Don’t Forget About Social Studies: A Unit Plan Project on Using Integration in Elementary Social Studies

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Don’t Forget About Social Studies: A Unit Plan Project on Using Integration in Elementary Social Studies

By

Roland J Yockel II

A thesis submitted to the Department of Education and Human Development of The College at Brockport, State University of New York, in partial fulfillment of the requirements for the degree of Master of Science in Education

December 14th, 2016
Don’t Forget About Social Studies: A Unit Plan Project on Using Integration in Elementary Social Studies

By

Roland J Yockel II

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Chair, Thesis Committee    Date
Abstract:

Social studies is one of the four core content areas in the elementary curriculum. With the current climate of standardized testing and the Common Core standards, social studies is facing marginalization in the elementary classroom. More and more time is being spent on English Language Arts (ELA) and mathematics and less time is being spent on social studies. Elementary social studies is facing a problem that could greatly affect the future of the elementary classroom.

This project looks at and addresses the problem of marginalization of elementary social studies. The literature review identifies the details of the current state of elementary social studies and identifies possible solutions. Integration of social studies can play a key role in addressing this problem. In this project a unit plan is created that shows how social studies can be integrated into ELA and math and how ELA and math can be integrated into social studies content.
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Problem Statement – Elementary social studies is being marginalized as classrooms shift focus on subjects like English Language Arts and math.

Social studies is an important subject in the elementary curriculum. In an elementary classroom there are four core content areas: English language arts (ELA), math, science, and social studies. I have been able to experience different classrooms, schools and curriculum in my substitute and long-term teaching experiences. In my experiences these content areas all play an equally important role in a student’s education. However, I have also seen sustainably more time spent on ELA and math over social studies and science. Instruction time has been unequal in these experiences. It is my experience that social studies is being marginalized, an unintended consequence of the era of standardization and high stakes testing.

Researchers agree that social studies is an important subject and is necessary in the elementary classroom (Brophy & Alleman, 2009; Fry, 2009; Fitchett & Heafner, 2010; Fitchett, Heafner & VanFossen, 2014). Fry (2009) explains that social studies prepares students for citizenship and being active members of our society. Social Studies curriculum covers a wide variety of topics. As a core content area it plays an important role and is needed in the elementary classroom.

Problem: Decreased Time for Social Studies:

Time spent on social studies has decreased in an elementary classroom in recent decades (Van Fossen, 2005; Fitchett & Heafner, 2010; Fitchett, et. al., 2014a; Fitchett, Heafner & VanFossen, 2014). This marginalization of social studies poses a problem. How do we find
time to cover social studies content when less time is available to teach it in a classroom? How can we combat social studies marginalization when the Common Core Standards and curriculum focuses on ELA and math? This problem needs to be addressed to preserve elementary social studies as a core subject.

I have seen social studies covered in different ways in the elementary classroom. Some classrooms alternate social studies and science from day to day. Others will do a full social studies unit and then a full science unit alternating that way. Other classrooms do not teach a separate social studies time at all and social studies content is included in ELA curriculum through guided reading and centers. There has even been a classroom that has no established social studies time and did not appear to have any structured social studies content. There are classrooms that still have daily social studies curriculum but this has been seen less and less in my recent experiences.

The next question is how do we find the best way to increase social studies content? One way to do this is integration. The dictionary.com definition of integration is: an act or instance of combining into an integral whole. In this instance it is to combine social studies content with curriculum or standards from other subject areas. These subjects include ELA, math, science, art, and music. For example, in ELA, integration can play a role by including informational social studies text in guided reading, centers, or other lessons. Social studies lessons have many opportunities to meet reading and writing standards. Word problems can be used to integrate social studies and math. History is full of statistics and numbers that can be analyzed in various degrees to meet math standards. Science helps explain why things happened in history and why places have the geography they do. Art and Social Studies can be
integrated through the creation of projects like dioramas and drawings. There are historical songs that cannot be sung in music class that can align with social studies curriculum and music should be brought into social studies units to enhance them. There are many ways to integrate and many teachers already do it to some degree and may not realize it. If done properly, integration will play a crucial role in limiting elementary social studies marginalization in the future (Fitchett, Heafner & VanFossen, 2014).

One mistake that can be made with integration is only integrating one way. This means integrating one subject into the other but not the other way around. For example, integrating social studies into ELA but not integrating ELA into social studies. Integration is connecting two or more subjects together to benefit both subjects. Integration should not replace separate social studies time. I have seen classrooms that do not teach a separate social studies times and teachers have said it is difficult to get content in. They have also stated there is little continuity. It is difficult for social studies to be engaging without having separate time. Studies have shown that social studies needs to be taught properly and teachers prepared to teach it (Fitchett, Heafner & VanFossen, 2014; Fry 2009; Colley, 2012).

Other subjects can be integrated into social studies lessons as well. Integration in lessons can meet the standards of multiple subjects and should be considered throughout social studies and other subject’s curriculum (Pennington et. al, 2014). As previously mentioned ELA is one example of a subject that can be integrated in to social studies. There are copious amounts of readings and worksheets that are able to line up with curriculum and the Common Core Standards. New York State Common Core reading standards for informational texts standard four is: explain events, procedures, ideas, or concepts in a historical, scientific, or
technical text, including what happened and why, based on specific information in the text. Students can analyze or respond to social studies texts that meet this ELA Standard. Social studies lessons can be designed to align with ELA and other subject’s standards. Other elementary subjects can and should be integrated into social studies lessons.

**Purpose of Thesis Project**

Elementary social studies is being marginalized and we have to address it before social studies is fundamentally changed. Time spent on social studies is declining and separate social studies time is disappearing in some elementary classrooms. This is affected by many factors including high stakes testing, emphasis on ELA and math, opinions on the importance of social studies, teacher’s knowledge of social studies and being comfortable teaching it, teacher education, and curriculum and standards requirements. The chapter 2 literature review will explore these factors in more detail but it is clear that change needs to occur. Elementary social studies is an important core subject that plays a crucial role in education. This project addresses the problem through integration and how it can be used to teach social studies. Integration needs to have a role in the elementary classroom and this project displays and explains smooth ways to integrate social studies with other subject areas.

After exploring and discussing the research in the literature review, the unit plan will show a detailed example of how to create a whole social studies unit that utilizes integration throughout. The unit plan will include integration of social studies, ELA, math and the arts. I wanted to experience the creation of a unit that has integration at the focal point that still is a true social studies unit. This unit is a fourth grade social studies unit on New York and the Revolutionary War. It will include core social studies lessons as well as additional lessons and
activities in other content areas. This will show that social studies content can and should be covered in both traditional social studies times and other content areas. The unit will also show that integration of content and standards has a place in different subject areas.

**Rationale**

Social studies is one of the four core content areas. Also, social studies is an important part of an elementary student’s education so they can be prepared as citizens (Brophy & Alleman, 2009; Fry, 2009). The trend of marginalization can and needs to be addressed. In my experiences elementary teachers would benefit from additional support and ideas in social studies instead of just following the current track which continues to lead towards marginalization. Integration is something teachers may already be doing and can use to benefit social studies and other subject areas.

Research is limited on the topic of social studies marginalization and more than half of the research is from a few researchers. Also, finding information about integration is limited as well. In my personal experiences social studies seems to be a lower priority for many teachers and administrators. All of these are reasons to pursue this project to further my understanding and provide new resources for other teachers to use. Integration is one step to address the problems with social studies marginalization.
Chapter 2: Literature Review:

In an era of standardization and high stakes testing studies have shown that social studies has been marginalized in elementary classrooms (Fitchett & Heafner, 2010; Fitchett, et. al., 2014a; Fitchett, Heafner & VanFossen, 2014; Pennington & Obenchain, 2014). Over the last two decades instructional time for social studies has steadily declined in elementary classrooms (Fitchett & Heafner, 2010). A focus on English Language Arts (ELA) & math through legislation such as No Child Left Behind (NCLB) and Common Core Standards have accelerated this trend (Fitchett et. al., 2014b; Fitchett & Heafner 2012; Kinniburgh & Busby, 2008).

Social studies education is the historic foundation of our democratic society and teaches children about and how to be a part of their society (Brophy & Alleman, 2009; Fry, 2009). It is the home of citizenship education for a democratic society and thus is equally as important as other core subject areas (VanFossen, 2005). The National Council for the Social Studies (NCSS) recommended that social studies be given the same amount of instructional time as other core content areas because of its’ importance (Fitchett & Heafner, 2010; Fitchett, Heafner & VanFossen, 2014). Fry (2009) warns without social studies students will not develop key skills needed to be active citizens in society. Efforts to increase social studies instructional time have fallen short and educators have to be smarter about how they go about teaching different subjects so that social studies is not left out (Heafner & Fitchett, 2012; Kinniburgh & Busby, 2008).

The purpose of this literature review is to identify how and why social studies is being marginalized, how teacher education contributes to marginalization, why social studies is an
important subject, how to increase social studies instructional time such as integration, and how integration works in both directions. This review is a synthesis of some of the research on social studies over the last ten years. It provides an academic purpose for this project by giving scholarly evidence for creating a social studies unit that uses integration.

**How and Why Social Studies is Being Marginalized**

Research has shown that instructional time for elementary social studies has decreased in relation to an increased focus on instructional time in ELA and math (Van Fossen, 2005; Fitchett & Heafner, 2010; Fitchett, et. al., 2014a; Fitchett, Heafner & VanFossen, 2014; Olwell & Raphael, 2010). Marginalization in elementary social studies can be traced back to the 1980's and the start of the standardization of curriculum (Fitchett & Heafner, 2010). However, since the turn of the century marginalization has increased at a faster rate (Fitchett & Heafner, 2010). Fitchett & Heafner (2010) in a quantitative study researched instructional time for the four main content areas (math, ELA, science, and social studies) over time using national data by comparing results from the following school years: 1987/1988, 1990/1991, 1993/1994, 1999/2000, and 2003/2004. Instructional time did not change much between the first three school years studied; between the 1999/2000 and 2003/2004 school years it decreased from 2.7 hours per week to 2.2 hours per week for K-2nd grade students and 3.3 to 2.8 hours per week for 3rd-5th grade students. Further research focusing on 3rd through 5th graders by Heafner & Fitchett (2012) found math and ELA instructional time increased from 1993-2008 and social studies instructional time decreased by 56 minutes per week during the same time period. More recent studies show this trend of decreased instructional time continuing
Standardization of education and testing have been leading contributors to the marginalization of elementary social studies (VanFossen, 2005; Fry, 2009; Fitchett & Heafner, 2010). It has led to many schools focusing on the tested subjects of ELA and math (Heafner & Fitchett, 2012). Fitchett & Heafner (2010) found that teachers reported spending less time on social studies because they did not have enough time due to the ELA and math requirements. VanFossen’s (2005) research found that overwhelmingly teachers ranked ELA/reading as the most important core subject (84.1% for primary grades and 90% for intermediate grades) and significantly fewer amount of teachers ranked social studies as the most important (6.1% for primary and 2% for intermediate). VanFossen (2005) also found varying rationale statements for why social studies is taught, with a small but significantly interesting amount stating they did not focus on social studies and thus had no rationale statement. The Fitchett, Heafner & VanFossen (2014) study shows this is continuing by finding that many teachers place social studies as the lowest priority of the four core subjects.

