

Revolutionaries from the Past

4th Grade Unit 4



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Essential Questions

Identify and
CLARIFY the
STANDARDS

Gather and study
the
RESOURCES

DIVIDE the unit
into weeks and
DISTRIBUTE
the standards

Make or locate
SUMMATIVE
and
PERFORMANCE
ASSESSMENTS

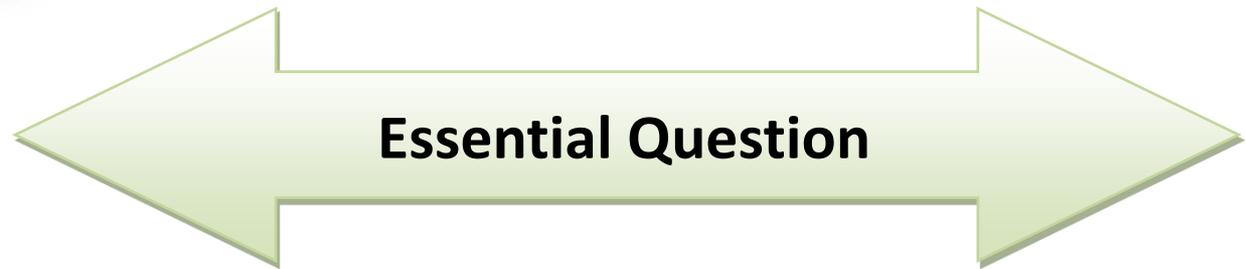
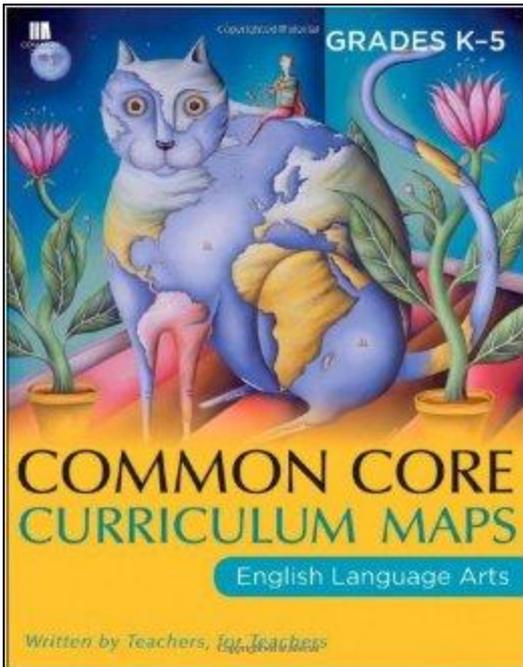
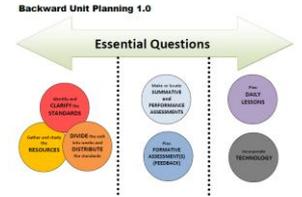
Plan
FORMATIVE
ASSESSMENT(S)
(FEEDBACK)

Plan
DAILY
LESSONS

Incorporate
TECHNOLOGY



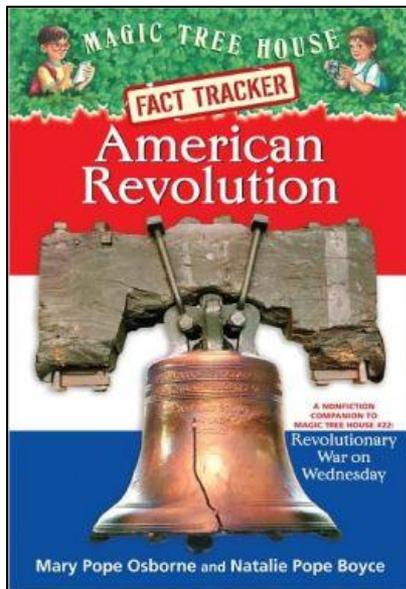
Revolutionaries from the Past



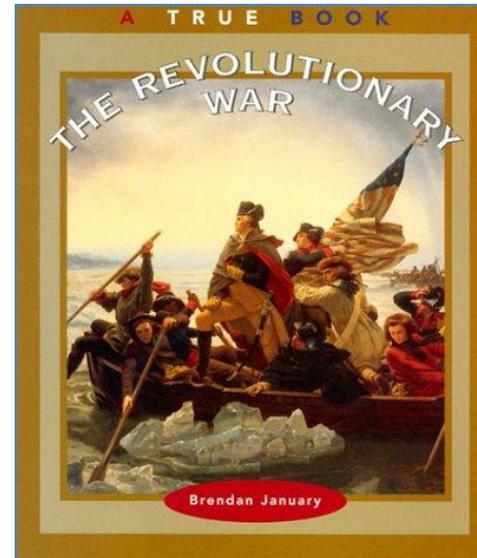
How does our understanding of events
influence our opinions?



