

Unit title: Causes and Effects of the Revolutionary War			Length: (# of days) 13 Days
Students & Grade Level: 8th Grade Social Studies			Content Area: Social Studies
<p><b>Enduring Understandings:</b> (What are the big ideas? What specific understandings about them are desired?) The Revolutionary War resulted in the United States of America being a state separate from England. Some colonists did not want to be a separate state.</p>			
<p><b>Overarching Essential Questions:</b> (What overarching questions will foster inquiry, understanding and/or transfer of learning?)</p> <ul style="list-style-type: none"> <li>• What were the attitudes and fears that the colonists had when starting a new country?</li> <li>• Who fought in the Revolutionary War?</li> <li>• What were the attitudes and fears that the colonists had when starting a new country?</li> <li>• What was the result of the Revolutionary War?</li> <li>• Where was the fighting located?</li> <li>• When did it take place?</li> <li>• Why did some colonists wish to remain a colony to England while others did not?</li> <li>• Why did England want to keep the colonies?</li> </ul>			Dates:
<p>How will prior knowledge be assessed?</p> <p>After analysis of pre-test data or diagnostic testing, how will <b>individual</b> student needs be planned for?</p> <p>After analysis of pre-test data or diagnostic testing, how will <b>collective</b> needs of students be planned for?</p>			
Lesson/Date	What Will Students Learn?	How Will Students Demonstrate Mastery? Include Multiple Means of Representation, Multiple Means of Action and Expression, & Multiple Means of Engagement	How Will I Teach It To Students with Diverse Needs/Abilities?  Include Multiple Means of Representation, Multiple Means of Action and Expression, & Multiple Means of Engagement

Lesson #, Title and/or Date	Standards	Learning Objectives (stated in SWBATS)	Assessment (include formative, summative, performance tasks, traditional assessments, homework, journal entries, etc.)	Instructional Strategies with brief description of resources needed	Student Activities/ Opportunities to Learn, Practice and Master
Lesson 1 Discord in the Colonies (1 Day)	8.1.4 Identify and explain the reasons and actions for the resistance and rebellion against British imperial rule by the thirteen colonies in North America (1761-1775).	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand why some colonists wanted to leave British rule</li> <li>• Understand why some colonists wanted to stay a colony</li> <li>• Identify the actions that pushed the colonists to rebel</li> <li>• Identify the actions the colonists performed in retaliation</li> </ul>	Presentation to their class on their taxation.	<p>Direct Instruction: Give students background on why the British thought they needed to impose taxes on the colonists after the French and Indian war.</p> <p>Guided Practice: Break class into 4 group. Each group will read one of the following:</p> <ol style="list-style-type: none"> <li>1.The Formation of the Sons of Liberty</li> <li>2.The Stamp Act</li> <li>3. Non-consumption and Non-Importation</li> <li>4.The Boston Tea Party</li> </ol> <p>Have groups create quick presentations on the main features of their documents, focused on the political tactics the colonists used to defeat British taxation.</p>	Students will be able to use technology to further research their document and create a quick presentation. Working in groups will build confidence and collaboration skills.