Most states do not test social studies on a statewide level but even those that do find similar levels of marginalization of social studies with focus still on ELA and math (Bolick, Adams, & Willox, 2010). In states that do test social studies, teachers report they focus more on social studies instructional time but it is still marginalized in comparison to ELA and math (Fitchett, Heafner & VanFossen, 2014). It is unclear if states that test social studies actually have better social studies curriculum, but it does not seem to have a major impact on the importance schools place on elementary social studies (Fitchett, Heafner & VanFossen, 2014).
Anderson (2014) focused on the state of Michigan where social studies is tested and focused on the teachers who taught a higher amount of social studies. Those who had higher than average social studies time tended to because of requirements and not because of how comfortable or knowledgeable they are with social studies. The majority of teachers don’t feel like they are strong in the subject of social studies (Olwell & Raphael, 2010). Some teachers report that the pressure of state mandates like testing and their being less comfortable with social studies often lead to less time spent of social studies (Fitchett, Heafner & VanFossen, 2014). To better understand social studies marginalization the next section will examine teacher education and its part in the marginalization of elementary social studies.

**Marginalization of Social Studies and Teacher Education**

The marginalization of social studies in elementary classrooms jeopardizes teacher candidate’s opportunities to observe and teach social studies (Fry, 2009). Several studies found marginalization of social studies in teacher education connected directly and indirectly to the overall marginalization of elementary social studies (Bolick, Adams, & Willox, 2010; Fry, 2009; Good, et al., 2010). Studies also found that teacher candidates felt unprepared to teach social studies so they were not comfortable with it and that could transfer over to their teaching careers (Bolick, Adams, & Willox, 2010; Fry, 2009; Good, et al., 2010). An over emphasis on methods and lack of content instruction contribute to teacher candidates feeling unprepared (Bolick, Adams, & Willox, 2010). Bolick, Adams, & Willox (2010) also found that some teacher candidates felt they could not get enough experience in social studies in their field experiences, due to limited social studies instruction or no social studies instruction at all. Fry (2009) wanted
participants in their study to teach full integrated social studies lessons and that was not possible for two of them due to the limited available instructional time.

Research indicates that changes to social studies teacher education are needed to help combat the marginalization of elementary social studies (Bolick, Adams, & Willox, 2010; Kosky & Curtis, 2008; Fry, 2009). Bolick, Adams, & Wilcox (2010) experienced the marginalization of social studies as classroom teachers and thus conducted their study based on a need to educate teacher candidates. Some teacher candidates don’t feel they are ready to nor have enthusiasm to teach social studies (Fry, 2009; Bolick, Adams, & Wilcox, 2010). In Fry’s (2009) article the teacher candidates discovered they were able to and enjoyed teaching social studies through integrated lessons. Once teachers become aware of the problem of social studies marginalization they can be motivated to learn new ways to integrate social studies curriculum and combat marginalization (Good, et al., 2010). Integration will be covered in detail later on in this literature review.

Textbooks used in social studies methods courses have an impact on teacher candidate’s experiences and their opinions of social studies (Butler, et. al, 2015; Santau & Ritter, 2013). The way the content is presented has an effect on how comfortable the teacher candidates are with the subject (Fry, 2009). Butler, et. al. (2015) explored nine social studies methods textbooks and found many differences between them. Textbooks are an important contributor to a teacher candidates perspective on elementary social studies and should be carefully selected (Butler, et. al, 2015). It is important for teacher candidates to have a positive view on social studies; otherwise the challenge of social studies marginalization may be a losing
battle (Fry, 2009). It is critical to understand and believe that social studies is important. The next section will cover why social studies is important.

**Why Social Studies is Important**

Before going into how integration can help against the trend of elementary social studies marginalization, we must first explore why social studies is important. Fitchett et. al (2014b) writes:

“With No Child Left Behind legislation entering its second decade and recent government rhetoric placing greater emphasis on intellectual capital in the world market, US education has entered a 21st century renaissance. In response, states have begun to develop core common standards to tackle the growing globalization phenomenon. Legislation at the state and federal level has increasingly mandated standardized accountability measures to assess students, and their teachers, in meeting these desired goals. Among elementary schoolteachers, this renewed emphasis in high-stakes testing creates an instructional-decision-making dilemma—what to teach and what not to teach?“

We must recognize that social studies plays a role and should be included in today’s elementary classroom (Britt & Howe, 2014). Social studies is relevant and still necessary in the 21st century elementary classroom (Heafner & Fitchett 2012).

Social studies as a subject has gone through reforms over the years but modern day social studies can be traced back to 1914 (Brophy & Alleman, 2009). Social studies prepares students to be proper members of society and this starts at the elementary level (Fry, 2009).
School helps students prepare to make personal, social, and civic decisions later in life and social studies is an important part in making students contributing citizens (Brophy & Allenman, 2009). Kosky & Curtis (2008) show us that student choice in social studies is a beneficial way to prepare students for the future. Social studies is a prime opportunity to prepare students to make decisions in the future (Kosky & Curtis 2008). Wade (2002) explains that elementary social studies helps students look forward and understand the needs of a contemporary and diverse world. In the world today, where the diversity is stressed, this is an important skill for all students to have. Heafner & Fitchett (2012) stress that there needs to be a focus on the problem of elementary social studies marginalization because losing social studies will have a negative effect on society.

Elementary social studies instructional time decreasing has become a mainstream acceptance in many places and this risks students not becoming informed citizens (Britt & Howe, 2014). Teachers often feel the pressure from their administrators and mandates which causes them to shift focus away from social studies (Anderson, 2014). Fry (2009) points out that social studies education is in the foundation of the United States. Educators can’t just wait for changes to happen (Fry, 2009). Social studies is complicated and a broad area of study (Colley, 2012). Teachers have to be smart about how they teach social studies to their students (Fitchett, Heafner & VanFossen, 2014). In addition to current teachers, we have to properly prepare teacher candidates for teaching elementary social studies (Good, et al., 2010). It will take a general shift in focus and thinking to reverse the trend and direction of elementary social studies. One possible important piece to this puzzle is the integration of social studies into other subjects and other subjects being integrated into social studies. ELA standards are most
likely already starting to be addressed in current social studies curriculum and can be expanded upon (Brit & Howe, 2014; Kinniburgh & Bubsy, 2008). In contrast aspects of ELA curriculum is a good fit for meeting social studies standards (Kinniburgh & Bubsy 2008). Inquiry based science curriculum lines up with social studies which also can be taught through inquiry (Santau & Ritter, 2013). Integration helps increase students interest in social studies (Kosky & Curtis, 2008). To further understand the role integration can play a deeper understanding and more in depth examples of integration need to be explored.

**Integration of Elementary Social Studies**

Curriculum integration is not a recent trend and gained popularity in the 1980’s (Kinniburgh & Bubsy, 2008). Integration is something that needs to be a main part of elementary social studies moving forward (Fitchett, Heafner & VanFossen, 2014). Fitchett, Heafner & VanFossen, (2014) found that teachers who reported teaching social studies through integration reported higher amounts of instructional time for social studies. It was stated earlier that some teachers didn’t feel comfortable or enthusiasm for teaching social studies and that can translate to how students enjoy social studies (Kosky & Curtis, 2008). Integration can help students be interested in learning about social studies (Kosky & Curtis, 2008). With recent educational reforms such as the Common Core Standards there is more of a need for integration to occur and new opportunities for integration (Pennington et. al., 2014). Teachers need to be willing and prepared to approach social studies in different ways. Social studies needs to shift from the traditional textbooks and direct delivery of content (Wade 2002). Wade (2002) suggests towards the common good approach where students are more hands on in
their learning and focus on specific themes and work out from there. Elementary social studies can also shift towards an inquiry focus where students discover and direct the path of learning (Rule & Montgomery 2011; Christou & Bullock 2014). Integration should be paired with ideas like these. Integration is an important approach to social studies (Fitchett et al., 2014b).

Integrating elementary social studies into other subjects is one way to integrate and researchers agree that the current ELA curriculum is a good fit for social studies integration (Brit & Howe, 2014; Kinniburgh & Bubsy, 2008; Pennington et al., 2014; Anderson, 2014). Kinniburgh & Bubsy (2008) state that elementary classrooms literacy time blocks are often a large amount of time and are a good fit for social studies integration. Done properly both the ELA and social studies standards can be met during the literacy block time (Kinniburgh & Bubsy, 2008). It is important to remember, however, that integrating elementary social studies into ELA should be more than just reading social studies books; it should meet social studies standards (McCall, 2010).

The Common Core Standards recommend having 50 percent of student’s reading be informational text (Pennington et al., 2014). Properly chosen social studies texts can be a worth-while way to meet this requirement and enhance social studies curriculum (Pennington et al., 2014). A focus can be placed in social studies that includes reading, writing, speaking, and listening in social studies contexts (Britt & Howe 2014). Britt & Howe (2014) argue that integrating social studies into ELA is a solution to decreased social studies time, while meeting the need for students to experience more informational texts and assignments.
Another way to integrate social studies and ELA is through literature circles (McCall, 2010). Literature circles are small groups of students reading, discussing, and writing about a common text (McCall, 2010). McCall (2010) had teacher candidates explore using literature circles with a social studies standards base. They found that using literature circles can be a beneficial strategy for teaching social studies but the texts used should be carefully chosen (McCall, 2010). Social studies with ELA integration also enhances social studies content (Kinniburgh & Bubsy, 2008). It takes social studies from being just fact based to allowing more discussion and student thought into the subject (Kinniburgh & Bubsy, 2008). This should be done with careful thought as students need a proper historical context base to the text (Pennington et. al., 2014).

Another subject researchers have looked at for integration with social studies is science (Christo & Bullock, 2014; Santau & Ritter, 2013). Science is not typically a subject associated with social studies for integration (Santau & Ritter, 2013). However, science shares decreased instructional time in comparison to ELA and Math as science instructional time is only slightly higher in elementary classrooms than social studies (Fitchett & Heafner, 2010). Science and social studies both run the risk of being taught through memorization when inquiry/constructivist approaches are more authentic for students (Santau & Ritter, 2013). Social studies and science both can be taught in similar ways that can be connected between subjects and help make students critical thinkers (Christo & Bullock, 2014). Allowing student-centered discovery learning can help a student’s understanding of social studies and science, and enhance their enjoyment of the subjects (Santau & Ritter, 2013). This also requires teachers to get on board and perhaps change their way of thinking (Christo & Bullock, 2014).
For teacher candidates Christo & Bullock (2014) found positive responses from teacher candidates, which provides a way to prepare teachers for teaching social studies and science.

Finally, integrating social studies with the arts is another way to improve social studies instruction in its’ current situation (Colley, 2012; Kosky & Curtis, 2008). Since many teachers focus in on ELA and math, students may look at social studies with less importance (Kosky & Curtis, 2008). Integrating the arts into social studies may help students enjoy social studies and consider it with higher regard (Kosky & Curtis, 2008). Music, drama, and artifacts can all be implemented into social studies lessons to increase students’ historical and contextual understanding of the content (Colley, 2012). Rule and Montgomery (2011) have an interesting example of this where students create African masks while learning about the cultures the masks come from. Students may feel more connected to what they are learning by creating/exploring an artifact or performing something historical (Rule and Montgomery, 2011). It is important to remember however, teachers need to be creative in how they implement social studies in the classroom as there will always be limitations in what is available to use (Colley, 2012).

