

DECLARATION OF INDEPENDENCE

SOCIAL SCIENCE AND ENGLISH/LANGUAGE ARTS

Grades: 5

PAGE 1

Acceleration Approach

Standard has been accelerated by moving grade level 5 up to the standard used for grade level 8.

1	2	3	4	5	6	7	8	9	CIM	CRLS/ CAM yes
				→						

Organizing Overarching Concept (e.g. systems, patterns of change, models, scales)

Patterns of Change

Organizing Higher Order Skills (e.g. Bloom's, Paul's Model of Reasoning)

Bloom's Taxonomy including analysis, synthesis and evaluation

Differentiation Features—Students:

- Clustered by higher order thinking
- Use multiple higher-level skills
- Use multiple resources
- Make reasoning explicit
- Design and/or construct a model on principles or criteria

COMMON CURRICULUM GOAL**Social Science—Analysis**

Explain various perspectives on an event or issue and the reasoning behind them.

English/Language Arts—Writing

Structure information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs.

Use a variety of modes in appropriate context. Use a variety of written forms to express ideas appropriate to audience and purpose.

CONTENT STANDARDS**Social Science—Analysis**

Understand an event, issue, problem, or phenomenon from multiple perspectives.

BENCHMARKS**Social Science—Analysis**5th Grade – Identify and study two or more points of view of an event, issue, or problem.8th Grade—Examine a controversial event, issue or problem from one or more than one perspective.**English/Language Arts—Writing**8th Grade—Write persuasive compositions:

- Include a well defined thesis (i.e., one that makes a clear and knowledgeable judgment).
- Present detailed evidence, examples, and reasoning to support arguments. Differentiating between facts and opinions.

DECLARATION OF INDEPENDENCE

SOCIAL SCIENCE AND ENGLISH/LANGUAGE ARTS

Grades: 5

PAGE 2

Archetypal Model

Write a persuasive composition with two opposing points of view. Using multiple perspectives, the class is asked to use their social studies text and the information they have been learning in class to complete a graphic organizer showing two different points of view on an issue or problem. What is the issue or problem? Who are the stakeholders? What do these stakeholders believe?

TASK DEMAND

Sample Task Activity

Using multiple perspectives, the class is asked to use advanced social science text, the information they have been learning in class, and/or *Jackdaws* to complete a graphic organizer showing the different British and American points of view of the signing the Declaration of Independence. Use Graphic Organizer *Signing of the Declaration of Independence* to compare points of views.

High-end learners are required to use that list to create a story with characters that hold these different points of view.

Develop a narrative that includes:

- Setting – The narrative takes place at the time of the signing of the Declaration of Independence.
- Characters – Develop two characters with opposing perspectives. One represents the American and the other represents the British.
- Plot – The plot revolves around the issue (Declaration of Independence) and the different points of view (Americans/British)
- In your resolution, be sure you include the consequences of following these points of view.

Questions

1. What would be the results of the perspectives of the _____ (American) (British)?
2. How will the (Americans/British) benefit from this event (Signing of the Declaration of Independence)?
3. Who will be harmed or helped by this event and by how much?

Implementation Time

2 to 5 class periods depending upon the teacher's assigned classwork and homework.

- Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.
- Create composition that has a coherent thesis, and end with a clear and well-supported conclusion.
- Establish coherence within and among paragraphs through effective transitions and parallel structures.
- Use an effective organizational pattern that lends coherence to the composition (e.g., comparison and contrast; organization by spatial order of importance or climactic order).

DECLARATION OF INDEPENDENCE

SOCIAL SCIENCE AND ENGLISH/LANGUAGE ARTS

Grades: 5

PAGE 3

Resources

- Collier, J., and Collier, C. (1974). *My brother sam is dead*. NY: Scholastic, Inc.
- Forbes, Esther. (1968). *Johnny tremaine: A story of boston revolt*. NY: Dell Publishing.
- Paine, Thomas. (1776). *Common sense*. Philadelphia, W. and T. Bradford <http://libertyonline.hypermall.com/Paine/CS-Frame.html>
- *Declaration of Independence* Courtesy of the U.S. Historical Documents Archive <http://w3.one.net/~mweiler/ushda/dec.htm>
- Jackdaws Primary Resources Publications <http://www.jackdaw.com/home.asp>
- Sample activities to do before, during, and after your reading of *Johnny Tremaine* <http://www.easyfunschool.com/article1237.html>
- Lesson plans and resources for *My brother sam is dead* <http://www.connectingstudents.com/literacy/sam.htm>
- List of US historical documents in chronological order from The U.S. Historical Documents Archive, USHDA <http://w3.one.net/~mweiler/ushda/list.htm>
- Thomas Paine information <http://www.bartleby.com/133/> and <http://libertyonline.hypermall.com/Paine/Default.htm>

Scoring Guides Writing (See Section VII)

The editor used the internet for many resources listed in this document. The listed books and internet sites should be reviewed and evaluated by the teacher before using.