<p>Lesson 2 Declaration of Independence (2 Days)</p>	<p>8.1.5 Analyze the causes and effects of the Revolutionary War (1775-1783), including the ideas from the Declaration of Independence, the enactment of the Articles of Confederation and the Treaty of Paris (1783).</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the structure of the Declaration – its four component parts</li> <li>2. Identify the key ideas in the Preamble to the Declaration of Independence</li> <li>3. Identify the chief grievances advanced by the American patriots and explain how they related to the events that preceded the Constitutional Convention</li> <li>4. Understand the Americans' assertion of sovereignty in the concluding section and their determination to fight for it.</li> </ol>	<p>Student presentations</p>	<p><b>Guided Practice:</b> Together, the students and teacher will discuss the layout and purpose of the Preamble and first part of the Declaration of Independence using the ELMO projector.</p> <p><b>Independent Practice:</b> Students will be broken up into 5 groups. Each group will have a different section of the Declaration and will be responsible for dissecting the meaning of their section line by line. Student presentations over their section to the rest of the class will be used as assessment.</p>	<p>The students will use worksheets to work their way through the Declaration of Independence to learn from a primary source. They will become experts on their section and then teach the class.</p>
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<p>Lesson 3 Rights vs. Responsibilities (1 Day)</p>	<p>8.2.6 Recognize and explain the relationship between the rights and responsibilities of citizenship in the United States.</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand that both the colonists and British understood that the colonists had rights and responsibilities</li> <li>2. There is a difference between a right and responsibility</li> <li>3. These difference were open to interpretation</li> <li>4. The debates and conflicts took many forms</li> </ol>	<p>A compare and contrast chart will be discussed by each group, then as a class.</p>	<p>Opening: Students will brainstorm what rights and responsibilities they have as Americans currently. Students share their answers in groups of 3. They will need to decide which are the 3 most important rights and responsibilities and share this with the class. All groups will share and together the entire class will settle on 3. This will be difficult.</p> <p>Guided Practice: Lead group discussion on how difficult it would have been for the colonists and rulers to agree on each others rights and responsibilities.</p> <p>Together, look at a primary source which outlines what each other thought their rights and responsibilities were and what they other thought. Compare and contrast the ideological differences.</p>	<p>Application to their real lives will catch their attention and discussion will require class participation.</p>
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<p>Lesson 4 Articles of Confederation (2 Days)</p>	<p>8.1.5 Analyze the causes and effects of the Revolutionary War (1775-1783), including the ideas from the Declaration of Independence, the enactment of the Articles of Confederation and the Treaty of Paris (1783).</p> <p>8.2.6 Recognize and explain the relationship between the rights and responsibilities of citizenship in the United States.</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the historical events that led to drafting and adopting the Articles of Confederation.</li> <li>2. Define and explain the meaning of the term <i>confederation</i>.</li> <li>3. List the provisions of the Articles of Confederation.</li> <li>4. Analyze the Articles of Confederation and identify their strengths and weaknesses.</li> </ol>	<p>Class participation and anticipation guide</p>	<p><b>Direct Instruction:</b> Review the events from Day 1 which lead up to the Revolutionary War. Have class create a timeline of these events.</p> <p><b>Guided Practice:</b> Work with class to define confederation and begin to fill out a graphic organizer, separating responsibilities of the Articles of Confederation.</p> <p><b>Modeling:</b> Together, fill out the preamble section of the worksheet and talk about the different powers granted to the state gov. and national gov.</p> <p><b>Independent Practice:</b> Divide class into groups. Half class focus on state rights and other half focus on national gov.</p> <p><b>Guided practice:</b> Bring class together. Have groups complete graphic organizer then lead discussion on why this gov failed and what ideas remained.</p>	<p>The students will use worksheets to work their way through the Articles of Confederation to learn from a primary source. They will become experts on their section and then teach the class. Together we will review and ask larger questions about this governmental system and life during that time.</p>
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<p>Lesson 5 The Revolutionary War Project (5 Days)</p>	<p>8.1.4 Identify and explain the reasons and actions for the resistance and rebellion against British imperial rule by the thirteen colonies in North America (1761-1775).</p> <p>8.1.5 Analyze the causes and effects of the Revolutionary War (1775-1783), including the ideas from the Declaration of Independence, the enactment of the Articles of Confederation and the Treaty of Paris (1783).</p>	<p>Student will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify a major battle and explain the impact on the war.</li> <li>2. Summarize the role that a specific war figure had during the war OR consider the contribution of groups that are often overlooked for their war efforts including women and native Americans.</li> <li>3. Identify the weapons used during the war.</li> <li>4. Describe some aspects culture during the Revolutionary war.</li> </ol>	<p>Students will create a newspaper with a total of 12 articles. This will be done in groups of 4 students who write 3 articles each. This will be a formative assessment of each student's understanding.</p>	<p><b>Independent Practice:</b> Students will have the first three days to research their three article topics. Each group member must choose a unique topic from the list provided so the newspapers have variety. By the end of day 3 and into day 4, students will be writing and editing their articles using peer reviews. I will be editing drafts as needed, offering suggestions, and guiding students towards the end goal. Day 5 will be final editing and formatting. The goal of the newspaper is to give a perspective of the time and to review the events and people of the war.</p> <p>Google Docs will be used so that students can work simultaneously and their work will already be combined.</p>	<p>They will be graded individually but by cooperating with a team, the students can learn from one another and peer review as they go.</p>
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<p>Lesson 6 The Treaty of Paris (2 Days)</p>	<p>8.1.5 Analyze the causes and effects of the Revolutionary War (1775-1783), including the ideas from the Declaration of Independence, the enactment of the Articles of Confederation and the Treaty of Paris (1783).</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand why the colonists won, even against the odds</li> <li>2. Recognize the importance of the document</li> </ol>	<p>Exit slips: At the conclusion of the lesson, students will be asked to state a few factors which allowed the colonists to win, including:</p> <ol style="list-style-type: none"> <li>1. The colonists were fighting for their homes and families.</li> <li>2. Distance: Home-field advantage</li> <li>3. Foreign soldiers hired by England</li> <li>4. Ambush style fighting</li> <li>5. Allies - French, Spain, Netherlands, Germany</li> </ol>	<p><b>Direct Instruction:</b> This will be a content heavy day with the purpose of wrapping up the Revolutionary war. I will have interactive powerpoint and students will fill in notes.</p> <p><b>Guided Practice:</b> I am planning on having discussions of the war throughout the powerpoint and having students empathize and synthesize what the colonists were feeling. I hope to draw connections to more recent wars they may be familiar with, such as America's conflict in Afghanistan.</p>	<p>Students will have many opportunities for discussion with me and their peers and the chance to apply prior knowledge to more recent situations.</p>
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