



**Marietta City Schools
2023-2024 District Unit Planner**

Fourth Grade

Topic Title:	<i>#3 America Establishes Its Independence and Identity</i>	Unit Duration	<i>3 weeks</i>
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Mastering content and skills through KNOWLEDGE-BUILDING (establishing the purpose of the unit):

What enduring understandings will students gain from this unit? Immigrants came to America from countries all over the Atlantic world. As they settled, they borrowed ideas and customs from one another. This borrowing and sharing helped to bring the colonists together. In time, disagreements about principles of government led the colonists to seek and establish their own identity and independence from Britain.

Priority GSE Standards

ELA
ELAGSE4RI2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

ELAGSE4RI3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

ELAGSE4RI4 Determine the meaning of general academic language and domain specific words or phrases in a text relevant to a grade 4 topic or subject area.

ELAGSE4RI6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

ELAGSE4W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

Social Studies

S4H1 Explain the causes, events, and the results of the American Revolution.

- a. Trace the events that shaped the revolutionary movement in America: French and Indian War, 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, the activities of the Daughters of Liberty, Boston Massacre, and the Boston Tea Party.
- b. Describe the influence of key individuals and groups during the American Revolution: King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, and Black regiments.
- c. Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown.
- d. Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power.

SS4G2 Describe how physical systems affect human systems.

- a. Explain how each force (American and British) attempted to use the physical geography of each battle site (Lexington and Concord, Saratoga, and Yorktown) to its benefit.

SS4CG1 Describe the meaning of: a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)**Essential Questions****Factual—**

What countries were involved in the American Revolution?

What were loyalists and patriots?

Who were the following people or groups: King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, and Black regiments?

What does “fair” mean to you?

Inferential—

How can a single event lead to a chain reaction of events?

How were the beliefs and ideals of loyalists and patriots different?

How could a smaller, lesser-trained militia of citizens defeat a larger, well-trained army of troops?

How did location influence the beliefs and ideals of the colonists, putting them in conflict with the British government?

What influence did geography have on the Battle of Lexington and Concord?

Why did colonists disagree with the King and Parliament over taxation?

Critical Thinking-

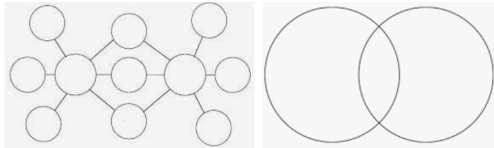
Which historical figures contributed most to America's victory?
 Would you have been a loyalist or patriot?
 Which event was the biggest turning point in the American Revolution?
 What does "fair" mean to you?
 How do the beliefs and ideals of others affect you?

Tier II Words- High Frequency Multiple Meaning	Tier III Words- Subject/ Content Related Words
revolution, independence, perspective, outcome, representation, liberty, victory, defeat, influence, declaration, grievance, viewpoint	taxation, tyranny, regiment, king/monarch, Parliament, loyalist, patriot, Sons and Daughters of Liberty

Assessments- 3rd-5th Social Studies and Science assessments are available through AMP. Please see your instructional coach for support if needed.

Transfer of Integrated Skills:

- Compare Elected Officials



1. Provide students with a Double Bubble Map or Venn Diagram and explain its use for comparing similarities and contrasting differences between objects or ideas.
2. Have students choose two of the historical figures they have learned about during this unit to compare and contrast based on their personal backgrounds and influence on the American Revolution.

ELAGSE4RI3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

- ReadWorks "Paul Revere's Ride"

ELAGSE4RI2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

ELAGSE4RI3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

ELAGSE4RI4 Determine the meaning of general academic language and domain specific words or phrases in a text relevant to a grade 4 topic or subject area.

Content-Specific GSE/Skills:

- Forming a New Nation Blueprint and Key Summative Assessment
S4H1 Explain the causes, events, and the results of the American Revolution.
SS4G2 Describe how physical systems affect human systems.
SS4CG1 Describe the meaning of: a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)

Writing Task and Rubric:

- Who's in Charge?
 1. Have students plan and draft an opinion writing explaining which historical figure they have learned about during this unit had the biggest influence on the outcome of the American Revolution.
 2. Provide students with the [Opinion Checklist](#) to guide their work. Use the [Opinion Writing Rubric](#) to score their final products.

