**Lesson Title:** Revolutionary Times in America

**Content Area and Grade Level:** Social Studies/ Grade 5

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**Brief Description of the Lesson/Unit:**

Students will learn about events leading up to the Revolutionary War in America as well as key men and women of that specific period of time in history.

**South Dakota Content Standards:**

- **Standard numbers and exact wording**
  5.US.1.3. Identify influential people and key events during the American Revolution.

- **Unpacked standards (in student-friendly wording)**
  Students will be able to explain the importance of key events and battles of the American Revolution such as the Boston Tea Party, Stamp Act, Sugar Act, and Townshend Acts. The students will also be able to recall key battles that were turning points in the war, such as Battle of Lexington & Concord, Battle of Saratoga, and the Battle at Yorktown. Students will be able to identify key people of the war, such as John Adams, Paul Revere, George Washington, Ben Franklin, John Hancock, Samuel Adams, Patrick Henry.
Stage 1: Identify Desired Results

1. What enduring understandings are desired?

People in our historical background who have shaped our nation, still influence how we live today.

2. What essential questions will guide this unit and focus both the teaching and the learning?

a. What can we learn from history to make us a better nation? b. What people in history have most influenced our government? c. How does the outcome of the Revolutionary War impact our lives in 2006?

3. What key knowledge and skills will students acquire as a result of this unit?

Students will have a basic understanding of the key people and events of the period of time leading up to the Revolutionary War in America.

4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit by the students?

It is possible that students may have misconceptions of how and why events occurred in our nation's history that may cause them to have incorrect notions of the facts for this period of time. Developmentally, 5th graders don't always have a true understanding of concepts of how long ago 200+ years is, so their natural reasoning suffers.
Stage 2: Determine Acceptable Evidence

What evidence will show that students understand?

1. Pre-Assessment (pre-tests, concept maps, KWL, surveys, etc.):

2. Performance Tasks:

3. Summative Assessment (Quizzes, Tests, Prompts, Projects, etc.):

4. Formative Assessment (Dialogues, Observations, Work Samples, etc.):

   Briefly explain HOW you will use formative assessment and feedback to redirect and focus your instruction for improving student achievement. Provide at least one example.

5. Student Self-Assessment:

6. Attach or include specific rubrics being used for this lesson/unit:
Stage 3: Learning Experiences and Instruction

What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

1. Major Learning Activities:

2. Materials, Supplies, & Resources (technology & print):

3. Classroom Management:

4. Support Services and Special Teacher Notes:
Stage 4: Differentiated Instruction Strategies

What specific differentiated instruction strategies will be used in the lesson/unit? Fill in each section that applies.

1. Differentiated Process:

2. Differentiated Content:

3. Differentiated Product: