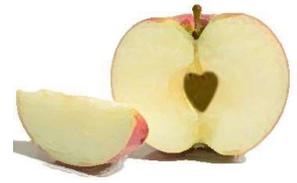




Getting to the Core



# Making A Nation

**5th Grade**  
Mini-Unit of Study  
Teacher Guide



## Santa Ana Unified School District Common Core Unit Planner

<b>Unit Title:</b>	<b>Making a Nation</b>
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<b>Grade Level/Course:</b>	<b>5th grade ELA</b>	<b>Time Frame:</b> 2 weeks
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<b>Big Idea (<i>Enduring Understanding</i>):</b>	<b>Motivation, ideas, and actions cause changes in society.</b>
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<b>Essential Questions:</b>	How did ideas cause changes in society? How can dissatisfaction lead to change? Who contributed to the changes that resulted in a new nation and what were they?
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### **Instructional Activities: Activities/Tasks**

<b>21st Century Skills:</b>	<b>Learning and Innovation:</b> <i>Critical Thinking &amp; Problem Solving</i> <i>Communication &amp; Collaboration</i> <i>Creativity &amp; Innovation</i>  <b>Information, Media and Technology:</b> <i>Information Literacy</i> <i>Media Literacy</i> <i>Information, Communications &amp; Technology Literacy</i>
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<p><b>Essential Academic Language:</b></p>	<p>Tier II: Great Britain, colonies, colonists, Intolerable Regulations, French and Indian War, Boston Massacre, traditional female role, artillery, sponger, primary source, secondary source, homespun, coercive legislation, oppression, arrogance, ridicule</p>	<p>Tier III: tax, protest, cargo, First Continental Congress, military, Declaration of Independence, Treaty of Paris, Second Continental Congress, defeated, independence, disabled, invalid, stipend, pension, gender, non-importation, non-consumption, repealed, resolution</p>
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<p><b>What pre-assessment will be given?</b> Students will complete an Extended Anticipatory Guide and engage in an Era Envelope activity.</p>	<p><b>How will pre-assessment guide instruction?</b> Teachers will use these activities to activate students' background that is relevant to the context, and will prepare them to read text that is situated in a specific time period.</p>
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**End of Unit Performance Task:** Students will write a persuasive essay citing evidence to support the patriot of their choosing should be the “Patriot of the Year”.

<p><b>Standards:</b></p>	<p><b>Assessment of Standards (include formative and summative)</b></p>
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<p><b>Content Standard(s):</b></p>	<p>H-SS            5.5.1 Understand how political, religious, and economic ideas and interests brought about the Revolution.            5.5.3 Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.            5.5.4 Describe the views, lives, and impact of key individuals during this period.</p>
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## Santa Ana Unified School District Common Core Unit Planner

	<p>5.6.1 Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides. 5.6.2 Describe the contributions of France and other nations and of individuals to the outcome of the Revolution.</p> <p>5.6.3 Identify the different roles women played during the Revolution.</p> <p>5.6.4 Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.</p>
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Common Core Learning Standards Taught and Assessed ( <i>include one or more standards for one or more of the areas below. Please write out the complete text for the standard(s) you include.</i> )	What assessment(s) will be utilized for this unit? ( <i>include the types of both formative assessments (F) that will be used throughout the unit to inform your instruction and the summative assessments (S) that will demonstrate student mastery of the standards.</i> )	What does the assessment tell us?
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<p><b>Bundled Reading Informational Text Standard(s):</b></p> <p>5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>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. 4.</p> <p>5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>	<p>F: Assessed informally through discussions, quick rights, and observations</p> <p>S: Students will use evidence from the text to answer questions and provide information about the Revolutionary War.</p> <p>F: Vocabulary strategies will be used to determine the meaning of academic language.</p>	<p>Can students recognize text structure and create an appropriate Thinking Map to demonstrate their thinking?</p> <p>Do students correctly answer questions in pairs and refer to text?</p>
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## Santa Ana Unified School District Common Core Unit Planner

<p>5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>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.</p>		<p>Are students gaining an understanding of unfamiliar language by using vocabulary strategies and collaborative talk?</p>
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<p><b>Bundled Writing Standard(s):</b></p> <p>5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ol>	<p>F: Students respond to journal prompts to demonstrate the connection to the Big Idea</p> <p>F/S: Students work collaboratively to develop an essay about who they would like to invite to a dinner party.</p> <p>F/S: Performance Task- Patriot of the Year</p>	<p>Can students effectively support their ideas in writing using evidence from the text?</p>
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## Santa Ana Unified School District Common Core Unit Planner

<p>5.4 Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</p> <p>5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		
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<p><b>Bundled Speaking and Listening Standard(s):</b></p> <p>5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"><li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li><li>Follow agreed-upon rules for discussions and carry out assigned roles.</li><li>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li><li>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li></ol>	<p>F: Working in Collaborative groups (pairs, groups, whole class)</p>	<p>Can students speak clearly, present ideas and build on others ideas as well.</p>
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<p><b>Bundled Language Standard(s):</b></p> <p>5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>F: Discuss vocabulary strategies during close reading and viewing of video.</p> <p>F: Participate in collaborative conversations and express ideas clearly and effectively.</p> <p>S: Respond to journal prompts as assigned by teacher</p>	<p>Can students determine the meaning of unknown words by using close reading strategies, vocabulary strategies, and during partner discussion?</p> <p>Can students effectively communicate their ideas effectively?</p> <p>Can students use correct grammar and punctuation when writing?</p>
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<p><b>Resources/Materials:</b></p>	<p><b><u>Complex Texts to be used</u></b>  <b>Informational Text(s) Titles: “...If you lived at the time of the American Revolution” (OCR Text), American Revolutionaries Biographies.</b></p> <p><b>Primary Sources:</b></p>
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## Santa Ana Unified School District Common Core Unit Planner

	<p><b>Media/Technology: Online Gooru unit materials</b></p> <p><b>Other Materials: Student journal</b></p>
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<b>Interdisciplinary Connections:</b>	<b>Cite several interdisciplinary or cross-content connections made in this unit of study (i.e. math, social studies, art, etc.)</b>
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<b>Differentiated Instruction:</b>	<p><b>Based on desired student outcomes, what instructional variation will be used to address the needs of English Learners by language proficiency level?</b></p> <p><b>QTEL strategies, 3 moments in a lesson, and appropriate scaffolds will be recommended based on the needs of students.</b></p>	<p><b>Based on desired student outcomes, what instructional variation will be used to address the needs of students with special needs, including gifted and talented?</b></p> <p><b>Special Needs: Materials offered in the differentiation folder on Gooru</b></p> <p><b>GATE: Materials offered in the differentiation folder on Gooru</b></p>
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## Fifth Grade Mini Unit “Making a Nation”

Day One Lesson 1	Day Two Lesson 2, Day One	Day Three Lesson 2, Day 2	Day Four Lesson 3, Day 1	Day Five Lesson 3, Day 2
<p><b>Preparing the Learner</b></p> <ul style="list-style-type: none"> <li>Extended Anticipatory Guide</li> <li>Era Envelopes: In groups of 4, students will analyze four documents from the envelope</li> </ul> <p><b>Interacting with the Text/Concept</b></p> <ul style="list-style-type: none"> <li>Unencumbered 1<sup>st</sup> View: <i>The American Revolution</i></li> <li>Second View with Note-Taking Guide</li> </ul> <p><b>Extending Understanding</b></p> <ul style="list-style-type: none"> <li>Stop and Jot: Based upon your evidence from the video and Era Envelope, what do you know about this time period?</li> </ul>	<p><b>Preparing the Learner</b></p> <ul style="list-style-type: none"> <li>Revise/edit 2-3 pieces of writing from the previous day</li> <li>Skim and Scan the Text: Questions are used as headings</li> <li>Mini-Lesson: “I Have an Opinion”</li> </ul> <p><b>Interacting with the Text/Concept</b></p> <ul style="list-style-type: none"> <li>Unencumbered First Read pp.288-293 noting key words, difficult words, questions, and comments they have on the “Read with a Pencil” page in the Student Journal</li> <li>Close Read with Text Dependent Questions pp. 288-293</li> </ul> <p><b>Extending Understanding</b></p> <ul style="list-style-type: none"> <li>Write a journal entry as a Loyalist, Patriot, or neutral person during the time of the Revolutionary War. Support their position with evidence from the text.</li> </ul>	<p><b>Preparing the Learner</b></p> <ul style="list-style-type: none"> <li>Revise/edit 2-3 pieces of writing from the previous day</li> <li>Mini-Lesson: “Word Choice to Get Your Point Across”</li> </ul> <p><b>Interacting with the Text/Concept</b></p> <ul style="list-style-type: none"> <li>Unencumbered First Read pp.293-305</li> <li>Close Read with Process Grid pp. 293-305. Teacher models the first chunk of text and completes the process grid.</li> <li>Student may read collaboratively with a partner/group, or each group may become an expert on a section of text and present the information to the class.</li> </ul> <p><b>Extending Understanding</b></p> <ul style="list-style-type: none"> <li>Sequencing/Tree Map (using OCR and Social Studies text book.) Students should color code information from the different texts. This should be completed during the Social Studies block.</li> </ul>	<p><b>Preparing the Learner</b></p> <ul style="list-style-type: none"> <li>Read the Famous Patriots section of the OCR text, pp. 301-304 as an introduction.</li> </ul> <p><b>Interacting with the Text/Concept</b></p> <ul style="list-style-type: none"> <li><b>Teacher Model-I Do:</b> Using the Thomas Jefferson text found in the Student Journal, model a close read and fill out the information on the process grid</li> <li>In collaborative groups, students will become experts on one of the following famous Patriots: George Washington, Patrick Henry, Paul Revere, John Adams, Benjamin Franklin, Marquis de Lafayette, Crispus Attacks, Abigail Adams, Mercy Otis Warren, Deborah Sampson</li> <li>Fill out the process grid and practice presenting information on their Patriot</li> <li>Present whole group</li> <li>Students take notes on their process grid</li> </ul> <p><b>Extending Understanding</b></p>	<p><b>Preparing the Learner</b></p> <ul style="list-style-type: none"> <li>Reread Thomas Jefferson Biography</li> </ul> <p><b>Interacting with the Text/Concept</b></p> <ul style="list-style-type: none"> <li>Introduce the Dinner Party Scenario</li> <li>Focused Modeled Writing using Thomas Jefferson</li> <li>Check using the Argumentative Essay Checklist</li> </ul> <p><b>Extending Understanding</b></p> <ul style="list-style-type: none"> <li>Reflection: If you could invite two of the most famous patriots from the American Revolution, who would you invite? Why? Support your opinion with evidence from the text.</li> </ul>

Day Six	Day Seven	Day Eight	Day Nine	Day Ten
<p align="center"><b>Lesson 3 Day 3</b></p> <p><b>Preparing the Learner</b></p> <ul style="list-style-type: none"> <li>• Collaborative academic conversations to reach a consensus</li> <li>• Mini Lesson: Learning How to Counter an Argument</li> <li>• Review phrases for counter argument resources (found in the back of the Student Journal)</li> <li>• Collaborative Writing</li> </ul> <p><b>Interacting with the Text/Concept</b></p> <ul style="list-style-type: none"> <li>• Collaborative Writing</li> <li>• Revise/edit under the document camera</li> </ul> <p><b>Extending Understanding</b></p>	<p align="center"><b>Lesson 4</b></p> <p><b>Preparing the Learner</b></p> <ul style="list-style-type: none"> <li>• Unencumbered View of <i>Molly Pitcher</i> to gain an understanding of the contributions of women on the battlefield during the Revolutionary War</li> <li>• Connect new text to OCR text.</li> <li>• Preview the text, “Women on the Battlefield” and the categories on the process grid</li> </ul> <p><b>Interacting with the Text/Concept</b></p> <ul style="list-style-type: none"> <li>• Scan for text features</li> <li>• Unencumbered first read</li> <li>• Fill in the process grid</li> <li>• Second read with text dependent questions</li> </ul> <p><b>Extending Understanding</b></p> <ul style="list-style-type: none"> <li>• Support the argument, “Women on the battlefield supported the male soldiers.” with evidence and examples from the text.</li> <li>• Write a counter argument to “Women should not be allowed on the battlefield.”</li> </ul>	<p align="center"><b>Lesson 5</b></p> <p><b>Preparing the Learner</b></p> <ul style="list-style-type: none"> <li>• Share writing from previous day</li> <li>• Explain primary and secondary source documents</li> <li>• Optional Video: <i>Research Minute: Primary vs. Secondary Sources</i></li> </ul> <p><b>Interacting with the Text/Concept</b></p> <ul style="list-style-type: none"> <li>• Preview text, “Women and the Economy During the American Revolution”</li> <li>• Unencumbered 1<sup>st</sup> Read</li> <li>• Complete Process Grid</li> <li>• Second read with text dependent questions</li> <li>• Read the primary source document</li> </ul> <p><b>Extending Understanding</b></p> <ul style="list-style-type: none"> <li>• Think-Pair-Share: Evaluate the validity of primary and secondary resources</li> <li>• Making a Connection: Video <i>Always Fight with Love</i> (about the Montgomery Bus Boycott)</li> <li>• Collaborative Compare/Contrast Map</li> <li>• Oral practice</li> </ul>	<p align="center"><b>Lesson 6, Day 1 Performance Task</b></p> <p><b>Preparing the Learner</b></p> <ul style="list-style-type: none"> <li>• Explain <i>Time Magazine’s</i> Person of the Year</li> <li>• Show students the examples of covers</li> </ul> <p><b>Interacting with the Text/Concept</b></p> <ul style="list-style-type: none"> <li>• Introduce the Performance Task</li> <li>• Review the rubric</li> <li>• Planning time/FLEE Map</li> <li>• Writing</li> <li>• Creating a Cover</li> <li>• Gallery Walk/Share</li> </ul> <p><b>Extending Understanding</b></p> <ul style="list-style-type: none"> <li>• Reflect on the Big Idea and Essential questions</li> </ul>	<p align="center"><b>Lesson 6, Day Performance Task</b></p>

**Students have two days to complete this task.**

# SAUSD Common Core Lesson Planner

<b>Unit: 4</b>  <b>Lesson 1</b>	<b>Grade Level/Course</b>  <b>5<sup>th</sup> Grade</b>	<b>Duration: One Day</b>
<b>Big Idea:</b> Motivation, ideas, and actions cause changes in society.		
<b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. How did ideas cause changes in society?</li> <li>2. How can dissatisfaction lead to change?</li> <li>3. Who contributed to the changes that resulted in a new nation and what were they?</li> </ol>		
<b>CCSS/ NGSS Standards</b>	<p><b>H-SS</b></p> <p>5.5.1 Understand how political, religious, and economic ideas and interests brought about the Revolution.</p> <p>5.5.3 Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document’s significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.</p> <p>5.5.4 Describe the views, lives, and impact of key individuals during this period.</p> <p>5.6.1 Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders’ alliances on both sides.</p> <p>5.6.2 Describe the contributions of France and other nations and of individuals to the outcome of the Revolution.</p> <p>5.6.3 Identify the different roles women played during the Revolution.</p> <p>5.6.4 Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.</p> <p><b>Reading Informational Text</b></p> <p>5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>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. 4.</p> <p>5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>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.</p> <p><b>Writing</b></p> <p>5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ol> <p>5.4 Produce clear and coherent writing (<b>including multiple-paragraph texts</b>) in which the</p>	

	<p>development and organization are appropriate to task, purpose, and audience.</p> <p>5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>Speaking and Listening</b></p> <p>5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ol> <p>5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>Language</b></p> <p>5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<b>Materials/ Resources/ Lesson Preparation</b>	<p>Era Envelopes Student Journal <i>The American Revolution</i> Video: <a href="http://app.discoveryeducation.com/search?Ntt=revolution">http://app.discoveryeducation.com/search?Ntt=revolution</a>,</p>	
<b>Lesson Objectives</b>	<b>Content:</b> Students will watch the video, <i>The American Revolution</i> , and examine primary source documents to gain a general understanding of the Revolutionary War and that period of time.	<b>Language:</b> Students will demonstrate their understanding of the Revolutionary War period in collaborative conversations and in their writing.
<b>Depth of Knowledge Level</b>	<p><input checked="" type="checkbox"/> <b>Level 1: Recall</b>                      <input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b></p> <p><input type="checkbox"/> <b>Level 3: Strategic Thinking</b>   <input type="checkbox"/> <b>Level 4: Extended Thinking</b></p>	
<b>College and Career Ready Skills</b>	<p><input checked="" type="checkbox"/> <b>1. Demonstrating independence</b></p> <p><input checked="" type="checkbox"/> <b>2. Building strong content knowledge</b></p> <p><input checked="" type="checkbox"/> <b>3. Responding to varying demands of audience, task purpose, and discipline</b></p> <p><input checked="" type="checkbox"/> <b>4. Comprehending as well as critiquing</b></p> <p><input checked="" type="checkbox"/> <b>5. Valuing evidence</b></p> <p><input checked="" type="checkbox"/> <b>6. Using technology and digital media strategically and capably</b></p> <p><input checked="" type="checkbox"/> <b>7. Coming to understand other perspectives and culture</b></p>	

	ACADEMIC VOCABULARY (Tier II & Tier III)	<p><b>KEY WORDS ESSENTIAL TO UNDERSTANDING</b></p> <p>Great Britain colonies colonists Intolerable Regulations</p>	<p><b>WORDS WORTH KNOWING</b></p> <p>French and Indian War Boston Massacre</p>
		<p>STUDENTS FIGURE OUT THE MEANING</p> <p>tax protest cargo First Continental Congress military Declaration of Independence Treaty of Paris Second Continental Congress</p>	<p>defeated independence</p>
<b>Pre-teaching Considerations</b>	Collaborative Academic Conversation Norms		
<b>Lesson Delivery</b>			
<b>Instructional Methods</b>	<p><b>Check method(s) used in the lesson:</b></p> <p><input type="checkbox"/> Modeling                      <input type="checkbox"/> Guided Practice    <input checked="" type="checkbox"/> Collaboration</p> <p><input checked="" type="checkbox"/> Independent Practice   <input checked="" type="checkbox"/> Guided Inquiry    <input checked="" type="checkbox"/> Reflection</p>		
<b>Lesson Continuum</b>	<b>Preparing the Learner</b>	<p><b>Prior Knowledge, Context, and Motivation</b> Introduce Content and Language Objectives Review Big Idea and Essential Questions</p> <ul style="list-style-type: none"> <li>• <b>Extended Anticipatory Guide (Teacher directions follow the lesson plan.)</b> <ul style="list-style-type: none"> <li>• Purpose: to activate students' background knowledge that is relevant to the content of the text they will be reading and introduce them to key concepts and language.</li> <li>• Have students complete the Extended Anticipatory Guide in their Student Journal.</li> <li>• Students will share their opinions with a partner using the agree/disagree language found at the bottom of the page.</li> </ul> </li> <li>• <b>Era Envelope</b> <ul style="list-style-type: none"> <li>• Purpose: to build and provide relevant background knowledge to students as part of preparing learners to read a text that is situated in a specific time period. This activity helps to build an historical context.</li> <li>• In groups of 3-4, students will discuss and respond to the pictures on a process grid.</li> <li>• Discuss whole group.</li> </ul> </li> </ul>	
		<p><b>Differentiated Instruction:</b></p> <p>English Learners,</p> <p><b>Students Who Need Additional Support:</b></p> <p><b>Accelerated Learners:</b></p>	

<p><i>Interacting with the Text/Concept</i></p>	<p><b>1. First Viewing: <i>The American Revolution Unencumbered</i></b></p> <ul style="list-style-type: none"> <li>• Students will be watching the video this first time to get the “gist”.</li> <li>• Think-Pair-Share the following questions:             <ol style="list-style-type: none"> <li>1. What were the important ideas in the video?</li> <li>2. Can you make any connections between the video and what you saw in the Era Envelope?</li> </ol> </li> </ul> <p><b>2. Second Viewing <i>The American Revolution with Note-Taking Guide</i></b></p> <p><b>Purpose:</b> Watch the video a second time to answer text dependent questions.</p> <ul style="list-style-type: none"> <li>• Pre-read each question prior to watching the corresponding video segment</li> <li>• Pause at each stopping point to give students time to Think-Write-Pair-Share their answer</li> <li>• Share answers whole group</li> <li>• Students may modify their answers based upon the discussion</li> </ul>	
<p><b>Extending Understanding</b></p>	<p><b>1. Reflection: Stop and Jot</b></p> <p>Based upon information from the video and evidence in your Era Envelope, what do you know about this time period? Write a paragraph explaining what you know, citing evidence to support your claim.</p>	

**Lesson Reflection**

**Teacher  
Reflection  
Evidenced by  
Student  
Learning/  
Outcomes**

## Lesson 1 - Extended Anticipatory Guide Directions

- Students independently place a checkmark under the column that best represents their opinion for each statement. *Agree/Disagree*
- In dyads, Student A reads statement #1 and then shares his/her opinion and reason while Student B listens attentively (no discussion at this point in the process).
- Next, Student B acknowledges Student A's response and then shares his/her opinion.
- Partners continue alternating until they reach the last statement.

Opinion	Agree	Disagree	Evidence
A revolution unites citizens to fight for a cause.			
Citizens must be represented equally in their government.			
Kings are tyrants.			

Possible language supports for agreeing and disagreeing:

- I agree with the statement that ..... because.....
- I agree with you that ..... because .....
- I have a similar opinion. I believe.....
  
- I disagree with the statement ..... because .....
- I respectfully disagree with you. I believe that .... because .....
- I have a different opinion. I believe .....

Reflect on group discussion (optional):

1. On which statement(s) did you all agree? What were the reasons for these responses?
2. On which statement (s) did you all disagree? What were the reasons for the differing responses?



## Lesson 1 Extended Anticipatory Guide

Opinion	Agree	Disagree	Evidence
A revolution unites citizens to fight for a cause.			
Citizens must be represented equally in their government.			
Kings are tyrants.			
A revolution can cause problems.			
Men, women, and older children should be part of a militia.			

Language for Agreeing	Language for Disagreeing
<ul style="list-style-type: none"> <li>I agree with the statement ____ because ____.</li> <li>I have a similar opinion. I believe...</li> <li>I agree with you that ____ because _____.</li> </ul>	<ul style="list-style-type: none"> <li>I disagree with the statement ____ because ____.</li> <li>I have a different opinion. I believe _____.</li> <li>I respectfully disagree with you, I believe ____ because _____.</li> </ul>

# Era Envelope: Teacher Rationale and Protocol

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**Purpose:** This task is used to build and provide relevant background knowledge to students as part of preparing learners to read a text that is situated in a specific time period. Learning about the societal norms, politics, culture, and so on of a particular era helps students understand the historical context of an event, and thus better access the message, undertones, and nuances of texts that may be misunderstood or misinterpreted otherwise such as speeches, poems, and historical fiction.

