

P.Cert. Ch. 6 The American Revolution

Content Area: **Social Studies**
Course(s):
Time Period: **September**
Length: **2 Weeks**
Status: **Published**

Unit Overview

This unit/chapter covers the events leading up to the American Revolution, what occurred during the Revolution, and the results that followed that changed the course of American history.

Enduring Understandings

The American Revolution was a pivotal event in American History and changed the course of the country in profound ways.

Essential Questions

When is it necessary for citizens to rebel against their government?

How did the American colonists gain their independence?

How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?

Instructional Strategies & Learning Activities

Day 1 9/15	Day 2 9/16	Day 3 9/17	Day 4 9/18	Day 5 9/19
Objective: Present information such that listeners can follow the line of reasoning and the organization, development, and style are	Objective: determine how Congress struggled between peace and war with Britain; analyze the advantages each side has as it entered the war; determine how the Continental Army gained control of Boston; analyze and respond to a primary	Objective: analyze several actions of the British government between 1763 and 1775 that built resentment and divided the colonists over British rule; role-play a historic event	Objective: understand the meaning and structure of the Declaration of Independence; demonstrate knowledge of the colonies declaring independence; analyze and respond to a primary source document	Objective: demonstrate knowledge of colonies declaring independence; the battles fought in NJ; respond to critical thinking questions

<p>appropriate to task, purpose, and audience;</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Share 9/11 assignment 2. read 6.1 3. Distribute 6.1 American v. British Armies chart and students complete in pairs <p>Assessment: 9/11 homework, chart</p> <p>Homework: finish 6.1 chart</p>	<p>source document</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. review homework: 6.1 armies chart 2. complete 6.1 entrance slip: respond to John Adams quote 3. put students into groups of 3 4. introduce Colonial Town Meeting History Alive activity <p>Assessment: homework chart, entrance slip</p> <p>Homework: none</p>	<p>Procedure:</p> <ol style="list-style-type: none"> 1. In groups of 3, students will re-enact Colonial Town Hall Meeting: 2. distribute student Role cards of historical figures 3. distribute “Preparing for the Colonial Town Meetings” student instructions for the 4 town meetings 4. Distribute “Representing Your Historical Figure” instructions steps 1-3 5. Students re-enact the Colonial Town Hall Meetings. Grade participation. <p>Assessment: Town Hall Meeting re-enactment</p> <p>Homework: read 6.2 and complete p. 176 #1-7</p>	<p>Procedure:</p> <ol style="list-style-type: none"> 1. review homework: p. 176 #1-7 2. complete 6.2 entrance slip and correct. 3. View <i>John Adams</i> DVD excerpt of writing the Declaration of Independence (Part 2- Scene 5 “Long Hoped for Separation” starts at 57:18 ends at 59:27. Then skip to 1:00:30 and play until 1:04:20. Then skip to 1:07:11 and play until the end which is 1:28.) 4. Analyzing Excerpts from the Declaration of Independence: distribute excerpt slips A-G in modern language. 5. With partner, match the modern language excerpt slips with the actual excerpts from the Declaration. 6. Identify the Principle of Government which is expressed in each of the seven excerpts from the Declaration of Independence, writing the numbers of the principles in the chart. Underline the portions of the excerpts that support your choices. <p>Assessment: homework, entrance slip, primary source document analysis</p> <p>Homework:</p>	<p>Procedure:</p> <ol style="list-style-type: none"> 1. complete 6.2 2. independent 3. in pairs, start assessment question page 185 #1-5 <p>Assessment: complete assessment questions</p> <p>Homework: Finish assessment questions</p>
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Date:	Day 7 9/23	Day 8 9/24	Day 9 9/25
	<p>Objective: understand the role of women in the war; analyze the choices African Americans had during the war; explain how the war was fought on the frontier and at sea; demonstrate knowledge of fighting for liberty on many fronts</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Review homework: 6.4 GR &R 2. Read Women in the Revolution on p. 190 followed by whole class discussion 3. Complete 6.4 quiz <p>Assessment: 9/11 discussion; homework</p> <p>Homework: read 6.5 and complete p. 195 #1-6</p>	<p>Objective: determine why Britain decided to start fighting in the South; respond to critical thinking questions; analyze the role geography played in the war; analyze primary sources; identify points of view</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. review homework: p. 195 #1-6 2. In pairs, respond to Geography Skills Critical thinking questions on pg. 192 #1-3 3. Read Geography and History p. 193 4. p. 197 analyzing primary sources and identify points of view <p>Assessment: p. 192, 193, 195, & 197 questions; class discussion</p> <p>Homework: study for C6 test</p>	<p>Objective: demonstrate knowledge of the American Revolution</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Complete C6 test 2. Silently read 7.1 <p>Assessment: C6 test</p> <p>Homework: finish reading 7.1</p>

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Integration of 21st Century Themes and Career Exploration

- CRP.K-12.CRP2 Apply appropriate academic and technical skills.
- CRP.K-12.CRP2.1 Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
- CRP.K-12.CRP4 Communicate clearly and effectively and with reason.
- CRP.K-12.CRP1.1 Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
- CRP.K-12.CRP4.1 Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
- CRP.K-12.CRP12.1 Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive

	interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology Integration

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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Interdisciplinary Connections

LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8	Reading History and Social Studies
LA.8.CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.8.CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.8.CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.8.CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.8.CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
CCSS.ELA-Literacy.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	Craft and Structure
LA.WHST.6-8	Writing History, Science and Technical Subjects

Differentiation

Students will be directed through choice to deepen their learning according to their skill level and interest.

Task requirements will be differentiated for struggling students with the cooperation of the assigned SPED teacher as deemed necessary.

Modifications & Accommodations

Individual IEP's will be monitored and followed.

Benchmark Assessments

Document Based Question essays

continuation of English Language Arts proper grammar, punctuation, and spelling requirements

Formative Assessments

Discussions

Homework assignments

worksheets

Summative Assessments

Chapter 6 test.

Instructional Materials

See lists in daily lessons above.

Non-fiction classroom novels

Historical Non-Fiction classroom novels

Standards

SOC.6.1.8.D.3.e

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.
LA.6-8.CCSS.ELA-Literacy.RH.6-8.3	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LA.6-8.CCSS.ELA-Literacy.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
SOC.6.1.8.D.3.b	Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
SOC.6.1.8.D.3.f	Analyze from multiple perspectives 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.
SOC.6.1.8.D.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.
SOC.6.1.8.B.3.a	Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
SOC.6.1.8.D.3.d	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
CCSS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
CCSS.ELA-Literacy.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
CCSS.ELA-Literacy.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.W.8.9.b	Apply grade 8 Reading standards to literary nonfiction (e.g., “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”).
CCSS.ELA-Literacy.W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCSS.ELA-Literacy.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.8.1.a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CCSS.ELA-Literacy.SL.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
CCSS.ELA-Literacy.SL.8.1.c	Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
CCSS.ELA-Literacy.SL.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CCSS.ELA-Literacy.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SOC.6.1.8.B.3.c	Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.

SOC.6.1.8.B.3.d

Explain why New Jersey's location played an integral role in the American Revolution.

SOC.6.1.8.D.3.c

Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.

SOC.6.1.8

U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.