

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for Third Grade Social Studies.

UNIT 2 – “The Foundation of the United States of America”

Elaborated Unit Focus

In this unit, students will begin to learn the early history of the foundation of the United States. Students will understand that *individuals, groups, and institutions* have an effect on society whether intentional or not by learning about Paul Revere’s contribution to the rights and freedoms in a democracy. By understanding *conflict and change*, students will see how Paul Revere’s actions contributed to independence. Finally, students will learn about *location*, and how it affects the people in a given area.

Standards/Elements

SS3H2 The student will discuss the lives of Americans who expanded people’s rights and freedoms in a democracy.

- a. Paul Revere (independence), Frederick Douglass (civil rights), Susan B. Anthony (women’s rights), Mary McLeod Bethune (education), Franklin D. Roosevelt (New Deal and World War II), Eleanor Roosevelt (United Nations and human rights), Thurgood Marshall (civil rights), Lyndon B. Johnson (Great Society and voting rights), and Cesar Chavez (workers’ rights).
- b. Explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them.

SS3G1 The student will locate major topographical features of the United States of America.

- c. Locate the equator, prime meridian, and lines of latitude and longitude on a globe.

SS3G2 The student will describe the cultural and geographic systems associated with the historical figures in SS3H2a.

- a. Identify on a political map specific locations significant to the life and times of these historic figures.
- b. Describe how place (physical and human characteristics) had an impact on the lives of these historic figures.
- c. Describe how each of these historic figures adapted to and was influenced by his/her environment.
- d. Trace examples of travel and movement of these historic figures and their ideas across time.
- e. Describe how the region in which these historic figures lived affected their lives and had an impact on their cultural identification.

SS3CG2 The student will describe how the historical figures in SS3H2a display positive character traits of cooperation, diligence, liberty, justice, tolerance, freedom of conscience and expression, and respect for and acceptance of authority.

Enduring Understandings/Essential Questions

Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.

K-5 EU: The student will understand that conflict causes change.

- What things did Paul Revere do to help in the independence movement to bring about rights and freedoms in democracy?
- What were some obstacles Paul Revere had to overcome living under British rules
- How did these obstacles influence Paul Revere?
- How did the presence of the British in the thirteen colonies affect the lives of Paul Revere and the other colonists?

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

K-5 EU: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

- What was Paul Revere’s contribution to independence in the British colonies?
- What qualities did Paul Revere possess that made him a hero of democracy?
- How did Paul Revere’s actions help or harm the colonists?

Location: The student will understand that location affects a society’s economy, culture, and development.

K-5 EU: The student will understand that where people live matters.

- Where did Paul Revere live?
- What opportunities did Paul Revere have because of where he lived?
- How did the place where Paul Revere lived effect the choices he could make?

*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

Balanced Assessment Plan

| Description of Assessment | Standard/ Element | Type of Assessment |
|---|---------------------------|---|
| <p>Teachers will use the free website www.paulreverehouse.org as a tool to discuss the story of Paul Revere’s ride and visually show a map of the route he took. The teacher should view this with the class whole-group and use the information from the website as a discussion tool. After visiting the website, students will complete the follow-up activity included on the website. In the activity from the website, the students will recreate Paul Revere’s Ride by rewriting this story using modern technology, such as a car, to warn the states that they are in danger of being invaded.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Allow student to dictate story • Allow student to use assistive technology or word processor • Provide a story organizer template (see link below) • http://www.eduplace.com/graphicorganizer/pdf/sequence.pdf | <p>SS3H2a ELA3W1c</p> | <p>Discussion and Dialogue; Selected Response</p> |