**Required for use:** To create the Era Envelope—an envelope with four to six pieces of background information—the teacher chooses relevant texts or photographs –with captions- that illustrate a particular aspect of a time period. Each item in the envelope must fit on one page. In addition to the pieces of background information, the teacher creates a graphic organizer to be used by students as they read each piece. The graphic organizer serves to focus the students’ reading of the texts, highlighting salient information to consider, and the space to write responses.

**Structure of the task:** The Era Envelope consists of a large manila envelope or a folder, which contains four to six pieces of background information, along with focus questions to guide reading. Students work together in groups, based on the number of background information texts. The task begins with each student reading a different background text and answering the corresponding focus questions on the task handout. After about five minutes, students rotate papers, and each student repeats the process with a new text. Eventually all students will have read the documents.

## Process outline:

- 1) Students sit in heterogeneous groups of three or four based on the number of texts (no more than four).
- 2) One student opens and distributes the texts in the envelope, one to each student in the group.
- 3) A second student distributes the accompanying handout for the task.
- 4) Each student reads his or her text—or examines the visual—and takes notes writes answers on the corresponding box of the handout.
- 5) At the teacher’s signal, students pass their papers in the direction specified.
- 6) Students repeat this process until all texts are read.
- 7) After everyone in the group has read and responded to the focus questions, students share responses text by text, adding to or revising responses as needed.

**Options for scaffolding:** For classes with students who are at varying levels of English proficiency, teachers have the option of placing students in heterogeneous base groups and homogeneous expert groups, based on students’ English proficiency and reading level. Though different expert groups may read material of varying levels of textual difficulty, all groups are responsible for the same academic and cognitive tasks, and each member of the expert group contributes equally to the knowledge of his or her base group.

*Adapted from Understanding Language ell.stanford.edu*

# Era Envelope

**Directions:** In a group of 3-4, analyze each picture and questions below.

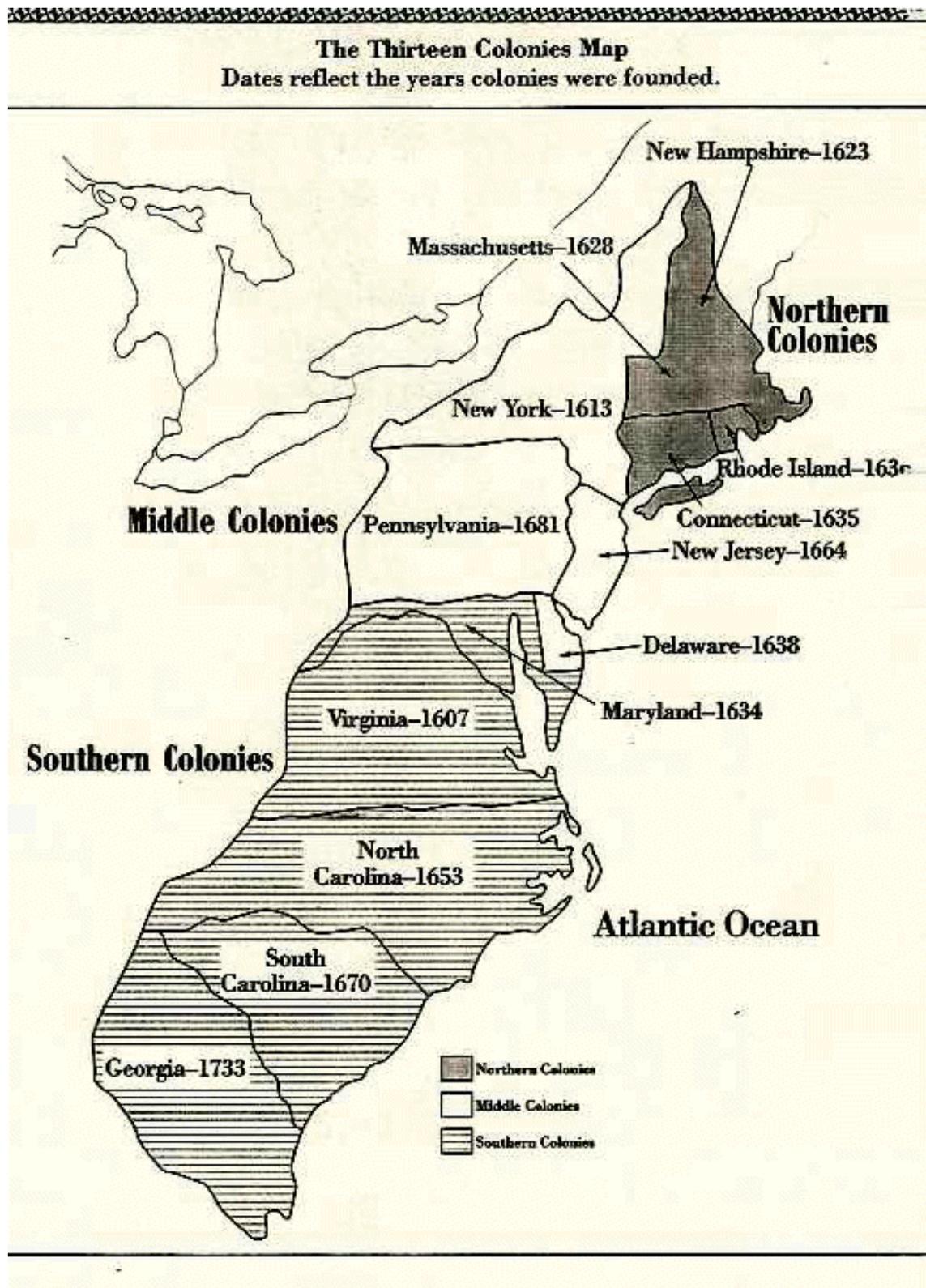
<b>Focus Questions</b>	<b>Document 1</b>	<b>Document 2</b>	<b>Document 3</b>	<b>Document 4</b>	<b>Document 5</b>
<b>Site the source.</b>					
<b>Describe what you see in the picture.</b>					
<b>List people, objects, words or activities.</b>					
<b>What questions do you have about the picture?</b>					

## Document 1



**Source:** "Join, or Die," by Benjamin Franklin, Pennsylvania Gazette (Philadelphia, PA), May 9, 1754.  
Courtesy, Library of Congress <http://www.history.org/history/teaching/enewsletter/volume5/november06/primsources.cfm>

## Document 2



### Document 3



**Source:** The Pennsylvania Journal printed a skull and crossbones to protest the Stamp Act, passed by Parliament in 1765

[http://college.cengage.com/history/primary\\_sources/us/stamp\\_act.htm](http://college.cengage.com/history/primary_sources/us/stamp_act.htm)

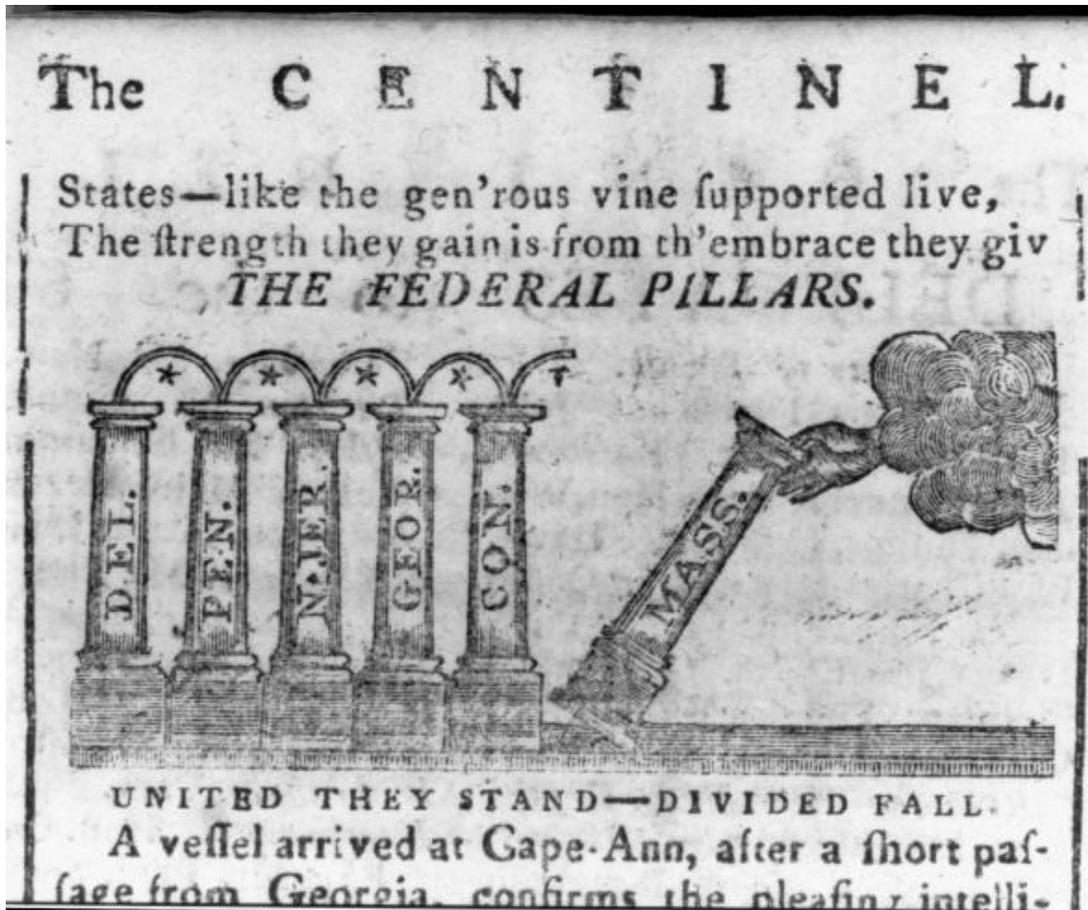
### Document 4



**Source:** Washington Crossing the Delaware by Emanuel Leutze, 1851 (The Metropolitan Museum of Art)

<http://www.mountvernon.org/research-collections/digital-encyclopedia/article/crossing-of-the-delaware/>

Document 5



**Source:** *The Massachusetts Centinel* January 30, 1788.

<http://teachingamericanhistory.org/ratification/federalpillars/>

## Document 1



**Source:** “Join, or Die,” by Benjamin Franklin, *Pennsylvania Gazette* (Philadelphia, PA), May 9, 1754.

Courtesy, Library of Congress <http://www.history.org/history/teaching/enewsletter/volume5/november06/primsources.cfm>

### Background Information

This famous “Join or Die” snake, believed to have been created by Benjamin Franklin, has long enjoyed the distinction of being the first political cartoon published in an American newspaper. Few people realize, however, that it can also be viewed as a basic map.

The image first appeared in the May 9, 1754, issue of Franklin’s *Pennsylvania Gazette*. By the 1750s, France and Great Britain had been arguing for years over the extent one another’s landholdings in the Americas. Franklin considered the American colonies to be dangerously fragmented and, through this cartoon and its accompanying article, hoped to convince the American colonies that they would have great power if they united against the threat of French expansion in North America.

Admittedly, the “Join or Die” snake does not fit any standard definition of a map. But many basic elements of a map are present. Perhaps the image has been best described as a “cartographic caricature,” or a map generalizing and exaggerating the American colonies’ most recognizable features—namely their locations and coastlines. The colonies are represented in geographic order, with the New England colonies at the head of the snake and South Carolina at its tail. [Note: The New England colonies are not listed individually and Georgia, oddly, does not appear at all.] The undulations of the snake’s body broadly suggest the curves of the North American east coast.

The “Join or Die” snake enjoyed popularity long after its first publication in the *Pennsylvania Gazette* in 1754. Newspapers throughout the colonies copied and reprinted the image. For example, in 1774 Paul Revere adopted a snake device in the masthead of *The Massachusetts Spy*. As the years progressed, Franklin’s image lost its usefulness as a symbolic map, yet the powerful message of strength in unity it conveyed remained for centuries.

## Document 2



## Document 3



**Source:** The Pennsylvania Journal printed a skull and crossbones to protest the Stamp Act, passed by Parliament in 1765  
[http://college.cengage.com/history/primary\\_sources/us/stamp\\_act.htm](http://college.cengage.com/history/primary_sources/us/stamp_act.htm)

### Background Information

The Stamp Act was passed by the British Parliament on March 22, 1765. The new tax was imposed on all American colonists and required them to pay a tax on every piece of printed paper they used. Ship's papers, legal documents, licenses, newspapers, other publications, and even playing cards were taxed. The money collected by the Stamp Act was to be used to help pay the costs of defending and protecting the American frontier near the Appalachian Mountains (10,000 troops were to be stationed on the American frontier for this purpose).

The actual cost of the Stamp Act was relatively small. What made the law so offensive to the colonists was not so much its immediate cost but the standard it seemed to set. In the past, taxes and duties on colonial trade had always been viewed as measures to regulate commerce, not to raise money. The Stamp Act, however, was viewed as a direct attempt by England to raise money in the colonies without the approval of the colonial legislatures. If this new tax were allowed to pass without resistance, the colonists reasoned, the door would be open for far more troublesome taxation in the future.

Few colonists believed that they could do anything more than grumble and buy the stamps until the Virginia House of Burgesses adopted Patrick Henry's Stamp Act Resolves. These resolves declared that Americans possessed the same rights as the English, especially the right to be taxed only by their own representatives; that Virginians should pay no taxes except those voted by the Virginia House of Burgesses; and that anyone supporting the right of Parliament to tax Virginians should be considered an enemy of the colony. The House of Burgesses defeated the most extreme of Henry's resolutions, but four of the resolutions were adopted. Virginia Governor Fauquier did not approve of the resolutions, and he dissolved the House of Burgesses in response to their passage.

## Document 4



**Source:** Washington Crossing the Delaware by Emanuel Leutze, 1851 (The Metropolitan Museum of Art)  
<http://www.mountvernon.org/research-collections/digital-encyclopedia/article/crossing-of-the-delaware/>

### Background Information

General George Washington's commitment to cross the Delaware River on Christmas 1776 foreshadowed the many hardships faced as well as the eventual victory of the Continental Army during the American Revolution. At first glance, the decision to transport 2,400 Continental soldiers across an icy river in one night, directly into a severe winter storm of sleet and snow seems irrational.

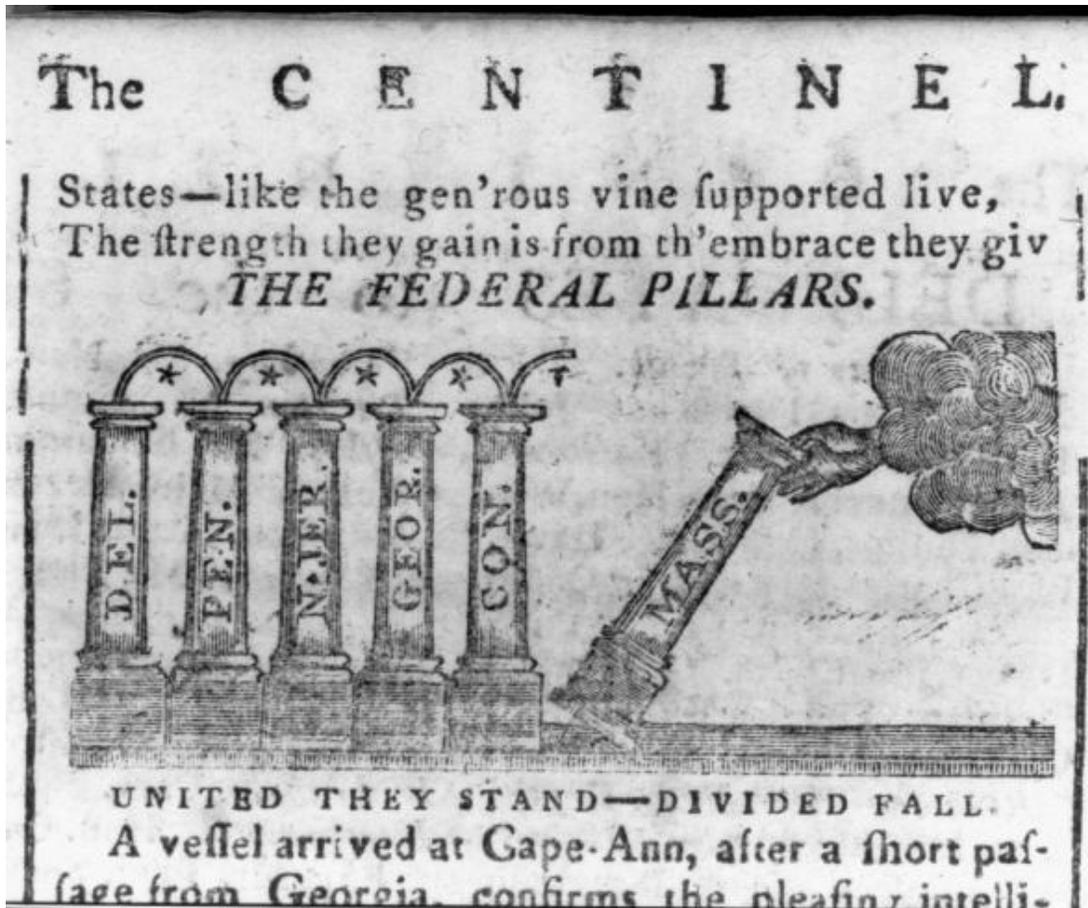
Washington's decision, however, was based on strategic motivation, understanding that the Continental Army desperately needed a victory after months of intense fighting with several significant defeats and no major victories. Washington also understood that the element of surprise was the only way that he and his army stood a chance of defeating the highly trained Hessian mercenaries.

On the morning of December 25, 1776, Continental soldiers woke up in their camps along the Delaware River to a frozen, snowy covered ground. Weather conditions worsened and temperatures continued to drop throughout the day. Late in the afternoon, the Continentals left their tents and began to form along the river in anticipation of the night's events. Washington kept almost all of the details of the crossing a secret; as a result, none of the soldiers knew anything about their upcoming mission.

Washington's crossing of the Delaware River on December 25, 1776 allowed his army to strike the Hessians at Trenton the next morning.

<http://www.mountvernon.org/research-collections/digital-encyclopedia/article/crossing-of-the-delaware/>

## Document 5



**Source:** *The Massachusetts Centinel* January 30, 1788.

<http://teachingamericanhistory.org/ratification/federalpillars/>

### Background Information

The Ratification of the Constitution story: On the one hand, only nine out of thirteen states were needed to ratify the Constitution. On the other hand, two New York delegates left the Constitutional Convention early; two delegates from Virginia refused to sign on September 17, as did one delegate from Massachusetts. The supporters of the Constitution began the ratification campaign in those states where there was little or no controversy, postponing until later the six more difficult states of Massachusetts, New Hampshire, Virginia, New York, North Carolina, and Rhode Island. Ben Kunkel has captured this challenge of the political arithmetic of ratification by anticipating the pillar narrative depicted in *The Massachusetts Centinel*. The five pillars were quickly erected during the fall of 1787. But this fast start came to a halt in New England in the winter. Five states were united, but what about the remaining eight states? Would the outcome be divided? If so, then divided we might well fall.

In January 1788, the fate of the Constitution depended on what happened in Massachusetts. (And also initially on what happened in New Hampshire, but the ratification decision on the Constitution in that state was postponed until June.)

