**Day 1: Achievements:** American Revolution Battles – Paul Revere

**Standards:**

**Informational:**

RI.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

RI.5.6 – Analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view they represent.

RI.5.9 – Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

**Social Studies:**

1. Choices have consequences.

5. Relationships between people, place, idea, and environments are dynamic.

**Objectives:**

Literary:

* I will quote accurately from informational and historical, narrative texts to explain and write about the relationships between the colonists’ choices and their consequences.
* I will read, speak, write, and listen to vocabulary words and determine the meaning.

Content:

* I will sequence the events of Paul Revere’s ride.
* I will explain the consequences of the colonists’ decision to fight against the British.
* I will explore the events leading up to the victory of the Revolutionary War, America’s achievement.

**Opening:** (5 minutes)

* Partner Share: What do you know about the American Revolution?

**Main skill:** (45 minutes)

* Vocabulary: (see slideshow) Stealthy, somber, peril, consequence, ally, significant
* **Review** a little background of the American Revolution—the taxations and the feelings the colonists’ had for the British.
* **Preview:** Map the Battle of Lexington and Concord on Map worksheet. (Blue = Americans; Red = British) <http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u4/>

Have students get into pairs and share a computer.

* **Computers:** SMARTsync—send students the American Revolution Battle Articles (PDF).
	+ As a class – read the “Battle of Lexington and Concord” while students follow along
	+ Close Reading: In partners, students will read only “The Battle of Lexington and Concord”. Read 2 times. During the second reading, have students use the highlighter tool on PDF to highlight key words or phrases.
	+ As a whole class - have student pairs share out important words/phrases they highlighted while reading. (Have students come and underline key phrases on the SMARTboard using the SMARTboard version for the articles)
* Then send students the “Paul Revere’s Ride” poem. As you read, have students highlight key words/phrases on their PDF. Then as a whole class, underline them on the SMARTboard.
	+ Discuss: How accurate was the poem with the actual events that happened?
	+ The decisions Paul Revere and the colonists made when they decided to enter into war with the British. What might have been the consequences of fighting the British/king? What were they hoping to achieve if they won?
* ACCURATE or NOT ACCURATE?
	+ The poem was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to the real events.
	+ I know they are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because of the sentence \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I also know this because they author of the poem says \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Writing:** (35 minutes)

* Sequencing and Connections to Text Worksheet.Do partially whole group, and then independently.
* **Quick write:** What was Paul Revere’s role in the American Revolution? How was this important to the War? In order (sequencing), describe the events of Paul Revere’s ride.

**Closing:** (5 minutes) **-** Listen to the YouTube Video <http://www.youtube.com/watch?v=_dKJ75F3tj8>. Review the poem and the battle of Lexington and Concord and the consequences and achievements so far during the War.

**Homework:** Complete Sequencing and Connections to Text Worksheet.

**Day 2: Achievements:** American Revolution Battles

**Standards:**

**Informational:**

RI.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

RI.5.7 – Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.9 – Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

**Social Studies:**

1. Choices have consequences.

5. Relationships between people, place, idea, and environments are dynamic.

**Objectives:**

Literary:

* I will quote accurately from informational texts to explain and write about the relationships between the colonists’ choices and their consequences.
* I will read, speak, write, and listen to vocabulary words and determine the meaning.

Content:

* I will explain the consequences of the colonists’ decision to fight against the British.
* I will explore the events leading up to the victory of the Revolutionary War, America’s achievement.

**Opening:** (5 minutes)

* Pass the quick write from the day before out to someone who is not the author of the paragraph. Give the students 5 minutes to read the paragraph and write a response to the person. Such as….
	+ I agree with what you have written because….
	+ I also think….
	+ To summarize what you wrote …..
	+ I think it’s important to add….

**Main skill:** (45 minutes)

* Vocabulary: (see slideshow) Stealthy, somber, peril, consequence, ally, significant
* Review Paul Revere’s Ride and the Battle of Lexington and Concord using SMART Notebook, what you underlined previously.
* Preview:Map the Battle of Bunker Hill <http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u4/>

**Computers:** SMARTsync—send student pairs the American Revolution Battle Articles (PDF).

* + As a class – read the “Battle of Bunker Hill” while students follow along
	+ Close Reading: In partners, students will read “The Battle of Bunker Hill” and the “Declaration of Independence”. Read 2 times. During the second reading, have students use the highlighter tool on PDF to highlight key words or phrases.
	+ As a whole class - have student pairs share out important words/phrases they highlighted while reading. (Have students come and underline key phrases on the SMARTboard using the SMARTboard version for the articles)
* Discuss the achievements so far by the Patriots. How do the Patriots feel about their fight for freedom/independence? Which words tell how they felt?
	+ Discuss the choice the Patriots made when they wrote the Declaration of Independence. What might the consequence have been for writing the Declaration? What was the purpose of the Declaration of Independence; what were they hoping to achieve by writing it? Did they achieve it?
* The Colonies wrote the Declaration of Independence because they wanted \_\_\_\_\_\_\_\_. I know this because of the sentence \_\_\_\_\_\_\_\_\_. I also know this because the text says\_\_\_\_\_\_\_\_\_\_\_\_.

