Civics Sept. 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 source	**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:** de knowledge of colonies decla independence; the battles fou and NJ; respo critical thinkir questions

appropriate to task, purpose, and audience; **Procedure:** 1. Share 9/11 assignment 2. read 6.1 3. Distribute 6.1 American v. British Armies chart and students complete in pairs **Assessment:** 9/11 homework, chart **Homework:** finish 6.1 chart	document **Procedure:** 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 **Assessment:** homework chart, entrance slip **Homework:** none	**Procedure:** 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. **Assessment:** Town Hall Meeting re-enactment **Homework:** read 6.2 and complete p. 176 #1-7	**Procedure:** 1. review homework: p. 176 #1-7 2. complete 6.2 entrance slip and correct. 3. View *John Adams* 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. **Assessment:** homework, entrance slip, primary source document analysis **Homework:**	**Procedure:** 1. complete 6. 2. independen 3. in pairs, sta assessment qu page 185 #1-5 **Assessment:** assessment qu **Homework:** Finish assessn questions

			study for 6.2 quiz	

Date:	Day **7** **9/23**	Day 8 9/24	Day 9 9/25	
	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 **Procedure:** 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 **Assessment:** 9/11 discussion; homework **Homework:** read 6.5 and complete p. 195 #1-6	**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 **Procedure:** 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 **Assessment:** p. 192, 193, 195, & 197 questions; class discussion **Homework:** study for C6 test	**Objective:** demonstrate knowledge of the American Revolution **Procedure:** 1. Complete C6 test 2. Silently read 7.1 **Assessment:** C6 test **Homework:** finish reading 7.1	

Integration of Career Readiness, Life Literacies and Key Skills

9.2.8.CAP	Career Awareness and Planning
9.4.8.CI	Creativity and Innovation
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.4.8.CT	Critical Thinking and Problem-solving
	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC	Digital Citizenship
	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.GCA	Global and Cultural Awareness
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
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	Information and Media Literacy
	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Technology and Design Integration

Interdisciplinary Connections

LA.RH.6-8	Reading History and Social Studies
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.
	Craft and Structure
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.WHST.6-8	Writing History, Science and Technical Subjects
CCSS.ELA-Literacy.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CCSS.ELA-Literacy.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

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

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

Individual IEP's will be monitored and followed.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
Schoolwide Benchmark assessments:
Aimsweb benchmarks 3X a year
Linkit Benchmarks 3X a year
Additional Benchmarks used in this unit:

Document Based Question essays

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

Formative Assessments

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Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).
Formative Assessments used in this unit:

Discussions

Homework assignments

worksheets

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.
Summative assessments for this unit:

Chapter 6 test.

Instructional Materials

See lists in daily lessons above.

Non-fiction classroom novels

Historical Non-Fiction classroom novels

Standards

6.1.3	Revolution and the New Nation (1754–1820s)
	Political and civil institutions impact all aspects of people's lives.
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.
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.
6.1.8.CivicsPI.3.c	Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
	Governments have different structures which impact development (expansion) and civic participation.
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).
	Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.
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.
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.
	Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.
	Social and political systems have protected and denied human rights (to varying degrees) throughout time.
6.1.8.CivicsHR.3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
6.1.8.CivicsHR.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
6.1.8.GeoSV.3.a	Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.
	Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.
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).
6.1.8.EconET.3.a	Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
	Chronological sequencing helps us understand the interrelationship of historical events.

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.
	Historical contexts and events shaped and continue to shape people's perspectives.
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.
	Examining historical sources may answer questions but may also lead to more questions.
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.
	Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.
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.
6.1.8.HistoryCC.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.1.8.HistoryCC.4.b	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
6.1.8.HistoryCC.4.c	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
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.