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:	Objective: determine	Objective: analyze	Objective: understand the	Objective: de
Present	how Congress struggled	several actions of the	meaning and structure of	knowledge of
information such	between peace and war	British government	the Declaration of	colonies decla
that listeners	with Britain; analyze the	between 1763 and 1775	Independence;	independence;
	advantages each side has	that built resentment and	demonstrate knowledge of	the battles fou
		divided the colonists over	the colonies declaring	and NJ; respon
	determine how the	British rule; role-play a	independence; analyze	critical thinkir
	Continental Army gained	historic event	and respond to a primary	questions
	control of Boston;		source document	
	analyze and respond to a			
style are	primary source			

appropriate to	document	Procedure:	Procedure:	Procedure:
task, purpose, and				
audience;		1. In groups of 3,	1. review homework: p.	1. complete 6.
	n ,	students will re-enact	176 #1-7	
	Procedure:	Colonial Town Hall		2. independen
Procedure:	1. review homework: 6.1	Meeting:	2. complete 6.2 entrance	3. in pairs, sta
Procedure:	armies chart	2. distribute student	slip and correct.	assessment qu
1. Share 9/11	diffics chart	2. distribute student	3. View <i>John Adams</i> DVD	
assignment	2. complete 6.1 entrance	Role cards of historical	excerpt of writing the	page 105 III 5
	slip: respond to John	figures	Declaration of	
2. read 6.1	Adams quote		Independence (Part 2-	
		3. distribute "Preparing	Scene 5 "Long Hoped for	Assessment:
3. Distribute 6.1	3. put students into	for the Colonial Town	Separation" starts at 57:18	assessment qu
American v.	groups of 3	Meetings" student	ends at 59:27. Then skip	
British Armies		instructions for the 4	to 1:00:30 and play until	
	4. introduce Colonial	town meetings	1:04:20. Then skip to	Homework:
complete in pairs	Town Meeting History	1 D' - '1	1:07:11 and play until the	midmework:
	Alive activity	4.Distribute	end which is 1:28.)	Finish assessn
		"Representing Your		questions
Assessment: 9/11		Historical Figure"	4. Analyzing Excerpts	questions
homework, chart	Assessment: homework	instructions steps 1-3	from the Declaration of	
monie work, enart	chart, entrance slip	5. Students re-enact the	Independence: distribute	
	, 1	Colonial Town Hall	excerpt slips A-G in	
		Meetings. Grade	modern language.	
Homework:		participation.	5. With partner, match the	
finish 6.1 chart	Homework: none		modern language excerpt	
			slips with the actual	
			excerpts from the	
		Assessment: Town Hall	Declaration.	
		Meeting re-enactment		
			6. Identify the Principle of	
			Government which is	
		Homework: read 6.2 and	expressed in each of the	
		complete p. 176 #1-7	seven excerpts from the	
		Соприске р. 170 #1-7	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	
			source document analysis	
			Homework:	

- 1	. 1	C	· •	•
- 1	study	tor	67	01117
- 1	study	101	0.2	quiz

ate:	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	Objective: determine why Britain decided to start fighting in the South; respond to critical thinking questions; analyze the role geography played in the	Objective: demonstrate knowledge of the American Revolution Procedure: 1. Complete C6 test 2. Silently read 7.1
	Procedure:	Procedure:	
	1. Review homework: 6.4 GR &R	1. review homework: p. 195 #1-6	Assessment: C6 test
	2. Read Women in the Revolution on p. 190 followed by whole class discussion	2. In pairs, respond to Geography Skills Critical thinking questions on pg. 192 #1-3	Homework: finish reading 7.1
	3. Complete 6.4 quiz	3. Read Geography and History p. 193	
	Assessment: 9/11 discussion; homework	4. p. 197 analyzing primary sources and identify points of view	
	Homework: read 6.5 and complete p. 195 #1-6	Assessment: p. 192, 193, 195, & 197 questions; class discussion	
		Homework: study for C6 test	

Integration of Career Readiness, Life Literacies and Key Skills

WRK.9.2.8.CAP	Career Awareness and Planning
WRK.9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
TECH.9.4.8.CI	Creativity and Innovation
TECH.9.4.8.CT	Critical Thinking and Problem-solving
TECH.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.
TECH.9.4.8.DC	Digital Citizenship
TECH.9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
TECH.9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
TECH.9.4.8.GCA	Global and Cultural Awareness
TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
TECH.9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
TECH.9.4.8.IML	Information and Media Literacy
TECH.9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
TECH.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).

TECH.9.4.8.IML.12 Use relevant tools to produce, publish, and deliver information supported with evidence

for an authentic audience.

Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.

An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

An individual's strengths, lifestyle goals, choices, and interests affect employment and income.

Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.

Technology and Design Integration

Interdisciplinary Connections

LA.RH.6-8	Reading History	and Social Studies
LA.INII.0 0	ricading install	y aria social stadics

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

LA.WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific

procedures/experiments, or technical processes.

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.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or

listening.

CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

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.

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:
 - o Content the specific information that is to be taught in the lesson/unit/course of instruction.
 - o Process how the student will acquire the content information.
 - o 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
:
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 MaterialsSee lists in daily lessons above.

Standards

SOC.6.1.3	Revolution and the New Nation (1754–1820s)
	Political and civil institutions impact all aspects of people's lives.
SOC.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.
SOC.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.
	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.
SOC.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.
SOC.6.1.8.CivicsHR.3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
SOC.6.1.8.CivicsHR.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
SOC.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.
SOC.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.
SOC.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.
SOC.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.
SOC.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.
SOC.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.
SOC.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.
SOC.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.
SOC.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.
SOC.6.1.8.HistoryCC.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
SOC.6.1.8.HistoryCC.4.b	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
SOC.6.1.8.HistoryCC.4.c	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and 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.
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.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.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.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.