



Marietta City Schools

2023–2024 District Unit Planner

Grade 4 Social Studies

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| Theme | Unit 5 Forming a New Nation | Unit duration (Days) | 11 - 22 Days |
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GA DoE Standards

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

- 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.
- 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.
- 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.
- 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.

- 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)

Information Processing Skills:

- compare similarities and differences
- organize items chronologically
- identify issues and/or problems and alternative solutions
- distinguish between fact and opinion
- identify main idea, detail, sequence of events, and cause and effect in a social studies context
- identify and use primary and secondary sources
- interpret timelines, charts, and tables

8. identify social studies reference resources to use for a specific purpose
9. construct charts and tables
10. analyze artifacts
11. draw conclusions and make generalizations
12. analyze graphs and diagrams
14. formulate appropriate research questions
15. determine adequacy and/or relevancy of information
16. check for consistency of information
17. interpret political cartoons

Map and Globe Skills:

1. use a compass rose to identify cardinal directions
2. use intermediate directions
3. use a letter/number grid system to determine location
5. use graphic scales to determine distances on a map
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
7. use a map to explain the impact of geography on historical and current event
8. draw conclusions and make generalizations based on information from maps

Themes and Enduring Understandings:

Individuals, Groups and Institutions: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

Location: The student will understand that where people live matters

Conflict and Change: The student will understand that conflict causes change.

Distribution of Power: The student will understand laws and people's beliefs to help decide who gets to make choices in government.

Beliefs and Ideals: The student will understand that people's ideas and feelings influence their decisions.

Essential Questions

Factual—

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?

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

What does "fair" mean to you?

Inferential—

How did the colonists feel after the French and Indian War?

How were the beliefs and ideals of loyalists and patriots different?
 What effect did the individuals and groups have on the Revolutionary Movement and the war itself?
 How did the beliefs and ideals these individuals held influence their actions and decisions?
 How did location help and / or hinder Paul Revere on his famous midnight ride?
 What influence did geography have on the Battle of Lexington and Concord?
 Why did colonists disagree with the King and Parliament over taxation?
 Are there rules you must follow fair?

Critical Thinking-

How did the changes that were a result of the French and Indian War lead to conflict between King George III and his colonists?
 Would you have been a loyalist or patriot?
 How did these individuals influence the beliefs and ideals of others, both negatively and positively?
 Did the King and Parliament have a right to punish the colonists for the Boston Tea Party?
 How do the beliefs and ideals of others affect you?

| Tier II Words- High Frequency Multiple Meaning | Tier III Words- Subject/ Content Related Words |
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| influence opinion declaration Independence liberty freedoms natural rights grievance viewpoint opposing eyewitness geographic locations: Boston, Lexington, Concord, Valley Forge, Saratoga, Yorktown | French and Indian War 1765 Stamp Act “no taxation without representation” Revolutionary War king/monarch Parliament Britain American Colonies Declaration of Independence Black Regiments loyalist, patriot Sons and Daughters of Liberty historical figures: King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere |

Assessments

Summative Assessment(s):

Forming a New Nation AMP Assessment

Grades 3- 5 Assessments may be administered via the AMP App in Schoology. Teachers should reach out to their Academic Coach or the district Social Studies Coordinator to upload assessments to their Schoology Course.

Standards: All GSE for the unit.

* Teachers can access the Test Blueprint and Key via the grade level Schoology Group.

Theme Based Writing Task and Rubric:

[DBQ: Was the Declaration of Independence a good idea in 1776?](#) 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?* **Teacher Note- This is a Document Based Question (DBQ) it is encouraged to have DBQ training prior to using this lesson. Reach out the SS Coordinator for support**

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

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.

[DBQ: The Revolution- Why did some soldiers quit while others stayed?](#) 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?* **Teacher Note- This is a Document Based Question (DBQ) it is encouraged to have DBQ training prior to using this lesson. Reach out the SS Coordinator for support**

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.

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.

| Objective or Content | Learning Experiences | Differentiation Considerations |
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| Teacher Resources These resources are intended to support teachers with background information | Parent Information Letter - edit for school specific information Click here for GADOE Content Video (Teacher Notes for this unit) Additional unit information may be found at GADOE Inspire | |

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| <p>SS4H1 Explain the causes, events, and results of the American Revolution.</p> <p>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.</p> | <p>Opposing Viewpoints Create an opposing viewpoints thinking map related to the French and Indian War</p> | <p>Create small groups and distribute the thinking maps and directions for how to complete it before watching the video so students can take notes as they watch. Show the video to the large group as an opening activity, and then allow students to watch it on desktop computers or tablets at their own pace or in their small groups where they can pause the video as needed for discussion</p> |
| <p>SS4H1 Explain the causes, events, and results of the American Revolution.</p> <p>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.</p> | <p>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.</p> | <p>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.</p> |
| <p>SS4H1 Explain the causes, events, and results of the American Revolution.</p> <p>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.</p> | <p>The “True” Story Analyze eyewitness accounts and images from the Boston Massacre</p> | <p>Use the photo/image analysis form to review the photos.</p> |
| <p>S4H1 Explain the causes, events, and the results of the American Revolution.</p> <p>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.</p> | <p>Declaring Independence This guidance document includes several activities to support student understanding of natural rights and the Declaration of Independence</p> | <p>Provide the Pros and Cons organizer for students to use. Assign peer partners , work with a small group to complete each task together, present the “kid-friendly version” of the Declaration to the whole group as a teacher read aloud with a copy projected on overhead and discuss each section</p> |

