



CURRICULUM FRAMEWORK

Grade Level: Fifth Grade
Duration: 1 week

Subject Area: Social Studies
 Unit: 4 The American Revolution
 Chapter 8: Uniting the Colonies

Six Weeks: Week 1 of 4th 6 weeks
 Date: _____

Lesson 1 & 2: The French and Indian War Begins and Britain Wins North America

GOAL	<i>To Be Determined</i>			
DESCRIPTION/ ABSTRACT OF LESSON				
<p style="text-align: center;">TEKS TAKS Objectives</p>	<p>(5.1) History. The student understands the causes and effects of European colonization in the United States. The student is expected to:</p> <p>(A) Explain when, where, and why groups of people colonized and settled in the United States; and</p> <p>(B) Describe the accomplishments of significant colonial leaders such as Anne Hutchinson, William Penn, John Smith, and Roger Williams.</p> <p>(5.2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:</p> <p>(A) Identify the contributions of significant individuals during the revolutionary period, including Thomas Jefferson and George Washington;</p>	<p>(A) Apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and</p> <p>(B) Translate geographic data into a variety of formats such as raw data to graphs and maps.</p> <p>(5.7) Geography. The student understands the concept of regions. The student is expected to:</p> <p>(A) Describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity;</p> <p>(B) Describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics.</p> <p>(5.15) Government. The student understands how people organized</p>	<p>(5.22) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>(A) Identify significant examples of art, music, and literature from various periods in U.S. history.</p> <p>(5.25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>(B) Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p>	<p>TAKS Objectives</p> <p>Reading TAKS</p> <p>5.9 B 5.10 G 5.10J 5.10E 5.10F 5.10G 5.10H 5.10L 5.11D 5.12H</p> <p>Writing TAKS</p> <p>7.15B 7.15 C 7.15 E 7.15 H</p>

	<p>(B) Analyze the causes and effects of events prior to and during the American Revolution such as the Boston Tea Party.</p> <p>(5.4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:</p> <p>(G) Identify the challenges, opportunities, and contributions of people from selected Native-American and immigrant groups.</p> <p>(5.6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p>	<p>governments in colonial America. The student is expected to:</p> <p>(B) Identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.</p> <p>(5.19) Citizenship. The student understands the importance of individual participation in the democratic process. The student is expected to:</p> <p>(C) Identify significant individuals such as César Chávez and Benjamin Franklin who modeled active participation in the democratic process.</p>	<p>(C) Organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps.</p> <p>(5.26) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(A) Use social studies terminology correctly;</p> <p>(D) Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.</p>	
<p>LESSON OBJECTIVES TESTED SKILLS</p>	<p>Interpret information in visuals. Apply critical thinking skills to organize and analyze and use information. Identify causes of the French and Indian War. Identify George Washington’s contributions during the French and Indian War. Identify Significant individuals such as Benjamin Franklin who modeled active participation in the democratic process. Explain the importance of the Albany Plan of Union in the development of the United States. Examine the end of the French and Indian War and the Treaty of Paris. Identify the causes of Pontiacs Rebellion. Identify the terms and significance of the Proclamation of 1763.</p>			
<p>ASSESSMENT(S)</p>	<p>Informal Assessment: Activity Book pp. 73-81 Chapter Review and Test Preparation</p> <p>Performance Assessment:</p> <p>Chapter Assessments: Chapter 8 Assessment pgs. 60-62</p> <p>TAKS Preparation:</p>	<p>Benchmark Assessment Benchmark Date(s): February 19-21</p>		

	End of Unit Assessment: Unit 4 Assessment				
	Other: _____				
SAMPLE ASSESSMENTS					
RESEARCH-BASED INSTRUCTIONAL STRATEGIES, ACTIVITIES, & RESOURCES	Day 1 Introduce Ch.8, Lesson 1: The French and Indian War Begins pp. 268-272 Reading and Vocabulary Transparency, 4-2 Reading Skill Cause and Effect p. 267 Summarization p. 269 Internet Resources www.harcourtschool.com/tours Acceleration Extend and Enrich p. 272 Research George Washington www.harcourtschool.com/biographies	Day 2 Review Ch. 8, Lesson 1 The French and Indian War Begins pp. 268-272 Lesson 1 Review p. 272 Activity Book, p. 73 Remediation Reteach Lesson p. 272 Graphic Organizer	Day 3 Ch.8, Lesson 2 Britain Wins North America pp. 273-277 Reading and Vocabulary Transparency, 4-3 Activity Book, p. 74 Reading Skill Cause and Effect p. 275 Paraphrase p. 276 Acceleration Extend and Enrich p. 277 Hold a Peace Conference	Day 4 Review Chapter 8: Lesson 2 Britain Wins North America pp.273-277 Reading and Vocabulary Transparency, 4-3 Activity Book p. 75 Remediation Reteach Lesson p. 277 Make a Map	Day 5 Map and Globe Skills Compare Historical Maps pp. 278-279 Activity Book pp. 76-77 Skill Transparencies 4-1A, 4-1 B Geo Skills CD-Rom Remediation Reteach the Skill Make a Map p. 279 Acceleration Extend and Enrich Compare and Contrast p. 279
	VOCABULARY WORDS	revolution fork ally alliance congress delegate	revolution fork ally alliance congress delegate	proclamation bill of rights pioneer gap Word Cards V47-V48	proclamation bill of rights pioneer gap Word Cards V47-V48

