



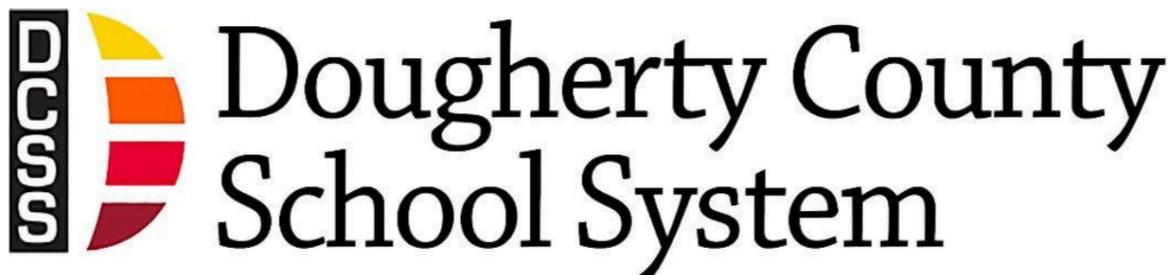
Dougherty County School System

Building a great community, *one student at a time!*

Social Studies

Grade 4

Quarter 1



Building a great community, *one student at a time!*

Social Studies

Grade 4

Unit 2

American Revolution



Quarter 1 - Version 5: Fourth Grade Social Studies
July 1, 2018 **(Revised and updated June 2025)**

Grade 4

Unit 2: American Revolution

Unit Description

This unit will focus on how the beliefs and ideals of the British colonists in America, especially in regards to the distribution of power, led to the conflict and change that resulted in the writing of the Declaration of Independence and the subsequent American Revolution. It will also show how key individuals, groups, and institutions influenced those beliefs and ideals precipitating many of the events before and during the American Revolution.

Georgia Standards of Excellence	
Standard	Georgia Standards of Excellence
SS4H1	<p>Explain the causes, events, and the results of the American Revolution.</p> <p>a. Trace the events that shaped the revolutionary movement in America: French and Indian War, 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, the activities of the Daughters of Liberty, Boston Massacre, and the Boston Tea Party</p> <p>b. Describe the influence of key individuals and groups during the American Revolution: King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, and Black regiments.</p> <p>c. Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown.</p> <p>d. Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power.</p>
SS4G2	<p>Describe how physical systems affect human systems.</p> <p>a. Explain how each force (American and British) attempted to use the physical geography of each battle site (Lexington and Concord, Saratoga, and Yorktown) to its benefit.</p>
SS4CG1	<p>Describe the meaning of:</p> <p>a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)</p>



SS4G1	Locate important physical and man-made features in the United States. b. Locate major man-made features of the United States: New York City, NY; Boston, MA; Philadelphia, PA; Washington, D.C.; Gettysburg, PA; and the Erie Canal.
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Grade 4
 Unit 2: American Revolution
Lesson Progression 1

Number of Days Necessary to Complete Progression 1	15 - 20 days
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Georgia Standard of Excellence:

SS4H1 Explain the causes, events, and the results of the American Revolution.

- a. Trace the events that shaped the revolutionary movement in America: French and Indian War, 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, the activities of the Daughters of Liberty, Boston Massacre, and the Boston Tea Party.
- b. Describe the influence of key individuals and groups during the American Revolution: King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, and Black regiments.



Teacher Notes:

SS4H1

This standard requires students to explain the revolutionary movement and how America became an independent country.

SS4H1a

Students will be required to learn and discuss the causes of the revolutionary movement as well as explain its main events. Students will learn about how the movement began with the French and Indian War, in which Britain and France fought over control of the Ohio River Valley. Students will explore how many American Indian nations united with the French to fight against the colonists and Britain. In order for students to understand “No Taxation Without Representation,” students must learn how Britain won this war and had large war debts as a result. These debts led to Parliament passing laws that taxed the colonists to pay for the war.

Students will learn about how the Stamp Act was passed in 1765, which put a tax on the use of paper. Colonists objected to this tax because they did not have representatives to speak for them in Parliament related to this and other issues. Students will also be able to explain how the activities of the Sons of Liberty (attacking tax collectors, boycotting, spying on the British soldiers, etc.) and Daughters of Liberty (making their own cloth instead of buying from Britain, later boycotting tea) protested the Stamp Act as well as the Act’s ending. They will be able to explain the details of the Boston Massacre, in which a squad of British soldiers were sent to control a heckling, snowball throwing group of people. They will also examine the Boston Tea Party, in which colonists dressed up as Mohawk Indians and dumped tea into the Boston Harbor. Standard SSG1 (Boston) can be integrated into these lessons. In order to do this, students could

be given a map to locate and label Boston (could be placed in a notebook to use throughout the year.)

SS4H1b

In this element, students will be able to describe the influence of key figures and groups during the American Revolution including the role they played in history. These figures are:

- King George III: ruler of Britain during the American Revolution
- George Washington: general during the American Revolution, 1st President of the United States, and a Founding Father of our country
- Benjamin Franklin: helped edit the Declaration of Independence
- Thomas Jefferson: Author of the Declaration of Independence, a Founding Father, and 3rd President of the United States
- Benedict Arnold: American hero in the Revolutionary War until he switched sides and fought for Britain, becoming one of the most famous traitors in American history
- Patrick Henry: Politician, lawyer, one of the leading figures in the revolutionary movement, and famous for his “give me liberty or give me death” speech; later governor of Virginia
- John Adams: a Founding Father of our country, a lawyer and diplomat who served as the first vice president and second president of the United States
- Paul Revere: a silversmith and patriot most famous for his role in warning the people along the way to Lexington and Concord that the British soldiers were coming; he was also a member of the Sons of Liberty
- Black Regiments: The first Rhode Island Regiment, known as the "Black Regiment" due to its recruitment of free Blacks in 1778.

**Adapted from the GADOE Social Studies www.georgiastandards.org*

Enduring Understandings:

Beliefs and Ideals

The student will understand that people’s ideas and feelings influence their decisions.

Conflict and Change

The student will understand that conflict causes change.

Individuals, Groups, Institutions

The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

Performance-Based Objectives (Practice 1):

SWBAT **trace** the events surrounding the French and Indian War, 1765 Stamp Act and the slogan “no taxation without representation” and activities of the Sons and Daughters of Liberty, the Boston Massacre, and the Boston Tea Party **IOT** **explain** the causes, events, and the results of the American Revolution.



SWBAT describe the influence of King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, and Black regiments
IOT explain the causes, events and results of the American Revolution.

