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Dayton Public Schools 5th Grade Social Studies Instructional Guide. Dayton Teaching American History. Unit 6: American Revolution

Dayton Public Schools

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Table of Contents

Grade 5

Introduction

- Acknowledgements 1
- How to Use This Guide 2-5
- Primary and Secondary Sources 6-7

Units

- Unit 1: Social Studies Skills and Methods 8
- Unit 2: Geography 23
- Unit 3: Native Americans 67
- Unit 4: Exploration 90
- Unit 5: Colonization 100
- **Unit 6: American Revolution** 128
- Unit 7: Government and Citizenship 141
- Unit 8: 1850-1930 Issues 166
- Unit 9: Modern Issues 198



INTRODUCTORY LESSON

The American Revolution (3 Days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>History:</p> <p>B. Describe the cultural patterns that are evident in North America as a result of exploration, colonization, and conflict.</p> <p>5. Explain how the United States became independent from Great Britain.</p> <p>Social Studies Skills and Methods:</p> <p>B. Use a variety of sources to organize information and draw inferences:</p> <p>6. Draw inferences from relevant information;</p> <p>7. Organize key ideas by taking notes that paraphrase or summarize.</p>	<p>Core Activity</p> <p>Interviews, Discussions/Debates, Role-Playing, and Biographies.</p> <p>Find the entire lesson on the Web site: http://www.lessonplanspage.com/SSAmericanRevolution5.htm</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p> <p>Drama</p>	<p>debate, biographies</p>
<p><u>LANGUAGE ARTS ALIGNMENT</u></p> <p>Reading Process: A:1</p> <p>Writing Process: A:1 B:2,5 D:4</p> <p>Research: B: 2 C:3,4 E:6</p> <p>Communication: A:1 D:8</p>		

Differentiated Learning

Enrichment Activity:

- After the Proclamation of 1763, Daniel Boone defied the British and continued to settle west. Have students research Daniel Boone and what he had to do to survive. How does this event relate to the relationship the colonies were having with Great Britain at the time?

Additional Instruction:

- On the board, draw a chart with three columns entitled: “Act” “Purpose” “Effect.” Call on volunteers to complete different acts the British imposed on the colonists. You may want to get them started with an example.

Additional Resources

Supplemental Texts:

- Helmus, T., Arnsdorf, V., Toppin, E., and Pounds, N. *The United States and its Neighbors*. Morristown, NJ: Silver Burdett Company. 1996.

Informal Assessment

Clearly marked assessment in the lesson.



**Who, What Where, Why, When:
The Intolerable Acts (3-4 Days)**

Standard: Benchmark: Indicator	Suggested Activity/Lesson	Vocabulary
<p>History:</p> <p>A. Construct time lines to demonstrate an understanding of units of time and chronological order.</p> <p>1. Create time lines and identify possible relationships between events.</p> <p>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.</p> <p>1. Explain how the United States became independent from Great Britain.</p>	<p>Core Activity</p> <p>Students will use The Learning Company's PBS series, <i>Liberty's Kids</i>, along with the Internet to explore the Quartering Act and other provisions of the Coercive, or Intolerable Acts, and see how they were a result of the Boston Tea Party. The lesson will culminate in students producing their own newspaper page about the Intolerable Acts.</p> <p>Find the entire lesson on the Web site: http://www.dps.k12.oh.us/academic/secso/c/americanhistory/images/LibertysKids.pdf</p>	<p>Quartering Act, Coercive/ Intolerable Acts</p>
<p><u>LANGUAGE ARTS ALIGNMENT</u></p> <p>Reading Process: A:1,6 B:3,4 C:7</p> <p>Informational, Technical, and Persuasive Text: C:3</p> <p>Writing Process: B:2,5 D:4</p> <p>Research: B:2 C:3,4 E:6</p> <p>Communication: A:1,2</p>	<p>NOTE: To obtain a copy of the video used in this lesson visit the DPS Media Center</p> <p>Interdisciplinary Connections:</p> <p>Language Arts</p>	

Differentiated Learning

Enrichment Activity:

- Ask students to list five reasons the colonists were angry with the British. With their lists, have the students create protest songs against the British treatment.
- Pretend the students are movie directors. Have students create dramatic scenes for the Boston Massacre and perform them for the class.

