

# 08\_Unit 8: American Revolution

Content Area: **Social Studies**  
Course(s):  
Time Period: **Full Year**  
Length: **4 weeks/ 20 lessons**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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Social Studies 7

Social studies will provide students with the knowledge and skills necessary to become active informed members of society. It will facilitate thinking about their community and the world around them so that they can become responsible civic-minded individuals. During the seventh grade students will focus on "Expanding Exchanges and Encounters" and "Revolution and the New Nation".

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Students will understand that

- geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.
- historical contexts and events shaped and continue to shape people's perspectives.
- historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.
- examining historical sources may answer questions but may also lead to more questions.

## **CONTENT AREA STANDARDS**

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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.
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.
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.
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.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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LA.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LA.W.7.2.A	Introduce a topic clearly, previewing what is to follow; 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).
LA.W.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
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.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- control of the Hudson River was critical in winning the American Revolution
- the population of the colonies was greatest in Philadelphia, New Jersey, and the New England Colonies.
- events such as fog, intense heat, cold winters played an impact on the outcome of the Revolution.
- many battles were fought in the woods which gave the Patriots an advantage because the British were trained to fight in open fields.
- the Patriots knew the geography of the land that they were fighting on and used that knowledge to their advantage which is one of the reasons why they won the American Revolution
- New Jersey was the crossroad between the Continental Army and the British forces in New York during the American Revolution. Therefore, it is viewed as the crossroads in the birth of America.
- central New Jersey gave the British a direct route from New York to the American capital at the time, Philadelphia.
- the Watchung Mountains in New Jersey provided a natural barrier so that American troops and supplies could reach New England.

- key events in the American Revolution took place in New Jersey; such as, the Middlebrook Encampments, the winter in Morristown and the Battles of Trenton, Princeton, and Monmouth.
- women, African Americans and Native Americans were not treated equally during the Revolution, but they played pivotal and important roles in the American Revolution
- rural farmers faced hardship if crops were destroyed.
- tensions arose when farmers sold goods to the British army
- merchants faced hardships due to the blockade
- a strength and reason for American victory during the Revolution was George Washington and his military experience, courage, and confidence.
- many different people helped the Americans win the Revolution such as Paul Revere, Crispus Atticus, Thomas Jefferson, Abigail Adams, Baron Friedrich von Steuben, Wabanaki Confederacy, Benjamin Franklin, Alexander Hamilton, George Washington, Peter Salem, and Mordecai Sheftall.
- Crispus Attucks, an African American man living in Massachusetts, was the first casualty of the war and sparked outrage after his death during the Boston Massacre.
- Abigail Adams, wife of John Adams, helped to organize the Daughters of Liberty a group of Patriots that helped the colonies unite and fight the British.
- Benjamin Franklin provided his diplomatic ways to help fight the British during the Revolution.
- Alexander Hamilton helped to fight in the war and later joined the Continental Army.
- Baron Friedrich von Steuben, believed to be an openly gay man, had the support of both Washington and Franklin, helped to train the troops and make a professional army.
- Mordecai Sheftall, highest ranking Jewish officer, served as a Colonel in the Continental Army.
- France became a vital ally of the Americans during the war and provided both soldiers and a much needed Navy.
- the Treaty of Paris ended the American Revolution.
- the Treaty of Paris recognized the United States as the victor of the Revolution and ignored nor did it address the rights of the Native Americans living in North America.
- France and Spain gained territories and fishing rights with the signing of the Treaty of Paris

## **Procedural Knowledge**

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Students will be able to:

*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.*

- create a map of America during the Revolution and include Philadelphia, New York, New Jersey, Trenton, Princeton, Monmouth, the Hudson River, and the Watchung Mountains.
- analyze population density maps and determine the impact of the population on the American Revolution.

describe the climate and its impact on the Revolution

- explain how the forests and other physical characteristics impacted the outcome of the Revolution
- use maps and other geographic tools such as pictures to construct an argument on the impact of

geography on the American Revolution

- use maps and other geographic tools such as pictures to construct an argument on New Jersey's pivotal role in the American Revolution.

*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.*

- examine different groups of people (for example, farmers, women, African Americans, Native Americans, merchants) and assess their role in the Revolution and their point of view.
- determine how different groups of people impacted the American Revolution

*Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.*

- analyze how George Washington's leadership impacted the outcome of the American Revolution

*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.*

- identify American Revolution figures.
- describe the contributions of various prominent figures during the American Revolution.
- analyze a variety sources and make evidence-based inferences about how these individuals contributed to the Revolution.

*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*

- analyze how the Treaty of Paris affected the relationship of the United States and the Native Americans.
- analyze how the Treaty of Paris affected the relationship of the United States and the European Powers in North America.

## **EVIDENCE OF LEARNING**

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Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

## **Benchmark Assessments**

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- Benchmark Assessments using Pear Assessments three times per year

## **Formative Assessments**

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Questions that may be addressed but not limited to are:

*How was the continental Army able to win the American Revolution?*

*How did the American Revolution impact the world and its people?*

- observation
- one-on-one
- questioning
- graphic organizers
- anecdotal notes

Alternative:

- self-assessments
- exit tickets

## **Summative Assessments**

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Questions that may be addressed but not limited to are:

*How was the continental Army able to win the American Revolution?*

*How did the American Revolution impact the world and its people?*

- graphic organizers
- open ended writing activities
- homework
- culminating activities, i.e., skits, presentations, creating a product
- tests/quizzes

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Core:

[www.teachnci.com](http://www.teachnci.com) - - History Alive! The United States Through Industrialism

<https://www.civiced.org/> - Center for Civic Education

Supplemental:

<https://lumenlearning.com/> - Lumen Learning

<https://revolutionarynj.org/learn/new-jersey-and-the-revolution/>

## **INTERDISCIPLINARY CONNECTIONS**

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English/Language Arts - implementation of conventions of Standard English, information writing

Technology/Multi-Media - audio/visual media analysis, creating products using technology, Google

Math - analyzing maps

Visual and Performing Arts - debate, presentations

Science - impact of humans on the environment; environment and its impact on the Revolution

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.