

Grade 4: Unit 3

Project-Based Learning : A Nation is Born

Purpose: Why This Unit?

Project-based learning is a critical aspect of SA's school design. We believe that students learn best when they are engaged in a topic from a cross-disciplinary perspective over an extended period of time. We also believe that students are more engaged when involved in creative exhibitions. Scholars have experienced project-based learning before, engaging in deep study of one topic through field studies, projects, and creation of a museum. In this unit, we study the American Revolution, a remarkable historical event that permanently changed the course of social, political, and economic world history. As reading teachers, you will have an opportunity to expose your students to a wide array of resources to help scholars understand this important period!

In this unit, your job is to fuel scholars' excitement about the American Revolution, help them become better readers and researchers, and develop their expertise on the American Revolution.

If you do your job well, your scholars will understand the following:

- The motivations of those who came to America and the relationship between the colonies and the British Empire.
- The colonies were set up to benefit England.
- Prior to the American Revolution, the colonies had begun to thrive and assert more independence.
- The American Revolution was fundamentally a conflict of economic and political interests between England and the colonies.

As in all reading units, your job as a teacher is to ensure that your scholars are reading at home and at school. Meet with the parents of any scholars who are not reading at home. If you cannot convince parents to ensure that their scholars are doing their homework, you need to manage up to leadership.

It is your responsibility to ensure that ALL of your scholars are reading 6 days a week at home!

The Projects in Project-Based Learning

Projects are not the dessert; they are the main course of project-based learning! Scholars will explore and learn about the American Revolution through four exciting projects.

- **The Colonies Have A LOT to Offer**
 - Each scholar selects a colony and creates a model of the colony that exemplifies its main resources and how these resources benefited both colonists and the British Empire.
- **Reporting LIVE From...**
 - Scholars work in small groups to script and film live reports of the following events: Boston Massacre, Boston Tea Party, Continental Congress, Battle of Lexington and Concord, and Battle of Bunker Hill.
- **This Is My Declaration**
 - Scholars act as colonists to create a rap, written speech, or skit that communicates their desire for independence. Film and play for viewers on the day of the museum.
- **Whose Side Are You On? Patriots vs. Loyalists Debate**
 - Divide scholars into three groups: Patriots, Loyalists, and Neutralists. Scholars work to craft arguments on two topics that are causing tension in their hometown of Boston, Massachusetts.
 - The Stamp Act: Are you for it or against it? Explain your reasoning.
 - The Declaration of Independence: Are you for it or against it? Explain your reasoning.
 - Film the debate and incorporate written arguments and responses in museum.

The Daily Structure of Project-Based Learning

Every day you will have 2 hours for your scholars to research the American Revolution. Some days the focus is investigating and studying to learn more, while other days center around project work.

Your day might include:

- **Launch (5–7 min.):** This is brief. You need to quickly set your scholars up for success, without unnecessary teacher talk. Your purpose here is to allow your scholars to work independently as quickly as possible. If you can do it in 5 minutes, do so!
- **Read to Learn (45 min.):** Through Read Alouds (30 min.) and Shared Texts (15 min.), you will model how to research and develop expertise about a topic.
- **Writing (30 min.):** Through writing, scholars will further develop their expertise by recording the details and big ideas they have learned.
- **Independent Reading (30 min.):** Scholars will have time to both explore the topic through PBL-related texts and read their just-right books.
- **Project Work or Field Studies (45 min. or more):** Scholars engage in the topic through hands-on, firsthand experiences and create projects to share and communicate what they have learned.

Scholars will also learn about the American Revolution in Art and Science. Talk with your Art and Science teachers to find out what your scholars are doing in their classes to learn about the American Revolution!

Art: Scholars will study the functional objects colonists made and used in their daily lives through weaving, toy making, or narrative work.

Field Studies

Choose 2–3 engaging field studies over the course of the American Revolution study. Here are some ideas:

- **New York Historical Society Visit, or local resource with primary source documents and artifacts of the American Revolution**
 - Scholars visit the New York Historical Society and learn about primary source documents and replica artifacts from New York through the American Revolution Outreach Program.
- **Historical House Visit**
 - Scholars participate in an educator-led tour at the Morris Jumel Mansion, Van Cortlandt House Museum, or Old Stone House, highlighting New York's role in the American Revolution.
- **Fraunces Tavern Museum, or other local "gathering place" for American Revolution-era colonists**
 - Scholars participate in an educator-led tour of Fraunces Tavern and learn about the American Revolution, the tavern's role in the revolution, and how it served as a place of meeting for the Sons of Liberty.
- **Philipsburg Manor, or other local resource that re-creates colonial life**
 - Scholars visit Philipsburg Manor, in Westchester County, and explore the living history museum, which recreates colonial life.

Give scholars a clear objective for each field study. Set explicit expectations for scholar behavior and learning, and for effective materials management.

Pre-Mortems and Solutions

Facilitating meaningful project-based learning is challenging, because there are materials to manage and the work is open-ended. But this is the very reason why it is important and engaging for our scholars.