Scoring Guide	6 Exemplary	5 Proficient	4 Strong	3 Developing	2 Emerging	1 Beginning
Student is able to:						
Identify and study two or more points of view of an event, issue, or problem.						
Examine a controversial event, issue or problem from one or more than one perspective.						

Vocabulary List for Declaration of Independence

Use the *Vocabulary Web*
Graphic Organizer

Acquiesce

Annihilation

Consanguinity

Despotism

Jurisdiction

Magnanimity

Perfidy

Rectitude

Unalienable

Usurpations

GRAPHIC ORGANIZER
COMPARING INFORMATION

Grades: 5

PAGE 4

Name _____ Date _____

SIGNING OF THE DECLARATION OF INDEPENDENCE

AMERICANS

BRITISH

	ECONOMICS	
	GOVERNMENT	
	MILITARY	
	POLITICAL PARTIES	
	CRAFTSMEN	

Graphic Organizer

VOCABULARY WEB MODEL

Grades: 5**PAGE 5**

The purpose of the Vocabulary Web model is to enable students to gain an in-depth understanding of interesting words. Rather than promoting superficial vocabulary development, the web approach allows for deep student processing of challenging and interesting words.

An example of a vocabulary web activity is given below. The teacher should introduce the activity by exploring the web with the whole class. General steps are listed below, with the word *diverge* as an example:

1. Introduce a Vocabulary Web. Put students in groups of no more than four, with a dictionary available as a resource in each group. Distribute copies of a blank Vocabulary Web and ask students to write the word *diverge* in the center. Ask for an explanation of what the word means within the context of a given piece of literature. Have students find the word in the story and write the sentence in which it is found in the "Sentence" cell of the Vocabulary Web.
2. Ask students to look in their dictionaries to find the definition of the word. Display an enlarged copy of the definition on the board or overhead. Have students write the definition relevant to the story into the "Definition" cell of the Vocabulary Web.
3. In their groups, have students develop their own sentences using the word. Ask them to write the sentence in the "Example" cell.
4. Discuss the meanings of the words *synonym* and *antonym*. Have students check the dictionary and think about possible synonyms and antonyms for the word and fill them into the appropriate cells. (Note: Not all cells must be filled for all words; there may not be synonyms and antonyms for all of the words studied.)
5. Ask students what is meant by the phrase "part of speech." Have them locate the part of the dictionary definition that identifies a word's part of speech. Students should then write the part of speech for the word *diverge* into their group webs.
6. Encourage students to think about the *stems* of the word, or the smaller words and pieces of words from which the larger word is made. These include prefixes, suffixes, and roots. Encourage students to check the dictionary for possible stems. Write any identified stems into the appropriate cell of the Vocabulary Web.
7. Have students locate the origin of the word (Latin, French, Greek, etc.) in the definition and write it in the "Origin" cell of the Vocabulary Web.
8. Ask students to think of other words in the same family as the word *diverge* or other words which use one or more of the same stems. Encourage them to use their ideas from the stems cell to give them ideas.
9. Discuss the Vocabulary Webs developed by the student groups.