<http://teachingamericanhistory.org/ratification/federalpillars/>



<p>Who fought in the American Revolution?</p> <p>What happened as a result of this war?</p> <p>Pausing Time 0:20</p>	<p>Great Britain and the American colonies fought in the Revolutionary War.</p> <p>As a result of this war, the colonies won independence.</p>
<p>How did King George III help pay for the cost of the French and Indian War?</p> <p>Pausing Time 1:00</p>	<p>King George III helped to pay for the French and Indian War by taxing the colonists for items that they used every day, like sugar, paper, and tea.</p>
<p>The colonists protested against King George's taxation because they thought it was unfair. What were some of the consequences of their protests?</p> <p>How did King George respond to their protests?</p> <p>Pausing Time 2:00</p>	<p>Some of the consequences of their protests were the Boston Massacre in 1770 where some colonists were killed by British soldiers. and the Boston Tea Party where colonists boarded three ships disguised as Indians and threw tea into the ocean.</p>
<p>Who was involved in the First Continental Congress?</p> <p>What did they want people to do?</p> <p>Pausing Time 2:15</p>	<p>Leaders from twelve colonies met for the First Continental Congress.</p> <p>They wanted people to fight for independence.</p>
<p>Why was Paul Revere's ride important?</p> <p>Pausing Time 2:43</p>	<p>Paul Revere's ride was important because it let the people of Massachusetts know that the British were planning to attack.</p>
<p>How did the Second Continental Congress officially declare their desire for independence from Great Britain?</p> <p>Who wrote this document?</p> <p>Pausing Time 3:35</p>	<p>The Second Continental Congress officially declared their independence from Great Britain with the signing of the Declaration of Independence.</p> <p>Thomas Jefferson wrote this document.</p>

## The American Revolution Video Note-Taking Guide

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<p>Who fought in the American Revolution? What happened as a result of this war?</p>	
<p>How did King George III help pay for the cost of the French and Indian War?</p>	
<p>The colonists protested against King George's taxation because they thought it was unfair. What were some of the consequences of their protests? How did King George respond to their protests?</p>	
<p>Who was involved in the First Continental Congress? What did they want people to do?</p>	
<p>Why was Paul Revere's ride important?</p>	
<p>How did the Second Continental Congress officially declare their desire for independence from Great Britain? Who wrote this document?</p>	



# SAUSD Common Core Lesson Planner

<b>Unit: 4</b>  <b>Lesson 2</b>	<b>Grade Level/Course</b>  <b>5<sup>th</sup> Grade</b>	<b>Duration: Two Days</b>
<b>Big Idea:</b> Motivation, ideas, and actions cause changes in society.		
<b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. How did the colonies change politically, socially, and economically during the Revolution?</li> <li>2. What were the causes and effects of the colonists' dissatisfaction with the British King?</li> <li>3. Who contributed to the changes that resulted in a new nation and what were they?</li> </ol>		
<b>CCSS/ NGSS Standards</b>	<b>H-SS</b> 5.5.1 Understand how political, religious, and economic ideas and interests brought about the Revolution. 5.5.3 Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain. 5.5.4 Describe the views, lives, and impact of key individuals during this period. 5.6.1 Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides. 5.6.2 Describe the contributions of France and other nations and of individuals to the outcome of the Revolution. 5.6.3 Identify the different roles women played during the Revolution. 5.6.4 Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.	
	<b>Reading Informational Text</b> 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 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. 4. 5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> . 5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. 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. 5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. 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.  <b>Writing</b> 5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</li> <li>b. Provide logically ordered reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>).</li> </ol>	

	<p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>5.4 Produce clear and coherent writing (<b>including multiple-paragraph texts</b>) in which the development and organization are appropriate to task, purpose, and audience.</p> <p>5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p> <p>5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>Speaking and Listening</b></p> <p>5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>Language</b></p> <p>5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p><b>Materials/ Resources/ Lesson Preparation</b></p>	<p>Student Journal OCR Text, “...If You Lived at the Time of the American Revolution”</p>	
<p><b>Lesson Objectives</b></p>	<p><b>Content:</b> Students will read informational text and answer text dependent questions.</p>	<p><b>Language:</b> Students will demonstrate their understanding of informational text by answering text dependent questions and citing evidence to support their answers. Students will form an opinion and write about it using details from the text to support their claim.</p>

<b>Depth of Knowledge Level</b>		<input checked="" type="checkbox"/> <b>Level 1: Recall</b> <input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b> <input checked="" type="checkbox"/> <b>Level 3: Strategic Thinking</b> <input checked="" type="checkbox"/> <b>Level 4: Extended Thinking</b>	
<b>College and Career Ready Skills</b>		<input checked="" type="checkbox"/> <b>1. Demonstrating independence</b> <input checked="" type="checkbox"/> <b>2. Building strong content knowledge</b> <input checked="" type="checkbox"/> <b>3. Responding to varying demands of audience, task purpose, and discipline</b> <input checked="" type="checkbox"/> <b>4. Comprehending as well as critiquing</b> <input checked="" type="checkbox"/> <b>5. Valuing evidence</b> <input checked="" type="checkbox"/> <b>6. Using technology and digital media strategically and capably</b> <input checked="" type="checkbox"/> <b>7. Coming to understand other perspectives and culture</b>	
<b>Academic Vocabulary (Tier II &amp; Tier III)</b>	<b>PROVIDES TEACHER SIMPLE EXPLANATION</b>	<b>KEY WORDS ESSENTIAL TO UNDERSTANDING</b>	<b>WORDS WORTH KNOWING</b>
	<b>STUDENTS FIGURE OUT THE MEANING</b>	Great Britain colonies colonists Intolerable Regulations	French and Indian War Boston Massacre
		tax protest Cargo First Continental Congress military Declaration of Independence Treaty of Paris	defeated, independence
<b>Pre-teaching Considerations</b>	Collaborative Academic Conversation Norms		
<b>Lesson Delivery</b>			
<b>Instructional Methods</b>	<b>Check method(s) used in the lesson:</b> <input checked="" type="checkbox"/> <b>Modeling</b> <input checked="" type="checkbox"/> <b>Guided Practice</b> <input checked="" type="checkbox"/> <b>Collaboration</b> <input checked="" type="checkbox"/> <b>Independent Practice</b> <input type="checkbox"/> <b>Guided Inquiry</b> <input checked="" type="checkbox"/> <b>Reflection</b>		
<b>Lesson Continuum</b>	<b>Preparing the Learner</b>	<b>Prior Knowledge, Context, and Motivation</b> Introduce Content and Language Objectives Review Big Idea and Essential Questions  <u><b>Day 1</b></u> <b>1. Revisit Stop and Jot (Lesson 1)</b> <ul style="list-style-type: none"> <li>• Students will share their writing from Day 1 with their partner or group</li> <li>• Choose to 2-3 paragraphs to edit/revise under the document camera. Explain your thinking as you focus on:             <ol style="list-style-type: none"> <li>a) the conventions of grammar, usage, capitalization, punctuation, and spelling (Language Standards 1, 2)</li> <li>b) expanding, combining, or reducing sentences for</li> </ol> </li> </ul>	
		<b>Differentiated Instruction:</b>  <b>English Learners:</b> <ul style="list-style-type: none"> <li>• I believe _____.</li> <li>• I think _____.</li> <li>• In my opinion, _____.</li> <li>• Without a doubt, _____.</li> <li>• In my point of view, _____.</li> <li>• I've come to realize that _____.</li> </ul>	



**pp. 288-290**

1. Who was involved in the Revolutionary War? Why was it fought? *It was a struggle for freedom between the American colonies and King George of England.*
2. Why does the author also call this a “civil war”? What evidence does the author provide to support this claim? *A civil war is a war that is fought between people of the same country, and not everyone wanted freedom from England. People were divided in their beliefs; they were Loyalists or Patriots.*
3. What was the best way to travel in the colonies? Why? *The best way to travel was by water because the roads were narrow and rough.*
4. On page 290, the main idea is that the colonies did not work well together. What details does the author give to support this main idea? Support your answer with a quote from the text. *The author states, “Each colony was interested in its local problems.” She goes on to explain that each colony had a different type of economy. New England had shipbuilding, fishing, whale hunting, and buying, selling, and shipping goods. The Middle Colonies had good soil, so they grew fruits, vegetables, and wheat. The Southern Colonies grew tobacco, indigo, and rice.*

**pp. 291-292 (top of the page) Read to answer the question, “What started the Revolution?”**

5. How did the colonists’ feelings towards the British change over time? Cite evidence from the text to support your answer. *In the beginning, the settlers liked having British help and protection from Native American enemies and from countries like France and Spain who might invade them. Eventually, they grew tired of following British rules and providing housing and food to the British soldiers who were sent there to protect them. They also grew tired of paying taxes and protested by dressing up as Indians and dumping crates of tea into the harbor.* The answer to this question could also be put on a Sequencing/Flow Map.
6. What event occurred as a result of the continued bad feeling between the colonists and British? Why is this important? *The Patriots and British fought at Lexington and Concord. This was important because it was the start of the Revolutionary War*

**pp. 292-293 Read to answer the question, “Who were the Loyalists?”**

7. What caused one-third of the people in the colonies to remain loyal citizens of England? *They remained loyal for different reasons, including:*
  - *They felt the king had the right to rule the colonies and that his rules were fair.*
  - *They feared the British soldiers.*
  - *They had family in England and didn’t want to put them in danger.*
  - *They felt that a government run by rich Patriots would be worse.*

8. What were these people called? Was this a good name for them? Why or why not? Support your opinion with evidence from the text. *Loyalist was a good name because they remained loyal to England.*

9. The main idea of page 293 is, “Many other people fought on the Loyalist side.” What are the supporting details? Answers may include: *There were Loyalist units called the Loyal Greens, King’s American Regiment, Queen’s Loyal Rangers, and Royal American Regiment who fought with the British. Native Americans, African Americans, and German soldiers called Hessian fought with the British. People who had recently come to the colonies remained loyal. All types of people were loyalists, including lawyers, merchants, ministers, government officials, farmers, and workers.*

**pp. 294-295 (top of the page) Read to answer the question, “Who were the Patriots?”**

10. Summarize how the Patriots thinking changed over time. Students may use sentence frames for their answers:

- In the beginning, the Patriots \_\_\_\_\_.
- Initially, the Patriots \_\_\_\_\_.
- Later, the Patriots \_\_\_\_\_.
- Their thinking changed when \_\_\_\_\_.

*In the beginning, the Patriots wanted England to remove the taxes. Their thinking changed and they no longer wanted to be called British Americans. They wanted to rule themselves.*

11. About how many of the people living in the colonies were Patriots? How does that compare to the Loyalist population? What can be inferred about the remainder to the population? *One-third of the population was Patriot. This is the same as the Loyalist population. One can infer that one-third of the population was neither Patriot or Loyalist.*

12. Compare and contrast the types of people who joined both armies. Students may use sentence frames for their answers.

- Both the Patriots and Loyalists had \_\_\_\_\_.
- The Patriots and Loyalists were similar because \_\_\_\_\_.
- The people they had in common were \_\_\_\_\_.
- They were similar in that \_\_\_\_\_.
- The Patriots and Loyalists were different because \_\_\_\_\_.
- They were alike because they both had \_\_\_\_\_, but what was different was that \_\_\_\_\_.
- The difference between the Loyalists and Patriots was \_\_\_\_\_.

*They were similar in that they both had Native Americans and slaves fighting with them. They were different because the Loyalists had more African Americans and Native Americans than the Patriots. Another difference was that Spain, Holland, and France all gave money to support the Patriots.*

pp. 295-296 (top of the page) Read to answer the question, “Did everyone in the colonies take sides?”

13. What does the word neutral mean? How does the author help us to understand the meaning of the word? *Neutral means to not take a side, and the author helps us to understand the meaning by adding the definition of neutral in parenthesis after the word.*
14. The author states, “Many families split because of different views about the war.” What evidence does she provide to support this claim? Students may cite any of the following examples:
- *Benjamin Franklin was a well-known Patriot but his son, William, was the Royal Governor of New Jersey.*
  - *George Washington was the leader of the Continental Army but his brother was the head of the Board of American Loyalists.*
  - *One family could be Patriots and your neighbors could be Loyalists.*

### Reflection

Journal Entry:

Students will use what they have learned about the Patriots, the Loyalists, or the people who stayed neutral, choose a side, and write a journal entry from the perspective of that side. They will use the Questions to Support Journal Writing to help them generate details. Remind them that they will be using first person pronouns in their journal writing, and that they should support their position with details from the text. This could be completed for homework.



### Day 2

Lesson Opening:

#### 1. Revisit Journal Entries (Lesson 2 Day 1)

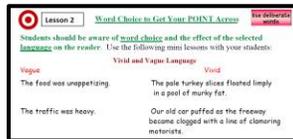
- Students will share their journal entry from the previous day with their partner or group
- Choose to 2-3 journal entries to edit/revise under the document camera. Explain your thinking as you focus on:
  - a) the conventions of grammar, usage, capitalization, punctuation, and spelling (Language Standards 1, 2)
  - b) expanding, combining, or reducing sentences for meaning, interest, and style (Language Standard 3a)
  - c) the opening and concluding sentences (Writing Standards 2a, 2e)
  - d) any details/facts and academic language from the text

(Writing Standard 2b, 2e)

- Students should be given time at some point during the day or as homework to revise/edit their own writing

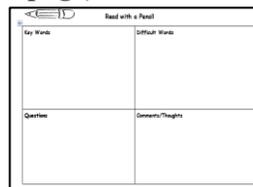
## 2. Word Choice to Get Your Point Across Mini-Lesson

- Lead students in a discussion about the power of words and the effect they can have on the reader.



## OCR Text: “...If You Lived at the Time of the American Revolution” First Read Unencumbered pp. 296-301 (top of the page)

Students may use the “Read with a Pencil” page found in the Student Journal to make Note of Key Words, Difficult Words, Questions, and Comments/Thoughts as they read.



### 2. Purpose:

As you read each section, focus on the question/heading before reading. As you get to the end of each section, take a moment to think about the answer to each question.

### 3. Select from the following based on the level of your students:

- Read independently
- Read with a partner
- Read with a group (based on student needs)
- Read it aloud to them

## Second Read: Close Read with a Process Grid

### Teacher Model

Complete the first section together as a group. “How would your life have changed after the Declaration of Independence?” Closely read and think aloud as students complete this section together.

There are two options for completing the remainder of this task. Each section of the grid can be completed with a partner or group. The second option is to assign different sections of the text to different groups so that they can become experts. Allow time for students to read the text and complete the grid. Each group would then present their information to class while students took notes on the process grid.

"...If You Lived at the Time of the American Revolution"				
Text Section	Who	Did What?	Because	Evidence and Details from the Text
pp. 296-297 How would your life have changed after the Declaration of Independence?				
pp. 297-298 Did any women or children fight in the Continental Army?				
pp. 298-299 Was it hard to get money during the war?				

**Collaborative Sequencing/Flow Map (To be completed during the Social Studies block)**

**Purpose:** This strategy will provide students with a way to organize the ideas that they have recently read about in OCR and get new information from their Social Studies textbook to create a timeline of events. As they make this map of events, they will color-code the information from their OCR text and Unit 5 of their Social Studies text. (pp. 99-119).

\*This may be completed over the course of several days during the social studies block.

**Extending Understanding**

**Homework:**  
Point of View Through Word Choice

Lesson 2 Homework

Point of View through Word Choice

Use deliberate words

Use word choice to build better persuasion and learn "Point of View":  
Use the bubble maps from the following page to create negative and positive descriptions of the subjects of each sentence. Use your writing handbook.

day milk bacon

**Lesson Reflection**

**Teacher Reflection Evidenced by Student Learning/Outcomes**



## Lesson 2

# I Have an Opinion!

People have opinions about everything. When you are in an academic conversation, you must state your opinion. When you write an argumentative essay, you must state your claim in the first paragraph, as well as restate it in the last paragraph.

**State your claim:  
Give your  
Opinion:**   
**about the argument**

### Phrases and Words you might use:

I believe \_\_\_\_\_ I think \_\_\_\_\_ In my opinion, \_\_\_\_\_ Without a doubt, \_\_\_\_\_  
In my point of view \_\_\_\_\_ I've come to realize that \_\_\_\_\_ My position is \_\_\_\_\_  
I don't think \_\_\_\_\_ I don't believe \_\_\_\_\_ \_\_\_\_\_ isn't right

**Look at these statements. Which are opinions and how can you tell? Put an "x" by each opinion and circle words that show it's an opinion.**

- Bernie ate 100 bananas in one month. \_\_\_\_\_
- I believe bananas are the best fruit in the world. \_\_\_\_\_
- In my opinion, homework is not necessary \_\_\_\_\_
- My position is clear; stop polluting the oceans! \_\_\_\_\_
- Polluting the oceans isn't right at all! \_\_\_\_\_
- My opinion doesn't matter much. \_\_\_\_\_

**Practice making your own opinion statements. Take 3 of these ideas and write an opinion about each one. Use the phrases above to help you.**

tests      art      recycling      exercise      dogs      cats

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## Read with a Pencil



<b>Key Words</b>	<b>Difficult Words</b>
<b>Questions</b>	<b>Comments/Thoughts</b>

## **Lesson 2 Day 1**

### **Text Dependent Questions**

#### **pp. 288-290**

1. Who was involved in the Revolutionary War? Why was it fought?
2. Why does the author also call this a “civil war”? What evidence does the author provide to support this claim?
3. What was the best way to travel in the colonies? Why?
4. On page 290, the main idea is that the colonies did not work well together. What details does the author give to support this main idea? Support your answer with a quote from the text.

#### **pp. 291-292 (top of the page) Read to answer the question, “What started the Revolution?”**

5. How did the colonists’ feelings towards the British change over time? Cite evidence from the text to support your answer.
6. What event occurred as a result of the continued bad feeling between the colonists and British? Why is this important?

**pp. 292-293 Read to answer the question, “Who were the Loyalists?”**

7. What caused one-third of the people in the colonies to remain loyal citizens of England?
8. What were these people called? Was this a good name for them? Why or why not? Support your opinion with evidence from the text
9. The main idea of page 293 is, “Many other people fought on the Loyalist side.” What are the supporting details?

**pp. 294-295 (top of the page) Read to answer the question, “Who were the Patriots?”**

10. Summarize how the Patriots’ thinking changed over time. Students may use sentence frames for their answers:
  - In the beginning, the Patriots \_\_\_\_\_.
  - Initially, the Patriots \_\_\_\_\_.
  - Later, the Patriots \_\_\_\_\_.
  - Their thinking changed when \_\_\_\_\_.

11. About how many of the people living in the colonies were Patriots? How does that compare to the Loyalist population? What can be inferred about the remainder of the population?

12. Compare and contrast the types of people who joined both armies.

Students may use sentence frames for their answers.

- Both the Patriots and Loyalists had

\_\_\_\_\_.

- The Patriots and Loyalists were similar because

\_\_\_\_\_.

- The people they had in common were

\_\_\_\_\_.

- They were similar in that \_\_\_\_\_.

- The Patriots and Loyalists were different because

\_\_\_\_\_.

- They were alike because they both had

\_\_\_\_\_, but what was different was that

\_\_\_\_\_.

- The difference between the Loyalists and Patriots

was \_\_\_\_\_.

**pp. 295-296 (top of the page) Read to answer the question, “Did everyone in the colonies take sides?”**

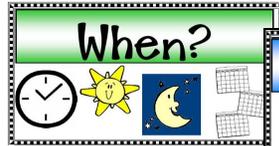
13. What does the word neutral mean? How does the author help us to understand the meaning of the word?
  
14. The author states, “Many families split because of different views about the war.” What evidence does she provide to support this claim?





Choose a person from the past and create a journal from *their* point of view about an event in

Your beginning sentence



Describe

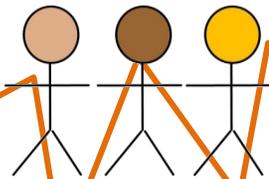


What were you doing?

What were you thinking?



What were the other people doing



How were you feeling?

Questions to Support Journal Writing



Students should be aware of word choice and the effect of the selected language on the reader. Use the following mini lessons with your students:

**Vivid and Vague Language**

**Vague**

The food was unappetizing.

The traffic was heavy.

**Vivid**

The pale turkey slices floated limply in a pool of murky fat.

Our old car puffed as the freeway became clogged with a line of clamoring motorists.

**Connotative Language**

Words can have either positive or negative connotations. Writers want to make sure that the reader feels certain way when reading a description of something. They want to create an overall general impression.

When I walked into the room, I noticed a smell. **neutral**

When I walked into the room, I noticed a stench. **negative**

When I walked into the room, I noticed an aroma. **positive**

**a. Positive or Negative?**

Gertrude’s long, wavy hair falls in a straight line down her back. Her cornflower blue eyes compliment her flowing hair. Her creamy skin is smooth and she has a short, button nose that compliments her facial features. Her rose red lips reveal her pearly white teeth when she smiles.

What were the words that helped to create this impression?

**b. Positive or Negative?**

Gertrude’s long, wavy hair is stringy. Her dull blue eyes are a match for her lackluster hair. Her pale, colorless skin is smooth and she has a short, pug nose that goes with the rest of her chubby face. Her chapped lips reveal her chalky teeth when she smiles.

What were the words that helped to create this impression?

**c. Look at the word pairs. Which word is more negative and which word is more positive?**

proud or stuck up

weak or wimpy

lazy or unmotivated

unusual or weird

stubborn or determined

sweat or perspire

fast food or junk food

slow or cautious

look or stare

old or mature

tired or exhausted

**"...If You Lived at the Time of the American Revolution"**

<b>Text Section</b>	<b>Who</b>	<b>Did What?</b>	<b>Because</b>	<b>Evidence and Details from the Text</b>
<p><b>pp. 296-297</b></p> <p><b>How would your life have changed after the Declaration of Independence?</b></p>				
<p><b>pp. 297-298</b></p> <p><b>Did any women or children fight in the Continental Army?</b></p>				
<p><b>pp. 298-299</b></p> <p><b>Was it hard to get money during the war?</b></p>				

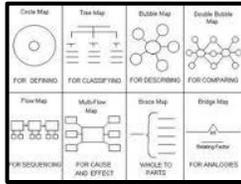
<p>pp. 299</p> <p>How did people get food and clothes?</p>				
<p>pp. 300-301</p> <p>How did you get news about the war and what was happening in other colonies?</p>				
<p><b>Skip: "Who were the famous Patriots?"</b>  <b>You will return to this later.</b></p>				
<p>p. 305</p> <p>What ended the war?</p>				

**"...If You Lived at the Time of the American Revolution" Answer Key**

<b>Text Section</b>	<b>Who</b>	<b>Did What?</b>	<b>Because</b>	<b>Evidence and Details from the Text</b>
<b>pp. 296-297</b>  <b>How would your life have changed after the Declaration of Independence?</b>	<i>The colonists</i>	<i>had different reactions to the Declaration of Independence</i>	<ul style="list-style-type: none"> <li>• <i>Some were afraid to totally separate from England</i></li> <li>• <i>Others were ready to fight for what they believed in</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Some weren't will to take the risk, "...it's like burning our house down before we have another."</i></li> <li>• <i>Minutemen were ready to fight in a minute.</i></li> <li>• <i>Money was scarce because soldiers might not get paid for over a year</i></li> </ul>
	<i>Women and children</i>	<i>were expected to take over their husband's and brother's responsibilities</i>	<i>they were fighting for what they believed in</i>	
<b>pp. 297-298</b>  <b>Did any women or children fight in the Continental Army?</b>	<i>Some women and children</i>	<i>helped soldiers</i>	<b>Not stated in the text but inferences can be made.</b> <ul style="list-style-type: none"> <li>• <i>They wanted to help them win.</i></li> <li>• <i>They wanted to be with a family member who was fighting.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Molly Pitchers cooled the cannons.</i></li> <li>• <i>Small boys played musical instruments.</i></li> <li>• <i>Some women and girls cooked, took care of the wounded, and washed and mended uniforms.</i></li> </ul>

<p>pp. 298-299</p> <p>Was it hard to get money during the war?</p>	<p><i>The Patriots</i></p>	<p><i>printed their own paper money</i></p>	<ul style="list-style-type: none"> <li>• <i>gold and silver were scarce</i></li> <li>• <i>the Continental Congress told them to print their own money</i></li> <li>• <i>they needed to pay for the war</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Their money lost value because so much was printed.</i></li> <li>• <i>It was easy to copy which made it lose its value.</i></li> <li>• <i>Some soldiers refused to be paid with paper money.</i></li> </ul>
<p>pp. 299</p> <p>How did people get food and clothes?</p>	<p><i>Most Patriots</i></p>	<p><i>did not have trouble getting food or clothing</i></p>	<ul style="list-style-type: none"> <li>• <i>those who lived in the country could grow, hunt, and gather their own food</i></li> <li>• <i>country people shared their food with their friends and relatives in the cities</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Nothing was wasted (bones were made into buttons, twigs into baskets, feathers into pillows)</i></li> <li>• <i>Sometimes you did without</i></li> </ul>
<p>pp. 300-301</p> <p>How did you get news about the war and what was happening in other colonies?</p>	<p><i>The Patriots</i></p>	<p><i>set up ways to communicate</i></p>	<ul style="list-style-type: none"> <li>• <i>Communication was important</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Riders carried messages between colonies</i></li> <li>• <i>There was a risk of the British attacking them so they formed "Committees of Safety"</i></li> <li>• <i>Weekly newspapers</i></li> <li>• <i>Town criers would</i></li> </ul>

