**Introduction**

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

**By 2025,**

* **80% of our students will graduate from high school college or career ready**
* **90% of students will graduate on time**
* **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP). The CLIP ensures a quality balanced literacy approach to instruction that results in high levels of literacy learning for all students, across content areas. Destination 2025 and the CLIP establish common goals and expectations for student learning across schools and are the underpinning for the development of the Elementary Social Studies curriculum maps.

Designed with the teacher in mind, the Elementary Social Studies curriculum maps focus on integrating literacy skills and strategies with content standards. This map presents a framework for organizing instruction around the TN State Standards (CCRA) so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and this map provides guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

A standards-based curriculum, performance-based learning and assessments, and high quality instruction are at the heart of the Social Studies Curriculum guides. Educators will use this guide and the standards as a road map for curriculum and instruction. Carefully crafted curricu­lar sequences and quality instructional resources enable teachers to devote more time and energy in delivering instruction and assessing the effectiveness of instruction for all learners in their classrooms, including those with special learning needs.

**How to Use the Social Studies Curriculum Maps**
Our collective goal is to ensure our students graduate ready for college and career. This will require a comprehensive, integrated approach to literacy instruction that ensures that students become college and career ready readers, writers, and communicators. To achieve this, it is essential that literacy strategy and skill instruction be purposefully and appropriately planned and embedded within social studies. Students must employ essential literacy strategies that explicitly demonstrate the application of reading, writing, and thinking strategies to support learning in social studies.

The integration of literacy and social studies is critical for student success. This curriculum map is designed to help teachers make effective decisions about what Social Studies content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. To reach our collective student achievement goals, we know that teachers must change their instructional practice in alignment the with the three College and Career Ready shifts in instruction for ELA/Literacy. We should see these three shifts in all SCS literacy classrooms:

(1) Regular practice with complex text and its academic language.

1. Reading, writing, and speaking grounded in evidence from text, both literary and informational.
2. Building knowledge through content-rich nonfiction.

Throughout this curriculum map, you will see high-quality texts that students should be reading, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources around each of the three shifts that teachers should consistently access:

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| **The TNCore Literacy Standards** |
| The TNCore Literacy Standards (also known as the College and Career Ready Literacy Standards): <http://www.tncore.org/english_language_arts.aspx>  | Teachers can access the TNCore standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level. |
| **Shift 1: Regular Practice with Complex Text and its Academic Language** |
| Student Achievement Partners Text Complexity Collection: <http://achievethecore.org/page/642/text-complexity-collection>  | Teachers can learn more about how to select complex texts (using quantitative, qualitative, and reader/task measures) using the resources in this collection.  |
| Student Achievement Partners Academic Work Finder: <http://achievethecore.org/page/1027/academic-word-finder>  | Teachers can copy and paste a text into this tool, which then generates the most significant Tier 2 academic vocabulary contained within the text. |
| **Shift 2: Reading, Writing and Speaking Grounded in Evidence from the Text** |
| Student Achievement Partners Text-Dependent Questions Resources:<http://achievethecore.org/page/710/text-dependent-question-resources>  | Teachers can use the resources in this set of resources to craft their own text-dependent questions based on their qualitative and reader/task measures text complexity analysis. |
| **Shift 3: Building Knowledge through Content-Rich Non-fiction** |
| Student Achievement Partners Text Set Projects Sequenced: <http://achievethecore.org/page/1098/text-set-project-sequenced-under-construction>  | Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world. |

Our 2015-2016 Social Studies instructional maps have some new features we would like to share with you, as well as point out some information that will better help you utilize this resource.

* Each map is divided into three columns: (1) TN State Social Studies Standards, (2) Guiding Questions & Vocabulary, (3) Instructional Activities & Resources
* Each standard has a “Content Strand Code.” The codes are as follows: C – Culture, E – Economics, G – Geography, H – History, P – Government, Civics, and Politics, and TN – Tennessee Connection. For more information about the definition of each strand go to: <http://tn.gov/education/standards/social_studies/std_ss_coding_document.pdf>
* In support of the Comprehensive Literacy Improvement Plan (CLIP), each instructional map has English Language Arts (ELA) standards imbedded in the Activities/Instructional Resources column (coded in green), as well as sample integrated ELA lesson plans at the end of each quarter.
* A “Tool Kit” of resources can be found on the last page. This section identifies resources found within the document, as well as some additional avenues of information. For a comprehensive list of resources for grades K-5 visit our resources website: <http://teachersites.schoolworld.com/webpages/BRELibrary/scssscurriculumresou.cfm>
* A comprehensive list of the Tennessee State Social Studies standards can be found at: <http://tn.gov/education/standards/social_studies.shtml>

