

**Class:** EPA 565  
**Name:** Mary E. Stuart  
**Grade:** 5 / 6 Multiage  
**Discipline:** Social Studies  
**Content:** Colonial America / Revolutionary War/Constitution  
**Type of Class:** Heterogeneous

**Purpose of Tiered Lesson:**

This unit has been designed to serve a 5/6 multiage class. The ability levels are as follows: 18% are identified as gifted, 18% are identified as requiring Resource Room services, and the remaining 64% are considered average, within a wide range of abilities. All of the students participate in the regular classroom without ed. tech assistance. My goal is to challenge and instruct this diverse group about Early American History and how it relates to them, in a meaningful and relevant way.

**Type of Management System:**

The unit will have some whole group instruction and activities, some small group projects (longer term) and activities (usually for a single class period) and some individual work. Much of the work will be done in small groups using stations, with additional task cards, as needed. Each student will have a folder and a checklist and will rotate through stations, usually with the small group.

The class will begin the unit in small groups determined by their surnames' countries of origin. To alleviate possible stress on adopted or foster children, we are researching the name's origin, not the specific family's origin. The small groups will create two wall maps: one map of the continent of origin (e.g., Europe) with a specific country (France) colored in, and the other, a map of the New World with the specific colony (Quebec Province) most likely settled by their ancestors colored in. This constitutes the springboard into the study of how colonies became the United States of America.

I will create a status of the class chart to assess progress through stations and other assignments. One of the stations will be conference time with me (for direct instruction, questions and clarification, and assessing progress).

**Scheduling Time:**

This unit of study will cover 5-6 weeks, with one 80 minute period and two thirty minute periods each week (and whatever other time I can steal).

**Assessment Types and Procedures:**

There will be a variety of formal and informal assessments. Informal assessments will include oral assessments and frequent checks, during conferences, on the quality of written work, periodic mini-assessments (e.g., exit passes) after large group instruction, and monitoring of progress through a checklist of activities. Formal assessments will include one or two unit tests and a minimum of two projects scored using a rubric.

### Critical Content

### Themes and Generalizations

#### 1. Migration to the New World

- First Nation people
- early arrivals
- reasons to migrate ( social, political, religious, economic)

#### Theme: Equality

- ... can be fair or unfair
- ... can change over time
- ... may cause or cure conflict or struggle
- ... may mean different things to different people at the same time

#### 2. 13 Original Colonies

- location of colonies
- who settled where and why

#### 3. Cause and effects of the French and Indian War

- events leading to war
- perspectives of people: Eng., French, First Nation, neutral
- results of war

#### Theme: Change or Evolution

- ... can be good or bad
- ... causes change
- can be predictable
- ... may cause conflict or struggle
- ... may be instantaneous or take place over time
- is inevitable

#### 4. Cause and effects of the Declaration of Independence & Revolutionary War

- events leading to war
- changes in colonists' attitudes
- perspectives of people

#### 5. Meaning and importance of the Constitution

- sequence of events leading to drafting Constitution
- perspectives of people (federal, state, women, slave owners, etc.)
- Bill of Rights / responsibilities

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### Maine Learning Results

Civics & Government C. (1, 2, 3)

Economics A. (1 )

Geography A. (1, 2); B. (2, 3)

History A. (1, 2); B. (1, 2)

C. (3, 4, 5)

### Essential Questions

1. What is equality?
2. Are equal rights for everyone the same as individual freedom for everyone?
3. What is change or evolution?
4. How has our view of equality evolved or changed over time?
5. Does equality refer just to human rights? What about animals, nature, the universe?

### Essential Unit Questions

1. How did coming to the New World change the colonists' views of their place in the world?
2. How did the colonists' search for liberty and equality affect the same for First Nation people?
3. What effect did the American Revolution have in America and abroad?
4. Why was there such a struggle to write and accept the U.S. Constitution?
5. What makes the U.S. Constitution such an enduring document?

Mary Stuart

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EPA 565

Social Studies Content - Grade 5/6  
American History from Colonies to Country  
Tiered Questions

Migration to the New World

1. The student will research one of the indigenous nations living in the New World at the time of early European exploration. Create a brochure describing their location, time period, food, shelter, tools, clothing, art, and beliefs. Include any major events there during that time.
2. In a brochure, the student will compare and contrast the life of a typical European, with the life of a Native American, during the time of early exploration. Include descriptions of both locations, time periods, foods, shelters, tools, clothing, art and beliefs. Choose a point of view: promoting life in Europe, extolling the virtues of living as a Native American, or present both as equally good lifestyles.
3. In a brochure, the student will create an ideal "New World" and extoll its virtues. Mention location, food, shelter, clothing, art, laws and governance, and beliefs, in order to demonstrate that equality may be fair or unfair.

13 Original Colonies

1. The student will draw a map of the 13 Original Colonies.
2. The student will summarize the reasons each colony was established. Then, as a colonist, explain in a speech or letter to a relative or friend in Europe why her or his chosen colony is the best place to live.
3. The student will trace the evolution of one colony to its present status. Look at the past and present demographics. Decide how the colony's inception impacted or determined its present status. Create a visual to show the progression of change over time.