**Integrating Both Ways**

It is important to consider that integrating social studies into other subjects shouldn’t replace separate social studies time. There are some teachers who do not teach any separate social studies at all even though standards require it (Fitchett & Heafner, 2010). Anderson (2014) found that teachers who taught social studies more than others did so because it was
required. Teachers should believe in teaching social studies and understand its’ importance in the educational system (Heafner & Fitchett, 2012).

This is not meant to devalue integrating into other subjects, because there is great value to integrating social studies into other subjects (Kinniburgh & Busby, 2008). Integrating into ELA helps meet the requirements of ELA and social studies standards (Pennington et. al, 2014). Common Core requirements request the use of informational texts which is an ideal fit for social studies texts (Britt & Howe, 2014). VanFossen (2005) & Fitchett & Heafner (2010) have shown that social studies time is limited so using social studies texts during ELA time opens up social studies time for other aspects of the subject.

Teachers need to be creative and use their time wisely to properly fit social studies into their schedules (Britt & Howe, 2014). Social studies is an important subject that prepares students for citizenship and contributing members of society (Fitchett et. al, 2014b; Fry, 2009; Brophy & Alleman, 2009). We cannot allow marginalization of elementary social studies to lead to an elimination of social studies time as it could fundamentally change education (Fitchett et. al, 2014a). Kosky & Curtis (2008) explains how social studies requires variety and choice. Integration is one important piece to the elementary social studies puzzle.

Research Analysis, Limitations, and Summary

This literature review focused on three related elementary social studies topics: marginalization, how to teach social studies, and integration. Different search terms were used to obtain and analyze articles. Reference lists of articles were examined for understanding of articles and for further research. Research was conducted using scholarly online databases
through the Drake Memorial Library at the State University of New York College at Brockport. The articles used for this review included qualitative, quantitative, action research, and mixed methods studies. All of the articles used are from scholarly peer reviewed journals.

Limitations presented themselves throughout the literature review process. Multiple researchers focused on different aspects of social studies marginalization, but there is limited research looking at specific times and ways social studies is taught. A large amount of the research is from several researchers. There is also a limited amount of research on the integration of social studies. The research available shows the positive aspects of curriculum integration, but more research is needed on how to properly integrate and different ways integration can be used. This literature review looks at the problems in elementary social studies and ways to combat marginalization. Well attempts are made to limit bias, the topics the articles covered result in some bias being unavoidable. Well research may present with limitations there is value in the articles analyzed for this review.

This literature review synthesized research in elementary social studies in the following categories: identifying how and why social studies is being marginalized, how teacher education contributes to marginalization, why social studies is an important subject, explore ways to increase social studies instructional time such as integration, and how integration works in both directions. This thesis project’s purpose is to examine the integration in the social studies unit and this literature supports that purpose and gives a scholarly context. As this research supports social studies is an important part of education. The next chapter is a
social studies unit plan created for this thesis project with the purpose of showing how integration can work in elementary social studies.
Chapter 3: Elementary Social Studies Unit Plan:

Revolutionary War and New York State Social Studies Unit Plan:

- Unit Overview and Description
- New York State Standards
- Unit Vocabulary
- Lesson 1: Revolutionary War Introduction
- Lesson 2: Declaration of Independence
- Lesson 3: Leaders of the Revolution and Their Roles
- Lesson 4: Loyalists and Patriots
- Lesson 5: Saratoga and Other Local Battles
- Lesson 6: New York’s Effect on the American Revolution
- Lesson 7: Revolutionary War Songs
- Unit Assessment: Revolutionary War Letters
- ELA and Social Studies Integration: Revolutionary War Literature Circles
- Math and ELA Integration: Battle Marches
- Guided Reading Lesson: James Madison Reading Comprehension
- Guided Reading Lesson: American Revolution Mini-book
- Guided Reading: Battle of Saratoga Reading Activity
- American Revolutionary War Literacy Centers
- Unit Print Out and Resources
Unit Overview and Description:

This unit is a fourth grade social studies unit meeting the fourth grade New York State social studies standards for New York and the Revolutionary War. It is an integration focused unit based around the main social studies lessons. The unit has ELA and Math lessons that are separate from the main social studies lessons. ELA and math standards are also met in these lessons as listed below.

The structure of this unit plan has the main social studies lessons and the unit assessment first. This is the core of the unit and is in sequential order. There are also ELA lessons and centers that supplement the main social studies lessons and are meant to be taught throughout the unit. There is also a separate math lesson directly related to the main lessons. These lessons are included in this unit plan to show how integration can be developed in core social studies lessons and ELA and math lessons.

Another subject area that is integrated into this unit is the arts. There is a theme spread throughout the main social studies lessons of song and performance. Students will see examples of songs created about the American Revolution. This will all cumulate will the 6th lesson Revolutionary War Songs. Students will create their own revolutionary war songs.

The unit is set up so that the core social studies lessons are the main part and could stand alone if needed. The ELA lessons, ELA centers and math lesson are supplements that are preferable but are supplements to the lesson. By also meeting ELA and math standards the unit shows how teachers can find more time for social studies content. This unit shows that integration can play and instrumental role moving forward.
New York State Standards:

New York State Fourth Grade Social Studies Standards:

The Revolutionary War in New York State

- Location of New York State
- The significance of New York State’s location and its relationship to the locations of other people and places
- Geographic features that influenced the War
- Native American Indians in New York State influenced the War.
- The war strategy: Saratoga and other local battles
- Loyalists and patriots in New York State
- Leaders of the Revolution
- Effects of the Revolutionary War

New York State Common Core Learning Standards for English Language Arts and Literacy Fourth Grade:

Reading Standards for Informational Text Grade Four:

2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade four topic or subject area.
7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Writing Standards Grade 4:

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**Speaking and Listening Standards Grade 4:**

3. Identify the reasons and evidence a speaker provides to support particular points.
4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**New York State Common Core Learning Standards for Mathematics Grade 4:**

**Use the Four Operations With Whole Numbers to Solve Problems:**

2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

**Use place value understanding and properties of operations to perform multi-digit arithmetic.**

5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
**Unit Vocabulary:**

Students will have a vocabulary packet that they will fill out throughout the unit. As words are introduced they will add the definition to their packets. They will also be encouraged to add words that are not already in their packets. Below are the words that are in their packets and the definitions that they will write in the packets. See attachment for student packets.

**Declaration of Independence:** Document created by Thomas Jefferson that declared the United States a free independent nation. Signed in 1776.

**Colony:** An area of land under the control of a country.

**Democracy:** A government ruled directly by the people.

**Loyalists:** A person in America who stayed loyal to Great Britain.

**Patriots:** A person in America who wanted independence from Great Britain.

**Militia:** Citizen Soldiers. Colonists who were prepared to fight battles with their own equipment.

**Minutemen:** Militia members in Massachusetts who were famous for being able to be ready to fight in a moments notice.

**Redcoats:** What British soldiers were sometimes called due to the color of their uniforms.

**Musket:** Weapon used in the revolutionary war, a long gun that fires lead balls.

**Continental Army:** Official army of the United States during the revolutionary war.

**Treason:** The crime of betraying one’s country.

**Continental Congress:** A group of patriots (colonists) who met to decide how to deal with Great Britain.

**Parliament:** Part of Great Britain’s government that makes laws; made up of a large group of people.

**Treaty of Paris:** A peace agreement that officially ended the revolutionary war in 1783.

**Revolution:** A sudden complete change of government.

**Independence:** freedom from the control, influence, support, aid, or the like, of others.
 RevolutionarY War and New York State Social Studies Lesson 1:

Title of Lesson:

Revolutionary War introduction

Time for Lesson:

This lesson will take 30 to 45 minutes. It is recommended to have at least 45 minutes for this lesson when possible.

New York State Standards:

Social Studies:

- The Revolutionary War in New York State: Effects of the Revolutionary War

ELA:

- Reading Standards for Informational Text Grade Four: Standards 4 and 7
- Writing Standards Grade 4: Standards 4 and 8

Lesson Objectives and Essential Questions:

- Students will be able to identify learning goals for the unit.
- Students will build on prior knowledge to understand why and how the American Revolutionary War started.
- Why did the Revolutionary War break out?

Lesson Vocabulary:

Colony, Parliament, and Revolution

Materials:

- Smartboard or projector connected to a computer.
- Fair and Unfair cards for each student.
- Vocabulary packets for each student (Attached).
- Social Studies Notebook.

Lesson Activities:
The lesson starts off with a review of what led up to the American Revolutionary War. To help students remember some previous topics that have been covered play the Schoolhouse Rock video “No More Kings” at this link: https://www.youtube.com/watch?v=p8BwWBc571k.

Next, have a blank Smartboard page up and write a title of “What led to the Revolutionary War.” If a Smartboard is not available chart paper can be used to keep the information saved. Have students come up and write factors that contributed to the American Revolutionary War. Some things students may write include: taxation without representation, Boston tea party, Boston Massacre, Stamp Act, Quartering of soldiers, no representation in parliament, unfair taxes and laws, and more. If your class is using Social Studies notebooks have the students copy what is on the Smartboard.

Hand out the fair and unfair cards. Explain to students that to understand why the colonists decided to declare independence we will think of some current examples and if they are fair or not. Have students hold up their fair or unfair cards and then ask students to share their reasoning for the following examples:

- Only students who do all their homework should receive ice cream.
- A student gets hurt on the monkey bars so students are no longer allowed to use the monkey bars.
- Girls are always allowed to line up first for lunch.
- A boy is not allowed to play basketball with a group of boys because he is too short.

More questions can be asked depending on how much time is available. Now using the list created on the Smartboard ask students if they think the different things that led to the American Revolution are fair or unfair and have them explain.

Next, go to a blank Smartboard page and title it “what we want to know.” Have students share thoughts on things they want to know and create questions that can be answered throughout the unit. The class will refer back to these questions throughout the unit to see if they are able to answer them. If students are having difficulty getting started, start with a list of things students know already about the American Revolution and then work on the “what we want to know” list. Like before, if using Social Studies notebooks have students copy this information down.

Finally, hand out the vocabulary packets to the students. These will be used throughout the unit. Fill in the definitions for Colony, Parliament, and Revolution with the students. Explain the packet and that the students may add words to the packet that are not listed that they think are vocabulary words that are good to know.
As an end to this lesson show the Schoolhouse Rock video click “Shot Heard Round the World” at this link https://www.youtube.com/watch?v=rZMmPWTwTHc.

Assessment:

There is no formal assessment for this lesson. For assessing the teacher should note what questions students come up with and what questions they have. These pages should be saved for use later in the unit. Also students that seem quiet or seem to have difficulty contributing during discussion should be checked in with as the unit moves along to make sure they understand the content.