				<p><i>read the news for those who could not read</i></p> <ul style="list-style-type: none"> <li>• <i>Pamphlets, books, and broadsides (posters)</i></li> </ul>
<p><b>Skip: "Who were the famous Patriots?"</b></p> <p><b>You will return to this later.</b></p>				
<p><b>p. 305</b></p> <p><b>What ended the war?</b></p>	<p><i>The British</i></p>	<p><i>Surrendered on October 19, 1781</i></p>	<p><b>Not stated in the text but inferences can be made.</b></p> <ul style="list-style-type: none"> <li>• <i>The British were losing.</i></li> <li>• <i>General Cornwallis was ill.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>News spread</i></li> <li>• <i>Both Loyalists and Patriots kept their lamps lit all night</i></li> <li>• <i>September 1783 Treaty of Paris was signed which officially ended the Revolution.</i></li> </ul>



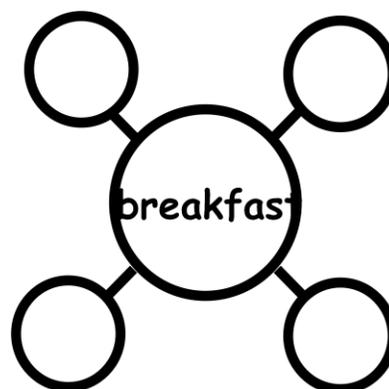
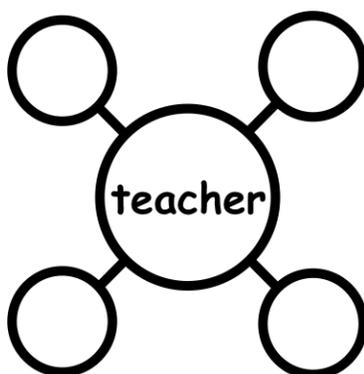
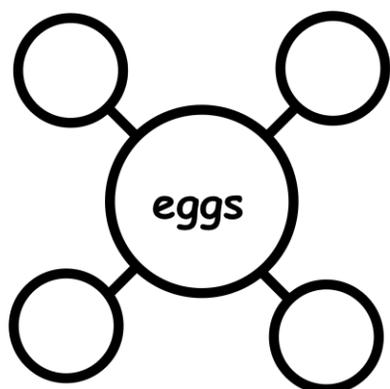
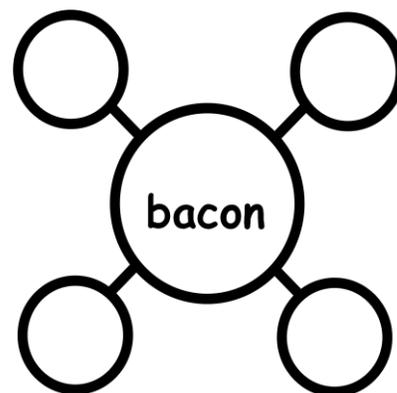
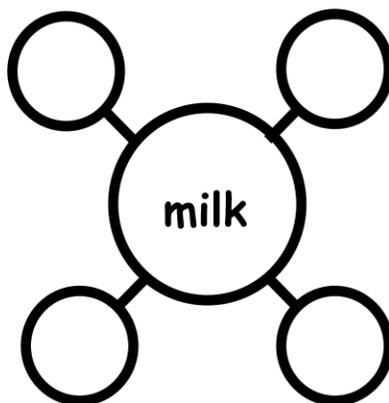
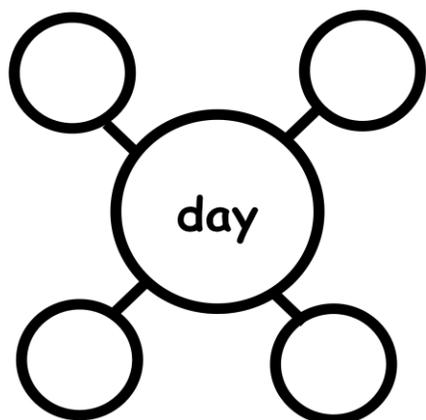
# Thinking Map Workspace



Use deliberate words

## Use word choice to build better persuasion and learn “Point of View”:

Use the bubble maps from the following page to create negative and positive descriptions of the subjects of each sentence. Use your writing handbook.



Choose one of the situations below. Write a short paragraph (3 sentences) about the situation you've selected, choosing details to create either a **favorable** or an **unfavorable** mood. Be prepared to share with your group tomorrow.

- a rainy day
- eating breakfast
- staying up late
- dressing up in your best clothes

# SAUSD Common Core Lesson Planner

<p><b>Unit: 4</b></p> <p><b>Lesson 3</b></p>	<p><b>Grade Level/Course</b></p> <p><b>5<sup>th</sup> Grade</b></p>	<p><b>Duration: Three Days</b></p>
<p><b>Big Idea:</b> Motivation, ideas, and actions cause changes in society.</p>		
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How did ideas cause changes in society?</li> <li>2. How can dissatisfaction lead to change?</li> <li>3. Who contributed to the changes that resulted in a new nation and what were they?</li> </ol>		
<p><b>CCSS/ NGSS Standards</b></p>	<p><b>H-SS</b></p> <p>5.5.1 Understand how political, religious, and economic ideas and interests brought about the Revolution.</p> <p>5.5.3 Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document’s significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.</p> <p>5.5.4 Describe the views, lives, and impact of key individuals during this period.</p> <p>5.6.1 Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders’ alliances on both sides.</p> <p>5.6.2 Describe the contributions of France and other nations and of individuals to the outcome of the Revolution.</p> <p>5.6.3 Identify the different roles women played during the Revolution.</p> <p>5.6.4 Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.</p> <p><b>Reading Informational Text</b></p> <p>5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>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.</p> <p>5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>5.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</p> <p>5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>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.</p> <p>5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>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.</p> <p><b>Writing</b></p> <p>5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li> <li>b. Provide logically ordered reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>).</li> </ol>	

	<p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>5.4 Produce clear and coherent writing (<b>including multiple-paragraph texts</b>) in which the development and organization are appropriate to task, purpose, and audience.</p> <p>5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>Speaking and Listening</b></p> <p>5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>Language</b></p> <p>5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p><b>Materials/ Resources/ Lesson Preparation</b></p>	<p>Student Journal OCR Text, "...If You Lived at the Time of the American Revolution"</p>	
<p><b>Lesson Objectives</b></p>	<p><b>Content:</b> Students will investigate famous patriots of the American Revolution and select one person based upon their contributions to the American Revolution.</p>	<p><b>Language:</b> Students will demonstrate their understanding of the many contributions of famous patriots during the Revolutionary War in their collaborative academic conversations. Students will choose a famous patriot to write an argumentative essay that supports their opinions and demonstrates their understanding of the contributions made by this person.</p>
<p><b>Depth of Knowledge Level</b></p>	<p><input checked="" type="checkbox"/> <b>Level 1: Recall</b>                      <input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b> <input checked="" type="checkbox"/> <b>Level 3: Strategic Thinking</b>   <input checked="" type="checkbox"/> <b>Level 4: Extended Thinking</b></p>	

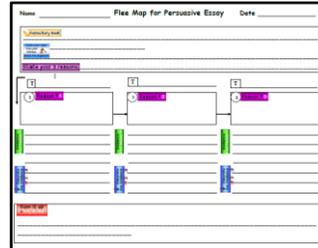
<b>College and Career Ready Skills</b>		<input checked="" type="checkbox"/> 1. Demonstrating independence <input checked="" type="checkbox"/> 2. Building strong content knowledge <input checked="" type="checkbox"/> 3. Responding to varying demands of audience, task purpose, and discipline <input checked="" type="checkbox"/> 4. Comprehending as well as critiquing <input checked="" type="checkbox"/> 5. Valuing evidence <input checked="" type="checkbox"/> 6. Using technology and digital media strategically and capably <input checked="" type="checkbox"/> 7. Coming to understand other perspectives and culture	
<b>Academic Vocabulary</b> (Tier II & Tier III)	<b>PROVIDES TEACHER SIMPLE EXPLANATION</b>	<b>KEY WORDS ESSENTIAL TO UNDERSTANDING</b>	<b>WORDS WORTH KNOWING</b>
	<b>STUDENTS FIGURE OUT THE MEANING</b>		
<b>Pre-teaching Considerations</b>	Collaborative Academic Conversation Norms		
<b>Lesson Delivery</b>			
<b>Instructional Methods</b>	<b>Check method(s) used in the lesson:</b> <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection		
<b>Lesson Continuum</b>	<b>Preparing the Learner</b>	<b>Day 1</b> <b>Prior Knowledge, Context, and Motivation</b> Introduce Content and Language Objectives Review Big Idea and Essential Questions <b>OCR Text: "...If You Lived at the Time of the American Revolution" First Read Unencumbered pp. 301-304</b> 1. <b>Purpose:</b> Students will read this section of the text as an introduction to the famous patriots of the American Revolution. They will research one of these famous patriots in expert groups.  2. <b>Select from the following based on the level of your students:</b> <ul style="list-style-type: none"> <li>• Read independently</li> <li>• Read with a partner</li> <li>• Read with a group (based on student needs)</li> <li>• Read it aloud to them</li> </ul>	<b>Differentiated Instruction:</b>  <b>English Learners:</b> <ul style="list-style-type: none"> <li>• I believe _____.</li> <li>• I think _____.</li> <li>• In my opinion, _____.</li> <li>• Without a doubt, _____.</li> <li>• In my point of view, _____.</li> <li>• I've come to realize that _____.</li> <li>• My position is _____.</li> <li>• I don't think _____.</li> <li>• I don't believe _____.</li> </ul>
	<b>Interacting with the Text/Concept</b>	<b>Teacher Modeled-I Do</b> Using the Thomas Jefferson text found in the Student Journal, model reading and extracting the important information from the text. You will put this information on the process grid.	

	<p><b>Expert Groups</b> The purpose of this lesson is for students to do a close read on a famous patriot of the American Revolution and become an expert with their table group. Each group will then be responsible for teaching the details about that patriot to the whole class</p> <ol style="list-style-type: none"> <li>1. Randomly assign each group one of the famous patriots (George Washington, Patrick Henry, Paul Revere, John Adams, Benjamin Franklin, Marquis de Lafayette, Crispus Attucks, Abigail Adams, Mercy Otis Warren, and Deborah Sampson). <b>Please note:</b> All of these texts are found in the Student Journal, although you won't need to use them all for your expert groups. You will need to choose one text/table group in your classroom.</li> <li>2. Each group will closely read about their assigned patriot. The teacher will monitor and facilitate reading during this time. As each expert group reads, they will have a collaborative conversation and reach a consensus about the following: <ul style="list-style-type: none"> <li>• Circle words they do not understand, underline, and justify important parts</li> <li>• Highlight the main ideas and details for each heading</li> <li>• Take notes in their Student Journal.</li> </ul> </li> <li>3. Each group will orally rehearse their presentation prior to presenting to the whole class.</li> <li>4. Expert groups will present the information to the whole class while students take notes on the process grid in their Student Journal.</li> </ol>	<p><b>Students Who Need Additional Support:</b></p> <p><b>Accelerated Learners:</b></p>
	<p><b>Day 2</b></p> <p><b>Lesson Opening</b> Reread the Thomas Jefferson biography. Tell students that you will again be using Jefferson to model.</p> <p><b>Argumentative Writing: Persuasion</b> Introduce the following scenario to your students. You will be working on this writing for the next two days.</p> <ol style="list-style-type: none"> <li>1. Scenario: Dinner Party You are having a dinner party, and you can invite one famous patriot from the Revolutionary War. Your teacher believes that Thomas Jefferson is the most famous patriot and that he should be invited for the following reasons: <ul style="list-style-type: none"> <li>• He wrote the Declaration of Independence</li> <li>• He was the third President of the United States</li> <li>• He was an architect, an inventor, a mathematician, and a family man.</li> <li>• He worked tirelessly for important things like freedom of speech, press, and religion.</li> <li>• He nearly doubled the size of our nation with the Louisiana Purchase when he bought a huge region of land between the Mississippi River and the Rocky Mountains from the French.</li> <li>• He designed the Virginia Capitol and his famous home, Monticello.</li> <li>• He founded the University of Virginia.</li> <li>• He sold all of the books in his library to Congress, which started the Library of Congress.</li> </ul> </li> </ol>	

- You believe that a different famous patriot should be invited. You may choose any patriot from the ones that you have studied. Your task is to persuade your teacher that the patriot you have chosen should be the guest for dinner based upon his many contributions to the Revolutionary War. You must use evidence from your reading to support your claim.

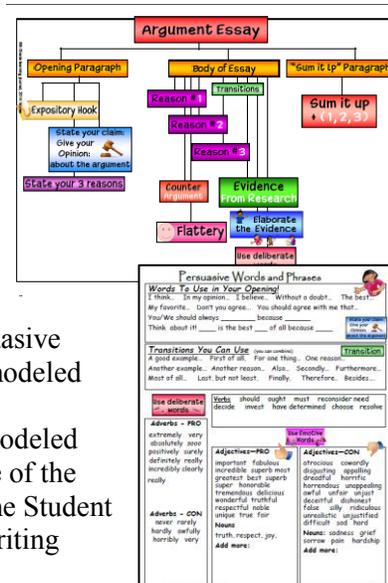
### Focused Modeled Writing

- Have students turn to the Argument Essay and FLEE Map for Persuasive Essay. Review the components for the opening paragraph. Thomas Jefferson will be used for this writing.
- Tell students that your claim is that Thomas Jefferson should be invited to the Dinner Party. Put that on the FLEE Map.



- Explain to students that he was a major contributor to the Revolutionary War, but that you will choose three reasons. They could be any of three from above. Put the three reasons in the space for the introductory paragraph and also in the spaces for the body paragraphs. As you choose your three reasons, model your thinking aloud.
- Model writing a hook. The "hook" statement in persuasive writing is the phrase that grabs your readers and keeps them engaged in the argument you present. Explain that sometimes a question can be used as the hook. **Note:** There is an "Expository Grabbers" resource in the Argumentative Writing Handbook found at the back of the Student Journal.
- Oral Rehearse-Model talking off the map for your introduction only
- Show your students the various resource pages that they have in their Student Journal
- Write your introduction, explaining your thought processes as you write. This is an opportunity to talk about language conventions as you write. (the conventions of grammar, usage, capitalization, punctuation, and spelling (Language Standards 1, 2) expanding, combining, or reducing sentences for meaning, interest, and style (Language Standard 3a) opening and concluding sentences (Writing Standards 2a, 2e)

- You will repeat this process for the body paragraphs and the concluding paragraph, making sure to explain your thinking as you write. Be certain to include all of the elements of argumentative/persuasive writing in your discussion and modeled writing.
- During the process of focused modeled writing, be sure to model the use of the resources found in the back of the Student Journal in the Argumentative Writing Handbook.



10. Once you have completed your five-paragraph essay, model using the Argumentative Essay Checklist.

**Reflection**

If you could invite two of the famous patriots from the American Revolution to dinner, who would you invite? Why? Support your opinion with evidence from the text.

**Lesson 3**

**Reflection**

If you could invite two of the famous Patriots from the American Revolution that you have learned about, who would you invite? Why? Support your opinion with evidence from the text. \*Use the Persuasive Words and Phrases resource found in your journal.

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**Extending Understanding**

**Day 3 Lesson Opening**

1. Collaborative Academic Conversation: Allow students a few minutes to reach a consensus on the person they feel should be invited to the dinner party. They should decide on the three reasons why they feel their Patriot is more worthy of being invited to the dinner party. Put this information on their FLEE Map.

**Learning How to Counter an Argument**

Students discuss in pairs to share their own points of view about an issue in order to create a counter argument. Use the following mini-lessons with your students.

**Issue: You want a new expensive pair of shoes**

- **Man says** - They are not expensive as you do not need new shoes.
- **Woman says** - I cannot live with my expensive shoes. I would be willing to purchase any alternative brand of shoe.
- **When I asked them** how my old shoes still have a lot of use left in them, buying a new pair of shoes will avoid the risk of my feet getting sore and chafed when I go to work.

**Issue: You want to stay up one hour past your bedtime to watch a TV program**

- **Man says** - You need your rest and it is not good for you health for you not to get enough sleep.
- **Woman says** - You have a very good reason for watching the show, I will be able to sleep after watching this program. It is just for this one night and then the TV program.

**Student Inks:**

- **Dad says** - If you have a TV in your room you may end up not doing your homework, and getting worse grades.
- **Tom says** - It is not my job to set my...

**Issue: Your teacher decides to cut recess from 20 minutes to 10 minutes**

- **Teacher says** - We have to prepare for our state assessments and we need extra time in class.
- **Student says** - I am understand the point of view that...

**Issue: The principal decides to eliminate chocolate milk from the lunch menu**

- **Principal says** - Too many students are drinking only this sweet, sugary drink, and not eating their lunches.
- **Student says** - It is not my job to set my...

2. Use the “Learning How to Counter an Argument” page as a mini-lesson. Students will need to counter your argument that Jefferson should be invited to the dinner party.

3. Review the “Phrases for Counter Argument” found in the Argumentative Writing Handbook.

**Collaborative Writing**

1. Reread the teacher modeled essay from the previous day.
2. Tell students they will be writing a counter argument to your essay because they feel that someone else should be invited to the dinner party. In their collaborative groups, they decided on the famous patriot they would like to invite. Have them refer to the FLEE Map that they started at the beginning of the lesson.
3. Remind them of the elements of argumentative writing and the writing resources that they have in the back of their Student Journal.
4. Allow students time to discuss and write their collaborative introductory paragraph. As they are writing, monitor and provide feedback.
5. Choose 2-3 paragraphs to revise/edit under the document camera. Think-aloud as you model, focusing on:
  - the conventions of grammar, usage, capitalization, punctuation, and spelling (Language Standards 1, 2)
  - expanding, combining, or reducing sentences for meaning, interest, and style (Language Standard 3a)
  - opening and concluding sentences (Writing Standards 2a, 2e)
6. Options for finishing the remaining paragraphs
  - Students may continue to collaborate on the body and concluding paragraphs
  - Groups may divide the paragraphs and each take one
  - Students may write body paragraphs with a partner. Once they

	<p>are done with those, they should come together to share their paragraphs and revise for cohesion. They should write the closing together as a group.</p> <p>7. Choose 2-3 paragraphs to revise/edit under the document camera. Think-aloud as you model, focusing on:</p> <ul style="list-style-type: none"> <li>• the conventions of grammar, usage, capitalization, punctuation, and spelling (Language Standards 1, 2)</li> <li>• expanding, combining, or reducing sentences for meaning, interest, and style (Language Standard 3a)</li> <li>• opening and concluding sentences (Writing Standards 2a, 2e)</li> </ul> <p>8. Allow students time to revise/edit their own based upon the revisions that you modeled.</p>	
<b>Lesson Reflection</b>		
<p><b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b></p>		

# Thomas Jefferson

## Quick Facts

Birth Date: April 13, 1743

Death Date: July 4, 1826

Place of Birth: Shadwell, Virginia

Place of Death: Charlottesville, Virginia

## Quotes

“We in America do not have government by the majority. We have government by the majority who participate.”

– Thomas Jefferson



## Early Years

Thomas Jefferson’s goals were shaped by his boyhood experiences. He was born in Shadwell, Virginia and lived there until his death 1826. His father was a successful planter. His mother came from a prominent Virginia family.

Jefferson was the oldest of eight children. He worked on his family’s farm until he entered William and Mary College when he was 16 years old. He enjoyed studying and practicing the violin. Throughout his life Jefferson was known for his reserved manner.

During college Thomas Jefferson studied to become a lawyer. In 1772 Jefferson married Martha Wayles Skelton. The couple had six children. Only two daughters survived into adulthood. Martha died at 33 following complications from childbirth. Jefferson was distraught by her death and never remarried.

He had a keen interest in architecture and gardening. Over the course of his life he remodeled and expanded the gardens of Monticello. Monticello was an elegant brick mansion that he built on his property. Jefferson filled Monticello with fine art and furnishings. He kept detailed records of everything that happened on the plantation. This includes weather reports, gardening, and information about his livestock and slaves.

## **Revolutionary War Years**

Thomas Jefferson was greatly influenced by patriots such as Patrick Henry and Sam Adams. He listened to them speak about Britain's unfair treatment and the taxes on the colonists. Jefferson was selected as a delegate to the Second Continental Congress in 1775. He drafted the Declaration of Independence and explained why the 13 colonies wanted to be free of British rule. It also detailed the importance of individual rights and freedoms. The Declaration of Independence was adopted on July 4<sup>th</sup>, 1776.

He worked tirelessly for important things like freedom of speech, freedom of the press, and freedom of religion. Jefferson thought the national government should have a limited role in citizens' lives. He accepted George Washington's appointment and became the nation's first Secretary of State.

## **Legacy**

Thomas Jefferson was elected the 3<sup>rd</sup> President of the United States in 1800. During his two terms as President the U.S. purchased the Louisiana Territory, and sent Lewis and Clark to explore the vast new land.

Slavery was a contradictory issue in Jefferson's life. Although he was an advocate for individual liberty, he owned slaves throughout his life. Jefferson wrote in the Declaration of Independence that "all men were created equal," but he believed that African Americans were biologically inferior to whites.

Jefferson helped found the University of Virginia, which held its first classes in 1825. Jefferson was involved with designing the school's buildings and curriculum. Unlike other American colleges at the time, he ensured that the school had no religious affiliation.

Thomas Jefferson died at Monticello, on July 4, 1823. It was the 50<sup>th</sup> Anniversary of the signing of the Declaration of Independence. Jefferson remains an American icon today. His face appears on the U.S. nickel and is carved in stone at Mount Rushmore. The Jefferson Memorial was dedicated in Washington, D.C. on April 13, 1943. It was the anniversary of Jefferson's birth.

# Patrick Henry

## Quick Facts

Birth Date: May 29, 1736

Death Date: June 6, 1799

Place of Birth: Studley, Virginia

Place of Death: Brookneal, Virginia

## Quotes

“Give me liberty or give me death.”

“If this be treason, make the most of it.”

– Patrick Henry



## Early Years

Patrick Henry was a famous patriot who helped kick-start the American Revolution. He was born in Hanover County, Virginia where his mother had strong roots in the region. His father had immigrated to the colony from Scotland.

Patrick was the second oldest out of nine children. He received much of his schooling from his father. He was a musical child and liked playing both the fiddle and the flute. At the age of 15, Patrick ran a store for his father, but the business didn't last very long. It was then that he had his first taste of failure.

In 1754, he married Sarah Shelton, the daughter of a local innkeeper. Patrick received some farm land from his wife's family. He tried growing tobacco there for three years, but was not very successful in this new business either. A couple of years later, Patrick and his wife lost their farmhouse in a fire. After that he decided to return to school and become a lawyer. Patrick secured his law license in 1760. He and his wife Sarah had six children together.

