

**Curriculum Standards  
 Revolutionary War Slam Dunk Activity  
 Examining Primary Source Materials**

Area Social Studies 5	Standards
<b>SK – Skills</b>	<p><b>SK1a:</b> select an appropriate strategy from alternative courses of action, predict consequences, and determine a rational course of action.</p> <p><b>SK1c:</b> use appropriate sources (glossary, dictionary, text, word lists) to gain meaning of essential terms and vocabulary.</p> <p><b>SK1d:</b> gather information and summarize on issues that affect society.</p> <p><b>SK1e:</b> use graphic tools to organize and summarize key ideas related to a topic.</p> <p><b>SK1f:</b> create a multimedia report using text, graphics, color, sound, special effects and/or animation.</p>
Strand/Theme: <b>SS1 Citizenship</b>	<p><b>SS1a:</b> discuss the value of participation in community organizations.</p> <p><b>SS1b:</b> demonstrate that different situations call for different forms of action.</p> <p><b>SS1c:</b> give examples of citizens' rights and responsibilities.</p> <p><b>SS1d:</b> locate, access, and organize information to draw conclusions, form hypotheses, make judgments and form opinions to solve community issues.</p> <p><b>SS1e:</b> explain the key ideals of a democratic form of government.</p> <p><b>SS1f:</b> participate as a responsible and involved citizen.</p>
<b>SS2 Culture</b>	<p><b>SS2c:</b> describe alternatives and analyze historical alternatives for dealing with social tensions and issues.</p> <p><b>SS2d:</b> identify the contributions of people of various racial, ethnic, and religious groups to the United States.</p>
<b>SS3 Time, Continuity, and Change</b>	<p><b>SS3a:</b> trace changes over time in the history of the United States and identify reasons for the change.</p> <p><b>SS3b:</b> explain when, where, and why groups of people colonized and settled in the United States.</p>
<b>SS4 Space and Place</b>	<p><b>SS4a:</b> summarize how geography and location affect historical events.</p> <p><b>SS4b:</b> use maps, globes, charts, graphs, technology, geographic tools, maps, and symbols to gather and interpret data and to draw conclusions about American regions.</p>

<p><b>SS8 Power, Authority, and Governance</b></p>	<p><b>SS7a:</b> define barter, mercantilism, tariff, national debt, taxation, duties, and credit.</p> <p><b>SS7c:</b> identify the impact of consumerism on the United States economy.</p> <p><b>SS7d:</b> apply the concept of supply and demand to a historical event.</p>
<p><b>Language Arts 5</b> Strand: <b>E1 Reading</b></p>	<p><b>E1c:</b> The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:</p> <p><b>E1c.1:</b> restates or summarizes information;</p> <p><b>E1c.2:</b> relates new information to prior knowledge and experience;</p> <p><b>E1c.3:</b> extends ideas; and</p> <p><b>E1c.4:</b> makes connections to related topics or information.</p> <p><b>E1d:</b> The student demonstrates familiarity with a variety of public documents (i.e., documents that focus on civic issues or matters of public policy at the community level and beyond) and produces</p> <p><b>E1d.1:</b> identifies the social context of the document;</p> <p><b>E1d.2:</b> identifies the author’s purpose;</p> <p><b>E1d.3:</b> formulates an argument and offers evidence to support it;</p> <p><b>E1d.4:</b> examines or makes use of the appeal of a document to audiences both friendly and hostile; and</p> <p><b>E1d.5:</b> identifies or uses commonly used persuasive techniques.</p>
<p>Strand: <b>E2 Writing</b></p>	<p><b>E2a.1:</b> engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;</p> <p><b>E2a.2:</b> develops a controlling idea that conveys a perspective on the subject;</p> <p><b>E2a.3:</b> creates an organizing structure appropriate to a specific purpose, audience and context;</p> <p><b>E2a.4:</b> includes appropriate facts and details;</p> <p><b>E2a.5:</b> excludes extraneous and inappropriate information;</p> <p><b>E2a.6:</b> uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote; and</p> <p><b>E2a.7:</b> provides a sense of closure to the writing.</p> <p><b>E2b:</b> The student produces a response to literature that:</p> <p><b>E2b.1:</b> engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;</p> <p><b>E2b.2:</b> advances a judgment that is interpretive, analytic, evaluative, or reflective;</p> <p><b>E2b.3:</b> supports judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;</p> <p><b>E2b.4:</b> demonstrates an understanding of the literary work;</p> <p><b>E2b.5:</b> provides a sense of closure to the writing.</p> <p><b>E2b.6:</b> anticipates and answers a reader’s questions;</p>

	<p><b>E3b:</b> The student participates in group meetings, in which the student:</p> <ul style="list-style-type: none"><li><b>E3b.1:</b> displays appropriate turn-taking behaviors;</li><li><b>E3b.2:</b> actively solicits another person's comment or opinion;</li><li><b>E3b.3:</b> offers own opinion forcefully without dominating;</li><li><b>E3b.4:</b> responds appropriately to comments and questions;</li><li><b>E3b.5:</b> volunteers contributions and responds when directly solicited by teacher or discussion leader;</li><li><b>E3b.6:</b> gives reasons in support of opinions expressed;</li><li><b>E3b.7:</b> clarifies, illustrates, or expands on a response when asked to do so; asks group for similar expansions;</li><li><b>E3b.8:</b> employs a group decision-making technique such as a problemsolving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution).</li></ul>
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