Accommodations/Modifications:

One adjustment that can be made is to have students work in pairs during parts of the lesson to help students who may have difficulty coming up with ideas. Also, the teacher can prep students thinking by giving an example of how something could be fair or unfair. If there are any students who have difficulty writing down the information in their Social Studies notebook the Smartboard pages can be printed out and students can glue them into their notebooks.
Revolutionary War and New York State Social Studies Lesson 2:

Title of Lesson:

Declaration of Independence

Time for Lesson:

This lesson is intended for one 30-45 minute Social Studies session.

New York State Standards:

Social Studies:
- The Revolutionary War in New York State: Effects of the Revolutionary War and Leaders of the Revolution

ELA:
- Reading Standards for Informational Text Grade Four: Standards 3, 4 and 7
- Writing Standards Grade 4: Standards 7 and 8.

Lesson Objectives and Essential Questions:

- Students will identify what the Declaration of Independence is and why it was written by using technology to do research.
- What did the Declaration of Independence mean for the colonists?
- How was the Declaration of Independence created?

Lesson Vocabulary:

Declaration of Independence, Democracy, Independence, and Continental Congress

Materials:
- Index cards (2 per student).
- Computers, I-Pads, or laptops for each group.
- Projector or Smartboard to show the video.
- Social Studies notebook.
- Vocabulary packet.

Lesson Activities:
To start of the lesson, hand out an index card to each student. Explain that the class will be watching a video about the Declaration of Independence. They will take a few notes on the index card about things they learn, questions they have, or something interesting. Show the video at this link: https://www.youtube.com/watch?v=ampKbWOE5yA. Give students time to finish writing their thoughts. Showing the video a second time is an option to allow more time for students to find things to write about.

Take some time to allow students to share what they found and address any questions they have. Some questions may not need to be fully answered right now but can be used to encourage student interest in the rest of the unit.

Tell students that they will now go on a who, what, when, where, why, and how quest about the Declaration of Independence. Students will use their Social Studies notebooks for this part of the lesson or they can be given paper to use. The following should be written somewhere for students to see: Who wrote and signed the Declaration of Independence, What is the Declaration of Independence, When was it written and signed, Where was it created and signed, Why was the Declaration of Independence created, and how did the colonists/citizens decide to declare independence.

Students will work in groups of 2 or 3. They will use a laptop, I-pad, or computer depending on what is available to research the answer to these questions. Show students how to use google or another search engine to research answers to these questions. For example, they may search by typing in “Declaration of Independence for kids.” Some students may need help going in the right direction for this task. The teacher needs to be involved in the process.

Once students have some time to research take some time to discuss what they found. Time may require discussion to take place at another time if students need to finish this assignment for homework.

At the conclusion of the lesson check to see if the class has answered any questions from the first lesson. Then, add the definitions for Declaration of Independence, Democracy, Independence, and Continental Congress to the vocabulary packet.

**Assessment:**

An exit ticket can be used either at the end of the lesson or for homework asking students to write down something important about the lesson on an index card. Also, monitor students as they are working on the main part of the lesson. Social Studies notebooks can be collected to see how students did on the assignment. Finally, index cards from the beginning of the lesson can also be collected if necessary.
Accommodations/Modifications:

Give some students a list of websites to visit to help them narrow in on needed information. Smaller or larger groups can be used depending on class need. You can also give more direct information to look for during the who, what, when, where, why, and how activity. If computers are not available have articles prepared for the students to use instead or have information from websites printed out.
**Revolutionary War and New York State Social Studies Lesson 3:**

**Title of Lesson:**

Leaders of the Revolution and Their Roles

**Time for Lesson:**

This lesson is intended for one Social Studies session.

**New York State Standards:**

Social Studies:

- **The Revolutionary War in New York State:** Leaders of the Revolution and The significance of New York State’s location and its relationship to the locations of other people and places
- **Reading Standards for Informational Text Grade Four:** Standards 2, 4, 7, and 9

**Lesson Objectives and Essential Questions:**

- Students will identify important leaders in the Revolution and understand the role they had.
- Students will discuss and make connections between different leaders in the Revolutionary War.
- Who were some important influential people in the war and what roles did they play?

**Lesson Vocabulary:**

Militia, Continental Army, Treaty of Paris, Treason

**Materials:**

- Social Studies Notebooks or Paper
- Leaders of the Revolution print outs (Attached towards end of Unit Plan)
- Vocabulary Packets
- Smartboard or projector to show video

**Lesson Activities:**

Explained to students, that today they will be learning about important people in the American Revolutionary war. Start by showing the Yankee Doodle music video at this link: [https://www.youtube.com/watch?v=lRrhFH5OyHo&index=8&list=PL99D6C5B498B5D4F6](https://www.youtube.com/watch?v=lRrhFH5OyHo&index=8&list=PL99D6C5B498B5D4F6). Students can be reminded before the video plays that this is a song they may know.
Students will be split evenly among the eight stations. Each station will have one of the leader of the revolution print outs. These should be folded in half or cut so the pictures are by themselves on one side and the name and information is on the other side. These can be left in paper form, be laminated so they last longer, or glued to cardstock paper or something else sturdy.

At each station the print outs should be picture side up. Students will start by spending a couple minutes examining the pictures. They will write their thoughts in their Social Studies notebook. After a couple minutes they will flip the print out over to the sides with the words. They will then read it as a group and record important information in their Social Studies notebooks. After students have a few minutes to do this they will then rotate to another station and do the same steps. The will move around until they have visited all eight stations.

At the conclusion of all the stations if time permits group discussion should occur. Students may have move questions about some of the people they learned about. They can be given more time, perhaps during centers, to explore more about these people or others if they wish.

Finally, to finish the lesson have students get out their vocabulary packets. Fill in the definitions for militia, Continental Army, Treaty of Paris, and any other words they may want to add. Also refer back to the student’s questions list. See if any of them are answered or if students have more to add to the list. As an exit ticket have students record what is the most interesting thing they learned today.

Assessment:

Students should be monitored throughout the process to make sure they are on task and to check for understanding. The students Social Studies notebooks can be collected to assess a student’s progress. If there is time for discussion, then discussion time is another opportunity to assess the students understanding.

Accommodations/Modifications:

A second set of printouts can be made so that a teacher can worked with a small group of students to help lead them through the assignment through scaffolding. Another option is to have the whole class look at the printouts together. Each student still writes in their own Social Studies notebook but, the teacher can control the pace and discussion can occur between each leader.
For classes that have more time more leaders can be added either during this time or during another session. This activity may work well as a center to explore more leaders or have students learn more information about these leaders.

Finally, group selection can be taken into consideration when assigning students which leader to start at. Mix ability levels may work well so students can assist each other in the task. Having groups selected by ability level may help the teacher focus on certain groups that need more assistance.
Revolutionary War and New York State Social Studies Lesson 4:

Title of Lesson:

Loyalists vs. Patriots

Time for Lesson:

This lesson is intended for one 45 minute Social Studies session.

New York State Standards:

Social Studies:

- **The Revolutionary War in New York State:** Loyalists and patriots in New York State and the significance of New York State’s location and its relationship to the locations of other people and places

ELA:

- **Reading Standards for Informational Text Grade Four:** Standards 3, 4, 9, and 7
- **Writing Standards Grade 4:** Standard 7
- **Speaking and Listening Standards Grade 4:** Standards 3 and 4

Lesson Objectives and Essential Questions:

- Students will identify who Loyalist and Patriots were and roles that they played.
- Students will participate in a short debate arguing for the side of a Loyalist or a Patriot.
- Who were the Loyalists and Patriots and what did each side believe?
- What were some of the arguments for being a Patriot or a Loyalist?

Lesson Vocabulary:

Loyalists and Patriots

Materials:

- Social Studies notebook or paper
- Smartboard or projector for YouTube video
- Computers, laptops, or I-Pads for mini debate research
- Printouts from webpages if internet access
Lesson Activities:

In this lesson, start with the students getting out their vocabulary packets. Fill out the definitions of Loyalists and Patriots together (See beginning of unit vocabulary list). Have a brief discussion of why someone was a loyalist or a patriot. This may need to be quick depending on the amount of class time available.

Next, show this YouTube video: https://www.youtube.com/watch?v=YfbNPcfSTtI. This will get students warmed up for the mini debates they are going to be a part of today. Students will have debates in smaller groups debating on why it is better to be a patriot or a loyalist. Group sizes will change depending on class size, but assuming a class of 24 students can be split into four groups of six. There will be three teams in each smaller group. There will be two students on team loyalist, two students on team patriot, and two students on the judge team.

Each team will be given approximately 20 minutes (this time can be adjusted) to conduct some research for their side. Use the sites listed at the end of this lesson for students to use to research. Information can be printed off of these sites if internet access is an issue. The Judge team will be looking for information for both sides so that they have an understanding of what both sides will be arguing. Notes can be taken in their Social Studies notebooks or on a separate piece of paper.

Students will then use the information they gathered to argue their side. Have the judges choose which group will go first. The format will go like this but can be adjusted as needed:

Team one 2 minutes (1 minute each team member) -> Team two 2 minutes (1 minute each team member) -> Team one 2 minute rebuttal -> Team 2 two minutes rebuttal.

Judges will then pick who they think won. In the event of split judges both teams win. The goal is not to have a winner but to have fun learning about loyalists and patriots. The smaller group settings will help students who may not do as well in a larger group.

Before finishing the lesson go back to the vocabulary packet and see if there is anything they want to add. Then, go to the questions page and see if any questions are answered or if they have any new questions.

As an exit ticket or for homework have students write in a few sentences which side they would side with if they lived during the American Revolution.

Assessment:
The students exit ticket/homework may be used as an assessment piece. The teacher can monitor the debates to see which students have a good grasp on loyalist and patriots and which ones may require further understanding. As in previous lessons, Social Studies notebooks can be collected to assess for understanding.

Accommodations/Modifications:

- The debate can be conducted whole class but will require more class time to assure all students have opportunities to participate. Students come up one at a time to argue their side and the amount of judges can be larger.

- Group members can be carefully assigned to ensure students can help other students with research and the mini debate.

- Students can be given starting arguments to build off of.

- Other websites or reading can be used for the research portion of the debate.

Website lists for debate research:


- https://americanrevolutionforkids.wordpress.com/loyalists-vs-patriots/

- http://mrnussbaum.com/amrevolution/loyalists/

**Revolutionary War and New York State Social Studies Lesson 5:**

**Title of Lesson:**

New York Battles of the American Revolution

**Time for Lesson:**

This lesson is intended for one 45 minute Social Studies session.

**New York State Standards:**

Social Studies:

- **The Revolutionary War in New York State:** Location of New York State, the significance of New York State’s location and its relationship to the locations of other people and places, and the war strategy: Saratoga and other local battles

ELA:

- **Reading Standards for Informational Text Grade Four:** Standards 2, 3, 7, and 9

**Lesson Objectives and Essential Questions:**

- Students will be able to identify, locate and discuss the New York Battles of the war.
- Students will identify New York’s strategic role in the war.
- What were some battles of the Revolutionary War that took place in New York State?
- How did battles in New York affect the Revolutionary War?

**Lesson Vocabulary:**

Minutemen, redcoats, and musket

**Materials:**

- Smartboard or projector to show YouTube video and display google earth or maps.
- Blank New York State maps for each student (see attachment).
- Readings for each of the three battles. They are from the website Ducksters by Ken Nelson.
  