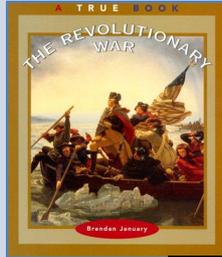
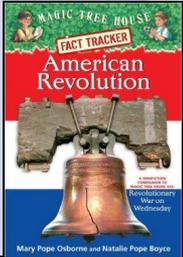
New and Additional Texts

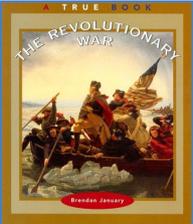
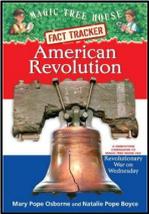


28 Copies



28 Copies

Week	ELA Standards	S.S Standards	Resources and Suggested Instruction
1	<p>(RI 4.4) Determine the meaning of general domain-specific words .</p> <p>(RI 4.5) Describe the overall structure, chronological.</p> <p>(L4.4) b. Use common Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>(L4.6) Acquire and use domain-specific words.</p> <p>(RI. 4.3) Explain events in a historical text including what happened and why.</p> <p>(RF.4.4)a. Read on-level text with purpose and understanding.</p> <p>(W.4.1a) Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p>	<p>(H6.4.4) Name the major causes of the American Revolutionary War: taxation, distance, lack of Communication.</p> <p>(H6.4.5) Identify George Washington as the lead general in the Revolutionary War.</p> <p>(H6 4.8) Discuss how differences between people lead to conflict.</p>	<p>*Anticipation Guide. Analyze and define the word Revolution. Begin a domain-specific word wall. (<i>Wall the of Revolution</i>)</p> <p>Day 1 Revolution word analysis. TCR</p> <p>School House Rock TCR</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="text-align: center; border: 1px solid black; padding: 2px; width: fit-content; margin: 10px auto;">29 copies</div> <p>*Point out chorological order. Begin timeline.</p> <p>This will carry out through the whole unit.</p> <p>Interactive Timeline</p> <p>http://www.readwritethink.org/classroom-resources/student-interactives/timeline-30007.htm</p>

Week	ELA Standards	S.S Standards	Resources and Suggested Instruction
2	<p>(RI. 4.3) Explain events in a historical text including what happened and why.</p> <p>(RI 4.5) Describe the overall structure, chronological. (S.S. text cause/effect)</p> <p>(RI.4.7) Interpret information presented visually and orally.</p> <p>(RF.4.4)a. Read on-level text with purpose and understanding.</p> <p>(L4.4) b. Use common Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>(L4.6) Acquire and use domain-specific words.</p> <p>(W.4.1a) Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>(W.4.1b) Provide reasons that are supported by facts and details.</p>	<p>(H6.4.4) Name the major causes of the American Revolutionary War: taxation, distance, lack of Communication.</p> <p>(H6.4.5) Identify George Washington as the lead general in the Revolutionary War.</p> <p>(C.5.4.2) Identify and explain the purpose of the founding documents: Declaration of Independence, Articles of Confederation, United States Constitution.</p>	<p>Brain Pop <i>American Revolution</i></p> <p>*Practicing how to take notes from a video.</p> <p>Learn 360-Road to Revolution Continue Timeline.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">29 copies</div> <p>Pull excerpts from 5th grade social studies text. Chapters 8&9. (Cause/effect structure)</p>

Week	ELA Standards	S.S Standards	Resources and Suggested Instruction
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3