Your level of preparation and your clarity of purpose make all the difference. You also need a North Star. You need to know what excellent fourth-grade work for this unit looks like. Fortunately, we have many samples. Study them for guidance on what you are shooting for. You need to know what the work should look like, and you need to be driving to get ALL your kids' work there!

Guard against exploration without rigor! Whether in the classroom studying a text or on a field study, scholars' experiences should spark questions and further investigation about the topic.

PBL Museum: The culminating exhibition, or museum, showcases scholars' project work, and most importantly, all that they've learned about the American Revolution. Get parents invested in their scholars' academic work by communicating with them early on about the study and museum.

Use project work time to check in with scholars to see that their work demonstrates what they have learned. Is their work accurate? Is it neat and detailed? Does it demonstrate mastery of the content and their best effort?

Make a plan for preparing scholars to present their museum to visitors, guiding guests on a tour of their projects and clearly demonstrating their excitement and expertise regarding the topic.

Effective Management of PBL Materials: Scholars will work with a variety of materials as they create their projects. Develop a plan to manage the materials, but keep the focus on the content! Ask your art teacher for advice on effectively managing the materials and working with any unfamiliar medium.

Work with your leaders, grade team, and/or teaching partner to plan a routine for using and setting up materials.

Scholars will use PBL journals and folders for their research and writing. Prepare these beforehand, making them special and exciting for scholars to use. Each journal's cover should have a picture of the American Revolution and the scholar's name.

You will need lots of space! Make sure you have a plan for how to use your classroom to display scholar work and a PBL word wall. Include wall space both within and outside of your four walls.

Guiding Questions

Each guiding question will be the focus for the day or multiple days.

Why did England establish colonies in North America?

What were the colonies like?

What was the French and Indian War? How did it help lead to the American Revolution?

What were the colonists' economic, civic, and social interests? How did they conflict with those of the British Empire?

What were the important events and battles of the American Revolution?

Why is the Declaration of Independence a key event in the American Revolution?

How did the colonists claim victory over the British?

How did our new nation decide to govern itself?

Additional Read Alouds and Shared Texts

Below is a list of additional texts not included in the lessons that may be read to build scholars' content knowledge.

Read Alouds:

- Colonial Voices: Hear Them Speak, by Kay Winters
- Heroes of the Revolution, by David Adler
- American Revolution (DK Eyewitness Books), by Stuart Murray
- Independent Dames: What You Never Knew About the Women and Girls of the American Revolution, by Laurie Anderson
- Let It Begin Here!, by Don Brown
- Liberty or Death: The American Revolution, 1763-1783, by Betsy Maestro
- Worst of Friends: Thomas Jefferson, John Adams, and the True Story of an American Feud, by Suzanne Jurmain
- American Revolution, by Kids Discover
- 1176, by Kids Discover
- Colonial America, by Kids Discover

Shared Texts:

- Please refer to the Grade 4 Unit 3 Shared Text for inspiration.

Day 1

What Does Success Look Like?

Why did England establish colonies in North America?

Success is when scholars are able to understand that England established colonies in North America to gain power, money, and resources, and to alleviate poverty.

Day 1

Engage — 1 minute

By the 1700's, thousands of people were coming from Europe to North America to settle in the New World. Most of these people were coming from England.

Launch — 5–7 minutes

- Show a map of the original thirteen colonies. Can you believe that our country used to consist of just these thirteen colonies?
- During this unit, you will learn how these colonies were established and who the first Americans were.

Read to Learn — 15 minutes

- Read a Shared Text.
- Discuss key reasons why England established colonies in North America.

Writing/ Targeted Teaching Time — 30 minutes

- In journals, scholars write 2 paragraphs about why England established colonies in North America.
- Spend the first few minutes making sure all kids are on task. Narrate scholars who are following through on your expectations and using strong writing skills.
- Spend 2–3 minutes working individually with 5–6 scholars. Ask each scholar to identify his writing goal and what’s holding him back. Kids should know and articulate their goals!
- Have scholars tell you their big ideas. Can their big ideas be made stronger? Do they support their ideas with evidence? Is their writing simple and clear? Do they reread their writing?
- Model for scholars and give them strategies to tackle their goals. Listen to scholars articulate and watch them write their ideas. Hold them accountable for applying the strategies.
- Choose two scholars who have strong ideas to share their paragraphs under the ELMO. Give scholars time to go back, reread, and revise their writing.

Independent Reading/ Targeted Teaching Time — 30 minutes

- Set the expectation that scholars have two eyes reading, two hands on the book, and two feet on the floor during Independent Reading.
- Scholars sustain focused reading for 25 minutes.
- Narrate scholars who are meeting your expectations or demonstrating strong reading habits.
- Spend 2–3 minutes working individually with 5–6 scholars. Ask each scholar to identify her reading level goal and what’s holding her back. Kids should know and articulate their goals!
- Listen to scholars read, assessing their struggles and level of understanding. Do they need to envision more? Do they need to stop after each paragraph and think about what the big idea is? Do they need to work on their fluency? Is their oral language development lagging?
- Model for scholars and give them strategies to tackle their goals. Listen to scholars as they read and hold them accountable for applying the strategies.

