans for Critical Thinking** Lesson 2--Using Multiple Sources---This lesson has the students corroborate facts about the Ride of Paul Revere using different sources. The Midnight Ride of Paul Revere by Henry Wadsworth Longfellow and illustrated by Christopher Bing  
**Harcourt Social Studies**  
TE pp 288-291 Poem Paul Revere’s Ride (Use with Lesson 18 MINILESSON Poetry CLLG p. 75).  
TE pp314-315 Lexington and Concord  
TE pp. 324-329 Declaration of Independence  
TE pp 320-321 Battle or Bunker Hill  
TE p. 349 Battle or Saratoga  
TE p. 360-61 Battle of Yorktown  
**Struggles for Independence Episode 8 Declaring a Position**—Each family must decide if they |
| Declaration of Independences; Revolutionary Battle OR Imagine that you are a person who signed the Declaration of Independence. The year is 1777, and it is not clear which side will win the war. Write an “autobiographical narrative using guidelines from “Writing an Autobiography” |
| Jefferson Grievances Preamble Saratoga Yorktown |
| Common Sense John Hancock Bunker Hill Treaty of Paris |

**ASSESSMENT:**

**Autobiography---Signer Declaration of Independence**

**Harcourt Social Studies Resource**

Social Studies in Action p. 82 Persuasive Writing Common Sense

**Paul Revere’s Ride Compare/Contrast Or Using Multiple Sources**

**Revolutionary War Family Project---Step Three**

Culminating Assessment

Optional Assessment

- **Struggle for Independence—Episode 8**
  - Declaring a Position

- **Declaration of Independence Writing Prompt Opinion**

**would have been patriots or loyalist based on what they have learned.** Use this lesson to help guide their decisions. Students must give 3-4 reasons why they support either the patriots or loyalist.

**Excerpt Common Sense—Thomas Paine**

What do you think was the author’s purpose?

Why do you think George Washington read this to his troops?

**Declaration of Independence**

**The American Revolution: Three Lesson Plans for Critical Thinking—Lesson 1 “Three Autobiographical Activities** (You can use all or just segments of this lesson to teach about the Purpose of the Declaration of Independences and the Signers of the Declaration of Independence)

America the Story of Us: Declaration of Independence Video Clip (4 minutes)

http://www.youtube.com/watch?v=yb7MI8NQLoo

Biographies of Signers of the Declaration of Independence

http://colonialhall.com/biodoi.php

http://www.nps.gov/history/history/online_books/declaration/bio1.htm

Join the Signers of the Declaration of Independence

http://www.archives.gov/exhibits/charters/declaration_sign.html

Destiny of The Signers of the Declaration of Independence

http://www.nhccs.org/Destiny.html

The Price They Paid (This site provides additional information about the destiny of the Signers of the Declaration of Independence. It is a good source to show students how information in history can sometimes be embellished.)

http://www.connecticutbar.org/articles/price_paid.htm

The Signers: The 56 Stories Behind the Declaration of Independence by Dennis Brendell Fradin (Great Resource)

**Resources:** (Use resources to examine Fact and Opinion and/or Analyze and Evaluate)

The Battle of Lexington and Concord: What Happened—You will need to assist students with some of the vocabulary. This is a great activity to examine different points of view using primary source documents.

http://www.digitalhistory.uh.edu/learning_history/revolution/revolution_battles.cfm
**Historical Scene Investigations**
Who fired the first shot at the Battle of Lexington and Concord?
[http://web.wm.edu/hsi/cases/lexington/lexington_preview.html](http://web.wm.edu/hsi/cases/lexington/lexington_preview.html)
Use the documents to guide students to a conclusion based on the evidence.

- New Account Declaration of Independence July 4, 1776
  [http://www.pbs.org/ktca/liberty/chronicle_philadelphia1776.html](http://www.pbs.org/ktca/liberty/chronicle_philadelphia1776.html)
- News Account Battle of Saratoga
- News Account Yorktown
- New Account Trenton
  [http://www.pbs.org/ktca/liberty/chronicle_trenton1776.html](http://www.pbs.org/ktca/liberty/chronicle_trenton1776.html)
- Music and the American Revolution
  [http://www.digitalhistory.uh.edu/learning_history/revolution/revolution_music.cfm](http://www.digitalhistory.uh.edu/learning_history/revolution/revolution_music.cfm)

**Additional Resources:**
- American Revolution Tug of War (Great Culminating Activity)

**STANDARDS**

<table>
<thead>
<tr>
<th>Social Studies SLE's:</th>
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<tbody>
<tr>
<td>C.5.5.4 Identify the purpose of the Declaration of Independence.</td>
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<tr>
<td>H.6.5.5 Describe the role and impact of legislative bodies in the colonial government.</td>
</tr>
<tr>
<td>H.6.5.16 Identify the importance of key battles of the Revolutionary War---Lexington and Concord---Bunker Hill---Saratoga--Yorktown</td>
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**Common Core Standards**

<table>
<thead>
<tr>
<th>Reading:</th>
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<tbody>
<tr>
<td>CC5RL5 Explain how a series of ...scenes or stanzas fit together to provide the overall structure of a particular story....</td>
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<tr>
<td>CC5RL5 Describe how a narrators or speaker's point of view influences how events are described.</td>
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<tr>
<td>CC1RI1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
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<tr>
<td>CC5RI3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text.</td>
</tr>
<tr>
<td>CC5RI4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</td>
</tr>
<tr>
<td>CC5RI7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</td>
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<tr>
<td>CC5RI8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</td>
</tr>
<tr>
<td>CC5RI9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</td>
</tr>
<tr>
<td>CC5SL1 Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</td>
</tr>
</tbody>
</table>
Writing:
5. W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   a. Introduce a topic clearly, provide a general observation and focus, and group related information logically.
   b. Develop the topic with facts, definitions, concrete details, quotations, or other information & examples related to the topic.
   c. Link ideas within and across categories of information using words, phrases, and clauses.
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   e. Provide a concluding statement or section related to the information or explanation presented.