

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Fifth Grade Social Studies

April 2021

BOE Approved August 2021

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Social Studies

Grade Five

In fifth grade, students will engage in the study of events, early in United States History, from the native people prior to colonization through the Revolutionary war. An emphasis on Connecticut's role during this time will be interwoven in the instruction. Students will analyze and evaluate a variety of documents, both primary and secondary, sources, and perspectives.

Pacing Guide:

Each trimester, one of the following units will be taught:

Unit One: Early Exploration and Settlements

Unit Two: Colonies and Relations with Indigenous People

Unit Three: The American Revolution: Road to Revolution

<p>ESTABLISHED GOALS Include any national/state/or school goals (Power standards).</p> <p>CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-LITERACY.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>CCSS.ELA-LITERACY.SL.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>HIST 5.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.</p> <p>HIST 5.4 Explain why individuals and</p>	<p>Transfer</p> <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> - Explain the reasons (economic, political, social and religious) that lead the people to leave Europe for the New World. - Create and use a chronological sequence of related events to compare developments that happened at the same time - Explore why the interactions with the natives was imperative to the Plymouth colony. - Explain the views that natives had concerning land ownership and how those views were different than the Europeans. 	
	<p>Meaning</p>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> - People move to new areas for various reasons. - It is important to plan ahead. - The introduction and behaviors of a new group of people can have tremendous effects on the current inhabitants of an area. - An individual's geography and environment often directly affect his or her behavior. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> - How did exploration and early settlements affect the perspective and change freedom and opportunities for various groups? - What was the impact of explorers and indigenous peoples on early settlements? - What was the effect of laws and rules established by early settlers? - Why was America seen as the land of opportunity? - What role did geography play in

groups during the same historical period differed in their perspectives.		exploration and early settlements?
<p>HIST 5.5</p> <p>Explain connections among historical contexts and people's perspectives at the time.</p>		<ul style="list-style-type: none"> - How did European colonization transform the face of the New World?
<p>GEO 5.1</p> <p>Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> - Continents and oceans and their impact on exploration - Key figures involved in early exploration - Early English colonies in the New World - Cause/Effect (e.g. How European colonization affected Native American tribes?) - Quotes from texts and how they can further your knowledge about a specific event - Maps, satellites, perspectives, places, regions, chronological sequence, etc. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - Naming the continents and oceans - Identifying the most important early explorers - Explaining the main events of early colonialism in America - Evaluating the relationships between early colonies and the Native American tribes they interacted with - Analyzing the successes and failures of early colonies - Identifying the types of individuals involved in colonization (farmers, those fleeing persecution, etc.) - Comparing-and-Contrasting the early settlements (i.e. Roanoke, Jamestown and Plymouth) - Making connections to history (i.e., how the events of this time period still affect life)

Code	Evaluative Criteria	Assessment Evidence
	Further information:	PERFORMANCE TASK(S):
M	Checklist/Rubric:	<i>Goal: Plan a new colony in North America. Consider:</i>
M, A	<ul style="list-style-type: none"> • Clear and focused claim and purpose 	<ul style="list-style-type: none"> • <i>What will you bring?</i> • <i>Where will you settle?</i> • <i>How will you interact with Native Americans?</i> • <i>How will you keep your colony thriving?</i>
M	<ul style="list-style-type: none"> • Historical accuracy thorough understanding of Content/topics and concepts 	<i>Role: Colonist</i>
T	<ul style="list-style-type: none"> • Interpretation & application of sources 	<i>Audience: Investors (like the Virginia Company)</i>
A, M	<ul style="list-style-type: none"> • Citation of evidence to support claim 	<i>Situation: You are a prospective colonist who wants to start a new colony in North America. You must plan for the location of your settlement, supplies you will need, population of colonists you will bring, how your colony will survive (and make money), and how you will interact with Native Americans nearby.</i>
A	<ul style="list-style-type: none"> • Organization & mechanics 	<i>Product: Colony presentation (format may be slides presentations, brochure, poster, video, etc-student choice with proposal subject to teacher approval)</i>