  - Battle of Ticonderoga:  
  - Battle of Long Island:  
Lesson Activities:

Start off with a video warm-up watching this video: https://www.youtube.com/watch?v=IcaeUpAHalY. This will engage the students and get them thinking about the American Revolution. This is also an opportunity to let them know that they will be creating their own songs in a couple lessons. This will allow them to start thinking about ideas now. This may be useful if time is limited for that lesson (lesson 7).

Hand out the blank New York State maps to each student (map page obtained from: http://www.theus50.com/images/state-outline-maps/newyork-outline.gif). Explain to students that today we will be looking at three important American Revolution battles that took place in New York State. Have google earth or google maps ready on the smartboard or projector. Show student where Fort Ticonderoga was located. Students will then place Fort Ticonderoga on their own maps. Hand out the Fort Ticonderoga reading and let students read it with a partner and take notes in their Social Studies notebooks. Then, come back together and have a brief discussion.

Now show New York City and Long Island on google earth or maps. Have students label New York City and Long Island on their own maps. Hand out the Battle of Long Island reading and have students read with a partner. They will write down a few important facts in their Social Studies notebooks. Then, come back together and have a brief discussion.

Finally, show the students Saratoga on google earth or maps. They will then label it on their maps as the Battle of Saratoga. Hand out the Battle of Saratoga reading and allow them to read it with a partner. They will write down a few important facts in their Social Studies notebook. When everyone comes back together, discuss all three battles. Ask students to also look at their maps and ask if they notice anything (all the battles take place in the eastern part of New York State). They should have already seen maps of the colonies.

Conclude the lesson by having students get their vocabulary packets out and filling in the definitions for minutemen, redcoats, musket, and any words they want to add. Also refer back to the questions page to see if there are any questions that can be answered or if new questions need to be added.

Assessment:
The students Social Studies notebooks can be collected to assess understanding of this lesson. An exit ticket, like in some of the other lessons, can be added to the end of this lesson to further assess the students understanding.

**Accommodations/Modifications:**

-The readings can be read as a whole group. Another option is a group of students reads with a teacher instead of a partner.

-Partners can be chosen ahead of time by the teacher to best meet the needs of the students or instead of partners, groups of three to four can be used.
Title of Lesson:
New York’s Effect on the American Revolution

Time for Lesson:
This lesson is intended for one 45 minute Social Studies session.

New York State Standards:

Social Studies:
- **The Revolutionary War in New York State**: Geographic features that influenced the war, the significance of New York State’s location and its relationship to the locations of other people and places, and Native American Indians in New York State influenced the war.

ELA:
- **Reading Standards for Informational Text Grade Four**: Standards 3, 7 and 9
- **Speaking and Listening Standards Grade 4**: Standard 4

Lesson Objectives and Essential Questions:
- Students will discover the role New York played in the war and how its’ physical characteristics impacted the war.
- Students will learn the role New York’s Native American’s played in the war.
- What was New York’s role in the Revolutionary War?
- How did New York’s Native American’s affect the war and how were they affected?

Lesson Vocabulary:
None

Materials:
- Social Studies Notebooks
- Smartboard or Projector
- Index card for each student

Lesson Activities:
Start off having students get out their Social Studies notebooks (piece of paper if they do not use them). Have students turn to the next blank page and label it “New York and the American Revolution.” The teacher will have the same title up on a Smartboard page or Projector. Tell students an important part of this unit is, understanding New York State’s role in the American Revolutionary War. Have students share, from what they have learned thus far in the unit, ways they think New York played a role in the war. This discussion should include but is not limited to: battles in New York (Saratoga, Ticonderoga and Long Island), People (Native American’s and leaders of the war), places in New York, and New York’s location and features. Write what the students come up with on the Smartboard and students copy in their Social Studies notebooks. It is ok if students do not have a lot of information in a certain area yet.

Next, the class will focus in on physical features and the location of New York. Explain to the students that they will look at three maps to think about how New York’s location may have affected the American Revolutionary War. The first map is a map of the 13 colonies and can be found on this website: https://cdn.thinglink.me/api/image/612027192494260224/1240/10/scaletowidth. The second map is a physical map of the eastern United States and is found on this website: http://www.westernreservepublicmedia.org/education/webquests/teacher/Ohioterritory/east map.jpg. Finally, the third map is a physical map of New York and can be found at this website: http://www.mrscafierops33.com/uploads/2/1/2/8/21283802/987002_orig.gif. The maps should be shown in that order but can be put on the same page on the Smartboard. Encourage the students to use their previous knowledge when thinking about what can be added to the list. The teacher should help the students key in on any features the students do not mention (Canada to the north for example). Students can also key in on locations in New York well looking at the map.

The final main part of the lesson will focus in on Native Americans in New York and their role in the American Revolution. Students should also be encouraged to consider how the war affected the Native Americans. Students will watch a video about the history of the Iroquois. This video covers before, during and after the revolution. Before watching the video have students brainstorm with a partner or small groups what they remember about the Iroquois. Show the YouTube video to the class at this link: https://www.youtube.com/watch?v=6C9fbXmnQYQ. When it shows the map of the five Iroquois Nations, pause the video to give students time to examine the locations on the map. After the video have student first discuss with a partner or group how the Iroquois affected the American Revolutionary war. Then, students will share their findings whole group. Some key aspects for discussion are: the Iroquois democracy, who the Iroquois supported before and during the war, the location of the Iroquois nations, and how the war affected the Iroquois.
At the end of the lesson, time permitting, see if the students want to add any words to their vocabulary list. Also, refer back to the Smartboard page to see if any of the student questions were answered.

**Assessment:**

An exit ticket can be used at the end of this lesson as a lot of information is discussed during this lesson. Have students write two to three important facts from today’s lesson. This can be on an index card.

The student’s Social Studies notebooks may be collected to assure students are recording the correct information. This also may allow the teacher to identify a student’s thinking process.

**Accommodations/Modifications:**

- The teacher may provide some examples at the start of the lesson to get the discussion moving.
- The maps can be printed out so each student has a copy of the map. Different maps or more maps can also be used to meet the needs of the class.
- A worksheet with guided questions can be created to help structure the discussion.
- The Iroquois video can be shown twice to give students another opportunity to understand the information. It may be beneficial to have discussion between the first and second showings. If technology is available students can watch the video in small groups on laptops or I-Pads.
Revolutionary War and New York State Social Studies Lesson 7:

Title of Lesson:
Revolutionary War Songs

Time for Lesson:
This lesson is intended for one 45 minute Social Studies session but can be lengthen to give the students more time to create their songs. This fits well towards the end of the unit for the assessment or can be used after the unit assessment.

New York State Standards:

Social Studies:
- **The Revolutionary War in New York State**: All standards in this category can be utilized depending on the direction the students take.

ELA:
- **Writing Standards Grade 4**: Standard 7
- **Speaking and Listening Standards Grade 4**: Standard 3 and 4

Lesson Objectives and Essential Questions:

- Students will display their understanding of the American Revolution by creating a Revolutionary War song.
- How can we creatively show our Revolutionary War knowledge?

Lesson Vocabulary:
None

Materials:
- Social Studies notebook and materials used in previous lessons.
- Paper for planning songs (Social Studies notebooks can be used).
- Students may request materials to use for their song and performance.

Lesson Activities:
First, start off the lesson with a video warm-up that also fits in to the lesson. Before showing the video explain to students that as a fun way to end the unit they will be making
their own revolutionary war songs. Show the YouTube video “What Hurts the Most” at this link: https://www.youtube.com/watch?v=TnDRhOAAQ1g.

Next, review with students the different music videos the class has watched throughout the unit. Explain to them it is their turn to create a song about the American Revolution. Do not put too many limitations on the songs; just make sure students are aware of the time available. Encourage them to think about tunes or songs they know and use those as a starting point if they are getting stuck.

Students should refer back to their Social Studies notebooks and the work they have completed for this unit to decide what they want to sing about. Students can add instrumentals to their songs as well. This is a good opportunity to let the creative sides of your students shine. The time available for planning the songs should determine the length of the songs. Encourage students to keep the songs simple if only one Social Studies session is being used.

Groups of four to six students will work best but group sizes should be adjusted to meet the needs of the class. All groups should have the opportunity to perform so smaller groups means more time is needed for performances and less for planning. Encourage positive comments about the performance and make sure it is clear that this lesson is meant to be fun. Songs can be themed however groups want them to be (funny, serious, dramatic, and so on).

End the lesson by having a brief discussion on how they felt creating their songs and how they connected social studies with music. If this lesson is before the assessment this is also a good opportunity to refer back to the questions page and see what questions the class can answer.

Assessment:

This lesson is intended to not have any set assessments. The teacher can monitor student participation in groups and identify students who have difficulty recalling information. It may also be useful for the student to note how students participate in their groups as students traits may show themselves that may be useful to know for future lessons and activities.

Accommodations/Modifications:

-Groups can be selected ahead of time to cater to different types of students in each group. Allowing students to choose their own groups may help make the lesson enjoyable for some students.

-Give students song templates of simple existing songs to work from to create their songs.
- Allow students time outside of class time to prepare for the performance and bring resources from home.

- The teacher creates and performs their own song as an extra example to help students get started.

- An alternate option for this lesson is to create a song as a class.
**Revolutionary War and New York State Unit Assessment:**

**Title of Assessment:** Revolutionary War Letters.

**Time for Assessment:**

This assessment should take place at the end of the unit including lessons and activities used outside the core lessons. Students should be given the time they need based on the expectations of the assessment.

**Assessment Objectives:**

- Students will express their understanding of Unit Content by writing a letter as if they were writing it during the Revolutionary War era.

**Materials:**

- Revolutionary War Letters assessment handout.
- Pencil and paper.
- Social Studies notebook.

**Assessment Description:**

This is a summative assessment that assesses a student’s understanding of the main topics of the unit that are developed directly from the New York State Social Studies Standards. In this assessment, the students will write a letter about the war pretending they are explaining the war to somebody right as it is ending. Using the letter format allows for integration of ELA into the assessment well still having it be a Social Studies Assessment. This format also leaves it more open for the student to show what they know.

Each student will be given the assessment handout which includes directions, a planning page and the rubric. It is important to set aside enough time to thoroughly go through the directions with the students. It is also recommended to make this assessment an open book assessment by allowing students to use their Social Studies notebook. This assessment can seem overwhelming for some students so open notebook will help with that and as the rubric shows, the goal is for students to show understanding.

Students will write this assessment in letter and paragraph format. It is assumed that letter writing has been covered in previous ELA lessons. If this is not the case then a short mini lesson may be required some time prior to the lesson. In order to make this assessment interesting for students they are allowed to choose who they want to be (soldier, reporter,
ordinary citizen, leader during the war, etc.). They can also choose who they want to write the letter to. Encourage students to use the planning page and provide paper, such as loose leaf, for the students to use.

Accommodations/Modifications:

- Some students can be given a writing sheet that is preset in letter format.

- Time can be flexible to meet a student's need to complete the assessment. The assessment can be split into two sessions so students do not lose focus.

- Students can use more resources than their Social Studies notebooks or not use their Social Studies notebooks at all depending on the teacher’s goal for the assessment and their understanding of their students.