## Revolutionary War Years

Patrick Henry was an active force in the growing rebellion against Britain. He had the ability to translate his political ideas into the language of the common man. Patrick was selected to serve as a delegate to the Continental Congress in Philadelphia in 1774. It was

there that he met a patriot named Sam Adams. Patrick and Sam worked together to stoke the fires of the revolution. They called for the colonists to unite in their opposition against British rule. He said, “The distinctions between Virginians, Pennsylvanians, New Yorkers and New Englanders, are no more. I am not a Virginian, but an American.”

One year later Patrick gave the most famous speech of his career. He attended the Virginia Convention in March of 1775. The group was debating how to end the crisis with Great Britain-through force or through peaceful ends. Patrick Henry sounded the call to arms, saying, “Give me liberty, or give me death!”

A short time later, the first shots were fired, and the American Revolution was under way. Patrick became the Commander in Chief of Virginia’s forces, but resigned his post after six months. He had decided to change his focus to statesmanship. Patrick Henry was instrumental in writing the state’s constitution in 1776. He won the election as Virginia’s first governor that same year. After three terms as governor, he left the post in 1779. He remained active in politics as a member of the state assembly. In the mid-1780s, he served two more terms as governor.

### **Legacy**

In 1790, Patrick left public service and returned to his profession as a lawyer. Over the years he received many appointments to positions as Supreme Court Justice, Secretary of State, and Attorney General. He decided to turn them all down and leave the world of politics, so he could spend time with his wife and many children. While he never held national office, Patrick Henry is remembered as one of the great revolutionary leaders. He has been called the “trumpet” and “voice” of the American Revolution. His powerful speeches served as a call for the rebellion. His political proposals helped create a new nation.

# Paul Revere

## Quick Facts

Birth Date: January 1, 1735

Death Date: May 10, 1818

Place of Birth: Boston, Massachusetts

Place of Death: Boston, Massachusetts

## Quotes

"The British are coming. One if by land, two if by sea." –Paul Revere



## Early Years

Paul Revere was a serious and committed artisan. When he was 19, tragedy struck when Revere's father died. Revere had to take over his father's business and support his mother and siblings. Soon, Revere also had his own family to care for. Revere had a total of 16 children.

Revere was also an engraver, dentist, and a goldsmith. His clients included both artisans like himself and the city's upper class. Many homes were adorned with Revere-made tea sets and spoons.

## Revolutionary War Years

Even as his business did well, Revere paid a lot of attention to the situation around him. As others struggled, he sensed that his own career could soon be affected unless issues with the British were soon addressed.

As his leadership skill grew, so did his responsibilities. As tensions between the colonies and the British deepened, Revere was asked to spy on British soldiers and report back. In addition, he worked as a courier for the Boston Committee of

Correspondence and the Massachusetts Committee of Safety. In an act of defiance, he and others dressed as Indians and dumped tea into Boston Harbor. The event came to be known as the Boston Tea Party. During the war, he also manufactured gunpowder and cannons for the Continental Army, and printed the country's first money.

But it was his ride on April 18, 1775, that was his most significant contribution. At 10pm that night, Revere rode to Lexington to warn John Hancock and Samuel Adams of the approaching British. It was that warning that gave the Patriots time to prepare.

### **Legacy**

Following the war, Revere continued to build on his reputation as a master craftsman and industrialist. He learned to roll copper and opened the country's first copper-rolling mill. In addition, he operated a hardware store and later a foundry, a place where glass and metal are cast. He was respected for his work and charitable contributions. Revere retired from working life in 1811 at the age of 76. He died in his home city of Boston on May 10, 1818.

# Marquis de Lafayette

## **Quick Facts**

Birth Date: September 6, 1757

Death Date: May 20, 1834

Place of Birth: Chavaniac, France

Place of Death: Paris, France



## **Early Years**

Marquis de Lafayette was born into a family of noble military lineage on September 6, 1757. Lafayette's father was killed in battle during the Seven Years War. His mother and grandmother both died in 1770. He joined the Royal Army the following year.

## **Revolutionary War Years**

He entered the French army at an early age, rising to the rank of captain. Lafayette had an enthusiasm for the ideals put forth in America's Declaration of Independence. He was inspired by stories of the colonists' struggles against British oppression, so Lafayette sailed to United States in 1777 to join the uprising.

He impressed colonial leaders, with his passion and willingness to serve for free. He was named a major-general in the Continental Army. During a battle, he was shot in the leg. General George Washington requested doctors to take special care of Lafayette.

He became the commander of the Virginia Continental forces in 1781. His troops surrounded the British and forced surrender in the last major battle of the Revolutionary War.

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## **Legacy**

Lafayette was known as the "Hero of Two Worlds" after returning home to France. He rejoined the French army. He worked with Thomas Jefferson to organized trade agreements between the United States and France. The U.S. Congress provided him with a cash gift of \$200,000 in appreciation of his valuable services. Following a battle with pneumonia, he died on May 20, 1834.

# John Adams

## Quick Facts

Birth Date: October 30, 1735

Death Date: July 4, 1826

Place of Birth: Quincy, Massachusetts

Place of Death: Quincy, Massachusetts

## Quotes

“Let us tenderly and kindly cherish, therefore, the means of knowledge. Let us dare to read, think, speak, and write.”-John Adams



## Early Years

At age 16, Adams earned a scholarship to attend Harvard University. In 1758, he earned a master's degree from Harvard and was admitted to the bar. On October 25, 1764, Adams married Abigail Smith, his third cousin. They had six children.

## Revolutionary War Years

Adams quickly became connected with the patriot cause. This was the result of his opposition to the Stamp Act of 1765. In 1770, Adams agreed to represent the British soldiers on trial for killing five civilians in what became known as the Boston Massacre. He believed that every person deserved a defense. He took the case without hesitation. During the trial, Adams presented information that suggested blame also lay with the mob that had gathered. He argued that the first soldier who fired upon the crowd was simply responding the way anyone would when faced with a similar life-threatening situation.

That same year, Adams was elected to the Massachusetts Assembly and was one of five to represent the colony at the First Continental Congress. In May 1776, Congress approved Adams's resolution proposing that the colonies each adopt independent governments. He wrote the preamble to this resolution, which was approved on May 15, setting the stage for the formal passage of the Declaration of

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Independence. Congress appointed Adams, along with Thomas Jefferson, Benjamin Franklin, and others to draft the declaration. Jefferson would write the first draft, which was approved on July 4.

### **Legacy**

Adams was soon serving on as many as 90 committees in the new government, more than any other Congressman. In 1781, Adams was one of the American diplomats sent to negotiate the Treaty of Paris, which brought an end to the Revolutionary War. After the war, Adams remained in Europe, and he became the first U.S. minister to England.

In 1789, he voted in America's first presidential election. As expected, George Washington received the highest number of electoral votes and was elected president. Adams was designated Vice-President. They won again in the 1792 election.

In 1796, Adams was elected second President of the United States. Adams served only one term. After his presidency, Adams lived quietly with Abigail on their family farm in Quincy, where he continued to write and to correspond with his friend, Thomas Jefferson. Both Adams and Jefferson died on July 4, 1826, the 50th anniversary of American independence.

# George Washington

## **Quick Facts**

Birth Date: February 22, 1732

Death Date: December 14, 1799

Place of Birth: Westmoreland County, Virginia

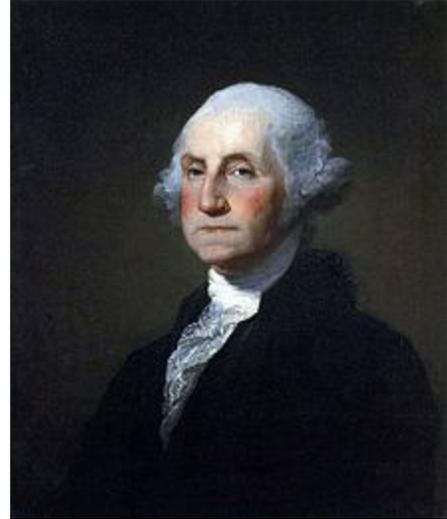
Place of Death: Mount Vernon, Virginia

## **Quotes**

“It is better to be alone, than in bad company.”

“Liberty, when it begins to take root, is a plant of rapid growth.”

-George Washington



## **Early Years**

From age seven to fifteen, George was home schooled and studied with the local church. He also studied with a teacher in math, geography, Latin and classics. By his early teens, he had mastered growing tobacco and raising animals.

Washington married Martha Dandridge Custis. Washington became one of the more wealthy landowners in Virginia. Washington devoted himself to the care and development of his land, crops, managing livestock, and keeping up with the latest scientific advances. He loved horseback riding, fox hunts, and fishing. He worked six days a week. He kept over 100 slaves. He was said to dislike slavery, but accepted the fact that slavery was the law. He entered politics and was elected to Virginia's House of Burgesses in 1758.

## **Revolutionary War Years**

Washington did not take a leading role in the growing colonial resistance against the British until the widespread protest of the Townshend Acts in 1767. His letters at this time show he was totally opposed to the colonies declaring independence.

In 1769, Washington introduced a resolution calling for Virginia to boycott British goods until the Acts were repealed. Washington also called for the Continental Congress to meet. He was selected as a delegate to the First Continental Congress in March 1775.

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Washington traveled to the Second Continental Congress in Philadelphia dressed in a military uniform, sending a message to the British that he was prepared for war. He was appointed Major General and Commander-in-Chief of the colonial forces against Great Britain. Washington was the best choice for a number of reasons: he had the prestige, military experience, and charisma for the job. He had been advising Congress for months. Washington went on to lead the troops through many battles of the American Revolution.

### **Legacy**

Washington was involved in the Constitutional Convention that created the United States Constitution. He was elected to serve as the first President of the United States.

After his presidency, Washington felt a sense of relief and accomplishment. He had left the government in capable hands, at peace, its debts well-managed, and set on a course to succeed. He devoted much of his time to tending the farm's operations and management. Although he was perceived to be wealthy, his land holdings were only marginally profitable.

He died in the evening of December 14, 1799. The news of his death spread throughout the country, plunging the nation into a deep mourning. Many towns and cities held mock funerals to honor their fallen hero.

Washington could have been a king. Instead, he chose to be a citizen. He set many precedents for the national government and the presidency. He was not only considered a military and revolutionary war hero, but a man of great personal integrity, with a deep sense of duty, honor, and patriotism. For over 200 years, Washington has been remembered for the success of the Revolution and the birth of the nation. But his most important legacy may be that he insisted he was dispensable, asserting that the cause of liberty was larger than any single individual.

# Crispus Attucks

## **Quick Facts**

Birth Date: c. 1723

Death Date: March 5, 1770

Place of Birth: Framingham, Massachusetts

Place of Death: Boston, Massachusetts



## **Early Years**

Crispus Attucks was born into slavery. He was the son of Prince Yonger and Nancy Attucks. As a young man he, had a skill for buying and trading goods. He spent the next twenty years on trading ships in Boston. He also worked as a rope maker.

## **Revolutionary War Years**

On March 2, 1770, a fight broke out between a group of Boston rope makers and three British soldiers. Tensions increased three nights later. A British soldier looking for work entered a Boston pub, only to be greeted by a group of angry sailors. One of them was Attucks.

The details about what followed have always been the source of debate. On that evening, a group of Bostonians approached a guard in front of the customs house and started teasing him. The situation quickly worsened. When a group of British redcoats came to the defense of their fellow soldier, more angry colonists joined in, throwing snowballs at the soldiers.

Attucks was in the middle of the fight, and when the British opened fire he was the first of five men killed. His murder made him the first casualty of the American Revolution.

This event became known as the Boston Massacre. This increased tensions between the colonies and the British. The situation worsened when the soldiers involved in the incident were freed because it was considered self defense. John Adams, who went on to become the second U.S. president, defended the soldiers in court.

### **Legacy**

In the years since his death, Attucks's legacy has continued to last, first with the American colonists eager to break from British rule, and later among 19th century abolitionists and 20th century civil rights activists.

# Benjamin Franklin

## Quick Facts

Birth Date: January 17, 1706

Death Date: April 17, 1790

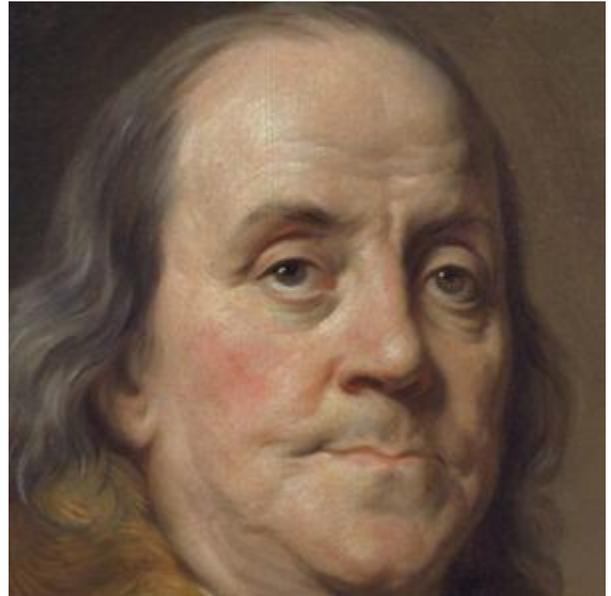
Place of Birth: Boston, Massachusetts

Place of Death: Philadelphia, Pennsylvania

## Quotes

“Tell me and I forget. Teach me and I remember.  
Involve me and I learn.”

“There never was a good war or a bad peace.”  
-Benjamin Franklin



## Early Years

Benjamin Franklin was born on January 17, 1706, in Boston in what was then known as the Massachusetts Bay Colony. His father, Josiah Franklin was a soap and candle maker. Benjamin was his 15th child and the last son.

Despite his success at the Boston Latin School, Ben left school at age 10 to work with his father at candle making. When he was 12, he went to work with his brother at his print shop. Eventually, Franklin left the print shop and moved to New York. He settled in Philadelphia, which was his home for the rest of his life.

## Revolutionary War Years

Franklin was tapped as a foreign diplomat and represented the Pennsylvania Assembly, and subsequently Massachusetts, Georgia and New Jersey, in England. However, he continued to work toward colonial union and in 1766, he supported the repeal of the Stamp Act.

In 1775, Franklin was elected to be a representative at the Second Continental Congress. In 1776, he was one of five men to draft the Declaration of Independence. Franklin was also one of the 13 men who drafted the Articles of Confederation.

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He also served as the first U.S. ambassador to France. After almost a decade in France, Franklin returned to America in 1785. He was elected to represent Pennsylvania at the Constitutional Convention, which drafted and ratified the new U.S Constitution. He worked on getting George Washington elected as the country's first president in 1789.

### **Legacy**

Benjamin Franklin died on April 17, 1790. He was 84. His image is on the \$100 bill. Franklin is remembered for many things. He founded universities and libraries, the post office, drafting the Declaration of Independence, publishing newspapers, advances in science, and inventing glasses. He even discovered electricity. He is often called the First American.

# Deborah Sampson

## **Quick Facts**

Birth Date: December 1, 1760

Death Date: April 29, 1827

Place of Birth: Plymton, Massachusetts

Place of Death: Sharon, Massachusetts



## **Early Years**

Deborah Sampson was born into a poor family. When Deborah's father failed to return from a sea voyage, her mother, unable to provide for her seven children, placed them in various households as servants. At age 18, when her time as an indentured servant was over, she made a living by teaching school during the summer sessions in 1779 and 1780.

## **Revolutionary War Years**

Slowly, the idea of joining the army dressed as a man took hold. After trying out her disguise, she decided to join the army in the spring of 1781. In May, she arrived at West Point, New York, where she was assigned to the Company of Light Infantry and issued a uniform and supplies. Sampson fought in the American Revolution disguised as the soldier Robert Shurtleiff. Soon after joining the army she had her first taste of battle when her group was attacked by British troops.

## **Legacy**

For over two years, Deborah's true gender had been a secret. She had some close calls with being discovered and death. She fainted on that first march to West Point. She lied and said she had had smallpox, a highly contagious disease, when the soldiers were to get a vaccination in the winter of 1782. She nearly drowned in river. However, she knew that being unconscious was her greatest threat to being discovered because then she could not rely on quick thinking to get her out of trouble. She also feared being in a hospital where she could be subjected to the

Lexile 1000L

unwanted probing of the doctor. But soon, a doctor discovered her secret. The doctor wrote a letter to General Peterson on Deborah's return to the army.

Receiving an honorable discharge on October 23, 1783, Deborah traveled home to Massachusetts. On April 7, 1785 she married Benjamin Gannet and they had three children. Deborah's life after the army was mostly typical of a farmer's wife. She was also the first woman in the country to go on a lecture tour, dressing in her uniform and speaking to audiences about her experience in the war. This lasted almost a year.

She died on April 29, 1827 at the age of 66. Benjamin later petitioned for pay as the spouse of a soldier. Although he was not married to Deborah at the time of her service, the committee concluded that the history of the Revolution "furnished no other similar example of female heroism, loyalty and courage" and he was awarded the money.

# Abigail Adams

## Quick Facts

Birth Date: November 11, 1744

Death Date: October 28, 1818

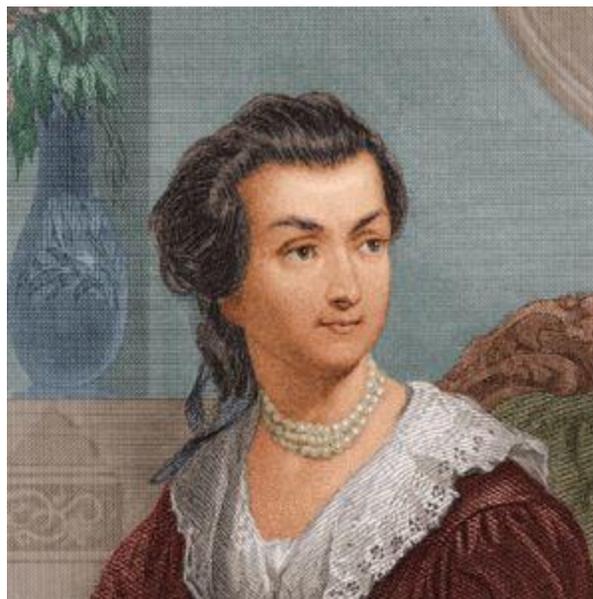
Place of Birth: Weymouth, Massachusetts

Place of Death: Quincy, Massachusetts

## Quotes

“Remember the ladies...”

-Abigail Adams



## Early Years

Abigail Smith was born in Weymouth, Massachusetts. Adams is best known as the wife of President John Adams. She was also the mother of John Quincy Adams who became the sixth president of the United States. She also loved to read.

## Revolutionary War Years

John Adams spent a lot of time away from home during the Revolutionary War. The couple remained close by writing letters to each other. It is believed that they exchanged more than 1,100 letters.

Abigail Adams expressed concern about how women would be treated. In one of her many letters to her husband, she requested that he “remember the ladies” when creating the new government. She often expressed her thoughts on political matters with her husband. She was his unofficial adviser. Their letters show him seeking her thoughts on many issues.

After the revolution, Abigail Adams joined her husband in France and later in England, where he served from from 1785 to 1788 as the first American minister to the Court of St. James.

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## **Legacy**

Abigail Adams remained a supportive spouse and confidante after her husband became the president in 1797. Some critics did not like her influence over her husband, calling her “Mrs. President.” The nation’s second first lady kept a busy schedule when she was in Philadelphia, the country’s capitol at the time. She still spent a lot of time back in Massachusetts because of her poor health. Adams had a stroke in October 1818 and died at home with her family on October 28, 1818.

# Mercy Otis Warren

## Quick Facts

Birth: 1728

Death: 1814

Born In: Massachusetts, United States of America

Died In: Massachusetts, United States of America

## Quote

“Democratic principles are the result of equality of condition.”

-Mercy Otis Warren



## Early Years

Mercy was the third of thirteen children born to James and Mary Otis. She received no formal education. She was tutored by a local pastor. She read a lot, particularly Shakespeare, Pope, and Raleigh. She applied what she read to help the patriotic cause. She was a friend of Abigail and John Adams. She wrote letters to both throughout her life. Her husband, James Warren, was a member of the Massachusetts House of Representatives. He also was an outspoken revolutionary activist. These connections gave Mercy Otis Warren a political involvement highly unusual for a woman of her time.

## Revolutionary War Years

Mercy Otis Warren was a staunch advocate, or supporter, of independence from the tyranny of 18th century English monarchic rule. She was a poet, dramatist, and historian. Her voice was one of the early calls in America for revolt against the British and their policies.

From 1765 to 1789, she was near the center of revolutionary political events in Massachusetts. It is believed that her 1788 pamphlet: *Observations on the New Constitution*, played a role in the design and adoption of the Bill of Rights. She wrote letters, poems, and a series of plays. She was the first American woman to write a play. The plays focused on the faults with the British government and at the same time making an outstanding case for the support of the revolutionary cause.

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The plays were printed, not performed on stage. At that time, Puritan Boston prohibited staging plays.

### **Legacy**

In 1805, after twenty-five years of research and writing, her three volume *History of the Rise, Progress and Termination of the American Revolution* appeared. It contains information and observations about the events, leaders and campaigns of the period, and is the only full-scale history of the American Revolution written by a woman of the time. Warren wrote in her preface, every domestic enjoyment depends on the unimpaired possession of civil and religious liberty.

Mercy Otis Warren died on October 19, 1814, at the age of 86. She is buried at Burial Hill, Plymouth, Massachusetts. The SS Mercy Warren, a World War II Liberty ship launched in 1943, was named in her honor. In 2002, she was inducted into the National Women's Hall of Fame in Seneca Falls, New York.



## Patrick Henry

### Quick Facts

- Birth Date: May 29, 1736
- Death Date: June 6, 1799
- Place of Birth: Studley, Virginia
- Place of Death: Brookneal, Virginia

### Famous Quotes:

- "Give me liberty or give me death."
- "If this be treason, make the most of it."

### Early Years:

- Help start the American Revolution.
- His father immigrated from Scotland.
- He was the second oldest of 9 children.
- His father was his teacher.
- He enjoyed playing the fiddle and the flute.
- When he was 15, he helped his father with a store but it did not do very well.
- He married Sarah Shelton in 1754 and they had 6 children.
- He started a tobacco business but it did not do well either.
- He went back to school and became a lawyer in 1760.

### Revolutionary War Years:

- Patrick Henry was one of the first to turn against Britain.
- He was selected as a delegate to the Continental Congress in Philadelphia in 1774.
- Patrick and Sam Adams believed that people should think of themselves as "Americans".
- He gave his most famous speech in March of 1775. He wanted to start a revolution by saying, "Give me liberty, or give death!"
- The first shots were fired after his speech.
- He became the Commander in Chief of Virginia's forces, but quit after 6 months.
- He helped write the constitution and became governor of Virginia in 1776.