	Parliament Word Work Vocabulary Chart p. 267 Word Cards V47-V48	Parliament Word Cards V47-V48			
WRITING CONNECTION	Language Arts: Persuasive Writing p. 270				
READING STRATEGIES	Study Questions pp. 269, 272			Anticipation Guide p. 274	Review Study Question Responses, p. 279
LINKS TO CONTENT AREAS	Reading Cause and Effect p. 267 Summarization p. 269		Reading Cause and Effect p. 275 Paraphrase p.276		
TEACHING NOTES	Make It Relevant Editorial Cartoons p. 271				
ASSESSMENT RESULTS	Percent Passing Informal Assessment _____ Performance Assessment _____ Selection Assessment _____ TAKS Preparation (Benchmarks) _____				
ADDITIONAL RESOURCES	Technology www.harcourtschool.com/socialstudies www.harcourtschool.com/timeforkids www.unitedstreaming.com Geo Skills CD-Rom	Read Alouds Leveled Books: Time for Kids Readers Texas Extra Magazines List of Novels Assigned to Grade Level:		Other Newspapers in Education	
COMMENTS	<i>Revisions will take place at the end of the six weeks based on data gathered throughout the six weeks</i>				



CURRICULUM FRAMEWORK

Grade Level: Fifth Grade
Duration: 1 week

Subject Area: Social Studies
 Unit: 4 The American Revolution
 Chapter 8: Uniting the Colonies

Six Weeks: Week 2 of 4th 6 weeks
 Date: _____

Lesson 3 & 4: Colonists Speak Out and The Road to War

GOAL	<i>To Be Determined</i>			
DESCRIPTION/ ABSTRACT OF LESSON				
<p>TEKS TAKS Objectives</p>	<p>(5.2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:</p> <p>(A) Identify the contributions of significant individuals during the revolutionary period, including Thomas Jefferson and George Washington;</p> <p>(B) Analyze the causes and effects of events prior to and during the American Revolution such as the Boston Tea Party.</p> <p>(5.6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p> <p>(A) Apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps.</p>	<p>(5.10) Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to:</p> <p>(B) Explain the economic patterns of early European colonists.</p> <p>(5.25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>(A) Differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas;</p> <p>(B) Analyze information by sequencing, categorizing, identifying</p>	<p>(C) Organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps.</p> <p>(D) Identify different points of view about an issue or topic;</p> <p>(E) Identify the elements of frame of reference that influenced the participants in an event.</p> <p>(5.26) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(A) Use social studies terminology correctly;</p> <p>(D) Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.</p>	<p>TAKS Objectives</p> <p>Reading TAKS 5..9 B, D 5.10 E 5.10 F 5.10 G 5.10 H 5.10 I 5.10 L 5.11 D 5.12 H 5.12 J</p> <p>Writing TAKS 7.15 C 7.15 D 7.15 E 7.15 H 7.15 G</p>

		cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;			
LESSON OBJECTIVES TESTED SKILLS	Analyze the causes and effects of the Stamp Act and the Boston Massacre. Trace the development of representative government in the United States. Identify the different roles women played in the Revolution. Identify bias in written and visual material. Identify points of view from the historical context surrounding an event. Use primary and secondary sources to acquire information about the United States. Analyze the causes and effects of the Boston Tea Party and the Intolerable Acts. Explain the significance of the First Continental Congress. Explain the issues surrounding the battles at Lexington and Concord.				
ASSESSMENT(S)	Informal Assessment: Activity Book pp. 78-80 Chapter Review and Test Preparation pp. 82-83 Performance Assessment: Chapter Assessments: Chapter 8 Assessment—Assessment Program pp. 59-62 TAKS Preparation: End of Unit Assessment: Unit 4 Assessment Other: _____		Benchmark Assessment Benchmark Date(s): February 19-21		
SAMPLE ASSESSMENTS					
RESEARCH-BASED INSTRUCTIONAL STRATEGIES, ACTIVITIES, & RESOURCES	Day 1 Introduce Ch.8, Lesson 3: Colonists Speak Out pp. 280-285	Day 2 Review Ch. 8, Lesson 3 Colonists Speak Out pp. 280-285 Lesson 3 Review p. 285	Day 3 Determine Point of View pp. 286-287 Activity Book, p. 79 Skill Transparencies 4-2A, 4-2 B	Day 4 Introduce Ch.8, Lesson 4: The Road to War pp. 288-292 Reading and Vocabulary	Day 5 Review Chapter 8: Lesson 4: The Road to War pp. 288-292 _____