**WIDA**

***WIDA English Language Development (ELD) standards and example Model Performance Indicator (MPI) strands appear within this document to provide teachers with appropriate scaffolding examples for ELLs and struggling readers. Strands of MPIs related to the domain of Reading are provided and linked to the corresponding set of CCR standards.* *By referencing the provided MPIs and those MPIs within the given links, teachers have access to “I can” statements that are appropriately leveled for ELLs (and struggling readers) in their classrooms. Additionally, MPIs can be referenced for designing new and/or modifying existing assessments****.*

**WIDA ”Can Do” Name charts may be located here:**[**http://shelbycountyesl.weebly.com/wida.html**](http://shelbycountyesl.weebly.com/wida.html)**(password: SCS-ESL)**

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| **WIDA**<https://www.wida.us/standards/ELP_standardlookup.aspx>**Below is a sample of modifications provided on the WIDA site, feel free to search WIDA for other examples.**  |

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| Example: Reading “Historical Events, Figures and Leaders” |  |  |  |  |
| **Entering:**Match examples of historical events with illustrations and labels | **Beginning:**Identify features, people, or events depicted in illustrations and phrases | **Developing:**Compare/contrast different time periods or people using graphic organizers and sentences | **Expanding:**Interpret effects of historical events on people's lives during different time periods using graphic organizers and text | **Bridging:**Detect trends based on historical events or people's actions using grade-level text |

**A Word about Vocabulary Instruction…**

Effective Tier 2 academic vocabulary development necessitates daily direct and explicit instruction in vocabulary that includes systematic practice, review, and deep processing. Teachers must immerse students in word-rich environments, while teaching and modeling word learning strategies.

In all content areas, academic vocabulary instruction must be cumulative, and the terms should be integrated into increasingly complex tasks. In language arts, more time should be spent on instruction about the nuance of the word, its origin, root, and/or affixes. Additionally, language arts teachers should use word work strategies such as parts of speech, semantic word webs, and other evidence-based vocabulary practice

**Common Core State Standards: Focus on Tier 2 & Tier 3 Academic Vocabulary**

* Tier 1 Basic words that commonly appear in spoken language. Because they are heard frequently in numerous contexts and with nonverbal communication, Tier 1 words rarely require explicit instruction.. Examples of Tier 1 words are clock, baby, happy and walk.
* Tier 2 High frequency words used by mature language users across several content areas. Because of their lack of redundancy in oral language, Tier 2 words present challenges to students who primarily meet them in print. Examples of Tier 2 words are obvious, complex, establish and verify.
* Tier 3 Words that are not frequently used except in specific content areas or domains. Tier 3 words are central to building knowledge and conceptual understanding within the various academic domains and should be integral to instruction of content. Medical, legal, biology and mathematics terms are all examples of these words.

Explicit instruction of the Tier 2 academic words is required in order for students to know and use the words accurately in reading, writing, and speaking. Multiple exposures and practice are key characteristics of effective vocabulary instruction. Teachers are expected to use evidence-based vocabulary strategies, such as those found in the SCS curriculum maps.

Links to Support Vocabulary Instruction & Development

<http://www.sde.idaho.gov/site/social_studies/docs/core/Visual%20Evidence.pdf>

<http://www.learningunlimitedllc.com/2013/07/5-steps-vocabulary-instruction/>

<https://wvde.state.wv.us/strategybank/VocabularyStrategies.html>

<https://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html>

<http://soltreemrls3.s3-website-us-west-2.amazonaws.com/marzanoresearch.com/media/documents/List-of-Tier-2-and-Tier-3-Terms-for-ELA-and-Math.pdf>

