Updated: Unit 1 American Revolution (8th Grade)

Content Area: **Social Studies**
Course(s):
Time Period: **MP1**
Length: **9 weeks**
Status: **Published**

Targeted Standards

6.1.8.CivicsDP.3.a	Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
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.a	Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
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.HistoryUP.3.c	Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.
6.1.8.HistorySE.3.a	Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.
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.

21st Century Skills: Career Readiness, Life Literacies and Key Skills

9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.

Rationale & Transfer Goals

The American Revolution was a turning point in history that transformed the thirteen colonies into an independent nation and laid the foundation for American democracy. In this unit, students will examine the causes and effects of the Revolution, including the impact of the Seven Years' War, British policies, and the concept of taxation without representation. Students will explore the perspectives of Patriots and Loyalists, analyze the reasons behind the Declaration of Independence, and investigate how key events, leaders, and foreign allies contributed to the success of the Revolution.

Through the use of primary and secondary sources, students will examine the leadership of George Washington, the significance of the Treaty of Paris (1783), and the expansion of United States territory. They will also explore the experiences of women, African Americans, and Native Americans during the Revolutionary Era and evaluate the extent to which the ideals of life, liberty, and the pursuit of happiness were fulfilled for all groups. By engaging in historical inquiry, civil discourse, and evidence-based analysis, students will develop a deeper understanding of the Revolution's lasting impact on American society and democratic principles.

Essential Questions: Main Essential Question

How did the American Revolution transform the colonies into a new nation and to what extent did the ideals of the Revolution fulfill the promise of freedom, equality and self government for all Americans?

Essential Questions: Guiding Questions

Topic 2 Lesson 3: The New England Colonies

(Used for background/review)

- How did geography influence the development of the New England colonies?
- How did different groups contribute to colonial society?
- How did social and economic differences shape colonial life?

Topic 2 Lesson 4: The Middle Colonies

(Used for background/review)

- How did different cultures and groups influence colonial development?

- How did economic activities shape the Middle Colonies?

Topic 2 Lesson 5: The Southern Colonies

(Used for background/review)

- How did economic systems influence life in the Southern Colonies?
- How were different groups affected by colonial society?

Topic 3 Lesson 1: The French and Indian War

- Why were Britain and France rivals in the mid-1700s?
- What role did Native Americans play in the British-French rivalry?
- How did alliances among European nations and Native Americans affect territorial expansion?
- How did power in North America shift after the French and Indian War?

Topic 3 Lesson 2: Growing Resentment Against Britain

- How did British policies after the French and Indian War increase colonial resentment?
- What events caused the colonies to seek independence from Great Britain?
- Why did some colonists support Britain while others opposed it?

Topic 3 Lesson 3: Taking Up Arms

- Why did different groups support or oppose the Revolution?
- What advantages and disadvantages did each side have as the war began?
- How did George Washington's leadership contribute to American success?
- What challenges did the Continental Army face?

Topic 3 Lesson 4: The Movement Toward Independence

- Why was the Declaration of Independence written?
- What are the key principles of the Declaration of Independence?

- Was the American Revolution justified?
- Did the ideals of the Declaration apply to all Americans?

Topic 3 Lesson 5: Winning Independence

- What helped turn the tide of the war?
- How did alliances and conflicts among nations shape the outcome of the Revolution?
- How did individuals and foreign nations contribute to American victory?
- How did the Treaty of Paris 1783 change the nation?

Important Vocabulary

People	Terms	Places/Events
Pilgrims	persecution	Plymouth Colony
Squanto	Mayflower Compact	Mayflower
Puritans	religious tolerance	New England Colonies
John Winthrop	proprietary colony	Middle Colonies
Roger Williams	royal colony	Southern Colonies
Anne Hutchinson	commoners	Middle Passage
George Washington	ally	Fight for Ohio River Valley
Ben Franklin	Albany Plan of Union	French and Indian War
King George III	Treaty of Paris 1763	Fort Duquesne
Sons and Daughters of Liberty	Proclamation of 1763	Boston Massacre
Mercy Otis Warren	mercantilism	Boston Tea Party
Sam Adams	Sugar Act	Battles of Lexington and Concord
John Adams	Stamp Act "No taxation without representation"	Battle of Bunker Hill
Abigail Adams	Parliament	Battle of Trenton
Patrick Henry	Magna Carta	Battle of Saratoga
redcoats	Navigation Act	Valley Forge
Crispus Attucks	petition	Battle of Yorktown
Paul Revere	boycott	
Thomas Paine and Common Sense	repealed	
Thomas Jefferson	Townshend Act	
John Hancock	Quartering Act	
Marquis de Lafayette	Tea Act	
Friedrich von Steuben	civil disobedience	

