

# 03 Road to Revolution and Colonial Protest

Content Area: **Social Studies**  
Course(s):  
Time Period: **Full Year**  
Length: **4 Weeks**  
Status: **Published**

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

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United States History I is designed to help students develop an understanding of the political, economic, technological, cultural, and social development of the United States from the end of the 15th century through the Reconstruction period.

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

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### **Enduring Understanding:**

- The colonists' concerns regarding political and economic issues after the French and Indian War resulted in the movement for independence.

### **Social Studies NJSLs 2020 Essential Question(s):**

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

## **CONTENT AREA STANDARDS**

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SOC.6.1.12.CivicsPD.1.a	Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
SOC.6.1.12.EconGE.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

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

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9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). •

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6)

LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.RH.9-10.6	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LA.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
LA.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LA.RH.9-10.9	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
LA.RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

LA.WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
LA.WHST.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LA.WHST.9-10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LA.WHST.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.WHST.9-10.6	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.9-10.10	Write routinely over extended time frames (time for 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.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand:

- The changing relationship between Britain and her American colonies during and after the French and Indian War

- The effect of Britain's policy of Salutary Neglect on colonial attitudes
- The causes of the French and Indian War
- The political, economic, and social causes of the American Revolution
- The importance of the Declaration of Independence and Thomas Paine's "Common Sense"

## **Procedural Knowledge**

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Students will be able to:

- Explain how Great Britain's use of mercantilism after the French and Indian War led to the American Revolution.
- Use a variety of sources (both secondary and primary), to analyze the factors (Ex: Proclamation of 1763, Stamp Act, Boston Massacre, etc.) that led the American colonists to desire greater political rights and participation in government that ultimately led to the American Revolution.

## **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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- Help students track their individual progress toward the learning target
- Students will be asked to explain their progress toward learning targets
- Students will be asked to provide evidence of their progress toward the learning target

Alternative:

- Formative measures such as small map quizzes and exit slips containing multiple-choice questions or other open-ended responses will be used to determine student progress toward learning targets

## **Summative Assessments**

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- Students will complete an end of unit test consisting of multiple-choice questions requiring the examining of maps, text, and graphs about the causes of the French and Indian War and the American Revolution. Essay questions will include prompts such as:
  1. Explain why the Seven Years' War (French and Indian War, 1754–1763) marked a turning point in American relations with Great Britain.
  2. Evaluate the extent to which the Declaration of Independence marked a turning point in American history.
  3. Explain how British imperial policies between 1763 and 1776 intensified colonials' resistance to British rule and their commitment to republican values.
- To demonstrate mastery of different causes of the American Revolution, students can create a commercials protesting an issue of today (i.e. taxation, discrimination) by relating it to similar issues that led to the American Revolution. This will address the the historical thinking skill of continuity and change.

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

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*Core:*

*American History*. Orlando, Florida: Houghton Mifflin Harcourt Publishing Company, 2017. (CP)

Brinkley, Alan. *American History: A Survey*. 12th ed. Boston: McGraw-Hill College, 2006. (Honors)

Danzer, Gerald A. *The Americans*. Orlando, FL: Holt McDougal Houghton Mifflin Harcourt, 2012. (CP)

*Supplemental:*

Various primary and secondary sources of the time period (i.e. Patrick Henry's "Give Me Liberty Or Give Me Death", Thomas Paine's "Common Sense," etc.)

## **INTERDISCIPLINARY CONNECTIONS**

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### **English/Language Arts:**

- Information Writing
- Implementation of conventions of Standard English
- Language Acquisition

### **Technology/Multimedia:**

- Google
- Media Literacy

### **Math:**

- Statistics

### **Career Readiness:**

- Use technology to enhance productivity
- Employ valid and reliable research strategies.

### **Visual and Performing Arts:**

- Debates

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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### **Gifted and Talented modifications may include:**

- Use of Higher-Level Questioning Techniques
- Provide assessments at a higher level of thinking

**For Students with Disabilities, modifications may include:**

- Asking students to restate information, directions, and assignments
- Repetition and practice
- Extended time on assessments and classwork
- Providing class notes