Daily Learning Objectives and Success Criteria

Academic Language (Practice 2):

Social Studies instruction takes place in a language-rich environment. It is crucial that this instruction includes the intentional teaching of selected words and repeated exposure to them. In addition, it should include the teaching of word-learning strategies that will help students learn new words independently. Some strategies that may be employed by the teacher include: utilizing a [word wall](#) with terms and definitions, facilitating [word wall activities](#), [context clues](#), [semantic word maps](#), [30/30/30](#), [individual vocabulary notebooks](#), [class jigsaw of terms with individual connection](#) or [K.I.M. Vocabulary Strategy](#).

- describe: to give an account in words (of someone or something) including the important characteristics, qualities, or events
- explain: to make something clear by describing it in more detail or by revealing relevant facts or ideas
- influence: have an influence on
- regiments: a permanent unit of an army typically commanded by a colonel and divided into several companies, squadrons, or batteries and often into two battalions

French and Indian War

- American Revolution: war fought from 1775-1783 and won by the 13 American colonies to achieve independence from Great Britain
- American Indian: a member of any of the indigenous peoples of North, Central, and South America, especially those of North America
- boycott: to join together and refuse to buy or use a product or service
- cause: a person or thing that gives rise to an action, phenomenon, or condition
- colonist: a settler in or inhabitant of a colony
- explain: to make something clear by describing it in more details or by revealing relevant facts or ideas
- French and Indian War: (1754–1763) was the North American theater of the worldwide Seven Years' War. The war was fought between the colonies of British America and New France, with both sides supported by military units from their parent countries of Great Britain and France, as well as Native American allies.
- protest: object strongly and publicly
- repealed: taken back
- result: a consequence, effect, or outcome of something
- revolution: the overthrow of a government, with a new government taking its place
- trace: find or discover by investigation

1765 Stamp Act and the slogan “no taxation without representation”

- British Parliament: legislative (law-making) body of Great Britain
- Imperial Policy: plans or actions related to managing an empire
- slogan: a short set of words to help you remember something
- Stamp Act: act of the British Parliament that required colonists to buy a government stamp for almost every paper document including newspapers, legal documents, and even playing cards
- representation: speaking or acting on behalf of another person or group
- tax: a fee charged by a government on a product, income, or activity
- trace: find or discover by investigation

Sons and Daughters of Liberty

- Daughters of Liberty: association formed in 1765 to protest the Stamp Act as well as a general term for women who identified themselves as fighting for liberty during the American Revolution
- patriotism: vigorous support or love for one's country
- Sons of Liberty: secret organization formed in Boston in 1765 to protest the Stamp Act; made up of merchants, journalists and others who would be affected by the tax
- Stamp Act: act of the British Parliament that required colonists to buy a government stamp for almost every paper document including newspapers, legal documents, and even playing cards

The Boston Massacre

- liberty: the state of not being imprisoned or enslaved
- Boston Massacre: The Boston Massacre was a street fight that occurred on March 5, 1770, between a "patriot" mob, throwing snowballs, stones, and sticks, and a squad of British soldiers. It resulted in 5 dead patriots, and 6 injuries. Reactions were swift and angry, so it became one of the greatest contributing factors to the War for American Independence.
- massacre: deliberately and violently kill (a large number of people).

The Boston Tea Party

- Boston Tea Party: raid on three British ships in Boston Harbor (December 16, 1773) in which Boston colonists, disguised as Indians, threw the contents of several hundred chests of tea into the harbor as a protest against British taxes on tea and against the monopoly granted the East India Company
- East India Company: a private company granted a trade monopoly with the East Indies by Queen Elizabeth I
- monopoly: the exclusive possession or control of the supply or trade in a commodity or service
- propaganda: information, especially of a biased or misleading nature, used to promote or publicize a particular political cause of point of view

Primary and Secondary Sources Texts for Gradual Release (Practice 3):

- [Slide Presentation](#)

King George III:



- Image - [King George III](#)

French and Indian War:

- Text: French and Indian War – [540L](#), [820L](#)

George Washington:

- Primary Source Readers – [George Washington](#)

1765 Stamp Act and the slogan “no taxation without representation”:

- Ben Franklin on the Stamp Act – [510L](#), [640L](#), [790L](#), [Original](#)
- The Stamp Act of 1765 – [610L](#), [740L](#), [870L](#)
- Taxes Anger Colonists – [580L](#), [700L](#), [830L](#)

Sons and Daughters of Liberty:

- Studies Weekly Video - [Sons of Liberty](#)

The Boston Massacre:

- [Eyewitness Accounts of the Boston Massacre](#) – Also in your American Revolution Primary Sources
- The Boston Massacre – Adapted from Boston Gazette – [630L](#), [800L](#)
- Studies Weekly Video - [Boston Massacre](#)

The Boston Tea Party:

- The Boston Tea Party – Adapted from Boston Gazette – [740L](#), [870L](#)
- Studies Weekly Video - [Boston Tea Party](#)
- Studies Weekly Video - [Boston Harbor: Before the Tea Party](#)

These key figures should not be taught in isolation. The information is provided for them to be taught in conjunction with SS4H1a. Use these resources to make that connection.

Benjamin Franklin:

- Biography.com – Benjamin Franklin – [580L](#), [710L](#), [940L](#)
- eBook – [Benjamin Franklin](#) – p. 14-15

Thomas Jefferson:

- *Heroes of the Revolution*, by David A. Adler, “Thomas Jefferson,” p.14, Found at <https://www.getepic.com/app/read/41487>
- Presidential Profile: Thomas Jefferson – [580L](#), [780L](#), [970L](#)
- Primary Source Readers – [The Declaration of Independence](#)
- Primary Source Readers – [Thomas Jefferson](#)
- Reader’s Theater – [Declaring Our Independence](#) – (Franklin and Adams)

Benedict Arnold:

- History.com Article: [Benedict Arnold](#)
- History.com Article: [“9 Things You May Not Know About Benedict Arnold”](#)

Patrick Henry:

- Revolutionary Leaders – Patrick Henry – [540L](#), [810L](#)

John Adams:

- Presidential Profile: John Adams – [580L](#), [890L](#)

Paul Revere:



- *Heroes of the Revolution*, by David A. Adler, “Paul Revere,” p.21, Found at <https://www.getepic.com/app/read/41487>
- Revolutionary Leaders – Paul Revere – [590L](#), [870L](#)
- Primary Source – The Ride of Paul Revere – [540L](#), [640L](#), [780L](#), [Original](#)
- Poem – [Paul Revere’s Ride](#), by Henry Wadsworth Longfellow Questions: Key

Black Regiments:

- History.co. Article: [America’s First Black Regiments](#)

Suggested Activities to Support Gradual Release (Practice 3):

The teacher introduces students to the lesson by stating the daily Learning Target(s). The teacher intentionally reviews the tier two vocabulary within the objective and annotates. The teacher acknowledges the tier three vocabulary and is annotated within the PBO. Use the [K.I.M. Vocabulary Strategy](#) to ensure mastery of the Tier 3 terms from Academic Language.

