Unit 1 - Road to the Revolution and the New Republic

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

The American Revolutionary Era began with the French and Indian War in 1754. It culminated in the first presidential election under the new Constitution of the United States in 1789. This unit discusses the crises that led to conflict in the Colonies, the Revolutionary War, and the republic and government that followed.

As a young Republic, the United States was immediately confronted with a wide range of responsibilities, problems, and opportunities in the late 1700s and early 1800s. This unit examines the presidential administration of Jefferson. It also discusses the major political, economic and foreign policy issues that confronted the United States between 1801 and 1825.

Enduring Understandings

The French and Indian War marked the end of the French empire in North America. In the treaty that ended the war, Britain gained control of Canada and lands east of the Mississippi River, except New Orleans
The Battle of Saratoga ended the British threat England.
In October 1781, the British surrendered at Yorktown. In the 1783 Treaty of Paris, Britain recognized United States independence.
Jefferson sought to set a democratic tone and wanted to reduce the role of the federal government.
In 1803, the United States purchased the territory of Louisiana from France, doubling the size of the nation.
Lewis and Clark studied the geography of the territory and learned about its Indian nations. Explorers brought back much useful information about the Louisiana Purchase.
The War Hawks wanted to bring lasting safety in frontier settlers, stop British seizure of American ships, and expand the national borders into Canada and Florida.
The Industrial Revolution began when the spinning jenny and the water-powered loom made possible the mass production of textiles.
The Monroe Doctrine was determined to keep Europe out of the Western Hemisphere

Essential Questions

How did the rivalry of Britain and France lead to the French and Indian War in North America?
How did the Battle of Saratoga mark a turning point of the Revolutionary War?
How and why did the Americans win the Revolutionary War?
How did Jefferson use his democratic style as president?
Describe how the United States purchased Louisiana.
What were the results of the explorations of Lewis and Clark and of Zebulon Pike?
Why did the War Hawks push for war against Britain?
Identify the Industrial Revolution and explain its effects on the United States.
What was the purpose of the Monroe Doctrine?

Learning Objectives

Explain why war began in North America.
Describe how mistakes led to British defeats early in the war.
Identify what turned the tide of war in Britain's favor.
Explain how British troops defeated French troops.
Describe how Britain tried to ease growing tensions on the American frontier.
List the ways colonists reacted to new taxes imposed by Parliament.
Identify new colonial leaders.
Explain the events that led to the Boston Massacre.
Explain how a dispute over tea led to tension between the colonists and Britain.
Describe how Parliament struck back at Boston.
Identify the reasons fighting broke out at Lexington and Concord.
Describe how Congress struggled between peace and war with Britain.
List the advantages each side had as it entered the war.
Explain how the Continental Army gained control of Boston.
Describe the impact of Common Sense.
List the steps Congress took to declare independence.
Summarize the main ideas of the Declaration of Independence.
List the battles fought in New York and New Jersey.
Explain how the Battle of Saratoga marked a turning point of the war.
Describe the condition at Valley Forge
Describe the role of women in the war.
List the choices African Americans had during the American Revolution.
Explain how the war was fought on the frontier and at sea.
Explain why Britain decided to start fighting in the South.
Describe the British defeat at Yorktown.
List the terms of the Treaty of Paris.
Explain why the Americans won the war.
List the result of the explorations of Lewis and Clark and of Zebulon Pike.
List the benefits and risks of overseas trade.
Describe how the British and French violated the Neutrality of American ships.
Explain why Jefferson decided to impose an embargo.
Explain why conflicts between white settlers and Native Americans increased during the early 1800s.
Identify the goal of Tecumseh's Native American confederation.
Describe why the War Hawks pushed for war against Britain.
Describe how the United States was not ready for war.
List the successes Americans had in the West.
Describe the progression of the final battles of the war.
Explain why New Englanders protested the war.
Identify the Industrial Revolution and explain its effects on the United States.
Explain why Lowell Massachusetts, was called a model factory town.
Describe life in early factories.
Summarize the impact the Industrial Revolution has on American cities.
Describe how settlers traveled west.
List the steps Americans took to improve their roads.
Explain how steamboats and canals improved transportation for Americans.
Discuss sectionalism's impact in the Era of Good Feelings.

Explain how Congress helped industry after the war ended.
Describe Henry Clay's American System.
Explain how the Supreme Court gave more power to the federal government.
Explain how Latin American nations won independence and became republics.
Describe how the United Stated gained Florida.
Explain the purpose of the Monroe Doctrine.
Describe Jefferson's democratic style as president.
List the actions Jefferson took to reduce the power of the federal government.
Explain how Chief Justice John Marshall strengthened the Supreme Court
Explain why control of the Mississippi River was important to the United States.
Describe how the United States purchased Louisiana.
America colonization 'cooled Earth's climate' - BBC News (Climate Change Law)
South Asian American Digital Archive (SAADA) (AAPI Law)
The Path to LGBTQ Equality Is Through the Constitution (LGBT Pw/D)
What is a Hate Crime? (DEI, LGBT Pw/D)
Boston Massacre Crime Scene (Amistad)
Why I Refuse to Fight My Disability (LGBT Pw/D)

Standards: Content

6.1.3	Revolution and the New Nation (1754–1820s)
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.
6.1.8.CivicsPI.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
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.
6.1.8.CivicsPI.3.d	Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
6.1.8.CivicsPD.3.a	Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
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.
6.1.8.CivicsHR.3.a	Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).
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.
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.
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.b	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
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.
6.1.8.HistoryCC.3.d	Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
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.
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.
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.

Standards: Interdisciplinary

RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RI.CI.7.2	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
RI.CT.7.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a,

	6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
W.IW.7.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.IW.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) when useful to aid in comprehension.
W.IW.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.IW.7.2.F	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
W.SE.7.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
SL.PE.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.PE.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.

Assessment Evidence

Formative	Responses to Interactive Whiteboard Activities, Check-In, Kahoots, Analyzing Images, class activities, Online Self-Check Quizzes, Exit Tickets, Graphic Organizers.
Summative	Tests, Quizzes, Projects, Written and Oral Responses, DBQs
Alternative & Benchmark	Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments Benchmark – Teacher generated unit assessments.
Assessment Evidence Resource	

Instructional Resources

Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, The American Nation Prentice Hall, 2005, Microsoft 365, Primary and Secondary Source Documents
Separation of Powers | Civics 101 | PBS LearningMedia

America colonization ‘cooled Earth's climate’ - BBC News (Climate Change Law)
South Asian American Digital Archive (SAADA) (AAPI Law)
The Path to LGBTQ Equality Is Through the Constitution (advocate.com) (LGBTQ+)
What is a Hate Crime? (Diversity, Equity and Inclusion)
Elie Wiesel's Remarks at the Dedication of Yad Vashem Holocaust History Museum (Holocaust)
Episode 2: Checks and Balances | The American Experiment | PBS LearningMedia
Why I Refuse to Fight My Disability (LGBT Pw/D)
Approved Class Resource List
Social Studies Primary Source List

Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

X	Amistad	X	Diversity, Equity, and Inclusion
	Holocaust	X	LGBT and Disabilities (Grades 6-12)
X	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

	Self-Awareness	X	Relationship Skills
X	Responsible Decision-Making		Social Awareness
	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness	X	Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance

X	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
X	Civic Financial Responsibility		Financial Psychology		