Grade 8 - Unit 1: American Revolution

Content Area: **Social Studies**
Course(s):
Time Period: **September**
Length: **about 9-10 weeks**
Status: **Published**

Targeted Standards

6.1.8.CivicsPI.3.a	Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
6.1.8.CivicsPI.3.d	Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
6.1.8.CivicsPD.3.a	Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
6.1.8.CivicsHR.3.a	Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).
6.1.8.HistoryCC.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
6.1.8.HistoryCC.3.c	Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
6.1.8.HistoryUP.3.b	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.
6.1.8.HistorySE.3.b	Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

Rationale & Transfer Goals

During this unit, students will learn about the causes/effects and advantages/disadvantages of the colonists on their road to the American Revolution. They will question the differing perspectives of the Patriots and Loyalists and the reasons for the various laws implemented by the British. This unit will introduce the concept of Civil Discourse and its importance in policy decisions and elections.

Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

- The exchange of goods and services can have negative and positive effects.
- Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.

- England's policy shift from Salutary Neglect to increasing amounts of economic and political control angered the colonists.
- Role of Government, Conflict resolution, and Elections

Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

- What can people do when they are unhappy with their government?
- How did the experiences of the colonists shape America's political and social ideals?
- Why was there tension between England and the colonies?
- How can conflicts be resolved peacefully in a democratic society?
- How do we choose our leaders?

Important Vocabulary

Mercantilism	Stamp Act	Common Sense
Navigation Acts	Repeal	Declaration of Independence
Salutary Neglect	Townshend Acts	Mercenary
Smuggling	Smuggling	Treaty of Paris 1783
Triangular Trade	Boston Massacre	
Enlightenment	Boston Tea Party	
Alliances	Tea Act	
Treaty of Paris (1763)	Coercive (Intolerable) Acts	
Proclamation of 1763	First Continental Congress	

	Patriots Redcoats Second Continental Congress Continental Army	

Content/Objectives

Content - What students will know

Proclamation of 1763/Treaty of Paris (1763)

French & Indian War

British Policy Leading to the Revolution

Declaration of Independence

Treaty of Paris (1783)

Skills - What students will be able to do

Use geographic tools

Explain cause and effect

Use a variety of sources to make evidence-based inferences

Cite textual evidence

Examine different roles and perspectives

Instructional Activites

Evidence (Assessments) - How we know students have learned

Quick Writes

Primary Source analysis

Pre-assessment

Benchmark Assessment

Map assessments

Activities/Strategies - How we teach content and skills

French and Indian War and The Proclamation of 1763

Road to the American Revolution

Stamp & Sugar Acts

Stop, Think, and Jot: The French and Indian War.docx

The Boston Massacre 1

Boston Massacre Part 2

Boston Tea Party- Part 1

Boston Tea Party 2

Intolerable Acts

First CC. Patrick Henry, Sons of Liberty

Patriot, Loyalist, or Neutralist?

Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

Content or Skill for this Unit

- Marginal Notes/“Chunking” a text and annotating a text
- Decoding and identifying the meaning of academic vocabulary
- Identifying key supporting details
- Constructing various types of writing
- Identifying and writing cause and effect relationships
- Compare and Contrast
- Main Idea and Supporting Details

Instructional Activity

- Identifying text features in nonfiction text/navigating through nonfiction text(4th grade ELA)

- Locating the central idea in a large section of text (4th grade ELA)
- Finding the meaning of unknown words (previous grades)
- finding and using supporting details to back up an answer (previous grades)
- Creating an introduction, body, closing with transitions that keep a reader's attention (previous grades)
- Geography (3rd/4th grade social studies)

Spiral Focus from Previous Unit

- Practice taking notes with texts that
- students have background knowledge.
- Think aloud and model how to find and use details to support an answer.
- Student exemplars; teacher model; critique examples as a class, group and/or individual
- PearDeck Lessons
- Brainpop Videos
- Quizlet, flocabulary, label maps, videos, interactive online games

21st Century Skills - What are the 21st Century Skills that are a part of this unit?

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

- Unit required creativity when constructing various pieces of writing like diary entries, cause and effect paragraphs, and compare and contrast paragraphs.

9.4.5.CI.2: Investigate a persistent local or global issue and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.

- Unit requires collaboration throughout the activities of this unit. Partner/group students randomly, by ability, by mixed ability, and student choice throughout the unit.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

- Students will communicate with their classmates throughout the unit especially to show evidence of their learning and understanding.

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.

- The culminating project assesses creativity, communication, collaboration, and critical thinking.

9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process.

- Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.

9.4.5.CT.2: Identify a problem and list the types of individuals and resources that can aid in solving the problem.

- The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

Key Resources

HMH Ed Online Textbook Module 3, Lesson 5; Module 4

History Lab: Road to Revolution

PBS: Causes of the American Revolution Interactive Timeline

iCivics: Got Grievances?

Supplementary Resources

This section houses additional approved resources for this unit.

Graphic Organizers

Big H Compare/Contrast Graphic Organizer

Mass History: The Coming of the American Revolution 1764-1776

Eyewitness to History: 18th Century

Gilder Lehrman: Road to Revolution, Middle School

Interdisciplinary Connections - How does this content impact the following groups

RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
RI.PP.8.5	Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.
RI.AA.8.7	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
1.5.8.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Intersections of History

Black: Crispus Attucks, the role of African Americans in the American Revolutionary War, https://www.pbs.org/wgbh/aia/part2/narrative_txt.html

Phillis Wheatley - https://libguides.nypl.org/c.php?g=1176173&p=8696799

Hispanic: Governor and General Bernardo De Galvez

Women: Daughters of Liberty, Abigail Adams, Mercy Otis Warren, Deborah Sampson, Betsy Ross, Esther de

Berdt Reed

LGBTQ: Baron Friedrich von Steuben, The Public Universal Friend (Jemima Wilkinson)
https://libguides.nypl.org/c.php?g=1176173&p=8789749