### Unit: Fight and Unite

#### Stage 1: Desired Results

**NJCCCS: 6.1 U.S. History: America in the World**

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**Transfer Goal:** I want you to learn that New Jersey played a vital role in the history and formation of our country.

#### Enduring Understanding(s):

- New Jersey is known as the Crossroads of the American Revolution.
- Democracy attempts to provide each individual with a voice in decision-making.
- Separation of powers seeks to ensure a balanced framework for the government of the people.

#### Essential Questions:

- How does the past inform our understanding of the present?
- What role did New Jersey play in the Revolutionary War?
- What is the best way to design a representative democracy?

#### Students will know that...

#### Students will be able to...

<table>
<thead>
<tr>
<th>Content Statement</th>
<th>CPI #</th>
<th>Cumulative Progress Indicator (CPI)</th>
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</thead>
<tbody>
<tr>
<td>The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.</td>
<td>6.1.4.A.2</td>
<td>Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.</td>
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<tr>
<td>American constitutional government is based on principles of limited government, shared authority, fairness, and equality.</td>
<td>6.1.4.A.3</td>
<td>Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.</td>
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<td>There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.</td>
<td>6.1.4.A.4</td>
<td>Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.</td>
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<td>6.1.4.A.5</td>
<td>Distinguish the roles and responsibilities of the three branches of the national government.</td>
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<td>6.1.4.A.6</td>
<td>Explain how national and state governments share power in the federal system of government.</td>
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<td>In a representative democracy, individuals elect representatives to act on</td>
<td>6.1.4.A.7</td>
<td>Explain how the United States functions as a representative democracy, and</td>
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<table>
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<tr>
<th>the behalf of the people.</th>
<th>describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</th>
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<td>6.1.4.A.8</td>
<td>Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.</td>
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</table>

Key historical events, documents, and individuals led to the development of our nation.

| 6.1.4.D.4                | Explain how key events led to the creation of the United States and the state of New Jersey. |
| 6.1.4.D.7                | Explain the role Governor William Livingston played in the development of New Jersey government |
| 6.1.4.D.8                | Determine the significance of New Jersey's role in the American Revolution. |

Stage 2: Assessment/Benchmark Evidence:

Suggested Performance Task(s):

You are a continental soldier from New Jersey and have been asked by your commanding officer to provide a personal account to a local newspaper about your experience during a battle in New Jersey. Your challenge involves writing a personal narrative that will be published in a local colonial newspaper. In the narrative, you must include the following: you need to describe the battle of which you fought in, where it happened, and why it was important. The account can be provided using technology (Word, Multimedia, Podcasts)

Stage 3: Learning Plan

Suggested Learning Activities:

- Build KWL Chart
- View a map of the thirteen original colonies in context with Great Britain
- Create a timeline tracing events of the colonial era from the French and Indian War to explain how key events led to the creation of the United States and the state of New Jersey
- Identify relevant vocabulary using word splash
- Role-play the concept of “taxation without representation” using kid friendly examples

- Graphic organizer web of the merits of the Second Continental Congress
- Debate the roles of Loyalist vs. Patriot
- Jigsaw the Declaration of Independence (Three groups: Defense of Liberty, grievances, and Declaration of Independence)
- Generate a three column chart highlighting the details of the battles of Trenton, Princeton, and Monmouth
- Make a map showing the battle sites in New Jersey
### Core Instruction Materials:
2003 Scott Foresman *New Jersey*

### Unit Strategies/Modifications:

**Special Education Students:**
- Development of target vocabulary
- Scaffolding comprehension and content-area reading
- Decreasing the amount of work presented or required
- Using videos, illustrations, pictures, and drawings to explain or clarify graphic organizers
- Teaching key aspects of a topic. Eliminating nonessential information
- Providing study guides
- Allowing students to correct errors (looking for understanding)
- Marking students’ correct and acceptable work, not the mistakes
- Allowing products (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning
- Modifying tests to reflect selected objectives
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- Reducing the number of answer choices on a multiple choice test
- Allowing the use of note cards or open-book during testing
- Utilizing graphic organizers
- Providing visuals
Strategic grouping

**Gifted Students:**
Guided Reading Groups
Literature Circles
Flexible grouping in content areas
Independent projects
Differentiated product assignments
Student Choice
Multiple texts
Multiple intelligence options
Group investigation
Research
*Bloom’s Taxonomy* - Stress higher order thinking skills
*Habits of Mind*
*Webb’s Depth of Knowledge* – Emphasis on Level 3 and 4

**Students at Risk of Failure:**
Adjust time for completion of assignments
Allow frequent breaks
Preferential seating
Reduce/minimize distractions
Emphasize teaching (auditory, visual, auditory, tactile)
Individual/small group instruction
Emphasize critical information/key concepts
Pre-teach vocabulary
Provide visual cues
Adjust length of assignment
Break assignments into smaller units
Read directions to student
Positive reinforcement
Frequent checks for understanding
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#### Adapt assessments

**English Language Learners:**
Development of target vocabulary
Scaffolding comprehension, content-area reading
Decreasing the amount of work presented or required;
Using videos, illustrations, pictures, and drawings to explain or clarify.
Graphic organizers
Teaching key aspects of a topic.
Eliminating nonessential information.
Allowing students to correct errors (looking for understanding);
Marking students’ correct and acceptable work, not the mistakes;
Showing products (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
Modifying tests to reflect selected objectives;
Using true/false, matching, or fill in the blank tests in lieu of essay tests;
Reducing the number of answer choices on a multiple choice test;
Allowing the use of note cards or open-book during testing;
Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student

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<th>Suggested Technology Integration:</th>
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<tbody>
<tr>
<td>PBS kids</td>
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<td>kids.gov</td>
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<td>Google Earth</td>
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<tbody>
<tr>
<td><em>The Fighting Ground</em> by Avi</td>
</tr>
<tr>
<td><em>George Washington’s Socks</em> by Elvira Woodruff</td>
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<tr>
<td><em>And Then What Happened Paul Revere?</em> by Jean Fritz</td>
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<tr>
<td>Title</td>
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<tr>
<td>Revolutionary War on Wednesday</td>
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<tr>
<td>If You Lived At The Time of the American Revolution...</td>
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<tr>
<td>Can’t You Make Them Behave King George?</td>
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<tr>
<td>A Picture Book of Thomas Jefferson</td>
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<tr>
<td>A Picture Book of Benjamin Franklin</td>
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<tr>
<td>Boston Tea Party</td>
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<tr>
<td>Shhh, We’re Writing the Constitution</td>
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<tr>
<td>A More Perfect Union: The Story of Our Constitution</td>
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