

Unit 2: American Revolution

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

State Mandated Topics Addressed in this Unit

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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 Questions

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

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.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

- 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
- Describe the roles of the three branches of government in the Constitution
- Explain the messages in the Declaration of Independence
- Explain why the Founding Fathers wanted separation of powers in the Constitution
- Explain why the Thirteen Colonies united together against Great Britain

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

Instructional Tasks/Activities

- - Chapter 3 Lesson 4 - 13 Colonies Interactive Map
- Art project: Recreating Jamestown & Plimouth Plantation
- Artists will complete a mini-DBQ based on the Mayflower Compact
- Artists will perform research (with guidance) into the voyage of the Mayflower and its inhabitants.
- AVA documentary on the 13 colonies and regional differences
- Chapter 3 Summary - Knowledgeia - How did the English Colonies grow?
- Chapter 3 Summary Review - Interactive 13 Colonies Map practice
- Chapter 3 Test
- Chapter 4 Lesson 1 - Crash Course: Seven Years War?
- Chapter 4 Lesson 2 - TedEd: Atlantic Slave Trade
- Chapter 4 Lesson 3 - Hip Hughes: Albany Plan - BioGraphics: The Donner Party
- Chapter 4 Lesson 4 - History 4 Humans: How the French and Indian War led to The Revolution
- Chapter 4 Lesson 5 - Ducksters: French and Indian War
- Chapter 4 Summary/Review
- Chapter 4 Test
- Current Event Writing
- History Channel Documentary: The Secrets of Jamestown
- Hollywood V. History: A Plymouth Adventure
- Mercantilism project: Understanding the role of the Mother Country in a mercantile relationship
- Review games
- Textbook readings
- The Triangular Trade (slave trade)
- The War That made America—a look at the French and Indian War, its effects on European North America and the global implications
- They will compile their research in an orderly manner in preparation of writing an essay to report their findings
- War That Made America Day 1 - -Day 1: What were the main European powers involved in the French and Indian War, and what territories were they fighting over? Who were some of the key figures on the British side during the conflict, and what roles did they play? Describe the Native American involvement in the French and Indian War. Which tribes were involved, and why did they choose to align with certain European powers?
- War That Made America Day 2 - -Day 2: How did the French and Indian War impact the relationship between the American colonists and the British Crown? What were the major battles and events that shaped the outcome of the French and Indian War? Explain the significance of the Treaty of Paris (1763) in ending the war. What were its main provisions? How did the French and Indian War contribute to the tensions that eventually led to the American Revolution?
- War That Made America Day 3 - -Day 3: Discuss the role of George Washington in the French and Indian War. What experiences did he gain during this conflict that would later prove valuable? What were some of the challenges and hardships faced by soldiers on both sides during the war, especially in terms of the harsh wilderness and weather conditions? In what ways did the French and Indian War impact the Native American tribes who were involved, and what consequences did they face as a result of the war?
- Wrap up: The Last of the Mohicans: a look at the new “Americanness”

Assessment Procedure

- Chapter 4 Test
- 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