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| <p>Provide students with a 5 W's chart (Who? What? When? Where? Why?) which they will use to fill in details about Paul Revere learned from a trade book read by the teacher. Teacher will use this book about Paul Revere as a discussion tool about his character traits and his actions that affected the lives of the colonists. Sample questions to ask in addition to the essential questions:</p> <ol style="list-style-type: none"> 1. What words would you use to describe Paul Revere? 2. What modern-day American could you compare to Paul Revere (famous or local)? 3. What actions made Paul Revere important to independence? 4. How did Paul Revere's actions help others? <p>Students will then create a <u>Character Quilt</u> using pictures and words describing his positive traits and how they relate to him being a hero of our democracy. See example for ideas</p> <p>Other helpful links: http://www.cobblestonepub.com/resources/app0110t_3.html?x=14.5537281036380399427001128451340</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Pull key phrases from the story to provide clues to character traits • Display identified character traits along with key phrases in T-chart format | <p>SS3CG2 SS3H2a ELA3R2a ELA3Rg</p> | <p>Discussion and Dialogue; Constructed Response</p> |
| <p>Using different references materials, resources, and graphic organizers used in class, students will work in cooperative groups to examine Paul Revere's role in the American Revolution. Students will work together to determine how his actions created change where he lived. They should focus on what he did as a patriot to support rights and freedoms in a democracy. Small groups will create and perform a short skit demonstrating what they learned through all the activities they have completed in class. Some helpful websites include:</p> <p>http://www.surfnetkids.com/paul_revere.htm http://www.biography.com/search/article.do?id=192838 http://www.hwlongfellow.org/works_paul_reveres_ride.shtml</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Provide a research guide • Provide a template for entering information • Allow students to use index cards as cue cards | <p>SS3H2a SS3CG2 ELA3C1j ELA3R3m ELALSV1c</p> | <p>Constructed Response</p> |
| <p>Students will take a multiple choice and short answer test describing Paul Revere's contributions to America's democracy.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Allow student to give short answers orally • Substitute short answer for multiple choice • Reduce number of answer choices on multiple choice items • Provide study guide • Provide cues and prompts | <p>SS3H2a SS3CG2 SS3G1</p> | <p>Selected Response</p> |

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| <ul style="list-style-type: none"> Someone to read test items Extended time for completion Test in small group | | |
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Sample Performance Task

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

K-5 EU: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

Standards: SS3H2a, b, SS3G2a, b, c, d, e

Biography Buddies

Your task is to conduct research on Paul Revere using a variety of sources, decorate a cutout to look as he might have looked during this period of history, and to create a map showing where Paul Revere lived with labels of specific events in the specific locations in which they took place (lived as an adult, where he worked, where the “midnight ride” stopped and started, etc.) Explain in two to three paragraphs why he is considered to be a hero of democracy based on character traits and decisions that he made. After you are done reading your book, you may use the internet or encyclopedias to gather more information.

Some points to ponder may include:

- When and where did Paul Revere live?
- Why is he important in helping to create rights and freedoms in a democracy?
- Why did he believe his actions were important?
- How did Paul Revere’s actions affect the lives of the people around him?
- How did Paul Revere’s actions help or harm the people around him?
- What type of obstacles did Paul Revere have to overcome and how was that accomplished?

Step 1- Select research materials (trade books, textbooks, internet sites, etc.) that are readily available to you about Paul Revere.

Step 2- Make an outline using the “Points to Ponder” above to use as a guide of what specifically to research.

Step 3- Create a map identifying specific locations significant to Paul Revere. Add labels showing giving specific details of important actions carried out by this famous American. Be sure to attach your labels as close to where they actually took place.

Step 4- Decorate your cutout (which should be no larger than a file folder) to look as Paul Revere may have looked using materials such as fabric scraps, construction paper, yarn, or wallpaper samples. Be creative in trying to make him look like he actually lived in the 1700’s.

Step 5- Attach the cutout, the report, and the Biography Buddy cutout to something such as a tri-fold board or a large piece of poster board.

Modifications:

- Provide small group or individual assistance with research, cutting, writing, and drawing
- Provide paragraph planner template with lines
- Allow student to dictate research information for graphic organizer

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| <p>Map and Globe Skills: 6,7</p> | <p>Information Processing Skills: 2,5,6,7,14</p> |
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Content Rubric for Performance Task

| <u>Criteria</u> | <u>Does Not Meet</u> | <u>Needs Improvement</u> | <u>Meets Standard</u> | <u>Exceeds Standard</u> |
|--|---|---|---|--|
| Explains the actions of Paul Revere and their effects on American independence. | The actions of Paul Revere and their effects on American Independence are not correctly explained. | The actions of Paul Revere's are unclearly explained with some mistakes in historical content. | Accurately explains the actions of Paul Revere and their effects on American independence. | In addition to meets, the student analyzes how Paul Revere's actions helped American independence by discussing what would have happened if he wasn't able to warn the others. |
| Constructs a map identifying specific locations significant to Paul Revere and describes how he was influenced by where he lived. | A map was created but incorrectly identifies where Paul Revere lived. Any reference to specific locations not included. | A map was correctly created identifying specific locations significant to Paul Revere but does not describe how these locations influenced him. | Accurately creates a map identifying specific locations significant to Paul Revere and describes how he was influenced by where he lived. | In addition to meets, the student explains why these locations were significant to Paul Revere in a paragraph. |
| Describes positive character traits displayed by Paul Revere. | Incorrectly describes positive character traits displayed by Paul Revere. | Identifies positive character traits displayed by Paul Revere but does not describe how he displayed the character traits. | Accurately describes positive character traits displayed by Paul Revere. | In addition to meets, the student explains why it was important for Paul Revere to display these character traits in a paragraph. |

Product Rubric for Performance Task

| Criteria | Does Not Meet | Needs Improvement | Meets Expectation | Exceeds Expectation |
|---|--|--|---|---|
| Creates an attractive biography buddy that is historically accurate. | The cutout is distractingly messy or very poorly designed. It is not attractive and no attempt was made to be historically accurate. | The cutout is acceptably attractive though it may be a bit messy. Some parts of the costume are historically accurate. | The cutout is attractive in terms of design, decoration, and neatness and is historically accurate. | The cutout is exceptionally attractive in terms of design, decoration, and neatness and is historically accurate. |
| Uses correct writing conventions and mechanics. | There are 5 or more errors in conventions or mechanics. | There are 3-4 errors in conventions or mechanics. | There are 1-2 errors in conventions or mechanics. | There are no errors in conventions or mechanics. |
| Produces a product that is logical and well-organized. | There was no clear or logical sense or of organization, just a collection of facts. | Content is loosely organized. | Content is logical and well organized. | Content is well organized with topic sentences and supporting details. The writing piece flows easily. |

Resources for Unit

The links provided are filled with helpful background information as well as activities that can be incorporated into the activities from the Balanced Assessment.

www.paulreverehouse.org
<http://www.biography.com/bio4kids/bio4kids-meet-paul-revere.jsp>
http://www.cobblestonepub.com/resources/app0110t_5.html
http://www.cobblestonepub.com/resources/app0110t_2.html?x=15.3150196075440398251001128451340

This unit was created by and Angienik Allen, Christy Brown, Kathy Mansfield, and Neena Knight and approved by the Social Studies Advisory Council and the Georgia DOE Social Studies Staff. It was last updated 6/17/08.

5 W's Organizer

What?

When?

Who?



Where?

Why?

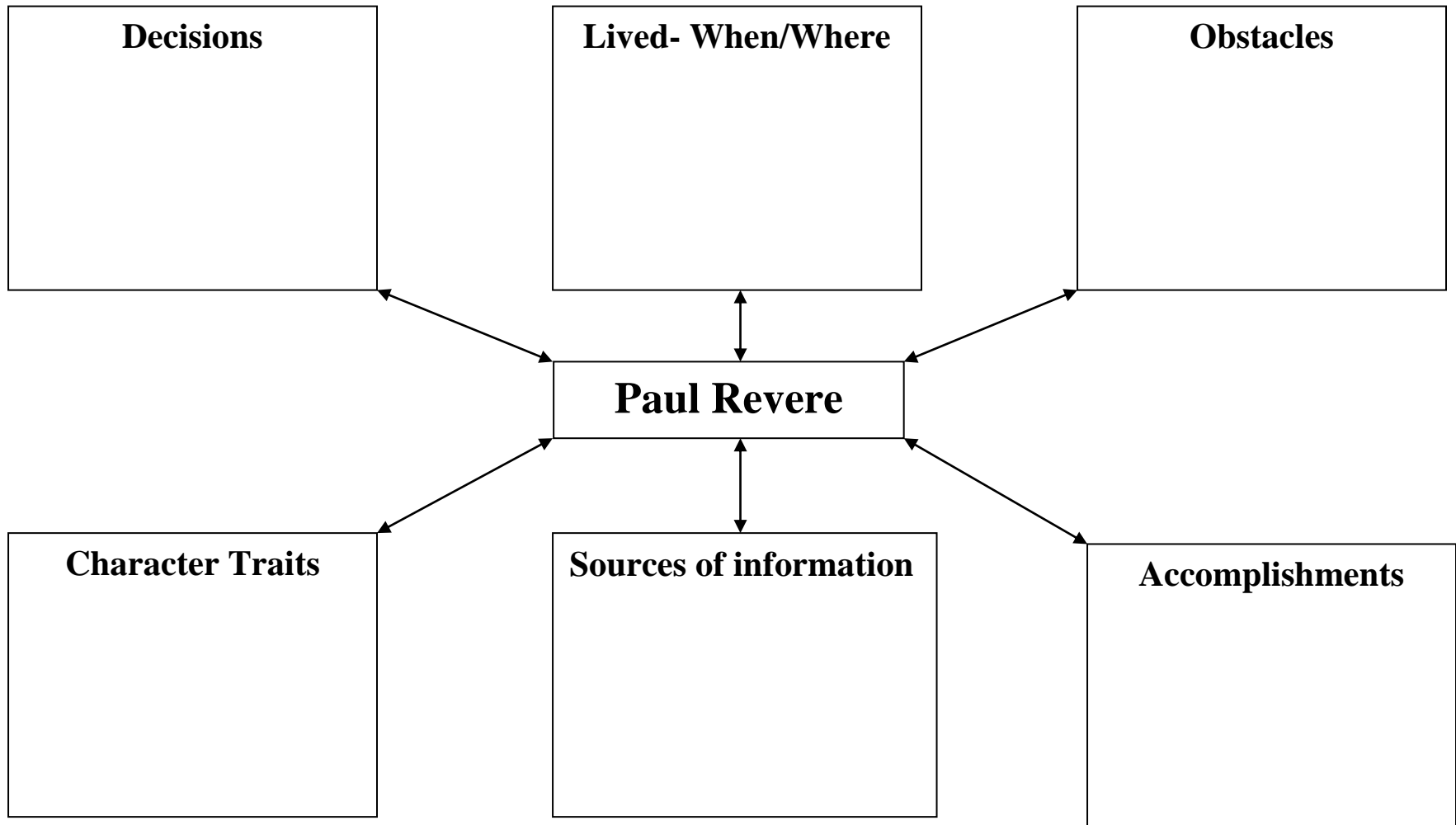
Character Quilt Template

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| | | |
| | Paul Revere | |
| | | |

Character Quilt Template Example

| | | |
|--|---|---|
| <p><i>loyal</i> to the colonists</p> |  | <p><i>diligent</i> in standing up for his beliefs about freedom</p> |
|  | <p>Paul Revere was...</p> |  |
| <p>brave because he fought for <i>liberty</i></p> |  | <p><i>determined</i> to be independent from the British</p> |

Performance Task Graphic Organizer



Points to Ponder Organizer

When and where did Paul Revere live?

How did Paul Revere's decisions affect the lives of the people around him?

Why is he famous?

What type of obstacles did Paul Revere have to overcome and how was that accomplished?