

# Unit Title: From Subject to Citizen

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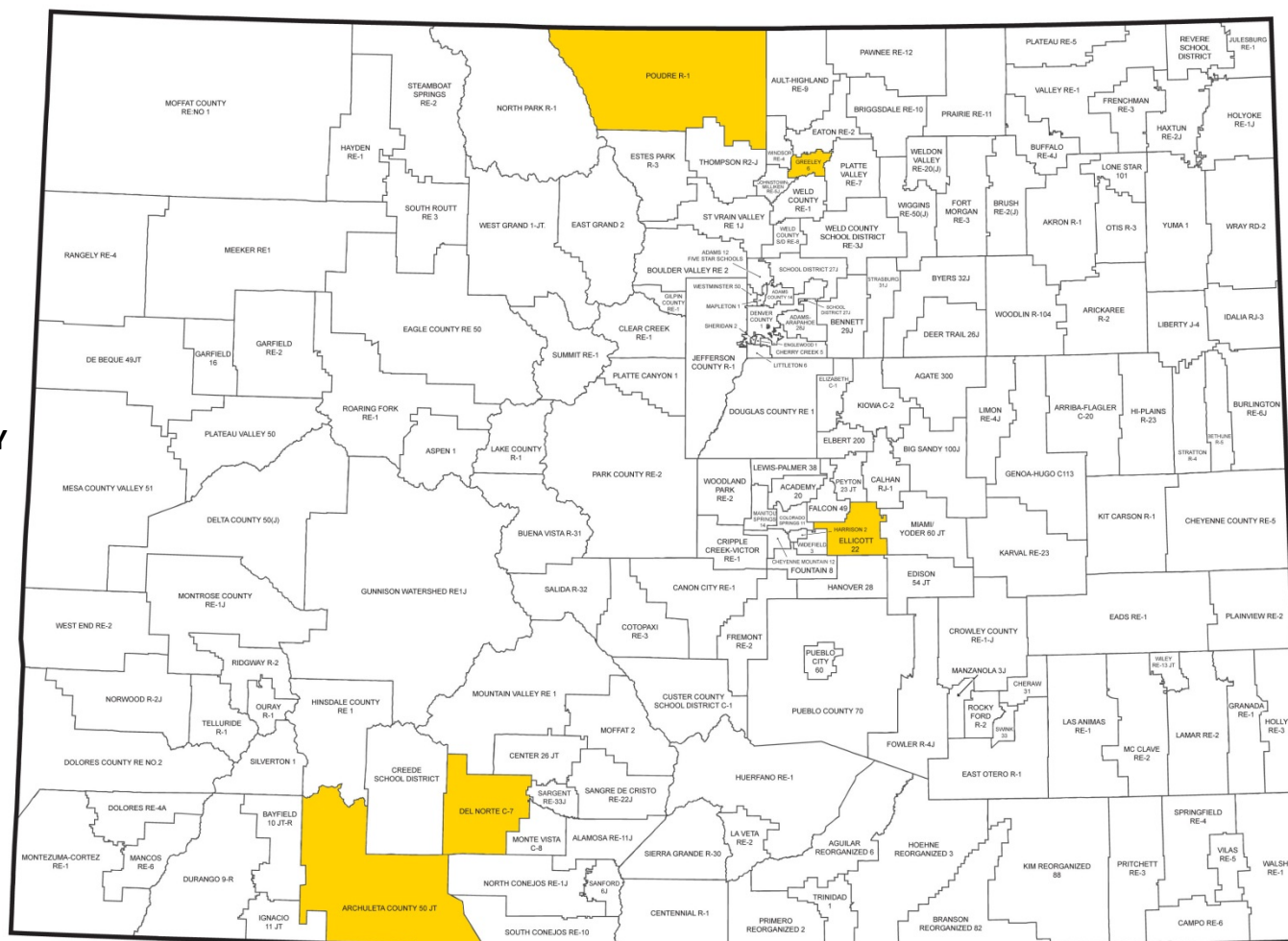
## BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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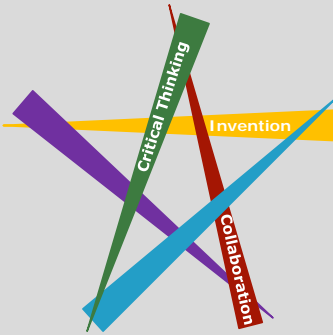
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*This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.*

<b>Content Area</b>	Social Studies	<b>Grade Level</b>	8 <sup>th</sup> Grade
<b>Course Name/Course Code</b>	8 <sup>th</sup> Grade Social Studies		
<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>	
1. History	1. Formulate appropriate hypotheses about United States history based on a variety of historical sources and perspectives	SS09-GR.8-S.1-GLE.1	
	2. The historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction and their relationships with one another	SS09-GR.8-S.1-GLE.2	
2. Geography	1. Use geographic tools to analyze patterns in human and physical systems	SS09-GR.8-S.2-GLE.1	
	2. Conflict and cooperation occur over space and resources	SS09-GR.8-S.2-GLE.2	
3. Economics	1. Economic freedom, including free trade, is important for economic growth	SS09-GR.8-S.3-GLE.1	
	2. Manage personal credit and debt (PFL)	SS09-GR.8-S.3-GLE.2	
4. Civics	1. Analyze elements of continuity and change in the United States government and the role of citizens over time	SS09-GR.8-S.4-GLE.1	
	2. The place of law in a constitutional system	SS09-GR.8-S.4-GLE.2	
<p style="text-align: center;"><b>Colorado 21<sup>st</sup> Century Skills</b></p>  <p><b>Critical Thinking and Reasoning:</b> <i>Thinking Deeply, Thinking Differently</i></p> <p><b>Information Literacy:</b> <i>Untangling the Web</i></p> <p><b>Collaboration:</b> <i>Working Together, Learning Together</i></p> <p><b>Self-Direction:</b> <i>Own Your Learning</i></p> <p><b>Invention:</b> <i>Creating Solutions</i></p>		<p style="text-align: center;"><b>Reading &amp; Writing Standards for Literacy in History/Social Studies 6 - 12</b></p> <p><b>Reading Standards</b></p> <ul style="list-style-type: none"> <li>• Key Ideas &amp; Details</li> <li>• Craft And Structure</li> <li>• Integration of Knowledge and Ideas</li> <li>• Range of Reading and Levels of Text Complexity</li> </ul> <p><b>Writing Standards</b></p> <ul style="list-style-type: none"> <li>• Text Types &amp; Purposes</li> <li>• Production and Distribution of Writing</li> <li>• Research to Construct and Present Knowledge</li> <li>• Range of Writing</li> </ul>	
<b>Unit Titles</b>		<b>Length of Unit/Contact Hours</b>	<b>Unit Number/Sequence</b>
Subject to Citizen		6-9 weeks	1

