

Unit 4 The American Revolution

Content Area:	Social Studies
Course(s):	United States History I
Time Period:	8 weeks
Length:	Feb-March
Status:	Published

Unit Overview

Unit 6 discusses the events of the American Revolution to include the United States declaring independence from Great Britain. It highlights early fighting between the colonials and mother country, even while Congress still tried to make peace with Britain. Rallying points such as "Common Sense" are also analyzed and explain how patriots were united together to face the formidable British Army. Finally, the battles of the American Revolution are explained pointing out the turning points and final battle and what independence meant for the new country, as well as women, Native Americans and slaves.

Transfer

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

-Understand the difficulties in starting and sustaining a revolution, especially against a powerful government. Each student will be able to identify the struggles to maintain a revolutionary army and the different types of literature the support or detract from a revolutionary cause. Finally, students will be able to detect bias from sources and determine whether a source can be reliable or not.

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

- Understand why a revolution has serious implications for all sides involved.
- Determine the role of literature in supporting or hindering a cause, in this case what promoted the revolution and what supported the English Crown.
- Understand why it is difficult to unite different people together towards one cause, such as the representatives of the 13 colonies signing the Declaration of Independence.
- Analyze how geography and terrain are important aspects in understanding the battles of the American Revolution.
- The role of women and slaves during the course of the American Revolution.
- Determine how a peace treaty works and what the implications of the 1783 Treaty of Paris are and how the United States is recognized as a country.

Essential Questions

Students will keep considering...

- The reasons people will take up arms in defense of their liberty and personal freedoms.
- Why revolutions occur and what are some common themes among all revolutions.
- What causes some battles to be more significant than others and why some battles turn the tide of victory from one side to another.
- The roles of women and minorities during conflicts.
- How nations at war make peace or cease fire treaties.

Application of Knowledge and Skill

Students will know...

Students will know...

- The impact of George Washington as the leader of the Continental Army.
- The ideas discussed within the Declaration of Independence and what those ideas meant for men, women and slaves.
- The prominent players of the American Revolution and how their role affected the execution and outcome of the Revolution.
- The significance of the 1783 Treaty of Paris and what it meant for the United States as a new country.

Students will be skilled at...

Students will be skilled at...

Analyzing the interactions between both sides of a revolution and what arguments they used to support their side.

Recognizing how the ideas in a document may be promising, but fall short if not enforced by those elected to lead.

Explaining why people choose to take arms and fight against a person or government they find oppressive.

Drawing conclusions about the future of the United States as a new country in the world.

Examining primary sources and detecting bias.

Academic Vocabulary

Unit 6 Section 1

-Olive Branch Petition, Green Mountain Boys, Continental Army, Patriot, Loyalist, Battle of Bunker Hill, blockade, mercenary.

Section 2

-"Common Sense", traitor, Declaration of Independence, preamble, natural rights.

Section 3

-Battle of Long Island, Battle of Trenton, Battle of Saratoga, ally, cavalry, Valley Forge.

Section 4

-No vocabulary

Section 5

-Battle of Cowpens, guerrilla, seige, Battle of Yorktown, Treaty of Paris, ratify.

Learning Goal 1

Students will be able to analyze, comprehend, and discuss the political, military and social impact of the American Revolution. In addition, the student will be able to examine the ideas found in the Declaration of Independence and what they meant for men, women and slaves. Students will also be able to analyze the impact of George Washington and other prominent figures of the Revolution and how their actions affected the outcome and execution of the American Revolution. Finally, students will be able to analyze the how the Treaty of Paris affected the United States as a new country in the world.

