

Unit 5 - The Road to Revolution

Content Area: **Social Studies**
Course(s): **Social Studies 7**
Time Period: **March**
Length: **6 weeks**
Status: **Published**

Unit Summary

Conflict between the American colonies and the British began to deepen in the years after the French and Indian War. Colonists began acts of protest to defy British policies. These protests culminated in events like the Boston Massacre and Boston Tea Party. As anger toward the British grew, Americans began to consider the possibility of independence. As fighting broke out between the colonies and the British, delegates formed the Continental Congress and drafted the Declaration of Independence.

Standards

LA.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.7.1.A	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
LA.W.7.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.7.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
LA.W.7.1.D	Establish and maintain a formal style/academic style, approach, and form.
LA.W.7.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.RI.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LA.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.7.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.SL.7.1.C	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
LA.SL.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.
LA.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

LA.SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LA.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
SOC.6.1.8.A.3.a	Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
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.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.

Student Learning Objectives

- Students will learn the various acts and laws of the British government following the French and Indian War.
- Students will learn what events led to the outbreak of the American Revolution.
- Students will learn why the Continental Congress was formed.
- Students will learn the actions and reactions of the British government and colonial patriots during this time.
- Students will learn the roles of various individuals important to events of the time period.
- Students will learn examples of propaganda and explain colonists' use of propaganda.
- Students will learn two versions of historical events.
- Students will learn about political cartoons from the perspective of a Patriot or Loyalist.
- Students will learn the primary source *Common Sense* and its effect on colonial thought.
- Students will learn the key principles included in the Declaration of Independence.

Essential Questions

- Why did the British establish new policies following the French and Indian War?
- In what ways did the colonists protest new acts and laws of the British government?
- Who were the leaders involved in colonial protests?
- What was the outcome of the Boston Massacre?
- What is propaganda?
- What caused the Boston Tea Party?
- What is treason?
- What were the main causes of the American Revolution?
- What were the essential arguments of both patriots and loyalists?
- What was the purpose of the Continental Congress?
- What effects did early battles of the Revolution have?
- How did Thomas Paine's *Common Sense* influence colonial thought?
- How were broadsides used during the Revolution?
- What key principles are included in the Declaration of Independence?

Enduring Understandings

- Students will understand that there were specific steps the colonists took to protect American democracy against British policies.
- Students will understand that the use of propaganda to influence the cause.
- Students will understand that the essential arguments of patriots and loyalists.
- Students will understand that colonists' early efforts of organized government at the Continental Congress.
- Students will understand that the key principles presented in the Declaration of Independence.

Application

- Students will be able to independently use their learning to...

Skills

Students will be skilled at:

- Analyzing a photograph and making inferences.