- Model how the letter can be constructed and set up to display the required information.
ELA and Social Studies Integration: Revolutionary War Literature Circles:

Time for Lesson: Literature circles take place over multiple sessions. Depending on available time, students should read at least a chapter a night and several chapters over weekends or several chapters when less time is available for lessons. It should run simultaneously with the Social Studies Unit but start after the first lesson. Sessions can be as long as time allows (as little as 15 minutes to as much as 35-40 minutes).

Social Studies:
- The Revolutionary War in New York State: The war strategy: Saratoga and other local battles, Loyalists and patriots in New York State, Leaders of the Revolution, and, effects of the Revolutionary War

ELA:
- Reading Standards for Informational Text Grade Four: Standards 2, 3, 4
- Writing Standards Grade 4: Standards 1,3, and 4
- Speaking and Listening Standards Grade 4: Standard 4

Lesson Objectives:
- Students will read and discuss their literature circle books connecting both ELA and social studies skills.
- Students will complete different tasks by using writing, reading, speaking and listening skills to show their understanding of their book.
- Students will make connections to real life, other literature, and the social studies unit.

Materials: - Copies of George Washington’s Socks by Elvira Woodruff for students in this group (Recommended for on level or above level students).
- Copies of *Toliver's Secret* by Esther Wood Brady for students in this group (Recommended for on level students).

![Toliver's Secret](image1)

- Copies of *Magic Tree House #22: Revolutionary War on Wednesday* by Mary Pope Osborne for students in this group (Recommended for below level students).

![Magic Tree House](image2)

- Reader’s notebook or a packet can be made up for student’s jobs (See lesson activities & attachment)

**Lesson Activities:**

Students must first be split into groups as Literature circles work best in smaller groups. Groups of 4-8 work best. Students can be split into groups two different ways. One is based on their reading level. This is recommended as existing guided reading groups can be utilized and books can fit student’s reading levels. The second way which can work just as well is to have groups be a mixture of reading ability levels. Students help other students in the process and it is recommended to use available adult resources to support groups with students who have lower reading abilities.

Assuming an average class size of 24, four groups is a possibility. The makeup of the class should determine what books are used and what book may be used by two groups. *George Washington’s Socks* should be for groups with above level students and on level
students due to the reading level of the book. *Toliver’s Secret* is a good middle of the road book. It fits any level fourth grade reader. *Magic Tree House #22: Revolutionary War on Wednesday* is a shorter book and is recommended for students with lower reading levels as it may be too easy for above grade level students. *George Washington’s Socks* or *Toliver’s Secret* will most likely fit the best as a book for two groups.

Time is set aside during the day for students to meet and discuss what they read. Depending on time available students can begin reading their assigned chapters together. In addition to reading students are assigned a task for next time the group meets. These are the different tasks or jobs students can have:

**Discussion Leader:** This student will lead the discussion for the day. They will come prepared with two discussion questions to begin the sharing process for the day. They should be questions about what they read and allow students to be creative. This student should direct the rest of the discussion and keep students on track as different students share.

**Connector:** Students make at least two connections to something else they are learning, something in their own lives, another piece of literature, or something in the world. For the purpose of this unit one of these should be a connection to the Revolutionary War unit.

**Illustrator:** The student should make an illustration of something they read in the assigned chapters. This should include labels and a caption of the illustration.

**Word Finder:** This student finds important words from what they read. These can be words that are important to the story, vocabulary words, or words the student does not know. Students can be encouraged to find words that they think go with the unit. Students should define the chosen words to share with the group.

**Summarizer:** This student summarizes what was read. Students should be encouraged to summarize in a paragraph or two and only discuss the key points.

**Predictor:** This student makes predictions about what will happen next in the story.

Each night students will have a different job. Students should have the opportunity to do each job before they repeat. If there are fewer students then there are jobs there should always be a discussion leader and jobs can still rotate. If there are more than six students it is ok to have two of the same job or additional jobs can be created.

A reader’s notebook or a packet is encouraged to keep student’s work together. See page after lesson plan for a model page for a packet.

Assessment:
The student’s reader’s notebook or the packet makes a good assessment piece to show student’s progress and understanding. Students can hand in their reader’s notebooks or packets at the conclusion of the literature circles. The teacher should also monitor all groups and spend time with each group throughout the literature circles.

**Accommodations/Modifications:**

- Different books can be chosen for these literature circles to meet the needs of students in a class and based on availability of books as cost can become a factor if these books are not readily available.

- Student jobs can be simplified or enhanced to meet the needs of diverse students.

- The availability of adults can be utilized to assist students with the process, although student leading is encouraged.

- If time allows jobs can be performed in school so students that need assistance can receive it from a teacher or another student.
Social Studies and Math Integration: Battle Marches:

Title of Lesson:
American Revolutionary War Battle Marches Math.

Time for Lesson:
This lesson is intended for one math session or extra Social Studies session. This lesson fits best after the fifth Social Studies lesson, but does not have to be after lesson five. This can be part of the main Social Studies lessons for the unit or a separate math lesson.

New York State Standards:

Social Studies:
- **The Revolutionary War in New York State**: The significance of New York State’s location and its relationship to the locations of other people and places, geographic features that influenced the War, and the war strategy: Saratoga and other local battles

Mathematics:
- **Use the Four Operations With Whole Numbers to Solve Problems**: Standards 2 and 3
- **Use place value understanding and properties of operations to perform multi-digit arithmetic**: Standard 5

Lesson Objectives and Essential Questions:
- Students use their math skills and social studies knowledge to solve American Revolutionary War word problems.
- How can we use our skills and knowledge to solve Revolutionary War word problems?

Materials:
- Battle Marches packet.
- Pencil
- Computers or I-Pads with internet access.

Lesson Activities:
This lesson integrates Social Studies and the American Revolutionary War with Mathematics. Start off by demonstrating on the Smartboard/projector how to use Google maps. Use cities or towns that are not in the lesson so students are able to get that information on their own.
Pass out the Battle Marches packet (attached). Read through the directions together and allow the students to ask questions. Explain to students that they will be combining their math and Social Studies knowledge. Students should work in partners for this assignment but independent work can be an option as well. As the students work the teacher may need to stop students and have discussion if some students are getting stuck on a problem.

Allow for time at the end of the lesson to let students share their problems with the class. As groups finish they can share their problems they created with other groups and ask them to solve the problems.

Assessment:

Student packets can be collected to check for student understanding. The teacher should check in with all groups as they are working to see if any groups are having trouble.

Accommodations/Modifications:

- Students may work in small groups instead of partners. Also, selected students can be assigned to work with a teacher.
- The class can work on the first problem together whole group.
- Take some time at the start of the lesson to practice multiplication problems.
Guided Reading: James Madison Reading Comprehension:

Title:
James Madison Reading Comprehension.

Source:

Time for Lesson:
This reading works well for one guided reading session.

New York State Standards:

Social Studies:
- **The Revolutionary War in New York State**: Leaders of the Revolution

ELA:
- **Reading Standards for Informational Text Grade Four**: Standard 2 and 3

Lesson Objectives:
- Students will use reading comprehension skills to correctly answer and discuss James Madison.

Guided Reading Description:
This reading can work with different guided reading levels. Depending on the goal for the group students can read the reading independently or as a group. After reading, students then answer the multiple choice questions. They should be encouraged to mark in the reading where they found their answer by underlining or highlighting and writing the question number. If students are working independently, there should be group discussion if time allows to share their findings for the questions.

Guided Reading: American Revolution Mini-book:

Title:

Source:
Time for Lesson:

This Guided reading lesson can be a single session or multiple sessions depending on how it is approached. This lesson fits well towards the end of the unit as a review but can be used at any point. It may also work at the beginning of the unit as an introduction.

New York State Standards:

Social Studies:
- **The Revolutionary War in New York State**: Loyalists and patriots in New York State, leaders of the Revolution, and effects of the Revolutionary War

ELA:
- **Reading Standards for Informational Text Grade Four**: Standards 2 and 3

Lesson Objectives:

- Students will identify important information from their mini-books by constructing answers in their social studies notebooks.

Guided Reading Description:

To start this guided reading lesson the mini-books can be created ahead of time or the students can put the books together as part of the lesson. Depending on the teacher’s goal for the lesson and student level, students can read the book on their own or as a group. Either way, discussion should follow reading. Students can then construct a response in their Social Studies notebook. This response may focus on any of the following: How the colonists planned for the war, what were the different thoughts the colonists had (loyalists and Patriots), what some of the important events of the war, why George Washington was important, how the war came to a close, and what the student thinks are the three most important facts from the book.

**Guided Reading: Battle of Saratoga Reading Activity:**

Title:

Battle of Saratoga Reading Activity

Source:
This lesson is from the National Park Services website at this link:

Time for Lesson:

This lesson can be done in one or two guided reading sessions. Groups at lower reading levels will need more time for the questions that go with the reading. This lesson can fit anywhere in the lesson but lines up well with lesson 5: Saratoga and Other Local Battles.

New York State Standards:

Social Studies:
- The Revolutionary War in New York State: The war strategy: Saratoga and other local battles

ELA:
- Reading Standards for Informational Text Grade Four: Standard 2 and 3

Lesson Objectives:
-Students will read and analyze information to answer and discuss the given questions.

Guided Reading Description:

This guided reading activity fits the standards well as it focuses on the New York Battle of Saratoga. Students will read the short reading overviewing the Battle of Saratoga and then answer higher level thinking questions. This lesson is from the National Park Services website and has additional information for teachers to explore.

Higher level guided reading groups should be able to do the reading and questions on their own. Lower level groups may need additional support or may benefit from working whole group on this assignment. All groups should include discussion about the battle and answers to the questions.
American Revolutionary War Literacy Centers:

The following centers are intended to be options to supplement the unit. They can be used for literacy centers and meet the needs of integration and informative texts or separate Social Studies centers if your classroom uses them. The amount of these centers that should be used depends on the amount of time available and the needs of the students. Any additional center ideas outside these centers are encouraged as this is a sample of centers that can be used.

Revolutionary War Flash Cards:

Materials:
- Index cards or paper.
- Revolutionary War Vocabulary Packet.

Description:

This center can be used once for students making the vocabulary flash cards and then again for students practicing with the flash cards. Students will use their revolutionary war vocabulary packets to create the cards, so this center works best in the second half of the unit.

Students write the vocabulary word from their packet on one side of the index card and the definition that goes with that word on the other side of the card. Students should use all the vocabulary words that are already printed in their packet and any that the class decides to add during the unit. If there is time during the center students can start practicing the words with the flash cards or practicing can be a separate center. The students can work alone or in pairs well practicing the flash cards.

Revolutionary War Timeline:

Materials:
- Thin strip paper (cardstock preferable) or paper to create the timeline strip.
- Timeline cut out packet (Attached to unit).
- Students notes/ unit resources or any other resources the teacher want students to use.

Description:

In this center students will create a timeline of important events during the American Revolutionary War. They will need thin and long paper strips to create this. If the schools
supply room does not have this available, the timeline strips can be created by cutting paper into strips and then gluing or taping the cut strips together. The attached packet has the dates and events students place on the timeline. Teachers or students can add additional items if they’d like.