	<p>Reading and Vocabulary Transparency, 4-4</p> <p>Analyze Primary Sources p. 282 www.harcourtschool.com/primarysources</p> <p>Reading Skill Cause and Effect p. 281 Points of View p. 281</p> <hr/> <p>Acceleration Extend and Enrich Simulation p. 284</p>	<p>Activity Book, p. 78</p> <hr/> <p>Remediation Reteach the Lesson</p> <p>Graphic Organizer p.285</p>	<hr/> <p>Word Work: Use Dictionary and Thesaurus as Reference Resources, p. 286</p> <hr/> <p>Acceleration Extend and Enrich Draw Pictures p. 287</p> <hr/> <p>Reteach the Skill Analyze Bias p. 287</p>	<p>Transparency, 4-5</p> <p>Biography p. 289 Samuel Adams www.harcourtschool.com/biographies</p> <hr/> <p>Reach All Learners Below-Level Learners pg 289 Auditory Learners p.291</p> <hr/> <p>Acceleration Extend and Enrich Write a Letter p.292</p>	<p>Lesson 4 Review p. 292 Activity Book p. 80 www.harcourtsschool.com/tours Revolutionary War Sites</p> <hr/> <p>Remediation Reteach the Skill Create a Visual Summary p. 292</p> <hr/>
VOCABULARY WORDS	<p>budget representation treason boycott declaration repeal liberty</p> <p>Word Work Suffixes p. 282 Word Cards V47-V50</p>	<p>budget representation treason boycott declaration repeal liberty</p> <p>Word Cards V47-V50</p>	<p>point of view bias</p> <p>Word Cards V49-V50</p>	<p>monopoly blockade quarter intolerable petition</p> <p>Word Work Preview Vocabulary p. 293</p> <p>Word Cards V49-V52</p>	<p>monopoly blockade quarter intolerable petition</p> <p>Word Cards V49-V52</p>
WRITING CONNECTION	Language Arts: Role-Play Colonial Government p. 281	Language Arts: Expressive Writing p. 284		Language Arts: Write an Encyclopedia Entry p. 291	
READING STRATEGIES	Study Questions p. 281	Study Questions p. 285		Graphic Organizer p. 289	
LINKS TO CONTENT	Reading Cause and Effect	Mathematics Computation p. 283	Art Draw Pictures p. 287	Music Write a Song pg. 290	

AREAS	Art Make a Poster p. 280 Drawings p.283		Reading Point of View Comparing Two Books p. 287		
TEACHING NOTES	Make It Relevant In Your State p. 282 In Your Community p. 288				
ASSESSMENT RESULTS	Percent Passing Informal Assessment _____ Performance Assessment _____ Selection Assessment _____ TAKS Preparation (Benchmarks) _____				
ADDITIONAL RESOURCES	Technology www.harcourtschool.com/socialstudies www.harcourtschool.com/timeforkids www.unitedstreaming.com Geo Skills CD-Rom	Read Alouds Leveled Books: Time for Kids Readers Texas Extra Magazines List of Novels Assigned to Grade Level:		Other Newspapers in Education	
COMMENTS	<i>Revisions will take place at the end of the six weeks based on data gathered throughout the six weeks</i>				



CURRICULUM FRAMEWORK

Grade Level: Fifth Grade
Duration: 1 week

Subject Area: Social Studies
 Unit: 4 The American Revolution
 Chapter 8: Uniting the Colonies
 Lesson 5: The Second Continental Congress

Six Weeks: Week 3 of 4th 6 weeks
 Date: _____

GOAL	<i>To Be Determined</i>			
DESCRIPTION/ ABSTRACT OF LESSON				
TEKS TAKS Objectives	<p>(5.1) History. The student understands the causes and effects of European colonization in the United States. The student is expected to:</p> <p>(A) Explain when, where, and why groups of people colonized and settled in the United States; and</p> <p>(B) Describe the accomplishments of significant colonial leaders such as Anne Hutchinson, William Penn, John Smith, and Roger Williams.</p> <p>(5.2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:</p> <p>(A) Identify the contributions of significant individuals during the revolutionary period, including Thomas Jefferson and George Washington;</p>	<p>(5.8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:</p> <p>(D) Explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present.</p> <p>(5.18) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:</p> <p>(A) Explain selected patriotic symbols and landmarks such as the Statue of Liberty and the White House and political symbols such as the donkey and elephant.</p> <p>(5.25) Social studies skills. The</p>	<p>(B) Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p> <p>(C) Organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps.</p> <p>(D) Identify different points of view about an issue or topic;</p> <p>(5.26) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(A) Use social studies terminology correctly;</p> <p>(D) Create written and visual material such as journal entries,</p>	<p>TAKS Objectives</p> <p>Reading TAKS</p> <p>5.9 B 5.10 E 5.10 F 5.10 G 5.10 H 5.10 J 5.10 L 5.11 D 5.12 H</p> <p>Writing TAKS</p> <p>7.15 A 7.15 B 7.15 C 7.15 E 7.15 G 7.15 H</p>

