

Unit 2: Revolutionary Era

Unit #:	APSDO-00022353	Duration:	8.0 Week(s)	Date(s):	
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Team:
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Grades:
 8

Subjects:
 Social Studies

Unit Focus

In this unit, students will examine the events leading to the Revolutionary War and the reasons why the Americans were able to win their independence. In addition, students will understand the effects of past political experiences under British rule that influenced the creation of the U.S. Constitution. The assessment for this unit includes an investigation of the Boston Massacre, a synthesis of important events, people and topics related to the American Revolution in a colonial newspaper gazette and a structured debate over the ratification of the Constitution. The primary instructional materials for this unit include *The American Nation* textbook, historical documents, secondary sources, graphic organizers and maps.

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p>Common Core <i>History/Social Studies: 8</i></p> <ul style="list-style-type: none"> Cite specific textual evidence to support analysis of primary and secondary sources. <i>CCSS.ELA-LITERACY.RH.6-8.1</i> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. <i>CCSS.ELA-LITERACY.RH.6-8.2</i> Determine the meaning of words and phrases as they are used in a text, 	<p>T1 (T1) Access and analyze text for context, reliability and accuracy to determine relevance. T2 (T3) Use textual evidence to form generalizations, make predictions and draw conclusions. T3 (T4) Communicate information and ideas based on purpose, task and intended audience using appropriate language. T4 (T5) Apply social studies concepts and content to make connections to a given situation, problem or challenge.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>U1 (U101) Governments use of power benefits or harms its citizens in varying degrees.</p>	<p>Q1 (Q601) What causes conflict between groups? Q2</p>

<p>including vocabulary specific to domains related to history/social studies. <i>CCSS.ELA-LITERACY.RH.6-8.4</i></p> <ul style="list-style-type: none"> Identify aspects of a text that reveal an authors point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). <i>CCSS.ELA-LITERACY.RH.6-8.6</i> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. <i>CCSS.ELA-LITERACY.WHST.6-8.7</i> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <i>CCSS.ELA-LITERACY.RH.6-8.7</i> Distinguish among fact, opinion, and reasoned judgment in a text. <i>CCSS.ELA-LITERACY.RH.6-8.8</i> Draw evidence from informational texts to support analysis reflection, and research. <i>CCSS.ELA-LITERACY.WHST.6-8.9</i> By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. <i>CCSS.ELA-LITERACY.RH.6-8.10</i> 	<p>U2 (U201) Change: Revolution creates significant political, economic and social change in power, structures and systems. U3 (U202) Change: Innovations and revolutionary changes can lead to intended and unintended consequences that can be both positive and negative. U4 (U601) Cooperation: Conflict can have significant costs and benefits for both winners and losers.</p>	<p>How did the experiences of the colonists under British rule influence the formation of the U.S. Constitution?</p> <p>Q3 (Q705) What are the circumstances that unite people around a common goal or idea?</p>
Acquisition of Knowledge and Skill		
Knowledge		Skills
<p>Connecticut Goals and Standards <i>Social Studies : 8</i></p> <ul style="list-style-type: none"> Analyze connections among events and developments in historical contexts. <i>HIST.8.1</i> Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence 	<p>K1 The outcomes of the French and Indian War led to conflict between the colonies and Britain</p> <p>K2 The colonists reacted to new taxes and policies imposed by Parliament with increased opposition</p> <p>K3 Propaganda played an important role in the Boston Massacre and other events leading to the American Revolution</p> <p>K4 Thomas Paine's <i>Common Sense</i> and John Locke's <i>Social Contract Theory</i> greatly influenced the writing of the Declaration of Independence</p> <p>K5 The French alliance proved crucial to American success in the Revolutionary War</p>	<p>S1 Cite specific textual evidence from primary and secondary sources to support analysis</p> <p>S2 Conduct research to illustrate the significance of a historical event</p> <p>S3 Synthesize multiple sources on a topic to demonstrate understanding</p> <p>S4 Evaluate the accuracy and credibility of a source to determine bias</p> <p>S5 Communicate ideas through different genres, media formats, and styles of presentation</p>

<p>the social and political system. <i>CIV.8.2</i></p> <ul style="list-style-type: none"> • Classify series of historical events and developments as examples of change and/or continuity. <i>HIST.8.2</i> • Evaluate the credibility of a source by determining its relevance and intended use. <i>INQ.6-8.7</i> • Explain multiple causes and effects of events and developments in the past. <i>HIST.8.9</i> 	<p>K6</p> <p>Women, African Americans and Native Americans played important roles in the Revolutionary War</p> <p>K7</p> <p>Americans won the Revolutionary War due to strong military leadership, alliances and geography</p> <p>K8</p> <p>The weaknesses of the Articles of Confederation led to problems that increased public demand for a new government</p> <p>K9</p> <p>Compromises played an important role at the Constitutional Convention</p> <p>K10</p> <p>Debates over ratification led to the development of Federalist and Anti-federalist factions</p>	
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