

Unit Plan: (Revolution) Conflict and Change
Grade: 5/6 Advanced Social Studies **Subject: Social Studies**

Thematic Concept: Change	Universal EQ: Why does change have positive and / or negative consequences?	
Supporting Concept: Conflict	Content-Based EQ: How does conflict induce change? How does change result in conflict?	
Generalizations: change can be evolutionary or revolutionary, change is linked to time, conflict may be intentional or unintentional, conflict may be natural or human made, conflict can inspire problem solving		
Standard(s): SS.H.1.6-8.LC. Classify series of historical events and developments as examples of change and/or continuity. SS.H.1.6-8.MdC. Analyze connections among events and developments in broader historical context. SS.H.1.6-8.MC. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.		
Unit Outcomes: Students will be able to recognize the impacts that change and conflict have on mankind’s past, present, and future.		
Unit Description: This course focuses on the causes, effects and consequences of conflict and change. Students will gain knowledge and understanding of the concepts of change and conflict by exploring the American Revolution. Students will utilize their conceptual understanding of historical events to identify present conflict and propose changes for the future.		
Conceptual Knowledge Students will understand: <ul style="list-style-type: none"> ● implications of change ● causes, effects, and consequences of conflict (revolution) ● change as evolutionary or revolutionary (gradual or abrupt) 	Procedural Knowledge (21st Century Skills) Students will be able to do: <ul style="list-style-type: none"> ● IFORD process ● Research - summarize, paraphrase, evaluate and cite sources, seek information from multiple sources, identify bias, delving deeper, formulate questions based on information needs, evaluate information critically and competently ● use information accurately, creatively and ethically to share knowledge and participate collaboratively 	Factual Knowledge Students will know: <ul style="list-style-type: none"> ● Vocabulary ● dates, times and historically important individuals of the AR ● historical causes, effects and consequences

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	<ul style="list-style-type: none"> • Reflective thinking 	
Conceptual Formative Assessments: <ul style="list-style-type: none"> • Periodic Reflections • Pre-test/Post-test with Content Based EQ 	Procedural Formative Assessments: <ul style="list-style-type: none"> • observational 	Factual Formative Assessments: <ul style="list-style-type: none"> • exit tickets
Conceptual Summative Assessments: <ul style="list-style-type: none"> • answer the essential question • ISP 	Procedural Summative Assessments: <ul style="list-style-type: none"> • ISP 	Factual Summative Assessments: <ul style="list-style-type: none"> • ISP
Affective Self-Regulatory Strategies: <ul style="list-style-type: none"> • Building confidence through collaboration 	Behavioral Self-Regulatory Strategies: <ul style="list-style-type: none"> • using research strategies 	Cognitive Self-Regulatory Strategies: <ul style="list-style-type: none"> • Reflection
Resources/Materials: <ul style="list-style-type: none"> • George vs. George book by Rosalyn Schanzer 		

Resources:

History is Fun -

<https://www.historyisfun.org/learn/learning-center/colonial-america-american-revolution-learning-resources/american-revolution-lesson-plans-activities/>

Revolution + Independence lesson plans and websites - <http://besthistorysites.net/american-history/revolution-independence/>

Liberty's Kids Videos - <http://originalunitedstates.com/libertykids/?i=1>

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