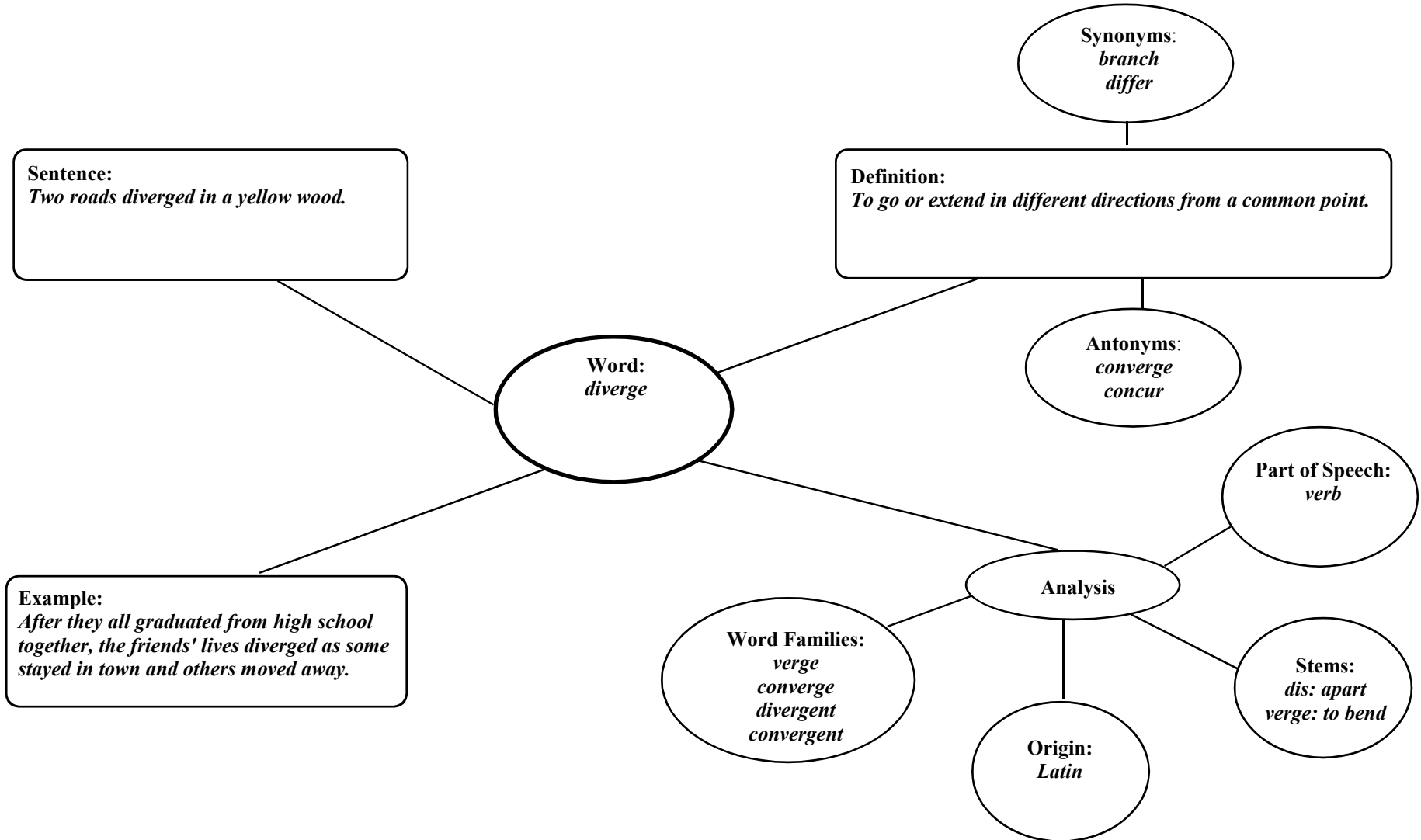
See an example of the next page.