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> • Quizzes • Short answer questions • In-class discussion about key issues • In-class short projects • Entrance/Exit slips • Student self-reflection/ self-assessment
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Code	Pre-Assessment	
A, M A A, T A	<u>Options:</u> <ul style="list-style-type: none"> • KWL chart • Have students write and create an illustration depicting their current knowledge of Native Americans • In groups of 3-4 students will be given the following terms and be asked to create a mental web of their prior knowledge of the time period. Each connection must have a complete sentence explaining the connection. English, Dutch, French, Spanish, Iroquois, Columbus, Jamestown, and Pilgrims • Pretest for fundamental geography knowledge of the continents and oceans 	
	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> • Students will identify the seven continents and five oceans. • Students will recognize various early explorers and the areas they explored. • Students will research and teach peers about the explorers they've studied. • Students will study Roanoke colony focusing on its creation and purpose. • Students will investigate the disappearance of Roanoke colony. • Students will analyze The Virginia Company and its creation of Jamestown. • Students will explain how Jamestown eventually became successful. • Students will compare the colonies of Roanoke and Jamestown. • Students will identify the difference between Pilgrims and Puritans. • Students will analyze the motivations of the Pilgrims in their journey to start a new colony. • Students will explore the relationship between the Pilgrims and the Native Americans. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Class discussions involving student-generated questions • Student conferencing • Students discussion based on key questions • Interactive notebook checks with rubrics • Research and inquiry activities • Self-reflections (ie: entrance/exit slips, peer assessments, self assessments) • Speaking and listening rubrics • Participation rubrics
A A M, T A, M A M M M, T A T M, T		

T, M, A	<ul style="list-style-type: none"> Students will jigsaw with a focus on early colonies and their relationships with the nearby Native American tribes. Each group of students will investigate and analyze one settlement (Roanoke, Jamestown, Plymouth) and how they interacted with the Native American tribes nearby. 	
M, T, A	<ul style="list-style-type: none"> Students will present their jigsaw findings and complete a self-reflection of their work. 	
W	<ul style="list-style-type: none"> Students will study geography to better understand explorers and their explorations. Studying explorers will help students begin to discover why people explore new places. Learning about early English colonies will allow students to comprehend why people settled in new areas and the effects those settlements had on indigenous people. 	
H	<ul style="list-style-type: none"> Give students cut out continents, have them try to place them correctly on paper to make a world map. Allow student choice for explorers to study further. Allow students to brainstorm theories about the mystery of Roanoke: The Lost Colony. 	
E	<ul style="list-style-type: none"> Review each other's work on explorers project/presentation. Compare early colonies (Roanoke, Jamestown, Plymouth) to each other. 	
R	<ul style="list-style-type: none"> Rethink and revise reasons people explore or settle in new places throughout the unit (Explorers, Roanoke, Jamestown, Plymouth). Think of the settlement of 1 colony through the eyes of differing groups (colonists, Native Americans). Reflect on learning throughout the unit. 	
E		

	<ul style="list-style-type: none"> • Complete a self-evaluation on their final project. • Explain how this learning relates to the future. <p>T</p> <ul style="list-style-type: none"> • Tailor explorer project to be independent or small-group. • Allow students to choose the format/presentation of their projects/research throughout the unit. <p>O</p> <ul style="list-style-type: none"> • Unit is set up in chronological order. • Use the ongoing cycle of model, practice, feedback, adjustment. 	
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End of First Unit

<p>ESTABLISHED GOALS Include any national/state/or school goals (Power standards).</p> <p>CCSS.ELA-LITERACY.RI.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>CCSS.ELA-LITERACY.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>HIST 5.2 Compare life in specific</p>	<p>Transfer</p> <p><i>Students will be able to independently use their learning to...</i> This is where we state how students can:</p> <ul style="list-style-type: none"> • Create and use a chronological sequence of related events to compare developments that happened at the same time • Describe the economic differences between the southern and northern colonies. Identify how the geographic characteristics of the two regions affected the economic conditions in the colonies located in these regions. • Identify different government structures and explore their differences. • Explore the impact indigenous peoples had on the colonies. 	
	<p>Meaning</p>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Studying images and other primary sources such as maps and diaries from Colonial America help us to generate questions and understand different groups' perspectives in relation to Colonial America. • Colonists had many different reasons (political, economic, and religious) to settle in new territories. • There were layers of conflict among the colonies themselves, groups of colonists, slaves, Native Americans, and the continuing overarching conflict with England. • People living in different time periods have similarities to each other. • The geography of a place can affect its development. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • What factors influence the political, economic and religious systems people develop when settling a new territory? • How did conflict continue to shape an American identity? • How were the lives of people during colonial times similar to the lives of people today? • How were governments and laws established in royal colonies? • How did the economics of the different colonies function both independently and dependently? • How did the geography of the different colonies affect the way they grew and developed over time?

