





|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unit Title: Revolution and Creation of a New State and Nation** | | | **Conceptual Lens(es): Change, Conflict, Revolution, Governance** | | |
| **Unit Compelling Question** | **Why did change in the colonies escalate from conflict to revolution over the idea of government?** | | | | |
| **Unit Outline Of Standards** | **History** | **Civics & Government** | **Economics & PFL** | **Geography & Environmental Literacy** | **Culture** |
| ***The Essential Standards below should be embedded throughout the unit of study to support student development of historical skills.***  **8.H.1.1** Construct charts, graphs, and historical narratives to explain particular events or issues.  **8.H.1.2** Summarize the literal meaning of historical documents in order to establish context.  **8.H.1.3** Use primary and secondary sources to interpret various historical perspectives.  **8.H.1.4** Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulate historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).  **8.H.1.5** Analyze the relationship between historical context and decision-making | **8.H.2.1** Explain the impact of economic, political, social, and military conflicts (e.g. war, slavery, states’  rights and citizenship and immigration policies)  on the development of North Carolina and the  United States.    **8.H.2.2** Summarize how leadership and citizen actions (e.g. the founding fathers, the Regulators, the  Greensboro Four, and participants of the Wilmington Race Riots, 1898) influenced the outcome of key conflicts in North Carolina and the United States.  **8.H.2.3** Summarize the role of debate, compromise, and negotiation during significant periods in the history of North Carolina and the United States.  **8.H.3.2** Explain how changes brought about by technology and other innovations affected individuals and groups in North Carolina and the United States (e.g. advancements in transportation, communication networks and business practices).  **8.H.3.3** Explain how individuals and groups have influenced economic, political and social change in North Carolina and the United States. | **8.C&G.1.1** Summarize democratic ideals expressed in local, state, and national government (e.g. limited government, popular sovereignty, separation of powers, republicanism, federalism and individual rights).  **8.C&G.1.2** Evaluate the degree to which democratic ideals  are evident in historical documents from North  Carolina and the United States (e.g. the  Mecklenburg Resolves, the Halifax Resolves, the  Declaration of Independence, the Articles of Confederation, the Bill of Rights and the  principles outlined in the US Constitution and  North Carolina Constitutions of 1776, 1868 and  1971). | **8.E.1.1** Explain how conflict, cooperation, and competition influenced periods of economic growth and decline (e.g. economic depressions and recessions). | **8.G.1.1** Explain how location and place have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the United States.  **8.G.1.2** Understand the human and physical characteristics of regions in North Carolina and the United States (e.g. physical features, culture, political organization and ethnic make-up).  **8.G.1.3** Explain how human and environmental interaction affected quality of life and settlement patterns in North Carolina and the United States (e.g. environmental disasters, infrastructure development, coastal restoration and alternative sources of energy). | **8.C.1.1** Explain how influences from Africa, Europe, and the Americas impacted North Carolina and the United States (e.g. Columbian Exchange, slavery and the decline of the American Indian populations).  **8.C.1.2** Summarize the origin of beliefs, practices, and traditions that represent various groups within North Carolina and the United States (e.g. Moravians, Scots-Irish, Highland Scots, Latinos, Hmong, Africans, and American Indians) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Generalizations And Essential Questions** | **History** | **Civics & Government** | **Economics & PFL** | **Geography & Environmental Literacy** | **Culture** |
|  | **Generalization:**  **Change may occur within a society through conflict, compromise, or cooperation.**  *Essential Questions****:***   * How did the French and Indian War affect the relationship between England and the North American colonies? * Why did the American colonists desire independence from England? * Why were the colonist able to win the Revolutionary War and what was the immediate effect?   **Generalization:**  **Leadership can Influence the outcome of revolutions.**  *Essential Questions:*   * How did individuals and groups influence the outcome of the Revolutionary War? * How did individuals and groups influence the creation of the government of the United States? | **Generalization:**  **Conflict may lead to revolution causing a change government.**  *Essential Questions***:**   * What effect did changes in English laws have on the colonists? * What role did debate and compromise play during the Constitutional Convention? * What democratic ideals are reflected in the Articles of Confederation and the United States Constitution? * How did the four fathers create a government prepared for future challenges? | **Generalization:**  **Trade between countries may lead to conflict.**  *Essential Questions:*   * How did British economic policies influence the colonies? | **Generalization:**  **Availability of resources affects people’s ability to create change.**  *Essential Questions:*   * How did location and place influence the Revolutionary Era? * What effect did location and place have on the creation of the United States Constitution? | **Generalization:**  **Conflict over identity may result in revolution.**  *Essential Question:*   * Why did the American colonists desire independence from England? * Was the government created for the United States representative of all groups of people in the nation? |

