Unit 2: Foundations of a New Nation

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 1**
Length: **12 weeks**
Status: **Published**

Summary

In the two part United States History sequence (US History I and US History II), students serve as novice historians as they engage in historical inquiry and refine key skills necessary for success in the 21st century. In order to do so, the curriculum is designed around three central pillars: core understandings that cut across eras, development of transferable skills, and connecting historical and current events.

Throughout the course, students will be presented with opportunities to practice and refine the following Social Studies skills:

- Comparison - Compare and contrast different events, cultures, geographic areas, ideas, values, and institutions
- Causation - Evaluate the relationship between historical causes and effects and distinguish between long term and immediate effects
- Interpretation - Interpret information from a wide variety of primary, secondary, and tertiary sources, including but not limited to those listed here.
- Sourcing - identify and explain the significance of a source's point of view, purpose, historical context, and intended audience
- Textual Analysis - Critically read various texts and identify text-based evidence
- Argumentation - Develop a historically defensible claim and support it with evidence, both in writing and orally
- Analytical Writing - Formulate an argument in response to a prompt question that is supported with evidence
- Speaking and Listening - Engage in collaborative discussions by building on others' ideas and concretely and persuasively expressing one's own

The following core understandings cut across historical eras. As such, students have the opportunity to draw connections between events, analyze historical patternization, and speculate about future occurrence in our republic:

1. While marked by unique circumstances, periods of migration and subsequent settlement are often motivated by a desire of one group to expand opportunities and access, often at the expense of another.

2. While America's commitment to democracy has served as a guiding principle, a source of stability, and an example to other countries, its inconsistent implementation has also resulted in tension, conflict, and unequal access at home and abroad.

3. Significant social change requires the coordinated and sustained efforts of countless individuals and groups; this change is often gradual, requires the use of various tactics, and is met with resistance that must then be counteracted.

4. Power relations between individuals, groups, or governments are ever-changing; attempts to exert influence, expand access, and assert control often lead to both intended and unintended consequences.

5. The American experience is rooted in the cultures, traditions, and contributions of various individuals and groups who have intersectional identities; a discussion of the contributions of diverse cultures, groups, and individuals offers a more complete understanding of US history.

This unit is part of the larger aforementioned course sequence and specifically focuses on the "Foundations of a New Nation" where students will understand that the events which occured between 1754 and 1814 represent decades of resistance by Indigenous groups against loss of their land, which was exploited by colonizers who sought alliances to benefit their own interests. In addition, students will understand that the meaning of freedom and people's access to rights during the American Revolution varied according to race, class, and gender. By the end of this unit, students will be able to analyze the concept of "freedom" from various lenses and during different time periods. For example, students will be able to define what freedom meant to various groups before the war, during the war, and after the war when our government system was created. Moreover, students will be able to identify factors which shaped different groups and individuals' definitions of and access to freedom and assess how these factors contributed to differing experiences of American life.

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students' post-secondary success. The skills and content of this unit and the curriculum as a whole encourage students to think critically about important issues, engage in the processes of problem solving, and develop civic competence as part of preparation for college, career, and/or civic life.

This course fulfills one of three units in Social Studies course work required by both Cranford High School and the state of New Jersey for graduation.

Revision Date: August 2022

Standards

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.

6.1.12.CivicsPI.2.b: 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

6.1.12.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists

during the ratification debates and assess their continuing relevance.

6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.

6.1.12.GeoPP.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.GeoPP.2.b: Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.

6.1.12.EconEM.2.a: Explain how the United States economy emerged from British mercantilism.

6.1.12.EconEM.2.b: 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.

6.1.12.EconEM.2.c: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

6.1.12.HistoryCC.2.a: Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.

6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).

6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).

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.

6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for

women and for arguments explaining the reasons against them.

LA.RH.9-10.1 - [Progress Indicator] - 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 - [Progress Indicator] - 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 - [Progress Indicator] - 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 - [Progress Indicator] - 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.9-10.6 - [Progress Indicator] - 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.9-10.8 - [Progress Indicator] - Assess the extent to which the reasoning and evidence in a text support the author's claims.4

LA.RH.9-10.9 - [Progress Indicator] - 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 - [Progress Indicator] - By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

LA.RST.9-10.1 - [Progress Indicator] - Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

LA.RST.9-10.2 - [Progress Indicator] - Determine the central ideas, themes, or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

LA.WHST.9-10.1.A - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LA.WHST.9-10.1.B - Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.