**Writing:** (35 minutes)

* Quick write: What was the purpose of the Declaration of Independence? How do the Patriots feel about their fight for freedom? Think of examples from the text. How do you know this?
* **Research**: Place students in groups of 3 or 4. Students will begin researching one battle per group.
	+ Pass out the battles (since we are only focusing on a select few, some groups may repeat).
	+ Students will use the articles, their social studies books, and other websites to create a presentation that outlines and describes their battle in detail. They will put their information on the Battles Newspaper Template. They will present it on Friday. (See Rubric)

(Websites:

* + <http://www.landofthebrave.info/revolutionary-war-timeline.htm>
	+ <http://www.ducksters.com/history/revolutionarywartimeline.php>
	+ <http://www.pbs.org/ktca/liberty/chronicle_timeline.html>
	+ <http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u4/>
		- Interactive map\*\*\*

**Closing:** Review the achievements of the Patriots during the first two battles and the Declaration of Independence.

**Day 3: Achievements:** American Revolution Battles

**Standards:**

**Informational:**

* RI.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
* RI.5.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
* RI.5.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
* RI.5.7 – Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
* RI.5.9 – Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
* RI.5.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

**Social Studies:**

* 1. Choices have consequences.
* 5. Relationships between people, place, idea, and environments are dynamic.

**Objectives:**

Literary:

* I will quote accurately from informational texts to explain and write about the relationships between the colonists’ choices and their consequences.
* I will read, speak, write, and listen to vocabulary words and determine the meaning.

Content:

* I will explain the consequences of the colonists’ decision to fight against the British.
* I will explore the events leading up to the victory of the Revolutionary War, America’s achievement.

**Opening:** (5 minutes)

* Pass the quick write from the day before out to someone who is not the author of the paragraph. Give the students 5 minutes to read the paragraph and write a response to the person. Such as….
	+ I agree with what you have written because….
	+ I also think….
	+ To summarize what you wrote …..
	+ I think it’s important to add….

**Main skill:** (60 minutes)

* Vocabulary: (see slideshow) Stealthy, somber, peril, consequence, ally, significant
* Review The battles read about so far using SMART Notebook and the underlined key words/phrases. What are the Americans’ achievements so far?
* Preview: Map the Battle of Trenton, Saratoga, and Cowpens. <http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u4/>

**Computers:** SMARTsync—send students the American Revolution Battle Articles (PDF).

* + As a class – read the “Battle of Trenton” while students follow along
	+ Close Reading: In partners, students will read “The Battle of Trenton” **and** “Battle of Saratoga”. Read 2 times. During the second reading, have students use the highlighter tool on PDF to highlight key words or phrases. Have students discuss the feelings and achievements of the Patriots.
	+ As a whole class - have student pairs share out important words/phrases they highlighted while reading. (Have students come and underline key phrases on the SMARTboard using the SMARTboard version for the articles)
	+ **Repeat** with “Valley Forge” and “Battle of Cowpens”
	+ Discuss the achievements so far by the Patriots. How do the Patriots feel about their fight for freedom/independence now? Which words tell how they felt?

The Patriots feel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I know this because of the sentence \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I also know this because the text says \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* **Writing:** (30 minutes)
	+ Quick write: What were the achievements of the Patriots during the Battle of Saratoga and Cowpens? What were some of their choices and their consequences for their choices (good or bad)?
	+ Battles Research
* **Closing:** Review the achievements of the Patriots during the Battle of Saratoga and Cowpens, and the achievement they had at Valley Forge.

**Day 4: Achievements:** American Revolution Battles

**Standards:**

**Literature:**

* RL.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
* RI.5.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
* RI.5.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
* RI.5.7 – Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
* RI.5.9 – Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
* RI.5.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

**Social Studies:**

* 1. Choices have consequences.
* 5. Relationships between people, place, idea, and environments are dynamic.