<b>Unit Title</b>	From Subject to Citizen		<b>Length of Unit</b>	6-9 weeks
<b>Focusing Lens(es)</b>	Power	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	SS09-GR.8-S.1-GLE.1 SS09-GR.8-S.1-GLE.2 SS09-GR.8-S.2-GLE.1 SS09-GR.8-S.2-GLE.2	SS09-GR.8-S.3-GLE.1 SS09-GR.8-S.3-GLE.2 SS09-GR.8-S.4-GLE.1 SS09-GR.8-S.4-GLE.2
<a href="#">CCSS Reading Standards for Literacy in History/Social Studies 6-8</a>	CCSS.RH.6-8.1, CCSS.RH.6-8.2, CCSS.RH.6-8.4, CCSS.RH.6-8.6, CCSS.RH.6-8.8		<a href="#">CCSS Writing Standards for Literacy in History/Social Studies 6-8</a>	CCSS.WHST.6-8.1, CCSS.WHST.6-8.2, CCSS.WHST.6-8.4
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• What circumstances encourage people to challenge power and authority? (SS09-GR.8-S.1-GLE.2)</li> <li>• How are our contemporary ideas of citizenship inspired by the Declaration of Independence?</li> <li>• Why do governments use trade and exchange to control its citizenry?</li> <li>• What would the United States be like if England had won the American Revolution?</li> </ul>			
<b>Unit Strands</b>	History, Geography, Economics, Civics			
<b>Concepts</b>	Primary and secondary sources, mercantilism, cause and effect, conflict, trade, debt, perspective, oppression, taxation, representation, rebellion, region, stability, economic independence, colonize(d), democracy, revolution, monarchy, self-determination, civil liberties			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Increasingly oppressive forms of governance determine individual and/or group rights, roles, and responsibilities which may lead to rebellion (SS09-GR.8-S.1-GLE.2-EO.b,e,f) and (SS09-GR.8-S.4-GLE.1-EO.a,c; IQ.3)	How did taxation without representation lead to the colonial struggle for independence?	How do laws reflect beliefs about authority? (SS09-GR.8-S.4-GLE.2-EO.a,b) What circumstances have led to revolutions? How have some justified civil disobedience?
Colonized subjects' efforts to increase self-determination often lead ruling powers toward increasingly oppressive policies and forms of governance (SS09-GR.8-S.1-GLE.2-EO.a,e) and (SS09-GR.8-S.4-GLE.1-EO.a,d)	How did British colonists react to the enforcement of England's policies? (SS09-GR.8-S.4-GLE.1-EO.a) What role did England's debt from the French and Indian War play in taxing the colonists? (SS09-GR.8-S.3-GLE.2-EO.a)	How can a governmental policy be seen as oppressive by some and not by others? (SS09-GR.8-S.1-GLE.2-EO.a)
The strength and stability of a nation depends on the establishment and maintenance of economic independence, cultural traditions, and social institutions (SS09-GR.8-S.2-GLE.1-EO.a; IQ.1) and (SS09-GR.8-S.3-GLE.1-EO.a,d; IQ.2)	From the founding of the colonies to the American Revolution, what traditions and institutions created stability in the United States? Which led to instability?	How have differing perspectives regarding resource and land use led to cooperative policies or conflicts? (SS09-GR.8-S.1-GLE.1-EO.a) and (SS09-GR.8-S.2-GLE.1-EO.a; IQ.1)

The struggle to extend civil liberties often destabilizes economic, cultural, and social traditions/institutions leading to conflict and even war (SSO9-GR.8-S.4-GLE.1-EO.a,b,f)	How did colonial efforts to maintain and/or extend the civil rights of the colonists contribute to the War for Independence?	How can the tension between societal needs and individual liberties be addressed?
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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• The ideas that are critical to understanding representative democracy and monarchy (SSO9-GR.8-S.1-GLE.2-EO.f)</li> <li>• The patterns and networks of economic interdependence in colonial America (SSO9-GR.8-S.2-GLE.1-EO.c)</li> <li>• How the establishment of human settlement patterns is determined by the physical attributes of the land (SSO9-GR.8-S.2-GLE.1-EO.d; IQ.1,2)</li> <li>• The Northern colonies had a comparative advantage (textiles) and the Southern colonies had an absolute advantage (tobacco) (SSO9-GR.8-S.3-GLE.1-EO.b)</li> <li>• England’s restrictive policies regarding trade, quotas, and tariffs as a way to control the colonies (SSO9-GR.8-S.3-GLE.1-EO.d)</li> <li>• The origins, outcomes, and significance of the American Revolution (SSO9-GR.8-S.1-GLE.2-EO.e)</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate to what degree economic policies are driven by political events</li> <li>• Determine the central ideas of a primary/secondary source (SSO9-GR.8- S.1-GLE.1-EO.a)</li> <li>• Provide an accurate summary of a primary/secondary source, distinct from prior knowledge or opinions using evidence from the text (SSO9-GR.8- S.1-GLE.1-EO.d)</li> <li>• Recognize how regional perspectives affect cooperation and conflict (SSO9-GR.8-S.2-GLE.2-IQ.3)</li> <li>• Write an argument to support a claim that organizes reasons and evidence logically (SSO9-GR.8- S.1-GLE.1-EO.a)</li> <li>• Critique propaganda as a tool of influence (SSO9-GR.8- S.1-GLE.1-EO.c)</li> </ul>