French and Indian War/George Washington:

Focused Instruction:

- As a warm-up and to peak students’ curiosity, play one or more of the movie trailers: [Trailer #1](#) or [Trailer #2](#) , which were created for the PBS documentary “The War That Made America.” (Note: Access to the movie is not needed for this lesson; the trailers simply serve as a visual way to peak student interest.)
- After viewing the trailers, model what you think the movie is about, based on the short trailer clips. Model what you saw, heard, and think is going on. Further, ask them what piqued their interest regarding what they saw or heard.
- Here are some Guidance you can use to model:
- You want students to make observations and inferences from what they see and hear without giving a right or wrong answer.
- This time in the instruction is the introduction, so you want to make sure you allow the students to become interested in what is happening during this time period.
- Let the students see and hear you ask yourself questions and write down your thoughts. This will model the thinking you want them to do.

Guided Learning:

- Review the [presentation](#)(slides 3 and 4) with the students for notes on the French and Indian War.
- You can use a Note Taking Strategy for the students to take notes as a whole group over the PowerPoint. Use the questions from the Guiding Questions to lead the discussion to direct the thinking.
- Students may need some guidance and assistance if they are not familiar with this strategy.

Collaborative Learning (in pairs or small group):

- Place the students in pairs or in a small group.
- Have the students use any of their notes from the powerpoint to guide them in their groups.
- The students will complete one of the following Quizlet Live group activities:



- <https://quizlet.com/221633559/4th-grade-social-studies-french-and-indian-war-flash-cards/>
- <https://quizlet.com/178400458/french-and-indian-war-vocab-french-and-indian-war-flash-cards/>
- <https://quizlet.com/184426635/4th-grade-ss-french-indian-war-flash-cards/>

Students will be randomly grouped by the game, and must work together to get all the questions correct. This will allow the teacher to assess and see who needs more assistance, or if she needs to go back to another phase of the instruction.

Independent Learning:

Have students complete the [Text Message Activity](#). This will be used to determine the understanding of the French and Indian War.

1765 Stamp Act and the slogan “no taxation without representation”:

Teacher introduces students to the lesson by stating the performance-based objectives. Teacher intentionally reviews the tier two vocabulary within the objective and annotates. Teacher acknowledges the tier three vocabulary and is annotated within the PBO. Use the [K.I.M. Vocabulary Strategy](#) to ensure mastery of the Tier 3 terms from Academic Language.

Focused Instruction:

- Before moving into the instruction, go back and review the outcome of the French and Indian War.
- Then tell students that a class of high school students will be making the rules for the class. So the current rules are no longer the rules. Tell them that they are not allowed to discuss the rules or give their opinion about them to the high school students. Also, the high school students promise to prevent the rest of the elementary school from bothering the class, however, each student must bring a new pencil and one dollar to school every day to donate to the high school class taxes. Tell students that if they refuse to cooperate, the high school will send “enforcers” to come and collect the pencils and money by force if necessary.
- Ask students, does this seem fair? Can you afford to continue coming to school if you must bring a brand new pencil and money every single day?
- Record their feelings or emotions on a large sticky wall and display it. Keep it posted throughout this lesson.

Model - I Do: Begin by displaying the article on your board. Model the process of annotating the text and how to think through the information with the introductory information in the first paragraph of The Stamp Act of 1765 – [610L](#), [740L](#), [870L](#) and/or Taxes Anger Colonists – [580L](#), [700L](#), [830L](#).

- Number the paragraphs and lines
- Look for vocabulary that may hinder understanding for students and box it.

- Use the context clues, 30/30/30, or a dictionary to define the words
- Read the paragraph again and ask yourself clarifying questions to demonstrate how to check their own understanding

Guided Learning - We Do: Distribute copies of the article to the class, electronically or on paper. Guide the class in reading the next section of the article (all students should have the same article, but for students who need assistance start numbering and allow them to continue). Facilitate the process of reading and checking for understanding with the entire class working together. Write what the students tell you on the interactive whiteboard.

- Students should first instruct you to number the paragraphs and lines. Students should do this on their own copies while you are doing it on the board.
- Students will look for vocabulary that may hinder understanding for students, box it on their copies of the article, and direct you to box them on the board.
- Students should use context clues, 30/30/30, or a dictionary to define the words.
- Together you and the students should reread the paragraphs and ask clarifying questions to check for understanding.

Collaborative Learning – Do in Pairs: Students will work in pairs to read the final section of the article. Students should follow a similar process as the sections above as they work with their partner to create meaning from the text. As the students are reading, have them use the margins to take notes or make annotations. They will have this tool as a reference later in the unit and the school year.

- Ask the Guiding Questions to deepen the depth of knowledge.

Independent Learning:

- Students will complete the [TWO VIEWPOINTS](#) activity.

Sons and Daughters of Liberty:

Teacher introduces students to the lesson by stating the performance-based objectives. Teacher intentionally reviews the tier two vocabulary within the objective and annotates. Teacher acknowledges the tier three vocabulary and is annotated within the PBO. Use the [K.I.M. Vocabulary Strategy](#) to ensure mastery of the Tier 3 terms from Academic Language.

Focused Instruction:

- Introduce and discuss the meaning of the vocabulary words from within the PBO. The [K.I.M. Vocabulary Strategy](#) should be used, modeled and reviewed.

Guided Learning:

- Have the students create a [4 flap foldable](#).
- Label each flap: Sons of Liberty, Daughters of Liberty, Boston Massacre and the Boston Tea Party.
- Watch [Sons of Liberty Intro](#).

- Have a discussion about the content of the video.
- Use the video and the [presentation](#) to take notes under each flap.
- Use the guiding questions to drive the discussion and to take notes.

Collaborative Learning (in pairs or small group):

- After the video and discussion, complete the section on the flap SONS OF LIBERTY. Students may use any available resources such as the Primary Source Document, videos, Gallopade workbook, level texted, etc..
- Make sure the students add the members of the Sons of Liberty and their role:
 - a. Samuel Adams
 - b. Benedict Arnold
 - c. John Hancock
 - d. Patrick Henry
 - e. Paul Revere
- Use the level text to pull specific information about the members of the Sons of Liberty.
- Watch the [Daughters of Liberty](#).
- Now after the video, complete the section on the flap DAUGHTERS OF LIBERTY. Students may use any available resources such as the Primary Source Documents, videos, the Gallopade workbook, level texted, etc.
- Make sure the students document the role of women during this time and why that was important.
- Ask the Guiding Questions to deepen the depth of knowledge.
- The teacher will circulate around the room to assess and assist.