|  |  |
| --- | --- |
| **Critical**  **Content** | **Students should know:**  North Carolina’s role in protesting British rule, the Revolutionary War, and the Creation of the United States government.  Important primary source documents advocating independence and establishing governance.  The impact of military conflicts in determining the future of the United States.  The impact of leaders and leadership groups in the fight for independence and establishment of an American nation.  How different types of citizen action influenced the outcome of conflicts (e.g. boycott, protest, letter writing).  Provide the causes and implications for the Revolution involving North Carolina and the United States.  The various ways in which the Revolutionary War have affected people.  The role debate and compromise played in the formation of an American nation. |
| **I Can Statements…** | **Students should be able to state I can…**   * **analyze** how differing viewpoints can lead to philosophical debates and armed conflict. * **describe** the conflict and consequence of the French and Indian War. * **analyze** the influence of founding documents on the formation of the American form of democracy. * **explain** conflicts involving our state and nation, such as the Revolutionary War. * **identify** the changes in society that have taken place following conflict within the society. * **explain** the different perspectives as to how these changes have affected various groups of people. * **describe** how the role of citizen and leadership has an impact on the outcome of events. * **provide** examples of how citizen action is sometime contrary to established laws and ideas of leadership. * **identify** the various roles that citizens play in society and how those roles relate to leadership. * **provide** an example of an economic, political, or cultural issue and explain it was resolved at the state and national level.   **identify** the various types of compromise that have occurred in resolving issues both at the state and national level.  **create** a flow chart explaining how the negotiation process that took place on an issue and explain why it had the support or non-support on the state and/or national level. |

|  |  |  |
| --- | --- | --- |
| Key Vocabulary:  Tier 1 | Tier 2 | Tier 3 |
| Representation, Citizen, Revolution, Act, Accept, Civics, Fight, Rebel, Tax, Country, Colony, Democracy, Free, Country, Government, Leader, Opinion | Democracy, Import/export, Blockade, Congress, Patriots, Militia, Loyalists, Treason**,** Repealed, Patriotism, Boycott, Political, Constitution, Propaganda, Legislative, Executive, Judicial, Representation, Congress, Amendment, Repealed | Inalienable rights, Tyranny, Reparation, Inalienable rights, Democratic Republic, Confederation, Ratify, Popular Sovereignty, Great Compromise, Three-Fifths Compromise, Electoral College, Checks and Balances, Federalist, Anti-Federalist, Tariffs |

|  |  |
| --- | --- |
| Key People: | George Washington, Governor Tryon, Thomas Jefferson, Thomas Paine, King George III, Ben Franklin, Lord Cornwallis, Francis Marion  James Madison, John Adams |
| Notable Events: | French and Indian War, Saratoga, Regulator Movement, Yorktown, Lexington and Concord, Continental Congress, Shay’s Rebellion |
| Notable Documents and nonfiction Text: | Declaration of Independence, Treaty of Paris, 1783, Halifax Resolves, Mecklenburg Resolves, Articles of Confederation |

**Sample Questions Connected to Unit Literacy**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Factual Knowledge** | **Conceptual Knowledge** | **Procedural Knowledge** | **Meta-Cognitive** |
| **Remember** | What acts and taxes did England impose on the 13 North American colonies? | Who were the important contributors to the creation of the United States government? | What steps were taken to ratify the Constitution? | Did the Declaration of Independence achieve its intended goal? Why or why not? |
| **Understand** | How did the Treaty of Paris, 1783 help establish the American identity? | Why did the American colonists desire independence from England? | Why were debate and compromise essential during the Constitutional Convention? | What actions did colonists take to express their unhappiness with English rule? |
| **Apply** | What examples can you provide of how diverse cultures supported the American fight for independence? | How did leadership and citizen action contribute to colonial victory in the Revolutionary War? | How did the framers of the Constitution create a government prepared for future challenges? | What facts would you select to show that not all colonists shared that same perspective on English rule? |
| **Analyze** | How did the desire to be different from England impact the development of the United States? | How did the American colonists overcome disadvantages to defeat the British Army? | Can you list the parts of the Declaration of Independence and summarize their role in achieving its goals? | What ideas could be used to justify the positions of both the federalists and anti-federalists? |
| **Evaluate** | What advantages did the English have in the Revolutionary War? the Continental Army? | What democratic ideals are reflected in the United States Constitution? | Can you assess the value of George Washington’s leadership in the success of the Continental Army? | What judgement would you make on the representatives of the Constitutional Convention? Who should have been included? |
| **Create** | What British actions would you have changed to prevent the colonists’ unhappiness with English rule? | Can you expand on the reason that the Revolutionary War was inevitable from an unbiased perspective? | Can you propose a plan for creating a Constitutional Convention that was more representative of the demographics of the population? | What amendment would you include in the Bill of Rights that would improve its protection of individual liberties? |