<p>historical periods to life today.</p> <p>GEO 5.3</p> <p>Explain how human settlements and movements relate to the locations and use of various natural resources.</p>		
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Primary sources and how to read them • Political, economic, and religious reasons for settling colonies • Conflicts amongst colonists, Native Americans, slaves, and England • Lives of colonists compared to themselves • Geography of each group of colonies (New England, Middle, and Southern) • Similarities and differences of each group of colonies (New England, Middle and Southern) • Major characteristics of each group of colonies (New England, Middle and Southern) 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Interpreting primary sources • Explaining reasons colonists settled in certain areas • Examining conflicts of various groups of people in the colonies • Comparing and contrasting the lives of colonists to their own lives • Examining the geography of each group of colonies • Explaining how the geography of a group of colonies impacts its development • Comparing and contrasting the groups of colonies • Defining characteristics of each group of colonies

Code	Evaluative Criteria	Assessment Evidence
	Further information:	PERFORMANCE TASK(S):
M	Checklist/Rubric:	<i>Students will show that they really understand evidence of...</i>
M, A	<ul style="list-style-type: none"> • Clear and focused claim and purpose 	<ul style="list-style-type: none"> • <i>the reasons (political, economic, and religious) colonists settled in certain areas</i>
M	<ul style="list-style-type: none"> • Historical accuracy thorough understanding of Content/topics and concepts 	<ul style="list-style-type: none"> • <i>the geography of a place can affect its development</i> • <i>the effects that actions of one population have on other populations</i> • <i>the defining characteristics of a group of colonies (New England, Middle, or Southern)</i>
T	<ul style="list-style-type: none"> • Interpretation & application of sources 	<i>Goal: Design a brochure convincing people to come to your group of colonies (New England, Middle, Southern). Consider:</i>
A, M	<ul style="list-style-type: none"> • Citation of evidence to support claim 	<ul style="list-style-type: none"> • <i>What type of people typically settle in your colony?</i> <ul style="list-style-type: none"> ○ <i>What country/countries do they come from?</i> ○ <i>What trade(s) do they practice?</i> ○ <i>What is important to them?</i> • <i>Why did most people come to your area?</i> • <i>What is special about your area?</i> • <i>How can you convince people to come to your area?</i> • <i>What type of life should future colonists expect?</i>
A	<ul style="list-style-type: none"> • Organization & mechanics 	<p><i>Role: Brochure designer for a company</i></p> <p><i>Audience: European citizens, potential new colonists</i></p> <p><i>Situation: You are a brochure designer for a company. You are trying to convince more Europeans to settle in the colonies. You must choose one colony group to focus on (New England, Middle, or Southern) and create a brochure convincing people to migrate to your area.</i></p> <p><i>Product: Brochure (format may be slides presentations, pamphlet, poster, etc-student choice with proposal subject to teacher approval)</i></p>

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> • Quizzes • Short answer questions • In-class discussion about key issues • In-class short projects • Entrance/Exit slips • Student self-reflection/ self-assessment

Pre-Assessment		
A, M A, M A	<u>Options:</u> <ul style="list-style-type: none"> • KWL chart • In groups of 3-4 students will be given the following terms and will be asked to create a mental web of their prior knowledge of each colony/colony group: Massachusetts, Connecticut, Rhode Island, New Hampshire, New York, Pennsylvania, New Jersey, Delaware, Maryland, Virginia, North Carolina, South Carolina, Georgia, New England, Middle Colonies, Southern Colonies, resources, • Pretest for fundamental geography knowledge of the 13 colonies 	
A A, M T A, M A, M M M, T M, T A M, T A	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> <ul style="list-style-type: none"> • Students will identify the 13 colonies. • Students will organize the 13 colonies into colony groups (New England, Middle, Southern). • Students will read primary source documents (colony charters, maps, pamphlets, etc.) and discuss their purpose and importance. • Students will research the origins and development of each group of colonies. • Students will describe the various reasons each colony was settled. • Students will examine colonies in the same group and determine common elements. • Students will compare and contrast each group of colonies. • Students will analyze the conflicts among the colonies themselves, groups of colonists, slaves, Native Americans, and the overarching conflict with England. • Students will research and describe the lives of colonists in different areas. • Students will compare and contrast the lives of colonists to their own lives. • Students will name the major geographical characteristics of each group of colonies. 	Progress Monitoring <ul style="list-style-type: none"> • Class discussions involving student-generated questions • Student conferencing • Students discussion based on key questions • Interactive notebook checks with rubrics • Research and inquiry activities • Self-reflections (ie:entrance/exit slips, peer assessments, self assessments) • Speaking and listening rubrics • Participation rubrics