Additional Instruction:

- Have students review the taxes the British imposed on the Thirteen colonies in the 1760s and 1770s. Then, have each student create a Taxation Time Line showing the British tax acts. Students should illustrate their timelines with drawings of their own or cut outs from books and magazines.

Informal Assessment

Teachers can create their own assessments based on the lesson content.



One if By Land, Two if By Sea (3-5 Days)

Standard: Benchmark: Indicator	Suggested Activity/Lesson	Vocabulary
<p>Geography:</p> <p>D. Analyze ways that transportation and communication relate to patterns of settlement and economic activity.</p> <p>10. Use or construct maps of Colonization and exploration to explain European influence in North America.</p> <p>History:</p> <p>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict:</p> <p>5. Explain how the United States became independent from Great Britain.</p> <p>Geography:</p> <p>C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences:</p> <p>8. Explain how the characteristics of different physical environments affect human activities in North America.</p>	<p>Core Activity</p> <p>Through “Paul Revere’s Ride,” this lesson introduces various places and an event associated with the American Revolutionary War.</p> <p>Find the entire lesson on the Web site: http://www.nationalgeographic.com/xpeditors/lessons/17/q35/landsea.html</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	<p>Paul Revere</p>
<p><u>LANGUAGE ARTS ALIGNMENT</u></p> <p>Reading Process: A:1 C:7</p> <p>Informational, Technical, and Persuasive Text: A:5</p> <p>Writing Process: B:5</p> <p>Communication: A:1,2</p>		

Differentiated Learning

Enrichment Activity:

- Have students, in pairs or small groups, create a map of a colonial village. What businesses or occupations should be represented? What religious denominations may be represented? Students may want to add geographic features such as rivers, harbors, or green areas (e.g., Boston Common, Lexington Green).

Teaching Note: Longfellow's poem has Revere riding the entire trip to Concord. In reality, Revere was one of three riders who rode portions of the route. William Dawes rode through Cambridge to Lexington, where he met Revere. Samuel Prescott continued the ride to Concord after Revere and Dawes were stopped by British troops.

In contrast to Dawes's route around Back Bay, a driver today making the same trip could save considerable time by taking Commonwealth Avenue from Boston Common to the bridge to Cambridge. Map it using <http://www.mapquest.com>

Additional Instruction:

- Imagine you are a reporter for the *Lexington Review*. Write a short account of the events of the Battle of Lexington and Concord, starting with "Paul Revere's Midnight Ride."

Additional Resources

Web Sites:

- AmericanRevolution.org Paul Revere - <http://www.americanrevolution.org/revere.html>
- HyperHistory Online - http://www.hyperhistory.com/online_n2/History_n2/a.html
- National Geographic: MapMachine - <http://plasma.nationalgeographic.com/mapmachine/>
- The Paul Revere House - <http://www.paulreverehouse.org/>

Informal Assessment

Clearly marked assessment in the lesson.



Revolutionary Viewpoints (3- 5 Days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>Social Studies Skills and Methods:</p> <p>A. Obtain information from a variety of primary and secondary sources using the component parts of the source:</p> <p>3. Differentiate between primary and secondary sources.</p> <p>B. Use of variety of sources to organize information and draw references.</p> <p>5. Compare points of agreement and disagreement among sources.</p> <p>History:</p> <p>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict:</p> <p>5. Explain how the United States became independent from Great Britain.</p>	<p>Core Activity</p> <p>Conflicting eyewitness accounts of the Battle of Lexington on April 19, 1775.</p> <p>Find the entire lesson on the Web site: http://www.cyberbee.com/viewpoints/eyewitness.html</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	<p>accounts, conflicting Battle of Lexington</p>
<p><u>LANGUAGE ARTS ALIGNMENT</u></p> <p>Acquisition of Vocabulary: A:1 F:8</p> <p>Reading Process: A:1,6 B:3 C:7</p> <p>Informational, Technical, and Persuasive Text: A:1,5</p> <p>Writing Process: A:1 B:2,5 D:4</p> <p>Research: C:3,4 E:6</p> <p>Communication: A:1,2</p>		