**Objectives:**

Literary:

* I will quote accurately from informational and historical, narrative texts to explain and write about the relationships between the colonists’ choices and their consequences.
* I will read, speak, write, and listen to vocabulary words and determine the meaning.

Content:

* I will explain the consequences of the colonists’ decision to fight against the British.
* I will explore the events leading up to the victory of the Revolutionary War, America’s achievement.

**Opening:** (5 minutes)

* Pass the quick write from the day before out to someone who is not the author of the paragraph. Give the students 5 minutes to read the paragraph and write a response to the person. Such as….
	+ I agree with what you have written because….
	+ I also think….
	+ To summarize what you wrote …..
	+ I think it’s important to add….

**Main skill:** (60 minutes)

* Vocabulary: (see slideshow) Stealthy, somber, peril, consequence, ally, significant
* Review The battles read about so far using SMART Notebook and the underlined key words/phrases. What are the Americans’ achievements so far?
* Preview: Map the Battle of Yorktown on your worksheet (Blue = Americans; Red = British)

<http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u4/>

**Computers:** SMARTsync—send students the American Revolution Battle Articles (PDF).

* + As a class – read the “Battle of Yorktown” while students follow along
	+ Close Reading: In partners, students will read “The Battle of Yorktown.” Read 2 times. During the second reading, have students use the highlighter tool on PDF to highlight key words or phrases.
		- Have partners discuss: Why was this one of the American’s greatest achievements? What did the Americans achieve because of this battle?
	+ As a whole class - have student pairs share out important words/phrases they highlighted while reading. (Have students come and underline key phrases on the SMARTboard using the SMARTboard version for the articles)
	+ As a class, read “The Treaty of Paris” while students highlight as you read.
	+ Discuss the achievements of the American Patriots. How do the Patriots feel about their fight for freedom/independence? Which words tell how they felt?
	+ Discuss the American Patriots’ choice to enter into battle with British. What could have been the consequences? What was the consequence/outcome?
* Inferencing: I infer one of the consequences for entering into battle with the British is \_\_\_\_\_\_\_\_. I infer this because I know \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I also know because \_\_\_\_\_\_\_\_\_\_\_\_\_.

**Writing:** (30 minutes)

* Quick write: How did the Battle of Yorktown and the Treaty of Paris change history? Describe the new relationship between American and Britain?
* Battles Research

**Closing:** Review the achievements of the Patriots during the Revolutionary War.

**Day 5: Achievements:** American Revolution Battles

**Standards:**

**Literature:**

* RL.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
* RI.5.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
* RI.5.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
* RI.5.7 – Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
* RI.5.9 – Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
* RI.5.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

**Social Studies:**

* 1. Choices have consequences.
* 5. Relationships between people, place, idea, and environments are dynamic.

**Objectives:**

Literary:

* I will quote accurately from informational texts to explain and write about the relationships between the colonists’ choices and their consequences.
* I will read, speak, write, and listen to vocabulary words and determine the meaning.

Content:

* I will explain the consequences of the colonists’ decision to fight against the British.
* I will explore the events leading up to the victory of the Revolutionary War, America’s achievement.

**Opening:** (5 minutes)

* Pass the quick write from the day before out to someone who is not the author of the paragraph. Give the students 5 minutes to read the paragraph and write a response to the person. Such as….
	+ I agree with what you have written because….
	+ I also think….
	+ To summarize what you wrote …..
	+ I think it’s important to add….

**Main skill:** (35 minutes)

* Vocabulary: (see slideshow) TEST
* Discuss and Review All of the battles using SMART Notebook and the underlined key words/phrases.
	+ What were the choices and consequences of the War? What were their achievements? How was the relationship between the British and American changed?
* Complete a timeline of the American Revolution.

After the war, the relationship between America and Britain was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I know this because of the sentence \_\_\_\_\_\_\_\_\_. I also know this because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Writing:** (50 minutes) – 30 minutes to finish writing, 15 minutes to present

* Quick write: Describe the choices and consequences (good and bad) of the Americans going to war with Britain. Why did they do it? When and how were they successful? What were some of their bad choices? What were some of their good choices?
* Research Battles + present research

**Closing:** (5 minutes) - Review the timeline of events and the map of the battles. Briefly review the choices the American made and their achievements.

Needs:

ALL:

* Vocabulary PowerPoint
* Map Worksheet

Day 1:

* Paul Revere Articles PDF and SMART Notebook
* Paul Revere WS
* YouTube Video

Day 2-5

* Battles PDF and SMART Notebook
* Websites
* Template for Newspaper
* Rubric
* Timeline WS