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The American Revolution

Explore the causes and effects of the American Revolution and how it shaped the government in America today.

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The American revolution

Unit 3

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| **Unit Title: The American Revolution** | | | | **Conceptual Lens(es): History, Civics, Geography, Culture** | | | |
| **Unit Compelling Question** | | What are the causes and effects of the American Revolution on the culture, government, economy, and overall development of the United States? | | | | | |
| **Unit Outline Of Standards With Topics Covered** | | **History** | **Civics & Government** | **Economics & PFL** | **Geography & Environmental Literacy** | **Culture** | |
| 5.H.1 Analyze the chronology of key events in the United States.  -5.H.1.1 Evaluate the relationships between European explorers (French, Spanish and English) and American Indian groups, based on accuracy of historical information (beliefs, fears and leadership).  - 5.H.1.2 Summarize the political, economic and social aspects of colonial life in the thirteen colonies.  -5.H.1.3 Analyze the impact of major conflicts, battles and wars on the development of our nation through Reconstruction.  5.H.2 Understand the role of prominent figures in shaping the United States.  -5.H.2.1 Summarize the contributions of the “Founding Fathers” to the development of our country.  -5.H.2.2 Explain how key historical figures have exemplified values and principles of American democracy.  -5.H.2.3 Compare the changing roles of women and minorities on American society from the Pre-Colonial era through Reconstruction. | 5.C&G.1 Understand the development, structure and function of government in the United States.  -5.C&G.1.1 Explain how ideas of various governments influenced the development of the United States government (Roman, Greek, Iroquois, European and British).  -5.C&G.1.2 Summarize the organizational structures and powers of the United States government (legislative, judicial and executive branches of government).  -5.C&G.1.3 Analyze historical documents that shaped the foundation of the United States government.  5.C&G.2 Analyze life in a democratic republic through the rights and responsibilities of citizens.  -5.C&G.2.1 Understand the values and principles of a democratic republic.  -5.C&G.2.2 Analyze the rights and responsibilities of United States citizens in relation to the concept of the "common good" according to the United States Constitution (Bill of Rights).  -5.C&G.2.3 Exemplify ways in which the rights, responsibilities and privileges of citizens are protected under the United States Constitution.  -5.C&G.2.4 Explain why civic participation is important in the United States. | 5.E.1 Understand how a market economy impacts life in the United States.  -5.E.1.1 Summarize the role of international trade between the United States and other countries through Reconstruction.  -5.E.1.2 Explain the impact of production, specialization, technology and division of labor on the economic growth of the United States.  5.E.2 Understand that personal choices result in benefits or consequences.  -5.E.2.1 Explain the importance of developing a basic budget for spending and saving.  -5.E.2.2 Evaluate the costs and benefits of spending, borrowing and saving. | 5.G.1 Understand how human activity has and continues to shape the United States.  -5.G.1.2 Explain the positive and negative effects of human activity on the physical environment of the United States, past and present  -5.G.1.3 Exemplify how technological advances (communication, transportation and agriculture) have allowed people to overcome geographic limitations.  -5.G.1.4 Exemplify migration within or immigration to the United States in order to identify push and pull factors (why people left/why people came). | 5.C.1 Understand how increased diversity resulted from migration, settlement patterns and economic development in the United States  -5.C.1.1 Analyze the change in leadership, cultures and everyday life of American Indian groups before and after European exploration.  -5.C.1.2 Exemplify how the interactions of various groups have resulted in the borrowing and sharing of traditions and technology.  -5.C.1.3 Explain how the movement of goods, ideas and various cultural groups influenced the development of regions in the United States. | |
| **Generalizations And Essential Questions** | | **Interactions between different groups are often shaped by differing societal perceptions.**   * Understanding the causes of the American Revolution how could you justify the colonist’s actions? * How did the nation become what it is now? * Who was involved? Specifically what contributions did women, minorities, and other groups make to the country during this time that had a lasting impact? | **The U.S Government borrowed and adapted the idea of self-government. Which allows for conflicting ideas that often lead to debates, ultimately resulting in a government structured to address the basic needs of it’s people.**   * Why did the U.S. establish a system of checks and balances? * What was the importance of signing the declaration of independence? * What would happen if the Bill of Rights hadn’t been written ? | **The achievement of a nation’s goals are often tied to it’s economic-decision making which impacts the production, specialization, technology and division of labor on the nation’s economy.**   * Which technology advances created during this time and which were most effective and still exists in some form today? * How did the Americans form a government that would help with selling and trading? Why did they choose to do this? | **Physical environment dictates settlement patterns, and impact the way people met basic needs.**   * Essential Question | **Movement of goods, ideas and diverse cultural groups influenced the development of regions in the United States.**   * Examine the cultures in the U.S. during this time; are there any signs of this time in the present? * How and why did people decide to come to America? What about those reasons helps to shape modern America? | |
| **Critical**  **Content** | **Students should know:**   * Identify colonial appeals to the British government and explain Britain’s response to them. * Explain why the Declaration of Independence was written. * Explain how women and African-Americans were impacted by the war. * Evaluate the contradiction between Jefferson’s role as a slave owner and the pledges of the Declaration of Independence. * Explain the significance of the military battles in the North in the early years of the war. * Explain how the diverse people of the U.S. developed a common national identity. * Describe how mercantilism was an economic system used by England to benefit themselves from the colonies financially. This system led to increased global trade. * Analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas. I can identify Enlightenment ideas on self-government and natural rights and site-specific examples of these ideas in the Declaration of Independence. | | | | | |
| **I Can Statements…** | **Students should be able to state I can…**   * I can identify colonial appeals to the British government and explain Britain’s response to them. * I can explain why the Declaration of Independence was written. * I can explain how women and African-Americans were impacted by the war. * I can evaluate the contradiction between Jefferson’s role as a slave owner and the pledges of the Declaration of Independence. * I can explain the significance of the military battles in the North in the early years of the war. * I can explain how the diverse people of the U.S. developed a common national identity. * I can describe how mercantilism was an economic system used by England to benefit themselves from the colonies financially. This system led to increased global trade. * I can analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas. I can identify Enlightenment ideas on self-government and natural rights and site-specific examples of these ideas in the Declaration of Independence. | | | | | |

