Forming a New Nation - Chapter 5-7

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Ongoing**
Length: **approx 15 weeks**
Status: **Published**

NCS 7th grade Social Studies Curriculum

BOE Adopted & Approved October 2017

Big Idea

Chapter 5 - The Road to Revolution (1745 - 1776)

Conflict between the 13 colonies and Great Britain began after Britain defeated France and its Indian allies in the French and Indian War. Burdened with war debt, the British Parliament tried raising revenue by passing a number of acts imposing taxes on the 13 colonies. Angered by taxes, the colonists protested. Peaceful protest turned violent and the British government reacted by passing harsh laws and levying more taxes. Tensions increased until the colonists and the British engaged in battle at Lexington and Concord in 1775. These battles marked the start of the American Revolution.

Chapter 6 - The American Revolution (1776 - 1783)

The Declaration of Independence, which was approved by Congress on July 4, 1776, listed the reasons the colonies wanted their freedom and independence. The document charged that King George had violated the colonists' natural rights. The Revolutionary War became a war fought to protect and expand the ideas of rights and self-government that were taken from the John Locke and the ideas of Enlightenment. The American War for Independence was the first time in the history of the world that a colony had successfully rebelled against its ruling country.

Chapter 7 - Creating the Constitution (1776 - 1790)

Weaknesses in the Articles of Confederation convinced leading Americans that the country needed a strong central government. After months of intense debate, delegates to the Constitutional Convention agreed on a new plan of government. The states approved the Constitution, but many of the states insisted that it also include a Bill of Rights.

Enduring Understanding

Explain gow the colonial protests against Britain escalated 6.1.8.D.3.d

Explain the role leadership, commitment, and luck played in the American victory over the British 6.1.8.D.3.d

Explain if the American Revolution was a "revolution" for all of the participants 6.1.8.A.3.a

The American Revolution was a result of Great Britain's governmental economic policies, business practices, and individual decisions. 6.1.8.C.3.a

Describe why the Declaration of lndependence was written and who it left out. 6.1.8.D.3.b

Describe how the first United States government operate under the Articles of Confederation 6.1.8.D.3.g

Discuss how does the Constitution reflected the times in which it was written 6.1.8.D.3.g

Explain if the Bill of Rights was necessary? 6.1.8.D.3.g,

Discuss how the Constitution had endured through changing times 6.1.8.D.3.g

Essential Questions

What is independence?

What were the causes of the American Revolution?

Why did people fight for freedom during the American Revolution?

What events led to the American Revolution?

What factors helped the colonies win the war?

What is a government?

Why was the Declaration of Independence written?

How did the first United States government operate under the Articles of Confederation?

Why was a new constitution necessary?

How do federalism and separation of powers promote those principles in the Constitution?

What political, economic and social issue did the new nation confront under the Constitution?

Skills

Explain why the colonist fought for freedom during the American Revolution

Explain the need for the Declaration of Independence and the people it left out

Analyze and evaluate how the American's won the war with Great Britain.

Explain the strengths and weaknesses of the Articles of Confederation

Explain the need for a new constitution

Explain how the constitution affects our lives

Learning Targets include but not limited to:

The American Revolution resulted from complex differences involving the colonies and Great Britain including political, economic, and social issues

How and why the American Revolution started and who fought for both sides.

What life was like for people living in the colonies before the American Revolution

The differences between the Articles of Confederation and the Constitution.

Why there was a need for a Bill of Rights

Performance Tasks include but not limited to:

Chapter 5:

Students in groups will take the position of either a Loyalist or Patriot living during the time of the Revolutionary War. Americans should not seek independence (Loyalists) or should seek independence (Patriots). In a Socratic Circle students will present their findings in class. http://docsteach.org/activities/19/detail?

The Boston Massacre Files, Learn about the Boston Massacre through an interactive investigation of images and eyewitness accounts.

Write a newscast - research the battles of the French and Indian War. In a small group, conduct a newscast about one of the battles

DBQ: Valley Forge, Would you have quit?