### Legacy:

- He went back to being a lawyer in 1790.
- He was offered positions as a Supreme Court Justice, Secretary of State, and Attorney General but he did not take them. He wanted to spend more time with his family.
- He has been called the "trumpet" and "voice" of the American Revolution.

## Paul Revere



### Quick Facts

Birth Date: January 1, 1735

Death Date: May 10, 1818

Place of Birth: Boston, Massachusetts

Place of Death: Boston, Massachusetts

### Famous Quote:

- “The British are coming. One if by land, two if by sea.”

### Early Years:

- Paul Revere’s father passed away when he was 19. After that, he had to take over the family business and support his mother and siblings.
- Revere had his own family. He had 16 children.
- He was an engraver, dentist, and goldsmith. Many homes had tea sets and spoons he made.

### Revolutionary War Years:

- Revere was asked to spy on British soldiers and report back.
- He dumped threw tea into the Boston Harbor. It became known as the Boston Tea Party.
- He helped make gunpowder and cannons for the Continental Army.
- Revere printed the first money.
- He is best known for warning John Hancock and Samuel Adams on April 18, 1775 that the British were coming. This gave the Patriots time to prepare.

### Legacy:

- When the war ended, Revere continued to work as a craftsman and industrialist.
- He retired from working in 1811 at the age of 76. He died in Boston on May 10, 1818.



## Marquis de Lafayette

### Quick Facts

Birth Date: September 6, 1757

Death Date: May 20, 1834

Place of Birth: Chavaniac, France

### Early Years:

- Marquis de Lafayette was born into a military family.
- His father was killed in battle during the Seven Years War.
- His mother and grandmother died in 1770. He joined the

Royal Army in 1771.

### Revolutionary War Years:

- He joined the French army when he was very young and then became captain.
- Lafayette came to the United States in 1777 from France.
- He became major-general in the Continental Army.
- Lafayette became commander of the Virginia Continental forces in 1781.
- His troops made British surrender in the last major battle of the Revolutionary War.

### Legacy:

- He became known as the “Hero of Two Worlds” after he returned home to France.
- Then he joined the French army again.
- He organized trades between the United States and France.
- He was given \$200,000 by the United States for his work.

## John Adams



### Quick Facts

Birth Date: October 30, 1735

Death Date: July 4, 1826

Place of Birth: Quincy, Massachusetts

Place of Death: Quincy, Massachusetts

### Famous Quote:

- “Let us tenderly and kindly cherish, therefore, the means of knowledge. Let us dare to read, think, speak, and write.”

### Early Years:

- He got a scholarship to attend Harvard University at the age of 16 and got a master’s degree.
- John Adams married his third cousin, Abigail Smith, on October 25, 1764. They had 6 children.

### Revolutionary War Years:

- Adams was against the Stamp Act of 1765 so he got involved with the patriot cause.
- In 1770, he agreed to represent British soldiers because he thought every person deserved a defense.

## George Washington



### Quick Facts

Birth Date: February 22, 1732

Death Date: December 14, 1799

Place of Birth: Westmoreland County, Virginia

Place of Death: Mount Vernon, Virginia

### Famous Quotes:

- “It is better to be alone, than in bad company.”
- “Liberty, when it begins to take root, is a plant of rapid growth.”

### Early Years:

- George Washington was homeschooled and studied with the local church. He also studied math, geography, Latin and classics with a teacher.
- He knew how to grow tobacco and raise animals when he was very young.
- He married Martha Dandridge Custis.
- George Washington became one of the richest landowners in Virginia.
- He liked horseback riding, hunting and fishing.
- They said he did not like slavery but thought it was the law. He had over 100 slaves.

### Revolutionary War Years:

- At first, George Washington was opposed to the colonies declaring independence.
- Then, in 1769, he tried to have Virginia boycott goods from Britain.
- He was a delegate to the First and Second Continental Congress.
- He was appointed Major General and Commander-in-Chief of the colonial forces against Great Britain.
- People thought he was the best choice for the job because he had experience and was a pleasant man.

### Legacy:

- Washington helped with the United States Constitution.
- He was the first president of the United States.
- After being president, the United States had less debt.
- He died in the evening of December 14, 1799. Many people were sad when he passed away. He was thought of as a hero.
- Washington has been remembered for the Revolution and the birth of the nation.
- He believed that liberty was the important cause.

## Lesson 3 Day 1

### Famous Patriots Process Grid

<b>Famous Patriot</b>	<b>Early Years</b>	<b>Revolutionary War Years</b>	<b>Legacy</b>
<b>Thomas Jefferson</b>			
<b>Patrick Henry</b>			
<b>Paul Revere</b>			

<b>John Adams</b>			
<b>Benjamin Franklin</b>			
<b>Marquis de Lafayette</b>			

<b>Crispus Attucks</b>			
<b>Abigail Adams</b>			
<b>Mercy Otis Warren</b>			

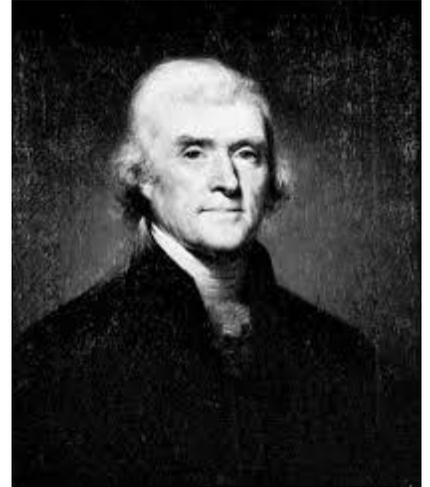
<b>Deborah Sampson</b>			
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### Lesson 3: Argumentative Writing: Persuasion

1. Scenario: Dinner Party

You are having a dinner party, and you can invite one famous Patriot from the Revolutionary War. Your teacher believes that Thomas Jefferson is the most famous Patriot and that he should be invited for the following reasons:

- He wrote the Declaration of Independence
- He was the third President of the United States
- He was an architect, an inventor, a mathematician, and a family man.
- He worked tirelessly for important things like freedom of speech, press, and religion.
- He nearly doubled the size of our nation with the Louisiana Purchase when he bought a huge region of land between the Mississippi River and the Rocky Mountains from the French.
- He designed the Virginia Capitol and his famous home, Monticello.
- He founded the University of Virginia.
- He sold all of the books in his library to Congress, which started the Library of Congress.



2. You believe that a different famous Patriot should be invited. You may choose any Patriot from the ones that you have studied. Your task is to persuade your teacher that the Patriot you have chosen should be the guest for dinner based upon his many contributions to the Revolutionary War. You must use evidence from your reading to support your claim.

3. Choose a famous Patriot.

Patriot's Name \_\_\_\_\_

4. Select three reasons why this Patriot is a more worthy candidate for the dinner party.

Reason 1

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Reason 2

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Reason 3

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Name \_\_\_\_\_

# Flee Map for Persuasive Essay

Date \_\_\_\_\_

## Expository Hook

State your claim:  
Give your  
Opinion:  
about the argument

## State your 3 reasons

T	T	T
1 Reason #1	2 Reason #2	3 Reason #3
Evidence From Research	Evidence From Research	Evidence From Research
Elaborate the Evidence	Elaborate the Evidence	Elaborate the Evidence

## Sum it up + (1, 2, 3)

# Expository Grabbers

Name \_\_\_\_\_ Date \_\_\_\_\_

Who says grabbers are only for narratives? Some of the best expository pieces start out with sentences that capture the reader's attention. Here are some examples:

- 1  **Rhetorical Question**  
Why do adults insist that kids have to go to bed so early on school nights?
- 2  **Dialogue**  
"Touchdown! The Dallas Cowboys win the Super Bowl again!"
- 3  **Mystery Statement**  
Deep down in the ocean lurks a dangerous killing machine.
- 4  **Shocking Statement**  
Stone Cold Steve Austin, WWF superstar, is going to be our substitute teacher tomorrow!
- 5  **Humorous Statement**  
Don't ask me why, but my little sister can get into more trouble than a bunch of monkeys on the loose.
- 6  **Onomatopoeia**  
Crash! Ka-blam! Car wrecks can happen at any speed, so it's important to wear your seatbelt at all times.
- 7  **Personal Opinion**  
In my opinion, mountain biking is more fun than going to the mall or playing video games.
- 8  **Strong Persuasive Statement**  
Every kid who cares about the future of the Camera Club should vote for Jackson Tyler as our new club president.

# Persuasive Words and Phrases



## Words To Use in Your Opening!

I think... In my opinion... I believe... Without a doubt... The best...  
 My favorite... Don't you agree... You should agree with me that...  
 You/We should always \_\_\_\_\_ because \_\_\_\_\_  
 Think about it! \_\_\_\_\_ is the best \_\_\_\_\_ of all because \_\_\_\_\_

State your claim:  
 Give your  
 Opinion:   
 about the argument

## Transitions You Can Use (you can combine)

**Transition**

A good example... First of all, For one thing... One reason...  
 Another example... Another reason... Also... Secondly... Furthermore...  
 Most of all... Last, but not least, Finally, Therefore.. Besides...

**Use deliberate words**  
 should must extremely

Verbs should ought must reconsider need  
 decide invest have determined choose resolve

### Adverbs - PRO

extremely very  
 absolutely sooo  
 positively surely  
 definitely really  
 incredibly clearly  
 really

### Adverbs - CON

never rarely  
 hardly awfully  
 horribly very

**Use Emotive Words**

### Adjectives—PRO

important fabulous  
 incredible superb most  
 greatest best superb  
 super honorable  
 tremendous delicious  
 wonderful truthful  
 respectful noble  
 unique true fair

### Nouns

truth, respect, joy,  
**Add more:**

### Adjectives—CON

atrocious cowardly  
 disgusting appalling  
 dreadful horrific  
 horrendous unappealing  
 awful unfair unjust  
 deceitful dishonest  
 false silly ridiculous  
 unrealistic unjustified  
 difficult sad hard

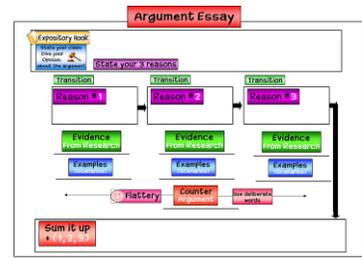
**Nouns:** sadness grief  
 sorrow pain hardship

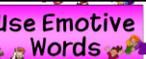
**Add more:**

# Argumentative Essay Checklist

Essay writer: \_\_\_\_\_

Essay reviewer: \_\_\_\_\_



<b>Revising Content</b>	You	Your Classmate	Teacher Comments
Do I have 5 paragraphs:			
Paragraph 1/ <b>Introduction</b> : Do I have a hook, opinion and three main ideas/reasons?			
Paragraph 2: Do I state my <b>first reason</b> and use evidence and elaboration to support the reason?			
Paragraph 3: Do I state my <b>second reason</b> and use evidence and elaboration to support the reason?			
Paragraph 4: Do I state my <b>third reason</b> and use evidence and elaboration to support the reason?			
Paragraph 5/ <b>Conclusion</b> : Do I re-state the opinion and three main ideas/reasons?			
Does my essay and opinion make sense?			
Can I make it clearer by using more evidence and elaboration?			
Can I make it more interesting by adding more emotive words to get my opinion across?			
Do I have a counter argument to “reach” the doubting reader?			
Do I use flattery to persuade the reader to come to my side?			
<b>Editing</b>	You	Your Classmate	Teacher
Do I have my name, number and date?			
Do I have an original title – underlined, centered and first letter of main words capitalized?			
Did I indent on all five paragraphs?			
Did I use correct punctuation in every sentence?			
Did I use capital letters at the beginning of every sentence?			
Did I capitalize all proper names?			
Did I remove any other capital letters that do NOT belong?			
Did I use correct spelling?			

**Notes:**

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## Lesson 3

### Learning How to Counter an Argument

Students should be able to show that they are aware of both sides of an issue in order to create counter arguments.



Use the following mini lessons with your students:

#### Issue: You want a new expensive pair of shoes

- **Mom says** – They are too expensive or you do not need new shoes
- **You say** – I realize that they are expensive; however, I would be willing to put some of my allowance towards the cost.

While I understand that my old shoes still have a lot of wear left in them, buying a new pair of shoes will extend the life of both pairs as I alternate when I wear each pair.

#### Issue: You want to stay up one hour past your bedtime to watch a TV program

- **Mom says** – You need your rest and it is not good for your health for you not to get enough sleep.
- **You say** – You have always cared about my health and I appreciate that; but, I will not make a habit of making this request. It is just for this one night and this one TV program.

### Student Practice

#### Issue: You want a TV in your own room

- **Dad says** – If you have a TV in your room you may end up not doing your homework and getting lower grades.
- **You say** – It is easy to see why... \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

#### Issue: Your teacher decides to cut recess from 30 minutes to 20 minutes

- **Teacher says** – We have to prepare for our state assessments and we need extra time in class.
- **Student says** – I can understand the point of view that... \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

#### Issue: The principal decides to eliminate chocolate milk from the lunch menu

- **Principal says** – Too many students are drinking only this sweet syrupy drink and not eating their lunches.
- **Student says** – It is easy to see why \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

## Phrases for counter arguments:

### Turn Against:

- The \_\_\_\_\_ is \_\_\_\_\_ ,
- I know you think \_\_\_\_\_
- Just because \_\_\_\_\_
- It's true that \_\_\_\_\_
- Someone might object here that \_
- Of course \_\_\_\_\_
- It might seem that \_\_\_\_\_

### Turn Back:

- but the \_\_\_\_\_ is \_\_\_\_\_
- yet \_\_\_\_\_
- doesn't mean \_\_\_\_\_
- however \_\_\_\_\_
- nevertheless \_\_\_\_\_
- still \_\_\_\_\_
- but \_\_\_\_\_

## Counter Argument



## Ways to Elaborate:

### Explain

- This includes \_\_\_\_\_.
- To add \_\_\_\_\_

When you explain, you give more details to explain the evidence. The details you choose work in your favor—it makes your evidence sound really good!



## Explain

### Examples

- For example, \_\_\_\_\_
- For instance, \_\_\_\_\_
- One time, \_\_\_\_\_

When you use examples, you tell a little story about the evidence. The story helps people understand your evidence more.

## Examples



### Description

You describe with adjectives, strong verbs and just the right emotive words to show a "picture" of what you want the reader to think the evidence "looks" like



## Describe

### Scenarios (projecting outcomes) Pro or Con

- Since the \_\_\_\_\_ (does) \_\_\_\_\_, all people will \_\_\_\_\_ (do it).
- Can you imagine \_\_\_\_\_? • What if \_\_\_\_\_, then \_\_\_\_\_.
- If the \_\_\_\_\_ (did) \_\_\_\_\_ it would \_\_\_\_\_.
- If \_\_\_\_\_ becomes \_\_\_\_\_, then \_\_\_\_\_.
- \_\_\_\_\_ will show \_\_\_\_\_ if it becomes \_\_\_\_\_
- Because \_\_\_\_\_, \_\_\_\_\_ (will happen).
- Do you really think \_\_\_\_\_ would \_\_\_\_\_?

Look into the crystal ball to see what the future will look like if my opinion/idea does or does not come true. You set a "scene" to exaggerate the evidence—pro or con.

## Scenarios



### Flattery

- You are such a \_\_\_\_\_. I know you will \_\_\_\_\_
- Because you are so \_\_\_\_\_, I know you will make the right choice.
- Because of your intelligence (or other characteristic), \_\_\_\_\_
- Please, \_\_\_\_\_, you are a (leader) of \_\_\_\_\_. Can you reconsider \_\_\_\_\_? or... Can you help \_\_\_\_\_?



## Flattery

## Phrases for your Conclusion!

## Sum it up + (1, 2, 3)

- I hope you agree with me... • In conclusion... • Summing it up... • To Sum up,
- Therefore... • I believe... • Everyone ought to... • So... • As you can see...
- So if you think about • For all of these reasons... • How can you disagree...

## **Lesson 3 Collaborative FLEE MapWorkspace**





# SAUSD Common Core Lesson Planner

<p><b>Unit: 4</b></p> <p><b>Lesson 4</b></p>	<p><b>Grade Level/Course</b></p> <p><b>5<sup>th</sup> Grade</b></p>	<p><b>Duration: One Day</b></p>
<p><b>Big Idea:</b> Motivation, ideas, and actions cause changes in society.</p>		
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How did ideas cause changes in society?</li> <li>2. How can dissatisfaction lead to change?</li> <li>3. Who contributed to the changes that resulted in a new nation and what were they?</li> </ol>		
<p><b>CCSS/ NGSS Standards</b></p>	<p><b>H-SS</b></p> <p>5.5.1 Understand how political, religious, and economic ideas and interests brought about the Revolution.</p> <p>5.5.3 Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document’s significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.</p> <p>5.5.4 Describe the views, lives, and impact of key individuals during this period.</p> <p>5.6.1 Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders’ alliances on both sides.</p> <p>5.6.2 Describe the contributions of France and other nations and of individuals to the outcome of the Revolution.</p> <p>5.6.3 Identify the different roles women played during the Revolution.</p> <p>5.6.4 Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.</p> <p><b>Reading Informational Text</b></p> <p>5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>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.</p> <p>5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>5.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</p> <p>5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>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.</p> <p>5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>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.</p> <p><b>Writing</b></p> <p>5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li> <li>b. Provide logically ordered reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</li> </ol>	

	<p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>5.4 Produce clear and coherent writing (<b>including multiple-paragraph texts</b>) in which the development and organization are appropriate to task, purpose, and audience.</p> <p>5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>5.6 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>Speaking and Listening</b></p> <p>5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>Language</b></p> <p>5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p><b>Materials/ Resources/ Lesson Preparation</b></p>	<p>Student Learning Journal</p> <p>Molly Pitcher Video: <a href="https://www.youtube.com/watch?v=G1L-YLx7BOg">https://www.youtube.com/watch?v=G1L-YLx7BOg</a></p>	
<p><b>Lesson Objectives</b></p>	<p><b>Content:</b> Students will read text and draw conclusions about the contributions of women on the battlefield during the Revolutionary War.</p>	<p><b>Language:</b> Students will demonstrate their understanding of text by answering text dependent questions and summarizing the important points. Students will write a paragraph to counter the argument that women should not be on the battlefield citing evidence from the text.</p>
<p><b>Depth of Knowledge Level</b></p>	<p><input checked="" type="checkbox"/> <b>Level 1: Recall</b>                      <input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b></p> <p><input checked="" type="checkbox"/> <b>Level 3: Strategic Thinking</b>   <input checked="" type="checkbox"/> <b>Level 4: Extended Thinking</b></p>	

<b>College and Career Ready Skills</b>		<input checked="" type="checkbox"/> <b>1. Demonstrating independence</b> <input checked="" type="checkbox"/> <b>2. Building strong content knowledge</b> <input checked="" type="checkbox"/> <b>3. Responding to varying demands of audience, task purpose, and discipline</b> <input checked="" type="checkbox"/> <b>4. Comprehending as well as critiquing</b> <input checked="" type="checkbox"/> <b>5. Valuing evidence</b> <input checked="" type="checkbox"/> <b>6. Using technology and digital media strategically and capably</b> <input checked="" type="checkbox"/> <b>7. Coming to understand other perspectives and culture</b>	
<b>Academic Vocabulary (Tier II &amp; Tier III)</b>	<b>PROVIDES TEACHER SIMPLE EXPLANATION</b>	<b>KEY WORDS ESSENTIAL TO UNDERSTANDING</b>	<b>WORDS WORTH KNOWING</b>
	<b>STUDENTS FIGURE OUT THE MEANING</b>	traditional female role artillery	disabled invalid stipend pension gender
<b>Pre-teaching Considerations</b>		Collaborative Academic Conversation Norms	
<b>Lesson Delivery</b>			
<b>Instructional Methods</b>		<b>Check method(s) used in the lesson:</b> <input checked="" type="checkbox"/> <b>Modeling</b> <input type="checkbox"/> <b>Guided Practice</b> <input checked="" type="checkbox"/> <b>Collaboration</b> <input type="checkbox"/> <b>Independent Practice</b> <input type="checkbox"/> <b>Guided Inquiry</b> <input type="checkbox"/> <b>Reflection</b>	
<b>Lesson Continuum</b>	<b>Preparing the Learner</b>	<p><b>Prior Knowledge, Context, and Motivation</b>          Introduce Content and Language Objectives          Review Big Idea and Essential Questions</p> <p><b>Unencumbered View: Molly Pitcher</b>  <a href="https://www.youtube.com/watch?v=G1L-YLx7BOg">https://www.youtube.com/watch?v=G1L-YLx7BOg</a>  <b>Purpose:</b> Students will watch this video to gain an understanding of the contributions of women on the battlefield during the Revolutionary War.</p> <ul style="list-style-type: none"> <li>• Think-Pair-Share: What did you notice in the images and in the song?</li> </ul> <p><b>Introduce the text: Women on the Battlefield</b></p> <ul style="list-style-type: none"> <li>• Make a connection to the OCR text: "...If You Lived at the Time of the American Revolution" section about women fighting in the Continental Army.</li> <li>• Tell students that they will be taking a more in depth look at the role of women on the battlefield.</li> <li>• Preview the categories on the process grid.</li> </ul>	<p><b>Differentiated Instruction:</b></p> <p><b>English Learners:</b></p> <ul style="list-style-type: none"> <li>• I believe _____.</li> <li>• I think _____.</li> <li>• In my opinion, _____.</li> <li>• Without a doubt, _____.</li> <li>• In my point of view, _____.</li> <li>• I've come to realize that _____.</li> <li>• My position is _____.</li> <li>• I don't think _____.</li> <li>• I don't believe _____.</li> </ul>

Lesson 4      Women on the Battlefield Process Grid

Names of the Women on the Battlefield	Description of Their Responsibilities/Role	Location



- Develop a logical argument that would explain why many of the contributions of Revolutionary War women were forgotten in the history books. *Answers might include: women typically took a back seat to men during that time, most women filled traditional roles, women were meant to stay home, men were usually considered the major contributors and heroes during wartime.*

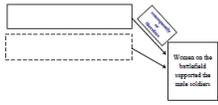
**Extending Understanding**

**Summary**

Provide evidence and examples from the text to support the argument, “Women on the battlefield supported the male soldiers.” Students should add more evidence by creating more boxes on the map.

Use oral practice to create sentences.

**Summary Activity:** Provide evidence and examples to support the argument on the right. Add more evidence by creating more boxes on your map.