### Causes and Effects of the French and Indian War

- A.
1. Given a list of pivotal events preceding the French and Indian War, the student will place them in the correct sequence.
  2. The student will create a graphic organizer showing four important causes and their effects that led to the French and Indian War.
  3. The student will act as an omniscient narrator and create a skit that portrays the viewpoint of all of the participants (English, French, colonists, Algonquins, and Iroquois) in the French and Indian War, in order to demonstrate how equality may mean different things to different people at the same time.
- B.
1. The student will write a journal entry describing how the French and Indian War ended. Include names of leaders or famous people, dates of the pivotal battles, important places, and events.
  2. The student will write a journal entry describing the short term impact and predicting the long term impact on the participating Native Americans.
  3. The student will write a journal entry predicting how the change caused by the end of the French and Indian War might produce more change.

### Cause and Effects of the Declaration of Independence and the Revolutionary War

- A. *This whole class assignment will be to work in small groups to create a news program.*
1. The student will be a journalist reporting “breaking news” flashes on taxes being imposed by the British.
  2. Using a flow chart and pointer, the student will describe the events (causes and effects) leading up to a possible declaration of war.
  3. In the style of a pundit, the student will create an oral essay detailing how the colonists’ search for equality will lead inevitably to conflict.

- B. *This whole class assignment will be to work in small groups for the purpose of discussion. Afterwards, the groups will share their discussions with the larger group.*
1. The student will look at the painting of the Battle of Lexington called "The Dawn of Liberty" by J. Henry Sandham and describe and discuss what is happening in the picture.
  2. The student will look at the painting of the Battle of Lexington called "The Dawn of Liberty" by J. Henry Sandham and decide how the picture might be rendered differently if the artist had a different point of view.
  3. The student will look at the painting of the Battle of Lexington called "The Dawn of Liberty" by J. Henry Sandham and decide how an artistic rendering can demonstrate that equality may mean different things to different people at the same time.
- C.
1. The student will read about a real colonist from the time period 1770 - 1776 and, as that character, tell about herself or himself in a letter to a potential employer.
  2. The student will work with a partner, depicting two colonists with opposite views, having a conversation about whether to support the cause of revolution or stay loyal to England.
  3. The student will create a character from the time period 1770 - 1776, and in a soliloquy, describe his or her self and life as a colonist (e.g., "a New Yorker," or "a Virginian"). Choose a "defining moment" (some profound change) that prompted the character to change to "an American." Describe how that change produced more change in the person.
- D.
1. In a graphic organizer, the student will list the main topics and the expected outcomes of the First and Second Continental Congresses.
  2. In a small panel discussion, the student will defend how the unmet expectations of the First Continental Congress justified the actions of the Second Continental Congress.

3. The student will decide how King George's acceptance of the Olive Branch petition would have changed history in a good, or a bad, way and will justify that response in a small panel discussion.

E. *Small groups will do readings and research about the five framers of the Declaration of Independence.*

1. After researching the five framers of the Declaration of Independence, the student will create a collage that presents a picture of each of the five framers.
2. After researching the five framers of the Declaration of Independence, the student will rank their importance in terms of their contribution to the document, with an explanation defending the ranking, on a small poster.
3. Imagine the framers' conversations about "all men are created equal." Suppose they had meant all humans (men, women, black Africans, Native Americans, etc.). The student will create a presentation (choice) on how that change in intent then might have changed the history for Africans or Native Americans in this country.

- F.
1. The student will draw a "battlefield" showing the names of many of the main participants on each side of the American Revolution. Where would the neutral people be placed in the drawing?
  2. The student will choose an event during the Revolution. In a drawing or some other visual, show how that event altered the course of the war.
  3. The student will choose an event during the Revolution. In a drawing or some other visual, predict how a change in that event might have produced a change in the course of the war

- G.
1. The student will paint or draw a picture of the Battle of Yorktown.
  2. The student will create a map showing Washington's strategy to trap the British at Yorktown.
  3. Benedict Arnold is equal parts great hero and great traitor to the American cause. The student will create a version of an "emotional timeline" recording an analysis of Arnold's evolution from hero to traitor, in order to demonstrate that change can be good or bad.

## Meaning and Importance of the United States Constitution

A. *These are all short essay questions.*

1. The student will respond to the question, "What is a constitution?"
2. The student will compare and contrast the U. S. Constitution to a governing document from another country.
3. The student will decide whether a constitution can create a perfect democracy, in order to demonstrate that equality may cause or cure conflict.

- B.
1. In a flow chart, the student will list the sequence of events that led to the adoption of the Constitution.
  2. The student will take a role in a mock Constitutional Convention debating the contents of the Constitution.
  3. The student will decide, in a speech or essay, whether a constitution should be a readily changeable document to allow for changing beliefs and opinions ( in order to show that equality may change over time), or not, (in order to show that equality is an enduring value).