LA.WHST.9-10.1.C - Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LA.WHST.9-10.1.D - Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.WHST.9-10.1.E - Provide a concluding paragraph or section that supports the argument presented.

LA.WHST.9-10.2.A - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LA.WHST.9-10.2.B - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LA.WHST.9-10.2.C - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

LA.WHST.9-10.2.D - Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

LA.WHST.9-10.2.E - Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.WHST.9-10.2.F - Provide a concluding paragraph or section that supports the argument presented.

LA.WHST.9-10.4 - [Progress Indicator] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.WHST.9-10.5 - [Progress Indicator] - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LA.WHST.9-10.6 - [Progress Indicator] - Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LA.WHST.9-10.7 - [Progress Indicator] - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LA.WHST.9-10.8 - [Progress Indicator] - 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 - [Progress Indicator] - Draw evidence from informational texts to support analysis, reflection, and research.

LA.WHST.9-10.10 - [Progress Indicator] - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.12.EG.5: Relate a country’s economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

SEL.PK-12.3.1 - [Sub-Competency] - Recognize and identify the thoughts, feelings and perspectives of others

SEL.PK-12.3.2 - [Sub-Competency] - Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds

SEL.PK-12.3.3 - [Sub-Competency] - Demonstrate an understanding of the need for mutual respect when viewpoints differ

PFL.9.1.12.A.5 - [Standard Statement] - Analyze how the economic, social, and political conditions of a time period can affect the labor market.

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of of African-Americans to the growth and development of American society in a global context.

This unit further reflects the goals of the Holocaust Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand that genocide is a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, and religious tolerance.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

Essential Questions and Enduring Understandings

Essential Questions:

- To what extent was the American Revolution revolutionary?
- In what ways was the racial and socio-economic structure established during the colonial period upheld and challenged during the early republic period?

Enduring Understandings:

- The period between the French and Indian War through the War of 1812 was marked by resistance by Indigenous groups against loss of their land; this was exploited by colonizers who sought alliances to benefit their own interest.
- The meaning of freedom and what rights people should have during the American Revolution and its aftermath varied depending on one's race, class, and gender

Objectives

Students will know:

- Terms, concepts and individuals (including, but not limited to): The French and Indian War, George Washington, Proclamation of 1763, Pontiac's Rebellion, Patriots, Loyalists, Stamp Act, Sugar Act, Quartering Act, Boston Tea Party, Sons and Daughters of Liberty, Boston Massacre, Intolerable/ Coercive Acts, First Continental Congress, Lexington and Concord, Battle of Bunker Hill, Common Sense, Declaration of Independence, Thomas Jefferson, Battle of Trenton, Battle of Princeton, Battle of Saratoga, Battle of Yorktown, Treaty of Paris 1783, Articles of Confederation, Shay's Rebellion, Battle of Fallen Timbers, Treaty of Greenville, John Adams, Constitutional Convention, Three Fifths Compromise, Federalists, Antifederalists, Bill of Rights, Amendments 1-10, Electoral College, Alexander Hamilton, Judicial Branch, Executive Branch, Legislative Branch, checks and balances, James Madison, James Monroe, neutrality, Jay's Treaty, Democratic - Republicans, XYZ Affair, Alien and Sedition Acts, Election of 1800, Louisiana Purchase, Northwest Territory, Ordinance of 1787, Marbury vs. Madison, impressment, War of 1812, War Hawks, Hartford Convention, William Henry Harrison, Tecumseh and the Prophet, Non-Intercourse Act, Treaty of Ghent, Nationalism, "Era of Good Feelings"
- Indigenous cultures actively resisted European violence and negative treatment through different methods.
- After the French and Indian War, the New England and Middle colonies questioned their relationship with a previously distant Mother Country, seeking control and repayment for the war.
- As colonists began to resist taxation measures, a distinct national identity was formed to emphasize representation in government for the people and their needs.
- Women, African Americans, Indigenous groups, and soldiers all played important roles in the American Revolution.
- The Battle of Trenton and the Battle of Saratoga are turning points of the Revolutionary War leading to further Patriot victories.
- As the United States was officially recognized in the Treaty of Paris, this new nation was seen as an "experiment" by European nations which could still fail.
- The formation of political parties shaped the view of foreign and domestic goals for Founding Fathers

and their ideas for the direction of the nation.