**Oral Practice:** Use some of the following linguistic patterns to create some evidence-based sentences.

\_\_\_\_\_ evidence, \_\_\_\_\_ therefore \_\_\_\_\_

\_\_\_\_\_ evidence, \_\_\_\_\_ consequently \_\_\_\_\_

When \_\_\_\_\_ evidence, \_\_\_\_\_ it is evident that \_\_\_\_\_

\_\_\_\_\_ evidence \_\_\_\_\_ is an example of \_\_\_\_\_

[www.writingworkbooks.com](http://www.writingworkbooks.com)

**Homework**

Students will write an introductory paragraph using the evidence from the “Women on the Battlefield” to counter the argument that women should not be allowed on the battlefield.

**Lesson 4 Homework**



The President of the United States does not believe that women should be allowed on the battlefield. You believe that women supported the male soldiers on the battlefield based upon evidence from your reading.

Fill in the information for an introductory paragraph on the F.I.R.E. Map below. Write an introductory paragraph using evidence from the text to support your opinion.

**F**ill in the **F**act

**I**nterpret the **I**nterpretation

**R**ead the **R**eason

**E**xplain your **E**xplanation

**M**ake your **M**eaning

**Lesson Reflection**

**Teacher Reflection Evidenced by Student Learning/ Outcomes**

## Women on the Battlefield

Women camp followers provided all of the services to the army, while remaining within their **traditional female role**. However, some women chose to defend their country by taking up arms against the enemy. A few examples existed of women who fought the enemy as women – not disguised.

Some women hauled water to the battlefield for various purposes. **Mary McCauley** followed the Seventh

Pennsylvania Regiment. Her husband, John, was an artillery man. During the Battle of Monmouth, New Jersey, on June 28, 1778, Mary hauled water to the cannon so the sponger could swab out the barrel. John collapsed during the battle, either because of a wound or the extreme heat of the day, and Mary immediately took his place at the cannon. She assisted in firing it with the rest of the crew for the remainder of the battle.

**Margaret Corbin** was the wife of John Corbin, an artillery man, who was killed in the battle of Fort Mifflin in November 1776. Margaret stepped up to fill her husband's place at the cannon, assisting in sponging and loading. Margaret was wounded by in the arm and the chest, and as a result was disabled for the rest of her life. She was an original member of the Invalid Regiment that Congress created in 1777 to care for disabled soldiers. In 1779, Corbin was granted a stipend of \$30 and a lifelong pension of half a soldier's pay. She was the first American woman to receive a disabled veteran's pension.

There were also women who disguised themselves as men and joined the army. **Deborah Sampson** wanted to help the men in the American Revolution; she could not, because back then women were not allowed to fight in the war. Deborah knew that in order to help in the war, she would have to pretend to be a man. She practiced acting like a man and finally she was ready to fight with the soldiers. She enlisted in the army and thought up a new name for herself: Robert Shurtleff.

She was five feet and seven inches tall, which was tall for a woman, but her fellow soldiers simply thought that she was a short boy. They teased Deborah because "Robert" did not have to shave. She was a brave soldier and volunteered for dangerous missions. The other soldiers were proud of "Robert."



Margaret Corbin: loaded and fired the cannon after her husband died below her feet.



Everything was going smoothly until she got wounded in the head and leg. She let the doctor treat her head injury, but not her leg. If the doctor had treated her leg, she would have been found out! She took out the bullet in her leg by herself. Her leg never healed all the way, but her secret was safe. Deborah was afraid that if the other soldiers found out that "Robert" was a girl that they would shoot her.



Later, Deborah became sick with a fever and was put in the hospital. The doctor found out her secret--that "Robert" was a woman. The doctor took her to his home to recover from her illness. Sampson was honorably discharged and later granted a pension for her services. The Massachusetts legislature declared, "*that the Said Deborah exhibited an extraordinary instance of female heroism by discharging the duties of a faithful, gallant soldier.*"

### **Conclusion**

Women who offered their services to the army made a difficult decision. They chose to give up the security of home and embark on a journey that offered discomfort, hardship, and danger. They worked hard to make a living for themselves and their families, in addition to supporting the army and its cause. Some even broke traditional gender roles in order to serve their country. They worked just as hard and suffered just as much as the men they worked beside.

Despite Abigail Adams's famous plea to "remember the ladies," many of the contributions of Revolutionary War era women have been forgotten. It is only appropriate now to remember their courage and sacrifice, honoring them as well as the fighting men they supported.



**Lesson 4**

**Women on the Battlefield Process Grid**

<b>Names of the Women on the Battlefield</b>	<b>Description of Their Responsibilities/Role</b>	<b>Sacrifices</b>

**Lesson 4**

**Women on the Battlefield Process Grid Answer Key**

Names of the Women on the Battlefield	Description of Their Responsibilities/Role	Sacrifices and/or Importance
Mary McCauley	<ul style="list-style-type: none"> <li>• Hauled water to the battlefield for various reasons</li> <li>• Assisted in the firing of the cannon</li> </ul>	<ul style="list-style-type: none"> <li>• Her husband died in the battle</li> </ul>
Margaret Corbin	<ul style="list-style-type: none"> <li>• Stepped in to fill her husband's place, sponging and loading the cannon</li> </ul>	<ul style="list-style-type: none"> <li>• Her husband died in the battle</li> <li>• Margaret was wounded in the arm and chest and was disabled for the rest of her life.</li> <li>• First woman to receive a disabled veteran's pension</li> <li>• An original member of the Invalid Regiment created by Congress in 1777</li> </ul>
Deborah Sampson	<ul style="list-style-type: none"> <li>• Volunteered for dangerous missions</li> </ul>	<ul style="list-style-type: none"> <li>• Had to pretend to be a man</li> <li>• Wounded in the head and leg</li> <li>• Had to take the bullet in leg out by herself so as not to be discovered</li> <li>• Became sick later</li> <li>• Massachusetts legislature recognized her for extraordinary heroism</li> </ul>

## Lesson 4



### **“Women on the Battlefield” Text Dependent Questions**

1. What do you think a traditional female role was from the context clues
2. How does the picture help you understand women “taking up arms”?
3. Is this a traditional role for women?
4. How are Mary McCauley and Margaret Corbin similar?
5. What clues help you understand the word, “invalid”?
6. How was Deborah Sampson different than the other two women?
7. Why did she have to disguise herself as a man? How is this different from today? Cite evidence to explain how Deborah Sampson was brave.
8. How does the conclusion compare the women to the men during the American Revolution?
9. Develop a logical argument that would explain why many of the contributions of Revolutionary War women were forgotten in the history books.

**Lesson 4**

**Women on the Battlefield Summary Activity**



**Provide evidence in the boxes below to support the argument, “Women on the battlefield supported the male soldiers.” Add more evidence by creating more boxes.**

*consequently  
or  
therefore*

**Women on the battlefield supported the male soldiers.**

## Lesson 4

## Women on the Battlefield Summary Activity

### Oral Practice



Use the following linguistic patterns to create some evidence based arguments with your partner or group.

- \_\_\_\_\_ (evidence) \_\_\_\_\_ therefore \_\_\_\_\_.
- \_\_\_\_\_ (evidence) \_\_\_\_\_ consequently \_\_\_\_\_.
- When \_\_\_\_\_ (evidence) \_\_\_\_\_, it is evident that \_\_\_\_\_.
- \_\_\_\_\_ (evidence) \_\_\_\_\_ is an example of \_\_\_\_\_.

Lesson 4 Homework



The President of the United States does not believe that women should be allowed on the battlefield. You believe that women supported the male soldiers on the battlefield based upon evidence from your reading.

Fill in the information for an introductory paragraph on the FLEE Map below. Write an introductory paragraph using evidence from the text to support your opinion.

**Expository Hook**

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State your claim:  
Give your  
Opinion:   
about the argument

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**State your 3 reasons**

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Write your introductory paragraph below.

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## SAUSD Common Core Lesson Planner

<b>Unit: 4</b>  <b>Lesson 5</b>	<b>Grade Level/Course</b>  <b>5<sup>th</sup> Grade</b>	<b>Duration: One Day</b>
<b>Big Idea:</b> Motivation, ideas, and actions cause changes in society.		
<b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. How did ideas cause changes in society?</li> <li>2. How can dissatisfaction lead to change?</li> <li>3. Who contributed to the changes that resulted in a new nation and what were they?</li> </ol>		
<b>CCSS/ NGSS Standards</b>	<p><b>H-SS</b></p> <p>5.5.1 Understand how political, religious, and economic ideas and interests brought about the Revolution.</p> <p>5.5.3 Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document’s significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.</p> <p>5.5.4 Describe the views, lives, and impact of key individuals during this period.</p> <p>5.6.1 Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders’ alliances on both sides.</p> <p>5.6.2 Describe the contributions of France and other nations and of individuals to the outcome of the Revolution.</p> <p>5.6.3 Identify the different roles women played during the Revolution.</p> <p>5.6.4 Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.</p> <p><b>Reading Informational Text</b></p> <p>5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>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.</p> <p>5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>5.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</p> <p>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.</p> <p>5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>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.</p> <p><b>Writing</b></p> <p>5.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>5.5 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	

	<p>5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>Speaking and Listening</b></p> <p>5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ol> <p>5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>Language</b></p> <p>5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p><b>Materials/ Resources/ Lesson Preparation</b></p>	<p>Student Learning Journal</p> <p><b>Video:</b> "Always Fight With Love": In Rare Footage, A Young MLK Jr. Launches the Montgomery Bus Boycott <a href="https://www.youtube.com/watch?v=pCPy5B5oM5M">https://www.youtube.com/watch?v=pCPy5B5oM5M</a></p>	
<p><b>Lesson Objectives</b></p>	<p><b>Content:</b> Students will learn the difference between primary and secondary source documents.</p>	<p><b>Language:</b> Students will demonstrate their understanding of primary and secondary source documents by answering text dependent questions and completing a process grid. Students will use compare/contrast language when making connections between two boycotts.</p>
<p><b>Depth of Knowledge Level</b></p>	<p><input checked="" type="checkbox"/> <b>Level 1: Recall</b>                      <input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b>  <input checked="" type="checkbox"/> <b>Level 3: Strategic Thinking</b>   <input checked="" type="checkbox"/> <b>Level 4: Extended Thinking</b></p>	
<p><b>College and Career Ready Skills</b></p>	<p><input checked="" type="checkbox"/> <b>1. Demonstrating independence</b>  <input checked="" type="checkbox"/> <b>2. Building strong content knowledge</b>  <input checked="" type="checkbox"/> <b>3. Responding to varying demands of audience, task purpose, and discipline</b>  <input checked="" type="checkbox"/> <b>4. Comprehending as well as critiquing</b>  <input checked="" type="checkbox"/> <b>5. Valuing evidence</b>  <input checked="" type="checkbox"/> <b>6. Using technology and digital media strategically and capably</b>  <input checked="" type="checkbox"/> <b>7. Coming to understand other perspectives and culture</b></p>	

Academic Vocabulary (Tier II & Tier III)	PROVIDES TEACHER SIMPLE EXPLANATION	<b>KEY WORDS ESSENTIAL TO UNDERSTANDING</b>	<b>WORDS WORTH KNOWING</b>
	STUDENTS FIGURE OUT THE MEANING	primary source secondary source homespun coercive legislation oppression	arrogance ridicule
		non-importation non-consumption	repealed resolution
<b>Pre-teaching Considerations</b>	Collaborative Academic Conversation Norms		
<b>Lesson Delivery</b>			
<b>Instructional Methods</b>	<b>Check method(s) used in the lesson:</b> <input checked="" type="checkbox"/> <b>Modeling</b> <input type="checkbox"/> <b>Guided Practice</b> <input checked="" type="checkbox"/> <b>Collaboration</b> <input type="checkbox"/> <b>Independent Practice</b> <input type="checkbox"/> <b>Guided Inquiry</b> <input checked="" type="checkbox"/> <b>Reflection</b>		
<b>Lesson Continuum</b>	<b>Preparing the Learner</b>	<b>Prior Knowledge, Context, and Motivation</b> Introduce Content and Language Objectives Review Big Idea and Essential Questions  1. <b>Think-Pair-Share</b> their writing from yesterday to support the argument, “Women on the battlefield supported the male soldiers.” <ul style="list-style-type: none"> <li>Choose 2-3 paragraphs to revise/edit under the document camera. Think-aloud as you model, focusing on:             <ul style="list-style-type: none"> <li>the conventions of grammar, usage, capitalization, punctuation, and spelling (Language Standards 1, 2)</li> <li>expanding, combining, or reducing sentences for meaning, interest, and style (Language Standard 3a)</li> <li>opening and concluding sentences (Writing Standards 2a, 2e)</li> </ul> </li> </ul> 2. <b>Primary and Secondary Sources</b> Lead students in a discussion about the difference between primary and secondary sources. Today’s reading will include both a primary and secondary source.  3. <b>Optional Video:</b> Research Minute: Primary vs. Secondary Sources <a href="https://www.youtube.com/watch?v=yELlc1IOWtk">https://www.youtube.com/watch?v=yELlc1IOWtk</a>	<b>Differentiated Instruction:</b>  <b>English Learners:</b> <ul style="list-style-type: none"> <li>I believe _____.</li> <li>I think _____.</li> <li>In my opinion, _____.</li> <li>Without a doubt, _____.</li> <li>In my point of view, _____.</li> <li>I’ve come to realize that _____.</li> <li>My position is _____.</li> <li>I don’t think _____.</li> <li>I don’t believe _____.</li> </ul>  <b>Students Who Need Additional Support:</b>

<p><b>Interacting with the Text/Concept</b></p>	<p><b>“Women and the Economy During the American Revolution” Text</b> (The text is found in the Student Journal for annotation.)</p> <ol style="list-style-type: none"> <li><b>1. Preview the text for text features</b> (images, headings)</li> <li><b>2. Purpose:</b> As you read this text, focus on the following questions: <ul style="list-style-type: none"> <li>• How did women contribute to the cause and fight for independence?</li> <li>• Were women’s actions as important as men’s contribution?</li> </ul> </li> <li><b>3. Unencumbered First Read of the Text</b> <b>Select from the following based on the level of your students:</b> <ul style="list-style-type: none"> <li>• Read independently</li> <li>• Read with a partner</li> <li>• Read with a group (based on student needs)</li> <li>• Read it aloud to them</li> </ul> </li> <li><b>4. Fill in the categories on the process grid.</b> Have students think-pair-share as you fill in the different categories of the process grid.</li> <li><b>5. Second Read: Close Read with Text Dependent Questions</b> Give students time to Think-Pair-Share, then share answers whole group. The purpose of the text dependent questions is to stimulate student thinking and support their understanding of the text. You may choose the questions that you feel will create the best academic conversations.</li> </ol> <p><b>Read the sections, “Boycotting” and “Secondary Source”</b></p> <ul style="list-style-type: none"> <li>• What do you think “non-consumption” means? <i>Not to purchase, to not consume</i></li> <li>• Think of the two ways women tried to put pressure on the British market in the colonies. <i>They did not purchase things from stores (boycotting) and began protesting the price of tea, coffee, etc.</i></li> <li>• How and why did the women look “determined”? <i>They gripped wheelbarrows and carts, staring at the merchant, demanding to get coffee for the fair price the Committee of Patriots had tried to set.</i></li> <li>• What did Boylston mean by “There are plenty of folks with no stomach for war, but possessing a taste for coffee and the silver to satisfy it.” Let’s deconstruct this sentence into meaningful phrases: <i>No stomach for war=do not want a war with Britain, don’t like war</i> <i>Possessing a taste for coffee=wanting to buy and drink coffee</i> <i>The silver to satisfy it=the money to pay for what they want-coffee</i></li> <li>• What were the women hoping for and asking from Mr. Boylston? <i>They wanted to pay a fair price for coffee.</i></li> <li>• What did Mrs. Colter mean by “bleeding and squeezing decent folks”? <i>She meant that he was taking as much money as he could from the good people.</i></li> </ul>	<p><b>Accelerated Learners:</b></p>
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	<ul style="list-style-type: none"> <li>• How did the author describe Mr. Boylston’s surprise? <i>His facial expressions, actions, and the way he looked: trembling with fear and rage, eyes as round as saucers that nearly popped from his head, opened and closed his mouth like a fish, sweat glistened on his face</i></li> <li>• What made Mr. Boylston give up the keys to his store? <i>The women had surrounded him and were glaring at him.</i></li> <li>• The author says that the men depended on the women for support but didn’t want them to forget their “proper” roles. How was their behavior not traditional or proper? <i>They were physical, loud, and demanding which was not considered to be lady-like.</i></li> </ul> <p><b>6. Read the section “Primary Source”</b> Remind students about primary sources being actual documents from that time in history. When studying a primary source document, students should always look at:</p> <ul style="list-style-type: none"> <li>• When it was written? <i>1770</i></li> <li>• Who published it? <i>Revolutionary Broadside ( a flyer)</i></li> <li>• What does it say? <i>William Jackson, an importer is bringing in food and goods from Britain and selling things at Brazen Head. No one should buy anything from him or they would disgrace themselves.</i></li> <li>• What is the purpose? <i>The authors wanted to tell the people to not buy anything as a protest against the British (boycott). It was an appeal to the women and men to be loyal to the American colonies</i></li> </ul> <p>Guide students through the process of reading this document and making a connection to what they have learned about the context of what was happening in 1770 (people protesting British rule and taxation).</p>	
<p><b>Extending Understanding</b></p>	<p><b>Think-Pair-Share</b> Lead students in a discussion around the question, “Which type of resource would be more valid, primary or secondary?” Note: We want students to understand that a firsthand account of an event would be more valid.</p> <p><b>Making a Connection</b></p> <ul style="list-style-type: none"> <li>• Make a connection with students that the use of boycotts as a way of peaceful protest has been used repeatedly throughout American history.</li> </ul> <p><b>Watch the Video:</b> "Always Fight With Love": In Rare Footage, A Young MLK Jr. Launches the Montgomery Bus Boycott <a href="https://www.youtube.com/watch?v=pCPy5B5oM5M">https://www.youtube.com/watch?v=pCPy5B5oM5M</a></p> <ul style="list-style-type: none"> <li>• Purpose: Students will be watching this video to find similarities and differences to the boycott in the text, “Women and the Economy During the American Revolution”.</li> <li>• Task: Create a collaborative Compare/Contrast-Double Bubble Map.</li> <li>• Oral Practice: Use the linguistic patterns to create sentences.</li> <li>• Share whole group</li> </ul>	

**Lesson Reflection**

**Teacher  
Reflection  
Evidenced by  
Student  
Learning/  
Outcomes**

## Women and the Economy during the American Revolution



### Boycotting

By the 1700's, Colonial America began to change. As the British continued to tax the colonists, resistance grew against them. The Colonists started to revolt. When more taxes were imposed on tea, the boycott of tea and the Boston Tea Party followed. Women, although they were not on the ship, assisted immensely in the boycott by not buying tea (**non-consumption**). If tea was not purchased, the British would not make any money at all. Women hoped that this would change the British's taxation on tea.

Many women also protested the price of tea and coffee, demanding that the price be lowered. As coffee and tea became scarce, merchants began to raise the prices unfairly.

Look at the primary and secondary sources provided below, including documents and stories from this historical era, to see how women participated in boycotts.

### Secondary Source

#### One Story of Protest: Dramatic Moment Boston Women Protest



On a warm Boston afternoon in July 1777, Thomas Boylston stood at the door of his warehouse staring grimly at the crowd of determined women filling the street. Some gripped wheelbarrows or stood beside carts, others wearing fine silk held umbrellas against the afternoon sun. Most were women in clean homespun, plain but neat. Squarely in front stood Mrs. Colter, who when the crowd became silent said politely but firmly, "We know you have coffee Mr.

Boylston. Give it over to us at the Committee's price and we'll be pleased to pay."

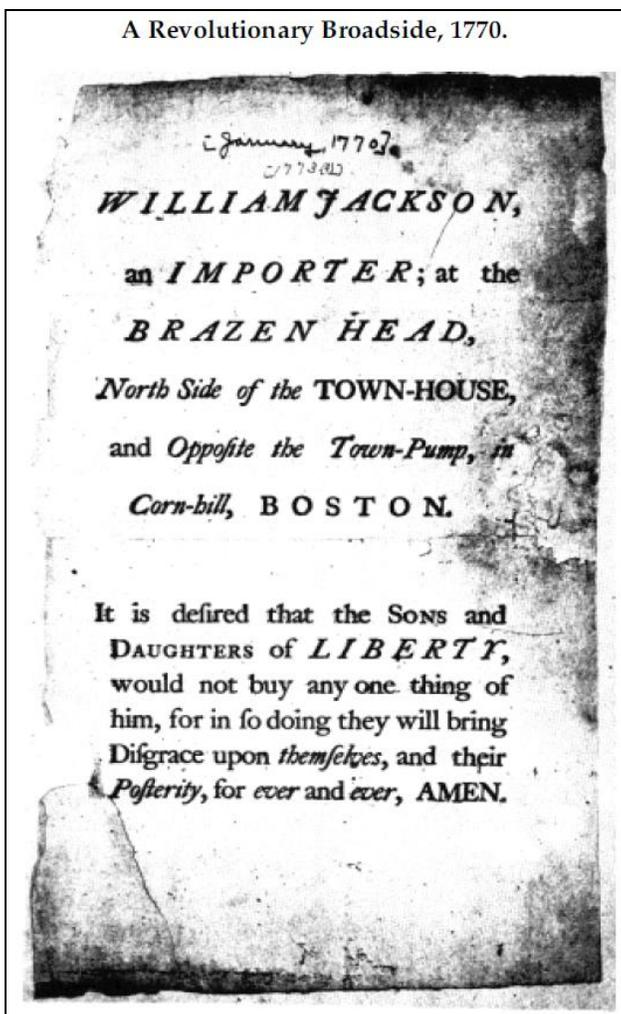
"On your way! You'll not be having my coffee at such prices. It's mine bought and paid for. Who's this so called Committee of Patriots to be telling me what I can and cannot sell and for how much? My business is trade—buying and selling. The goods are mine. There are plenty of folks with no stomach for war, but possessing a taste for coffee and the silver to satisfy it."

Mrs. Colter replied, "Mr. Boylston, the only hope for us is sharing. The soldiers need coffee and we need ours. There being so little going around, surely we must all look to help each other. We won't have you bleeding and squeezing decent folks. Give us the keys and we'll divide the goods fairly and pay what's right."

Trembling with fear and rage, Boylston edged back through the door. But a large framed woman standing next to Mrs. Colter saw this movement. Before he could slam the door, she stepped forward, seized him by his collar, and heaved the little man into a cart. Boylston's eyes got round as saucers and nearly popped from his head; he opened and closed his mouth like a fish, not making a sound; sweat glistened on his face.

Lying on his back staring up from the cart, Boylston found himself surrounded by a ring of women glaring down at him. Slowly he reached into his vest and drew out his keys. As Mrs. Colter took them, someone tipped the cart, dumping Boylston into the street. Boylston scrambled through the crowd. His retreating backside made an irresistible target for the slaps and kicks of women long tired of his arrogance and greed.