(RI.4.8) Explain how an author uses reasons and evidence to supports points in a text.
 (RI.4.9) Integrate information from two texts on the same topic.
 (RI.4.6) Compare and Contrast a firsthand and secondhand account.
 (RF.4.4a) Read on-level text with purpose and understanding.
 (RF.4.4c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 (RF.4.4b.) Read on-level prose or poetry with accuracy, appropriate rate, and expression.
 (L.4.2.b) Use commas and quotation marks to mark direct speech and quotations from a text.
 (W.4.7) Conduct short research projects that build knowledge through investigation.
 (W.4.8) Gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
With Timeline Project (Ongoing)
 (L.4.3c) Differentiate between contexts that call for formal English.
 (SL.4.2) Paraphrase portions of a text read aloud or information presented in diverse formats.
 (SL.4.3) Identify the reasons and evidence a speaker provides to support particular points.
 (SL.4.4) Report on a topic in an organized manner, using appropriate facts and relevant, descriptive details to support the main idea; speak clearly at an understandable pace.
 (SL.4.5) Add audio recordings and visual displays to presentations.
 (SL.4.6) Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.

(C.5.4.1) Identify and explain the role of the Founding Fathers in writing the founding documents: Benjamin Franklin, John Hancock, Thomas Jefferson, James Madison, George Washington.

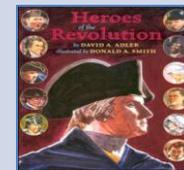
 (C.5.4.2) Identify and explain the purpose of the founding documents: Declaration of Independence, Articles of Confederation, United States Constitution.

Pull excerpts from 5th grade social studies text. Chapters 8&9 on the documents.

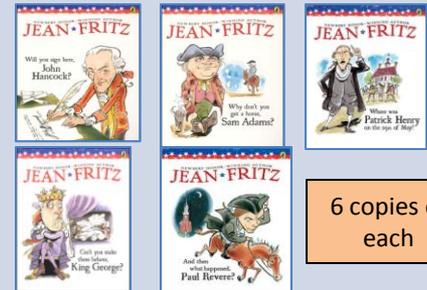
1st and 2nd hand account link:
<http://www.historycentral.com/Revolt/>

Fluency Practice Links:

- Fluency for American Revolution
 - American Revolution Script
[http://www.rosalindflynn.com/pdf%20files/American Revolution.pdf](http://www.rosalindflynn.com/pdf%20files/American%20Revolution.pdf)
 - Songs of the Revolution
<http://www.ushistory.org/carpentershall/education/songs.htm>
 - Paul Revere's Ride
http://www.teachercreatedmaterials.com/curriculum_files/free/activities/apr2008/10032.pdf
 - Declaration of Independence
[http://www.americanheritage.org/AHEF_National Elementar Declaration of Independence.pdf](http://www.americanheritage.org/AHEF_National_Elementary_Extraction_08_4_DeclarationofIndependence.pdf)
- (scroll down to script)



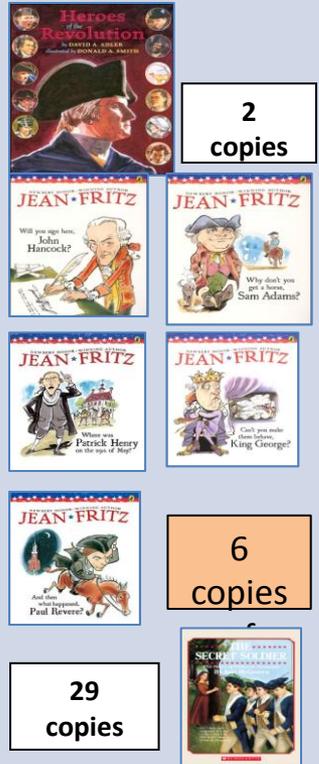
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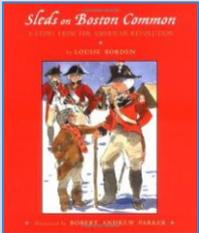


