

Unit 2 Nation Builders 1763-1789

Content Area: **Social Studies**
Course(s): **U.S. History I**
Time Period: **October**
Length: **3 weeks**
Status: **Published**

Enduring Understandings

Enduring Understandings are statements summarizing important ideas and core processes that are central to the content and have lasting value beyond the classroom. They synthesize what students should understand, not just know or do, as a result of studying a particular content area.

- The study of the continuum of human civilization reveals the ideals, beliefs, values and institutions of its people.
- Conflict and civil discourse are often inevitable when making significant changes
- The war for independence was the result of growing ideological, political, geographic, and economic tensions, resulting from Britain's centralization policies and practices.
- Foundational governmental documents impacted modern society

Essential Questions

An essential question is the important, essential, essence of the learning. They signal genuine, important, and necessarily-ongoing inquiries into learning. Below are the examples of essential questions used in Unit II, Nation Builders.

- Explain the motivation to write the Declaration of Independence
- Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.
- Analyze the problems of financing the revolutionary war and dealing with wartime inflation and profiteering.
- Analyze contributions and perspectives of African Americans, Native Americans, and women during the revolution.
- Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.

Standards/Indicators/Student Learning Objectives (SLOs)

- SWBAT understand the main causes of the American Revolution
- assess the impact of the French and Indian War
- evaluate the contributions of various minority groups to the American Revolution
- evaluate and impact of the development of political parties
- understand the Declaration of Independence
- analyze the strengths and weaknesses of each side during the war, including the involvement of other countries
- explain the significance of various acts and taxes that led the colonies towards independence

- assess the significance of various "Founding Fathers"

SLO:

6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.

6.1.12.A.2.a Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.

6.1.12.A.2.b Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world.

RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

6.1.12.B.2.a Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

6.1.12.B.2.b Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.

SOC.6.1.12.A.2.a	Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
SOC.6.1.12.A.2.b	Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.
SOC.6.1.12.A.2.c	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
SOC.6.1.12.A.2.d	Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.
SOC.6.1.12.A.2.e	Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.
SOC.6.1.12.B.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
SOC.6.1.12.B.2.b	Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
SOC.6.1.12.C.2.a	Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
SOC.6.1.12.D.2.a	Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
SOC.6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
SOC.6.1.12.D.2.c	Relate events in Europe to the development of American trade and American foreign and domestic policies.
SOC.6.1.12.D.2.d	Analyze arguments for new women's roles and rights, and explain why 18th-century

	society limited women's aspirations.
SOC.6.1.12.D.2.e	Determine the impact of African American leaders and institutions in shaping free Black communities in the North.
SOC.6.1.12.CS2	Revolution and the New Nation: The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.

Lesson titles

Strengths and Weaknesses organizational chart

Individual internet research on a major battle

Organizational chart on contributions of various founders

Founding Fathers Essay

George Washington's rise to power

Declaration of Independence reading and analysis

Mission US Interactive Game

Taxes and Acts Discussion

Factors Leading to War Timeline activity

French and Indian War Discussion

Boston Massacre/ Washington Crossing the Delaware Painting Analysis

Consequences of the war discussion

21st Century Skills and Career Ready Practices

Creativity and Innovation

Critical Thinking and Problem Solving

Information Literacy

Media Literacy

Communication and Collaboration

Global Perspectives

Civic Literacy

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

Inter-Disciplinary Connections

English

Sociology

LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.RH.9-10.6	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LA.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
LA.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
SOC.9-12.2	Social Structure: Culture, Institutions, and Society
SOC.9-12.2.2	Students will analyze how culture influences individuals, including themselves.
SOC.9-12.4.1	Students will identify common patterns of social inequality.
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.3	Racial and ethnic inequality

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

- DBQ analysis on causes of the American Revolution using documents to explore early arguments of our foundational documents (evaluating and creating)
- Thesis statement writing writer's workshop and syntax strategies (understanding, applying, and evaluating)
- Socratic Questioning dealing with causes of the war and advantages and disadvantages of each side (analysis and evaluation)
- Deductive/Inductive analysis of the benefits of the Declaration of Independence on minority groups (analysis, evaluation)
- Thematic thinking regarding strategies of war (analysis)
- Annotating various perspectives on the Declaration of Independence (analyzing, evaluation)
- Pair/Share at the end of daily for assessment of SLO (knowledge and application)
- Lecture and discussion on critical roles of individuals and groups of people during the American Revolution (understanding)
- Music analysis songs of the war (analysis)
- Compare and contrast British actions versus Colonists reactions (analysis)
- Delsea One
- SWAG

Modifications

ELL Modifications

- Google Translate tool
- Modified Readings
- Testing Modifications
- Sheltered English Instruction
- Digital translators
- Provide ELL students with multiple literacy strategies
- Front load information
- Focus on domain specific vocabulary and keywords
- Group students
- Use manipulatives where possible
- Use visuals
- Use graphic organizer
- Use real objects when possible
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
- Tap prior knowledge
- Establish a framework allowing ELL students to understand and assimilate new ideas and information
- Provide support as ELL students move through all levels of language acquisition: scaffold learning,

processing time, as well as other modifications mentioned above

- Utilize explicit learning strategies that are well planned in advance (intentional planning)
- Assess ELL students continuously using formative assessment methods
- 1:1 testing
- Repeat, reword, clarify
- Intentional scheduling/grouping with student/teacher who speaks the same language if possible
- Offer alternate/or modify assessments
- Be flexible with time frames and deadlines
- Offer resources for specific topics in primary language (Youtube web resources)
- Provide academic (Tier III) vocabulary
- Provide formal and informal verbal interaction to provide practice, increase motivation, and self-monitoring
- Provide learning objective and skill objective
- Delsea One
- SWAG