The dates and events in the timeline packet do not match up. Students will have to use their notes and other resources to correctly match up the dates with the events before they glue them on to the timeline. If the paper does not have a line on it the students should draw a line down the middle horizontally. Students glue the date on top and the event on the bottom. It is ok if the cut outs stick out above or below the edge of the timeline paper.

Valley Forge writing prompt:

Materials:

-Writing prompt sheet found at this link: http://www.education.com/download/worksheet/90163/valley-forge.pdf

-Social Studies notebook or paper for response.

Description:

This short reading and writing prompt is free to use off of the education.com website. It is free to download and use. It works well meeting Social Studies and ELA standards. The prompt is open ended and allows students to think about what it would be like to be a part of the winter at Valley Forge.

Each student can get a copy of the writing prompt sheet or there can be enough for the size of each center group. If the class uses social studies notebooks, then students can response to the prompt there or they can respond on a separate piece of paper. The length of the response can be left up to the students or the teacher can set parameters for the response.

Revolutionary War Videos:

Materials:

-Electronic device with internet access for each student in center group.

-Social Studies notebook (optional).

Description:

For this center students will be watching videos about the American Revolutionary War as a visual supplement to their learning. The starting video is described as: “This video presents
the battles and events during the American Revolutionary war using vintage art and animation.” (Grahl 2013) Have students go to this link: http://havefunwithhistory.com/movies/revWar3.html.

Students will watch this seven minute video that is an overview of the war. The purpose of this center is for the students to get a visual overview of aspects of the war but optional writing responses can be used as well. Students can be asked to record important or new facts as they watch in their Social Studies notebooks.

Once the first video ends students should click on the link on the left side that says Revolutionary War. With the time they have left they should pick other videos to watch that are about the Revolutionary War. There are many choices and allowing them to choose what interests them will help keep them focused.

The Patriot Spy:

Materials:

-Electronic device with internet access for each student in center group.

Description:

This center is a fun interactive activity that looks at the beginning of the American Revolutionary War. It was created by the National Park Services and has students look at historical documents. Students take the role of a patriot spy sneaking through Boston to deliver a letter to Paul Revere so he can do his famous ride. Since this center focuses on the start of the war it works best in the beginning of the unit but still works well throughout the unit.

Students go to this link to get to the interactive activity: http://www.nps.gov/webrangers/activities/patriot/patriotspy.swf.

Revolution Acrostic Poem:

Materials:

-American Revolutionary Acrostic Poem worksheet for each student; obtained at this website: http://www.teach-nology.com/worksheets/soc_studies/amrev/poem/.

-Student’s American Revolution materials, worksheets, and Social Studies notebook.

Description:
This center works especially well for integrating Social Studies and ELA. This acrostic poem worksheet works well because it gives an example of an acrostic poem at the top to remind students how the poem is structured. If a poetry unit has not occurred yet this school year the teacher may need to show students a couple examples of acrostic poems.

Students will be using the word revolution to create this poem. They can either be allowed some freedom on what their poem is about or specific topics of the American Revolutionary War can be given. It would be beneficial to allow time for students to share poems they create with the class.
American Revolutionary War

Vocabulary Packet

Name: ___________________________________________
<table>
<thead>
<tr>
<th>Declaration of Independence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colony</td>
</tr>
<tr>
<td>Democracy</td>
</tr>
<tr>
<td>Loyalists</td>
</tr>
<tr>
<td>Patriots</td>
</tr>
<tr>
<td>Militia</td>
</tr>
<tr>
<td>Minutemen</td>
</tr>
<tr>
<td>Redcoats</td>
</tr>
<tr>
<td>Musket</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td>Continental Army</td>
</tr>
<tr>
<td>Treason</td>
</tr>
<tr>
<td>Continental Congress</td>
</tr>
<tr>
<td>Parliament</td>
</tr>
<tr>
<td>Treaty of Paris</td>
</tr>
<tr>
<td>Revolution</td>
</tr>
<tr>
<td>Independence</td>
</tr>
</tbody>
</table>
George Washington (1732-1799)

George Washington is best known for being the first president of the United States. Before that he played an important role in the American Revolution. On June 14th, 1775 he was named commander of the Continental Army. He would lead the United States army to victory against the British.

George Washington won important battles including the Battle of Trenton where his army famously crossed the Delaware River to battle to victory. He crossed again in the battle of Princeton bringing the Americans another important victory.

Washington was also known for his leadership because he was able to keep the Continental Army together through tough times during the war. The winter at Valley Forge is an example of this. He helped his army survive a harsh winter in 1777-78 where they had a lack of supplies.

3. http://jmfs1.ortn.edu/MySchool/jnussbaum/Web/WebQuest_RevolutionaryWar/Valley%20Forge_files/image004.jpg
Paul Revere (1735-1818)

Paul Revere is best known for his midnight ride to alert American militia members of the marching British soldiers. This allowed them to be ready for what would become the battles at Lexington and Concord. It is said he rode his horse through town shouting “the British are coming, the British are coming.”

Revere did many things during the war to support the effort. He started off as a member of a militia but soon ended up supporting the war in other ways. He made gunpowder for the Continental army. He also printed some of the country’s first paper money. After the war he became a very successful businessman.

1. https://upload.wikimedia.org/wikipedia/commons/6/6e/J_S_Copley_-_Paul_Revere.jpg
Thomas Jefferson (1743-1826)

Thomas Jefferson is considered one of the founder fathers of the United States. He was a member of the second continental congress and argued why the colonies should become independent from England. He was tasked with writing the Declaration of Independence. He worked closely with Benjamin Franklin and John Adams to write it. During the war he served as a member of congress and in 1779 became the governor of Virginia.

Jefferson would later become the third president of the United States. He is known for writing essays and other writings that convinced the colonies to seek independence and justify why they should fight for independence. He was in strong support of democracy.

Benjamin Franklin (1706-1790)

Benjamin Franklin is considered one of the founding fathers of the United States. He was born in Boston, Massachusetts. Before the war he is known for working at a print shop and creating works like the Poor Man’s Almanac. He also discovered the presence of electricity and the possibility to use it.

Leading up to the war he was a representative of Pennsylvania Colony in England. He returned to America and began working for independence. Franklin was elected to the Second Continental Congress. He helped Thomas Jefferson with the Declaration of Independence. He had a good relationship with France and was part of the reason the French helped the Americans during the war. Franklin was one of the people who signed the Treaty of Paris which officially ended the war.

2. [http://a5.files.biography.com/image/upload/c_fit,cs_srgb,dpr_1.0,q_80,w_620/MTE5NTU2MzIxOTUwMDA4ODQz.jpg](http://a5.files.biography.com/image/upload/c_fit,cs_srgb,dpr_1.0,q_80,w_620/MTE5NTU2MzIxOTUwMDA4ODQz.jpg)
4. [https://s-media-cache-ak0.pinimg.com/236x/e5/0f/0a/e50f0a6f7908e92b15749050151f1761.jpg](https://s-media-cache-ak0.pinimg.com/236x/e5/0f/0a/e50f0a6f7908e92b15749050151f1761.jpg)
John Adams (1735-1826)

John Adams was a lawyer before getting actively involved in politics and the independence movement. He had speeches against taxes and other policies the British put on the colonies. He was a member of the Massachusetts House of Representatives and became part of the continental congress in 1774.

He worked with Thomas Jefferson and Benjamin Franklin to create the Declaration of Independence. He was a very vocal leader speaking for independence and was known for being very forceful and passionate. He was very active in congress and oversaw various aspects of the war. He would become the first vice president of the United States and the second President of the United States.

1. http://a4.files.biography.com/image/upload/c_fit,cs_srgb,dpr_1.0,h_1200,q_80,w_1200/MTE1ODA0OTcxMjc3MzIxBzQx.jpg
4. https://images.newrepublic.com/a0bbfbc3770de3d985620fc075333b3736a57f2e.jpeg
Abigail Adams (1744-1818)

Abigail Adams was born in Weymouth, Massachusetts. During this time period girls were not allowed to go to school. Abigail was an intelligent girl and was taught to read and write by her mother. She married John Adams who was a leader of the revolution and would become president of the United States.

During the war she ran her household. Some battles and events of the war took place not far from her home. She let soldiers stay at her house and train in her yard. She also gave soldiers supplies. She and her husband wrote over 1,000 letters to each other during the war. She gave him important advice to help him make some decisions. These letters also gave a detailed picture of what life was like during the war.

1. http://www.gannett-cdn.com/-mm-/9e1ed44f013cae7be4158e901be928bf4ae36c6f0/c=17-0-497-360&r=x404&c=534x401/local/-/media/Salinas/2015/01/15/B9315883598Z.1_20150115175409_000_GP09MGEMA.1-0.jpg
2. https://upload.wikimedia.org/wikipedia/commons/2/29/Abigail_Smith_Adams_by_Gilbert_Stuart.jpeg
King George III (1738-1820)

King George III was the King of England (Britain) leading up to and during the American Revolution. He became king at age 23, which was one of the youngest Kings of England. Britain fought in wars during the middle of the 1700’s and was in debt. So King George III decided to raise taxes on the American colonies to help pay the debt. This angered the colonists and it led to events like the Boston Tea Party and the Boston Massacre.

George ignored the colonist’s complaints and letters. The colonists boycotted British goods and this angered King George III. He ordered British troops to the colonies and even though the Americans declared independence in 1776 his troops fought the Americans until the Treaty of Paris in 1783.

3. http://40.media.tumblr.com/8ee180633047c2be37c6e89e222775e7/tumblr_nhptyrt3Xk1u7vrfqo1_1280.jpg
Benedict Arnold (1741-1801)

Benedict Arnold was an American General during the American Revolution. Early on in the war he played an important role in American military victories. Two of these battle victories took place in New York State. He won a battle and captured Fort Ticonderoga from the British in 1775. He also won the battles of Saratoga in 1777 but was injured for several years.

In 1780 Arnold decided to change sides and join the British. He planned to surrender a fort to the British but he was caught by the Americans and had to escape George Washington’s army. He then became a general in the British Army. After the war he was deemed to have committed treason by the American’s and lived the rest of his life in London England.