	(B) Analyze the causes and effects of events prior to and during the American Revolution such as the Boston Tea Party.	student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:	reports, graphic organizers, outlines, and bibliographies.		
LESSON OBJECTIVES TESTED SKILLS	Analyze the causes and effects of the Battle of Bunker Hill. Identify the contributions of significant individuals during the revolutionary period. Identify bias in written and visual material. Identify the Second Continental Congress as an example of representative government in the colonies.				
ASSESSMENT(S)	Informal Assessment: Activity Book p. 81 Chapter Review and Test Preparation pp. 82-83 Performance Assessment: Chapter Assessments: Chapter 8 Assessment -Assessment Program pp. 59-62 TAKS Preparation: End of Unit Assessment: Unit 4 Assessment Other: _____		Benchmark Assessment Benchmark Date(s): February 19-21		
SAMPLE ASSESSMENTS					
RESEARCH-BASED INSTRUCTIONAL STRATEGIES, ACTIVITIES, & RESOURCES	Day 1 Introduce Ch.8, Lesson 5: The Second Continental Congress pp. 293-297 Reading and Vocabulary Transparency, 4-6 Biography Phillis Wheatley	Day 2 Review Ch. 8, Lesson 5: The Second Continental Congress pp. 293-297 Lesson 5 Review p. 297 Activity Book, p. 81	Day 3 Ch. 8 Review and Test Preparation pp. 298-299 Activity Book, pp. 82-83 Reading and Vocabulary Transparency, 4-7 Teacher Created Review Study Guide	Day 4 Assess Ch.8 pp. 268-297 Assessment Program Chapter 8 Test pp. 59-62 _____	Day 5 Reteach and Restest Chapter 8

	Reach All Learners Advance Learners p.295 <hr/> Acceleration Extend and Enrich Write a Paragraph p. 297 <hr/>	Remediation Reteach Lesson <hr/> Make a Graphic Organizer p. 297 <hr/>			
VOCABULARY WORDS	commander in chief earthwork olive branch mercenary Word Work Preview Vocabulary Word Cards V52	commander in chief earthwork olive branch mercenary Word Cards V52	Chapter 8 Vocabulary Review Word Cards V47-V52	Word Cards V47-V52	Word Cards V47-V52
WRITING CONNECTION	Language Arts: Write a News Article p. 296				
READING STRATEGIES	Anticipation Guide p. 294	Anticipation Guide p. 297		Anticipation Guide	Review
LINKS TO CONTENT AREAS	Mathematics Calculate Percentages p. 295	Reading Interpret Poetry p. 296			
TEACHING NOTES	Make It Relevant				
ASSESSMENT RESULTS	Percent Passing Informal Assessment _____ Performance Assessment _____ Selection Assessment _____ TAKS Preparation (Benchmarks) _____				

ADDITIONAL RESOURCES	Technology www.harcourtschool.com/socialstudies www.harcourtschool.com/timeforkids www.unitedstreaming.com Geo Skills CD-Rom	Read Alouds Leveled Books: Time for Kids Readers Texas Extra Magazines List of Novels Assigned to Grade Level:	Other Newspapers in Education
COMMENTS	<p style="text-align: center;"><i>Revisions will take place at the end of the six weeks based on data gathered throughout the six weeks</i></p>		



CURRICULUM FRAMEWORK

Grade Level: Fifth Grade
Duration: 1 week

Subject Area: Social Studies
 Unit: 4 The American Revolution
 Chapter 9: The Revolutionary War
 Lesson 1 Independence is Declared

Six Weeks: Week 4 of 4th 6 weeks
 Date: _____

GOAL	<i>To Be Determined</i>			
DESCRIPTION/ ABSTRACT OF LESSON				
<p style="text-align: center;">TEKS TAKS Objectives</p>	<p>(5.2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:</p> <p>(A) Identify the contributions of significant individuals during the revolutionary period, including Thomas Jefferson and George Washington;</p> <p>(B) Analyze the causes and effects of events prior to and during the American Revolution such as the Boston Tea Party.</p> <p>(5.3) History. The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established. The student is expected to:</p> <p>(B) Summarize the events that led to the creation of the U.S. Constitution.</p>	<p>(5.18) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:</p> <p>(D) Describe the origins and significance of national celebrations such as Memorial Day, Labor Day, and Columbus Day.</p> <p>(5.23) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:</p> <p>(A) identify the similarities and differences within and among selected racial, ethnic, and religious groups in the United States;</p>	<p>(5.26) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(A) use social studies terminology correctly;</p> <p>(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and</p> <p>(5.27) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p> <p>(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and</p>	<p>TAKS Objectives</p> <p>Reading TAKS</p> <p>5..9 B 5.9 D 5.10 E 5.10 F 5.10 G 5.10 H 5.10 I 5.10 L 5.11 C 5.12 H</p> <p>Writing TAKS</p> <p>7.15 A 7.15 B 7.15 G 7.15 H</p>