Day 2

What Does Success Look Like?

What were the colonies like?

Success is when scholars are able to understand the different types of colonies (northern, middle, southern) and their defining natural resources.

Day 2

Engage — 1 minute

Yesterday, we discussed the reasons why England established colonies in North America. Today, we are going to dig deeper into each of the colonies and how they were beneficial to colonists and the British Empire.

Launch — 5–7 minutes

- Show a physical map of the thirteen colonies.
- Ask scholars: “What do you notice about the colonies? How are they similar? How are they different?”

Read to Learn — 15 minutes

- Read “The Thirteen Colonies” together as a class.
- Have scholars take notes in their journals using the chart below.

Writing/Targeted Teaching Time — 30 minutes

- Scholars each write a paragraph describing one of the colonies based on their notes.
- Spend the first few minutes making sure all kids are on task. Narrate scholars who are following through on your expectations and using strong writing skills.
- Spend 2–3 minutes working individually with 5–6 scholars. Ask each scholar to identify his writing goal and what’s holding him back. Kids should know and articulate their goals!
- Have scholars tell you their big ideas. Can their big ideas be made stronger? Do they support their ideas with evidence? Is their writing simple and clear? Do they reread their writing?
- Model for scholars and give them strategies to tackle their goals. Listen to scholars articulate and watch them write their ideas. Hold them accountable for applying the strategies.
- Choose two scholars who have strong ideas to share their paragraphs under the ELMO. Give scholars time to go back, reread, and revise their writing.

Independent Reading/Targeted Teaching Time — 30 minutes

- Set the expectation that scholars have two eyes reading, two hands on the book, and two feet on the floor during Independent Reading.
- Scholars sustain focused reading for 25 minutes.
- Narrate scholars who are meeting your expectations or demonstrating strong reading habits.
- Spend 2–3 minutes working individually with 5–6 scholars. Ask each scholar to identify her reading level goal and what’s holding her back. Kids should know and articulate their goals!
- Listen to scholars read, assessing their struggles and level of understanding. Do they need to envision more? Do they need to stop after each paragraph and think about what the big idea is? Do they need to work on their fluency? Is their oral language development lagging?
- Model for scholars and give them strategies to tackle their goals. Listen to scholars as they read and hold them accountable for applying the strategies.

Read to Learn — 30 minutes

- Read aloud *If You Lived in Colonial Times*, by Ann McGovern.

Day 3

What Does Success Look Like?

What were the colonies like? (Continued)

Success is when scholars are able to understand the three different types of colonies (northern, middle, southern) that grew and thrived.

Day 3

Engage — 1 minute

Get scholars excited about creating model colonies. Scholars each choose a colony (northern, middle, southern) for which to create a model.

Launch — 5–7 minutes

- Set behavioral and intellectual expectations for project work.

Read to Learn — 15 minutes

- Read the Shared Text “What Was Life Like Before the Revolution?” from *If You Lived at the Time of the Revolution* by Kay Moore.

Project Work — 60 minutes

- **Colonies Have A LOT to Offer**
 - Each scholar selects a colony group (northern, middle, or southern), then plans and creates a 3D model of his or her chosen colony.
 - Using an understanding of the colony’s attributes, scholars use materials to create the natural resources prominent in that colony in their models. Scholars use any accessible materials—paint, leaves, sticks, rocks, clay, etc.—to create their landscapes.

Independent Reading/Targeted Teaching Time — 30 minutes

- Set the expectation that scholars have two eyes reading, two hands on the book, and two feet on the floor during Independent Reading.
- Scholars sustain focused reading for 25 minutes.
- When kids are focused and the room has a hushed tone, spend 2–3 minutes working individually with 5–6 scholars. Ask each scholar to identify his reading level goal and what’s holding him back.
- Listen to scholars read, and assess their struggles and level of understanding.
- Model and give scholars strategies to tackle their goals. Listen to scholars read and hold them accountable for applying the strategies.

Day 4

What Does Success Look Like?

What were the colonies like? (Continued)

Success is when scholars are able to understand the interests and roles of different groups of people who inhabited the colonies.

Day 4

Engage — 1 minute

Life in the colonies was not easy. People were building lives for themselves from nothing. They needed to work incredibly hard just to survive.

Launch — 5–7 minutes

- There were many different groups of people in the colonies, and each person played an important role in making colonial life run smoothly.

Read to Learn — 15 minutes

- Read the Shared text “Working to Live” from *The Scoop on Clothes, Homes, and Daily Life in Colonial America* by Elizabeth Raum.