The rest of the women swept into the warehouse, found the hidden coffee, divided it into the carts, and left. Throughout this spectacle men stood at the edge of the crowd. Many smiled at Boylston's fate, but they kept quiet. Clearly, the women were not inclined to be teased, and the watching men were not quite sure they should be cheered. The war had changed Boston, but crowds of unaccompanied women taking public action was not a sight most men welcomed. Men depended on the support of women, but did not want them to forget their "proper" roles as wives and mothers.



### Primary Source from the Library of Congress

When was this written?

Who published it?

What does it say?

What is the purpose of the notice?

## The Edenton “Tea Party” in North Carolina

The ‘Edenton Tea Party’ took place in the North Carolina town of Edenton in October 1774. Fifty-one respectable women, led by a Mrs. Penelope Baker, the wife of a local merchant, wrote and signed a formal **resolution**, or petition, promising to **boycott** British imported tea and manufactured goods, until such time as the **coercive legislation**, taxation without representation, which Parliament had enacted against the colonies, was repealed.

The colonists then decided to send copies of the petition to London, apparently believing that an all-female petition would demonstrate the strength of colonial feeling and shock the British government into action.

Unfortunately the plan backfired badly. The ladies declaration, which was reproduced in full in the English newspaper, the *Morning Chronicle* of 31<sup>st</sup> January 1775, was greeted with laughter and **ridicule** from the British press and London’s satirists.

This wonderful and extremely rare print refers to the so-called ‘Edenton Tea Party’. It was produced by an English **satirist**, Phillip Dawes, to **ridicule** the American women.

1. In your own words, what does the petition written by the women say?

2. Look closely at the print. How does Phillip Dawes portray the American Women? What else do you see and why?

### *The Petition from the Ladies of Edenton,*

*We, the Ladys of Edenton do hereby solemnly Engage not to Conform to the Pernicious Custom of Drinking Tea. Or that we the above said Ladys will not promote ye wear of any Manufacture from England until such time that all Acts which tend to Enslave this our Native Country shall be repealed.*

*October, 1774*



Library of Congress

Britain, Phillip Dawes, Morning Chronicle, 1775

## Boycotting Continued

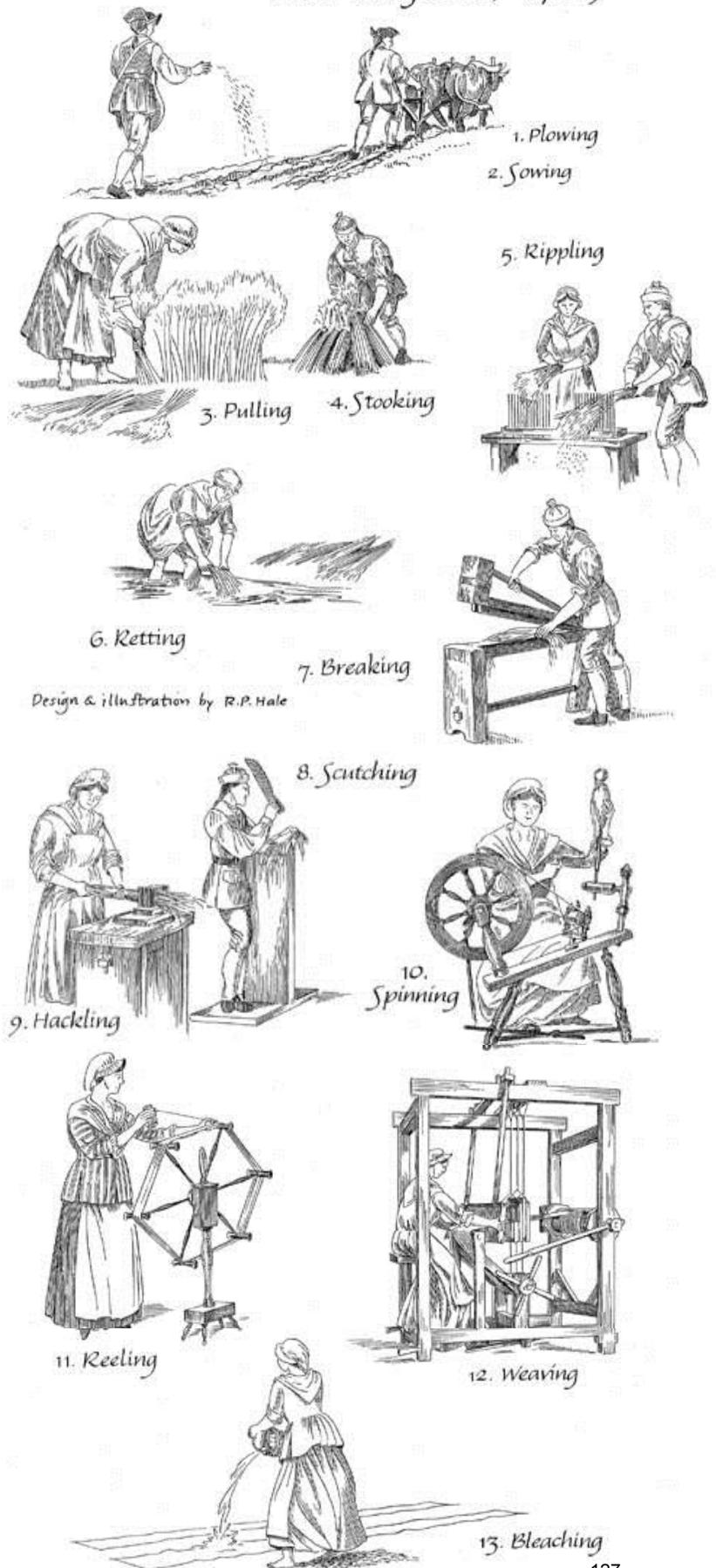
Women also took up the “**Homespun Movement.**” They played a major role in this **method of defiance** by **denouncing** silks, satins, and other luxuries in favor of homespun clothing generally made in spinning and quilting bees. Weaving their own flax into cloth or spinning wool into yarn, was time consuming and a difficult process. After the yarn was spun, it still had to be woven into cloth. From there, the woven cloth was sewn into clothing.

When the women colonists stopped purchasing cloth and made their own clothing and even the men’s uniforms for war, it sent a strong message of unity against the British **oppression.**

Thus, women helped with the **non-importation** and **non-consumption** of British goods. These actions by women became an important factor in the American resistance movement against the British. The British Empire could no longer count on the money and trade from its American colonies.

Look at the sequence on the right. What do you see and infer from the pictures?

## MAKING LINEN FROM FLAX New England, 1785



**Lesson 7**

**Women on the Geopqo { 'F wt kpi 'vj g'Co gtlecp'Tgxqnwkqp**

....."Rt qegu'I t k "

<b>Ugevkqp'qh'vj g'Ct vlerg</b>	<b>Description of Their Responsibilities/Role</b>	<b>Y c{s'Vj gug'Y qo gp'' J gr gf 'vj g'Y ct Ghhqv</b>

**Lesson 5****Women and the Economy During the American Revolution****Process Grid**

<b>Section of the Article</b>	<b>Description of Their Responsibilities/Role</b>	<b>Ways These Women Helped the War Effort</b>
<b>One Story of Protest: Dramatic Moment Boston Women Protest</b>	<b>Mr. Colter took public action against Mr. Boylston, a merchant, who was charging unfair, high prices for coffee. She wanted him to divide it fairly among the soldiers and pay a fair price.</b>	<ul style="list-style-type: none"><li>• <b>Got coffee for the people and soldiers</b></li><li>• <b>Took a stand against merchants like Mr. Boylston who charged unfair prices to the Patriots.</b></li></ul>
<b>The Edenton “Tea Party” in North Carolina</b>	<b>Mrs. Penelope Baker wrote and signed a petition promising to boycott British imported tea and manufactured goods, until the unfair taxes were removed (repealed).</b>	<ul style="list-style-type: none"><li>• <b>Supported the movement for independence</b></li><li>• <b>Helped hurt the British economy by not buying their products and goods</b></li></ul>
<b>Boycotting Continued (The Homespun Movement)</b>	<b>Women chose to not buy silks, satins, and other luxury items and started spinning their own fabrics and making their own clothes.</b>	<ul style="list-style-type: none"><li>• <b>Sent a strong message of unity against the British.</b></li><li>• <b>Helped to hurt the British economy by not buying their luxury products and goods</b></li></ul>



## Women and the Economy During the American Revolution

### Text Dependent Questions

- What do you think “non-consumption” means?
- Think of the two ways women tried to put pressure on the British market in the colonies.
- How and why did the women look “determined”?
- What did Boylston mean by “There are plenty of folks with no stomach for war, but possessing a taste for coffee and the silver to satisfy it.”? Let’s deconstruct this sentence into meaningful phrases.
- What were the women hoping for and asking from Mr. Boylston?
- What did Mrs. Colter mean by “bleeding and squeezing decent folks”?
- How did the author describe Mr. Boylston’s surprise?
- What made Mr. Boylston give up the keys to his store?
- The author says that the men depended on the women for support but didn’t want them to forget their “proper” roles. How was their behavior not traditional or proper?

## *Sentence Frames for Compare and Contrast*

By comparison it is \_\_\_\_\_.

In comparison it is \_\_\_\_\_.

The things they have in common are \_\_\_\_\_.

They are similar because \_\_\_\_\_.

Both are the same because \_\_\_\_\_.

Their shared/common attributes are \_\_\_\_\_.

They are similar in that \_\_\_\_\_.

The differences between \_\_\_\_\_ and \_\_\_\_\_ are \_\_\_\_\_.

A distinction between \_\_\_\_\_ and \_\_\_\_\_ might be \_\_\_\_\_.

It is \_\_\_\_\_-er than \_\_\_\_\_.

It is the \_\_\_\_\_-est of all of them.

It is \_\_\_\_\_-er than \_\_\_\_\_, but \_\_\_\_\_-er than \_\_\_\_\_.

A \_\_\_\_\_ is \_\_\_\_\_-er than a \_\_\_\_\_.

\_\_\_\_\_ and \_\_\_\_\_ are similar because they both  
(are/have)\_\_\_\_\_.

They are different because \_\_\_\_\_ is \_\_\_\_\_ and \_\_\_\_\_ is  
\_\_\_\_\_.

The way they are alike is that they both are/have \_\_\_\_\_, but what's different is that  
\_\_\_\_\_ are/have \_\_\_\_\_.

A notable difference (key distinction) between \_\_\_\_\_ and \_\_\_\_\_ is  
\_\_\_\_\_.

Neither \_\_\_\_\_ nor \_\_\_\_\_ have/contain/demonstrate/show  
\_\_\_\_\_.

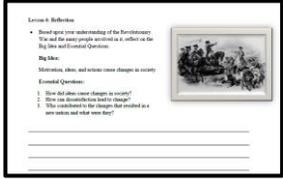
\_\_\_\_\_ is/tends to be \_\_\_\_\_, whereas \_\_\_\_\_ is \_\_\_\_\_.

# SAUSD Common Core Lesson Planner

<b>Unit: 4</b> <b>Lesson 6</b> <b>Performance Task</b>	<b>Grade Level/Course</b>  <b>5<sup>th</sup> Grade</b>	<b>Duration: Two Days</b>
<b>Big Idea:</b> Motivation, ideas, and actions cause changes in society.		
<b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. How did ideas cause changes in society?</li> <li>2. How can dissatisfaction lead to change?</li> <li>3. Who contributed to the changes that resulted in a new nation and what were they?</li> </ol>		
<b>CCSS/ NGSS Standards</b>	<p><b>H-SS</b></p> <p>5.5.1 Understand how political, religious, and economic ideas and interests brought about the Revolution.</p> <p>5.5.3 Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document’s significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.</p> <p>5.5.4 Describe the views, lives, and impact of key individuals during this period.</p> <p>5.6.1 Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders’ alliances on both sides.</p> <p>5.6.2 Describe the contributions of France and other nations and of individuals to the outcome of the Revolution.</p> <p>5.6.3 Identify the different roles women played during the Revolution.</p> <p>5.6.4 Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.</p> <p><b>Reading Informational Text</b></p> <p>5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>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. 4.</p> <p>5.4 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.</p> <p>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.</p> <p>9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>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.</p> <p><b>Writing</b></p> <p>5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li> <li>b. Provide logically ordered reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ol> <p>5.4 Produce clear and coherent writing (<b>including multiple-paragraph texts</b>) in which the development and organization are appropriate to task, purpose, and audience.</p> <p>5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by</p>	

	<p>planning, revising, editing, rewriting, or trying a new approach.</p> <p>5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>Language</b></p> <p>5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>		
<b>Materials/ Resources/ Lesson Preparation</b>	<p>Student Learning Journal</p> <p>Art Supplies (for creating a cover)</p>		
<b>Lesson Objectives</b>	<p><b>Content:</b> Based upon their research, students will select one famous patriot to be Patriot of the Year.</p>	<p><b>Language:</b> Students will write a persuasive essay citing evidence to support that the patriot of their choosing should be the Patriot of the Year.</p>	
<b>Depth of Knowledge Level</b>	<p><input checked="" type="checkbox"/> Level 1: Recall                      <input checked="" type="checkbox"/> Level 2: Skill/Concept</p> <p><input checked="" type="checkbox"/> Level 3: Strategic Thinking    Level 4: Extended Thinking</p>		
<b>College and Career Ready Skills</b>	<p><input checked="" type="checkbox"/> 1. Demonstrating independence</p> <p><input checked="" type="checkbox"/> 2. Building strong content knowledge</p> <p><input checked="" type="checkbox"/> 3. Responding to varying demands of audience, task purpose, and discipline</p> <p><input checked="" type="checkbox"/> 4. Comprehending as well as critiquing</p> <p><input checked="" type="checkbox"/> 5. Valuing evidence</p> <p><input checked="" type="checkbox"/> 6. Using technology and digital media strategically and capably</p> <p><input checked="" type="checkbox"/> 7. Coming to understand other perspectives and culture</p>		
<b>Academic Vocabulary (Tier II &amp; Tier III)</b>	<b>PROVIDES TEACHER SIMPLE EXPLANATION</b>	<b>KEY WORDS ESSENTIAL TO UNDERSTANDING</b>	<b>WORDS WORTH KNOWING</b>
		NA	NA



	<p>of your students.</p> <p><b>Part 3: Creating a Cover</b></p> <ul style="list-style-type: none"> <li>• Students may use the template in their Student Journals to create their cover.</li> <li>• Students may also create their own cover on construction paper.</li> </ul>  <p><b>Share: This can be done in a variety of ways:</b></p> <ul style="list-style-type: none"> <li>• Students may share with a partner or group, select the best one based upon the rubric requirements, then share whole group.</li> <li>• Gallery Walk Have a section of the room for each famous patriot. Post like patriots together. Allow students time to circulate around the room with their group. They may have Post-Its to leave positive comments.</li> </ul>	
<p><b>Extending Understanding</b></p>	<p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>• Based upon your understanding of the Revolutionary War and the many people involved in it, reflect on the big idea and essential questions.</li> </ul> <p><b>Big Idea:</b> Motivation, ideas, and actions cause changes in society.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How did ideas cause changes in society?</li> <li>2. How can dissatisfaction lead to change?</li> <li>3. Who contributed to the changes that resulted in a new nation and what were they?</li> </ol> 	
<b>Lesson Reflection</b>		
<p><b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b></p>		

DOUBLE ISSUE

DEC. 22 / DEC. 29, 2014

# PERSON OF THE YEAR

# TIME

## THE EBOLA FIGHTERS

**Dr. Jerry Brown**

The Liberian surgeon, 46, turned his hospital's chapel into an Ebola treatment center

**2014**

**Person of the Year**

time.com



**2013**  
**Person of the Year**

PERSON OF THE YEAR

NOVEMBER 26, 2012 | \$5.00 | TIME.COM

PERSON OF THE YEAR

TIME



PRESIDENT  
BARACK  
OBAMA

**2012**  
**Person of the Year**

PHOTOGRAPH BY ANDREW HAHN

DOUBLE ISSUE

DECEMBER 26, 2011 / JANUARY 2, 2012

PERSON OF THE YEAR

TIME

THE  
PROTESTER

FROM THE  
ARAB SPRING  
TO ATHENS,  
FROM OCCUPY  
WALL STREET  
TO MOSCOW

**2011**

**Person of the Year**

www.time.com

DOUBLE ISSUE

DECEMBER 21, 2010 / JANUARY 21, 2011

# Person *of the Year*

# TIME

Facebook's  
Mark  
Zuckerberg  
THE CONNECTOR

**2010**

**Person of the Year**

www.time.com

Name \_\_\_\_\_

Date \_\_\_\_\_

*Time Magazine* Patriot of the Year  
Performance Task/Students' Page



Scenario: You have been asked to select a famous patriot from the American Revolution to be honored as the Patriot of the Year.

Directions: Part 1

1. Review the famous patriots that you have learned about in your Student Journal and Open Court text, “...If You Lived at the Time of the American Revolution”.
2. Choose one person to highlight based upon their contributions to the Revolutionary War effort.
3. Choose three contributions that this person made that would warrant their being named “Patriot of the Year”.
4. Create a FLEE Map with their contributions.

Directions: Part 2

Writing Prompt: Using both the Big Idea “Motivation, ideas, and actions cause changes in society” and the new knowledge you have learned about your patriot, write a persuasive essay explaining why the patriot you have chosen should be the *Time Magazine* Patriot of the Year. Cite evidence from any of the resources to justify your reasons.

As you write, make sure to use the writing checklist.

Use the following checklist to help you with your writing.

- Include a beginning that states your claim (what you are speaking about) while acknowledging that there are many worthy patriots.
- Include 3 reasons why the patriot you have chosen should be the Patriot of the Year.
- Cite evidence to support your 3 reasons.
- Add strong, persuasive language that helps to make your point.
- Finish with an ending that **STRONGLY** restates your opinion. Include your feelings and opinions about the patriot.

Create the *Time Magazine* cover to go with your writing.

## Patriot of the Year Persuasive Writing and Magazine Cover Rubric

Teachers, use the following rubric/checklist to score the **persuasive paragraph/s**:



- Includes a beginning that states their position (what they are speaking about).

0 points	1 point	2 points	3 points
There is no opening statement.	There is an opening statement consisting of only 1-2 sentences that states their position.	There is an opening statement consisting of 2 sentences that states their opinion and acknowledges that there are many worthy patriots.	There is an opening statement consisting of 2 sentences that <b>clearly</b> and <b>strongly</b> states their position and acknowledges that there are many worthy patriots..

- Includes 3 reasons why their patriot is the Patriot of the Year.

0 points	1 point	2 points	3 points
There are no reasons stated.	There is only one reason stated that strongly supports position.	There are only two reasons stated that strongly supports position.	There are three reasons stated that strongly support position.

- Cites evidence from the reading to support their 3 reasons.

0 points	1 point	2 points	3 points	4 points
There is no evidence cited.	There is 1 piece of evidence cited .	There are 2 pieces of evidence cited.	There are 3 pieces of evidence cited.	There are 4 or more pieces of evidence cited.

- Adds strong, varied, persuasive language that clearly expresses the your position.

0 points	1 point	2 points
There is no strong, persuasive language.	There 1-2 strong, persuasive words.	There are 3 or more strong, persuasive words.

- Finishes with an ending that **STRONGLY** restates their position. Includes their feelings and opinions about the patriot.

0 points	1 point	2 points
There is no closing statement.	There is a closing statement consisting of only 1-2 sentences that states their position.	There is a closing statement consisting of 2 sentences that <b>clearly</b> and <b>strongly</b> states their position.

- Finishes with an ending that **STRONGLY** restates their position. Includes their feelings and opinions about the patriot.

0 points	1 point	2 points
There is no closing statement.	There is a closing statement consisting of only 1-2 sentences that states their position.	There is a closing statement consisting of 2 sentences that <b>clearly</b> and <b>strongly</b> states their position.

- Demonstrates command of the conventions of: Conventions of Standard English, Grammar and Usage

1 point	2 points	1 point	2 points
No more than 5 errors. There are some capitalization and punctuation errors that interfere with the readability.	Capitalization and punctuation errors do not interfere with the readability of the piece. No more than 4 errors	4 errors in the description to the right.	Only 3 errors: Correctly uses regular and irregular verbs, subject/verb agreement, adverbs, prepositions, & conjunctions.

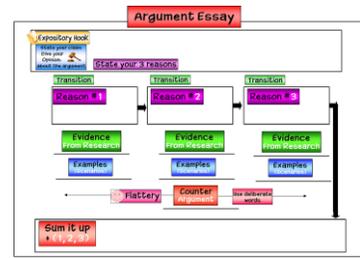
- Creates an effective *Time Magazine* cover to accompany the writing.

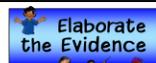
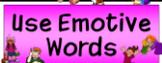
0 points	1 point	2 points	3 points	4 points
There is no magazine cover.	The cover's format and organization are incomplete and messy.	The cover's format and organization are incomplete <b>or</b> it is messy.	The cover's format is attractive, well-organized and neat.	The cover's format is exceptionally attractive, well-organized and neat.

# Argumentative Essay Checklist

Essay writer: \_\_\_\_\_

Essay reviewer: \_\_\_\_\_



<b>Revising Content</b>	You	Your Classmate	Teacher Comments
Do I have 5 paragraphs:			
Paragraph 1/ <b>Introduction</b> : Do I have a hook, opinion and three main ideas/reasons?			
Paragraph 2: Do I state my <b>first reason</b> and use evidence and elaboration to support the reason?			
Paragraph 3: Do I state my <b>second reason</b> and use evidence and elaboration to support the reason?			
Paragraph 4: Do I state my <b>third reason</b> and use evidence and elaboration to support the reason?			
Paragraph 5/ <b>Conclusion</b> : Do I re-state the opinion and three main ideas/reasons?			
Does my essay and opinion make sense?			
Can I make it clearer by using more evidence and elaboration?			
Can I make it more interesting by adding more emotive words to get my opinion across?			
Do I have a counter argument to “reach” the doubting reader?			
Do I use flattery to persuade the reader to come to my side?			
<b>Editing</b>	You	Your Classmate	Teacher
Do I have my name, number and date?			
Do I have an original title – underlined, centered and first letter of main words capitalized?			
Did I indent on all five paragraphs?			
Did I use correct punctuation in every sentence?			
Did I use capital letters at the beginning of every sentence?			
Did I capitalize all proper names?			
Did I remove any other capital letters that do NOT belong?			
Did I use correct spelling?			

**Notes:**

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# TIME

## **Patriot of the Year**