Independent Learning:

Narrative Writing Prompt: Imagine that you were one of the Sons or Daughters of Liberty. Write a letter to one of your relatives, convincing them to join your secret meetings. Once you have completed your writing, check for correct capitalization, punctuation and word choice.

The Boston Massacre:

Teacher introduces students to the lesson by stating the performance-based objectives. Teacher intentionally reviews the tier two vocabulary within the objective and annotates. Teacher acknowledges the tier three vocabulary and is annotated within the PBO. Use the [K.I.M. Vocabulary Strategy](#) to ensure mastery of the Tier 3 terms from Academic Language.

Focused Instruction:

- Have the students watch [The Boston Massacre Intro](#).
- Have a discussion about the content of the video.
- Use the guiding questions to drive the discussion

Guided Learning:

- As a class read The Boston Massacre – Adapted from Boston Gazette –[800L](#).

- Go through the annotation process with the students as this text is being read and discussed aloud by the teacher and the students. Allow the students to take the lead with the reading and the annotation, Provide assistance when needed.
- Every student will need a copy, and even though the lexile may be high for some, doing it as a class will provide the guidance needed.

Collaborative Learning (in pairs or small groups):

- Now the reading is over, complete the section on the flap BOSTON MASSACRE to write some causes and effects of the Boston Massacre. Students may use any available resources such as the Primary Sources, Gallopade workbook, level texted, etc..
- Ask the Guiding Questions to deepen the depth of knowledge.
- The teacher will circulate around the room to assess and assist.
- Ask the Guiding Questions to deepen the depth of knowledge.

Independent Learning:

Opinion Writing Prompt: Who do you feel caused the Boston Massacre or who do you feel was at fault for the situation? Be sure to give evidence from the articles this week or from other research in order to defend your opinion.

The Boston Tea Party:

Teacher introduces students to the lesson by stating the performance-based objectives. Teacher intentionally reviews the tier two vocabulary within the objective and annotates. Teacher acknowledges the tier three vocabulary and is annotated within the PBO. Use the [K.I.M. Vocabulary Strategy](#) to ensure mastery of the Tier 3 terms from Academic Language.

Focused Instruction:

- Show the Lithograph – [The Destruction of Tea at Boston Harbor](#) .
- Have the students just observe the document. Then only complete the OBSERVE on the [Primary Source Document](#). This will be just an introduction!

Guided Learning:

- Students will reenact the Boston Tea Party using the Reader’s Theater [Patriots in Boston](#).
- This will be a whole group activity, but I would allow different students to be the characters to ensure others have the opportunity to read. Encourage the students to use a character voice. Make it fun and interesting.
- You may want to just review and decide if the entire theater will be read or if you want to highlight certain points and read some.
- As this is being reenacted, the students refer back to their OBSERVATIONS on the [Primary Source Document](#) to see if their observations were accurate.

Collaborative Learning (in pairs or small group):

- Now the theater is over, complete the section on the flap BOSTON TEA PARTY to write some causes and effects of the Boston Tea Party. Students may use any available resources such as the Primary Source Document, the Reader’s Theater, level texted, etc..
- Ask the Guiding Questions to deepen the depth of knowledge.

- The teacher will circulate around the room to assess and assist.

Independent Learning:

Informative/Explanatory Writing Prompt: Imagine that you lived in the 1700s. People are not happy with the Tea Act of 1773. Create a propaganda poster about the Boston Tea Party and share it with your class.

Graphic Organizer(s) for Gradual Release (Practice 3):

[Primary Source Document](#)

Guiding Questions:

French and Indian War:

Conflict and Change:

1. How did the results of the French and Indian War contribute to the revolutionary movement in America?
2. Why did Britain impose direct taxes on the North American colonies after the French and Indian War?

1765 Stamp Act and the slogan “no taxation without representation”

Conflict and Change

3. *Why did Britain impose direct taxes on the North American colonies after the French and Indian War?*
4. *Why did the colonists believe British taxation policies in North America were unfair?*
5. *How did the colonists protest British Imperial Policies in North America?*
6. *How did the Stamp Act increase tensions in the colonies?*

Sons and Daughters of Liberty

Conflict and Change:

7. How did the Sons of Liberty protest British taxation policies in North America?

Individual, Groups, Institutions:

8. How did the actions of the Sons of Liberty and Daughters of Liberty affect other colonists?
9. What impact did the Sons of Liberty and Daughters of Liberty have on the American Revolution?
10. Did Paul Revere spread propoganda or patriotism?

The Boston Tea Party

Individuals, Groups, Institutions

11. Who participated in the Boston Tea Party?
12. What made the Boston Tea Party significant in its role in the Revolutionary War?
13. What influence did individuals have on the American Revolution?
14. Why was George Washington chosen to lead the Continental army against Britain?
15. How did Patrick Henry influence the revolutionary movement in America?
16. Why was Benedict Arnold considered an American traitor?

17. How did Benjamin Franklin's negotiations with France impact the Revolutionary War?
18. Why was King George III so unpopular with the American colonists?
19. What role did Black regiments play in the American Revolution?

Additional Resources:

- **Gallopade Workbook Chapter 4**
- Video – [French and Indian War Intro](#)
- Maps and Guiding Questions – [Changes from the French and Indian War](#)
- GaDOE Content Video – [French and Indian War](#)
- Video – [Sons of Liberty Intro](#)
- Video - Studies Weekly - [Sons of Liberty](#)
- Political Cartoon – Funeral for the Stamp Act – [B/W](#), [Color](#) – Also in your American Revolution Primary Sources
- Video – [The Stamp Act Intro](#)
- Video – [Tea, Taxes, and the American Revolution](#)
- Video – [Mounting Tensions in the Colonies](#)
- GaDOE Content Video – [Factors That Led to the American Revolution](#)
- Image – [The Boston Massacre](#) – Engraving by Paul Revere – Also in your American Revolution Primary Sources
- Video – [The Boston Massacre Intro](#)
- Image – Lithograph – [The Destruction of Tea at Boston Harbor](#) – Also in your American Revolution Primary Sources
- Video – [The Boston Tea Party Intro](#)
- Video – [Daughters of Liberty](#)
- Image – [King George III](#) – Also in your American Revolution Primary Sources
- Image – [King George III](#)
- Image – [Destruction of King George III Statue](#) – Also in your American Revolution Primary Sources
- Video – [Who was King George III?](#)
- Image – [George Washington](#)
- Video – [George Washington Intro](#)
- Video – [George Washington: Patriot Intro](#)
- Image – [Benjamin Franklin](#)
- Image – [Benjamin Franklin 2](#)
- Video – [Benjamin Franklin Intro](#)
- Image – [Thomas Jefferson](#)
- Image – Painting – [Presenting the Declaration of Independence](#) – Also in your American Revolution Primary Sources
- Video – [Thomas Jefferson Intro](#)
- Video – [Signers of the Declaration of Independence Intro](#)
- Image – [Benedict Arnold](#)