Differentiated Learning

Enrichment Activity:

- Show clips from the movie *April Mourning*, so students can see how the Battle of Lexington played out. Have questions that go with the scenes.
- For further enrichment activities study Web site.

Additional Instruction:

- Show *Shot Heard Round the World* is on the video *School House Rock: America Rock* (Scholastic Rock, 1995)

Additional Resources

Web Sites:

- See lesson Web site for multiple web links

Informal Assessment

Clearly marked assessment with rubric in the lesson.



**Declare the Causes: The Declaration of Independence
(1- 2 Days)**

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>Government:</p> <p>A. Give examples of documents that specify the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy.</p> <p>3. Explain the significance of the Declaration of Independence and the United States Constitution.</p> <p>History:</p> <p>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict:</p> <p>5. Explain how the United States became independent from Great Britain.</p>	<p>Core Activity</p> <p>Discuss with students that you have overheard them, at times; make various complaints about the treatment of young people-complaints not unlike those that motivated the Founding Fathers at the time of the American Revolution to write the Declaration of Independence.</p> <p>Find the entire lesson on the Web site: http://edsitement.neh.gov/view_lesson_plan.asp?ID=282</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	<p>foster, motivate, structure, Founding Fathers</p>
<p><u>LANGUAGE ARTS ALIGNMENT</u></p> <p>Acquisition of Vocabulary: A:1 F:8</p> <p>Reading Process: A:1,6 B:3 C:7</p> <p>Writing Process: B:5</p> <p>Research: B:2 C:4 E:6</p> <p>Communication: A:1</p>		

Differentiated Learning

Enrichment Activity:

- Have students conduct research into the historical events that led to the colonists' complaints and dissatisfaction with British rule. What were some of the specific complaints? After reviewing the complaints, the students look for specific events related to the grievances listed. They can use their own textbooks and other sources available at school.

The historical events students choose could also be added to the bulletin board by connecting an excerpt of a particular complaint to a brief, dated summary of an event. The complaints relate to actual events, but the precise events were not discussed in the Declaration. Why do the students think the framers decided to do that? (Someone might notice that, in the fragment of the early draft discussed below, the complaint referred to a specific event.) Would the student declarations also be more effective without specific events tied to the complaints?

- This unit can serve as a model for studying any of our nation's important historical documents. A study of the Constitution could begin with a role-play in which students imagine themselves marooned on a desert island, with little hope of rescue. Working in groups, students should come up with the 10 most important concepts for ensuring harmonious living in the new community and write on a list.

After the initial round of listing, ask some "what if," "what about" and "what would happen" questions to help cover their omissions. Then post the revised lists on the classroom bulletin board or, if you have a computer in your classroom, post them electronically. At this point, you could introduce students to the Constitution, relating the concepts the students have come up with on their own to articles in the Constitution and talking about why a particular tenet is as important now as it was then. You could then compare your "living classroom constitution(s)" with the U.S. Constitution (especially the Bill of Rights) and selections from the Magna Carta, the Mayflower Compact, etc, depending on the age and sophistication of your students.

