| **Grade 4 Unit 3 The American Revolution** | |
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| **Overview** | |
| This unit focuses on the colonial revolt against British regulations and restrictions resulting in the creation of the United States as an independent nation composed of individual states. Students will understand the fight for independence ensued leaving casualties on every side. Both free and enslaved African Americans, Native Americans, and women played a vital role in the rise up to and the creation of the new nation. The colonists separated into the Loyalists and Patriots and served their cause in various ways. Similarly, Native Americans, concerned about preserving their way of life, played a part whether they sided with the British or the colonists. Students will create a slideshow presentation to explain the benefits of being a revolutionary in 1776. | |
| **Overarching Inquiry Question** | |
| Would you have been a revolutionary in 1776?  *All units are created to support the* ***Overarching Inquiry Question****. Inquiry-Based Learning supports the* ***Profile of the South Carolina Graduate*** *where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information.* | |
| **Theme** | |
| * Interaction Among People * Physical Geography and Natural Resources * Development & Sustainment of a State and Nation * Economic, Settlement, Territorial Expansions | |
| **Skills Emphasis at a Glance** | |
| * **Comparison**-Identify comparisons based on common or differing characteristics. * **Causation**-Identify multiple causes and effects, to include distinguishing long-term and short-term examples. * **Periodization**-Organize historical narratives into time periods using units of time. * **Contextualization**-Make connections between historical developments in history with specific references in time, place, and broader circumstances. * **Change and Continuity**-Recognize patterns of historical continuity and changes in history. | |
| **Standards** | |
| **Standard 2:** Demonstrate an understanding of the identity of a new nation, including the state of South Carolina between 1730-1800.   * **4.2.CO** Compare the roles of marginalized groups during the American Revolution. This indicator was designed to encourage inquiry into the economic, political, and social roles of colonial groups, to include free and enslaved people of African descent, Native Americans, and women, during the revolutionary period. * **4.2 P** Analyze the sequence of events that led to the establishment of the U.S as a democratic republic. This indicator was developed to encourage inquiry into the process which led to the formation of the U.S. government, including the convening of the Continental Congresses, the passage of the Articles of Confederation, and the adoption of the U.S. Constitution. * **4.2.CX** Contextualize South Carolina’s role in the development of the new nation. This indicator was developed to encourage inquiry into South Carolina’s participation in the American Revolution and the subsequent creation of a new government. * **4.2.CC** Explain the continuities and changes in natural rights as seen from the French and Indian War to the creation of the Bill of Rights. This indicator was developed to encourage inquiry into how Americans understood and enumerated natural rights from the period of salutary neglect through the American Revolution and into the first decade of the republic. | |
| **I Can Statements** | |
| * I can summarize the sequence of the major battles in the American Revolution. * I can describe what life was like for minority groups of people involved in the American Revolution. * I can explain the comparison between the marginalized groups and natural rights. | |
| **Unit Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional Guidance and Resources**  *Instructional Guidance and resources listed below are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| **I can summarize the sequence of the major battles in the American Revolution.** | |
| * This unit will begin with showing the students a few [political cartoons](https://docs.google.com/presentation/d/189zIm-CIfgFrwVr2FJWB9m4-HnKGnTntFI2mL6PCVwY/edit?usp=sharing) from the previous unit and ask the students the overarching inquiry question “Would you have been a revolutionary in 1776?” * Have students turn and talk with a partner to share their reasons for or against being a revolutionary. * Teachers can create a two column chart to collect student responses. Have one column labeled YES and one column labeled NO. | * Here is guidance on how to analyze a political cartoon. [Analyze a Cartoon](https://www.archives.gov/files/education/lessons/worksheets/cartoon_analysis_worksheet.pdf) |
| * Have students recall the protests leading up to the war. This can just be a think aloud conversation with the whole group answering the following question: What do you remember about the perspectives of loyalists and patriots up to this point? Let them know that it eventually leads to fighting. This fight was the American Revolution.      * Students can work collaboratively to label and name each of the 13 colonies on a large map. [Student Sample of activity](https://docs.google.com/document/d/1oi1HL0oGTQOTCAIHMFJ7I2kSq2RYJ4x65aoloc1w3tY/edit?usp=sharing)   + Here is a [free blank map](https://www.eduplace.com/ss/maps/pdf/colonies_nl.pdf) of the colonies. * Students can use this [Ducksters website](https://www.ducksters.com/history/american_revolution.php) to find kid-friendly descriptions of major battles that they can explain their importance in their own words. They should include the name, date, and location of the battle. | * Here is a website with guidance on the [Think, Pair Share Strategy.](http://distrategykit.weebly.com/thinkpairshare.html) * How will you group your students? Here is a resource to help: [15 quick and creative ways group and partner students](https://www.scholastic.com/teachers/blog-posts/genia-connell/15-quick-and-creative-ways-group-and-partner-students/) |