- Video – [Benedict Arnold Intro](#)
- Image – [Patrick Henry](#)
- Image – Patrick Henry Speech – [B/W](#), [Color](#) – Also in your American Revolution Primary Sources
- Speech – Patrick Henry – [“Give me liberty or give me death”](#)
- Image – [John Adams](#)
- Video – [John Adams Intro](#)
- Video – [Paul Revere Intro](#)
- Image – [Paul Revere](#)
- Image – [Paul Revere’s Ride](#)
- Image – [1st Rhode Island Regiment](#)
- Video – [African Americans During the Revolution](#)
- Video Studies Weekly - [American Revolution](#)
- GaDOE Content Video – [Factors That Led to the American Revolution](#)

Remediation/Enrichment (EL, ESP, Gifted):

Remediation/Support:

- Vary the Lexile level of the text you are using (Can be found in the Primary and Secondary Documents area, if available.)
- Prepare multimedia, visuals, and additional readings to support learners
- Utilize graphic organizers, such as the [BIG FOX](#), when previewing the text with students
- Utilize graphic organizers, such as a [Circle Map](#), to activate prior knowledge and connect concepts to the students’ experiences
- Identify key vocabulary that your students need to know in order to support their reading development and content-area learning, provide passages and questions that are already annotated
- Provide questioning prompts, fill-in-the-blank answers, and modified writing assignments based on the needs of the student

Enrichment:

- Vary the Lexile level of the text you are using (Can be found in the Primary and Secondary Documents area, if available.)
- Allow students the opportunity to interact with the content in a creative way
- Encourage students to [code the text](#) along with the annotations as they are reading text to encourage metacognition and engagement

Formative Assessment:

- School City Assessment

Grade 4
Unit 2: American Revolution
Lesson Progression 2

Number of Days Necessary to Complete Progression 2	5 - 8 days
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Georgia Standard of Excellence:

SS4H1 Explain the causes, events, and the results of the American Revolution.

b. Describe the influence of key individuals and groups during the American Revolution: King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, and Black regiments.

c. Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown.

SS4G2 Describe how physical systems affect human systems.

a. Explain how each force (American and British) attempted to use the physical geography of each battle site (Lexington and Concord, Saratoga, and Yorktown).

Teacher Notes:

SS4H1

This standard requires students to explain the revolutionary movement and how America became an independent country. Students will be able to describe the major events of the American Revolution (including the battles of Lexington and Concord, Saratoga, and Yorktown). In order to understand more about this quest for independence, students will also discuss the basic structure and framework of the Declaration of Independence, including its authors, purpose, and effect on the formation of the new U.S. government.

SS4H1c & SS4G2a

This element requires students to describe the major events of the American Revolution and how these events led to the defeat of the British. The students will explain how each force (British and American) attempted to use the physical geography of each battle site to its benefit. Students should distinguish the battles of Lexington and Concord in April 1775 as the beginning of the Revolutionary War. Students will be able to explain how Paul Revere was waiting on the signal from the church tower in order to make the ride from Boston to Concord warning residents that the British were coming (SSH41 Element b. Paul Revere). Clarify with students that there were three men riding on that night, and that Paul Revere did not actually make it the entire way, since he was captured by the British. We remember him so prominently largely due to the poem "Paul Revere's Ride" by Henry Wadsworth Longfellow, written long after this event took place.



The British were attempting to seize weapons and ammunition stockpiled by the colonists in Concord. When soldiers arrived in Lexington at the town green, a British major yelled for the militia to disarm. The minutemen dispersed and a shot rang out (historians do not know who fired the first shot) and this marked the first shot of the Revolutionary War. This is often called “the shot heard round the world.” Students should also be able to discuss how the British were at a disadvantage because they did not know the layout of the land and that it put a strain on the British soldiers, who were mostly foot soldiers, to be distant from reinforcements and supplies. When in Concord, the colonists were waiting on high ground on the other side of the North Bridge while watching British movement. This allowed them to conceal their numbers while they waited for militia members to join them. They mounted their attack on the North Bridge and pushed the Redcoats back to Boston. The route back to Boston was surrounded by trees, boulders, ditches, ravines, small creeks and sharp bends, which the minutemen used to hide behind and fire sniper shots at the British during their retreat. Even though the minutemen were outnumbered by Redcoats, they proved that they could stand up against one of the strongest armies in the world.

Students should recognize the Battle of Saratoga as the turning point/climax of the Revolutionary War. General John Burgoyne lost two battles at Saratoga because it took his troops so long to travel with equipment through the dense woods (SS4G2, Element a.). This allowed the American soldiers’ time to gather until they outnumbered and defeated the British. Benjamin Franklin (SS4H1 Element b.) used this battle to convince France to help America win the war. Students will also discuss the role Benedict Arnold played in the Battle of Saratoga (SS4H1, Element b.). He was a general who fought in this battle and played a major part in forcing the surrender of General Burgoyne at Saratoga. He did not feel he received the credit he deserved, and decided to switch sides to help the British. In doing so, he became one of the most famous “traitors” of all time.

Students should be able to identify Yorktown as the last major battle of the war. General George Washington (SS4H1, Element b.) and the Continental Army needed this important victory even though his troops were discouraged and lacked the supplies they needed. Washington decided to attack General Cornwallis at Yorktown because the French could help him. The French Navy blocked the harbor so the British could not retreat. Cornwallis was trapped and the fight continued for another week before Cornwallis surrendered. The geography of Yorktown again played an important part in America’s victory. The Battle of Yorktown took place in the fall, so the darker fall colors would have made great camouflage for colonists. The diversity of the Coastal Plains drainage systems would have made it difficult to create battle plans unless you were familiar with the area.

**Adapted from the GADOE Social Studies www.georgiastandards.org*

- GaDOE Content Video – [American Revolution: The Fight for Independence](#)
- GaDOE Content Video – [Physical Geography and the Battles of the Revolution](#)

Enduring Understandings:



Quarter 1 - Version 5: Fourth Grade Social Studies
July 1, 2018 (Revised and updated June 2025)

Conflict and Change

The student will understand that conflict causes change.

Individuals, Groups, Institutions

The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

Location

The student will understand that where a person lives matters.