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.3.a	Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this

	time period.
SOC.6.1.8.A.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
SOC.6.1.8.B.3.c	Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
SOC.6.1.8.B.3.d	Explain why New Jersey's location played an integral role in the American Revolution.
SOC.6.1.8.D.3.b	Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
SOC.6.1.8.D.3.c	Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
SOC.6.1.8.D.3.d	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
SOC.6.1.8.D.3.e	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
SOC.6.1.8.D.3.f	Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.
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

Students will be able to describe the push and pull factors leading to the colonial decision to separate from Britain. Students will be able to identify and analyze the advantages and disadvantages of the American and British armies.

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.3.a	Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
SOC.6.1.8.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.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 2

Students will be able to Identify the arguments for independence within "Common Sense". Analyze the steps Congress took to declare independence and identify the ideas listed in the Declaration of Independence.

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.3.a	Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
SOC.6.1.8.D.3.b	Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
SOC.6.1.8.D.3.d	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

Target 3

Students will be able to examine and analyze the battles fought within the middle colonies and why they were significant, specifically focusing on the Battle of Saratoga as a turning point and the significance of the Continental Army's experience at Valley Forge.

SOC.6.1.8.3	Revolution and the New Nation (1754-1820s)
SOC.6.1.8.B	Geography, People, and the Environment
SOC.6.1.8.B.3.c	Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
SOC.6.1.8.B.3.d	Explain why New Jersey's location played an integral role in the American Revolution.
SOC.6.1.8.D.3.c	Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.

Target 4

Students will be able to describe the role of women and African Americans during the course of the American Revolution and identify how the war was fought along the frontier and at sea.

SOC.6.1.8.3	Revolution and the New Nation (1754-1820s)
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.

Target 5

Students will be able to identify reasons why the British began a campaign in the southern colonies and why they were finally defeated at Yorktown. Students will be able to analyze the terms of the Treaty of Paris and

the effects it had on the United States as a new nation.

- SOC.6.1.8.3 Revolution and the New Nation (1754-1820s)
- 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.f Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.

Advanced Learning Goals

Advanced Targets

21st Century Life & Career

- 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.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.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
- 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.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.

Summative Assessment

Linkit! Chapter 4 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:

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.

Reading Like A Historian: "Declaration of Independence" <https://sheg.stanford.edu/declaration-independence>

Docs Teach: "Causes of the Declaration of Independence" <http://docsteach.org/activities/21068/detail?mode=browse&menu=closed&era%5B%5D=revolution-and-the-new-nation&page=5>

Docs Teach: "Chronology of the Revolutionary War Period" <http://docsteach.org/activities/20051/detail?mode=browse&menu=closed&era%5B%5D=revolution-and-the-new-nation&page=6>

"Washington's Crossing" Painting activity supplementing art cross-curriculum education

Students will also complete grade 7 common assessment "Common Sense" based on answering open ended questions using primary source documents.

Formative Assessment and Performance Opportunities

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

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 games/websites
- leveled assignments
- leveled readings

- modified assessments
- student-generated projects

Advanced class modifications

Unit Resources

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

<https://www.advocate.com/world/2016/7/08/20-lgbt-people-who-changed-world#media-gallery-media-21> (LGBTQ RESOURCES)

NEWSCURRENTS (LGBTQ RESOURCES)

Digital Resources

1.) Digital Public Library of America -

<https://dp.la/timeline?q=The+American+Revolution&subject%5B%5D=United+States&subject%5B%5D=United+States--History--Revolution%2C+1775-1783&utf8=%E2%9C%93> - link to timeline on various lessons and sources on the American Revolution including:

a.)