<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>The causes and effects of taxation without representation led to a shift of power that established a different interpretation of citizenship.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Cause and effect, multiple perspectives, inquiry</p>
<p><b>Technical Vocabulary:</b></p>	<p>Democracy, mercantilism, revolution, quota, tariff, economic interdependence, comparative and absolute advantage, monarchy, self-determination, civil liberties, primary and secondary sources, trade, debt, oppression, taxation, representation, rebellion, region, stability, economic independence, colonize(d)</p>

<b>Unit Description:</b>	This unit focuses on the era from English colonization in the United States through the American Revolution to independence. The unit begins with a review of the economic and political benefits of colonialism in British North America. Students will analyze the political, social, and economic circumstances of the Colonies prior to the French and Indian War. The focus of the unit then moves to the increasingly oppressive policies of the British Crown on the colonies and the colonists' efforts to increase self-determination and continue self-governance. Students continue an analysis of the forms of rebellion used by the colonists against the British Crown, ultimately ending in revolution, which left the new nation with new challenges. The culminating performance assessment has students investigating various perspectives and reactions to the rebellious acts of the colonists in the form of creating a documentary segment for the History Channel.
<b>Considerations:</b>	The authors of this unit decided to set the stage with students comprehending the political, social and economic realities in the colonies as British subjects (LE #1-3). This builds a foundation for the understanding that the colonies develop their own identity, subsequently fueling their reactions to Britain's strict policies (LE #4-8) which ultimately leads to the Revolution (LE #9-10). The unit is primarily chronological and authors decided to put an emphasis on students using primary sources to build their knowledge about this time period. An excellent source for primary source documents is: Morgan, E. (1959). <i>Prologue to Revolution: Sources and Documents on the Stamp Act Crisis, 1764-1766</i> .
<b>Unit Generalizations</b>	
<b>Key Generalization:</b>	The struggle to extend civil liberties often destabilizes economic, cultural, and social traditions/institutions leading to conflict and even war
<b>Supporting Generalizations:</b>	Increasingly oppressive forms of governance determine individual and/or group rights, roles, and responsibilities which may lead to rebellion
	Colonized subjects' efforts to increase self-determination often lead ruling powers toward increasingly oppressive policies and forms of governance
	The strength and stability of a nation depends on the establishment and maintenance of economic independence, cultural traditions, and social institutions

<b>Performance Assessment: <i>The capstone/summative assessment for this unit.</i></b>	
<b>Claims:</b> (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	The struggle to extend civil liberties often destabilizes economic, cultural, and social traditions/institutions leading to conflict and even war
<b>Stimulus Material:</b> (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	The History Channel is holding a contest to recognize the 240 <sup>th</sup> anniversary of the start of the American War of Independence. You are a member of an investigative team tasked with creating a segment for a documentary that highlights the struggles of colonists in their efforts to achieve fairness as British subjects and the efforts of the British Crown to maintain control over its colonies. Your team's segment should be an in-depth examination of one specific issue or event (e.g., the Intolerable Acts, the Boston Massacre, <i>Common Sense</i> ) which incorporates various perspectives and reactions of the groups involved.
<b>Product/Evidence:</b> (Expected product from students)	Students will create a documentary segment highlighting one issue or event that illustrates the colonists' attempts to increase their self-determination and the subsequent British response to those attempts. Students may work in teams of three or four to create a 7-10 minute documentary segment using a program such as iMovie or Movie Maker. Student teams should write a narrative for their segment that includes: <ul style="list-style-type: none"> <li>• factual information about the event/issue,</li> <li>• multiple perspectives (to include patriots, loyalists, and British government officials), and</li> <li>• the actions and reactions to the event or issue</li> </ul> Students should also include primary sources in the documentary segment (e.g., maps, documents, illustrations) and secondary sources (e.g., music, video, film clips, staged re-enactments) which support the narrative.

	<i>This assessment will necessitate the creation of a rubric with a set of criteria to determine the degree to which a student's performance meets the expectations of the summative/capstone assessment. Here is an overview of the steps in developing a performance assessment rubric.</i>
<b>Differentiation:</b> (Multiple modes for student expression)	Teacher may create teams based on ability and/or by assigning a specific issue or event. Teacher may also assign specific roles within teams based on ability (e.g., video editor, narrator). Teacher may provide specific sources for groups to include in the documentary, as appropriate.