**Grade 4 Pacing Guide**

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| **Time** | **1st Quarter** |  | **Time** | **3rd Quarter** |
| Weeks 1-3 | Geography – America before European Exploration* Using maps, locating places using latitudes and longitudes, identifying rivers, states, cities, and continents.
* Summarizes the ancient civilizations, and early Indian tribes.
 |  | Weeks 1-3 | Creating a New Government* Analyze the principles of the documents of the new government and the ratification process.
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| Weeks 4-6 | First Tennesseans – Exploration of 15th and 16th Centuries* Identify the 4 TN tribes and analyze the effects of exploration, migration, and resources on the growth of TN.
* Identify routes of early explorers and analyze their impact on indigenous peoples and the environment.
 |  | Weeks 4-6 | Westward Expansion* Explain the events and successes of the presidency of George Washington. Describe the events, struggles, and successes of the Louisiana Purchase.
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| Weeks 7-9 | European Colonization* Understand the successes and failures of European colonization and the differing views of the colonists and American Indians.
 |  | Weeks 7-9 | Texas Independence/Mexican War* Explain the fight for Texas independence against Mexico.
* Explain the causes and consequences of the Mexican War.
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| **Time** | **2nd Quarter** |  | **Time** | **4th Quarter** |
| Weeks 1-2 | European Colonization* Identify the major leaders and groups of the 13 colonies.
 |  | Weeks 1-4 | Growth of the Republic* Explain the factors of the Industrial Revolution
* Causes and effects of the expansion of the plantation system and slavery.
* Discuss important people of the reform movement and the Compromise of 1850.
 |
| Weeks 3-4 | Early Settlers* Analyze the reasons for people coming to the colonies and the early democratic ideas and practices of the colonial period.
 |  | Weeks 4-9 | Culture – Geography – History - Economics* Recognize Global and Environmental Issues
* Africa in April and Memphis in May
* Locate AA and MM country on a map/globe.
* Compare and contrast culture, holidays, and national symbols.
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| Weeks 5-9 | The War for Independence* Explain causes and consequences of the French and Indian War.
* Explain how political, religious, and economic ideas and interests brought about the Revolution.
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|  **State Standards** | **Guiding Questions/Vocabulary****Tier 2 & 3**  | **Instructional Activities & Resources** |
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| **European Colonization****Weeks 1-2** |
| **4.13** Locate the first 13 colonies and explain how their location and geographic features influenced their development and settlement patterns. (G)**4.14** Write informative texts identifying major leaders and groups responsible for the founding of colonies in North America and the reasons for their founding, including: (C, E, H, P)* Lord Baltimore, Maryland
* John Smith, Virginia
* Roger Williams, Rhode Island
* John Winthrop, Massachusetts
* William Bradford, Plymouth
* James Oglethorpe

**4.15** Cite and explain examples from informational texts about how economic opportunities and political, religious, and social institutions evolved in the colonial era.(C, E, G, H, P) | **4.13** Ican explain how geographical features and locations of the first 13 colonies influenced their development and settlement patterns.**4.14** I can *distinguish and identify* the major leaders and groups responsible for the founding of colonies in North America and why they were founded.**Content Vocabulary (Tier 3): Colony, Colonial, Mayflower Compact, Mission, Native American, Slavery, Taxes, Trial of Tears, Puritan, Preamble, Constitution, Economic, Resources, Era, Democratic Ideas****Academic Vocabulary (Tier 2): mission, invade, resources, major, patterns, evolve, features****(See Vocabulary Strategies on p. 5)****4.15** I can how economic opportunities, political, religious, and social institutions changed during the colonial era. | **4.13** Create a map of the 13 colonies using an interactive mapmaker.Explain how location and geography influenced their development<http://www.mygreatmaps.com/>**4.14** Write informative texts identifying major leaders and groups responsible for the founding of colonies in North America and the reasons for their founding, including:<http://www.history.com/topics/thirteen-colonies>(Literacy W.4.2)The links below are sources of information for the following:* Lord Baltimore, Maryland <http://www.history.com/this-day-in-history/the-settlement-of-maryland>
* John Smith, Virginia <http://www.history.com/topics/john-smith>
* Roger Williams, Rhode Island <http://www.history.com/topics/roger-williams>
* John Winthrop, Massachusetts <http://www.landofthebrave.info/john-winthrop.htm>
* William Bradford, Plymouth <http://www.history.com/topics/plymouth>
* James Oglethorpe, Georgia <http://www.landofthebrave.info/james-oglethorpe.htm>