M, T	<ul style="list-style-type: none"> Students will examine the impact of a colony's geography on its development. 	
A, T, M	<ul style="list-style-type: none"> Students will jigsaw with a focus on one specific colony. Each group of students will investigate and analyze the major characteristics of their colony. 	
M	<ul style="list-style-type: none"> Students will present their jigsaw findings and complete a self-reflection of their work. 	
M, T	<ul style="list-style-type: none"> Students will devise a piece of work "in the voice of" a person living in the 13 colonies. Students will create and perform their piece of work and create a self-reflection of their work. 	
	Further information:	
	W	
	<ul style="list-style-type: none"> Students will study geography to better understand the 13 colonies. Studying geography will help students better understand the defining characteristics of each group of colonies. Learning about the 13 colonies will allow students to comprehend why different people settled in different areas. 	
	H	
	<ul style="list-style-type: none"> Have students work in groups at the start of the unit to create a mental web of all their collective background and prior knowledge. Foster role-playing/simulation work and allow student choice for their "in the voice of" project. 	
	E	
	<ul style="list-style-type: none"> Review each other's work on 13 colonies jigsaw. Read about the geography of the colonies with a purpose of better understanding how they began and developed. Review their own work with self-reflection. 	
	R	
	<ul style="list-style-type: none"> Rethink and revise reasons people settled in specific 	

	<p>areas throughout the unit.</p> <ul style="list-style-type: none"> • Think about the colonies through various perspectives (colonist, Native American, slave, European considering moving to colonies). • Reflect on learning throughout the unit. <p>E</p> <ul style="list-style-type: none"> • Complete a self-evaluation on their final project. • Explain how this learning relates to the future. <p>T</p> <ul style="list-style-type: none"> • Tailor projects to be independent or small-group. • Allow students to choose the format/presentation of their projects/research throughout the unit. <p>O</p> <ul style="list-style-type: none"> • Unit is set up in chronological order. • Use the ongoing cycle of model, practice, feedback, adjustment. 	
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<p>ESTABLISHED GOALS Include any national/state/or school goals (Power standards).</p> <p>CCSS.RI5.2: Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas</p> <p>CCSS.RI5.6: Assess how point of view or purpose shapes the content or style of a text</p> <p>CCSS.RI 5.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take</p> <p>CCSS.RI 5.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words.</p> <p>CCSS.SL 5.2 c: Pose and respond to specific questions by making comments that contribute</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Create and use a chronological sequence of related events to compare developments that happened at the same time. • Compare life in specific historical periods to life today. • Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic. • Explain why individuals and groups during the same historical period differed in their perspectives. • Explain connections among historical contexts and people's perspectives at the time. • Identify positive and negative incentives that influence the decisions people make. • Explain how culture influences the way people modify and adapt to their environments. 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that</i></p> <ul style="list-style-type: none"> • A variety of perspectives and people come together to form our "national identity" to create the notion of being American through the Declaration of Independence • Historians provide us with the information that informs our decision-making and shared beliefs today. • Studying images and other primary sources from the time period help us to generate questions and understand different groups' perspectives in relation to this time period. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • What does it mean to be an "American" ? • Explore the major events that started the actual conflict between the British and the colonies. • Examine the role of Connecticut in the lead up to the Revolutionary War and what happened to Loyalists who lived in Connecticut at the beginning of the Revolutionary War. • Would you have signed the Declaration of Independence?

<p>to the discussion and elaborate on the remarks of others</p> <p>HIST 5.2 Compare life in specific historical periods to life today.</p>		<ul style="list-style-type: none"> Evaluate how minority groups played vital roles in the Revolutionary War.
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Events (political, social, economic) leading up to the revolution Inquiry process supports understanding of a topic. Historians are researchers whose questions guide their understanding of a time period. Three separate regions of colonies become the United States Significance of slogans 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Creating a timeline of events leading up to the Revolution, beginning with the French and Indian War. Examining and debating from the perspectives of political, social, and economic groups. Building academic and domain-specific language about the time period. Practicing different note taking strategies and visual representations for processing their own thinking. Generating compelling questions that will guide their individual/group learning within this unit.

