

# Unit 3: Crisis in the Colonies (Grade 7 )

Content Area: **Social Studies**  
Course(s): **Generic Course**  
Time Period: **5 weeks**  
Length: **December-January**  
Status: **Published**

## Unit Overview

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Students will be able to learn about the French and Indian War and its impact on the Thirteen original colonies, the turmoil over taxation, and how the American Revolution grew from a protest to a revolution.

## Transfer

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Students will be able to independently use their learning of the "Crisis in the Colonies" to better understand the process of how the United States went from being a British colony towards becoming an independent nation. This will enable them to have a better understanding about the history and development of the country.

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## Meaning

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## Understandings

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Students will understand that...

- physical geography has an influence on the security of a colony or nation
- The French and Indian War laid the groundwork that eventually led to the American Revolution
- British Parliamentary taxation was increasingly seen as an assault on the freedoms and liberties of the American colonists as British subjects

- American colonists became increasingly aggitated by British measures to tax them without consent or representation in Parliament
- The American colonists were able to unite across a broad spectrum of social classes in order to focus their protest movement
- A variety of factors contributed to the eventual breakdown in British-American relations that led to armed rebellion

## **Essential Questions**

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Students will keep considering...

- 1.) (Analyzing Ideas): List two ways in which the Albany Plan of Union would have helped the colonies fight the French. Why did the colonists reject the Plan of Union?
- 2.) (Supporting a Point of View): Write a position paragraph or two explaining how British policies spurred the growth or representative government during the colonial period.
- 3.) (Analyzing Information/Point-of-View): You are a concerned citizen of Boston in 1775. Write a letter to the editor of your newspaper analyzing the political and economic causes of the Revolution.

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- 1.) Explain why the French and Indian War began in America
- 2.) Describe how mistakes led to British defeats early in the war
- 3.) Identify what turned the tide of war in Britain's favor

- 4.) Explain how British troops defeated French troops
- 5.) Describe how Britain tried to ease growing tensions on the American frontier
- 6.) List the ways the colonists reacted to new taxes imposed by Parliament
- 7.) Identify new colonial leaders
- 8.) Explain the events that led to the Boston Massacre
- 9.) Explain how a dispute over tea led to tension between the colonists and Britain
- 10.) Describe how Parliament struck back at Boston
- 11.) Identify the reasons fighting broke out at Lexington and Concord

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**Students will be skilled at...**

Students will be skilled at...

recalling simple names, dates, and facts

sequencing events and creating time lines

recognizing main ideas

using symbols and symbolizing in maps and documents

integrating math and language arts into Social Studies lessons

specifying and predicting the reasoning and outcomes of decisions

investigating primary sources

experimenting with hypothetical situations and what-ifs

Problem solving using contextual experiences related to the unit

decision-making and choosing the best course of action for contemporaries of the time period and relating such to the present

## Academic Vocabulary

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Section 1: French and Indian War, Albany Plan of Union, Plains of Abraham, Treaty of Paris

Section 2: Pontiac's War, Proclamation of 1763, Stamp Act, petition, boycott, repeal, Townsend Acts, writ of Assistance, Boston Massacre, committee of correspondence

Section 3: Tea Act, Boston Tea Party, Intolerable Acts, Quebec Act, First Continental Congress, militia, minuteman, battles of Lexington and Concord

## Learning Goal 1

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Students will be able to learn about and comprehend how a crisis in the American colonies turned into a War for American Independence through the French and Indian War, turmoil over taxation, and from protest to revolution.

- explain the impact of the French and Indian War on the American colonies
- analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
- explain how taxes and governmental regulation can affect economic opportunities, and assess the impact of these relations between Britain and its North American colonies.

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LA.6-8.CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
SOC.6.1.8.3	Revolution and the New Nation (1754-1820s)
SOC.6.1.8.A	Civics, Government, and Human Rights

SOC.6.1.8.A.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
SOC.6.1.8.C	Economics, Innovation, and Technology
SOC.6.1.8.C.2.b	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
SOC.6.1.8.C.2.c	Analyze the impact of triangular trade on multiple nations and groups.
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.2.a	Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
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.d	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
SOC.6.1.8.D.3.e	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
SOC.6.1.8.CS3	Revolution and the New Nation: Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

### Target 1

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Students will be able to 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.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.
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### Target 2

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Students will be able to 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.

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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.
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### Target 3

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Students will be able to analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

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.

## Target 4

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Students will be able to identify disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

SOC.6.1.8.CS3

Revolution and the New Nation: Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

## Advanced Learning Goals

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## Advanced Targets

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## 21st Century Life & Career

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
PFL.9.1.8.A.4	Relate earning power to quality of life across cultures.
PFL.9.1.8.A.6	Explain how income affects spending decisions.
PFL.9.1.8.B.6	Evaluate the relationship of cultural traditions and historical influences on financial practice.
PFL.9.1.8.D.5	Explain the economic principle of supply and demand.

PFL.9.1.8.F.1	Explain how the economic system of production and consumption may be a means to achieve significant societal goals.
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	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

## **Summative Assessment**

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Linkit!- Chapter 3 Test

All assessments are differentiated and aligned to the social studies standards and curriculum.

Alternative assessments may include but are not limited to any combination of the following:

Common Assessment #2 on "The Stamp Act" using primary sources and four essential questions.

Reading Like A Historian: "Battle of Lexington" <https://sheg.stanford.edu/lexington>

Docs Teach: "A Reflection on the Boston Massacre"

<http://docsteach.org/activities/9430/detail?mode=browse&menu=closed&era%5B%5D=revolution-and-the-new-nation&page=1>

Reading Like A Historian: "The Stamp Act" <https://sheg.stanford.edu/stamp-act>

problem-based learning, projects or presentations, common paper/pencil assessments, primary source writing with essential questions

Common summative assessments will be devised by the 7th grade social studies teachers during common planning time.

