

Nancy Connor
Grade 5 Social Studies "Revolutionary War"

Class Type: Heterogeneous group of 23 students that includes: 1 Limited English Proficient student, 2 Title 1 students, and 2 high achieving students.

Tier #1 is designed to meet the needs of the LEP student and the 2 Title 1 students who require more scaffolding and context when learning new information, but appreciate being able to show what they know through visual representations whenever possible. (The LEP student is often held back by a lack of prior knowledge in the area of American history, so that everything is new information.)

Tier #2 is designed for those students who can go beyond the basic requirements of Tier #1 and incorporate some middle level and higher level thinking skills. It may also be utilized by lower level students who wish to try a more challenging task or higher level students who need a less challenging task.

Tier #3 is designed for the high achieving students who have shown 85% mastery of the content in a pre-assessment.

Purpose of Tiered Lessons

Students will have different entry points into the tiered lessons. The level of questions a student accesses will be based on results of a pre-assessment given the third day after the lesson has been introduced.

Type of Management System & Scheduling Time

Initially, and throughout the unit, the class will come together as a whole group for instruction, discussion, and student presentations. Most assignments will involve task cards and assignment sheets with the option of pair work for some of the assignments. A majority of the work will be accomplished in class except for outside reading (ex. Biographies).

Assessment Procedures and Grading

- **Formal:** The number and variety of products require a variety of assessments. Students will be given a post-test which will contain the same items as the pre-assessment.
- **Informal:** Discussions, graphic organizers, diagrams, maps, worksheets, and other small written products will be checked off as completed. Created work, such as speeches, dramatic presentations, visuals, and essays will be evaluated with a rubric based on the fulfillment of objectives and quality.
- **Grades:** Will be based on the above assessments and in order to obtain an "A", a student must complete all assignments while showing first-rate effort and mastery of the content objectives.

<p>Critical Content</p> <p>Topic: Evolution of the Revolutionary War</p> <p>Subtopic: Political, Economic, & Social Causes</p> <p>Topic: Sequence of events in the War</p> <p>Subtopics: Battles, Leadership, & Outcome</p> <p>Topic: Evolution of American Self-government</p> <p>Subtopics: Forms used by 13 colonies, Declaration of Independence</p>	<p>Themes & Generalizations</p> <p>Theme: Conflict</p> <p>Generalizations:</p> <ol style="list-style-type: none"> 1. Conflict involves opposing forces. 2. Conflict may be inevitable. 3. Conflict often precedes change. 4. Conflict may have long-term ramifications. 5. Conflict may be justified. 6. Conflict may cultivate character. 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. What are common causes of conflict? 2. How is conflict justified? 3. What characterizes a leader? 4. How does conflict produce leaders? 5. How do historical figures become legends?
<p>Topic: Historical Figures</p> <p>Subtopics: Biographies</p> <p>Topic: War Era Leadership</p> <p>Subtopic: Characteristics, Legends</p> <p>Topic: Two perspectives</p> <p>Subtopic: Colonists vs. Loyalists Patriots vs. Redcoats</p>	<p>Theme: Leadership</p> <p>Generalizations:</p> <ol style="list-style-type: none"> 1. Leaders share common characteristics. 2. Conflict often produces leaders. 3. Effective leaders are visionaries (have ideas and goals). 4. Leadership affects change. 	<p>Essential Unit Questions</p> <ol style="list-style-type: none"> 1. Who were the leaders of the Revolutionary War? 2. What were the underlying causes of the Revolutionary War? 3. What pivotal events influenced the outcome of the Revolutionary War? 4. Determine the two perspectives (Loyalists & Colonists). 5. How did the American Revolution produce leaders?
<p>Main Learning Results: History: A2, B1, C1, 2, 5 English L.A.: D3, G 10, H 1-10</p>		

Nancy Connor Content Objectives at 3 Tiers

"In their study of the Revolutionary War, students will..."

	Level One	Level Two	Level Three
1	Name key individuals and identify their roles by filling in a "history frame".	Compare and contrast common characteristics of 2 key figures by completing a Venn diagram.	Demonstrate that leaders have common characteristics by comparing and contrasting the characteristics of 3 key figures and complete a graphic organizer.
2	Record key events that led up to the war by creating a timeline.	Sequence the most significant events that led up to the war and construct a "cause-effect" chart.	Prove whether conflict is inevitable by connecting British action and American reaction in events leading up to the war and create a chart.
3	List 5 reasons that the Colonist's rebelled and create a handbill that illustrates 1 reason.	Determine the sources of colonial dissatisfaction and create a collage portraying those ideas.	Judge whether conflict may be justified by examining the circumstances for rebellion and create a board game.
4	Identify both perspectives: Colonist & Loyalists and discuss.	Choose a side (Colonist or Loyalist) and defend your position in a debate.	Confirm how conflict involves opposing forces by speculating on how the war could have been prevented, formulating a solution and presenting a speech.
5	Identify characteristics that made George Washington an effective leader and fill in a "justify graphic organizer".	Compare and contrast George Washington's leadership qualities with those of a present day leader and complete a "compare & contrast" graphic organizer.	Prove that effective leaders are visionaries by examining the leadership characteristics of George Washington, and 2 leaders from different eras, and complete a graphic organizer.
6	Locate and label the 13 colonies and 3 key events of the war on a map.	Identify 3 turning points in the war. Sequence and depict those events on a map .	Judge how leadership affects change by determining how battle strategy influenced the outcome of the war and complete a "cause-effect chart".
7	Choose a person connected with the Revolution and present a mock interview.	Choose a person connected with the Revolution and give a dramatic presentation.	Determine whether conflict often cultivates character by selecting a biography connected with the Revolution era and deliver a dramatic presentation.
8	Describe the various forms of government used by the 13 colonies and record them on a response worksheet.	Compare and contrast the House of Burgess with our present day Congress by using a "compare/contrast chart".	Demonstrates that conflict often precedes change by comparing the system of self-government used by the 13 colonies before and after the Revolution. Record this information on a chart.
9	Show why the colonists were able to defeat the British and create a visual representation.	Determine 3 ways that the outcome of the war affects us today and use a visual representation.	Verify that conflict may have long-term ramifications by determining the historical consequences if Britain had won the war. Create a visual depiction.
10	List and define 4 ideals found in the Declaration of Independence in a journal response.	Select 4 ideals contained in the Declaration of Independence and discuss how each one affects your life. Write an essay.	Determine how leadership involves ideals by analyzing 4 values contained in the Declaration of Independence. Write a summary.

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