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| Key People: | George Washington, Paul Revere, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, King George III, Samuel Adams, Thomas Paine, Crispus Attucks, Lord North, John Hancock, Charles Cornwallis, Baron von Steuben, Minutemen, first and second continental congress, Thomas Hutchinson, Jonathan Boucher, Lord Dunmore, Mercy Otis Warren, Molly Pitcher, Abigail Adams, Phillis Wheatley, Marquis De Lafayette, James Armistead, Dolly Madison, Prudence Wright, Deborah Sampson, and Sybil Ludington |

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| Notable Events: | * French and Indian War * The Quartering Act * Proclamation of 1763 * Sugar Act * Stamp Act * Townshend Act * Boston Massacre * Tea Act * Boston Tea Party * Intolerable Acts | * Continental Congress meeting * ­­­Battle of Lexington and Concord * Battle of Trenton * Battle of Saratoga * Winter at Valley Forge * Battle of Yorktown * Signing of the declaration of independence * The Treaty of Paris, 1783 * Articles of Confederation |

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| Key Vocabulary:  Tier 1 | Tier 2 | Tier 3 |
| Protest  Repealed  Boycott  Independence  Strategies | Revolution  Acts  Taxation  Delegates  Imported  Massacre  Neutral  Mercenaries  Government Documents | Proclamation  Parliament  Loyalists  Patriots  Traitors  Declaration  Minutemen  Militia  Treaty  Constitution  Congress  Bill of Rights  “Taxation without representation” |

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| Notable Documents and nonfiction Text: | <https://www.youtube.com/watch?list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&time_continue=18&v=Eytc9ZaNWyc> Introduction to the revolution  <https://www.youtube.com/watch?v=Eytc9ZaNWyc&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s> A guide to understanding taxes and the smuggling of tea  <https://www.amrevmuseum.org/> Interactive timeline  <http://www.pbs.org/ktca/liberty/road.html> Fun interactive game for the American Revolution  <http://teachingamericanhistory.org/static/neh/interactives/americanrevolution/> Interactive lesson plans  <https://learninglab.si.edu/search?st=American+Revolution&item_type=&st_op=and> Many great resources to teach American Revolution, you can create an account and share with your students so they can read on Chromebooks.  <https://www.archives.gov/education/lessons/revolution-images/> A list of documents is available at this site to share with students.  <http://mrnussbaum.com/american-revolution/> A lot of great resources for students to do research with  <https://kids.usa.gov/three-branches-of-government/index.shtml> information and charts to help explain the American Government  <http://bensguide.gpo.gov/learning-adventures-14more?id=38&age=ben9_13> Kid friendly way of breaking down the government and understanding documents  <http://teacher.scholastic.com/scholasticnews/indepth/constitution_day/inside/index.asp?article=billofrights> The amendments for kids  <http://teacher.scholastic.com/scholasticnews/indepth/constitution_day/inside/index.asp?article=wethepeople> use this information to come up with kid friendly views of the whole constitution. | |
| Learning Connections: | | |
| *Before Topic is taught (prior learning):* | | ***After Topic is taught (anticipated learning):*** |
| * The prior learning involves the students understanding the motivations for settlers of the American colonies and the unique development of the colonies culture. A knowledge of what taxes are and the ability to compare and contrast the benefits and detriments to mercantilism are also necessary to understand the plight of the American colonies. | | * This topic should make clear to students the connection to how the King’s tyrannical rule of the colonies (“no taxation without representation)” led to colonial discontent and protests. This topic should make clear this connection through the selection of relevant acts and taxes from the King’s colonial policy. In examining the military conflict between the Americans and the British, students should evaluate the strengths and weakness of each side and their impact on the outcome. |