Martha Washington	Intolerable Acts
Betsy Ross	First Continental Congress
Mary Ludwig Hays “Molly Pitcher”	militia
Phillis Wheatley	minutemen
Wentworth Cheswell	Second Continental Congress
Joseph Brant	Olive Branch Petition
John Paul Jones	Loyalists vs Patriots
	mercenaries
	Declaration of Independence
	preamble
	natural rights
	self-evident
	unalienable rights
	grievances
	Join or Die (political cartoon)
	Continental Army vs British Army
	guerrilla warfare
	Treaty of Paris 1783

Content/Enduring Understandings

Topic 2 Lesson 3: The New England Colonies

- location of the New England colonies
- how geography influenced settlement
- PERS: political, economic, religious, social
- reasons to settle in the New England colonies
- Puritans
- importance of self-government
- economy of New England colonies
- roles of various groups in the New England colonies

Topic 2 Lesson 4: The Middle Colonies

- PERS: political, economic, religious, social
- location of Middle Colonies
- how geography influenced settlement
- various groups that settled in the area
- William Penn
- breadbasket colonies
- growth of cities and towns
- roles of various groups in the Middle Colonies

Topic 2 Lesson 5: The Southern Colonies

- PERS: political, economic, religious, social
- location of Southern Colonies
- how geography influenced settlement
- agriculture was the foundation of Southern economy
- cash crops
- plantations
- Jamestown
- growth of slavery in the colonies

Topic 3 Lesson 1: The French and Indian War

- causes and effects of the French and Indian War
- Ohio River Valley
- Treaty of Paris 1763

Topic 3 Lesson 2: Growing Resentment Against Britain

- why the colonies rebelled against Great Britain
- Proclamation of 1763

- taxation without representation
- difference between Loyalists and Patriots
- major British acts

Topic 3 Lesson 3: Taking Up Arms

- how George Washington's leadership helped secure victory
- significance of Lexington and Concord
- strengths and weaknesses of both the British and American colonies

Topic 3 Lesson 4: The Movement Toward Independence

- significance of the Declaration of Independence
- whether ideals of life, liberty and the pursuit of happiness were fulfilled for all groups
- reasons for independence
- grievances against Britain

Topic 3 Lesson 5: Winning Independence

- significance of the Treaty of Paris 1783
- significance of the Battles of Saratoga and Yorktown

Skills

- use geographic tools
- explain
- cause and effect
- use sources (primary and secondary)
- make evidence based inferences and claims
- cite textual evidence
- argue
- identify

- examine
- analyze
- cite primary and secondary sources
- assess
- compare and contrast

Learning Targets (examples)

Topic 2 Lesson 3: The New England Colonies

- I can explain how the geography, economy, and society of the New England Colonies developed by examining factors such as climate, natural resources, religion, and settlement patterns because understanding how geography and human choices influenced colonial development helps explain why different regions of America developed unique economies, cultures, and ways of life.
- I can analyze the experiences and perspectives of different groups in the New England Colonies by examining the roles of farmers, merchants, women, Native Americans, and enslaved Africans because studying multiple perspectives helps us understand how colonial society was shaped by different experiences and recognize how historical events affected groups in different ways.

Topic 2 Lesson 4: The Middle Colonies

- I can explain how geography influenced the development of the Middle Colonies by analyzing their resources, agriculture, trade, and location because understanding how geography affects economic opportunities and settlement patterns helps explain why regions develop different industries, communities, and ways of life.
- I can analyze how cultural diversity and religious tolerance shaped the Middle Colonies by examining the experiences of different groups because understanding the perspectives and contributions of diverse communities helps explain how ideas of acceptance, cooperation, and inclusion influenced the development of American society.

Topic 2 Lesson 5: The Southern Colonies

- I can explain how agriculture and the plantation system shaped the economy and society of the Southern Colonies by analyzing primary and secondary sources, examining maps of colonial regions, and identifying how cash crops, labor systems, and geography influenced colonial development because understanding economic systems helps explain how communities developed, how social classes formed, and how the Southern Colonies contributed to the growth of early America.
- I can analyze the experiences of different groups in the Southern Colonies, including plantation owners, farmers, women, and enslaved Africans, by examining primary sources, comparing different perspectives, and evaluating how social and economic systems affected daily life because studying

multiple perspectives helps us understand how colonial society was experienced differently by various groups and recognizes the lasting impact of these experiences on American history.