**4.15** Cite and explain examples from informational texts about how economic opportunities and political, religious, and social institutions evolved in the colonial era.(Literacy RI.4.1)<http://www.brainpop.com/socialstudies/ushistory/thirteencolonies/><http://mrnussbaum.com/13-colonies/> |
| **Early Settlers****Weeks 3-4** |
| **4.16** Making use of primary documents, analyze the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings and contrast these with the presence of enslavement in all colonies.(P)**4.17** Describe the major religious tenets of the earliest colonies, including: (C)* Puritanism in Massachusetts
* Quakerism in Pennsylvania

**4.18** Explain various reasons why people came to the colonies, including profit, religious freedom, slavery, and indentured servitude. (C, E, H)**4.19** Locate and label on a map the location of Jamestown, Plymouth, New Netherland, New Sweden, the Mass. (G)**4.20** Explain the impact of individuals who created interest in land west of the Appalachian Mountains, including: (C,E, G, TN)* long hunters
* Daniel Boone
* Wilderness Road
* Thomas Sharpe Spencer
* William Bean
* Dr. Thomas Walker
 | **4.16** I can use primary documents to analyze early democratic ideas.**4.16** I can explain the significance of representative assemblies and town meetings in the new colonies. **4.16** I can describe how slavery in the colonies fit with the practice of representative assemblies and town meetings.**4.17** I can identify and describe the religious beliefs of the early colonies.**4.18** I can explain why people wanted to come to the colonies.**4.19**  I can locate and label the location of Jamestown, Plymouth, New Netherland, and New Sweden.**4.20** I can explain why people were interested in land west of the Appalachian Mountains.**Content Vocabulary (Tier 3)**: Puritan, Quaker, religious freedom, slavery, indentured servitude, Wilderness Road, Freedom, Preamble, Religion, Colonial, Westward Expansion, Explorers,Academic Vocabulary (Tier 2): Location, haphazard, compensate, assembly**(See Vocabulary Strategies on p. 5)** | **4.16** Create a T-chart that explores the democratic and undemocratic principles of the colonial era. (Literacy 4.1)[Democratic Ideas of Colonial Era](http://www.socialstudieshelp.com/lesson_5_notes.htm)**4.17** Create a brochure to teach others about the beliefs of Puritanism and Quakerism.<http://www.history.com/topics/quakers><http://www.scholastic.com/teachers/article/puritanism>**4.18** Create a bubble map showing the different reasons people came to the colonies.<http://www.columbia.k12.mo.us/pke/phillips/colonies/whypeoplecametothenewworld.htm>**4.19** Label a map with the locations of the early settlements listed in the standard.<https://www.maps.com/ref_map.aspx?pid=11319>**4.20** Create a brochure that explains how certain people were influential in settling west of the Appalachian mountains. (Literacy 4.1<http://www.u-s-history.com/pages/h1160.html>4th grade Online S.S. Activities<http://mrnussbaum.com/fourth-grade-social-studies/> |
| **The War for Independence (1760-1789)****Weeks 5-9** |
| **4.25** Write a short summary of the events of Tennessee’s first settlement and settlers, including the WataugaPurchase, Watauga Compact, LittleCarpenter, and Dragging Canoe. (H,P,TN)**4.26** Describe the significance of theFirst and Second ContinentalCongresses and of the Committees ofCorrespondence. (P)**4.27** Compare and contrast first and second-hand accounts of Paul Revere’s “midnight ride.”(H)**4.28** Identify the people and events associated with the Declaration ofIndependence and cite evidence from the Declaration to determine its significance to the development of American Democracy. (H, P)**4.29** Analyze the influences of key leaders during this period, including: (P)* Patrick Henry
* Alexander Hamilton
* Thomas Jefferson
* George Washington
* Benjamin Franklin
* Thomas Paine
* John Adams
* Sam Adams
* John Hancock
* Benedict Arnold

**4.30** Determine the meaning and identify the terms Loyalists, Patriots, Minutemen, Overmountain Men, and Redcoats to describe people during the Revolution. (C, G, TN)**4.31** Locate and identify the major military battles, campaigns, and turning points of the American Revolution, including: (G, H, TN)* Lexington and Concord
* Bunker (Breed’s) Hill
* Valley Forge
* Princeton and Trenton
* Saratoga
* King’s Mountain
* Yorktown