- The role of government and its three branches are outlined within the Constitution. The people play an important part in their government and subsequently have rights and responsibilities.
- George Washington set many precedents as the first president of the United States, many of which continue to be followed today.
- Each president in the early republic faced domestic and foreign challenges that shaped their presidencies and legacies.

Students will be skilled at:

- Classifying the causes and effects of the French and Indian War (Seven Years' War).
- Explaining how 1763 was a "turning point" in the relationship between England and her American colonies.
- Describing how the British colonial policies regarding North America led to the Revolutionary War.
- Comparing how the reality of the "road to revolution" conflicts with the popular narrative of Patriot action.
- Identifying and analyzing how various factors contributed to the American victory during the Revolutionary War.
- Analyzing the successes and challenges of the British and American forces at the onset and during the war.
- Assessing the ways in which the American Revolution affected society and various groups.
- Evaluating the strengths and weaknesses of the Articles of Confederation.
- Comparing and contrasting the structures of the Articles of Confederation to the Constitution for overall effectiveness in serving the people and the nation.
- Explaining and creating arguments for and against the Constitution by Federalists and Antifederalists.
- Connecting the Constitution and Bill of Rights to past and present day issues.
- Determining the significance of point of view and subsequent limitations when creating the founding documents.
- Establishing causes and effects of the Democratic Republicans and Federalists on the political atmosphere of the new nation.
- Identifying the characteristics of a leader through case studies of the early presidents.
- Discussing domestic and foreign issues of a new nation and assessing the decisions made by the Early Presidents.

- Examining, analyzing, and interpreting primary and secondary source documents to determine application by historians.
- Working independently and collaboratively to present comprehension and understanding of content.
- Contextualizing events and sources within a broader historical timeline to describe the circumstances surrounding the topic.
- Interpreting multiple perspectives to compare and contrast varying viewpoints of a specific topic for relative similarities and differences.
- Debating and refining the skill of argumentation as applied to content material and sources.
- Creating a claim to respond to a prompt.
- Writing with evidence to support an original claim.
- Establishing cause and effect relationships between events and time periods. This includes both short and long term factors to be explained in connection to the topic.

Learning Plan

This unit plan includes but is not limited to:

- **French and Indian War Simulation:** Students will address the question, "Why were Indigenous groups more likely to align with the French than the British colonists?" through a simulation activity followed by secondary source reading of the event and student discussion of central question
- **Impact of the French and Indian War:** Students will assess how the French and Indian war led to growing tensions among British colonists through a document analysis of the Treaty of Paris of 1763 and the Proclamation of 1763.
- **Pontiac's Rebellion:** Students will analyze continued Indigenous resistance to British colonialism through a primary source investigation. Students will assess patterns, compare and contrast, and determine the significance of these acts of resistance.
- **Loyalists vs. Patriots Perspectives:** Students will read primary and secondary source accounts from both Loyalists and Patriots to determine how colonists were divided in their support of the crown and determine the argument used to support each side respectively
- **Taxation Jigsaw:** Students will analyze initial taxations imposed upon the colonists and their reactions to taxation. Students will share out their assigned tax and then debrief as a whole class.

- **Mock Trial of Boston Massacre**: Students will work in teams to develop an argument surrounding the Boston Massacre either in defense or prosecution of the British soldiers who killed five colonists in Boston. Students will defend their argument using primary source evidence and participate in a whole-class mock trial.

- **Activism or Vandalism - Patriot Behavior Inquiry-Based Lesson:** Students will address the question, "How do the actions of the colonists conflict with the popular narrative of resistance?" by examining in groups examples of violence and resistance committed by the colonists, such as the Boston Tea Party, tar and feathering, boycotting of goods and treatment of Loyalists.

- **Outbreak of War:** Students will examine factors that led to the outbreak of war at Lexington and Concord by establishing cause and effect on the "Road to Revolution" timeline.

- **Comparative Analysis: Declaration of Independence and Common Sense**: Students will investigate excerpts from each primary source document and determine how each document impacted participation and motivation at home and abroad in the Revolutionary War.

- **Turning Point Battles Jigsaw:** Students will work in groups to identify and explain how battles during the Revolutionary war (Battle of Bunker Hill, Battle of Trenton and Princeton, Saratoga, and Yorktown) served as major turning points in the war. Students must prepare evidence and reasoning as they share out to other groups.