https://dp.la/item/cba10028096f05cca00178df7ec8a636?back_uri=https%3A%2F%2Fdp.la%2Ftimeline%3Fq%3DThe%2BAmerican%2BRevolution%26subject%255B%255D%3DUnited%2BStates%26subject%255B%255D%3DUnited%2BStates--History--Revolution%252C%2B1775-1783%26utf8%3D%25E2%259C%2593%23%2F1776 - primary source letter by John Adams 1776 on the "present state of the American Colonies

b.)
https://dp.la/item/3986f996243a4766faa9d6703a090a2d?back_uri=https%3A%2F%2Fdp.la%2Ftimeline%3Fq%3DThe%2BAmerican%2BRevolution%26subject%255B%255D%3DUnited%2BStates%26subject%255B%255D%3DUnited%2BStates--History--Revolution%252C%2B1775-1783%26utf8%3D%25E2%259C%2593%23%2F1777 - a primary source/contemporary map of the Battle of Saratoga

c.)
https://dp.la/item/0fc9eb21c7abcb60675ef9b4bd9d3c40?back_uri=https%3A%2F%2Fdp.la%2Ftimeline%3Fq%3DThe%2BAmerican%2BRevolution%26subject%255B%255D%3DUnited%2BStates%26subject%255B%255D%3DUnited%2BStates--History--Revolution%252C%2B1775-1783%26utf8%3D%25E2%259C%2593%23%2F1776 - colonial money

2.) Digital History website - <http://www.digitalhistory.uh.edu/era.cfm?eraid=3&smtid=1> - link to various lessons and sources on the American Revolution including:

- a.) http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=3884 - first draft of the Declaration of Independence (documents)
- b.) <http://www.digitalhistory.uh.edu/era.cfm?eraID=3&smtID=6> - overview of Revolutionary War music (music)
- c.)
http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=8&psid=2373&filepath=http://www.digitalhistory.uh.edu/primarysources_upload/images/the_bloody_massacre_1.jpg - Paul Revere's biased engraving of the Boston Massacre (images)
- d.) <http://www.digitalhistory.uh.edu/era.cfm?eraID=3&smtID=11> - overview of some lesson plans for teachers pertaining to the Revolutionary War

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 American Revolution including:

- a.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/3.3/> - The Declaration of Independence (basic)
- b.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Advanced/section/3.3/> - The Declaration of Independence (advanced)
- c.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/3.4/> - Loyalists during the Revolution (basic)
- d.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Advanced/section/3.4/> - Loyalists during the

Revolution (advanced)

- 4.) ABC-clio.com** - <http://americanhistory.abc-clio.com/Search/Results?q=American+Revolution> link to various "topics" of the curriculum including the American Revolution:
- a.) <http://americanhistory.abc-clio.com/Topics/Display/1183197> - Declaring Independence (lesson overview)
 - b.) <http://americanhistory.abc-clio.com/Topics/Display/1183203> - Conducting the War (lesson overview)
 - c.) <http://americanhistory.abc-clio.com/Search/Display/1535845?terms=American+Revolution> - women in the military (video)
 - d.) <http://americanhistory.abc-clio.com/Search/Display/254139?terms=American+Revolution> - The Declaration of Independence (Political, Government & Court Documents)
 - e.) <http://americanhistory.abc-clio.com/Search/Display/265714?terms=American+Revolution> - map of the campaign in the southern colonies 1780-1781 (maps)
- 5.) Reading Like A Historian** - <http://sheg.stanford.edu/revolution-early-america> - link to various lessons and sources on the American Revolution including:
- a.) <http://sheg.stanford.edu/declaration-independence> - The Declaration of Independence as a primary source (with essential questions)
 - b.) <http://sheg.stanford.edu/loyalists> - Loyalists
- 6.) Docsteach** - <https://www.docsteach.org/activities/activities?fe=czoxOjIzIjs=&rt=EcQuU4R243KG> - link to various lessons and sources on the American Revolution including:
- a.) <https://www.docsteach.org/activities/teacher/benjamin-franklin-politician-and-diplomat> - Benjamin Franklin: politician and diplomat
 - b.) <https://www.docsteach.org/activities/teacher/celebrating-americas-bicentennial-in-1976> - celebrating America's bicentennial in 1976
- 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

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.RL.7.8 (Not applicable to literature)

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.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.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

TECH.8.1.8.B.CS1 Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.8.B.CS2 Create original works as a means of personal or group expression.