GRAPHIC ORGANIZER
VOCABULARY WEB EXAMPLE

Grades: 5

PAGE 6

Name _____ Title _____

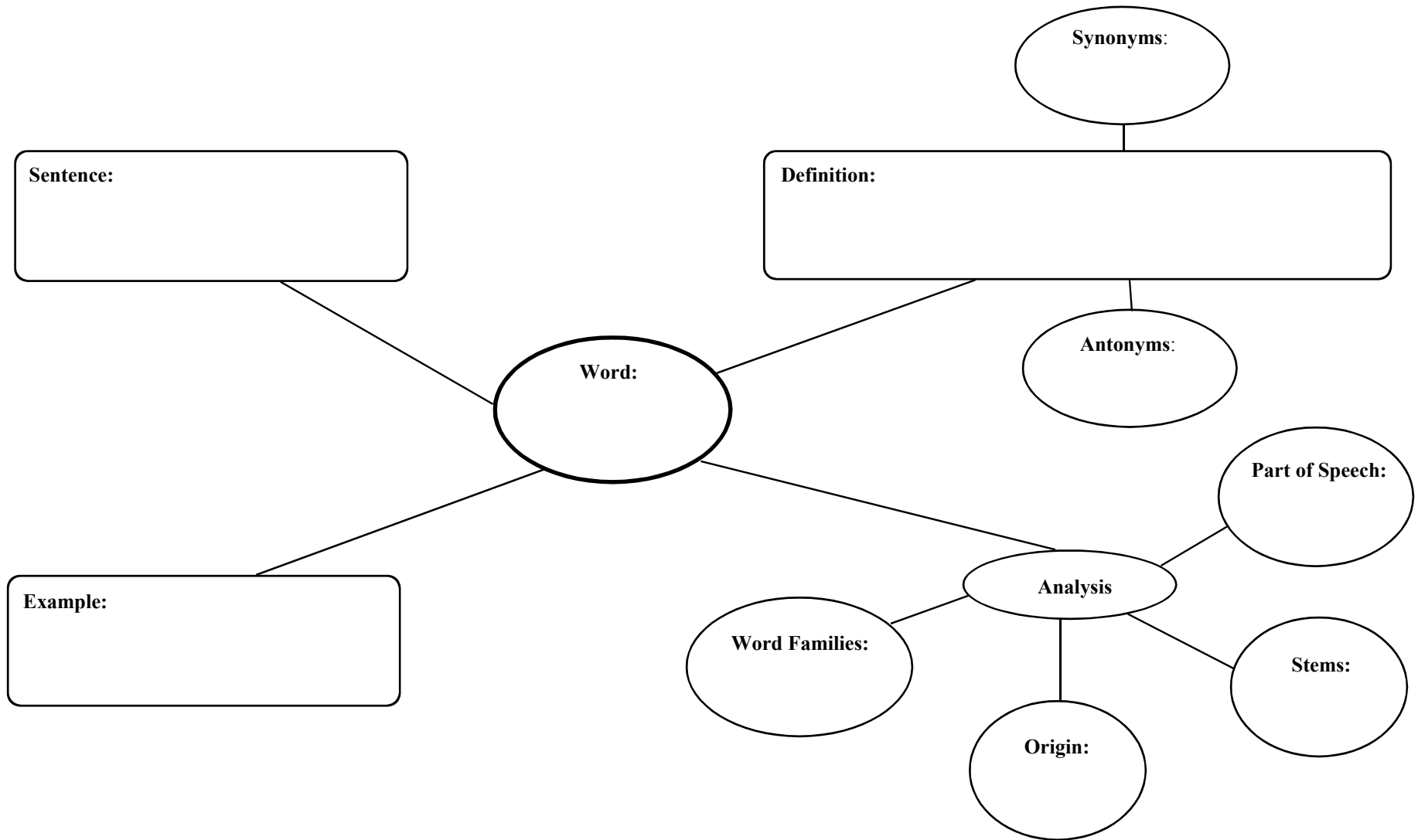


GRAPHIC ORGANIZER
VOCABULARY WEB

Grades: 5

PAGE 7

Name _____ Title _____



DECLARATION OF INDEPENDENCE
SOCIAL SCIENCE AND ENGLISH/LANGUAGE ARTS

Grades: 5

PAGE 8

TAG NEEDS ADDRESSED

INTELLECTUALLY GIFTED	ADVANCED SOCIAL SCIENCE KNOWLEDGE/SKILLS	ACADEMICALLY TALENTED ENGLA	CAREER RELATED LEARNING STANDARDS FOR CAM - Certificate of Advanced Mastery	TEACHER CHECKS THE BENCHMARK LEVEL STUDENT IS PURSUING
<input checked="" type="checkbox"/> Advanced Critical Reasoning <input type="checkbox"/> Scholarly Interaction <input checked="" type="checkbox"/> Continuous Progress for Level and Rate* <input type="checkbox"/> Challenging Resources <input type="checkbox"/> Effecting Change <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Regular Interaction with Intellectual Peers <input type="checkbox"/> Social-Emotional Issues; Support; Coping Strategies <input type="checkbox"/> Advanced Academic Planning <input type="checkbox"/> Opportunity for Competition/ Failures/Successes <input type="checkbox"/> Creative Problem Solving with Real Problems/Audiences <input type="checkbox"/> Pursuit of Advanced Level Research <input checked="" type="checkbox"/> Advanced Vocabulary Development	<input checked="" type="checkbox"/> Advanced Critical Thinking in Social Science <input type="checkbox"/> Continuous Progress/Level and Rate in Social Science <input type="checkbox"/> Challenging Social Science Resources <input type="checkbox"/> Creative Problem Solving Strategies in Social Science <input checked="" type="checkbox"/> Social Science Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented Social Science Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/ Failures/Successes <input type="checkbox"/> Advanced Academic Planning in Social Studies	<input checked="" type="checkbox"/> Advanced Critical Thinking in LA <input type="checkbox"/> Continuous Progress/Level and Rate* in LA <input checked="" type="checkbox"/> Challenging LA Resources <input type="checkbox"/> Creative Problem Solving Strategies in LA <input checked="" type="checkbox"/> Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented LA Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/ Successes <input type="checkbox"/> Advanced Academic Planning in LA	<input type="checkbox"/> Personal Management <input checked="" type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Teamwork <input type="checkbox"/> Employment Foundations <input type="checkbox"/> Career Development * Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts.	English/LA: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM
<p>Student _____ Grade _____</p> <p>Teacher _____ School _____</p> <p>Date Initiated _____ Date Completed _____</p> <p style="text-align: center;">Check TAG Identification category:</p> <p style="text-align: center;"><input type="checkbox"/> Intellectual <input type="checkbox"/> Academic Math <input type="checkbox"/> Academic LA</p>				