Topic 3 Lesson 1: The French and Indian War

- I can explain why Britain and France competed for control of North America by analyzing geographic, economic, and political conflicts because understanding these rivalries helps explain the causes and consequences of the French and Indian War.
- I can explain the role Native Americans played in the French and Indian War by examining their alliances and interactions with European powers because understanding Native American perspectives helps explain how conflicts shaped North America.
- I can explain how the French and Indian War changed the balance of power in North America by analyzing the consequences of the Seven Years' War and the Treaty of Paris (1763) because these events influenced future conflicts between Britain and the colonies.

Topic 3 Lesson 2: Growing Resentment Against Britain

- I can explain why the colonies rebelled against Great Britain by identifying key events, British policies, and colonial responses because we need to recognize how conflicts between governments and citizens can lead to demands for change and independence.
- I can analyze the causes of colonial resentment by examining events such as the Proclamation of 1763, Stamp Act, Townshend Acts, Tea Act, and Intolerable Acts because understanding conflicts between Britain and the colonies helps explain why revolution occurred.
- I can compare and contrast the perspectives of Patriots and Loyalists by evaluating their beliefs about independence because we need to understand how people's values, experiences, and interests can shape their opinions and decisions.

Topic 3 Lesson 3: Taking Up Arms

- I can explain why the American Revolution became a war by analyzing events such as Lexington and Concord and the decisions made by colonists and Great Britain because understanding how conflicts escalate helps explain the beginning of the Revolution.
- I can compare the advantages and disadvantages of the Patriots and British forces by analyzing military resources, leadership, and strategies because understanding different strengths and weaknesses helps explain the outcome of historical conflicts.
- I can compare and contrast the perspectives of Patriots and Loyalists by evaluating their beliefs about independence because historical events are shaped by people with different viewpoints and experiences.
- I can analyze how George Washington's leadership helped secure American victory during the Revolutionary War by examining primary and secondary sources, analyzing his military decisions and strategies, and evaluating his role in key events of the war because Washington's leadership demonstrates how determination, decision-making, and perseverance can influence the outcome of major historical events.

Topic 3 Lesson 4: The Movement Toward Independence

- I can explain why the Declaration of Independence was written by analyzing its purpose and historical context because we need to learn how the colonies formally expressed their desire for independence and established the foundation of our nation.

- I can identify and explain the key principles of the Declaration of Independence by examining ideas such as natural rights, equality, and consent of the governed because we need to understand how the principles continue to influence American government and citizenship.

- I can explain the significance of the Declaration of Independence by evaluating its impact on the creation of the United States because the ideals and goals of the new nation continue to serve as an important symbol of freedom and self-government today.

- I can analyze the experiences and perspectives of women, African Americans, and Native Americans during the American Revolution by examining primary and secondary sources because diverse perspectives provide a more complete understanding of the Revolution and how it affected different groups.

Topic 3 Lesson 5: Winning Independence

- I can explain the importance of the Battles of Lexington and Concord, Saratoga, and Yorktown by analyzing their impact on the outcome of the Revolution because military events influenced the success of the Revolution and the achievement of independence.

- I can explain how France and other foreign allies contributed to the success of the American Revolution by providing military, financial, and diplomatic support because cooperation, alliances, and diplomacy can influence the success of nations.

- I can analyze the significance of the Treaty of Paris (1783) by explaining how it changed the United States and its relationships with other nations and Native Americans because it shaped the future growth, borders, and relationships of the new nation.

- I can explain how the American Revolution affected different groups of people by evaluating both opportunities and challenges they faced because understanding varied experiences helps us evaluate both the successes and limitations of the Revolution.

- I can evaluate whether the ideals of life, liberty, and the pursuit of happiness were fulfilled for all groups after the American Revolution by using evidence from multiple sources because it encourages us to think critically about equality, rights, and the ongoing effort to fulfill America's founding principles.

- I can analyze whether the American Revolution was justified by examining evidence from different perspectives because we need to develop critical thinking skills and understand that historical events can be interpreted in multiple ways.

- I can explain how the American Revolution transformed the colonies into a new nation by analyzing its causes, major events, outcomes, and lasting impact because it helps us see how it shaped the development of the United States and continues to influence American government, society, and democratic values today.

Resources (Savvas My World Interactive: American History Copyright Savvas Learning Company LLC. 2023)

Topic	Lesson	Subtopics
Topic 2: European Colonization of North America (duration: about one lesson per week)	Lesson 3: The New England Colonies week of Sept. 21st	*Main Focus* -Colonists Seek Religious Freedom -Founding the Plymouth Colony -Why Did People Live in the Towns of New England? *Additional Focus* -What Hardships Did the Colonists Face in Plymouth? -Forming Massachusetts Bay Colony -Which Colonies Formed Over Religious Differences -War Erupts Between Settlers and American Indians
	Lesson 4: The Middle Colonies week of Sept 21	*Main Focus* -New Jersey Forms Out of New York -How did Pennsylvania Become a Colony? -Daily Life in the Colonies *Additional Focus* -Why Did the Dutch Colony Become English?
	Lesson 5: The Southern Colonies week of Sept 21	*Main Focus* -Why Did Lord Baltimore Start a Colony? -The Business of Enslavement