Performance-Based Objectives (Practice 1):

SWBAT describe the Battles of Lexington and Concord, Saratoga, and Yorktown **IOT** explain the major events of the American Revolution, including the factors leading to American victory and British defeat.

SWBAT describe the influence of King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, and Black regiments **IOT** explain the causes, events and results of the American Revolution.

SWBAT explain how each force (American and British) attempted to use the physical geography of each battle site to its benefit **IOT** describe how physical systems affect human systems.

[Daily Learning Objectives and Success Criteria](#)

Academic Language (Practice 2):

Social Studies instruction takes place in a language-rich environment. It is crucial that this instruction includes the intentional teaching of selected words and repeated exposure to them. In addition, it should include the teaching of word-learning strategies that will help students learn new words independently. Some strategies that may be employed by the teacher include: utilizing a [word wall](#) with terms and definitions, facilitating [word wall activities](#), [context clues](#), [semantic word maps](#), [30/30/30](#), [individual vocabulary notebooks](#), [class jigsaw of terms with individual connection](#) or [K.I.M. Vocabulary Strategy](#).

- defeat: win a victory over (someone) in a battle or other contest; overcome or beat
- describe: to give an account in words (of someone or something) including the important characteristics, qualities, or events
- explain: to make something clear by describing it in more detail or by revealing relevant facts or ideas
- factors: a circumstance, fact, or influence that contributes to a result or outcome
- fort: a strong building or place that can be defended against the enemy
- Geography: The study of the physical features of the earth and its atmosphere, and of human activity as it affects and is affected by these, including the distribution of populations and resources, land use, and industries.

- major: an army officer of high rank, in particular (in the US Army, Air Force, and Marine Corps) an officer ranking above captain and below lieutenant colonel
- minutemen: men who promised to be ready to fight within a minute's notice
- patriot: a person who thought America should be free from British rule
- retreat: to withdraw
- revolution: the overthrow of a government, with a new government taking its place
- surrender: an agreement to stop fighting, hiding, resisting, etc. because you know that you will not win or succeed

Primary and Secondary Sources Texts for Gradual Release (Practice 3):

- Primary Source Readers – [The American Revolution](#)

Battles of Lexington and Concord

- Ducksters – The American Revolution for Kids – [Battles of Lexington and Concord](#)
- History.com – [Battles of Lexington and Concord](#)

Battles of Saratoga

- Ducksters – The American Revolution for Kids – [Battles of Saratoga](#)
- History.com – [Battle of Saratoga](#)

Battle of Yorktown

- Ducksters – The American Revolution for Kids – [Battle of Yorktown](#)
- History.com – This Day in History: Oct. 19 – [Victory at Yorktown](#)

Suggested Activities to Support Gradual Release (Practice 3):

Teacher introduces students to the lesson by stating the performance-based objectives. Teacher intentionally reviews the tier two vocabulary within the objective and annotates. Teacher acknowledges the tier three vocabulary and is annotated within the PBO. Use the [K.I.M. Vocabulary Strategy](#) to ensure mastery of the Tier 3 terms from Academic Language.

Battle of Lexington and Concord

Focused Instruction:

- Display the [map](#) showing the locations of Boston, Lexington and Concord and have students analyze the map using this [tool](#). Give them 5 to 8 minutes to analyze the map.
- Review the map and the analysis. Have students make a prediction of what battle occurred first/second and who won.

Guided Learning - We Do:

- Students should take notes from the [slide presentation](#) using [Cornell Note Taking Strategy](#) or another note taking strategy.
- As a group take notes and review each battle and during the discussion use the guiding questions for students to see the difference in the battles and make the connections.

Homework: Read and answer questions on the [Battle of Lexington and Concord](#).

Collaborative Learning:



- Have students complete the last of the [triple Venn diagram](#) to describe the Battle of Lexington and Concord. Be sure to remind the students to include the geography of the battles. This will give a deep insight into the outcome of the battles. Students can use their notes, [slide presentation](#), [Battle of Lexington and Concord](#), or any resource available or needed to complete the diagram.
- The teacher should assess and not assist students.

Independent Learning:

Narrative Writing Prompt: Imagine what it must have been like for Paul Revere having to complete his midnight ride. What do you think that was like? Do you think he was scared or worried? Complete some research and then write a story about what that night and ride might have been like for him. Be sure to include a lot of details in your story.

Battle of Saratoga

Teacher introduces students to the lesson by stating the performance-based objectives. Teacher intentionally reviews the tier two vocabulary within the objective and annotates. Teacher acknowledges the tier three vocabulary and is annotated within the PBO. Use the [K.I.M. Vocabulary Strategy](#) to ensure mastery of the Tier 3 terms from Academic Language.

Focused Instruction:

- Review the Battle of Lexington and Concord [map](#). This will be the introduction into the next battle.
- Students may need some background knowledge before moving into the battle. Use the [slide Presentation](#).

Guided Learning:

- Students should take notes from the [slide presentation](#) using [Cornell Notetaking Strategy](#). As a group take notes and review the battle and during the discussion use the guiding questions for students to see the difference in the battles and make the connections.
- Then play [Battle of Saratoga](#).

Collaborative Learning (in pairs or small groups):

- Have students complete a [triple Venn diagram](#) to describe the battles of Lexington and Concord and Saratoga. Be sure to remind the students to include the geography of each battle. This will give deep insight into the outcome of the battles.
- Students can use their notes, [the presentation](#), [Battles of Saratoga](#), or any resource available or needed to complete the diagram.
- The teacher should assess and assist students where needed.

Independent Learning:

- Ticket Out the Door:
 - Give the students the following answer to ensure understanding:



- a. Why was the Battle of Saratoga called "the turning point" of the American Revolution?
- b. List two ways the Americans used the geography around Saratoga to their advantage.

Battle of Yorktown

Teacher introduces students to the lesson by stating the performance-based objectives. Teacher intentionally reviews the tier two vocabulary within the objective and annotates. Teacher acknowledges the tier three vocabulary and is annotated within the PBO. Use the [K.I.M. Vocabulary Strategy](#) to ensure mastery of the Tier 3 terms from Academic Language.

Focused Instruction:

- Prior to reading, provide students with a [map](#) showing the locations of Boston: Lexington and Concord, and Saratoga in order to allow them to understand the distance traveled.
- Highlight the battles previously discussed. Make sure the highlights from each battle are discussed.

Guided Learning:

- Students should continue taking notes from the [slide presentation](#) using [Cornell Notetaking Strategy](#) or another note taking strategy.
- As a group take notes and then review [Victory at Yorktown](#) and during the discussion use the guiding questions for students to see the difference in the battles and make the connections.
- Have students complete the last of the [triple Venn diagram](#) to describe the Battle of Yorktown. Be sure to remind the students to include the geography of the battle. This will give a deep insight into the outcome of the battles. Students can use their notes, [the power point](#), [Battle of Yorktown](#) , or any resource available or needed to complete the diagram.
- The teacher should assess and not assist students.