**4.32** Draw evidence from informational text summarizing the contributions of France and certain individuals to the outcome of theAmerican Revolution including the Marquis de Lafayette, Kósciuszko, and Baron von Steuben. (H,P)**4.33** Write an opinion piece with supporting details contrasting how the ideals set forth in the Declaration of Independence clashed with the existence of slavery. (E, P)**4.34** Explain using supporting details how the Revolution affected the Watauga Settlement, including: (P, TN) Washington District, Cherokee War of 1776, Nancy Ward, John Sevier, Watauga Petitions**4.35** Integrate evidence from several texts describing the different roles women played during the Revolution including Abigail Adams, Molly Pitcher, Phyllis Wheatley, and Mercy Otis Warren.**4.36** Explain the purpose and obstacles in creating the new Cumberland Settlement, including: (G, TN) Richard Henderson, James Robertson, John Donelson, salt licks, severe winter and river travel, Transylvania Purchase, Cumberland Compact, Battle of the Bluffs | **4.21** I can describe the impact Benjamin Franklin had on the development ofAmerica.**4.22** I can describe the major causes of theFrench and Indian War.**4.22** I can describe the consequences of theFrench and Indian War.**4.23** I can explain what ideas brought about the American Revolution.**4.24** I can explain the different ways in which the Americans protested British policies.**4.24** I can explain the pros and cons of the different forms of protest.**4.25** I can write a short summary of the events of Tennessee’s first settlement and settlers, including the Watauga Purchase, Watauga Compact, Little Carpenter, and Dragging Canoe.(H,P,TN)**4.26** I can describe the significance of the First and Second Continental Congresses and of the Committees of Correspondence. (P)**4.27** I can compare and contrast first and second-hand accounts of Paul Revere’s “midnight ride.”(H)**4.28** I can identify the people and events associated with the Declaration of Independence and cite evidence from the Declaration to determine its significance to the development of American Democracy. (H, P)**Content Vocabulary (Tier 3)**Albany Plan, Stamp Act, Townshend Acts, Intolerable Acts, Coercive Acts, Boston Tea Party, protest, boycott, Proclamation of 1763, Congress, Watauga Association, Dragging Canoe, Declaration of Independence, John Sevier, Loyalists, Patriots, Minutemen,**Academic Vocabulary (Tier 2):** associate, comply, development, accomplishment, influence, contribution, compensate**(See Vocabulary Strategies on p. 5)****4.29** I can analyze the influences key leaders had on the formation of America and its government.**4.30** I can determine the meanings of terms used to describe people during the Revolution.**4.31** I can locate and identify the major events of the American Revolution.**4.32** I can draw evidence from informational text summarizing the contributions of France and certain individuals to the outcome of theAmerican Revolution.**4.33** I can write an opinion piece with supporting details contrasting how the ideals set forth in the Declaration of Independence clashed with the existence of slavery.**4.34** I can explain using supporting details how the Revolution affected the Watauga Settlement.**4.35** I can integrate evidence from several texts describing the different roles women played during the Revolution.**4.36** I can explain the purpose and obstacles in creating the new Cumberland Settlement  | **4.21** Students complete a webquest about Benjamin Franklin’s contributions and early life. (Literacy W4.7)<http://www.ushistory.org/franklin/info/><http://www.educationworld.com/a_tech/tech/tech011.shtml>**4.22** Write a list of interview questions to ask Benjamin Franklin. Students can act out the interview.**4.22** Create a cause and effect chart for the French and Indian War.<http://mrnussbaum.com/fiwar/cefiwar/>**4.23** Have students choose one of the Acts in the standard and create an informational poster. (Literacy RI.4.9)<http://www.stamp-act-history.com/british-taxation-colonial-america/list-of-british-acts/>[www.teachingushistory.org/lessons/pdfs\_and\_docs/p**acts**\_responses.pdf](http://www.teachingushistory.org/lessons/pdfs_and_docs/pacts_responses.pdf)**4.24** Create an organizer to show the different forms of protest and the pros and cons of each. Students can write their opinion on which form was the most effective and why. (Literacy W.4.1)<http://www.history.com/topics/american-revolution/american-revolution-history/videos/colonists-protest-british-policies>**4.25** Students will use the library or Internet to research John Sevier and his accomplishments as an important TN leader, and his role in the Watauga Association.(Literacy W.4.7)<http://www.easttennesseeroots.com/_16__The_Watauga_Era__1772-1776.pdf>  **4.26** Have a class discussion about why the First and Second Continental Congresses and the Committees of Correspondence.