

# **Period 3: 1754-1800 Copied from: US History 1 AP Prep, Copied on: 12/15/21**

Content Area: **Social Studies**  
Course(s): **US History AP**  
Time Period: **DecJan**  
Length: **45 days/10th grade**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**US I AP Prep, 10th grade**

**Period 3: 1754-1800**

**Belleville Board of Education**

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Board Approved: September 23, 2019

## **Unit Overview**

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Unit 3 examines:

- British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.
- The competition among the British, French, and American Indians for economic and political advantage in North America culminated in the Seven Years' War (the French and Indian War), in which Britain defeated France and allied American Indians.
- The desire of many colonists to assert ideals of self-government in the face of renewed British imperial efforts led to a colonial independence movement and war with Britain. The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.
- The ideals that inspired the revolutionary cause reflected new beliefs about politics, religion, and society that had been developing over the course of the 18th century. KC-3.2.I
- New forms of national culture and political institutions developed in the United States alongside continued regional variations and differences over economic, political, social, and foreign policy issues.
- Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations. KC-3.3.I In the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending.
- The continued presence of European powers in North America challenged the United States to find ways to safeguard its borders, maintain neutral trading rights, and promote its economic interests.

## **Enduring Understanding**

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1. Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.
2. The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society.
3. Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.
4. Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens
5. Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.
6. Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.

## **Essential Questions**

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How did different social group identities evolve during the revolutionary struggle? How did leaders of the new United States attempt to form a national identity? Work, Exchange, and Technology: How did the newly independent United States attempt to formulate a national economy?

Peopling: How did the revolutionary struggle and its aftermath reorient white-American Indian relations and affect subsequent population movements?

Politics and Power: How did the ideology behind the revolution affect power relationships between different ethnic, racial, and social groups?

America in the World: How did the revolution become an international conflict involving competing European and American powers?

Environment and Geography: How did the geographical and environmental characteristics of regions opened up to white settlement after 1763 affect their subsequent development?

Ideas, Beliefs, and Culture: Why did the patriot cause spread so quickly among the colonists after 1763? How did the republican ideals of the revolutionary cause affect the nation's political culture after independence?

## **Exit Skills**

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By the end of Unit 3, students should be able to:

Identify and describe a historical context for a specific historical development or process.

Explain a historical concept, development, or process.

Identify a source's point of view, purpose, historical situation, and/or audience.

Explain the point of view, purpose, historical situation, and/or audience of a source.

Support an argument using specific and relevant evidence. § Describe specific examples of historically relevant evidence. § Explain how specific examples of historically relevant evidence support an argument.

Identify and describe a claim and/or argument in a text-based or non-textbased source.

## **New Jersey Student Learning Standards (NJSL-S)**

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SOC.6.1.2

Revolution and the New Nation (1754–1820s)

Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.

SOC.6.1.12.CivicsPI.2.a

Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.

To better understand the historical perspective, one must consider historical context.

SOC.6.1.12.HistoryUP.2.a

Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.

Historical sources and evidence provide an understanding of different points of view about historical events.

## Interdisciplinary Connections

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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.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LA.RH.9-10.9	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
LA.RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.1.2.1	Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.1.4.1	Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.

## Learning Objectives

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The students will be able to:

Explain the context in which America gained independence and developed a sense of national identity.

Explain the causes and effects of the Seven Years' War (the French and Indian War).