Writing/Targeted Teaching Time — 30 minutes

- Imagine you are living during the 1700's. Write a journal entry describing a day in your life. What are your responsibilities? With whom do you interact? Where do you live?
- Spend the first few minutes making sure all kids are on task. Narrate scholars who are following through on your expectations and using strong writing skills.
- Spend 2–3 minutes working individually with 5–6 scholars. Ask each scholar to identify her writing goal and what's holding her back. Kids should know and articulate their goals!
- Have scholars tell you their big ideas. Can their big ideas be made stronger? Do they support their ideas with evidence? Is their writing simple and clear? Do they reread their writing?
- Model for scholars and give them strategies to tackle their goals. Listen to scholars articulate and watch them write their ideas. Hold them accountable for applying the strategies.
- Choose two scholars who have strong ideas to share their paragraphs under the ELMO. Give scholars time to go back, reread, and revise their writing.

Independent Reading/Targeted Teaching Time — 30 minutes

- Set the expectation that scholars have two eyes reading, two hands on the book, and two feet on the floor during Independent Reading.
- Scholars sustain focused reading for 25 minutes.
- Spend 2–3 minutes working individually with 5–6 scholars. Ask each scholar to identify his reading level goal and what's holding him back. Kids should know and articulate their goals!

- Listen to scholars read, assessing their struggles and level of understanding. Do they need to envision more? Do they need to stop after each paragraph and think about what the big idea is? Do they need to work on their fluency? Is their oral language development lagging?
- Model for scholars and give them strategies to tackle their goals. Listen to scholars as they read and hold them accountable for applying the strategies.

Project Work — 30 minutes

- **Colonies Have A LOT to Offer** — Have scholars complete their 3D models of one of the colonies.

Day 5

What Does Success Look Like?

What was the French and Indian War? How did it help lead to the American Revolution?

Success is when scholars are able to understand that the British Empire won the war against the French in the French and Indian War, and gained more land in North America.

Day 5

Engage — 1 minute

By the mid 1700's, the colonies were thriving! The British Empire wanted to expand west and was already battling with France over land in North America.

Launch — 5–7 minutes

- The war began when both England and France claimed the rights to the same land. Let's read to figure out what happened to the land that was fought over.

Read to Learn — 15 minutes

- Read aloud a Shared Text.

Writing/Targeted Teaching Time — 30 minutes

- Scholars write about why the French and Indian war helped lead to the American Revolution.
- Spend the first few minutes making sure all kids are on task. Narrate scholars who are following through on your expectations and using strong writing skills.
- Spend 2–3 minutes working individually with 5–6 scholars. Ask each scholar to identify his writing goal and what's holding him back. Kids should know and articulate their goals!
- Have scholars tell you their big ideas. Can their big ideas be made stronger? Do they support their ideas with evidence? Is their writing simple and clear? Do they reread their writing?

- Model for scholars and give them strategies to tackle their goals. Listen to scholars articulate and watch them write their ideas. Hold them accountable for applying the strategies.
- Choose two scholars who have strong ideas to share their paragraphs under the ELMO. Give scholars time to go back, reread, and revise their writing.

Independent Reading/Targeted Teaching Time — 30 minutes

- Set the expectation that scholars have two eyes reading, two hands on the book, and two feet on the floor during Independent Reading.
- Scholars sustain focused reading for 25 minutes.
- Narrate scholars who are meeting your expectations or demonstrating strong reading habits.
- Spend 2–3 minutes working individually with 5–6 scholars. Ask each scholar to identify her reading level goal and what’s holding her back. Kids should know and articulate their goals!
- Listen to scholars read, assessing their struggles and level of understanding. Do they need to envision more? Do they need to stop after each paragraph and think about what the big idea is? Do they need to work on their fluency? Is their oral language development lagging?
- Model for scholars and give them strategies to tackle their goals. Listen to scholars as they read and hold them accountable for applying the strategies.

Read to Learn — 30 minutes

- Read aloud Liberty! How the Revolutionary War Began.

Day 6

What Does Success Look Like?

What were the colonists’ economic, civic, and social interests? How did they conflict with those of the British Empire?

Success is when scholars are able to understand that colonists wanted to be independent from Great Britain. The British Empire imposed taxes on colonists.

Day 6

Engage — 1 minute

Discuss the outcomes of the French and Indian war. It had been costly for England to provide the soldiers and equipment required to win the contested land in North America.

Launch — 5–7 minutes

- The British Empire, although far away, kept close guard over the colonists by imposing taxes on many important goods. Many colonists felt that this was unfair and wanted freedom.

Read to Learn — 15 minutes

- Read aloud George vs. George, pages 18–22.
- Discuss why King George and England believed the colonists should pay taxes and why the colonists considered it unfair.

Writing/Targeted Teaching Time — 30 minutes

- In journals, scholars write about how colonists felt about being taxed, using specific examples.
- Spend the first few minutes making sure all kids are on task. Narrate scholars who are following through on your expectations and using strong writing skills.
- Spend 2–3 minutes working individually with 5–6 scholars. Ask each scholar to identify his writing goal and what’s holding him back. Kids should know and articulate their goals!
- Have scholars tell you their big ideas. Can their big ideas be made stronger? Do they support their ideas with evidence? Is their writing simple and clear? Do they reread their writing?
- Model for scholars and give them strategies to tackle their goals. Listen to scholars articulate and watch them write their ideas. Hold them accountable for applying the strategies.
- Choose two scholars who have strong ideas to share their paragraphs under the ELMO. Give scholars time to go back, reread, and revise their writing.