| * Teachers will assign a battle from [SCIWAY](https://www.sciway.net/hist/periods/revolwar.html) to each group of students. Students can research to find out what battles took place in South Carolina and information about the battle. * Student groups can then present the information to the class using their choice on how to present the information. Examples: rap, picture slideshow, video, or speech. | * Be reminded that students understand that the war was fought throughout the colonies and took place over a period of time. * Students only need a general overview of the battle. * Be sure students understand that as the whole country was fighting the war, each state participated with different outcomes and roles. |
| **I can explain the comparison between the marginalized groups and natural rights.** | |
| * Students will look at a Google image search captured in [this document](https://docs.google.com/document/d/1BYn4eTDXgRnnB89HHi1d-eGft_OSIYxqSRPLoepxt1Q/edit?usp=sharing) that shows results when you search Revolutionary War Heroes. Students look at the images and think about what they notice. They will write down their responses and then share with a classmate.   + Explain that all people including minority groups had roles in the war. * Students will use the information obtained during their research, mentioned below, of the minority groups in the American Revolution to create their culminating google slides presentation. * Students can make a KWL chart for each group: African Americans, Native Americans and Women during this time period. | * Be sure students have an understanding that minority groups were sparingly included in the images. * Be sure that students understand how these marginalized groups dealt with differences in participation and rights during the American Revolution. |
| * Read the introduction of The *American Revolutionaries: A History in Their Own Words 1750-1800* by Milton Meltzer . * Students can work collaboratively to research, using various resources, the questions from the “What they want to learn” part of the chart. * Students can use this article that includes the Native American perspective.   + [Native Americans and the Revolution](https://www.nps.gov/revwar/about_the_revolution/american_indians.html)   + [Native Americans and the Revolutionary War](https://www.knowitall.org/photo/native-americans-revolutionary-war-ninety-six) * Students can use these articles that include the perspective of women.   + [Just Say No!](https://drive.google.com/file/d/16EYePjSzcZUTXPcnDd2VIYsim9tTLJI1/view?usp=sharing)   + Students can use this article about Emily Geiger to make a South Carolina connection. [The Story of Emily Geiger](https://www.knowitall.org/node/4321) * Students can use this article for information about African Americans in the Revolution.   + [American Revolution: African Americans](https://www.ducksters.com/history/american_revolution/african_americans_revolutionary_war.php)   + [African Americans and the American Revolution](https://www.historyisfun.org/learn/learning-center/colonial-america-american-revolution-learning-resources/american-revolution-essays-timelines-images/african-americans-and-the-american-revolution/) | * This book includes the different perspectives from each of the marginalized groups during the American Revolution. A sample of the book can be found here: [Harper Collins Web Sampler](https://www.harpercollins.com/web-sampler/9780064461450/) \*\*Please be mindful of the language in the text. * Be sure to include methods from reading and writing on how to research these marginalized groups. * Be sure that students have individual access to these materials online or in print. |
| **I can describe what life was like for minority groups of people involved in the American Revolution.** | |
| * Read *I Know My Rights: A Children's Guide to the Bill of Rights and Individual Liberty* by Rory Margraf. * Students will return to the comparison of each of the marginalized groups, and explore if the natural rights for the United States of America included African Americans, Native Americans, and women. * Students will use the Think-Write-Share activity. Students will have time to think, write a response, and share with their elbow partner or collaborative group. * Students will think back to the overarching question and revisit their initial response to “Would you have been a revolutionary in 1776?”   **Culminating Activity**   * Students will work collaboratively to create a slides presentation on the benefits or drawbacks of being a revolutionary in 1776. Link this back to the overarching inquiry question ‘Would you have been a revolutionary in 1776?’ | * The book will provide an introduction here to move you in the final part of this unit as well as a transition into the next unit. * [The Constitution Center](https://constitutioncenter.org/media/files/CK130001_CivicsKids-2013-PAGES-FNL-Lesson3.pdf) has this kid-friendly resource on the Bill of Rights. * Be sure that students use the information they obtained during their research above. |

**References**

*The American Revolutionaries: A History in Their Own Words 1750-1800* by Milton Meltzer.

Web sample find here: <https://www.harpercollins.com/web-sampler/9780064461450/>

**Additional Resources**

Website: <https://teachinghistory.org/teaching-materials/english-language-learners/24139>

Website: [www.battlefields.org](http://www.battlefields.org)

Website: [www.history.com](http://www.history.com)

Website: [www.revolutionarywar.us](http://www.revolutionarywar.us)

Website: [www.britannica.com](http://www.britannica.com)

Website: <https://www.ducksters.com/history/american_revolution.php>

Website:

Google Doc: [100 Things Students Can Create](https://drive.google.com/open?id=1-gbk84O5s-AQABKiqmS4OlGTpcYqJ_vkwXSFeiA43TA)

State resources that are continued to be developed and vetted [bit.ly/SCDEresources](http://bit.ly/SCDEresources)