Collaborative Learning (in pairs or small groups):

- Complete the Geography Matters Project - Gallopade Chapter 6 (Rubric is included)
- Give students 2 days to complete the project.

Independent Learning:

- Have students complete the Gallopade Chapter 6: ExperTrack Checkpoint 6 Formative Assessment **before** the School City Assessment. Use this to inform any misconceptions that need to be addressed and cleared up.
- School City Assessment

Graphic Organizer(s) for Gradual Release (Practice 3):

- [triple Venn diagram](#)
- [Cornell Notetaking Strategy](#).

Guiding Questions:*Conflict & Change*

1. What is significant about the Battle of Lexington and Concord?
2. Why were the American colonies and Britain unable to resolve their differences without going to war?
3. Why is the Battle of Saratoga called "the turning point" of the American Revolution?
4. Why was the Battle of Yorktown the final battle of the American Revolution?

Individuals, Groups, Institutions

5. How did the resources of the French and the strategic planning of George Washington combine to defeat the British in the Battle of Yorktown?
6. How did British and American forces attempt to use the physical geography of the land to its advantage in the battles of Lexington and Concord, Saratoga and Yorktown?
7. How did the Battle of Lexington and Concord embolden the American revolutionaries?

Location

8. What advantages or disadvantages did location give to both sides before and during the Battle of Lexington and Concord?
9. How did location help and / or hinder Paul Revere on his famous midnight ride?
10. What influence does geography have on the Battle of Lexington and Concord?
11. How did location influence the fighting style of the different armies during this battle?
12. What advantages or disadvantages did location give to both sides before and during the Battle of Saratoga?
13. What advantages or disadvantages did location give to both sides before and during the Battle of Yorktown?

Additional Resources:

- **Gallopade Workbook Chapter 6**
- Revolutionary Leaders – Paul Revere – [590L](#), [870L](#)
- Primary Source – The Ride of Paul Revere – [540L](#), [640L](#), [780L](#), [Original](#)
- Poem – [Paul Revere's Ride](#), by Henry Wadsworth Longfellow
- Political Cartoon – [The Horse America](#) – Also in your American Revolution Primary Sources
- Map – [Town of Boston with Troop Encampments](#) – Also in your American Revolution Primary Sources
- Image - [Battle of Lexington and Concord](#)
- Video – Schoolhouse Rock – [The Shot Heard Around the World Song](#)
- Image – Painting – [British Troops Leaving Saratoga](#) – Also in your American Revolution Primary Sources

- Video – [Battle of Saratoga Turns the Tide](#) – History.com
- Video – [Battle of Saratoga](#) – Gallopade
- Image – Engraving – [Surrender at Yorktown](#) – Also in your American Revolution Primary Sources
- Video – [Battle of Yorktown](#) – Gallopade
- Slide Presentation - [American Revolution](#)

Remediation/Enrichment (EL, ESP, Gifted):

Remediation/Support:

- Use the text within the Concise Curriculum.
- Use Gallopade previous standards.
- Prepare multimedia, visuals, and additional readings to support learners
- Utilize graphic organizers, such as the [BIG FOX](#), when previewing the text with students
- Utilize graphic organizers, such as a [Circle Map](#), to activate prior knowledge and connect concepts to the students' experiences
- Identify key vocabulary that your students need to know in order to support their reading development and content-area learning, provide passages and questions that are already annotated
- Provide questioning prompts, fill-in-the-blank answers, and modified writing assignments based on the needs of the student

Enrichment:

- Vary the Lexile level of the text you are using (Can be found in the Primary and Secondary Documents area, if available.)
- Allow students the opportunity to interact with the content in a creative way
- Encourage students to [code the text](#) along with the annotations as they are reading text to encourage metacognition and engagement

Grade 4
Unit 2: American Revolution
Lesson Progression 3

Number of Days Necessary to Complete Progression 3	5-8 days
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Georgia Standard of Excellence:

SS4H1 Explain the causes, events, and the results of the American Revolution.

d. Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power.

SS4CG1 Describe the meaning of:

a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)

Teacher Notes:

SS4H1CG1 In order to understand more about this quest for independence, students will also discuss the basic structure and framework of the Declaration of Independence, including its authors, purpose, and effect on the formation of the new U.S. government.

SS4H1d & SS4CG1a

In this element, students are to explain that the purpose of the Declaration of Independence was to officially inform King George III (SS4H1, Element a.) and other countries that America was no longer a part of Great Britain. Students will learn that in April of 1776, in the middle of the Revolutionary War, the colonies sent representatives to the Second Continental Congress. This congress chose Thomas Jefferson (SS4H1b) to write the Declaration of Independence. Thomas Jefferson occupied the second floor of a bricklayers house in Philadelphia (locate and label on student maps, SS4G1b. Philadelphia) and this is where he wrote the Declaration of Independence. It was only seventeen days from the time he wrote the Declaration of Independence to the time it was presented to Congress and approved on July 4, 1776 (Independence Day).

Students will explain why the Declaration of Independence was a necessary first step for our democracy. They should understand that it contains the first written ideas and goals of America. It also lists the complaints that the colonists had voiced against King George III. It was necessary to explain the arguments the colonists had for why they wanted to be free of British rule. Students should be able to describe the ways that the Declaration of Independence was a response to tyranny and the abuse of power displayed by Great Britain and King George III.

**Adapted from the GADOE Social Studies www.georgiastandards.org*

Enduring Understandings:



Beliefs and Ideals

The student will understand that people’s ideas and feelings influence their decisions.

Performance-Based Objectives (Practice 1):

SWBAT explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power **IOT** describe the causes, events, and the results of the American Revolution.

SWBAT explain natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness) **IOT** describe the meaning of the Declaration of Independence.

[Daily Learning Objectives and Success Criteria](#)

Academic Language (Practice 2):

Social Studies instruction takes place in a language-rich environment. It is crucial that this instruction includes the intentional teaching of selected words and repeated exposure to them. In addition, it should include the teaching of word-learning strategies that will help students learn new words independently. Some strategies that may be employed by the teacher include: utilizing a [word wall](#) with terms and definitions, facilitating [word wall activities](#), [context clues](#), [semantic word maps](#), [30/30/30](#), [individual vocabulary notebooks](#), [class jigsaw of terms with individual connection](#) or [K.I.M. Vocabulary Strategy](#).

