



**Unit Map 2010-2011**  
**Curriculum Designers**  
**Collaboration / ELA ES\* / Elementary**  
**(Sample-NYC)**

June 25, 2011, 10:56AM



**Unit: American Revolution: A study of then and now** (Week 5, 4 Weeks)  

## Standards

### **CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, 5th Grade , Reading: Informational Text**

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

### **ELA Core Curriculum (2005), 5th Grade , GSPI: Reading**

Standard 1: Students will read, write, listen, and speak for information and understanding.

- Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information
- Make inferences and draw conclusions, on the basis of information from the text, with assistance

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

- Evaluate information, ideas, opinions, and themes in texts by identifying
  - a central idea and supporting details
  - details that are primary and those that are less important
  - statements of fact, opinion, and exaggeration
  - missing or unclear information

### **Social Studies, Intermediate , History of the US and NY**

History of US and New York

1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

- explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior, and traditions that help define it and unite all Americans
- interpret the ideas, values, and beliefs contained in the Declaration of Independence and the New York State Constitution and United States Constitution, Bill of Rights, and other important historical documents.

History of US and New York

3. Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

- describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United

States Constitutions, the Bill of Rights, and other important historic documents	
Big Ideas	Essential Questions
<p><b>A. Complex ideas can be understood by identifying key ideas and the details that relate to them.</b></p> <p><b>B. Our Nation's identity is built upon the language of the original revolutionaries.</b></p> <p><b>C. Goals and missions can evolve over time.</b></p>	<p><b>A. What can I do to help me understand the identity of the modern United States?</b></p> <p><b>B. To what extent does the modern United States currently reflect the original mission and goals of the American Revolution?</b></p> <p><b>C. How might my own mission statements and goals evolve over time?</b></p>
Content	Skills
<p><b>A. Complex Text</b></p> <ul style="list-style-type: none"> <li>• Key ideas</li> <li>• Supporting details</li> <li>• Primary and secondary sources then and now</li> <li>• Relationship between details and key ideas</li> <li>• Summarization of text</li> </ul> <p><b>B. American Revolution</b></p> <ul style="list-style-type: none"> <li>• Stated Causes</li> <li>• Timeline of events leading to Declaration of independence</li> <li>• Description of new country (mission)</li> <li>• process of defining new government (checks and balances)</li> <li>• writings of John Locke</li> <li>• Debate between Hamilton and Jefferson</li> <li>• Battles (missions) "shot heard around the world" (multi media connection)</li> <li>• Introduction to the draft of the Constitution</li> </ul> <p><b>C. Goals and Missions</b></p> <ul style="list-style-type: none"> <li>• Mission Types ( <a href="http://visualthesaurus.com">http://visualthesaurus.com</a>)</li> <li>• How missions influence goals</li> </ul> <p> <u>Students should look up the word mission</u></p>	<p><b>A1. Identify</b> two main ideas in given primary and secondary sources</p> <p><b>A2. Explain</b> how the main ideas are supported by details from the text</p> <p><b>A3. Summarize</b> the main idea from given prompt</p> <p><b>A4. compare and contrast</b> the value of different primary and secondary sources including new media types.</p> <p><b>A5. Distinguish</b> relevant from irrelevant details</p> <p><b>B1. Identify</b> the causes of the American Revolution.</p> <p><b>B2. Describe</b> the timeline of events leading up to the declaration of independence.</p> <p><b>B3. Describe</b> the new country the revolutionaries wanted to have</p> <p><b>B4. Explain the process the revolutionaries went through to draft and refine a new kind of government</b></p> <p><b>B5. Identify and interpret</b> the key ideas that are similar between the description of the new government and the writings of John Locke</p> <p><b>B6. Connect and synthesize main ideas of the debate between Hamilton and Jefferson and the design of the new government (then and now)</b></p> <p><b>B7. Describe</b> the impact of the shot heard around the world and how differently that information might be spread globally today</p> <p><b>C1. Compare and contrast</b> the different meanings of the word "Mission"</p>

**C2. Explain** how a Mission statement can impact goals  
**C3. Identify** the mission and the goals of the American Revolution and the modern US.  
**C4. Evaluate** how the US currently reflects the original Mission and Goals today.  
**C5. Explain** why missions and goals might change over time  
**C6. Connect and predict** the process of evolving missions and goals to personal experience.

### Key Terms / Vocabulary

Mission  
 Goal  
 Declaration of Independence  
 Representation  
 Democracy  
 Checks and Balances  
 Primary and Secondary Sources  
 Monarchy  
 Central Government  
 Evolution  
 Constitution

### Assessments

#### **A1-5 B 5-6 Key Ideas of the Evolution of the Revolution**

##### **Formative: Written: Journal/ Diary**

Students must have a plan for how they will document and evaluate the goals of the AR and the Modern US. They have a journal that they keep and get feedback on. The journal lists key ideas gathered and the supporting details from each source we explore. The final reflection piece for this journal is the answer to ESSENTIAL QUESTION NUMBER 1.

#### **B1-4**

##### **Summative: Test: Written**

Test 20 selected response for the American Revolution. There is an short answer and constructed response portion titled "The process of drafting and refining the new government."

#### **B7 "Shot heard around the world" Then and Now**

##### **Summative: Performance: Dramatization**

Students explore how modern revolutions use different media types to spread information. They should dramatize how "the shot heard around the world" might go "viral" today. (Check list)

#### **C1-C5 Extended Essay "Was the Revolution a Success?"**

##### **Summative: Written: Essay**

Students must use the language of Mission and Goals as well as the details about the American Revolution to evaluate the modern US and its reflection of the goals of the

Revolution. Students should select two key ideas and describe them in context including supporting details from sources used in class. This item has the answer to ESSENTIAL QUESTION NUMBER 2.

**C6 Personal Connection "My Mission in Life"**

**Summative: Project: Personal**

Students write a mission statement. They connect goals to the mission statement. Finally they predict how certain events, variables, or other people might evolve their missions or goals in the future. Students answer ESSENTIAL QUESTION NUMBER 3.

<b>Learning Activities</b>	<b>Resources</b>
Work in pairs to identify the main idea in sample primary source texts.	

Updated: 06/24/2011

© [Rubicon International](#) 2011. All rights reserved

Atlas Version 7.2.4