

Unit 3: Revolution and a New Nation 1763-1789

Content Area: **Template**
Course(s):
Time Period:
Length:
Status: **Published**

State Mandated Topics Addressed in this Unit

<u>State Mandated Topics Addressed in this Unit</u>	
Amistad Law: N.J.S.A. 18A 52:16A-88	Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.
Amistad Law: N.J.S.A. 18A 52:16A-88	History of disabled and LGBT persons: N.J.A.S.A. 18A:35-4.35 mandates a board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards
History and Contributions of Asian American and Pacific Islanders	A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.

Unit 3: Revolution and a New Nation 1763-1789 A new Nation Begins to Grow 1763-1775, The American Revolution 1775-1783, A Government is Formed 1783-1791

Learning Objectives

- Describe how the colonists won the war

- Describe the actions taken by the First Continental Congress
- Describe the purpose of the Bill of Rights
- Examine and explain why the Declaration of Independence was written
- Examine the role played by Baron von Steuben, an openly gay Prussian military officer who played a leading role in the American Revolutionary War by reforming the Continental Army into a disciplined and professional fighting force.
- Explain the Articles of Confederation and the problems it caused
- Explain the causes of the Boston Tea Party
- Explain the purpose of the Proclamation of 1763
- Explain what happened at Lexington and Concord and there immediate aftermath
- Explain what happened at the Constitutional Convention
- Explain what the Battle of Saratoga was a turning point of the war
- Identify the actions taken by the Second Continental Congress
- Identify the differences between the New Jersey and Virginia Plans
- Identify the strengths and weaknesses of the colonists and the British
- Identify the taxes the British placed on the colonies and how the colonists reacted
- Identify the three branches of government
- Textbook readings

Essential Skills

- Essential Skill 1 - Copy and paste
- Essential Skill 10 - Copy and paste
- Essential Skill 2 - Copy and paste
- Essential Skill 3 - Copy and paste
- Essential Skill 4 - Copy and paste
- Essential Skill 5 - Copy and paste
- Essential Skill 6 - Copy and paste
- Essential Skill 7 - Copy and paste
- Essential Skill 8 - Copy and paste
- Essential Skill 9 - Copy and paste

Standards

SOC.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.
SOC.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.
SOC.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.
SOC.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.
SOC.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.
SOC.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).
SOC.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.
SOC.6.1.12.HistoryUP.2.b	Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.
SOC.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).
SOC.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.
SOC.6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.

Instructional Tasks/Activities

- American Revolution Cause - Duckster
- American Revolution Causes Timeline Project
- American Revolution vs American Revolutionary War video + American Revolution Duckster
- Battle of Long Island viewing
- Battles of Lexington and Concord - The Road to Revolution
- Boston Massacre - Pursuit of History
- Boston Tea Party - Duckster
- Chapter 5 Lesson 1
- Chapter 5 Lesson 2
- Chapter 5 Lesson 3
- Chapter 5 Lesson 4
- Chapter 5 Summary/Review
- Chapter 5 Test
- Chapter 6 Lesson 1
- Chapter 6 Lesson 2
- Chapter 6 Lesson 3
- Chapter 6 Lesson 4
- Chapter 6 Lesson 5
- Chapter 6 Lesson 6

- Close examination of the U.S. Constitution
- Consensus building exercise, a demonstration of how difficult it is for a group to come to an unanimous conclusion
- Current Event Writing Activity
- Declaration of Independence facts + Dec. of Ind. Duckster
- Lexington and Concord - Duckster
- Preamble Art Project
- Research Baron von Steuben also known as the Father of the American Army
- Review games
- Revolution Timeline + Revolution Daily Life Duckster
- Second Continental Congress - Daily Bellringer + Continental Congress Duckster
- Taxes and Smuggling : Prelude to the Revolution
- The First Continental Congress - Pursuit of History
- The modern Tea Party an examination of the name choice and the current events surrounding the new Tea Party
- The Patriot screening Day 1 and viewing questions Who is the main character in "The Patriot," and what is his initial attitude towards the American Revolutionary War? How does the film depict the relationship between Benjamin Martin and his children, especially his oldest son Gabriel?
- The Patriot screening Day 2 and viewing questions What events lead Benjamin Martin to become involved in the war, and how does his role evolve throughout the film? What are the main challenges and obstacles faced by the American colonists during the Revolutionary War, as shown in the movie?
- The Patriot screening Day 3 and viewing questions Describe the character of Colonel Tavington. How is he portrayed in the film, and what role does he play in the story? How does "The Patriot" portray the role of African Americans in the Revolutionary War, specifically the character of Occam?
- The Patriot screening Day 4 and viewing questions What are the key battles and military strategies featured in the movie, and how do they impact the characters' lives? How does the film depict the role of women during the American Revolution, particularly through the character of Charlotte?
- The Patriot screening Final Day and viewing questions What moral dilemmas does Benjamin Martin face throughout the movie, and how does he resolve them? What message or lesson can be learned from "The Patriot" about the cost of freedom and the sacrifices made during the American Revolution?
- The Virginia and New Jersey Plans: which would govern the best: a mini-debate
- Townshend Acts - Daily Bellringer
- Townshend Acts - Duckster
- Treaty of Paris 1783 + LKF @ Thanksgiving
- View at appropriate chronologies the documentary Liberty with accompanying materials
- View portions of the mini-series John Adams to reinforce readings and discussions concerning colonial life and tribulations
- Writing about History project-the Battle of Saratoga

Assessment Procedure

- Classroom Total Participation Technique
- Classwork

- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Chromebook
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Honors Modifications

N/A

Resources

- Activities from publishers Teacher Resource Library
- Internet research
- Reading level appropriate on-line text (www.ducksters.com)
- Textbook: Pearson/AGS United States History ISBN:0-7854-3860-2