

Skills

The following skills are being addressed in this unit:

1. **Vocabulary-**

Students will:

- create schematic maps to understand given vocabulary words (Lesson 1)
- derive vocabulary from context (2, 3, 4)
- use vocabulary appropriately in a discussion (all)

2. **Maps-**

Students will:

- analyze maps in terms of direction, geographic features, scales, latitude, and longitude (8)
- study geographic features, directions (17, 18)
- correctly color a map of the territory of the USA after the Treaty of Paris (19)

3. **Graphs/charts-**

Students will:

- create and interpret graphs (lesson 1)
- use graphic organizer charts (2, 3, 4, 5, 7, 11)
- create their own graphic organizer (9, 18)

4. **Representations-**

Students will:

- create masks similar to those worn during the Boston Tea Party (5)
- reenact the scenes of the Boston Tea Party (6)
- recreate Paul Revere's ride (8)
- recreate the Battle of Saratoga and the Victory at Yorktown (17, 18 respectively)
- create their own declaration based on a grievance (11)
- role play as colonists in a town meeting (12)
- use Cartesian divers to learn about water pressure (15)
- use funnels, tubing, containers, and other material to explore how a submarine would work (16)
- recreate the Battle of Saratoga using maps, paper cut-out figures (17)
- recreate the events leading up to the Victory at Yorktown using given materials (18)
- create a treaty with a classmate to represent the Treaty of Paris

5. **Discussion-**

Students will:

- discuss how they would feel as colonists (1, 3)
- review a KWL chart as a class (3)
- share summaries based on what was learned (4)

- explain why they created masks in a given manner (5)
- contribute to conversations about Paul Revere, Lexington and Concord (8, 9)
- explain the significance of the Boston Tea Party (6)
- discuss battle plans and effects (17, 18)
- share reactions to hardtack, music, and writing [soldier life] (10)
- share opinions about perspectives of colonists (12)
- review graphic organizers (2, 3, 7, 9, 11, 12)

6. **Data collection-**

Students will:

- collect data such as the frequency of a type of tea as one's "favorite" (1)
- find answers to questions on a Q.A.D. (3)
- determine main ideas (who, what, where, when, why) of the Boston Tea Party (4)
- collect information from perspectives of colonists and British soldiers (9)
- analyze ideas about Thomas Jefferson and the Declaration of Independence (11)
- find information about the role of women in the Revolutionary War (13, 14)

7. **Organization of data/classifying-**

Students will:

- organize information (about tea preferences) into a graph
- appropriately fill out a KWL chart (with a graphic organizer for the "L") (2)
- appropriately fill out a QAD chart (3, 7, 11)
- organize what is known about Paul Revere into an acrostic poem
- place pieces of student declaration in the correct order (11)
- record main ideas on note cards (13, 14)

8. **Analysis of data-**

Students will:

- interpret graphs by comparison (1)
- analyze various viewpoints (3)
- determine causes and effects based on reading (4)

9. **Decision making-**

Students will:

- use given information to determine the favorite class tea (1)
- determine the significance of Paul Revere's ride (8)
- decide what themes are present in American Revolution lyrics (10)
- determine opinions of the lives of soldiers (10)
- establish if all parts of a declaration are present and if it should be signed (11)
- decide if a treaty satisfies both parties (19)

10. **Problem solving-**

Students will:

- write a petition to the "King" (3)
- correctly answer questions on a math worksheet (8)
- write a declaration of their own (11)
- create a treaty that demonstrates a compromise (19)