- **Crossing of the Delaware DAQ:** Students will analyze the famous "Washington Crossing the Delaware" painting by Emanuel Leutze and explain how it does not accurately depict the Crossing of the Delaware

- **Roles of the Revolution**: Students will compare and contrast the roles and experiences of enslaved Black Americans, white women, and Indigenous people in the American Revolution.

- **Articles of Confederation:** Students will examine the failures and limitations of the Articles of Confederation through the analysis of Shays Rebellion in Ten Days that Changed America

- **Constitutional Convention**: Students will address the question "To what extent did the Constitutional Convention expand government representation for those living in America?" through examination of the Virginia Plan, NJ Plan, 3/5ths Compromise and slavery in the Constitution, considering the varying groups of people living within the United States

- **Constitutional Convention DAQ:** Students will analyze the painting "Scene at the Signing of the Constitution of the United States" by Howard Chandler Christy

- **Federalists vs. Anti-Federalists:** Students will compare and contrast the arguments of the Federalists and Anti-Federalists through analysis of primary sources

- **Know Your Rights:** After learning the Bill of Rights, students will develop their understanding of student and citizen rights through case studies on the ACLU website.

- **Electoral College Simulation:** Students will learn about the electoral college through a simulation where they and a partner challenge each other in an election for the votes of each state. After, students analyze the purpose of the electoral college and the extent to which the electoral college represents the interests of American citizens

- **Branches of Government Gallery Walk: S**tudents will split into groups where each group focuses on one of the branches of government. Students will research the powers of their government branch as well as the checks and balances placed upon their branch. Students will then do a gallery walk to compare the branches of government

- **Presidential Case Studies:** Students will investigate major domestic and foreign policy of the first five presidents in order to discuss cause and effect and patternization in the early nation and provide context for later activities to highlight each president's terms.

- **Washington's Presidency Report Card:** Students will score Washington on his job as the first president by assessing the precedents set and actions made by Washington during his presidency (Creating a Cabinet, two terms, Hamilton's Creation of National Bank, involvement of institution of slavery, and the case of Ona Judge)

- **Battle of Fallen Timbers:** Students will investigate Washington's treatment of the Western Confederacy through a case study of the Battle of Fallen Timbers, where they analyze reasons for Indigenous Resistance and the origins of American treaty policy with Indigenous Groups

- **Washington's Farewell Address Analysis:** Students will annotate an excerpt of Washington's Farewell Address to identify his advice as outgoing president and predict the extent to which his advice will be followed

- **Adams Presidency Newspaper Article:** Students will write an opinion news article about Adams' decisions as president from the perspective of a colonist either in support or against Adams and assess his foreign policy with France (Jay's Treaty, XYZ affair) and domestic policy (Alien and Sedition Acts)

- **Jefferson- Expectations vs. Reality**: Students will analyze primary sources regarding Jefferson's ideologies as an early politician and then compare them to his actions as president. Students will assess the extent to which Jefferson represented "Jeffersonian Democracy"

- **Student Supreme Court:** Students will first investigate the foundation of judicial review through Marbury v. Madison, then in groups acting as justices on the Supreme Court, each group will investigate a recent court decision and apply judicial review into practice

- **War of 1812 Inquiry-Based Lesson:** Students will address the question, "How was the War of 1812 a turning point in Indigenous-US relations?" by investigating multiple perspectives on the causes and effects of the War of 1812, highlighting acts of resistance from Tecumseh and Indigenous Groups of the Great Lakes Region, and discussing how different groups contributed to the war effort (ex: women, enslaved people, the Manilamen)

- **Era of Good Feelings:** Students will analyze aspects of the period coined "The Era of Good Feelings" and create an argument to respond to "to what extent does the term 'era of good feelings' accurately represent the time period?"