Revolutionary War Letters Final Writing Assignment:

It’s 1783 and the American Revolutionary War is coming to the end. You are a __________________(see below) and are writing a letter about the war. This letter can be written to a person of your choice (family member, friend, newspaper, or anyone else). You are telling them about the war. Your letter should:

- Be written in letter format with a greeting, a closing and a signature. Also include your real name at the top.
- Your letter should have an introduction paragraph, body paragraphs and a conclusion.
- In your letter you should describe the following aspects of the war: how the war started, what the declaration of independence meant, at least 2 important people, who were loyalists and patriots, important battles of the war, and New York’s Role in the war.
- You can be a solider, a reporter, an ordinary citizen, or a leader of the war. Write your choice above.
- You can tell about personal experiences you person had and describe what happened in the war.
- Use a pencil so you can correct your work. You will be given loose leaf paper to write your letter.
- Use the planning page on the next page to plan your letter.
- Be creative, Have fun, and show what you know!
<table>
<thead>
<tr>
<th>Revolutionary War Letters Rubric</th>
<th>Name: ____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure of the Letter</strong></td>
<td>1</td>
</tr>
<tr>
<td>The student’s writing is not in letter format or organized in paragraphs</td>
<td>The student’s writing has some aspects of a letter and paragraphs.</td>
</tr>
<tr>
<td><strong>Grammar, Spelling, and does it make sense</strong></td>
<td>1</td>
</tr>
<tr>
<td>Student’s letter has numerous errors and aspects that do not make sense.</td>
<td>Student’s letter has many errors or areas that are not understandable.</td>
</tr>
<tr>
<td><strong>How did the war start?</strong></td>
<td>1</td>
</tr>
<tr>
<td>Student does not include this in their letter.</td>
<td>Student identifies how the war started but has no explanation.</td>
</tr>
<tr>
<td><strong>Declaration of Independence</strong></td>
<td>1</td>
</tr>
<tr>
<td>Student does not include this in their letter.</td>
<td>Student identifies the Declaration of Independence but has no explanation.</td>
</tr>
<tr>
<td><strong>Important people in the American Revolution</strong></td>
<td>1</td>
</tr>
<tr>
<td>Student does not include this in their letter.</td>
<td>Student mentions only one important person or does not describe who the people are.</td>
</tr>
<tr>
<td><strong>Loyalists and Patriots</strong></td>
<td>1</td>
</tr>
<tr>
<td>Student did not include this in their letter.</td>
<td>Student identifies Loyalists and Patriots but does not have an explanation.</td>
</tr>
<tr>
<td><strong>Battles in the War</strong></td>
<td>1</td>
</tr>
<tr>
<td>Student did not include this in their letter.</td>
<td>Student mentions a battle in the war but does not have explanations.</td>
</tr>
<tr>
<td><strong>New York’s Role in the War</strong></td>
<td>1</td>
</tr>
<tr>
<td>Student did not include this in their letter.</td>
<td>Student attempts to explain New York’s role in the war.</td>
</tr>
</tbody>
</table>
American Revolution Battle Marches Math

Task: You’re a general in the American army during the revolutionary war. You have to plan carefully to ensure your army is ready for the battles ahead. Your math skills will be tested to make sure your army makes it to a new location on time and they have enough supplies. Be sure to show your work so other army officers can see your plans.

1. The Battles at Saratoga, New York were important battles in the American Revolution. Your troops are in Boston and need to reach the battle in time. Your army is currently traveling 23 miles a day. You have 6 days to get to Saratoga. How many miles will you travel in 6 days?

Now were going back to the future for a bit. Go to Google maps and type in Saratoga Springs, NY. Then click on the arrow above directions. Type Boston, MA into the blank line on the screen. Click on the person on the screen to get walking directions. How many miles is it from Boston, MA to Saratoga Springs, NY? ___________

Now, we will go back to the war. Is your army traveling fast enough to reach Saratoga in 6 days? Explain. If not, how fast should they travel to get there in time?
2. Another important New York battle in the American Revolution was the battle of Long Island. Your troops are currently in Saratoga. How far is it to march (walk) from Saratoga Springs, NY to New York City? (Use Google maps like before to calculate this)

How many miles per day should you travel to reach New York City in 5 days?

How many miles per day should you travel to reach New York City in 8 days?
3. Your soldiers need food for their march. Every soldier needs 5 pounds (lbs.) of food. If there are 147 soldiers how many pounds of food do you need?

4. Your soldiers are split into 3 squadrons. The first squadron has 43 soldiers, the second has 82 soldiers, and the third has 100 soldiers. If each soldier needs 3 shirts how many shirts are needed in all?

5. Create your own Battle Marches American Revolution problem. Use the back or a separate piece of paper if needed. Be creative and have fun!
<table>
<thead>
<tr>
<th>Event</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Boston Tea Party</td>
<td>1773</td>
</tr>
<tr>
<td>Battle of Long Island</td>
<td>1775</td>
</tr>
<tr>
<td>The ride of Paul Revere</td>
<td>1774</td>
</tr>
<tr>
<td>France Allies with America</td>
<td>1781</td>
</tr>
<tr>
<td>Quartering Act</td>
<td>1770</td>
</tr>
<tr>
<td>British defeated at Yorktown</td>
<td>1777</td>
</tr>
<tr>
<td>Battle of Ticonderoga</td>
<td>1778</td>
</tr>
<tr>
<td>Battles of Lexington and Concord</td>
<td>1777</td>
</tr>
<tr>
<td>Declaration of Independence</td>
<td>1778</td>
</tr>
<tr>
<td>War ends with the signing of the Treaty of Paris</td>
<td>1773</td>
</tr>
<tr>
<td>The Boston Massacre</td>
<td>1774</td>
</tr>
<tr>
<td>Winter at Valley Forge</td>
<td>July 4th, 1776</td>
</tr>
<tr>
<td>George Washington named commander</td>
<td>1783</td>
</tr>
<tr>
<td>Battles of Saratoga</td>
<td>1775</td>
</tr>
</tbody>
</table>
Chapter 4: Reflection and Conclusion:

Unit Plan Thesis Project Reflection

In creating this thesis project I wanted to research the marginalization of social studies and ways to overcome it. In conducting the research I found evidence of how social studies is being marginalized. As my research continued there seemed to be one way to address social studies that can be utilized right away in the elementary classroom. Integration of content areas is a concept that benefits social studies and other content areas.

A unit plan project seemed like the right fit even before starting this process. My major is childhood curriculum specialist and creating a unit plan was an appropriate culmination of my major. Social studies was the obvious choice of the four main content area as my undergraduate major was history and I’ve always had an interest in the subject. I have explored the challenges it faces in other courses and experiences. It is my belief that social studies is an important content area. An important subject area that is facing a crisis that needs to be addressed.

In creating the unit plan I needed to start with a traditional social studies unit idea and build out from that. The American Revolution is part of the fourth grade New York State standards and provides useful opportunities for integration. As mentioned in this thesis project, integration needs to happen both ways. Social studies still needs separate instruction time to properly cover the content. This unit plan was created with that in mind. I considered social studies, ELA, and math standards in the core social studies lessons and the supplement
lessons in the unit plan. I wanted each lesson to meet standards from more than one subject where possible.

I also wanted to explore outside the core subjects areas. I explored ideas that would enhance the students’ enjoyment of the unit. When students enjoy what they are learning, they are more likely to get more out of the lesson. Performance of some kind was what I narrowed in on. Then I came across a video an elementary class created. They made an American Revolutionary War music video. This gave the inspiration to include music videos and songs in the unit. I spread these songs out throughout the unit as a way to catch the students’ attention. Then, they would get an opportunity to create their own Revolutionary War song. This happens in lesson 7 and I create the lesson with the intention of flexibility so the lesson can be adjusted from class to class.

In creating this unit plan I was able to discover ways to use integration in the lessons and a whole unit. That was one of my goals. Time is limited in the teaching world and this unit was a rare chance to be able to research, create and analysis the creation of a unit. Another goal I had was creating a unit that could benefit those who read it. My research found that many teachers place social studies as low priority in comparison to other subjects (VanFosseen 2005 & The Fitchett, Heafner & VanFossen 2014). It also showed that many teachers do not feel comfortable teaching social studies (Olwell & Raphael, 2010). I wanted to show different ways that integration can be done. So when my unit plan and thesis project as a whole is read, it will help them in their own social studies lessons.
In order for my unit plan to be beneficial for those who read it I needed to find the right amount of descriptions to put in each lesson. I didn’t want to overwhelm those who are reading it so they wouldn’t want to read it, but also wanted to give enough so that even those not comfortable teaching social studies would be comfortable teaching from this unit. I went with descriptions that leave flexibility, so that teachers could adapt this unit to their requirements as needed. The unit can also be used in full or some of the supplement lessons can be removed as needed. Although, ideally all the content should be used or additional content can be added to the unit.

One of the most important parts of a unit is the assessment. In creating an assessment for this unit I started by using the backwards design model. I thought about what I would want my students to know and be assessed on at the start of creating the unit. I knew that I also wanted the assessment to be realistic and connect students to the time period. I floated ideas throughout the creation process knowing what I wanted to assess the students on, just not how. Thinking about integrating ELA led me towards a writing assessment and then the Revolutionary War letters idea. With this idea students would be assessed on the correct content and be aligned with social studies and ELA standards.

I also feel it is important to identify assessments for each full lesson. Teachers are always assessing students for understanding. Accommodations and modifications are also included in each full lesson. Students have different needs and every class has a different makeup of students. It is important to consider the needs of each student and the accommodations and modifications in these lessons help educators with how to do that. Those
who use these lessons are not limited to these changes that are listed in the lessons and should adjust as needed for their students.

**Project Validation**

This project is based off of New York State standards. The unit was created using current New York State standards in social studies, ELA and math. The social studies unit covered a complete topic in the fourth grade social studies standards. The standards are listed with the unit. The unit leaves flexibility so that it could be adapted to meet other requirements and standards as well. The unit focuses on New York State in some parts so that may have to be adapted.

The project also aligns with the social studies practices of big ideas and essentials questions. Most social studies lessons and units I come across or use include these concepts in them. Each lesson has objectives which give clear goals for the students to achieve in each lesson and the unit. This is an important aspect of any lesson so that anyone using it knows what they want students to learn in the lesson. The lessons and the units have assessments. Teachers need to be continually assessing their students so they can adapt and direct student learning to meet their needs.

The research for the literature review was done with peer reviewed scholarly journal articles. Many different searches were conducted using different databases. This included educational based databases from the Drake Memorial Library at the State University of New York College at Brockport. Different search terms were used to find different articles on social studies marginalization, the current state of social studies, integration and more.
Being the creator of this thesis project I have an educational background. I am New York State certified in childhood education grades 1-6, students with disabilities 1-6, early childhood birth-grade 2, and early childhood students with disabilities birth-grade 2. I have an ungraduated Bachelor of Science history degree with a childhood education track. My graduate program is childhood curriculum specialist in which this thesis project is for. I have over six years of substitute teaching experience which include long term substitute experiences.

The Future of Social Studies and Conclusion

The final question that needs to be addressed is where elementary social studies should go from here. It can be concluded that elementary social studies has faced and continues to face marginalization. Math and ELA get more instruction time as teachers put a greater focus on these subjects over social studies. We are in an era of standardized testing and the Common Core standards. This can lead teachers to focus on the ELA and math over social studies as those are the subjects that are tested.

If nothing is done to address marginalization of elementary social studies, then there is a risk of social studies time continuing to decrease and perhaps disappear as separate instructional time. Teachers need to become comfortable teaching elementary social studies in today’s educational climate. They need support from their districts and states for this to happen. Social studies needs to remain as a separate core subject area in the elementary curriculum. It is an important part of a child’s education and is necessary in the elementary curriculum.
Integration with social studies can play an important role in preserving elementary social studies. When done correctly it can have an immediate positive impact. Social studies can and should be integrated into ELA and math curriculum. However, it is important for separate social studies time to remain in the school day. ELA and math standards should be integrated in to social studies time so that the standards of all three subject areas are being met. Only using integration one way into ELA will not solve the problem and may accelerate the decline of separate elementary social studies time.

Elementary social studies is at a critical point. The marginalization of it can continue which may lead to the elimination of elementary social studies or the problem can be addressed to preserve it. More needs to be done to address marginalization of elementary social studies so an important core subject area can be preserved for future generations.