Independent Reading/Targeted Teaching Time — 30 minutes

- Set the expectation that scholars have two eyes reading, two hands on the book, and two feet on the floor during Independent Reading.
- Scholars sustain focused reading for 25 minutes.
- Narrate scholars who are meeting your expectations or demonstrating strong reading habits.
- Spend 2–3 minutes working individually with 5–6 scholars. Ask each scholar to identify her reading level goal and what’s holding her back. Kids should know and articulate their goals!
- Listen to scholars read, assessing their struggles and level of understanding. Do they need to envision more? Do they need to stop after each paragraph and think about what the big idea is? Do they need to work on their fluency? Is their oral language development lagging?
- Model for scholars and give them strategies to tackle their goals. Listen to scholars as they read and hold them accountable for applying the strategies.

Read to Learn — 30 minutes

- Continue to read aloud, George vs. George pages 23–35.

Day 7

What Does Success Look Like?

What were the important events and battles of the American Revolution?

Success is when scholars are able to understand the key events and battles of the revolution by exploring a historical landmark in New York.

Day 7

Engage — 1 minute

Get scholars excited about visiting a New York landmark that played a critical role in the American Revolution.

Launch — 5–7 minutes

- Prepare scholars for a visit to Morris Jumel Mansion, Van Cortlandt House Museum, Old Stone House, or a local American Revolution-era landmark.
- To learn about these historic landmarks and their roles in the revolution, scholars will:
- Participate in an educator-led tour of the historic home or building.
- Learn about New York as a critical location in the revolution.

Field Study

- Your school will tour a historic home—the Van Cortlandt House Manor, the Morris Jumel Mansion, the Old Stone House, or a local American Revolution-era landmark—to learn more about the American Revolution.

Writing/Targeted Teaching Time — 30 minutes

- Post-trip, debrief with the class, discussing scholars' observations.
- In journals, scholars write 2 reasons why the historical landmark they visited is important to the revolution.
- Get your scholars focused and ensure that the room has a hushed tone. Narrate scholars who are meeting your expectations.
- Spend 2–3 minutes working individually with 5–6 scholars. Ask each scholar to identify his writing goal and what's holding him back.
- Have scholars tell you their big ideas. Can their big ideas be made stronger?
- Model for scholars and give them strategies to tackle their goals. Listen to scholars articulate and watch them write their ideas. Hold them accountable for applying the strategies.
- Choose two scholars who have strong ideas to share their paragraphs and sketches of the landmark they visited under the ELMO.
- Give scholars time to go back, reread, and revise their writing.

Independent Reading/Targeted Teaching Time — 30 minutes

- Set the expectation that scholars have two eyes reading, two hands on the book, and two feet on the floor during Independent Reading.
- Scholars sustain focused reading for 25 minutes.

- When kids are focused and the room has a hushed tone, spend 2–3 minutes working individually with 5–6 scholars. Ask each scholar to identify her reading level goal and what’s holding her back.
- Listen to scholars read, and assess their struggles and level of understanding.
- Model and give scholars strategies to tackle their goals. Listen to scholars read and hold them accountable for applying the strategies.

Day 8

What Does Success Look Like?

What were the important events and battles of the American Revolution?

Success is when scholars are able to understand the key events and battles of the revolution.

Day 8

Engage — 1 minute

Get scholars excited about reporting “live” from a major event or important battle from the war.

Launch — 5–7 minutes

- Set behavioral and intellectual expectations for project work.

Project Work — 60 minutes

- **Reporting LIVE! From...**
 - Scholars work in small groups to film “live” reports of the following events: Boston Massacre, Boston Tea Party, Continental Congress, Battle of Lexington and Concord, and Battle of Bunker Hill.
 - These firsthand accounts place scholars directly at the scenes of key events and battles of the revolution. Each project should include a scripted report to accompany the filmed report. Scholars should use the Independent Reading books and Read Alouds to research their event.

Read to Learn — 15 minutes

- Continue to read aloud, George vs. George, pages 36–49.

Independent Reading/Targeted Teaching Time — 30 minutes

- Set the expectation that scholars have two eyes reading, two hands on the book, and two feet on the floor during Independent Reading.
- When kids are focused and the room has a hushed tone, spend 2–3 minutes working individually with 5–6 scholars. Ask each scholar to identify his reading level goal and what’s holding him back.

- Listen to scholars read, and assess their struggles and level of understanding.
- Model and give scholars strategies to tackle their goals. Listen to scholars read and hold them accountable for applying the strategies.

Day 9

What Does Success Look Like?

Why is the Declaration of Independence a key event in the American Revolution?

Success is when scholars are able to understand the importance of the Declaration of Independence as colonists' refusal to recognize Britain's rule.

Day 9

Engage — 1 minute

The Declaration of Independence is an important document that asserted the colonists' independence from the British Empire.