	<p>(5.16) Government. The student understands important ideas in the Declaration of Independence and the U.S. Constitution. The student is expected to:</p> <p>(B) Explain the purposes of the U.S. Constitution as identified in the Preamble to the Constitution.</p>	<p>(5.22) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>(A) identify significant examples of art, music, and literature from various periods in U.S. history; and</p> <p>(C) summarize the contributions of people of selected racial, ethnic, and religious groups to our national identity.</p> <p>(5.25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>(A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas;</p> <p>(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p>	<p>take action to implement a decision.</p>	
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		<p>(C) organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;</p> <p>(D) identify different points of view about an issue or topic;</p> <p>(E) identify the elements of frame of reference that influenced the participants in an event; and</p>		
<p>LESSON OBJECTIVES TESTED SKILLS</p>	<p>Understand the causes of the American Revolution. Identify contributions of important people during the Revolutionary War period. Understand the importance of individual participation in a democracy. Explain the importance of the Declaration of Independence. Summarize the democratic ideas and practices that emerged during the colonial period. Analyze the causes and effects of Americans taking sides during the Revolution. Understand how information and experiences may be understood differently by people with diverse cultural perspectives. Examine the role of women during the Revolution.</p>			
<p>ASSESSMENT(S)</p>	<p>Informal Assessment: Activity Book pp. 84-87 Chapter Review and Test Preparation pp.92-93</p> <p>Performance Assessment:</p> <p>Chapter Assessments: Chapter 9 Assessment</p> <p>TAKS Preparation:</p> <p>End of Unit Assessment: Unit 4 Assessment</p> <p>Other: _____</p>	<p>Benchmark Assessment Benchmark Date(s): February 19-21</p>		
<p>SAMPLE</p>				

ASSESSMENTS					
RESEARCH-BASED INSTRUCTIONAL STRATEGIES, ACTIVITIES, & RESOURCES	Day 1 Introduce Ch.9, Lesson 1: Independence is Declared pp. 300-307 Reading and Vocabulary Transparency, 4-8 Memorize the Preamble of the Declaration of Independence p. 305 Biography: Thomas Jefferson p.303 www.hartcourtschool.com/biographies Reading Skill Sequence, p. 301 <hr/> Acceleration Extend and Enrich Study Research Skills, Outlining p. 305 Write a Summary p. 307	Day 2 Review Ch. 9, Lesson 1: Independence is Declared pp. 300-307 Lesson 1 Review p. 307 Activity Book, pp. 84-85 Reach All Learners Auditory Learners, p. 306 <hr/> Remediation Reteach Lesson Make an Idea Web	Day 3 Introduce Ch. 9, Lesson 2: Americans and the Revolution Reading and Vocabulary Transparency, 4-9 Biography: Thayendanega, (Joseph Brant) p.312 www.hartcourtschool.com/biographies <hr/> Reading Skill Word Work: <hr/> Acceleration Extend and Enrich Study Research Skills, Using the Internet p. 311 Note Taking p. 311 Research, p. 312	Day 4 Review Ch. 9, Lesson 2: Activity Book, pp. 86 Reach All Learners Below-Level Learners, p. 308 Advanced Learners, p. 309 Auditory Learners, p.310 <hr/> Remediation Reteach Lesson Graphic Organizer, p. 312 <hr/>	Day 5 Ch. 9 Make a Decision, Citizenship p. 313 Skill Transparency 4-3 Activity Book, p. 87 Acceleration Extend and Enrich Role-Play, p 313 Write an Evaluation, p. 313 <hr/> Remediation Reteach Lesson Write an Evaluation, p. 313
	VOCABULARY WORDS	public opinion independence allegiance resolution preamble grievance Word Work: Context Clues, p.302	public opinion independence allegiance resolution preamble grievance Word Cards V52	Patriot Loyalist neutral pacifist regiment Word Cards V47-V52	Patriot Loyalist neutral pacifist regiment Word Cards V47-V52

	Word Cards V51-V52				
WRITING CONNECTION	Language Arts: Persuasive Writing p.302		Language Arts: Speaking, p. 309		
READING STRATEGIES	Study Questions p. 303 Study Questions p. 306	Summarize p. 304	Personal Response, p. 312		
LINKS TO CONTENT AREAS	Art: Draw a Political Cartoons p. 303				
TEACHING NOTES	Make It Relevant				
ASSESSMENT RESULTS	Percent Passing Informal Assessment _____ Performance Assessment _____ Selection Assessment _____ TAKS Preparation (Benchmarks) _____				
ADDITIONAL RESOURCES	Technology www.harcourtschool.com/socialstudies www.harcourtschool.com/timeforkids www.unitedstreaming.com Geo Skills CD-Rom	Read Alouds Leveled Books: Time for Kids Readers Texas Extra Magazines List of Novels Assigned to Grade Level: <i>The Boston Tea Party</i> by Laurie A. O'Neill <i>Thomas</i> by Bonnie Pryor <i>The World Turned Upside Down: George Washington and the Battle of Yorktown</i> by Richard Ferrie		Other Newspapers in Education	
COMMENTS	<i>Revisions will take place at the end of the six weeks based on data gathered throughout the six weeks</i>				



