

# **1776**

## **4th Grade Spring Expedition Plan - 2018** **Melissa Conklin, Becki Mason, Jenna Morales**

### **Narrative Description**

Why did some people in America want change? What did people do if their rights were denied? What events made the United States of America an independent nation? What did the Founders believe about government? These questions will guide the fourth graders as they travel to Philadelphia, PA on a four-day overnight. On their trip, they will encounter people, places and events that fueled the movement towards independence from England. They will visit places such as Independence Hall and the Constitution Center and meet with actors portraying Thomas Jefferson and Benjamin Franklin. The final product for this expedition is the Broadway musical 1776. Be sure to save the date and invite family and friends to attend on either *Thursday, June 14th or Friday, June 15th*. You won't want to miss the 4th grade class perform this award-winning musical!

### **Big Ideas**

- When people are unhappy with their government they seek change.
- People used a variety of strategies to fight for equality and fairness.
- People and events in history cause major changes.
- Compromise can be needed for change to happen.

### **Guiding Questions**

- Why did some people in the America want change?
- What did people do if their rights were denied?
- What event made the United States of America an independent nation?
- What did the Founders believe about government?

### **Long-Term Targets**

- I can compare and contrast the arguments of the Patriots, Loyalists and British.
- I can describe how cause and effect sequence of events in history fueled the movement towards independence.
- I can explain why the Founders created a democratic government.
- I can explain how compromise helped affect people's ideas for change.
- I can reconstruct what "really" happened at an historic event based on multiple perspectives.
- I can compare and contrast the purposes of our country's founding documents [the Declaration of Independence and the Constitution.]

### **Character Targets**

- I can step out of my comfort zone.
- I can push myself to keep going even when I want to give up.
- I can be grateful for opportunities to learn and grow.
- I can see the connection between my effort and my results.

## **EXPEDITION FLOW**

<b><u>Week</u></b>	<b><u>Content/Activity</u></b>	<b><u>1776 Plan</u></b>	<b><u>Other</u></b>
<b><u>Week 1</u></b> <b>3/12-3/16</b>	Mystery Activity to get into crews (Puzzle pieces - "Join or Die" poster)  KWL for this time period	Announce 1776 (math problem and sentence making activity)  Send home audition packets	Post-Assessment for Winter Expedition  Day/Night Crews for Philly due to Lisa O'Malley
<b><u>Week 2</u></b> <b>3/19-3/23</b>	No new content	Auditions: March 23rd	ELA test prep!
<b><u>Week 3</u></b> <b>3/26-3/30</b> <b>(3 days)</b>  <b>SS 4.3b</b> Colonial NY became home to many different peoples including European immigrants, and free and enslaved Africans. Colonists developed different lifestyles.  <b>Social Studies Practices</b> Geographic Reasoning	13 colonies Lisa O'Malley's 13 colony story	Read-thru of script (chart people, places, events from the script)  1776 letter home to families (requesting help, props, and extra rehearsals)	No School - Thursday and Friday
<b>4/2-4/6</b>	<b>SPRING BREAK</b>	Work on memorizing some lines over the break.	
<b><u>Week 4</u></b> <b>4/9-4/13</b>  <b>SS 4.3C</b> In the mid - 1700's, England and France competed against each other for control of the land and wealth in North America. The English, French, and Native American	French Indian War  Proclamation of 1763 (string)  Background Knowledge on Acts (Stamp Act, Sugar Act, Townshend Act, Quartering Act, Intolerable Act)	Character study (read bios of characters)  This week is mostly going to be used for Philly prep.	NYS ELA test (Thurs-Fri)

