Unit 3: Fight for Independence

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Marking Period 3**
Length: **January - March**
Status: **Published**

Unit Overview

Within this unit, students will learn about the growing discontent among the colonists against British rule. Through a series of unpopular laws and unfair taxation policies, unrest among the colonists built up until ultimately the colonists declared themselves independent. Students will then explore the course of the Revolutionary War.

Standards

SOC.6.1.8.B.3.a	Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
SOC.6.1.8.B.3.c	Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
SOC.6.1.8.B.3.d	Explain why New Jersey's location played an integral role in the American Revolution.
SOC.6.1.8.C.3.a	Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.
SOC.6.1.8.D.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
SOC.6.1.8.D.3.b	Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
SOC.6.1.8.D.3.c	Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
SOC.6.1.8.D.3.d	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
SOC.6.1.8.D.3.e	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
SOC.6.1.8.CS3	Revolution and the New Nation: Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.
SOC.6.3.8.CS6	Demonstrate understanding of democratic values and processes.

Essential Questions

- How does trade affect the development and lifestyle of a colony?
- What cuases conflict between groups of people?

- What causes people to revolt against power?
- How far are people willing to go in order to achieve freedom?

Application of Knowledge: Students will know that...

- American colonists protested against the Stamp Act and their protest was a cause of the Revolutionary War.
- in 1783, the Treaty of Paris formally ended the Revolutionary War.
- Patrick Henry, Crispus Attucks, Sam Adams, Paul Revere, Ethan Allen, Thomas Paine, and Thomas Jefferson were some of the leaders of the time period leading up to the American Revolution.
- the Americans won the last major battle of the Revolutionary War at Yorktown, Virginia.
- the Boston Massacre of 1770 caused alienation in the colonies against British rule.
- the British army was well trained and equipped, but were at a disadvantage fighting a war so far from home.
- the Declaration of Independence began the formal independence movement of the Unites States against Great Britain.
- the French and Indian War was a conflict between England, France, and France's Native American allies.
- the overall commander of American military forces during the Revolutionary War was George Washington.
- the Unites States became independent from Great Britain following the Revolutionary War.
- the Unites States won key victories at the battles of Trenton, Princeton, and Saratoga.

Application of Skills: Students will be able to...

- analyze the impact of protest against the Stamp Act.
- create a timeline to sequence the significant historical episodes involving French settlements in North America.
- define the following terms: repeal, boycott, minutemen, militia, Loyalists, Patriots, Continental Army, and traitor.
- evaluate the factors leading to the French and Indian War.
- examine the advantages and disadvantages each side possessed during the Revolutionary War.
- explain the British, Patriot, and Loyalist perspectives of the Revolutionary War.
- extrapolate the main idea and supporting details from written information.
- identify the roles of major figures associated with the Revolutionary War.
- organize information by taking notes and using graphic organizers.
- summarize the key points of the Declaration of Independence.
- understand the results of the French and Indian War.

Assessments

- Diagnostic: Paul Reveres Ride - First, students will write what they know about Paul Revere. Then, they will read the poem. Next, students will use the poem as a reference to answer the following question. Was Paul Revere a hero? Why or why not?
- Formative: Narrative Poem - Using "Paul Revere's Ride" as inspiration write a narrative poem about the Boston Massacre.
- Formative: Newspaper - Students will fill-in a template of a simulated 1770s newspaper. They will include timely and accurate information, advertisements, and pictures.
- Formative: Timeline - Students will be assigned events leading to the Revolutionary War to describe and illustrate. Then as a class the events will be placed into a timeline, demonstrating the road to war.
- Summative: Breaking Ties Test - Test encompassing the unpopular laws the English government passed in their American colonies in the 1760s and 1770s and how the resulting unrest sparked a war between the two nations.
- Diagnostic: Britain in the Colonies - Complete a graphic organizer of the events leading to the American Revolution.
- Formative: Matching - Match the pictures of famous Revolutionary Americans with a list of their accomplishments.
- Formative: Turning Points - Combining knowledge of the war and using historical maps students will explain the turning points of the Revolutionary War.
- Formative: Interpreting Data - Interpret and explain the significance of line graph data showing American, British, and French troop levels in the war.
- Summative: American Revolution Test - Test encompassing student knowledge and understanding of the key people and their roles associated with the Revolutionary War. Students will also know and understand the main reasons for the American victory and the results of that victory.

Suggested Activities

- Throughout the unit, students will create an interactive notebook.
- In pairs, students will research famous Americans of the Revolutionary period. Then students will present their findings to the class as one person in the pair conducts an interview. The other person will relay what the pair has learned through the interview.
- Create a travelogue of an American merchant as he travels through the thirteen colonies in the early 1770s. The travelogue should reflect regional perspectives on the possibility of war and the increased tension between the colonies and Great Britain as time progressed.
- Act as a writer in 1774 for the Committees of Correspondence and communicate news in Boston to the Middle Colonies
- Create a political cartoon satirizing the Boston Tea Party
- Use map skills to trace the route of Paul Revere and determine how far he traveled
- Follow the American retreat route from the Battle of Bunker Hill and use deductive reasoning to infer why American commanders made that decision
- Read about the differences between American and British soldiers, then draw conclusions about how these differences would affect the Revolutionary War
- Learn about daily life in America before the war and draw comparisons to daily life now
- Write headlines for fictional first-hand newspaper accounts about events in the colonies before the war
- Play the "Road to Revolution" review game to test student knowledge of the events leading to the Revolutionary War
- Create a graphic organizer summarizing the creation of the Declaration of Independence

- Match people from a list of names of famous Revolutionary Americans with a list of events
- Explain the results of the war using information from large scale and small scale maps
- Create a foldable with three sections: The Continental Army, Turning Points, and Independence; under each heading write three main ideas and supporting details
- Students will have a simulated discussion as if they were living in a small village in 1776, assign the students roles to play in the debate
- Complete a graphic organizer of ten people involved with the war and their most notable achievements

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies
  - Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal
  - Variety of workspace arrangements
  - Organizational tools – labeled bins or cabinets for materials
  - Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

  - Extended time
  - Practice exercises
  - Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- Convert the story of Paul Revere into a picture book or comic strip.
- Provide the students with pictures depicting events leading to the REvolutionary War. Have the students write captions for the pictures.
- Fill in a graphic organizer summarizing the creation of the Declaration of Independence.
- Sketch six main events of the American Revolution to form a visual timeline.

Content specific modifications for ELL's may include:

- tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: repeal, boycott, minutemen, militia, Loyalists, Patriots, Continental Army, and traitor

Content specific modifications to extend learning for gifted students may include:

- Create an army recruitment poster for the Continental Army.
- Create a timeline with pictures and captions of George Washington's life.

Integrated/Cross-Disciplinary Instruction

Students will rely on their Language Arts instruction in creating dialogue in their activity simulating an interview with a famous American of the Revolutionary Era.

The swamps of South Carolina were an important site of many small skirmishes in the war. Students may study these swamps in science class. They should learn the characteristics of swamps, its plant life, insects there, and animals of the area. Then students may discuss what possible effect these factors had on the soldiers during the war.

Resources

- Macmillan/McGraw-Hill Our Nation textbook (c)2005
- Macmillan/McGraw-Hill Our Nation Practice and Activity Workbook isbn:0021503907
- Discovery Education
- Liberty Kids
- BrainPop
- Schoolhouse Rock
- http://interactivesites.weebly.com/social-studies.html
- Readworks

21st Century Skills

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.