CURRICULUM FRAMEWORK

Grade Level: Fifth Grade
Duration: 1 week

Subject Area: Social Studies
 Unit: 4 The American Revolution
 Chapter 9: The Revolutionary War

Six Weeks: Week 5 of 4th 6 weeks
 Date: _____

Lesson 3 and 4: Fighting the Revolutionary/Independence is Won

GOAL	<i>To Be Determined</i>			
DESCRIPTION/ ABSTRACT OF LESSON				
<p>TEKS TAKS Objectives</p>	<p>(5.2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:</p> <p>(A) identify the contributions of significant individuals during the revolutionary period, including Thomas Jefferson and George Washington;</p> <p>(B) analyze the causes and effects of events prior to and during the American Revolution such as the Boston Tea Party; and</p> <p>(C) summarize the results of the American Revolution, including the establishment of the United States and the origins of U.S. military institutions.</p> <p>(5.6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p>	<p>(5.16) Government. The student understands important ideas in the Declaration of Independence and the U.S. Constitution. The student is expected to:</p> <p>(A) identify the purposes and explain the importance of the Declaration of Independence; and</p> <p>(5.19) Citizenship. The student understands the importance of individual participation in the democratic process. The student is expected to:</p> <p>(C) identify significant individuals such as César Chávez and Benjamin Franklin who modeled active participation in the democratic process; and</p>	<p>(5.25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>(A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas;</p> <p>(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p>	<p>TAKS Objectives</p> <p>Reading TAKS 5..9 B 5.10 E 5.10 F 5.10 G 5.10 H 5.10 J 5.10 L 5.10I 5.11C 5.11 D 5.12 H</p> <p>Writing TAKS 7.15 C 7.15D 7.15 E 7.15 G 7.15 H</p>

	<p>(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and</p> <p>(5.11) Economics. The student understands the reasons for exploration and colonization. The student is expected to:</p> <p>(B) identify major industries of colonial America.</p>		<p>(C) organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;</p> <p>(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p> <p>(5.26) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(A) use social studies terminology correctly;</p> <p>(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and</p> <p>(5.27) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p> <p>(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>	
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LESSON OBJECTIVES TESTED SKILLS	Identify the contributions of significant individuals during the revolutionary period such, as George Washington. Analyze the effects of the Battle of Saratoga. Explain the contributions of other countries to the Patriots' cause during the Revolutionary War. Identify the purposes of items used by General George Washington. Compare artifacts used during the Revolutionary War with those used today. Analyze the causes and effects of the victory at Yorktown. Explain the Contributions of other nations and individuals to the outcome of the American Revolution. Summarize the results of the American Revolution. Use geographic tools to analyze and interpret data. Answer questions about geographic distributions and patterns shown on maps and graphs.				
ASSESSMENT(S)	Informal Assessment: Activity Book p. 88-91 Chapter Review and Test Preparation pp. 92-93 Performance Assessment: Chapter Assessments: Chapter 9 Assessment -Assessment Program pp. 63-66 TAKS Preparation: End of Unit Assessment: Unit 4 Assessment Other: _____		Benchmark Assessment Benchmark Date(s): February 19-21		
SAMPLE ASSESSMENTS					
RESEARCH-BASED INSTRUCTIONAL STRATEGIES, ACTIVITIES, & RESOURCES	Day 1 Introduce Ch.9, Lesson 3: Fighting the Revolutionary War pp.314-321 Reading and Vocabulary Transparency, 4-10	Day 2 Review Ch. 9, Lesson 3: Fighting the Revolutionary War pp.314- 321 Lesson 5 Review p. 319 Activity Book, p. 88	Day 3 Introduce Ch. 9, Lesson 4: Independence is Won, pp.322- 331 Reading and Vocabulary Transparency, 4-11	Day 4 Review Ch. 9 Lesson 4: Independence is Won, pp. 322- 231 Ch. 9 Review and Test Preparation pp. 332-333 *Organizer Transparency 4-12	Day 5 Assess Ch.9 pp. 300-331 Assessment Program Chapter 9 Test, pp. 63-66

