

Seventh Grade Unit 2

Theme Overview

“**Bravery**” was selected for an eight-week interdisciplinary study of the American Revolution. The goal for this unit is for students to acquire an understanding of the forces and events that led to America’s independence from Britain and the establishment of a new nation. Through a study of fiction and non-fiction materials, students will investigate the nature of bravery and heroism. Students will examine how bravery naturally leads to character development. Through their research students will analyze scientific and technological developments and their impact on that time period. This thematic unit will incorporate language arts, social studies, and science standards. Students will be able to work as individuals, on teams, and in small groups.

Driving Questions

- **What were the political, economic, social, **geographical**, and cultural conflicts that led to the American Revolution?**
- **How did the major American and British leaders impact the key events of the Revolution?**
- **How do the decisions made during the American Revolution affect our society today?**
- **What hardships and difficulties did the revolutionaries face, and how were they able to sustain the rebellion in spite of those challenges?**
- **How did technological advancements and scientific inventions influence individuals and affect historical events?**
- **How can characters in both fiction and non-fiction works inspire bravery and courage in the lives of people today?**

New Jersey Core Curriculum standards specific to this unit:

Language Arts Teachers:

When the setting of a novel is relevant to its plot, it is appropriate and meaningful to address the geographic location using maps, charts, and other resources. For students, this will provide reinforcement for similar topics in social studies.

Social Studies Standards

*Note that geography is now embedded across all grade levels and units. It should be addressed within the topic of study rather than in isolation. The geography standards are highlighted, but mapping the location of any standard when appropriate enhances learning for students. *

- 6.1.8.A.1.b. Determine the influence of Native American governments on the creation of the United States Constitution and development of American democracy.
- 6.1.8.A.1.d. Determine the influence of British, Spanish and French colonial systems on present day government.
- 6.1.8.B.1.a. Explain how the spread of human societies occurred due to geography, migration and settlement patterns in the Americas
- 6.1.8.B.1.c. Analyze the world (1400-1750) in spatial terms using historical maps to determine settlement patterns.
- 6.1.8.B.1.d. Explain how competition among the European countries and Native American nations for control of land in North America led to alliances and conflict.
- 6.1.8.D.1.a. Summarize the contributions and influence of Native American institutions and civic life on past and contemporary societies.
- 6.1.8.D.1.g. Determine how cultural transmission from different ethnic groups has impacted the development of the American culture.
- 6.1.8.A.2.a. Explain the changes in America's relationships with other nations by analyzing treaties and other agreements.
- 6.1.8.B.2.b Determine how geographical location and available resources impacted the location of colonial settlements.
- 6.1.8.B.2.c. Compare and contrast how the search for valuable resources resulted in conflict and cooperation among different groups of people in the New World.
- 6.1.8.C.2.a. Analyze the costs and benefits of economic opportunities and freedom in the colonies.
- 6.1.8.A.3.b. Explain why the Declaration of Independence was written and the effect it has had on American history
- 6.1.8.A.3.c. Explain why the Declaration of Independence, the United States Constitution, the Bill of Rights and the New Jersey Constitution have become a model for other nations.
- 6.1.8.A.3.d. Determine the effectiveness of the Articles of Confederation from different perspectives.
- 6.1.8.C.3.c. Trace the evolution of industry in New Jersey.
- 6.1.8.A.4.a. Explain the relationship of the French and Indian War to the American Revolution.
- 6.1.8.A.4.b. Analyze how the contributions of other nations and prominent individuals affected the outcome of the American Revolution.
- 6.1.8.B.4.b. Explain how geography affected New Jersey's role in the American Revolution.
- 6.1.8.C.4.a. Determine the actions taken as a result of varying economic perspectives that led to the inception of the American Revolution.
- 6.1.8.D.4.b. Determine the impact of women, African Americans and Native Americans in the Revolutionary War.
- 6.1.8.D.4.f. Compare and contrast the challenges faced by individuals and groups as they fought for fundamental rights such as liberty, justice and equality for all.

Science

5.2.8A. Cultural Contributions

1. Recognize that scientific theories:
 - Develop over time;
 - Depend on the contributions of many people; and
 - Reflect the social and political climate of their time.
2. Know that scientists are men and women of many cultures who often work together to solve scientific and technological problems.
3. Describe how different people in different cultures have made and continue to make contributions to science and technology.

5.4.8 B. Nature of Technology

1. Analyze a product or system to determine the problem it was designed to solve, the design constraints, trade-offs and risks involved in using the product or system, how the product or system might fail and how the product or system might be improved.