Chapter 6:

Map the Revolution, Research the areas in which the American Revolution was fought: New England, the Middle States, the West, the South, and at sea and map out each battle in that area

Draft a Declaration of Independence

DBQ: The Ideas of the Declaration: Which is most important?; What caused the American Revolution?

Chapter 7:

Interactive Constitution - The Constitution explained with interactive quizzes

The importance of the freedoms. Students will construct a poster or collage that shows examples of the First Amendment.

Local Government, State/Local Officials - Research the names and party affiliations of the Governor, U.S. Senators, U.S. House Member(s) and Northfield City govemment officials. Talk to city officials to learn firsthand the functions of the city government

DBQ: The New Constitution, Should it be approved?; Did the Constitution guard against tyranny?

Standards

Includes but not limited to:

SOC.6.1.8.A.3.a	Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
SOC.6.1.8.A.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.
SOC.6.1.8.A.3.c	Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
SOC.6.1.8.A.3.d	Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
SOC.6.1.8.A.3.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.
SOC.6.1.8.A.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
SOC.6.1.8.B.3.b	Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
SOC.6.1.8.B.3.c	Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
SOC.6.1.8.B.3.d	Explain why New Jersey's location played an integral role in the American Revolution.
SOC.6.1.8.C.3.a	Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.
SOC.6.1.8.C.3.b	Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
SOC.6.1.8.D.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.D.3.b	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.D.3.c	Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.

SOC.6.1.8.D.3.d	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
SOC.6.1.8.D.3.e	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.D.3.f	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.
SOC.6.1.8.D.3.g	Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.
SOC.6.3.8.A.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
SOC.6.3.8.A.2	Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).
SOC.6.3.8.D.1	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Assessments

Quizzes & Tests

DBQs

Projects & Presentations

Student Participation/Class Discussions

Homework

Resources/Instructional Materials

Pearson America: History of Our Nation textbook

Citizenship Handbook

American Revolution Videos...

Smartboard

Primary Source Documents - Ch.5: the Boston Massacre, the Boston Tea Party, Thomas Paine-Common Sense; Ch.6: Declaration of Independence, Battle of Trenton, John Paul Jones, Corwallis Surrender; Ch.7: What powers should our Federal Government have? 1st Amendments - Bill of Rights scenarios, ICIUIS.org

Bill of Rights

National Archives

Internet sites - docsteach.org...

Modifications

Modifications for Special Education Students	Note IEP, audio recordings, digital media, screen casts, visual presentation, study guides, outlines, teacher's notes, graphic organizers, essay template
Modifications for English Language Learners	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines, teacher's notes, graphic organizers, essay template
Modifications for Students Who Lack Support for School	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines, teacher's notes, graphic organizers, essay template
Modifications for Gifted Students	Integrate, abstract, complex and varied assignments, freedom of choice when applicable, variable pacing levels

Integration of 21st Century Skills/Career Education

Focus on the development of 21st Century Content Skills:

- Global awareness
- Financial, economic, business and entrepreneurial literacy
- Civic literacy
- Health and wellness awareness
- Environmental literacy

Focus on the Development of Learning and Thinking Skills:

- Critical Thinking and Problem Solving Skills
- Communication Skills
- Creativity and Innovation Skills
- Collaboration Skills
- Information and Media Literacy Skills
- Contextual Learning Skills

Focus on the Development of Life Skills:

- Leadership
- Ethics

- Accountability
- Adaptability
- Personal Productivity
- Personal Responsibility
- People Skills
- Self Direction
- Social Responsibility

Interdisciplinary Connections

- Academic and Technical Rigor - Projects are designed to address key learning standards identified by the school or district.
- Authenticity - Projects use a real world context (e.g., community and workplace problems) and address issues that matter to the students.
- Applied Learning - Projects engage students in solving problems calling for competencies expected in high-performance work organizations (e.g.,teamwork, problem-solving, communication, etc.).
- Active Exploration - Projects extend beyond the classroom by connecting to internships, fieldbased investigations, and community explorations.
- Adult Connections - Projects connect students with adult mentors and coaches from the wider community.
- Assessment Practices - Projects involve students in regular, performance-based exhibitions and assessments of their work; evaluation criteria reflect personal, school, and real-world standards of performance.