Code	Evaluative Criteria	Assessment Evidence
<p>M</p> <p>M, A</p> <p>M</p> <p>T</p> <p>A, M</p> <p>A</p>	<p>Further information:</p> <p>Checklist/Rubric:</p> <ul style="list-style-type: none"> • Clear and focused claim and purpose • Historical accuracy thorough understanding of Content/topics and concepts • Interpretation & application of sources • Citation of evidence to support claim • Organization & mechanics 	<p>PERFORMANCE TASK(S):</p> <p>Colonists and the British used propaganda to great effect to advocate for their positions. Pamphlets, posters, well-known slogans and newspapers were all replete with propaganda material before, during and after the American Revolution. After studying the time period, exploring primary sources, and engaging in discussions about the perspectives during that time period as well as comparing it to our current times, students will:</p> <ul style="list-style-type: none"> • Craft their answer to the essential question, • “Would you have signed the Declaration of Independence?” • Create an infographic supporting their stance • Communicate their position using visual media • Complete a self-reflection showing knowledge learned through exploration and creation of propaganda.

		<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Quizzes • Short answer questions • In-class discussion about key issues • In-class short projects • Entrance/Exit slips • Student self-reflection/ self-assessment

Pre-Assessment		
A, M M A, T	<ul style="list-style-type: none"> • KWL chart • Given a timeline, students will try to label the key events leading to the revolution. • Students will be given a test of general knowledge about the key people involved in the revolution- ie Thomas Paine, Crispus Attucks, Paul Revere 	
A, M T, M A A, T, M M A A, M M, T A, M A M, T	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
	<ul style="list-style-type: none"> • Students will explore the charter of 1662 • Students will work in groups and respond to the question: If you were a colonist in CT, would you have signed the charter? 	<ul style="list-style-type: none"> • Class discussions involving student-generated questions • Student conferencing • Students discussion based on key questions • Interactive notebook checks with rubrics • Research and inquiry activities • Self-reflections (ie:entrance/exit slips, peer assessments, self assessments) • Speaking and listening rubrics • Participation rubrics
	<ul style="list-style-type: none"> • Students will list the reasons why the French and Indian War changed the British relations with colonists 	
	<ul style="list-style-type: none"> • Students will explore how Common Sense convinced the colonist that separation from Britain was their only option for independence 	
	<ul style="list-style-type: none"> • Students will answer whose side would you be on: British or colonists? 	
	<ul style="list-style-type: none"> • Students will examine the Declaratory Act and identify how the colonist feelings were changed because of it. 	
	<ul style="list-style-type: none"> • Students will research the townshend acts and identify which materials were taxed 	
	<ul style="list-style-type: none"> • Students will observe two famous pictures of the Boston Massacre citing the bias that is depicted in each (https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:6b8f7773-d025-4748-af73-1b727651cd2c) 	
	<ul style="list-style-type: none"> • Students will explore how the Boston Tea party pushed colonists to war with Britain 	
	<ul style="list-style-type: none"> • Students will identify and list the intolerable acts • Students will explore how the “shot heard round the world” was the start of America gaining independence 	

	<p>from Britain</p> <p>W</p> <ul style="list-style-type: none"> • Students will study the events leading to the revolution to better understand the colonists need to separate themselves from Britain • Studying these events will help students gain a better understanding of why our country is a democracy • Examining the perspectives will help students see the biases that occur throughout history books <p>H</p> <ul style="list-style-type: none"> • Have students work in groups at the start of the unit decide whether or not they would sign the charter • Role-playing the part of a colonist so they can see first hand the difficult choices they were faced with <p>E</p> <ul style="list-style-type: none"> • Problem based learning: Would you sign the charter of 1662 • Read about the French and Indian War with the purpose to better understand the American Revolution • Review their own work with self-reflection. <p>R</p> <ul style="list-style-type: none"> • Rethink and revise reasons people choose certain sides in the revolution • Think about the choices of the colonists through different perspectives • Reflect on learning throughout the unit. <p>E</p> <ul style="list-style-type: none"> • Complete a self-evaluation on their final project. • Explain how this learning relates to the future. <p>T</p> <ul style="list-style-type: none"> • Tailor projects to be independent or small-group. • Allow students to choose the format/presentation of their projects/research throughout the unit. <p>O</p> <ul style="list-style-type: none"> • Unit is set up in chronological order. 	
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	<ul style="list-style-type: none">• Use the ongoing cycle of model, practice, feedback, adjustment.	
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