Materials

Possible core novels and /or authentic readings:

My Brother Sam is Dead by Collier and Collier (E)

Johnny Tremain by Forbes(A+)

The Killing Sea by Richard Lewis (A)

The Acorn People by Ron Jones (E)

20,000 Leagues Under the Sea by Jules Verne (C)

Shadow of a Bull by Maia Wojciechowska (E)

Social Studies textbook

Science textbooks: Animals; Cells and Heredity

Guided Reading

“A boy and a Man from Banner in the Sky”p.210; “from Into Thin Air” p.218; “Independence Hall”p.604; “A Day’s Wait” p.71; “From Golden Girls: The 1998 U.S. Women’s hockey Team”p.178;

The Year of the Hangman(A)

The Fifth of March by Ann Rinaldi (A)

Traitor the Story of Benedict Arnold (A)

Fever 1793 by Laurie Halse Anderson (E)

Teacher Resources

American Revolution

<http://www.americanrevolution.com/>

<http://www.historyisfun.org/>

Women of the Revolution

http://score.rims.k12.ca.us/score_lessons/women_american_revolution/

Spies of the American Revolution

<http://www.si.umich.edu/spies/>

http://womenshistory.about.com/od/spies/Women_Spies_in_History.htm

Original documents:

<http://www.yale.edu/lawweb/avalon/avalon.htm>

My Brother Sam Is Dead

<http://www.webenglishteacher.com/collier.html>

<http://pirates.k12.ar.us/cre/labert/sam.htm>

http://www.create.cett.msstate.edu/create/classroom/lplan_view.asp?articleID=196

http://www2.scholastic.com/browse/collateral.jsp?id=1332_type=Book_typedId=28

<http://school.discoveryeducation.com/lessonplans/programs/therevolutionarywar/>

Johnny Tremain

<http://dep.disney.go.com/educational/lessons?id=205>

<http://www.webenglishteacher.com/forbes.html>

20,000 Leagues Under the Sea by Jules Verne

<http://www.sdcoe.k12.ca.us/score/leag/leagtq.htm>

<http://webpages.charter.net/stoneturtle3/20K/index.html>

<http://www.submarine-history.com/>

Shadow of a Bull

<http://www.pbs.org/hemingwayadventure/class6.html#procedure>

http://www.csbsju.edu/finearts/education/study_guides/ferdinand%20all%20rough2.pdf

The Killing Sea

http://www.defencedynamics.mod.uk/teachernotes/episode.html?id=236&episodes_id=163

http://www.teach-nology.com/teachers/lesson_plans/science/earth_sciences/tsunamis/

<http://www.teach-nology.com/themes/science/tsunami/>

<http://school.discoveryeducation.com/lessonplans/programs/tsunami/>

Suggested Student Activities

Students will read an expository piece or a copy of a newspaper article containing a hero or a heroic deed.

In small groups students will list the examples of bravery that are depicted in the article.

Generate characteristics common to heroic deeds.

Core Text activities:

1. Listen to daily read alouds and discuss vocabulary words
2. Predict possible outcomes of the character's actions.
3. Make inferences using textual information and providing supporting evidence.
4. Adjust the original prediction.

Science PBL short-term leading to long-term PBL:

During the Revolution, the first submarine, "The Turtle," was invented. Ben Franklin was recruited to create a light source for the submarine. He found bioluminescence.

- After researching bioluminescence, students are easily led into a lively discussion of why animals would benefit from the ability to produce light
- Identify various deep sea creatures that have these characteristics
- Research how submarines evolved during and after the revolution through technology
- Create a presentation of the different species through accurate and detailed representations on card stock. Glow-in-the-dark fabric paint is applied to the animals according to where they have photophores. The class will be able to simulate the deep-sea environment.
- Students could create mobiles representing their animals and adaptations they will need to survive.
- Students can create their own creatures and special adaptations that would fit into their environment and depict these on posters or a classroom collage

Short-term PBL's resulting in the long-term PBL of a trial/court marshal:

George Washington's army lacked funds to fight the world's most powerful army. In order to win he needed to wage an invisible war—a war of espionage and deception.

- Research espionage techniques used during the American Revolution.
- Research specific people involved in various spy activities i.e. Benedict Arnold
- Investigate the method special agents used to encode and hide their information.
- Recreate a spy letter utilizing codes, secret messages and writing with invisible ink.
- Design a map illustrating the route of the spy.
- Design a wanted poster or create dossier.

Language arts short-term PBL resulting in a long-term PBL of a graphic novel or children's storybook:

Investigate the role of women in the Revolutionary War:

- Make a poster depicting the individual; include dates and places of birth and death
- Write a factual essay explaining the issues with which the individual was involved
- Compose a letter from the woman's perspective in which she expresses her opinion about her work or activities. If possible, students should include the specific difficulties encountered because of gender.
- Present a chart listing the duties of a typical woman or a 'day in the life' of an ordinary woman during the Revolution.

Other possible long-term PBL's:

1. Research another colony that fought for independence from a more powerful country. Analyze the issues in that struggle. Compare that conflict to the American Revolution.
2. You are an (ambassador/diplomat/arbitrator) hired by King George to reason with the American colonists in an attempt to forestall or avoid the revolution. Create a “Declaration of Dependence” stating why it would be in the best interests of the colonists to remain part of Britain.
3. Research writings of the time i.e. Thomas Paine’s *Common Sense*. Create a political pamphlet written expressing opinions for or against the war.
4. Create a portfolio of editorial cartoons collected from a variety of sources. Design your own political cartoon reflecting the sentiments of the time period.
5. Rewrite the *Declaration of Independence* as a personal statement made by the student, reflecting his rights and freedoms with a rationale for why he deserves them.

Assessments

- Informal, daily observations
- Writing conferences
- Anecdotal notes (guided reading and guided writing)
- Rubrics
 - Writing Rubric
 - Speaking Rubric
 - Oral-Presentation/Dramatization
 - Open-Ended Scoring Rubric
 - Final Project