Launch — 5–7 minutes

- Read aloud pages 35–56, “Declaration of Independence,” from *Liberty! How the Revolutionary War Began*.

Read to Learn — 15 minutes

- Read a Shared Text and discuss Thomas Jefferson's role in the Declaration of Independence.

Writing/Targeted Teaching Time — 30 minutes

- In two paragraphs, scholars write about why the Declaration of Independence was an important document.
- Spend the first few minutes making sure all kids are on task. Narrate scholars who are following through on your expectations and using strong writing skills.
- Spend 2–3 minutes working individually with 5–6 scholars. Ask each scholar to identify her writing goal and what's holding her back. Kids should know and articulate their goals!
- Have scholars tell you their big ideas. Can their big ideas be made stronger? Do they support their ideas with evidence? Is their writing simple and clear? Do they reread their writing?
- Model for scholars and give them strategies to tackle their goals. Listen to scholars articulate and watch them write their ideas. Hold them accountable for applying the strategies.
- Choose two scholars who have strong ideas to share their paragraphs under the ELMO. Give scholars time to go back, reread, and revise their writing.

Independent Reading/Targeted Teaching Time — 30 minutes

- Set the expectation that scholars have two eyes reading, two hands on the book, and two feet on the floor during Independent Reading.
- Scholars must sustain focused reading for 25 minutes.
- Narrate scholars who are meeting your expectations or demonstrating strong reading habits.
- Spend 2–3 minutes working individually with 5–6 scholars. Ask each scholar to identify his reading level goal and what’s holding him back. Kids should know and articulate their goals!
- Listen to scholars read, assessing their struggles and level of understanding. Do they need to envision more? Do they need to stop after each paragraph and think about what the big idea is? Do they need to work on their fluency? Is their oral language development lagging?
- Model for scholars and give them strategies to tackle their goals. Listen to scholars as they read and hold them accountable for applying the strategies.

Read to Learn — 30 minutes

- Read aloud Soldiers and Sailors in the American Revolution by Dale Anderson.

Day 10

What Does Success Look Like?

Why is the Declaration of Independence a key event in the American Revolution?

Success is when scholars are able to understand the importance of the Declaration of Independence as colonists’ refusal to recognize Britain’s rule.

Day 10

Engage — 1 minute

Get scholars excited about creating a rap or speech to communicate their desire for independence from Britain in their imaginary roles as colonists.

Launch — 5–7 minutes

- Set behavioral and intellectual expectations for project work.

Project Work — 60 minutes

- **This Is My Declaration**
 - Scholars act as colonists to create a rap, written speech, or skit, that would be presented to King George to communicate their desire for independence from British rule.
 - Scholars use their understanding of why the Declaration of Independence was created, and its key components, to create an original form of communication. This

new declaration will be filmed as if it were being presented to the King, and the film will be shown to viewers on the day of the museum.

Read to Learn — 30 minutes

- Read a Shared Text about the Declaration of Independence.

Independent Reading/Targeted Teaching Time — 30 minutes

- Set the expectation that scholars have two eyes reading, two hands on the book, and two feet on the floor during Independent Reading.
- Scholars sustain focused reading for 25 minutes.
- When kids are focused and the room has a hushed tone, spend 2–3 minutes working individually with 5–6 scholars. Ask each scholar to identify her reading level goal and what's holding her back.
- Listen to scholars read, and assess their struggles and level of understanding.
- Model and give scholars strategies to tackle their goals. Listen to scholars read and hold them accountable for applying the strategies.

Day 11

What Does Success Look Like?

How did colonists claim victory over the British?

Success is when scholars are able to understand that a key factor in the colonists' victory was the fact that the British Empire underestimated them.

Day 11

Engage — 1 minute

Even though the British military was considered the strongest in the world, the colonists were able to win their independence.

Launch — 5–7 minutes

- Let's figure out how the colonists were ultimately able to win the war.

Read to Learn — 30 minutes

- Read a Shared Text.

Writing/Targeted Teaching Time — 45 minutes

- Have scholars respond to the prompt: Many historians believed that the American Revolution was not won by the colonists, but lost by the British. Explain what this means.
- Spend the first few minutes making sure all kids are on task. Narrate scholars who are following through on your expectations and using strong writing skills.
- Spend 2–3 minutes working individually with 5–6 scholars. Ask each scholar to identify his writing goal and what’s holding him back. Kids should know and articulate their goals!
- Have scholars tell you their big ideas. Can their big ideas be made stronger? Do they support their ideas with evidence? Is their writing simple and clear? Do they reread their writing?
- Model for scholars and give them strategies to tackle their goals. Listen to scholars articulate and watch them write their ideas. Hold them accountable for applying the strategies.
- Choose two scholars who have strong ideas to share their paragraphs under the ELMO. Give scholars time to go back, reread, and revise their writing.