**Sample Questions Connected to Unit Literacy**

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|  | **Factual Knowledge** | **Conceptual Knowledge** | **Procedural Knowledge** | **Meta-Cognitive** |
| **Remember** | What were the causes of the American Revolution? | Which causes did the colonists use most to support their actions? | What were the tactics used during the war to fight and win, by the colonists? | What are the elements/ key battles of the American Revolution and their significance to the cause? |
| **Understand** | How would you explain the tax process of England’s government? | What were some of the lasting impacts establishing a new government had? | How would you rephrase the meaning of “no taxation without representation”? | In what ways did the British affect modern culture? |
| **Apply** | What would have resulted if the colonies had not been successful in their efforts to gain independence from Britain? | How did the war affect the colonist’s way of living? | What facts would you gather to support the reasons to tax a people? | What questions would you ask in an interview with George Washington? Brainstorm his responses. |
| **Analyze** | What conclusions can you draw about King George III based on his responses to the colonies? | What impact did the constitution have on the American colonies? | What comparisons can you draw between the leadership of King George III and George Washington? | What ideas divided the colonies? What impact did they have on the newly formed government? |
| **Evaluate** | What judgments would you make about the American Revolution and its impact on our government today? | How could you determine who was right? The loyalists or patriots? | Which of the newly formed government’s documents were most important? What evidence would you cite to prove this? | Who do you believe had a stronger case during this revolution? The colonists or the loyalists? |
| **Create** | Based on the way the colonies received goods from Britain, can you come up with a new plan that would show how the Americans could have functioned without any help from Britain? | How would you modify the American Constitution that would make it apt for today> | How would you improve the lives of the colonists for the better? Would you change their habitats, how they traded, how they worked, etc. Choose a category and develop a new economic plan. | What document based question could you create that would support an unbiased analysis of the importance of writing as the key element of any civilization? |

**Sample Learning Activities Connected to Unit Literacy**

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|  | **Factual Knowledge** | | **Conceptual Knowledge** | | **Procedural Knowledge** | | **Meta-Cognitive** | |
| **Text Dependent Tasks** | * Create an annotated timeline on the events of the American Revolution. * Create a domino book that includes all the causes of the American Revolution. Demonstrates how the Revolution was like a domino effect. ­­ * Create a cause and effect sequence chart about what happened to cause the war and the direct effects of these things.   (CR, A, SPL, P, W) | | * Divide class into two groups (the patriots and the loyalists) Have them decide why their sides are right in their decisions before and during the revolution. Have them come up with three points and evidence to support their argument within a debate. * Assign student groups and have students research the differences of life in the colonies vs. life in England. Have them compare and contrast these two ideas to show why each side reacted the way they did before and during the revolution. * Divide students within the class into groups and have them create a country, for which they have to decide how to govern (is there a king, president, etc.). They must also create a constitution and other vital documents for a thriving country. | | * ­Choose representative primary source works of art (paintings, sculpture, architecture) and ask students to analyze the importance of the works to colonial times and the significance the works have on today’s society. * Provide a selection of documents for students to read that relate to the independence of different countries. Conduct a Socratic seminar on one of the higher level questions outlined below | | * Compare and contrast the rights and actions of women during colonial times vs today. * Create a classroom government. Have students go through the democratic process to elect a president, VP, congress, etc. Let students take the lead to demonstrate their understanding. | |
| **Legend** | CR = Close Reading | A = Annotating | | SPL = Speaking and Listening/Conversations | | P = Pre-Writing | | W = Writing |

**Unit Resources**

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| Unit 3 - The American Revolution | | |
| Resource Title | **Location** | **Summary** |
| Social Studies Alive | TCI text book- Chapters 10-15 | Social Studies Alive text book |
| Johnny Tremaine | Novel by Ester Forbes | An apprentice silversmith is there at the Boston Tea Party and other highpoints of the Revolution. |
| Woods Runner | Novel by Gary Paulson | Samuel, 13, spends his days in the forest, hunting for food for his family. He has grown up on the frontier of a British colony, America. Far from any town, or news of the war against the King that American patriots have begun near Boston. But the war comes to them. British soldiers and Iroquois attack. Samuel’s parents are taken away, prisoners. Samuel follows, hiding, moving silently, determined to find a way to rescue them. Each day he confronts the enemy, and the tragedy and horror of this war. But he also discovers allies, men and women working secretly for the patriot cause. And he learns that he must go deep into enemy territory to find his parents: all the way to the British headquarters, New York City. |
| Chains | Novel by Laurie Halse Anderson | Story about runaway slaves during the American Revolution. |
| Forge | Novel by Laurie Halse Anderson | The second installment in the Chains series. |
| Fever 1793 | Novel by Laurie Halse Anderson | About the yellow Fever epidemic, understanding colonial life after the revolution. |
| Liberty’s Kids | <https://www.youtube.com/user/LibertysKidsTV> | Series from PBS that goes through the American Revolution. |