<p>allies fought the French and Indian War.</p> <p><b>SS 4.3d</b> Growing conflicts between England and the 13 Colonies over issues of political and economic rights led to the American Revolution.</p> <p><b>Social Studies Practices</b> Chronological Reasoning and Causation</p> <p><b>Social Studies Practices</b> Comparison and Contextualization</p> <p><b>Social Studies Practices</b> Economics and Economic Systems</p>			
<p><b>Week 5</b> <b>4/16-4/20</b> <b>SS 4.3d</b> Growing conflicts between England and the 13 Colonies over issues of political and economic rights led to the American Revolution.</p> <p><b>Social Studies Practices</b> Chronological Reasoning and Causation</p> <p><b>Social Studies Practices</b> Comparison and Contextualization</p> <p><b>Social Studies Practices</b> Economics and Economic Systems</p>	<p>Patriot/Loyalist</p> <p>Continue - Background Knowledge on Acts (Stamp Act, Sugar Act, Townshend Act, Quartering Act, Intolerable Act)</p> <p>Boston Massacre</p>	<p>This week is mostly going to be used for Philly prep.</p> <p>Start blocking scenes: But, Mr. Adams (Becki) The Egg &amp; Momma Look Sharp (Melissa)</p> <p><i>AUD Available: All week</i></p>	<p>Math Test Prep!</p>

<b>Week 6</b> <b>4/23-4/27</b>	Philly Trip! (M-Th) Background on Acts (continue on bus)	Watch 1776 (movie) on the way home  Character Study in Philly.	Math Test Prep - Friday
<b>Week 7</b> <b>4/30-5/4</b> <b>SS 4.3d</b> Growing conflicts between England and the 13 Colonies over issues of political and economic rights led to the American Revolution.  <b>Social Studies Practices</b> Chronological Reasoning and Causation  <b>Social Studies Practices</b> Comparison and Contextualization  <b>Social Studies Practices</b> Economics and Economic Systems	South Street Meeting House Boston Tea Party Homespun Protests	Blocking scenes:  Scene 2 (Becki)  The Egg & Momma Look Sharp (Melissa)	NYS Math test (Tue-Thur)
<b>Week 8</b> <b>5/7-5/11</b>  <b>SS 4.3d</b> Growing conflicts between England and the 13 Colonies over issues of political and economic rights led to the American Revolution.  <b>Social Studies Practices</b> Chronological Reasoning and Causation  <b>Social Studies</b>	Paul Revere's Midnight Ride Battle of Lexington and Concord	Blocking scenes:  Molasses to Rum (Becki)  John & Abigail scenes(Melissa)  Wednesday - Extra Rehearsal (not sure about AUD) (Sit Down John)  <i>AUD Available: 5/7</i>	<i>(Becki Test Scoring - Thurs. 5/10)</i>  NYS Science Field Test (between 5/7-5/18)

<p><b>Practices</b> Comparison and Contextualization</p> <p><b>Social Studies Practices</b> Economics and Economic Systems</p>			
<p><b><u>Week 9</u></b> <b>5/14-5/18</b></p> <p><b>SS 4.4a</b> After the Revolution, the United States of America established a federal government; colonies established state governments.</p> <p><b>Social Studies Practices</b> Chronological Reasoning and Causation</p> <p><b>Social Studies Practices</b> Comparison and Contextualization</p> <p><b>Social Studies Practices</b> Economics and Economic Systems</p>	<p>2nd Continental Congress</p> <p>Valley Forge - George Washington</p> <p>Revolutionary War</p>	<p>Blocking scenes:</p> <p>Meet with scenes already blocked (Becki)</p> <p>John &amp; Abigail scenes (Melissa)</p> <p>Wednesday - Extra Rehearsal (No Aud - use our classroom) (Cool Considerate Men, Martha Jefferson scene, and Abigail/John scenes)</p> <p>(PD time - Melissa and I do TDAP Tie-Up on our own)</p> <p><i>AUD Available: 5/14</i></p> <p><b>COSTUMES/WIGS SHOULD BE FIGURED OUT BY MID-MAY!</b></p> <p><b>ALL LINES SHOULD BE MEMORIZED BY MID-MAY (people with many lines should be done by end of May)</b></p>	<p><i>(Becki out - Thurs. 5/17 - 3rd grade)</i></p>

