Unit 2: A Revolutionary Era (1754-1781)

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 1**
Length: **7 weeks**
Status: **Published**

Summary

In United States History I Honors, students will study events beginning with European colonization through the closing of the West. The US History I Honors course is intended to refine students' historical thinking skills and closely mirrors those of the AP US History course. Students further their understanding by examining historical events within the context of different themes such as American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

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

This unit is part of the larger aforementioned course sequence and specifically focuses on the Revolutionary Era where students will understand that British attempts to assert tighter control over its North American colonies as the colonies simultaneously pursued self-government led to a colonial independence movement and the Revolutionary War. By the end of this unit, students will be able to contextualize and identify causal relationships regarding historical developments of the time period in which America gained independence and developed a sense of national identity. This begins with the French and Indian War, through colonial taxation, into the war itself, supported by the Declaration of Independence. Students will do so by examining primary and secondary sources where they will identify viewpoints, create and support a claim, and assess causal relationships. Moreover, application of the AP Themes and definitions will allow students to develop a more comprehensive content focus.

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. Furthermore, 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.

Standards

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.

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.

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 race, 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.

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.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
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.9-10.6	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.9-10.8	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.
LA.RST.9-10.1	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	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.K-12.NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.K-12.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.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.K-12.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.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1,

	7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
LA.K-12.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.
LA.K-12.NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
LA.K-12.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.
9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).
LA.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
6.1.12.CivicsPI.3.a	Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.5	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	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	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	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.
LA.WHST.9-10.10	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.
6.1.12.EconGE.3.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
6.1.12.HistoryUP.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g., Native American/European, Native American/White settlers, American/Latin American, American/Asian).

Essential Questions

Essential Questions:

- To what extent did conflict between European powers lead to land conflict in the colonies?
- How did the French and Indian War impact the French, Indigenous Americans, British, and American colonists?
- Was colonial resistance inevitable or instigated by the British?
- To what extent did the Age of Enlightenment foster a desire for change in the British North American colonies from 1685 - 1775?

Enduring Understandings:

- British attempts to assert tighter control over its North American colonies as the colonies simultaneously pursued self-government led to a colonial independence movement and the Revolutionary War.

Objectives

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
- connecting how the British colonial policies regarding North America led to the Revolutionary War
- developing a theory as to why colonial attitudes about government and the individual changed in the years leading up to the American Revolution
- identifying and analyzing how various factors contributed to the American victory during the Revolutionary War
- assessing the ways in which the American Revolution Affected society
- examining, analyzing, and interpreting primary and secondary source documents to provide evidence of point of view, purpose, intended audience, and experiences during this time period.
- working independently and collaboratively to present comprehension and understanding.
- contextualizing to place events and sources into a broader historical timeline to describe the circumstances surrounding a topic.
- interpreting multiple perspectives to compare and contrast varying viewpoints for relative similarities

and differences regarding a specific topic.

- writing with evidence to support an original claim.
- creating a claim to respond to a prompt.
- establishing causal relationships between events and time periods (this includes both short and long term factors to be explained in connection to the topic).
- developing applicable connections to APUSH Themes.

Learning Plan

The unit learning plan includes, but is not limited to the following strategies:

French and Indian War Decision Making: Students will take on the role of mediator to help the British and colonists decide how to solve several problems they face due to the aftermath of the French and Indian War.

Mercantilism Introduction Simulation: Students will examine the impact of mercantilism on the colonial trade system through a budgeting and critical thinking activity to examine multiple perspectives.

Inquiry Lesson - Did the Colonists Overreact to the Stamp Act?: Students will examine various sources to determine the multiple responses to initial taxation in the colonies. Students will sort the documents using evidence from the text to place the actions as “justified” or “not justified”. Students will weigh evidence before drawing conclusions.

Road to Revolution Gallery Walk and Analysis: Students will participate in a Gallery Walk to discuss main causes of the American Revolution including economic issues, political grievances, conflicting ideologies, and British tyranny. Gallery Walk (or stations) include text and visuals to draw conclusions, think critically and promote conversation.

Boston Tea Party - Activism or Vandalism? - Inquiry Lesson: HIPP Analysis of Bostonians in distress connected to perspectives of the Boston Tea Party and the British response to the event (Intolerable Acts).

Debate for Independence: To understand and apply the Patriot and Loyalist perspective, students will analyze primary source documents, which help to “make the case” for or against colonial independence.

Pre-Revolutionary War "Speed Dating": Students will assume their assigned role and circulate to meet other founding fathers in their quest to express their views and learn about others' to determine the social climate during this time period.

Turning Point Battles Jigsaw: Students will work collaboratively to identify and explain the turning points of the American Revolution to present to the class (Lexington and Concord, Bunker Hill, Trenton, Saratoga, Winter at Valley Forge, Yorktown). Evaluation of strengths, weaknesses and strategy of the British and American colonists to follow.

Winning the Revolution - Argumentation Skill: A series of quotes are provided to students to offer arguments for how the Americans were able to win the Revolutionary War. Students will use the evidence to make a claim and provide their evidence and reasoning.

Race, Gender and Class in the American Revolution: Through a digital notebook investigation students will analyze resources to answer and discuss the following question: "To what extent did all Americans benefit equally from the revolution? Use specific information to support your claim."

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 Assesments:

Do Now/Exit Tickets, Class Activities, Chapter Reading Quizzes (Short Answer Format), Homework, Fabric of A Nation Sourcing Activities (pages 151, Maps on 152-155, 163, 166, 175, 180, 183, 187, 189, 190, 193)

Summative Assessments:

AP Style Tests including Document Stimulus Question and Short Answer Questions, Revolutionary War Personalized Learning Projects (student choice for presentation and understanding of a facet of the war), Speed Dating Project

Benchmark Assessments:

HIPP Analysis (students will be able to identify and explain Historical Context, Purpose and Point of view and Intended Audience by the end of this unit)

Alternative Assessments:

Students may write an essay to address one of the essential questions using class assignment sources and outside research.

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:

- John Locke's Second Treatise of Civil Government (1689)
- Thomas Paine's Common Sense (1776)
- Declaration of Independence
- Abigail Adams excerpt on Women's Rights
- "Bloody Massacre" etching by Paul Revere

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

America the Story of Us - Revolution (Episode 2)

John Adams Miniseries (HBO) - Excerpted 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

Zinn's *A People's History* Excerpts

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

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

Poetry of Defiance lesson plan (resistance to slavery) (zinnedproject.org)

American Revolution SAC (Digital Inquiry Group)

Primary source documentation on British attempt to spread smallpox during Pontiac's Rebellion (University of Massachusettes)

The Legacy Project's "Baron Friedrich Wilhelm von Steuben" article (legacyprojectchicago.org)

Loyalists in the American Revolution (Digital Inquiry Group)

Boston Massacre mock trial (udel.edu)

Treaty of Paris Activity (Edsitement)

The American Revolution from Below packet

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.