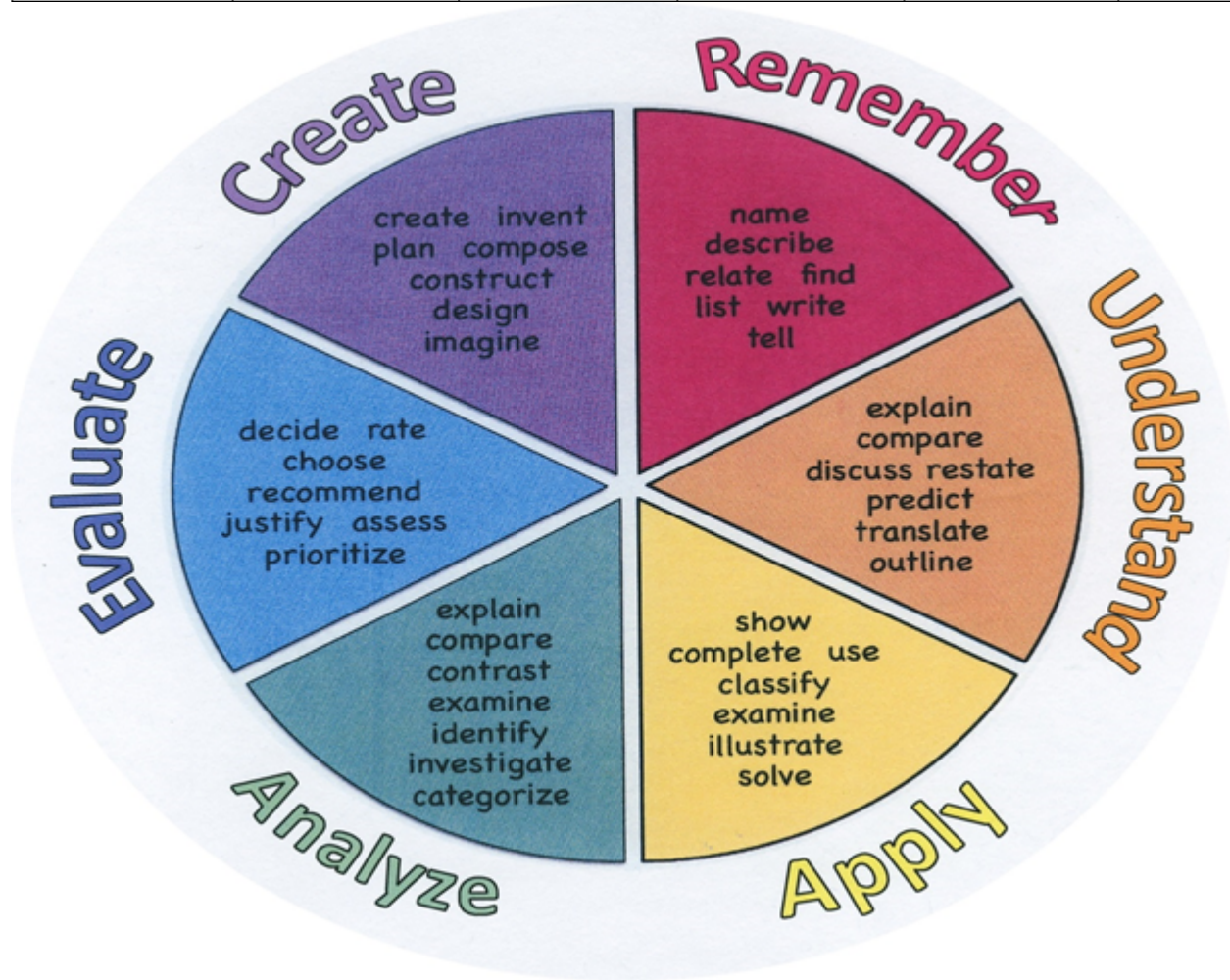
Explain how British colonial policies regarding North America led to the Revolutionary War.

Explain how and why colonial attitudes about government and the individual changed in the years leading up to the American Revolution.

Explain how various factors contributed to the American victory in the Revolution.