IEP and 504 Modifications

- Google Translate tool
- Modified Readings
- Testing Modifications
- Sheltered English Instruction
- Digital translators
- Provide ELL students with multiple literacy strategies
- Front load information
- Focus on domain specific vocabulary and keywords
- Group students
- Use manipulatives where possible
- Use visuals
- Use graphic organizer
- Use real objects when possible
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
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G&T Modifications

- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Determine where students' interests lie and capitalize on their inquisitiveness.
- Refrain from having them complete more work in the same manner.
- Employ differentiated curriculum to keep interest high.
- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. Encourage students to make connections through historical time periods/linkage.
- Effective questioning techniques (focus on what's important, provide processing time, require higher order thinking)
- ELA - Self-evaluation of writing with teacher or student-generated rubrics.
- Creation of technology-based assessments to address the higher levels of Bloom's
- Close reading: historical texts, poetry, speeches, primary sources, etc.
- Document Based Questions (DBQs)
- Student led/directed discussions
- Inquiry based learning
- Argumentation and debate
- Evaluation and creation of thesis statements
- Journal article analysis
- Graph/political cartoon/map analysis / interpretation/creation
- Analysis of current events to understand origins from historical periods.
- Media literacy to evaluate credible sources
- Options for type of project relating to content
- Thematic learning
- Delsea One
- SWAG

At Risk Modifications

- Meetings or tutoring at Delsea One
- SWAG
- Calls to parents

- Verbal reminders during class tasks
- Contact guidance counselors
- Use comments section in gradebook for work student has missed
- Meeting with other teachers/coaches of student to develop a plan for improvement
- Contact administration
- Allow extra time for completion of homework dependent upon circumstances
- Delsea One
- SWAG

Formative Assessment

Warm-up:

- Document review
- Q&A dealing with colonial development

Anticipatory Set:

- Reflect upon how the precepts of Western Civilization affected life in the English Colonies
- Consider English settlement in light of European competition for resources
- Evaluate how the Reformation and religious values affected life in the English Colonies
- Be cognizant of the diverse Indian cultures inhabiting North America at this time.

Learning Activities:

- Teacher Observation
- Socratic Seminar on the French and Indian War
- Graded and Ungraded Quizzes
- Brainstorming
- Linkage between the American Revolution and later wars.
- Written Summary
- Q&A
- 1 Minute Essay
- Whip Around
- 3-2-1- from the previous day
- Multiple multiples
- Mini DBQ

Closure:

- Exit Ticket
- Kahoot review of strengths and weaknesses
- Q&A

Summative Assessment

Essay on the foundational documents of America during the Revolution

Quizzes on the causes of the American Revolution

Socratic seminar regarding the Declarations impact on minorities

Exams dealing with the causes of the Revolution, its major documents, and war strategies

Benchmark assessments: Marking period assessments for the first quarter.

Benchmark Assessments

Skills-based assessment

Reading responses

Writing responses

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials

DVDs: School House Rocks No More Kings and The Shot Heard Round the World short clips.

The History Channel's America the Story of US segment on the American Revolution.

The History Channel's Founding Fathers Segment on Alexander Hamilton in addition to an early rendition of a portion of the current hit play Hamilton.

Mission US Game

National Humanities Center Resources: 1609-1865

- Varieties of Slave Labor
- How Slavery Affected African American Families
- Slave Resistance
- National Women's History Museum Resource

Jefferson's Monticello:

- The People of the Plantation
- Getting Word: African American Families at Monticello
- Milestones in the Research and Interpretation of Slavery at Monticello

George Washington Teaching Institute, Mt. Vernon Resources:

- Slavery: George Washington's View on Slaves, Slavery, and the Lives of Slaves at Mt. Vernon [http](http://www.mountvernon.org)
- Slavery at Mt. Vernon: A Census of Slaves at Mt. Vernon
- Ten Facts About Washington and Slavery
- Washington's Will: A Decision to Free His Slaves
- Status of Slaves in Washington's Will
- Washington as Slave Owner: A Societal Norm
- Lives Bound Together Exhibit
- Marquis de Lafayette's Plan for Slavery
- Martha Washington & Slavery
- Drayton Hall Plantation Slave Cemetery

Amistad Commission Resources:

- George Washington: The First President
- George Washington's Famous Cook: A Slave Called Hercules
- Mum Bett (Elizabeth Freeman)
- Alexander Hamilton, Aaron Burr, and Manumissions
- Landmark Documents, Speeches, and Correspondence
- Establishment of a New Nation & Independence to Republic
- African Americans During Colonial Times
- Patriot or Loyalist

Gilder-Lehrman:

- Winning the Vote: A History of Voting Rights