- The Avalon Project's The American Constitution - A Documentary Record contains many relevant documents for this type of study - <http://www.yale.edu/lawweb/avalon/constpap.htm>
- Students can now look at the American Declaration as a precedent of documents that came after it. A fruitful comparison could be made with the French Declaration of the Rights of Man 1789, available through the Avalon Project. This declaration is also known as the French Declaration of Independence. <http://www.yale.edu/lawweb/avalon/rightsof.htm>
- Students could attempt to conduct a Declaration Convention in which they use the small group declarations as the basis of a single document representing the entire class.
- Volunteers could stage a dramatic reading of the entire Declaration.
- Students may be interested in seeing an image of the original Declaration, now exhibited in the Rotunda of the National Archives Building in Washington, D.C. Unfortunately, this version has faded badly. http://www.archives.gov/exhibit_hall/charters_of_freedom/images/us_declaration_preview.jpg

The most frequently reproduced version of the Declaration is taken from the engraving made by printer William J. Stone in 1823. This image also is available online and has not faded as much as the original Declaration. http://www.archives.gov/national_archives_experience/charters/declaration.html

Additional Instruction:

- Organize the students into three groups. Students in each group can play the role of reporters interviewing delegates from the Continental Congress on one of the following topics: how and why the Declaration of Independence was written; the origin and meaning of "natural rights" and how this concept is applied in the Declaration; the contents of the Declaration of Independence

Additional Resources

See lesson Web site for additional resources.

Informal Assessment

Teachers can create their own assessments based on the lesson content.



**Taking a Stand in History, 1607-1865
Ben Franklin (2 Days)**

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>History:</p> <p>A. Construct time lines to demonstrate an understanding of units of time and chronological order:</p> <p>1. Create time lines and identify possible relationships between events.</p> <p>Government:</p> <p>A. Identify the responsibilities of the branches of the U.S. government and explain why they are necessary:</p> <p>2. Explain the essential characteristics of American democracy including:</p> <p>a. The people are the source of the government's authority;</p> <p>e. Basic rights of government are limited by law.</p> <p>B. Give examples of documents that specify the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy:</p> <p>3. Explain the significance of the Declaration of Independence and the U.S. Constitution.</p> <p>Citizenship Rights and Responsibilities:</p> <p>B. Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.</p> <p>2. Explain the obligations of upholding the U.S. Constitution.</p> <p>Social Studies Skills and Methods:</p> <p>A. Obtain information from a variety of primary and secondary sources using the component parts of the source:</p> <p>3. Differentiate between primary and secondary sources.</p>	<p>Core Activity</p> <p>Benjamin Franklin believed in the independence of America from British rule. He took a stand for democracy. In this lesson, students will: examine Benjamin Franklin's influence on the founding of our country; understand the contribution Franklin made to the founding of the U.S. (member of First Continental Congress, Articles of Confederation, Declaration of Independence, ambassador to France, delegate to Constitutional Convention); explain the purpose of the Preamble of the Constitution.</p> <p>Find the entire lesson on the Web site: http://www.dps.k12.oh.us/academic/secso/c/americanhistory/images/franklin.pdf</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	<p>sage, Continental Congress, Articles of Confederation, delegate, Declaration of Independence, Constitutional Convention, preamble</p>

B. Use a variety of sources to organize information and draw inferences:

5. Compare points of agreement and disagreement among sources.

6. Draw inferences from relevant information.

C. Communicate social studies information using graphs or tables:

8. Communicate research findings using line graphs and tables.

D. Use problem-solving skills to make decisions individually and in groups:

9. Use a problem-solving/decision-making process.

LANGUAGE ARTS ALIGNMENT

Writing Applications:

B: 5

Reading Applications: Informational, Technical, and Persuasive Text.

A: 1, F: 4

Reading Process: Concepts of Print.

B: 4

Differentiated Learning

Enrichment Activity:

- Students can be asked to research another aspect of Ben Franklin, for example, address Ben the author of "Poor Richards Almanac". What did Franklin have to do with education? This can be research that can be shared as a presentation or paper. They may also find their favorite of Franklin's many maxims and develop a presentation for the class.

Additional Instruction:

- Additional instruction is most valuable to their understanding of the Preamble to the constitution. The phrase "we the people" and others in the Preamble can be explored by magazine searches for pictures of who the people are, and make in a poster for all to share. They will see and share in class presentations and make their own contribution to the displays.

Informal Assessment

Clearly marked assessment in the lesson.