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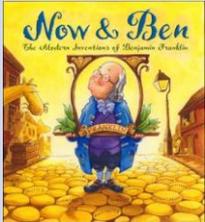
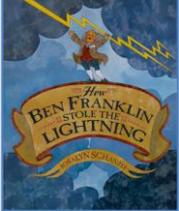
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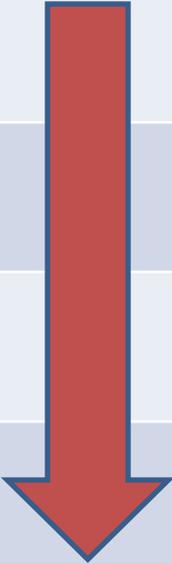
Week	ELA Standards	S.S Standards	Resources and Suggested Instruction
4	<p>(RI.4.8) Explain how an author uses reasons and evidence to supports points in a text.</p> <p>(RI.4.9) Integrate information from two texts on the same topic.</p> <p>(RI.4.6) Compare and Contrast a firsthand and secondhand account.</p> <p>(RF.4.4a) Read on-level text with purpose and understanding.</p> <p>(RF.4.4c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>(RF.4.4) Read on-level prose or poetry with accuracy, appropriate rate, and expression.</p> <p>(L.4.2.b) Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>(W.4.7) Conduct short research projects that build knowledge through investigation.</p> <p>(W.4.8) Gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p><u>With Timeline Project (Ongoing)</u></p> <p>(L.4.3c) Differentiate between contexts that call for formal English.</p> <p>(SL.4.2) Paraphrase portions of a text read aloud or information presented in diverse formats.</p> <p>(SL.4.3) Identify the reasons and evidence a speaker provides to support particular points.</p> <p>(SL.4.4) Report on a topic in an organized manner, using appropriate facts and relevant, descriptive details to support the main idea; speak clearly at an understandable pace.</p> <p>(SL.4.5) Add audio recordings and visual displays to presentations.</p> <p>(SL.4.6) Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.</p>	<p>(C.5.4.1) Identify and explain the role of the Founding Fathers in writing the founding documents: Benjamin Franklin, John Hancock, Thomas Jefferson, James Madison, George Washington.</p> <p>(C.5.4.2) Identify and explain the purpose of the founding documents: Declaration of Independence, Articles of Confederation, United States Constitution.</p> <p>(H.6.4.13) Understand the transition of the thirteen colonies into thirteen separate states.</p>	<p>*Also in 5th grade social studies text book Unit 3 chapters 5-7.</p> <p>1st and 2nd hand account link: http://www.historycentral.com/Revolt/</p> <p>13 colonies- unite or die file:///C:/Users/jpastore/Downloads/UniteorDie_ReadersTheater.pdf</p> 

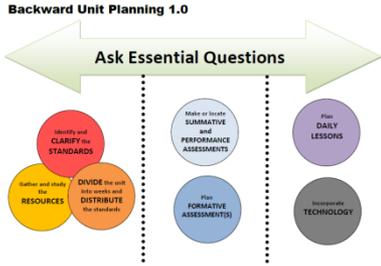
Week	ELA Standards	S.S Standards	Resources and Suggested Instruction
5	<p>(RL. 4.3) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p> <p>(RL.4.6) Compare and contrast the point of view from which different stories are narrated.</p> <p>(L.4.1e) Form and use prepositional phrases.</p> <p>(L.4.1f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>(L.4.1g) Correctly use frequently confused words.</p> <p>(W.4.1a) Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>(W.4.1b) Provide reasons that are supported by facts and details.</p> <p>(W.4.1c) Link opinions and reasons using words and phrases.</p>		 <div data-bbox="1642 254 1825 302" style="border: 1px solid black; padding: 2px; display: inline-block;">29 copies</div>  <div data-bbox="1657 445 1841 494" style="border: 1px solid black; padding: 2px; display: inline-block;">3rd person</div> <div data-bbox="1657 508 1841 556" style="border: 1px solid black; padding: 2px; display: inline-block;">1st person</div>

Week	ELA Standards	S.S Standards	Resources and Suggested Instruction
6	<p>(RL. 4.3) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p> <p>(RL.4.6) Compare and contrast the point of view from which different stories are narrated.</p> <p>(W.4.1a) Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>(W.4.1b) Provide reasons that are supported by facts and details.</p> <p>(W.4.1c) Link opinions and reasons using words and phrases.</p> <p>(W.4.1d) Provide a concluding statement or section related to the opinion presented.</p>		<div data-bbox="1495 219 1638 425" data-label="Image"> </div> <div data-bbox="1657 332 1823 432" data-label="Text"> <p>29 copies 3rd person</p> </div> <div data-bbox="1495 521 1638 701" data-label="Image"> </div> <div data-bbox="1657 571 1823 622" data-label="Text"> <p>1st person</p> </div>