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
Bohannon, L. (2004). <i>The American Revolution</i> . Lexile: 1050 Burgan, M. (2005). <i>The Stamp Act of 1765</i> . Lexile: 1000 Collier, J. (1998). <i>The French and Indian War: 1660-1763</i> . Lexile: 1120 Greene, J. (?). <i>Pursuit of Happiness: The Social Development of Early Modern British Colonies and the Formation of American Culture</i> . Lexile 1350 Meltzer, M. (1993). <i>The American Revolutionaries: A History in Their Own Words</i> . Lexile 1220 Ransom, C. (2011). <i>What Was the Continental Congress?</i> Lexile 780 Reisfeld, R. (2015) <i>The Causes of the American Revolution</i> . Lexile: 1170 Schanzer, R. (2004). <i>George vs. George: The American Revolution as Seen from Both Sides</i> . Lexile: 1120	Blackwood, G. (2002). <i>The Year of the Hangman</i> . Lexile: 820 Collier, J. & Collier, C. (1974). <i>My brother Sam is dead</i> . Lexile 770 Elliott, L. (2006). <i>Give Me Liberty</i> . Lexile: 810 Fast, H. (1961). <i>April Morning</i> . Lexile: 1050 Forbes, E. (1971). <i>Johnny Tremain</i> . Lexile 840 Fritz, J. (1996). <i>Why Don't You Get a Horse, Sam Adams?</i> Lexile 800 Fritz, J. (1981). <i>Traitor: The Case of Benedict Arnold</i> . Lexile 1020

Ongoing Discipline-Specific Learning Experiences			
1.	Description:	Think/work like a historian by sorting, organizing and classifying primary and secondary sources chronologically	Teacher Resources: <a href="http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Books_and_Other_Printed_Texts.pdf">http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Books_and_Other_Printed_Texts.pdf</a> (Analyzing Books and Other Printed Texts Worksheet from the Library of Congress) <a href="http://www.educationoasis.com/curriculum/GO/sequence.htm">http://www.educationoasis.com/curriculum/GO/sequence.htm</a> (Chain of Events Graphic Organizer) <a href="http://www.umbc.edu/che/tahlessons/pdf/historylabs/In_What_Ways_We_faculty:RS20.pdf">http://www.umbc.edu/che/tahlessons/pdf/historylabs/In_What_Ways_We_faculty:RS20.pdf</a> (Chronological Graphic Organizer)
			Student Resources: <a href="http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Books_and_Other_Printed_Texts.pdf">http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Books_and_Other_Printed_Texts.pdf</a> (Analyzing Books and Other Printed Texts Worksheet from the Library of Congress) <a href="http://www.educationoasis.com/curriculum/GO/sequence.htm">http://www.educationoasis.com/curriculum/GO/sequence.htm</a> (Chain of Events Graphic Organizer) <a href="http://www.umbc.edu/che/tahlessons/pdf/historylabs/In_What_Ways_We_faculty:RS20.pdf">http://www.umbc.edu/che/tahlessons/pdf/historylabs/In_What_Ways_We_faculty:RS20.pdf</a> (Chronological Graphic Organizer)
	Skills:	Gather and organize historical content into a chronological order	Assessment: Students will create multiple timelines.

2.	Description:	Read like a historian to determine the meaning of words and phrases as they are used, including conversation and academic vocabulary related to history/ social studies ( <a href="#">CCSS.RH.6-8.1</a> ; <a href="#">CCSS.RH.6-8.4</a> )	Teacher Resources:	<a href="http://olc.spsd.sk.ca/de/pd/instr/strats/wordwall/">http://olc.spsd.sk.ca/de/pd/instr/strats/wordwall/</a> (Word Walls) <a href="http://www.readingrockets.org/strategies/word_walls/">http://www.readingrockets.org/strategies/word_walls/</a> (Word Walls)
	Skills:	Collect vocabulary words and create an on-going word wall using context clues, definitions and visual support	Student Resources:	<a href="http://www.realclassroomideas.com/resources/graphic+organizers-wordbank.pdf">http://www.realclassroomideas.com/resources/graphic+organizers-wordbank.pdf</a> (Word Bank Graphic Organizer) <a href="http://www.eslpages.com/samplesheets/samplewordbanksheets.htm">http://www.eslpages.com/samplesheets/samplewordbanksheets.htm</a> (Word Bank Worksheet) <a href="http://www.realclassroomideas.com/resources/graphic+organizers-vocabcards.pdf">http://www.realclassroomideas.com/resources/graphic+organizers-vocabcards.pdf</a> (Vocabulary Graphic Organizer)
3.	Description:	Think and work like a historian by looking at primary and secondary sources for perspectives on historical events	Teacher Resources:	<a href="http://teachinghistory.org/best-practices/using-primary-sources/25226">http://teachinghistory.org/best-practices/using-primary-sources/25226</a> (Thinking like a historian) <a href="http://teachinghistory.org/teaching-materials">http://teachinghistory.org/teaching-materials</a> (Helping students write critically) <a href="http://sheg.stanford.edu/rlh">http://sheg.stanford.edu/rlh</a> (Reading like an historian - set up a free account) <a href="http://sheg.stanford.edu/historical-thinking-chart">http://sheg.stanford.edu/historical-thinking-chart</a> (Classroom poster outlining historical thinking - need free account) <a href="http://www.archives.gov/education/special-topics.html">http://www.archives.gov/education/special-topics.html</a> (Primary source document analysis worksheets from the National Archives) <a href="http://ourdocuments.gov/index.php?flash=true&amp;">http://ourdocuments.gov/index.php?flash=true&amp;</a> (Primary sources from the National Archives)
	Skills:	Evaluate a historical source for point of view and historical context	Student Resources:	<a href="http://teachinghistory.org/best-practices/using-primary-sources/25226">http://teachinghistory.org/best-practices/using-primary-sources/25226</a> (Thinking like a historian: lots of classroom resources: teachers can set up a free account) <a href="http://teachinghistory.org/teaching-materials/teaching-guides/25690">http://teachinghistory.org/teaching-materials/teaching-guides/25690</a> (Learning to read primary documents)
4.	Description:	Think and work like a historian to identify cause/effect relationships.	Teacher Resources:	<a href="http://www.humanities.uci.edu/history/ucihp/literacy_institute/literacy%20sample%20.pdf">http://www.humanities.uci.edu/history/ucihp/literacy_institute/literacy%20sample%20.pdf</a> (strategies for teaching cause and effect in writing) <a href="http://www.iptv.org/mississippi/lessonplans/ActivityPDFs/SocialStudies/CauseandEffect.pdf">http://www.iptv.org/mississippi/lessonplans/ActivityPDFs/SocialStudies/CauseandEffect.pdf</a> (identifying cause and effect relationships guide)
	Skills:	Analyze the causes and effects of significant events concerning the relationship between Britain and the Colonies.	Student Resources:	<a href="https://docs.google.com/viewer?a=v&amp;pid=sites&amp;srcid=ZGVmYXVsdGRvbWFpbmNhdXNkdGhpbmtd8Z3g6NGNjMDJhMDFIYzE1ZWNhNQ">https://docs.google.com/viewer?a=v&amp;pid=sites&amp;srcid=ZGVmYXVsdGRvbWFpbmNhdXNkdGhpbmtd8Z3g6NGNjMDJhMDFIYzE1ZWNhNQ</a> (cause/effect graphic organizer)
	Assessment:	Students will create a word wall to visualize important vocabulary throughout the unit.		
	Assessment:	Students will keep a journal personally responding to the primary and secondary sources studied in the unit. The journal will title the document/artifact; identify whether the source is primary or secondary; include a one-sentence summary of the major idea; and a three-sentence personal reaction to the information gained from the source ( <a href="#">CCSS.RH.6-8.2</a> )		
	Assessment:	Students will complete cause/effect graphic organizers and timelines throughout the unit.		