**Sample Learning Activities Connected to Unit Literacy**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Factual Knowledge** | **Conceptual Knowledge** | **Procedural Knowledge** | **Meta-Cognitive** |
| **Text Dependent Tasks** | * Create a timeline of protests in the North American colonists identifying the key elements of each protest such as who, what, when, etc. *(Close reading, Pre-writing)* * Create a T-chart comparing the strengths and weaknesses of the colonial and British armies. *(Prewriting)* * Plot the location and winners of major Revolutionary War battles and discuss patterns that emerge and how those patterns influenced the outcome of the war. *(Pre-writing, Speaking and Listening/Conversation)* * Create a visual representation of the check/balances and separation of powers between America’s three branches of government after examining secondary sources. *(Pre-Writing)* | * Analyze primary and secondary sources on various protests throughout the colonies to determine the cause and effect. Have students rank the impact of chosen protests on a continuum and discuss alternative actions that may have been taken. *(Close Reading, Annotating, Speaking and Listening/Conversations)* * Evaluate the three major compromises in the United States Constitution through secondary sources by analyzing each side’s position and then explaining how Congress came to a final decision. Students discuss if the compromise was fair and possible alternatives. *(Annotating, Speaking and Listening/Conversations)* | * Analyze secondary sources in order to understand the events that led to the writing of the Declaration of Independence and then follow the effects of the Declaration on the colonists and England leading to war by creating an annotated timeline. *(Speaking and Listening/Conversations, Writing)* * Groups research and discuss the steps and missteps America took in creating the United States Constitution by creating a presentation of the evolution of American Government. The presentation is presented to the class. *(Speaking and Listening/Conversations/ Writing)* | * Analyze and evaluate political cartoons, letters, and reports to determine bias and perspective related to actions that increased tensions between the colonists and British prior to the outbreak of the Revolutionary War. *(Close reading, annotating)* * Hold a town hall debate between patriots and loyalists in which each student is a historical character. Students utilize content knowledge related to assigned character to defend their position and challenge the position of others. *(Writing, Speaking and Listening/Conversations)* * Have students compare the works of Montesquieu and Locke to the separation of powers and checks/balances in the Constitution and evaluate the degree to which they share ideas on power. Write an essay explaining the alignment. *(Close Reading, Annotating, Writing)* |
| *For each Text Dependent Task above literacy activity has been listed. Though multiple literacy activities may be used, the currently listed activities are intended as suggestions and may be added and/ or adapted as needed.*Literacy Activities listed above:  *Close Reading ,Annotating, Speaking and Listening/Conversations, Pre-Writing, and Writing* | | | | |

**Unit Resources**

|  |  |  |
| --- | --- | --- |
| Unit Number - 2  Unit Title – Revolution and Creation of a New State and Nation | | |
| Resource Title | **Location** | **Summary** |
| Discovery Education | Discovery Techbook / Social Studies Techbook  **Course: United States History (Pre-History –Present)**  *Chapters 3, 4, 5* | This resource provides secondary sources, videos, primary sources, and various activities to support student learning and engagement. It must be accessed through [my.ncedcloud.org](https://my.ncedcloud.org/arms/protected/) |
| Revolutionary War Compilation | <http://www.history.com/topics/american-revolution> | Articles, videos, and primary sources incorporating all aspects and perspectives of the American Revolution from History Channel. Best with Google Chrome on CMS computers. |
| American Revolution Timeline | <http://www.ushistory.org/declaration/revwartimeline.htm> | A timeline of important dates leading up to, during, and after the American Revolutionary War. Most of the dates are hyperlinked to take you to specific information for that particular date. |
| PBS Revolutionary War | <http://www.pbs.org/ktca/liberty/> | The PBS website has multiple links about the Revolutionary War including a game to test student’s knowledge. Great enrichment for advanced students as well such as what was going on in the rest of the world during the time of the American Revolutions |
| National Parks | <http://www.nps.gov/revwar/about_the_revolution/timeline_of_events_06_10.html> | National Parks website dedicated to the American Revolution. Students can view the actual locations of some important battles and view pictures and video of reenactments. |
| George Washington in Revolutionary War | <http://www.mountvernon.org/revolutionarywar> | A resource focused on George Washington’s contributions to the American Revolution. Videos with experts and links to specific areas of the revolution. Great for enrichment and extension when attempting teach in depth. |
| General Site for Revolutionary War | <http://mrnussbaum.com/amflash/> | This website has amassed multiple resources such as videos, primary sources, and interactive battle maps about the Revolutionary War. |
| Revolutionary Images | <http://www.archives.gov/research/military/american-revolution/pictures/#1776> | Numerous pictures from the Revolutionary War organized by time period. |
| Teaching American History | <http://teachingamericanhistory.org/convention/> | Web resource dedicated to the process and product of the Constitutional Convention. Resources include biographies, day by day summaries, and an interactive map of Philidelphia |
| Constitution of the United States (*Flash version for chunking)* | <http://mrnussbaum.com/constitution-flash/> | This resources allows users to click on specific articles, sections, and amendments to view in isolation for easier reading and focus. |
| Federalists and Anti-Federalist biographies | <http://teachingamericanhistory.org/fed-antifed/biographies.html> | Federalist and Anti-Federalist biographies (optional could be used for higher level students) |
| Federalist Papers | <http://www.history.com/topics/federalist-papers> | The Federalist Papers (secondary) A brief summary of the papers. |
| Bill of Rights Institute | <https://www.billofrightsinstitute.org/founding-documents/bill-of-rights/> | This website contains primary sources, lesson plans, and student activities and writing contests centered the Bill of Rights. |