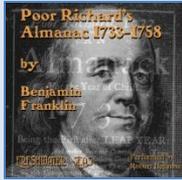
Week	ELA Standards	Science Standards	Resources and Suggested Instruction
7	<p>(RI.4.3) Explain events in a historical text, including what happened and why. (RI.4.5) Describe the overall structure. (Problem/Solution) (RI.4.7) Interpret information presented visually and orally. (Brain Pop) (RI.4.9) Integrate information from two texts on the same topic.</p> <p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> State and opinion Provide reasons that are supported by facts Link opinion and reasons using words and phrases Provide a concluding statement or section related to the opinion presented. 	<p><i>*If you have not taught the 2nd quarter standards on electricity, this would be a great place to do that.</i></p> <p>(PS.7.4.2) Classify electrical conductors and electrical insulators.</p> <p>(PS.7.4.3) Construct simple circuits from circuit diagrams.</p>	<p>Brain Pop http://www.brainpop.com/science/energy/benjaminfranklin/preview.weml</p> <p>http://www.readworks.org/passages/benjamin-franklin-ultimate-solution-creator</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p style="text-align: center;">↙ ↘</p> <p>There is a STEM project that goes along with this book.</p> <p><u>Writing Prompt</u> What makes a person revolutionary?</p>

Week	ELA Standards	S.S Standards	Resources and Suggested Instruction
8	<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> a. State and opinion b. Provide reasons that are supported by facts c. Link opinion and reasons using words and phrases d. Provide a concluding statement or section related to the opinion presented. <p><u>With Timeline Project Make sure it is complete and scored.</u></p> <p>(L.4.3c) Differentiate between contexts that call for formal English.</p> <p>(SL.4.2) Paraphrase portions of a text read aloud or information presented in diverse formats.</p> <p>(SL.4.3) Identify the reasons and evidence a speaker provides to support particular points.</p> <p>(SL.4.4) Report on a topic in an organized manner, using appropriate facts and relevant, descriptive details to support the main idea; speak clearly at an understandable pace.</p> <p>(SL.4.5) Add audio recordings and visual displays to presentations.</p> <p>(SL.4.6) Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.</p>		<p>Summative Writing: Write an opinion piece supporting your point of view with reasons on who you think is the most revolutionary person you have studied? You would be scoring for all the writing standards. Emphasize the essential question and use the writing from the previous week.</p>

Week	Standards	Essential Question
1		How does our understanding of events influence our opinions?
2		
3		
4		
5		
6		



Additional Resources



<https://archive.org/details/poorrichardsalm01frangoog>

Poems

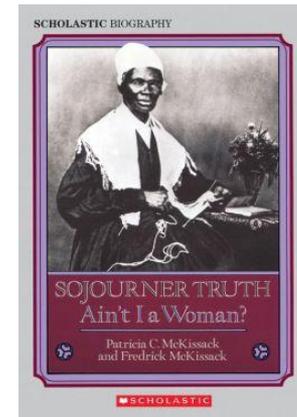
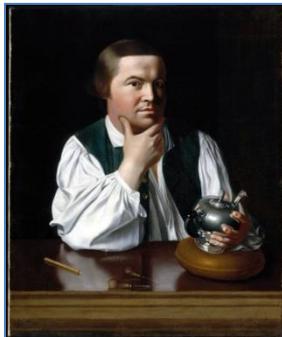
- ["Concord Hymn"](#)
- ["George Washington"](#)
- ["A Tragic Story"](#)
- ["A Nation's Strength"](#)
- ["The Flag"](#)

Media



["Too Late to Apologize"](#)

Art



**See additional resources in Teacher Created Resources.*

Extra Resources

Revolutionary War Passages

Lexile Levels 710 – 830 (4-5 Grade Band is 770 – 980)

<http://www.readworks.org/passages/colonization-revolutionary-war-background-colonies>

<http://www.readworks.org/passages/colonization-revolutionary-war-introduction-revolutionary-war>

<http://www.readworks.org/passages/colonization-revolutionary-war-jamestown>

<http://www.readworks.org/passages/colonization-revolutionary-war-paul-reveres-ride>

<http://www.readworks.org/passages/colonization-revolutionary-war-roanoke-lost-colony>

<http://www.readworks.org/passages/colonization-revolutionary-war-declaration-independence>

<http://www.readworks.org/passages/colonization-revolutionary-war-valley-forge>

<http://www.readworks.org/passages/us-presidents-george-washington>