Independent Reading/Targeted Teaching Time — 30 minutes

- Set the expectation that scholars have two eyes reading, two hands on the book, and two feet on the floor during Independent Reading.
- Scholars sustain focused reading for 25 minutes.
- Narrate scholars who are meeting your expectations or demonstrating strong reading habits.
- Spend 2–3 minutes working individually with 5–6 scholars. Ask each scholar to identify her reading level goal and what’s holding her back. Kids should know and articulate their goals!
- Listen to scholars read, assessing their struggles and level of understanding. Do they need to envision more? Do they need to stop after each paragraph and think about what the big idea is? Do they need to work on their fluency? Is their oral language development lagging?
- Model for scholars and give them strategies to tackle their goals. Listen to scholars as they read and hold them accountable for applying the strategies.

Day 12

What Does Success Look Like?

How did colonists claim victory over the British?

Success is when scholars are able to understand the key reasons colonists were successful in winning the American Revolution.

Day 12

Engage — 1 minute

Get scholars excited about defending the Patriots or Loyalists in a debate regarding “current” issues in the war.

Launch — 5–7 minutes

- Set behavioral and intellectual expectations for project work.

Project Work — 60 minutes

- **Whose Side Are You On? Patriots vs. Loyalists Debate**
 - Divide scholars into 3 groups: Patriots, Loyalists, and Neutralists. Scholars work in groups to craft arguments on two topics that are causing tension in their hometown of Boston, Massachusetts.
 - The Stamp Act: Are you for it or against it? Explain your reasoning.
 - The Declaration of Independence: Are you for it or against it? Explain your reasoning.
 - When each group is finished presenting their arguments, each scholar writes a response to the question “Whose Side Are You On?” based on the quality of the arguments.

Read to Learn — 15 minutes

- Read aloud If You Lived at the Time of the Revolution, pages 25, 31-36.
- Scholars jot notes about the differences between Patriots and Loyalists.

Independent Reading/Targeted Teaching Time — 30 minutes

- Set the expectation that scholars have two eyes reading, two hands on the book, and two feet on the floor during Independent Reading.
- Scholars sustain focused reading for 25 minutes.
- When kids are focused and the room has a hushed tone spend 2–3 minutes working individually with 5–6 scholars. Ask each scholar to identify his reading level goal and what’s holding him back.
- Listen to scholars read, and assess their struggles and level of understanding.
- Model and give scholars strategies to tackle their goals. Listen to scholars read and hold them accountable for applying the strategies.

Day 13

What Does Success Look Like?

How did our new nation decide to govern itself?

Success is when scholars are able to articulate and understand how the newly independent nation governed itself.

Day 13

Engage — 1 minute

After winning the war and signing the Treaty of Paris in 1783, colonists were left with the daunting task of creating a government for their new independent nation.

Launch — 5–7 minutes

- The second Constitutional Convention began in 1787, in an effort to create a democratic government for the new nation.

Read to Learn — 30 minutes

- Read aloud [A More Perfect Union: The Story of Our Constitution](#), by Betsy Maestro.

Writing/ Targeted Teaching Time — 30 minutes

- Have scholars write in their journals about why the Constitution was important, and the impact it had on Americans.
- Spend the first few minutes making sure all kids are on task. Narrate scholars who are following through on your expectations and using strong writing skills.
- Spend 2–3 minutes working individually with 5–6 scholars. Ask each scholar to identify her writing goal and what’s holding her back. Kids should know and articulate their goals!
- Have scholars tell you their big ideas. Can their big ideas be made stronger? Do they support their ideas with evidence? Is their writing simple and clear? Do they reread their writing?
- Model for scholars and give them strategies to tackle their goals. Listen to scholars articulate and watch them write their ideas. Hold them accountable for applying the strategies.
- Choose two scholars who have strong ideas to share their paragraphs under the ELMO. Give scholars time to go back, reread, and revise their writing.

Independent Reading/Targeted Teaching Time — 30 minutes

- Set the expectation that scholars have two eyes reading, two hands on the book, and two feet on the floor during Independent Reading.
- Scholars sustain focused reading for 25 minutes.
- Narrate scholars who are meeting your expectations or demonstrating strong reading habits.
- Spend 2–3 minutes working individually with 5–6 scholars. Ask each scholar to identify his reading level goal and what’s holding him back. Kids should know and articulate their goals!
- Listen to scholars read, assessing their struggles and level of understanding. Do they need to envision more? Do they need to stop after each paragraph and think about what the big idea is? Do they need to work on their fluency? Is their oral language development lagging?
- Model for scholars and give them strategies to tackle their goals. Listen to scholars as they read and hold them accountable for applying the strategies.

Day 14

What Does Success Look Like?

How can we teach others what we have learned?

Success is when scholars are able to articulate what they have learned about the American Revolution by exploring documents and artifacts from the New York Historical Society.

Day 14

Engage — 1 minute

Get scholars excited about the visit from the New York Historical Society or other local resource with artifacts from the American Revolution.

Launch — 5–7 minutes

- During this visit, scholars will have the opportunity to study replica artifacts and documents from the American Revolution.

Field Study

- During the presentation, scholars take notes and create sketches whenever possible.

