

Unit 2 - A New World, A New Chance

Content Area: **History**
Course(s):
Time Period: **Marking Period 1**
Length: **2 Weeks**
Status: **Published**

Unit Overview / Objectives

Artists will be able to:

- **Understand the economy and culture of pre-Revolutionary America.**
- **Identify the events that led to revolutionary actions.**
- **Identify the key arguments, and the theory behind them, during the First Continental Congress leading up to the Declaration of Independence.**
- **Identify and define main concepts, and arguments made in the Declaration of Independence.**
- **Briefly explain the social and cultural effect of a revolution in colonial America.**

Essential Skills

- Determine the main arguments for and against revolution.
- Determine the main reasons for a revolution in America.
- Discuss and examine the events that unfolded in Boston leading up to the Revolution; The Boston Massacre, Boston Tea Party.
- Examine and search for occupation, and quality of life examples during pre-Revolutionary America. Utilize modern media and examine the “reality” of it.
- Identify the main arguments made against Britain in the Declaration of Independence.
- Relate the arguments made in the Declaration, to theories on governance discussed in previous units.
- Understand the economic structure of colonial America.

Essential Questions

- Type Question 1
- Type Question 2

Unit Standards

SOC.6.1.12

U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the

environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

SOC.6.1.12.1	Colonization and Settlement (1585-1763)
SOC.6.1.12.A.1	Civics, Government, and Human Rights
SOC.6.1.12.A.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
SOC.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
SOC.6.1.12.B.1	Geography, People, and the Environment
SOC.6.1.12.B.1.a	Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.
SOC.6.1.12.C.1	Economics, Innovation, and Technology
SOC.6.1.12.C.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
SOC.6.1.12.C.1.b	Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.

Instructional Resources

- CommonLit
- George Washington On the Question of Rebellion.
- Google Docs
- Google Slides
- HBO's John Adams, clips available via YouTube, and teacher's access.
- Quotes and excerpts pulled from John Kaminski's Citizen Jefferson.
- Scanned excerpts from Benjamin Franklin's Notions Concerning Trade and Merchants
- Scanned Excerpts from Thomas Paine's Common Sense.
- The Internet, Library of Congress Primary Documents
- Use of Chromebooks for online research, readings, and assignments.

Learning Plan - Assessments

Formative Assessments

- Class Debate and Discussion
- Essays
- Lesson Exit/Entrance Tickets
- Lesson Graphic Organizer

- Quiz/Test
- Student Work Sample
- Teacher Collected Data
- Type Additional Formative Assessment Here

Unit/Summative Assessments

- Class work Activities
- Final Cumulative Project
- Homework
- Quizzes
- Socratic Seminar
- Teacher Observation