	<p>Biography Hyam Salomon, p. 317 www.harcourtschool.com/biographies</p> <hr/> <p>Reach All Learners Advance Learners p.314 Tactile Learners, p.315</p> <hr/> <p>Acceleration Extend and Enrich Report on a Current Independence Movement, p. 319</p>	<p>Study/Research Skills Using Periodicals and Newspapers, p.318</p> <hr/> <p>Remediation Reteach Lesson Use Visuals p. 319</p>	<p>Reach All Learners Advance Learners, p. 324</p> <hr/> <p>Acceleration Extend and Enrich Write Newspapers Articles, p.328</p> <hr/>	<p>Activity Book, pp. 89-91 Chapter Review, p 92 Test Preparation, p. 93</p> <hr/> <p>Remediation Reteach Lesson Event Chain, p. 329</p> <hr/>	Reteach and Restest Chapter 9
VOCABULARY WORDS	<p>enlist turning point</p> <p>Word Cards V55-V56</p>	<p>enlist turning point</p> <p>Word Cards V55-V56</p>	<p>traitor negotiate principle</p> <p>Word Work: Use Reference Sources, p. 322 Synonyms, p. 324</p> <p>Word Cards V55-V56</p>	<p>traitor negotiate principle</p> <p>Chapter 9 Vocabulary Review</p> <p>Word Cards V55-V56</p>	Word Cards V55-V56
WRITING CONNECTION	<p>Language Arts: Write a Letter of Recommendation, p.318</p>				
READING STRATEGIES	<p>Summarize, p. 314 K-W-L Chart, p.315</p>	<p>Prediction, p. 317 K-W-L Chart Responses, p.3.19</p>	<p>Anticipation Guide, p. 323</p>	<p>Anticipation Guide Responses, p. 326</p>	
LINKS TO CONTENT AREAS	<p>Music Research a Song, p. 316</p>	<p>Mathematics Gather and Present Statistics, p. 317</p>	<p>Art Make a Newsletter, p.326</p>		

	Health Develop a Training Plan, p. 316					
TEACHING NOTES	Make It Relevant					
ASSESSMENT RESULTS	Percent Passing Informal Assessment _____ Performance Assessment _____ Selection Assessment _____ TAKS Preparation (Benchmarks) _____					
ADDITIONAL RESOURCES	Technology www.harcourtschool.com/socialstudies www.harcourtschool.com/timeforkids www.unitedstreaming.com Geo Skills CD-Rom	Read Alouds Leveled Books: Time for Kids Readers Texas Extra Magazines List of Novels Assigned to Grade Level: <i>The Boston Tea Party</i> by Laurie A. O'Neill <i>Thomas</i> by Bonnie Pryor <i>The World Turned Upside Down: George Washington and the Battle of Yorktown</i> by Richard Ferrie			Other Newspapers in Education	
COMMENTS	<i>Revisions will take place at the end of the six weeks based on data gathered throughout the six weeks</i>					



CURRICULUM FRAMEWORK

Grade Level: Fifth Grade
Duration: 1 week

Subject Area: Social Studies
 Unit: 4 The American Revolution
 Chapter 8 & 9: Uniting the Colonies/The Revolutionary War
 Unit 4 Assessment

Six Weeks: Week 6 of 4th 6 weeks
 Date: _____

GOAL	<i>To Be Determined</i>			
DESCRIPTION/ ABSTRACT OF LESSON				
<p>TEKS TAKS Objectives</p>	<p>(5.1) History. The student understands the causes and effects of European colonization in the United States. The student is expected to:</p> <p>(A) explain when, where, and why groups of people colonized and settled in the United States; and</p> <p>(B) describe the accomplishments of significant colonial leaders such as Anne Hutchinson, William Penn, John Smith, and Roger Williams.</p> <p>(5.2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:</p> <p>(A) identify the contributions of significant individuals during the revolutionary period, including Thomas Jefferson and George Washington;</p>	<p>(5.7) Geography. The student understands the concept of regions. The student is expected to:</p> <p>(A) describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity;</p> <p>(B) describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics; and</p> <p>(5.8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:</p> <p>(B) describe clusters of settlement in the United States and explain their distribution;</p>	<p>(5.18) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:</p> <p>(A) explain selected patriotic symbols and landmarks such as the Statue of Liberty and the White House and political symbols such as the donkey and elephant;</p> <p>(D) describe the origins and significance of national celebrations such as Memorial Day, Labor Day, and Columbus Day.</p> <p>(5.19) Citizenship. The student understands the importance of individual participation in the democratic process. The student is expected to:</p>	<p>TAKS Objectives</p> <p>Reading TAKS 5..9 B,D 5.9 D 5.10 E 5.10 F 5.10 G 5.10 H 5.10 I 5.10J 5.10 L 5.11 C, D 5.12 H, J</p> <p>Writing TAKS 7.15 A 7.15 B 7.15 C, D 7.15 E 7.15 G 7.15 H</p>