- Congress: a meeting or convention
- declaration: the act of making an official statement about something: the act of declaring something
- Declaration of Independence: the formal statement written by Thomas Jefferson declaring the freedom of the thirteen American colonies from Great Britain.
- independence: freedom from outside control or support: the state of being independent
- natural rights: rights considered to be conferred by natural law - James Madison...distinguished natural rights, such as life and liberty, from rights that are part of the compact between citizen and government
- tyranny: very cruel and unfair use of power

Primary and Secondary Sources Texts for Gradual Release (Practice 3):

- [Original Declaration of Independence](#)
- [Declaration of Independence.](#)

Suggested Activities to Support Gradual Release (Practice 3):

The teacher introduces students to the lesson by stating the performance-based objectives. The teacher intentionally reviews the tier two vocabulary within the objective and annotates. Teacher acknowledges the tier three vocabulary and is annotated within the PBO. Use the [K.I.M. Vocabulary Strategy](#) to ensure mastery of the Tier 3 terms from Academic Language.

Focused Instruction:

Ask the Inquiry Question: What is the Declaration of Independence?



Then will use the [PowerPoint video](#) to introduce the students to the Declaration of Independence. The student will watch the video, and ask the same inquiry question again: What is the Declaration of Independence?

(You can have the video and the question posted in your Google Classroom or you can have the answers on a sticky note on the desks. This will allow you to see the responses.)

Guided Learning:

Now ask the Guiding Question: Why was the Declaration of Independence written?

The teacher will display a picture of the [Original Declaration of Independence](#), a copy that is easier to understand the [Declaration of Independence](#) on the board and model for the students the thinking and the completion process for the graphic organizer, [I See, I Think, I Wonder](#) .

For example from “I See”:

“What do I see when I look at this document?”

“What details stand out?”

Use this time to explain to students in this area of the graphic organizer, they should only record what they can actually see, and assumptions (a thing that is accepted as true or as certain to happen, without proof) should not be recorded.

Teachers will give the [Original Declaration of Independence](#) or the copy that has been translated and it is easier to understand the [Declaration of Independence](#). Then have students complete the other areas: I think, I Wonder (This can be done with others or alone. You will walk around and listen to the conversations.) Here are some questions that can guide the lesson:

Expected questions from “I wonder”:

“Why was this document written and who wrote it?”

“Who was this document written for?”

“What do the words in this document mean?”

“Why is this document important?”

“Is it still around today?”

After the last section has been completed, have a discussion with the students about why it was written, what they think the document means and who has the most to gain from it?

Collaborative Learning (in pairs or small groups):

Students will be divided into groups. Each group will complete an inquiry lesson on a specific area of the Declaration of Independence using the [Declaration of Independence Group Handout](#). This activity will result in students answering and understanding the following questions per group:

1. Who wrote the Declaration of Independence?

2. How it was written – what are the parts?
 3. Why was it necessary?
 4. How was it a response to tyranny and abuse of power?
 5. What natural rights are listed in the Declaration of Independence and explain the meaning. *For some groups you will need to number the areas in the document for the students to know what area they will work with. (I suggest only doing this ahead of time.)*
- Have students use the graphic organizer **I See, I Think, I Wonder** as a resource.
 ***You can add any additional resources if you would like students to get more information on the topic. Many can be found in the Additional Resources section.

Using the original (depending on your class) or translated copy, have each group list and explain their natural rights or their grievance in their own words and draw a picture to represent that grievance. This can be done on a large sheet of paper or a poster sized sheet.

Teacher will float from group to group observing the process and monitoring.

The [presentation](#) should be used to review after the group activity is complete, for student mastery. Allow the students to review their answers and encourage questions for any misunderstandings.

Independent Learning:

- Formative in School City

Graphic Organizer(s) for Gradual Release (Practice 3):

[I See, I Wonder, I Think](#)

[Declaration of Independence](#)

Guiding Questions:

Beliefs & Ideals

1. Why was the Declaration of Independence written?
2. How are our natural rights described in the Declaration of Independence?
3. Why is the message of the Declaration of Independence important to our country?
4. How does the belief in the Declaration of Independence affect decisions made by our country?
5. How was the Declaration of Independence a response to tyranny and the abuse of power?

Additional Resources:

- Video – [The Declaration of Independence Intro](#)
- Video – [Signers of the Declaration](#)
- Primary Source Readers – [The Declaration of Independence](#)



- The Declaration of Independence and Its Legacy – [530L](#), [810L](#) Text with Questions and Answers 530, 810,
- Primary Source – The Declaration of Independence – [580L](#), [830L](#), [Original Text](#), [Image Clear](#), [Image Actual](#)
- The Declaration of Independence and Natural Rights – [Article Text](#), [Website](#)
- Reader’s Theater – [Declaring Our Independence](#) – (Franklin and Adams)
- Studies Weekly – Week 6: The Declaration of Independence – Thomas Jefferson and Declaring Independence
- Studies Weekly – Week 6: The Declaration of Independence – Signing the Declaration of Independence
- [Classroom timeline](#) [Wall timeline](#)

Remediation/Enrichment (EL, ESP, Gifted):

Remediation/Support:

- Use https://www.congressforkids.net/Independence_declaration_2.htm for students who may have a hard time reading and understanding the Declaration of Independence.
- Utilize graphic organizers, such as the [BIG FOX](#), when previewing the text with students
- Utilize graphic organizers, such as a [Circle Map](#), to activate prior knowledge and connect concepts to the students’ experiences
- Identify key vocabulary that your students need to know in order to support their reading development and content-area learning, provide passages and questions that are already annotated
- Provide questioning prompts, fill-in-the-blank answers, and modified writing assignments based on the needs of the student as found in Concise Curriculum.

Enrichment:

- Students will assume the role of a reporter during the time the Declaration of Independence was being created. The students should create a news story in which they explain the following in a clear and concise manner (a) why was it written and (b) how it was a direct response to the oppression and abuse of power that was being imposed upon them by Great Britain and King George III. Have students create the script and perform it for their peers either in small groups or for the entire class.

Writing from Sources: (Practice 4)

Have the students complete one of the following writing assignments to assess the mastery level of this standard:

Narrative: Imagine that you were one of the patriots who signed the Declaration of Independence. Write a diary entry describing either what it may have been like when you made the decision to sign it, or how you felt after signing it. Once you have completed your writing, check for correct capitalization, punctuation and word choice.

Opinion: The Colonists were not happy with the king of England and how he treated them. They came up with a list of grievances and put them in the Declaration of Independence. Are there

other things you would add to the list? Why or why not? Be sure to use correct punctuation, grammar and spelling.





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Quarter 1 - Version 5: Fourth Grade Social Studies
July 1, 2018 **Revised and updated June 2025**