<p><b>Week 10</b> <b>5/21-5/25</b> <b>(4 days)</b></p> <p><b>SS 4.4a</b> After the Revolution, the United States of America established a federal government; colonies established state governments.</p> <p><b>Social Studies Practices</b> Gathering, Interpreting, and Using Evidence</p>	<p>Declaration of Independence Slavery Compromise (Molasses to Rum)</p>	<p>Blocking scenes: Meet with scenes already blocked (Becki)</p> <p>Meet with scenes already blocked and Is Anybody There (Melissa)</p> <p>Wednesday - Extra Rehearsal (AUD) - Scene 3 (whole class stays) (PD time - Melissa and I come up one at a time to do our TDAP presentation.)</p> <p><i>AUD Available: 5/21, 5/22, 5/23, 5/24</i></p>	<p><i>No School Friday</i></p> <p>Ben Franklin - Electricity - circuits (prepare for science test)</p>
<p><b>Week 11</b> <b>5/28-6/1</b> <b>(4 days)</b></p> <p><b>Social Studies Practices</b> Gathering, Interpreting, and Using Evidence</p>	<p>End of War Treaty of Paris</p> <p>Work on playbill bios</p>	<p>Running Scenes and Cleaning Scenes</p> <p>Wednesday - Extra Rehearsal (No Aud - use our classroom) (Scene 5)</p> <p>(PD time - Portfolio scoring - Melissa stays to score, Becki blocking)</p> <p><i>AUD Available: 5/29, 5/30, 5/31, 6/1</i></p>	<p><i>No School Monday</i></p> <p>Science Performance Test (5/23-6/1)</p>

<b><u>Week 12</u></b> <b>6/4-6/8</b>	No new content  Work on playbill bios	Cleaning Scenes  Wednesday - Extra Rehearsal (AUD) - Scene 7 (whole class stays)  Thursday - Extra Rehearsal (AUD) - Work on Scene 3, 5, and 7.  <i>AUD Available:</i> 6/4, 6/5, 6/6, 6/7, 6/8	NYS Science written test - Monday (6/4)
<b><u>Week 13</u></b> <b>6/11-6/15</b>	No new content	Run-thru of Act 1  Run-thru of Act 2  Full Dress Rehearsal - Wednesday, June 13th (1:00-4:30 p.m.)  Performances - 6/14 and 6/15  <i>AUD Available:</i> 6/11, 6/12, 6/13, 6/14	
<b><u>Week 14</u></b> <b>6/18-6/20</b> <b>(3 days)</b>	Reflections/Post-Assessment (Tuesday)	Strike set/put away costumes (Monday)  Tony Award Party (Monday)	Passage Ceremony (Wednesday)

Assessments:

- The expedition content will be assessed by asking the students the guiding questions both at the beginning of the expedition and the end of the expedition.
- We will also have them write a short description of some key events for this content.
- They will need to answer a short answer question using evidence from the expedition content - Would you have been a Patriot or a Loyalist? Why?

## Product Descriptor

1) Product	The 4th grade class will perform 1776 The Musical on June 14th and June 15th.
2) Brief Narrative Description of the Product	Students will work together to perform this musical. They will each be assigned a role in the show. They will need to learn about the character they are portraying, memorize lines, and work with the teacher to block scenes.
3) Topic(s) & subject(s) of the product	Declaration of Independence Patriot/Loyalist/British Acts (Stamp Act, Townsend Act, Sugar Act, Tea Act Intolerable Acts) Continental Congress 13 colonies Happenings in Boston (Tea Party, Lexington & Concord) George Washington and Continental Army Slavery Compromise for Declaration



4) What skills and content will students need to complete this product?	<p>Content:</p> <p>Students will need to understand the content of the American Revolution to portray their character in a meaningful way. They will need to understand the views of their character and the characters they are with.</p> <p>Skills:</p> <p>Students will need to work on presentation/acting skills (articulation, expression, facial movements, gestures, volume).</p> <p>Students will need to memorize lines and remember blocking notes.</p> <p>Students will need to accept feedback and incorporate the feedback to improve their performance.</p>
4) Audience	GCCS Families
6) Service	None
7) Fieldwork	Philadelphia Trip
8) Experts	<p>Experts in Philadelphia will talk to the class about portraying a historical Character.</p> <p>We will need many parent helpers - costumes, set building, makeup, wigs, photographer, playbill layout, etc.</p>
9) Other	Students will write a bio of themselves for the playbill