Topic	Lesson	Subtopics
		Additional Focus -Who Settled the Carolinas and Georgia? -How Did Two Regions Develop Differently?
Topic 3: The Revolutionary Era	Lesson 1: The French and Indian War week of Sept. 28th	*Main Focus* -Why Did Europeans Fight Over North American Land? -Where Did the French and Indian War Begin? -British Defeats in the Ohio Valley
		Additional Focus -The Colonies Meet in Albany -Quebec and New France Fall
	Lesson 2: Growing Resentment Against Britain week of Oct. 5th week of Oct. 13th	*Main Focus* -How Did the Proclamation of 1763 Fuel Resentment? -How Did Mercantilism Affect Taxation and Cause Resentment? -Why Did the Stamp Act Anger Colonists? -How Did the Colonists React to the Townshend Acts? -The Boston Massacre
		Additional Focus -Conflict Over Land -Leaders Emerge in the Struggle with Britain

	-An American Identity Develops
	Main Focus
	-The Boston Tea Party
	-How Did King George III Strike Back at Boston?
Lesson 3: Taking Up Arms week of Oct. 19th	-The Battles of Lexington and Concord
	-Opposing Sides at War
	Additional Focus
	-The Fighting Continues
	Main Focus
	-The War Comes to Boston
	-What Did Thomas Paine Say in Common Sense?
Lesson 4: The Move Towards Independence week of Oct. 26th week of Nov. 2nd	-What Steps Did Colonial Leaders Take Toward Independence?
	-The Declaration of Independence
	-A Surprise Attack Leads to Victory
	-How Did the Tide Turn for the Americans?
	Additional Focus
	-What Challenges Faced the Continental Army?
	Main Focus
	-Europeans Aid the Colonies
Lesson 5: Winning Independence week of Nov. 9th	-Winter at Valley Forge
	-How Did Women Contribute to the War Effort?
	-How Did African Americans Serve in the War?
	-A Decisive Win Brings the War to a

		Close -Explaining the American Victory *Additional Focus* -American Indians Choose Sides -Fighting for Independence at Sea and in the South
Benchmark Review/Benchmark	week of Nov. 16th	

Supplemental Activities

- Savvas textbook
- Timelines
- PERS Activity
- Taxation without Representation Simulation
- Boston Massacre Crime Scene
- History Channel
- America: Story of Us Documentary
- Ken Burns: American Revolution Documentary (PBS Learning Media)
- Civic Stories with the National Constitution Center
- Decode the Document with the National Constitution Center
- DBQ: Valley Forge: Would You Have Stayed?
- DBQ: Ideals of the Declaration: Which is Most Important?
- Hamilton: An American Musical (Act One)
- Gilder Lehrman Institute of American History
- iCivics

Evidence/Assessments

- chunked tests/quizzes
- Document Based Questions
- essays
- primary source analysis
- benchmark assessment
- image analysis

Interdisciplinary Connections

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.CI.8.2	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.TS.8.4	Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.
RI.TS.8.4	Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.
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.
RL.CT.8.8	Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.
RI.CT.8.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
W.AW.8.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
W.AW.8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from

	alternate or opposing claims, and organize the reasons and evidence logically.
W.AW.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
W.AW.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
W.AW.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
W.IW.8.2.A	Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
W.IW.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
W.IW.8.2.D	Use precise language and domain/grade-level-specific vocabulary to inform about or explain the topic.
1.5.8.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Intersections of History

Black:

- Experiences of enslaved and free African Americans in the colonies
- African American participation in the Revolutionary War
- Contributions of African Americans to the Patriot and British causes
- Phillis Wheatley and other African American voices
- How the ideals of liberty and equality applied—or did not apply—to African Americans
- The impact of the Revolution on slavery and freedom

Hispanic:

- Spanish influence and settlements in North America during the colonial period
- Spain’s role as a European power competing for territory in North America
- Spanish support for the American cause during the Revolutionary War
- Bernardo de Gálvez and Spanish military and financial support for the Patriots
- Connections between the American Revolution and Spanish territories in North America
- How the Revolution affected the balance of European power in North America

Women:

- Roles of women in colonial society
- Women’s contributions to the Revolutionary War effort
- Abigail Adams, Mercy Otis Warren, Martha Washington, and other women
- Women’s roles as supporters, workers, organizers, and camp followers
- Women’s perspectives on independence and government
- How the ideals of the Revolution affected women’s rights and opportunities