## Prior Knowledge and Experiences

Students should have a basic understanding of the catalysts for the Age of Exploration (e.g., trade and world trading partners, dominant and growing European kingdoms), the reasons for colonial expansion, and the earlier colonization of the “new world” or the Americas. Students should also have a basic knowledge of the use of primary and secondary sources and their application for the study of history.

### Learning Experience # 1

The teacher may engage students in a discussion so students can review the economic and political benefits of British colonization of North America.

<b>Generalization Connection(s):</b>	The strength and stability of a nation depends on the establishment and maintenance of economic independence, cultural traditions, and social institutions	
<b>Teacher Resources:</b>	<a href="http://users.humboldt.edu/ogayle/hist110/ColonialTradeMap.gif">http://users.humboldt.edu/ogayle/hist110/ColonialTradeMap.gif</a> (Map of colonial overseas trade) <a href="http://d-maps.com/m/world/atlantiquenord/atlantiquenord02.gif">http://d-maps.com/m/world/atlantiquenord/atlantiquenord02.gif</a> (Blank map of North America and Great Britain) <a href="http://www.landofthebrave.info/mercantilism.htm">http://www.landofthebrave.info/mercantilism.htm</a> (Information about Mercantilism) <a href="http://www.sparknotes.com/testprep/books/sat2/history/chapter5section4.rhtml">http://www.sparknotes.com/testprep/books/sat2/history/chapter5section4.rhtml</a> (Lesson Plan: British Mercantilism and the Cost of Empire) <a href="http://www.econedlink.org/lessons/docs_lessons/567_colonial1.pdf">http://www.econedlink.org/lessons/docs_lessons/567_colonial1.pdf</a> (Lesson Plan: “Understanding the Colonial Economy” – includes data that could be used by students) <a href="http://score.rims.k12.ca.us/score_lessons/market_to_market/">http://score.rims.k12.ca.us/score_lessons/market_to_market/</a> (Lesson Plan: To Market to Market – A Study of the Colonial Economy from 1600-1750)	
<b>Student Resources:</b>	<a href="http://www.landofthebrave.info/mercantilism.htm">http://www.landofthebrave.info/mercantilism.htm</a> (Information about Mercantilism) <a href="http://www.sparknotes.com/testprep/books/sat2/history/chapter5section4.rhtml">http://www.sparknotes.com/testprep/books/sat2/history/chapter5section4.rhtml</a> (SparkNotes on Colonial Mercantilism) <a href="http://education-portal.com/academy/lesson/the-13-colonies-developing-economy-overseas-trade.html">http://education-portal.com/academy/lesson/the-13-colonies-developing-economy-overseas-trade.html</a> (The 13 Colonies: Developing Economy and Overseas Trade) <a href="http://www.econedlink.org/lessons/docs_lessons/567_colonial1.pdf">http://www.econedlink.org/lessons/docs_lessons/567_colonial1.pdf</a> (Lesson Plan: “Understanding the Colonial Economy” – includes data that could be used by students)	
<b>Assessment:</b>	Students will create an annotated map illustrating and describing the economic relationships (e.g., resources, trade goods, products) between Great Britain and their North American colonies.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.rctednet.net/newmanrc/slave%20trade%20web%20project/Slave%20Trade%20webHelenaPoulakis/Slave%20TradeHP.html">http://www.rctednet.net/newmanrc/slave%20trade%20web%20project/Slave%20Trade%20webHelenaPoulakis/Slave%20TradeHP.html</a> (A fill in the blank trade map)	Students may be provided with an outline map to complete
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://wiki.dickinson.edu/index.php/File:Imported_raw_materials.jpg">http://wiki.dickinson.edu/index.php/File:Imported_raw_materials.jpg</a> (Import/export data for British/colonial trade)	Students may add import and export data to their map