## **Formative Assessment and Performance Opportunities**

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Lecture

Group work

Think-Pair-Share

Technology implementation

"Do-Nows"

Directed Reading

Graphic Organizers

Primary and secondary sources

Picture Prompts

Projects

Teacher observation

cooperative learning opportunities

guided practice

classroom centers

atlas/geography activities

essential question writing

## **Accommodations/Modifications**

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Enrichment opportunities: Advanced classes will incorporate more Level 4 Knowledge Utilization processes. Advanced classes will have broader and more specific essential writing activities. These classes will also have to incorporate more decision-making, problem-solving, relating experiences, and investigation activities.

Differentiation: 504 and IEP modifications will be closely followed and modified to for the needs of specific students. Regular planning with Inclusion Instructors to best implement these specific practices will take place throughout the academic school year.

GOOGLE EXPEDITION (Virtual Reality through History) Differentiated questions - several question sheets for various levels - Advanced Social Studies / general ed, and special ed.

Online Resources:

Text to Speech: Natural Readers - <https://www.naturalreaders.com/>

Content Vocabulary: Academic Word Finder - <http://achievethecore.org/academic-word-finder/>

Social Studies Enrichment/Modifications Resources for **ELL Students**-

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Social studies Instruction



to ELLs"

- guided notes
- interactive websites/games
- leveled assignments
- leveled readings
- modified assessments

## **Advanced Class Modifications**

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### **Unit Resources**

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guest speakers

interactive white board activities

Internet activities

supplemental textbooks/ teacher resources

social studies notes and hand-outs

videos and online videos for audio and visual learners

activity cards

American history websites

youtube

safari montage

helpful bulletin boards and posters

exit tickets

on-line project builder

**NEWSCURRENTS (LGBTQ RESOURCES)**

### **Digital Resources**

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1.) **Digital Public Library of America** - <https://dp.la/timeline?subject%5B%5D=United+States#/> - link to

timeline on various lessons and sources on the crises in the colonies including:

- a.) <https://dp.la/timeline?subject%5B%5D=United+States#/1769> - 1769 review of the controversy between the colonies to Great Britain, including pleas and the contemporary issues
- b.) <https://dp.la/timeline?subject%5B%5D=United+States#/1769> - a letter from an English Earl about the relationship between Great Britain and her American colonies
- c.) [https://dp.la/item/54123dcf65e794dcfbb85b940bbef200?back\\_uri=https%3A%2F%2Fdp.la%2Ftimeline%3Fsubject%255B%255D%3DUnited%2BStates%23%2F1774](https://dp.la/item/54123dcf65e794dcfbb85b940bbef200?back_uri=https%3A%2F%2Fdp.la%2Ftimeline%3Fsubject%255B%255D%3DUnited%2BStates%23%2F1774) - journals of the Continental Congress

**2.) Digital History website** - <http://www.digitalhistory.uh.edu/> - link to various lessons and sources on the crises in the colonies including:

- a.) [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=102](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=102) - a soldier's diary from the French and Indian War
- b.) [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=106](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=106) - British in North America
- c.) [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=159](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=159) - Land Proclamation of 1763
- d.) [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=3877](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=3877) - Stamp Act 1765

**3.) CK-12 Social Studies (Basic and Advanced Online Texts)** - <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/3.0/> link to various lessons and sources on the crises in the colonies including:

- a.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/3.1/> - Stamp Act
- b.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/3.2/> - The Battle of Lexington
- c.) <http://americanhistory.abc-clio.com/Search/Display/289492?terms=American+Revolution> - paying the tax man (political cartoon)

**4.) ABC-clio.com** - <http://americanhistory.abc-clio.com/Topics> link to various "topics" of the curriculum:

- a.) <http://americanhistory.abc-clio.com/Topics/Display/1183173> - mercantilism
- b.) <http://americanhistory.abc-clio.com/Topics/Display/1183185> - The French and Indian War
- c.) <http://americanhistory.abc-clio.com/Topics/Display/1183191> - organizing colonial resistance

**5.) Reading Like A Historian** - <http://sheg.stanford.edu/revolution-early-america> - link to various lessons and sources on the crises in the colonies including:

- a.) <http://sheg.stanford.edu/stamp-act> - The Stamp Act

b.) <http://sheg.stanford.edu/battle-lexington> - The Battle of Lexington

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**6.) Docsteach** <https://www.docsteach.org/activities/activities?fe=czoXOilzIjs=&rt=EcQuU4R243KG> - link to various lessons and sources on the crises in the colonies including:

a.) <https://www.docsteach.org/activities/teacher/prequel-to-independence> - Prequel to Independence

b.) <https://www.docsteach.org/documents/document/1-paul-reveres-ride> - Paul Revere's Ride

b.) <https://www.docsteach.org/activities/teacher/road-to-revolution-patriotism-or-treason> - Patriotism or Treason

**7.) NJ Amistad Curriculum** - <http://www.njamistadcurriculum.net/history/unit/establishment-new-nation>

**8.) UMBC History Labs:** <http://www.umbc.edu/che/historylabs/labs.php>

## Interdisciplinary Connections

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LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LA.RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RL.7.8	(Not applicable to literature)
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RL.7.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
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).

TECH.8.1.8.E.CS1

Plan strategies to guide inquiry.

TECH.8.1.8.E.CS2

Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

TECH.8.1.8.E.CS3

Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.