

# Unit 2: American Revolution

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.
LBGT and Disabled Mandate	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 2: American Revolution (1763-1783)

### Essential Skills

- Compare and Contrast: identifying similarities and differences between two or more like things
- Empathy: understanding and sharing the thoughts and feelings of people from the past

- Evaluate: taking a stance and supporting it with evidence
- Explain: breaking down a complex topic into understandable terms and concepts
- Geographic Literacy: reading and interpreting maps to analyze and explain concepts
- Historical Reasoning: apply and recognize historical patterns in the modern world

## Essential Questions

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- How do you bring people together?
- Why do people choose revolution?

## Standards

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SOC.6.1.12.EconGE.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
SOC.6.1.12.GeoPP.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
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.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.

## Learning Objectives

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- Compare and contrast Loyalists and Patriots during the American Revolution
- Describe and compare the key struggles of the War for Independence
- Describe the actions and motivations of African Americans during the American Revolution
- Describe the actions and motivations of Native Americans during the American Revolution
- Describe the actions and motivations of women during the American Revolution
- Describe the expected role of women during the late 1700s
- Explain how Britain imposed mercantilism in the Thirteen Colonies
- Explain the messages in the Declaration of Independence
- Explain why the Thirteen Colonies united together against Great Britain

## Essential Skills

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- 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

## **Instructional Tasks/Activities**

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- Checks for comprehension
- Ducksters
- Guided Notes
- Make up previous work
- McGraw Hill textbook readings, Chapter 2
- McGraw Inquiry: Post-Revolutionary Society
- Modified DBQ from DBQ Online
- Oral check for previous lesson understanding
- People of the American Revolution
- Practice Test
- Primary Source Analysis: Abigail Adams
- Video lesson review sheet
- Writing your own Declaration of Independence

## **Assessment Procedure**

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- Chapter 4 Test
- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Participation
- Peer Review

- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

## **Recommended Technology Activities**

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

## **Accommodations & Modifications & Differentiation**

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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**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving

- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- 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**

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- 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

## **Resources**

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- Appropriately stimulating and educative multimedia (e.g., YouTube)
- DBQ Online
- Gimkit
- Internet research
- Primary Source Collection: Voices of Freedom: A Documentary History by Eric Foner, Vol. 1-2, 6th Edition, ISBN: 978039369612 (vol. 1) / 978039369629 (vol. 2)
- Primary Sources, as mentioned in the McGraw Hill textbook
- Reading level appropriate on-line text
- Teacher-made PowerPoints
- Textbook: McGraw Hill United States History ISBN: 978-0-07-902313-1