<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• British reliance on colonies for raw materials for production of goods</li> <li>• Examples of resources traded from the colonies to Britain</li> <li>• Examples of finished goods sent from Britain to be sold in the colonies</li> <li>• The goals of a mercantilist economy</li> <li>• Establishment of trading companies or joint stock companies to establish permanent colonies in support of a mercantilist economy</li> <li>• Reasons for and goals of establishing trade policies that required the colonies to trade exclusively with Britain</li> <li>• The Northern colonies had a comparative advantage (textiles) and the Southern colonies had an absolute advantage (tobacco)</li> </ul>
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Read and interpret resource maps</li> <li>• Create maps or charts based on trade data</li> <li>• Define and explain colonialism and mercantilism</li> </ul>
<b>Critical Language:</b>	Mercantilism, colonialism, import, export, natural resource, human resource, product, trade good, manufacture, commerce, Triangular Trade, raw goods, comparative advantage, absolute advantage, economy(ic), trading companies, joint stock company

<b>Learning Experience # 2</b>	
The teacher may provide various primary and secondary sources (e.g., documents, letters, journals) so that students can begin to understand colonists' identification as British subjects politically, socially, and culturally.	
<b>Generalization Connection(s):</b>	The strength and stability of a nation depends on the establishment and maintenance of economic independence, cultural traditions, and social institutions
<b>Teacher Resources:</b>	<p><a href="http://edsitement.neh.gov/albany-congress-and-political-identity-north-american-colonists">http://edsitement.neh.gov/albany-congress-and-political-identity-north-american-colonists</a> (Lesson Plan: The Albany Congress and Political Identity)</p> <p><a href="http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit1_3.pdf">http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit1_3.pdf</a> (Readings on the Government in England and the Colonies)</p> <p><a href="http://nationalhumanitiescenter.org/pds/becomingamer/growth/text9/massachusettsgovernor.pdf">http://nationalhumanitiescenter.org/pds/becomingamer/growth/text9/massachusettsgovernor.pdf</a> (A Governor's View on governing the Massachusetts Colony)</p> <p><a href="http://avalon.law.yale.edu/17th_century/england.asp">http://avalon.law.yale.edu/17th_century/england.asp</a> (Text of the English Bill of Rights)</p> <p><a href="http://www.duhaime.org/LawMuseum/LawGallery/Item43/1689_-_the_English_Bill_of_Rights.aspx">http://www.duhaime.org/LawMuseum/LawGallery/Item43/1689 - the English Bill of Rights.aspx</a> (Image: the English Bill of Rights)</p> <p><a href="http://teachingamericanhistory.org/library/document/albany-plan-of-union/">http://teachingamericanhistory.org/library/document/albany-plan-of-union/</a> (Albany Plan of Union)</p> <p><a href="http://teachingamericanhistory.org/library/document/the-rights-of-the-colonies-examined/">http://teachingamericanhistory.org/library/document/the-rights-of-the-colonies-examined/</a> (The Rights of Colonies Examined, Stephen Hopkins, 1764)</p> <p><a href="http://www.landofthebrave.info/colonial-society.htm">http://www.landofthebrave.info/colonial-society.htm</a> (Colonial Society)</p> <p><a href="http://avalon.law.yale.edu/subject_menus/statech.asp">http://avalon.law.yale.edu/subject_menus/statech.asp</a> - (Colonial charters and documents for the colonies)</p> <p><a href="http://www.readwritethink.org/classroom-resources/student-interactives/printing-press-30036.html">http://www.readwritethink.org/classroom-resources/student-interactives/printing-press-30036.html</a> (Brochure template)</p>
<b>Student Resources:</b>	<p><a href="http://www.landofthebrave.info/colonial-society.htm">http://www.landofthebrave.info/colonial-society.htm</a> (Colonial Society)</p> <p><a href="http://www.history.org/almanack/life/classes.cfm">http://www.history.org/almanack/life/classes.cfm</a> ("Colonial Social Classes" at Colonial Williamsburg)</p> <p><a href="http://www.usahistory.info/colonial/population.html">http://www.usahistory.info/colonial/population.html</a> (Article: Colonial population and social rank)</p> <p><a href="http://www.readwritethink.org/classroom-resources/student-interactives/printing-press-30036.html">http://www.readwritethink.org/classroom-resources/student-interactives/printing-press-30036.html</a> (Brochure template)</p>

<b>Assessment:</b>	Students will create a brochure inviting new Englishmen and women to the English colonies. In their brochure they will highlight the political, social and cultural similarities to Britain in order to attract more colonists. ( <a href="#">CCSS.ELA-Literacy.WHST.6-8.4</a> )	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may create a flyer highlight general similarities to Britain
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may include additional primary source images in their brochure
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The colonies were chartered by authorization of the King, but self-governing</li> <li>• The idea of salutary neglect which allowed long term self-governance</li> <li>• The colonists were English and expected basic English rights as outlined in the English Bill of Rights</li> <li>• The colonies grew and developed class structures based on economic and political means</li> <li>• The ideas that are critical to understanding representative democracy and monarchy</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Compare and contrast similarities and differences between life in the colonies and life in Britain</li> <li>• Determine the central ideas of a primary/secondary source</li> </ul>	
<b>Critical Language:</b>	Social mobility, growth (economic and political), roles (gender, social, and political), rights (individual and lawful), ruling powers, monarchy, English Bill of Rights, subject, rights and responsibilities, nation, country, Parliament, salutary neglect, representative democracy, self-governing, charter(ed), class structure	