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				



### **Suggested Activities & Best Practices**

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- Primary Source analysis
- Argument development
- Writing Exercises
- Critical thinking Exercises
- Close Reading
- Group collaboration
- Timed Assessments

## **Assessment Evidence - Checking for Understanding (CFU)**

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Benchmarks (Benchmark)

Unit Tests (summative)

Quizzes (Summative)

PBL (alt)

DBQ's (formative)

Essay Writing (formative)

Socratic Seminar (alt)

Evaluation Rubrics (formative)

Self Assessments (formative)

Compare & Contrast (alt)

Exit Tickets (summative)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets

- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## **Primary Resources & Materials**

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Textbook:

American History (AP Edition - Fifteenth)

McGraw Hill Education

## **Ancillary Resources**

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- AP Gilder Lehrman Institute

SHEG Stanford Education Group

Albert.io

AP College Board

## **Technology Infusion**

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- Google Suite, Albert IO, AP College Board



## **Alignment to 21st Century Skills & Technology**

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Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

TECH.9.4.12.CI.1

Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

TECH.9.4.12.CT

Critical Thinking and Problem-solving

## **21st Century Skills/Interdisciplinary Themes**

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- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## **21st Century Skills**

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- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness

- Health Literacy

## **Differentiation**

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### **Differentiations:**

- Small group instruction when students are working on their interactive websites about the Revolutionary War.
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives when teaching about Revolutionary War and how it affected the political and economic landscape of the entire world.
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

### **Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments about how the colonists fought for their land and freedom.
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning

- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

### **Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials about the creation of the US governments (include: Articles of Confederation, the Constitution, and Presidents).

### **Special Education Learning (IEP's & 504's)**

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Extended time for Journals from the perspective of various participants in the Revolutionary War (French soldier, Colonial soldier, member of Parliament).

Check students progress as they take notes on the 1st five Presidential Administrations (Washington, Adams, Jefferson, Madison, Monroe).

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding

- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

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allowing students to work with other English speaking students on specific assignments

true/false assessments about the Constitution compared to the Articles of Confederation.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features

- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **At Risk**

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provide a unit syllabus to help students stay focused

use real life examples when teaching about the struggles of the colonists during the Revolutionary War.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Talented and Gifted Learning (T&G)**

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debate about which document was more powerful: Articles of Confederation compared to the Constitution

investigate the ways the Revolutionary War changed the political and economic landscape of the entire world.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping

- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

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Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Examine the famous phrases of the Declaration of Independence.  
 Understand the purpose and structure of the Declaration of Independence.  
 Analyze the concept of inalienable rights.  
 Analyze the concept of the social compact and government by consent.  
 Appreciate the American ideals of liberty and government by consent.

Anticipatory Set/Do Now:

Have students share their responses to the Declaration Scavenger Hunt Slips as a large group. Divide the class into pairs or trios. Distribute the Declaration of Independence (Appendix A) and Handout B: the Structure of the Declaration to each group. Assign each group one section of the Declaration to focus on; additionally, all groups should do the signature section. Note: You may wish to divide the Indictment section in half between the groups because of its length. Have students skim their sections of the Declaration and record the key ideas for their sections on the Handout.

Learning Activity:

Put up an overhead of Handout B and ask students to share their responses. Once the chart is complete,

ask students:

What is the purpose of each section?

Why include a long list of grievances?

What was the reason for pointing out that the colonists had tried to get the King to change the way he treated them?

Which do you believe is the most important section? Why?

Tell students you will now focus on some of the most famous phrases of the Declaration of Independence. Distribute and put up an overhead of Handout C: Key Excerpts.

Have students read the excerpt individually or in small groups, and ask them to underline what they believe are key terms and/or phrases. Then discuss the questions as a large group.

Student Assessment/CFU's:

Ask students to share their personal responses to the Declaration by discussing as a large group the following questions:

As Americans, should we be proud of this document?

What does the Declaration tell the world about the United States?

Are the ideals expressed in the Declaration outdated, or are they still true today?

Do these ideals matter to you? If so, how and why?

Materials: handouts, chromebook, paper copies, highlights, tape

21st Century Themes and Skills:

Differentiation/Modifications: time, group work, less annotations

Integration of Technology: digital annotations