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| <p>S4H1 Explain the causes, events, and the results of the American Revolution.</p> <p>b. Describe the influence of key individuals and groups during the American Revolution: King George III</p> <p>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.</p> | <p>A Letter to the King Examine King George III’s role in the American Revolution and abuse of power as a reason why the American colonists declared their independence.</p> | <p>Provide a graphic organizer for students to organize their points in support of representation, and a problem/solution chart to outline compromises</p> <p>Work with a small group to complete organizers together, assign peer partners provide access to an Internet letter-writing program</p> |
| <p>S4H1 Explain the causes, events, and the results of the American Revolution.</p> <p>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.</p> | <p>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</p> | <p>To speed-up the research process, teachers may wish 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.</p> |
| <p>SS4H1 Explain the causes, events, and results of the American Revolution.</p> <p>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.</p> | <p>Patriots v. Loyalists Students will analyze the causes of the Revolutionary War and differing opinions of the colonists concerning independence. Students will analyze the causes of the American Revolution from both perspectives and illustrate understanding using a Venn Diagram.</p> | <p>Offer some leading questions that will guide inferences such as: 1. How does this character feel about Great Britain and King George III? 2. What is this character most concerned about? 3. What are this character's feelings about liberty and independence?</p> <p>Provide statements to be sorted for the Venn Diagram. Allow students to work in pairs or small groups.</p> |

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| <p>SS4H1 Explain the causes, events, and results of the American Revolution. 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.</p> <p>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</p> | <p>Battle Lines Analyze the role of geography and individuals on the outcome of the Battles of the American Revolution</p> | <p>Pre-determine the resources that will be used by students. Make sure that there are resources available on 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</p> |
| <p>SS4H1 Explain the causes, events, and results of the American Revolution.</p> | <p>A Drawing Worth 1,000 Words Teacher Note: This activity would be best towards the end of the unit, as students will need a fairly good grasp of the conflicts; people and groups; battles, and their outcomes; and the reasons for their actions and beliefs, in order to interpret the political cartoons. Students will examine and analyze a political cartoon from both the patriot and loyalist point of view.</p> | <p>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.</p> <ul style="list-style-type: none"> • Considering reading the captions with the students and clarifying tricky vocabulary in the cartoons and with the analysis worksheet. |
| <p>SS4H1 Explain the causes, events, and results of the American Revolution. 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.</p> <p>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)</p> <p>SS4E1 Use the basic economic concepts of opportunity cost to illustrate historical events.</p> | <p>Declaration of Independence Inquiry Lab Inquiry labs allow students to investigate causes of historical events through analysis of documents. This activity includes a comprehensive document based inquiry planner with multiple lessons about the Declaration of Independence</p> | <p>Utilize small group instruction throughout the process as needed. Allow students to work in pairs or small groups. Utilize analysis forms from the National Archives</p> |

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| a. Describe opportunity cost and its relationship to decision-making across time. | | |
| S4H1 Explain the causes, events, and the results of the American Revolution. b. Describe the influence of key individuals and groups during the American Revolution: King George III, George Washington 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. (Adding Valley Forge) | What would you do (Hook from DBQ) This is an introduction to the DBQ that is also a great opening activity for any lesson on Revolutionary War Battles A Soldier's Story (Background Essay from DBQ) Students read a short essay about the Revolutionary War and answer several comprehension questions. | Preview the vocabulary prior to reading the Background Essay. Small group instruction and guided reading- spend additional time on vocabulary as needed. Utilize the ESOL or SPED push-in teachers to support small group instruction. |
| SS4H1 Explain the causes, events, and results of the American Revolution. 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. SS4H2 Analyze the challenges faced by the framers of the Constitution. a. Identify the major leaders of the Constitutional Convention (James Madison, George Washington, and Benjamin Franklin). | The Founding Fathers Inquiry labs allow students to investigate historical events through analysis of documents. This activity includes a comprehensive document based inquiry planner with multiple lessons about the contributions of individuals to the Revolutionary War in America. | Utilize small group instruction throughout the process as needed. Allow students to work in pairs or small groups. Utilize analysis forms from the National Archives |
| Recommended High Quality Complex Texts | | |
| <i>Gingerbread for Liberty</i> by Mara Rockliff <i>George Washington's Teeth</i> by Deborah Chandra <i>You Wouldn't Want to Be at the Boston Tea Party</i> by Peter Cook & David Antram <i>Where was Patrick Henry on the 29th of May?</i> by Jean Fritz <i>When Washington Crossed the Delaware</i> by Lynne Cheney <i>George vs. George</i> by Rosalyn Schanzer | | |

And Then What Happened, Paul Revere? by Jean Fritz

DE Videos

[Writing the Declaration of Independence](#)

[The Shot Heard Around the World](#)

[Liberty's Kids: The First 4th of July](#)

[Liberty's Kids: Yorktown](#)

(Liberty Kids Videos are around 30 minutes long- teachers are encouraged to utilize clips and student focused tasks available on [DEx Spotlight on Strategies](#) Activities)