<b>Learning Experience # 3</b>	
The teacher may provide primary and secondary sources (e.g., letters, documents, images, records) so that students can explain how the colonies established their own political, social, and cultural identities while the British government diverted its attention elsewhere.	
<b>Generalization Connection(s):</b>	The strength and stability of a nation depends on the establishment and maintenance of economic independence, cultural traditions, and social institutions Colonized subjects' efforts to increase self-determination often lead ruling powers toward increasingly oppressive policies and forms of governance
<b>Teacher Resources:</b>	<a href="http://www.press.uchicago.edu/Misc/Chicago/077977in.html">http://www.press.uchicago.edu/Misc/Chicago/077977in.html</a> (Interview with Frank M. Bryan, Professor of political science at University of Chicago) <a href="http://www.loc.gov/pictures/resource/cph.3a10355/">http://www.loc.gov/pictures/resource/cph.3a10355/</a> (Image: "A contentious town meeting") <a href="http://history.hanover.edu/texts/adamss.html">http://history.hanover.edu/texts/adamss.html</a> (Report by Committee of Correspondence to Boston Town Meeting) <a href="http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?TopicId=&amp;PrimarySourceId=1006">http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?TopicId=&amp;PrimarySourceId=1006</a> (Letter from an American Farmer about the changing social culture in the colonies) <a href="http://www.masshist.org/dorr/browse-np/title/BGCI/fYear/1765">http://www.masshist.org/dorr/browse-np/title/BGCI/fYear/1765</a> (Boston Gazette articles 1765-1777)

	<a href="http://www.metmuseum.org/toah/hd/arid/hd_arid.htm">http://www.metmuseum.org/toah/hd/arid/hd_arid.htm</a> (Article: <i>Art &amp; Identity in the British North American Colonies: 1700-1776</i> )	
<b>Student Resources:</b>	<a href="http://www.teenink.com/nonfiction/all/article/57974/Unity-and-Identity-of-the-American-Colonies/">http://www.teenink.com/nonfiction/all/article/57974/Unity-and-Identity-of-the-American-Colonies/</a> (Information about colonial identity and unity) <a href="http://history.hanover.edu/texts/adamss.html">http://history.hanover.edu/texts/adamss.html</a> (Report by Committee of Correspondence to Boston Town Meeting) <a href="http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?TopicId=&amp;PrimarySourceId=1006">http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?TopicId=&amp;PrimarySourceId=1006</a> (Letter from an American Farmer about the changing social culture in the colonies) <a href="http://www.apstudynotes.org/us-history/outlines/chapter-5-colonial-society-on-the-eve-of-revolution-1700-1775/">http://www.apstudynotes.org/us-history/outlines/chapter-5-colonial-society-on-the-eve-of-revolution-1700-1775/</a> (Colonial Society On the Eve of Revolution – 1700-1775)	
<b>Assessment:</b>	Students will create an outline and write a paragraph (or essay) explaining the ways in which colonists had developed their own identities apart from being British subjects, citing evidence from primary and secondary sources. ( <a href="#">CCSS.ELA-Literacy.RH.6-8.1</a> ; <a href="#">CCSS.ELA-Literacy.WHST.6-8.2</a> )	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://salsession.com/paragraph-template-2.html">http://salsession.com/paragraph-template-2.html</a> (Template for a paragraph outline)	Students may provide an outline only to include quotes or other direct evidence
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://avalon.law.yale.edu/subject_menus/18th.asp">http://avalon.law.yale.edu/subject_menus/18th.asp</a> (18th Century documents in American history)	Students may incorporate direct evidence from sources other than teacher provided primary and secondary documents
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The religious foundations of North American colonies</li> <li>• The development of democratic participation at the local level in New England</li> <li>• The development of independent political structures in the colonies (e.g., House of Burgesses)</li> <li>• The social (class) structure of the North American colonies as compared to those structures in England</li> <li>• The patterns and networks of economic interdependence in colonial America</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Develop historical arguments</li> <li>• Support arguments with direct evidence</li> <li>• Recognize how regional perspectives affect cooperation and conflict</li> <li>• Provide an accurate summary of a primary/secondary source, using evidence from the text</li> </ul>	
<b>Critical Language:</b>	Town meeting, colonial charter, social structure, identity (political, social, and cultural), indentured servant, Puritan, pilgrim, Quaker, political structure, democratic participation, economic interdependence, historical argument, region, self-determination	

<b>Learning Experience # 4</b>	
The teacher may provide primary and secondary sources (e.g., documents, trade data) so that students can examine the changing economic relationship between Britain and its North American colonies as colonial economic independence develops.	
<b>Generalization Connection(s):</b>	The strength and stability of a nation depends on the establishment and maintenance of economic independence, cultural traditions, and social institutions