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, primary and secondary source analysis (including annotations, critique, questioning and close reading strategies), self and peer review, think-pair-share activities, creating visual representations, debates, film analysis, Socratic seminars, small group discussions, simulations, mapping activities, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Do Nows/ Exit Slips, Class Activities, Homework, Quizzes

Summative Assessments:

- Unit Tests including Multiple Choice, Free (Paragraph-length) response questions, Document Analysis Question (DAQ) Response

Benchmark Assessments:

- DAQ Response (Students will be able to identify and explain that the provided documents cannot be used by historians due to a time gap, has potential biases that make it an inaccurate depiction of events, and identify how the time period it was created impacts its intended message)

Alternative Assessments:

- Revolutionary War Essay: Students will use primary sources from class to craft and defend an argument regarding whether or not the American Revolution was truly a revolution or a war for independence
- Causation Timeline: Students will use sources from class to identify and explain major events and decisions from the early nation that influenced the economy, politics, and society during the time period. Students will identify how events caused one another and evaluate the effects of each event through multiple perspectives.

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List

The following are approved resources that teachers can include to further unit related objectives:

Primary Sources:

- Treaty of Paris of 1763
- Proclamation of 1763
- Thomas Paine's Common Sense (1776)
- Declaration of Independence
- Abigail Adams excerpt on Women's Rights
- "Bloody Massacre" etching by Paul Revere
- Esther De Berdy Reed, "Sentiments of an American Woman" 1780
- Articles of Confederation

- The Constitution
- Taken from John C. Fitzpatrick, ed., The Writings of George Washington. Washington's Letter About Shay's Rebellion
- Thomas Jefferson on Shays' Rebellion (excerpt) Paris, November 13, 1787
- George Washington's Farewell Address
- President Madison's Declaration of War

French and Indian War/ Pontiac's Rebellion Materials

Gilder Lehrman Institute of American History: The French and Indian War Unit and Lesson Plans

Newberry Library Digital Collection "American Indians in an Age of Empire and Revolution" 1750-1783

Primary source documentation on British attempt to spread smallpox during Pontiac's Rebellion

Treaty of Paris Activity

American Revolution Materials

Choices Program Unit: The American Revolution: Experiences of Rebellion

America the Story of Us - Revolution (Episode 2)

John Adams Miniseries (HBO) - Scenes from Episodes 1 - 4

- Episode 1 - Road to Revolution
- Episode 2 - Declaration of Independence
- Episode 3 - Turning Point (Saratoga and French alliance)
- Episode 4 - Treaty of Paris

The War that Made America - Documentary

Origin of Everything (PBS) - Would You have Joined the American Revolution?

History.Com - 7 Black Heroes of the American Revolution Article

American Revolution SAC

“The Revolutionary War Hero Who Was Openly Gay”

Loyalists in the American Revolution

Boston Massacre mock trial

PBS Africans in America “Freedom Fire” Lesson Plan and Video

“The Daughters of Liberty The Women Who Fought in the American Revolution”, 2016

The American Revolution from Below packet

Constitution Materials

10 Days that Changed America: Shays’ Rebellion (video)

Shays' Rebellion activity

Choices Program Unit: Civil Lessons for Student Engagement

- Declaration of Independence
- Slavery and the Constitution
- Ideals in US Founding Documents

Choices Program Unit: We The People - A New Nation

The Declaration of Independence "An Expression of the American Mind" (EDSITEment)

Ted-Ed Bill of Rights

"Kittens Kick the Giggily Blue Robot All Summer" podcast

OYEZ for Supreme Court Case information

Anti-Federalist reading and discussion

Slavery in the Constitution

Whose 'More perfect union' role play

Early Presidents Materials

SHEG Louisiana Purchase

Lewis and Clark SAC

SHEG Hamilton v. Jefferson

EDSITEment John Marshall, Marbury vs. Madison Lesson

EDSITEment First American Party System Lessons

War of 1812 Materials

Zinn's "A People's History" Excerpts: Chapters 4-6

Wedges Between Slavery and Freedom Article

PBS - Blacks in the War of 1812 Video Clip

War of 1812 American Indian perspectives

Native American Perspective of the War of 1812 Article

Pushmataha response to Tecumseh

This First Invasion - History Channel - War of 1812 Documentary

Additional Materials

Civil Liberties during Wartime - Timeline

Poetry of Defiance lesson plan (resistance to slavery)

Election Result Maps

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Integrated Accommodation and Modifications, Special Education students, English Language Learners, At-Risk students, Gifted and Talented students, Career Education, and those with 504s

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Highlighter for close reading and annotation strategies
- Bolded terms in directions
- Reading texts aloud for students to assist in comprehension and analysis
- Providing opportunities for text-to-speech for written responses.
- Use visual presentations of all materials to include graphic organizers for writing.