<https://history.state.gov/milestones/1776-1783/continental-congress> <http://www.ushistory.org/us/10e.asp> **4.27** Read “Paul Revere’s Letter” and “Paul Revere’s Ride”. Write a short essay comparing and contrasting the first-hand and second-hand accounts. (IT4.6)<http://www.enchantedlearning.com/history/us/colonial/revere/cloze/>**4.28** Create a movie poster for the Declaration of Independence with the key people as the “actors”. Use evidence as the quotes from critics. (Literacy RI.4.9)Declaration of Independence Videos & Activities<https://www.teachervision.com/fourth-ofjuly/video/73340.html>**4.29** Create a PowerPoint that includes each of the key leaders and how each influenced the Revolution. (Literacy W.4.7)<http://militaryhistory.about.com/od/americanrevolution101/a/american-revolution-people.htm> <http://www.theamericanrevolution.org/people.aspx>**4.30** Create a picture dictionary to illustrate the meaning and give examples of the terms used to describe people during the Revolution.<http://www.sparknotes.com/history/american/revolution/terms.html> **4.31** Create a map with a legend showing the major battles, campaigns, and turning points of the American Revolution.20 American Revolution War Games &Activities<http://www.ducksters.com/history/american_revolution.php><http://mrnussbaum.com/amflash/><http://www.socialstudiesforkids.com/articles/ushistory/revolutionarywar1.htm> **Books:**<http://www.hclibrary.us/pdfs/youth/booklists/hisficgrade4.pdf> Trade Books: - (extra support)The Declaration of Independence By: Sam Fink- (on-level)Growing Up in Revolution and the New Nation 1775 to 1800 By: Brandon M. Miller- (challenge)Fight For Freedom By: Benson Bobrick**4.32** Create a chart organizing contributions made by each individual listed in the standard.**(Literacy RI.4.9)**<http://europeanhistory.about.com/od/warsinnorthamerica/a/franceandtheARW.htm><http://mrnussbaum.com/baron-von-steuben/>**4.33** Write an opinion piece with supporting details contrasting how the ideals set forth in the Declaration of Independence clashed with the existence of slavery. **(Literacy W.4.1)**<http://www.pbs.org/wnet/slavery/experience/freedom/history.html>**4.34** Create a foldable. On the outside write the main ideas listed in the standard. Under each flap, students will list supporting details on how they were affected by the Revolution.<http://www.tn4me.org/article.cfm/a_id/264/minor_id/82/major_id/26/era_id/3> **4.35** Create a flipbook, PowerPoint, or other visual to show the different roles women played during the Revolution.<http://score.rims.k12.ca.us/score_lessons/women_american_revolution/>Donyall Dickey Informational Text Resources: Standard 5.3 – *Abigail and John Adams: America’s Original Power Couple***4.36** Create an accordion book that details the purpose and obstacles in creating the new Cumberland settlement. <http://tennesseeencyclopedia.net/entry.php?rec=335><http://www.tndar.org/nashborough.html>Primary Documents and Supporting Texts to Read:Declaration of Independence; Excerpts from “Give Me Liberty or Give Me Death” speech, Patrick Henry; selected Letters From Abigail Adams; selected Poetry of Phyllis Wheatley; selected poetry of Mercy Otis Warren; excerpts from John Donelson’s Journal |
| **ELA/Literacy Lessons and Activities/Sample Tasks & Lessons** |
| **Writing****Topic: Development of American Revolution:**Create a sequence of events timeline.Using sequence of events (first, second, next, then, last, finally) put the events in order that led to the American Revolution.Create imagined diary entries of an American Revolutionary (ex. George Washington) throughout the events leading to the Revolution: French and Indian War, Proclamation of 1763, the Tax Acts, Boston Tea Party, Revolution. Literacy W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.)**Causes and Effects of the American Revolution**<http://americanhistory.about.com/od/revolutionarywar/a/amer_revolution.htm><http://www.revolutionary-war.net/causes-of-the-american-revolution.html><http://mrnussbaum.com/arce/><https://www.brainpop.com/socialstudies/ushistory/causesoftheamericanrevolution><http://www.loc.gov/loc/lcib/0010/gwdiary.html> | **Close Read****Topic: Inventors - Benjamin Franklin**<http://www.historynet.com/benjaminfranklinamericasinventor.htm> Have students read about Benjamin Franklin’s inventions and choose one as his “greatest invention”. Write an opinion piece to defend their choice citing specific information from the text to support their argument.Literacy RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. Literacy W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | **Close Read****Topic: The Boston Tea Party:**Read the first- hand account of The Boston Tea Party<http://www.eyewitnesstohistory.com/teaparty.htm> Have students write a narrative account of the Boston TeaParty and use the details from the article to help construct their story.Literacy W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |

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| **Additional Resources**  |
| <http://www.mygreatmaps.com/> **THE 13 COLONIES** <http://www.history.com/topics/thirteen-colonies> **JOHN SMITH** <http://www.history.com/topics/john-smith> **ROGER WILLIAMS**<http://www.history.com/topics/roger-williams> <http://www.landofthebrave.info/john-winthrop.htm> **PLYMOUTH COLONY**<http://www.history.com/topics/plymouth> <http://www.landofthebrave.info/james-oglethorpe.htm> **THIRTEEN COLONIES**<https://www.brainpop.com/socialstudies/ushistory/thirteencolonies/preview.weml> <http://mrnussbaum.com/13-colonies/> <http://www.socialstudieshelp.com/lesson_5_notes.htm> **THE QUAKERS**<http://www.history.com/topics/quakers> <http://www.scholastic.com/teachers/article/puritanism> <http://www.columbia.k12.mo.us/pke/phillips/colonies/whypeoplecametothenewworld.htm> <https://www.maps.com/ref_map.aspx?pid=11319> <http://mrnussbaum.com/fourth-grade-social-studies/> <http://www.ushistory.org/franklin/info/> <http://www.educationworld.com/a_tech/tech/tech011.shtml> <http://mrnussbaum.com/fiwar/cefiwar/> <http://www.stamp-act-history.com/british-taxation-colonial-america/list-of-british-acts/> <http://www.teachingushistory.org/lessons/pdfs_and_docs/pacts_responses.pdf> **CAUSES OF THE AMERICAN REVOLUTION**<https://www.brainpop.com/socialstudies/ushistory/causesoftheamericanrevolution/preview.weml> <http://www.loc.gov/loc/lcib/0010/gwdiary.html> <http://teachersites.schoolworld.com/webpages/BRELibrary/scssscurriculumresou.cfm>  |  **AMERICAN REVOLUTION**<http://www.history.com/topics/american-revolution/american-revolution-history/videos/colonists-protest-british-policies> <http://www.easttennesseeroots.com/_16__The_Watauga_Era__1772-1776.pdf> <https://history.state.gov/milestones/1776-1783/continental-congress> <http://www.ushistory.org/us/10e.asp> <http://www.enchantedlearning.com/history/us/colonial/revere/cloze/> <https://www.teachervision.com/fourth-of-july/video/73340.html> <http://militaryhistory.about.com/od/americanrevolution101/a/american-revolution-people.htm> <http://www.theamericanrevolution.org/people.aspx> <http://www.sparknotes.com/history/american/revolution/terms.html> **AMERICAN REVOLUTION**<http://www.ducksters.com/history/american_revolution.php> <http://mrnussbaum.com/amflash/> <http://www.socialstudiesforkids.com/articles/ushistory/revolutionarywar1.htm> <http://www.hclibrary.us/pdfs/youth/booklists/hisficgrade4.pdf> <http://europeanhistory.about.com/od/warsinnorthamerica/a/franceandtheARW.htm> <http://mrnussbaum.com/baron-von-steuben/> <http://www.pbs.org/wnet/slavery/experience/freedom/history.html> <http://www.tn4me.org/article.cfm/a_id/264/minor_id/82/major_id/26/era_id/3> <http://score.rims.k12.ca.us/score_lessons/women_american_revolution/> <http://tennesseeencyclopedia.net/entry.php?rec=335> <http://www.tndar.org/nashborough.html> <http://www.eyewitnesstohistory.com/teaparty.htm> <http://americanhistory.about.com/od/revolutionarywar/a/amer_revolution.htm> <http://www.revolutionary-war.net/causes-of-the-american-revolution.html> <http://mrnussbaum.com/arce/> **SETTLEMENT OF MARYLAND**<http://www.history.com/topics/thirteen-colonies>   |