

**Social Studies Brunswick School Department**  
**Grade 5**  
**Historical Inquiry: Revolutionary Era**

<b>Essential Understandings</b>	Historical inquiry involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past.
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ Why were there conflicts with Great Britain?</li> <li>▪ How were the colonists affected by the multitude of conflicts with Great Britain?</li> <li>▪ What were some significant outcomes of the Revolutionary War?</li> <li>▪ What role did compromise play in the formation of our government?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Economic and social disparity with Britain led to conflict.</li> <li>▪ The conflict with Britain created opposing points of view among the colonists.</li> <li>▪ Conflict with Britain led to the Revolutionary War and separation from Britain.</li> <li>▪ Separation from Britain required the formation of a government.</li> <li>▪ Creating our government involved conflicts and compromises</li> </ul>
<b>Vocabulary/Content</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ assembly, veto, import, export, politics, militia, delegate, allies, French and Indian War (Seven Year War), repeal, boycott, propaganda, Boston Tea Party, unite, traitor, independence, equality, revolution, republic, British, Parliament, Treaty of Paris, salutary neglect, Sugar Act, Intolerable Act, tax, Molasses Act, Tea Act, Stamp Act, Townshend Duties, Declaration of Independence, colony, protest, repeal, shipment, smuggle, merchant, tyranny, East India Company, Boston Massacre, Committees of Correspondence, Continental Congress, representative, Articles of Confederation, convention, Constitution, ratify, Bill of Rights, economy , sanctions, trade laws,</li> </ul> </li> <li>▪ <u>People:</u> <ul style="list-style-type: none"> <li>○ Loyalists, Patriots, Tories, Whigs, Minutemen, Redcoats, Hessians, Green Mountain Boys, George Washington, Thomas Jefferson, John Adams, Ben Franklin, Sam Adams, Henry Knox, Cornwallis, King George</li> </ul> </li> <li>▪ <u>Places:</u> <ul style="list-style-type: none"> <li>○ Boston, Old South Meeting House, Old North Church, Faneuil Hall, Lexington, Concord, Bunker Hill, Philadelphia</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Explain how and why individuals and groups during the same historical period differed in their perspectives.</li> <li>▪ Explain how and why groups of people make rules to protect their members.</li> </ul>

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<p><b>Related Maine Learning Results</b></p>	<p><u>Social Studies</u></p> <p>A. Applications of Social Studies Processes, Knowledge, and Skills  A1.a. Identify research questions related to social studies-seeking multiple perspectives from varied sources  A 1b. Identify key words and concepts related to research questions making adjustments when necessary  A 1c. Locate and access information by using text features.  A 1 d.Collect, evaluate and organize for a specific purpose  A 1e. Communicate findings from a variety of print and non-print sources.  A 1g. Distinguish between facts and opinions/interpretations in sources  A 2a. Contribute equitably to collaborative discussions, examine alternative ideas, and work cooperatively to share ideas and individually and collaboratively develop a decision or plan  A 2b.Make a real or simulated decision related to the classroom, school, community, or civic organization by applying appropriate and relevant social studies knowledge and skills, including research skills and other relevant information</p> <p>B. Civics and Government  B1.a Explain that the study of government includes how governments are organized and how citizens participate  B1.b Explain and provide examples of democratic ideals and constitutional principles to include the rule of law, legitimate power, and common good  B1.c Explain and give examples of governmental structures including the legislative, executive, and judicial  B1.d Explain how leaders are elected and how laws are made and implemented  B1.e Explain that the structures and processes of government are described in documents m including the Constitutions of Maine and the United States  B2 .a Identify the rights, duties, and responsibilities of citizens within the class, school, or community  B2 b. Identify and describe the United States Constitution and Bill of rights as documents that establish government and protect the rights of the individual United States citizen  B2 c. Provide examples of how people influence, government and work for the common good including voting, writing to legislators, performing community service and engaging in civil disobedience  B3 a. Identify examples of unity and diversity in the United State that relate to how laws protect individuals or groups to support the common good</p> <p>E. History  E1a Explain that history included the study of past human experience based on available evidence from a variety of sources</p>
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	<p>E1 b. Identify various major historical era, major enduring themes, turning points events, consequences, persons, and timeframes, in the history of the community , Maine, and the United States</p>
<p><b>Related Social Studies Practices</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Chronological reasoning and causation</li> <li><input checked="" type="checkbox"/> Comparison and contextualization</li> <li><input checked="" type="checkbox"/> Geographic reasoning</li> <li><input checked="" type="checkbox"/> Gathering, using and interpreting evidence</li> <li><input checked="" type="checkbox"/> The role of the individual in social and political participation</li> </ul>
<p><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Review maps of North America prior to and after the French and Indian War.</li> <li>▪ Create a class Venn diagram of the viewpoints of the Loyalists and Patriots.</li> <li>▪ Create a timeline of the events leading up to and during the Revolutionary War</li> <li>▪ Compare and contrast point of view of the Patriots and Loyalists.</li> <li>▪ Role play different points of view</li> <li>▪ Implement a colonial market</li> <li>▪ Participate in a living history event</li> <li>▪ Create a chronological sequence of related events leading up to the Revolutionary War.</li> <li>▪</li> </ul>
<p><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Make a timeline of events during the Revolutionary Era.</li> <li>▪ Participate in a Boston Tea Party debate.</li> <li>▪ Keep a diary, journal, or write letters as a citizen or soldier of the period.</li> <li>▪ Role-play a person or event of the period</li> <li>▪ List the outcomes of the Revolutionary War.</li> </ul>
<p><b>Sample Resources</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ <i>The Battle of Lexington and Concord</i> by Neil Johnson</li> <li>○ <i>The Boston Tea Party</i> by Conrad Stein</li> <li>○ <i>The Revolutionary War: America's Fight For Freedom</i> by Bart McDowell</li> <li>○ <i>The Story of the Boston Massacre</i> by Mary Kay Phelan</li> <li>○ <i>The Story of the Boston Tea Party</i> by Mary Kay Phelan</li> <li>○ <i>Two If By Sea</i> by Leonard Fisher</li> <li>○ <i>A Young Patriot: The American Revolution</i> by Jim Murphy</li> </ul> </li> <li>▪ <u>Videos:</u> <ul style="list-style-type: none"> <li>○ <u>America: The Story of Us</u></li> <li>○ <u>The Boston Tea Party</u></li> <li>○ <u>Crossing</u></li> <li>○ <u>Paul Revere's Boston</u></li> <li>○ <u>The Revolutionary War</u></li> <li>○ <u>Valley Forge</u></li> </ul> </li> </ul>