	<p>(B) analyze the causes and effects of events prior to and during the American Revolution such as the Boston Tea Party; and</p> <p>(C) summarize the results of the American Revolution, including the establishment of the United States and the origins of U.S. military institutions.</p> <p>(5.3) History. The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established. The student is expected to:</p> <p>(B) summarize the events that led to the creation of the U.S. Constitution.</p> <p>(5.4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:</p> <p>(G) identify the challenges, opportunities, and contributions of people from selected Native-American and immigrant groups.</p> <p>(5.6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p> <p>(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and</p>	<p>(5.10) Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to:</p> <p>(B) explain the economic patterns of early European colonists.</p> <p>(5.11) Economics. The student understands the reasons for exploration and colonization. The student is expected to:</p> <p>(B) identify major industries of colonial America</p> <p>(5.15) Government. The student understands how people organized governments in colonial America. The student is expected to:</p> <p>(B) identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.</p> <p>(5.16) Government. The student understands important ideas in the Declaration of Independence and the U.S. Constitution. The student is expected to:</p> <p>(A) identify the purposes and explain the importance of the Declaration of Independence; and</p> <p>(B) explain the purposes of the U.S.</p>	<p>(C) identify significant individuals such as César Chávez and Benjamin Franklin who modeled active participation in the democratic process; and</p> <p>(5.22) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>(A) identify significant examples of art, music, and literature from various periods in U.S. history; and</p> <p>(5.23) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:</p> <p>(A) identify the similarities and differences within and among selected racial, ethnic, and religious groups in the United States;</p> <p>(C) summarize the contributions of people of selected racial, ethnic, and religious groups to our national identity.</p> <p>(5.25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic</p>	
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	<p>(B) translate geographic data into a variety of formats such as raw data to graphs and maps.</p>	<p>Constitution as identified in the Preamble to the Constitution.</p>	<p>technology. The student is expected to:</p> <p>(A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas;</p> <p>(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p> <p>(C) organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;</p> <p>(D) identify different points of view about an issue or topic;</p> <p>(E) identify the elements of frame of reference that influenced the participants in an event; and</p> <p>(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p> <p>(5.26) Social studies skills. The student communicates in written,</p>	
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			<p>oral, and visual forms. The student is expected to:</p> <p>(A) use social studies terminology correctly;</p> <p>(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and</p> <p>(5.27) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p> <p>(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>		
<p>LESSON OBJECTIVES TESTED SKILLS</p>	<p>Review of all objectives taught and tested during the 4th six weeks</p>				
<p>ASSESSMENT(S)</p>	<p>Informal Assessment: Chapter 8 & 9 Review and Test Preparation pp.336-337</p> <p>Performance Assessment:</p> <p>Chapter Assessments:</p> <p>TAKS Preparation:</p>		<p>Benchmark Assessment Benchmark Date(s): February 19-21</p>		

	End of Unit Assessment: Unit 4 Test, Assessment Program pp. 67-75				
	Other: _____				
SAMPLE ASSESSMENTS					
RESEARCH-BASED INSTRUCTIONAL STRATEGIES, ACTIVITIES, & RESOURCES	Day 1 Unit 4, The Freedom Trial pp. 334-335 Reach All Learners English as a Second Language, p. 334 Internet Resources Virtual Tour www.hartcourtschool.com/tours <hr/> Acceleration Extend and Enrich Make a Map, p. 335	Day 2 Unit 4, Review and Test Preparation pp. 336-337 Visual Summary, pp.336-337 Teacher Created Study Guide Review and Study Activity Book pp. 73-93	Day 3 Unit 4, Review and Test Preparation Create a Time Line, p. 338 Honor Your Hero, p. 338	Day 4 Unit 4 Test, Assessment Program pp. 67-75	Day 5 Unit 4, Reteach and Restest Enrichment Write a poem about the Revolutionary War using as many vocabulary words as possible. Finish, Create a Time Line Honor Your Hero
VOCABULARY WORDS	Review Unit 4 Vocabulary Words Word Cards V47-V56	Review Unit 4 Vocabulary Words Word Cards V47-V56	Review Unit 4 Vocabulary Words Word Cards V47-V56	Review Unit 4 Vocabulary Words Word Cards V47-V56	Review Unit 4 Vocabulary Words Word Cards V47-V56
WRITING CONNECTION					
READING STRATEGIES					

LINKS TO CONTENT AREAS						
TEACHING NOTES	Make It Relevant In Your State, p. 334					
ASSESSMENT RESULTS	Percent Passing Informal Assessment _____ Performance Assessment _____ Selection Assessment _____ TAKS Preparation (Benchmarks) _____					
ADDITIONAL RESOURCES	Technology www.harcourtschool.com/socialstudies www.harcourtschool.com/timeforkids www.unitedstreaming.com Geo Skills CD-Rom	Read Alouds Leveled Books: Time for Kids Readers Texas Extra Magazines List of Novels Assigned to Grade Level: <i>The Boston Tea Party</i> by Laurie A. O'Neill <i>Thomas</i> by Bonnie Pryor <i>The World Turned Upside Down: George Washington and the Battle of Yorktown</i> by Richard Ferrie			Other Newspapers in Education	
COMMENTS	<i>Revisions will take place at the end of the six weeks based on data gathered throughout the six weeks</i>					