ELAGSE4W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

- [DBQ: The Revolution- Why did some soldiers quit while others stayed?](#) **(embedded in 15-day plan)** This is a comprehensive 4-6 day ELA integrated activity. Students will examine what life was like for an American Revolutionary Soldier through reading and document analysis. They will then answer the question: *Why did some soldiers quit while others stayed?*

S4H1 Explain the causes, events, and the results of the American Revolution.

- [DBQ: Was the Declaration of Independence a good idea in 1776?](#) **(substitute for embedded plan or simultaneous implementation by departmentalized partner)** This DBQ focuses on the events leading up to the writing of the Declaration of Independence. Students will use evidence from the documents to answer the guiding question. *Was the Declaration of Independence a good idea in 1776?*

S4H1 Explain the causes, events, and the results of the American Revolution.

Objective or Content	Learning Experiences	Differentiation Considerations
Daily Lessons for Text Comprehension	15-Day Plan: America Establishes Its Independence and Identity	

Connected Social Studies Experiences	Does the End Justify the Means Students will analyze documents related to the colonists' reactions to the policies of the British Parliament. The activity concludes with a four-corners debate in which students take the side of the colonists or parliament members to share understanding of the opposing viewpoints of both groups.	Watch the videos multiple times to increase understanding. Model completing the first event. Provide a partially completed organizer. Have students work in partnerships with one partner working on the colonists' beliefs and the other working on the King or Parliament's belief.
	The "True" Story Analyze eyewitness accounts and images from the Boston Massacre	Use the photo/image analysis form to review the photos.
	Battle Lines Analyze the role of geography and individuals on the outcome of the Battles of the American Revolution	Pre-determine the resources that will be used by students at a variety of reading levels. Verify and approve the students' questions prior to allowing them to begin research. Assign teams rather than using a random selection method
	Who's Who: Create a resume or professional profile for a key individual from the American Revolution. The activity integrates research skills to support students with mastering Information Processing Skills 15: determine adequacy and/or relevancy of information	Teachers may choose to make biography cards for each individual utilizing the Pathfinder . Show students examples of resumes or professional profiles. Provide an outline of the resume or professional profile with desired categories. Include sentence starters if needed.

	A Drawing Worth 1,000 Words Summative or Formative Assessment. Students will examine and analyze a political cartoon from both the patriot and loyalist point of view.	Share a cartoon with students to analyze as a class before sharing the attached cartoons. Use the cartoon analysis worksheet to study the cartoon together before having students work independently. Considering reading the captions with the students and clarifying tricky vocabulary in the cartoons and with the analysis form		
Connected Tier 1 Unit	CKLA: American Revolution			
Connected Structured Literacy Activities	<p>Morphology: Refer to Tool 4 handouts to break down multisyllabic words in this unit using Syllaboard and Syllable Spelling (pp. 31-32) and bring attention to how many terms use the suffix <i>-tion--revolution, taxation, representation, reconstruction</i>. Collaboratively decide on a possible root word after all affixes are removed then confirm using an online etymology dictionary.</p> <p>Concept Sort: Create a set of index cards featuring key vocabulary from this unit along with a picture that represents the word. Collaboratively sort the words into categories that align with big ideas in this unit--people, places, values, causes, effects.</p>			
Connected Writing Activities	<i>The Writing Revolution</i> strategy: Sentence Types and Expansion with 5 Ws			
Additional Planning Resources				
MCS K-5 KBU Overview	KBU as a 15-day Plan (Template)	MCS Structured Literacy Repository	Berger Framework for Comprehension (Template)	The Writing Revolution (Templates)

Additional Instructional Resources	
Suggested High Quality Complex Texts	
Suggested Experiential Resources	