Writing/ Targeted Teaching Time — 30 minutes

- Post-trip, debrief with the class, discussing scholars' observations and what they saw.
- Each scholar writes in his or her notebook about one object and how it was important to the American Revolution.
- Get your scholars focused and ensure that the room has a hushed tone. Narrate scholars who are meeting your expectations.
- Spend 2–3 minutes working individually with 5–6 scholars. Ask each scholar to identify her writing goal and what's holding her back.
- Have scholars tell you their big ideas. Can their big ideas be made stronger?
- Model for scholars and give them strategies to tackle their goals. Listen to scholars articulate and watch them write their ideas. Hold them accountable for applying the strategies.
- Choose two scholars who have strong ideas to share their paragraphs under the ELMO.
- Give scholars time to go back, reread, and revise their writing.

Independent Reading/ Targeted Teaching Time — 30 minutes

- Set the expectation that scholars have two eyes reading, two hands on the book, and two feet on the floor during Independent Reading.
- Scholars sustain focused reading for 25 minutes.
- When kids are focused and the room has a hushed tone, spend 2–3 minutes working individually with 5–6 scholars. Ask each scholar to identify his reading level goal and what's holding him back.
- Listen to scholars read, and assess their struggles and level of understanding.
- Model and give scholars strategies to tackle their goals. Listen to scholars read and hold them accountable for applying the strategies.

Additional Project Days

What Does Success Look Like?

How can we teach others what we've learned?

You'll know you've been successful when scholars are able to teach others key information about the American Revolution.

Additional Project Days

Project Work — 60 minutes

- Provide scholars with work time to finish their projects and prepare the museum.
 - The Colonies Have A LOT to Offer: Scholars finish their colony models.
 - Reporting LIVE From...: Scholars work with their small groups to film their "live" reports.
 - This is My Declaration: Scholars finalize and film their raps, written speeches, or skits.
 - Whose Side Are You On? Patriots vs. Loyalists Debate: Scholars watch the debate and write written responses.
- Display and label all project work.
- Plan and practice the format of the exhibition. What role will each scholar play? How will the museum flow?

Read to Learn — 30 minutes

- Read aloud from the additional Read Alouds or Shared Texts.

Independent Reading/Targeted Teaching Time — 30 minutes

- Set the expectation that scholars have two eyes reading, two hands on the book, and two feet on the floor during Independent Reading.
- Scholars sustain focused reading for 25 minutes.
- When kids are focused and the room has a hushed tone, spend 2–3 minutes working individually with 5–6 scholars. Ask each scholar to identify her reading level goal and what's holding her back.
- Listen to scholars read, and assess their struggles and level of understanding.
- Model and give scholars strategies to tackle their goals. Listen to scholars read and hold them accountable for applying the strategies.

Targeted Teaching Week

Use the next 5 days to work with scholars and increase their capacity to read and write.

The most important thing you can do is give kids independent reading, writing, and revision time.

Depending on their needs, work with scholars whole group, in small groups, or one-on-one to support them with the Tactics of Great Readers and Writers.

You Did It!

Congratulations! You've reached the end of Unit 3: A Nation is Born!

As a result of teaching this unit, **you, as the teacher, have:**

- Developed scholars' content knowledge to answer the essential questions of the unit.
- Turned your scholars on to investigating and researching topics of interest.
- Supported scholars' ability to think as both readers and writers of nonfiction—thinking about both the big idea and how it was presented by the author.

Your scholars can:

- Answer the essential questions of the unit, demonstrating their understanding of the topic—the American Revolution!
- Ask and answer their own questions about topics of interest by reading to learn.
- Understand what they read by noticing the choices the author made to convey the information and his or her ideas.
- Apply the same techniques of great nonfiction writers to teach others through their own writing.

Celebrate your scholars' successes by acknowledging the expertise they now have about the American Revolution as a result of the study, and explaining what they can now do as readers and writers as a result of their work over the last several weeks. For example, scholars know how the colonists gained independence from one of the most powerful empires in the 1700's.

Invite scholars to share what was most intriguing to them over the course of the study—and what they're going to keep investigating on their own!

Reflect on your successes and stretches, as well as those of your scholars.

Look at your F&P results. Have your scholars grown as readers over the last month? Enlist parents to help get scholars over this hump!

Scholars must read at home, as well as in school. Are 100% of your kids reading 6 days a week at home? Make sure at-home reading is happening, and meet with families who are falling short to recommit them to this team effort.

Are 100% of your kids reading fluently? Are kids using all of the tools at their disposal to figure out the meaning of what they are reading?

Are 100% of your kids doing their literacy homework?

Going into the next unit, make specific reading goals for yourself. Set a percentage goal for how many children you will move ahead in the next 15 days. Set a goal for children who are not reading at home. Who will you get to consistently read at home? Why are they stuck? Do they read most or all words correctly? What is their struggle with decoding? Do they understand what they're reading? Do they understand the big idea? How will you partner with parents to support their growth?

If you are having trouble meeting your goals, do not wait until you have NOT succeeded. Consult your colleagues. Consult your leaders. Ask for help so you can meet your goals!