<b>Teacher Resources:</b>	<a href="http://www.usahistory.info/colonial/Navigation-Acts.html">http://www.usahistory.info/colonial/Navigation-Acts.html</a> (Article: Navigation Acts) <a href="https://www.youtube.com/watch?v=7X_XQjRgUYk">https://www.youtube.com/watch?v=7X_XQjRgUYk</a> (Video: Mercantilism / Navigation Acts) <a href="http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=4102">http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=4102</a> (Navigation Acts) <a href="http://apus2scott.wikispaces.com/Colonization,+Chapters+2+%26+3?showComments=1">http://apus2scott.wikispaces.com/Colonization,+Chapters+2+%26+3?showComments=1</a> (Colonial economic data - scroll down on page - data about slaves, goods, distribution of wealth, commodity exports, etc.) <a href="http://users.humboldt.edu/ogayle/hist110/ColonialRegionalExports.png">http://users.humboldt.edu/ogayle/hist110/ColonialRegionalExports.png</a> (Economic pie charts on colonial regional exports) <a href="https://www.youtube.com/watch?v=X1VHLOHYXq8">https://www.youtube.com/watch?v=X1VHLOHYXq8</a> (Video: Absolutism and Mercantilism) <a href="http://www.monticello.org/slavery-at-monticello/african-slavery-british-north-america">http://www.monticello.org/slavery-at-monticello/african-slavery-british-north-america</a> (Article: slavery in 1700's at Monticello) <a href="http://www.pbs.org/wnet/slavery/timeline/">http://www.pbs.org/wnet/slavery/timeline/</a> (Slavery timeline) <a href="http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/rebelln/earl.html">http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/rebelln/earl.html</a> (Speech to Parliament regarding troubles in Boston) <a href="http://www.landandfreedom.org/ushistory/us3act.htm">http://www.landandfreedom.org/ushistory/us3act.htm</a> (Lesson Plan: Contrasting views on Mercantilism)	
<b>Student Resources:</b>	<a href="http://apus2scott.wikispaces.com/Colonization,+Chapters+2+%26+3?showComments=1">http://apus2scott.wikispaces.com/Colonization,+Chapters+2+%26+3?showComments=1</a> – a lot of colonial economic data (scroll down on page) data about slaves, goods, distribution of wealth, commodity exports, etc. <a href="https://www.youtube.com/watch?v=oiwvvNMOjCE">https://www.youtube.com/watch?v=oiwvvNMOjCE</a> (Video: Mercantilism) <a href="https://www.youtube.com/watch?v=7X_XQjRgUYk">https://www.youtube.com/watch?v=7X_XQjRgUYk</a> (Video: Mercantilism / Navigation Acts) <a href="http://www.fodey.com/generators/newspaper/snippet.asp">http://www.fodey.com/generators/newspaper/snippet.asp</a> (Newspaper generator)	
<b>Assessment:</b>	Students will create a “special edition” of the <i>Boston Gazette</i> published immediately following the Navigation Acts. The newspaper should include articles on the Navigation Acts & its effects on colonial trade, data illustrating trade with other countries, the British point of view on the economic struggles with the colonies and on the different colonial industries (e.g. tobacco, shipping, clothing). ( <a href="#">CCSS.ELA-Literacy.WHST.6-8.4</a> )	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may create an advertisement from one of the colonial industries for the newspaper
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may serve as the “Editor in Chief” of the newspaper and act as editor, layout manager, etc.
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• A standard of living varies in times of scarcity and growth</li> <li>• Why England began enforcing restrictions on colonial trade</li> <li>• Mercantilism requires colonies to trade with the mother country</li> <li>• How the establishment of human settlement patterns is determined by the physical attributes of the land</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Analyze interactions of economic systems in an interconnected world</li> <li>• Analyze data, charts, and maps</li> <li>• Identify perspective</li> </ul>	
<b>Critical Language:</b>	Mercantilism, mother country, trade, economic stability, import, export, profit, wealth, standard of living, natural resources, manufactured goods, shipping, Navigation Act, smuggle, economic growth, economic independence, self-reliance, plantation	

Learning Experience # 5		
The teacher may use video clips to stimulate discussion so that students can explain how Britain’s international activities (e.g., the Seven Years War) influenced efforts to reassert authority over their North American colonies.		
<b>Generalization Connection(s):</b>	Colonized subjects’ efforts to increase self-determination often lead ruling powers toward increasingly oppressive policies and forms of governance The strength and stability of a nation depends on the establishment and maintenance of economic independence, cultural traditions, and social institutions Increasingly oppressive forms of governance determine individual and/or group rights, roles, and responsibilities which may lead to rebellion	
<b>Teacher Resources:</b>	<a href="https://www.youtube.com/watch?v=5vKGU3aEGss">https://www.youtube.com/watch?v=5vKGU3aEGss</a> (Video: Crash Course US History #5: The Seven Years War) <a href="https://www.youtube.com/watch?v=Ktkw7iSITkc">https://www.youtube.com/watch?v=Ktkw7iSITkc</a> (Video: “French and Indian War Changes Fate of America”) <a href="http://www.encyclopediavirginia.org/salutary_neglect">http://www.encyclopediavirginia.org/salutary_neglect</a> (“Salutary Neglect” at Encyclopedia Virginia) <a href="http://americainclass.org/sources/makingrevolution/crisis/text2/pownall1764.pdf">http://americainclass.org/sources/makingrevolution/crisis/text2/pownall1764.pdf</a> (An Englishman’s warning to Britain regarding colonial governance) <a href="http://www.let.rug.nl/usa/documents/1701-1750/the-north-carolina-biennial-act-1715.php">http://www.let.rug.nl/usa/documents/1701-1750/the-north-carolina-biennial-act-1715.php</a> (The North Carolina Biennial Act – 1715) <a href="http://tinyurl.com/lpv4fe8">http://tinyurl.com/lpv4fe8</a> (Cause and Effect Thinking Map) <a href="http://www.ushistory.org/declaration/related/proc63.htm">http://www.ushistory.org/declaration/related/proc63.htm</a> (Proclamation of 1763)	
<b>Student Resources:</b>	<a href="https://www.youtube.com/watch?v=5vKGU3aEGss">https://www.youtube.com/watch?v=5vKGU3aEGss</a> (Video: Crash Course US History #5: The Seven Years War) <a href="https://www.youtube.com/watch?v=Ktkw7iSITkc">https://www.youtube.com/watch?v=Ktkw7iSITkc</a> (Video: “French and Indian War Changes Fate of America”) <a href="http://education-portal.com/academy/lesson/the-french-and-indian-war-causes-effects-summary.html">http://education-portal.com/academy/lesson/the-french-and-indian-war-causes-effects-summary.html</a> (Causes & effects of the French and Indian War) <a href="http://www.shmoop.com/american-revolution/politics.html">http://www.shmoop.com/american-revolution/politics.html</a> (Article explaining the Seven Years’ War, Salutary neglect, the Proclamation of 1763, etc.) <a href="http://www.ushistory.org/declaration/related/proc63.htm">http://www.ushistory.org/declaration/related/proc63.htm</a> (Proclamation of 1763) <a href="http://tinyurl.com/lpv4fe8">http://tinyurl.com/lpv4fe8</a> (Cause and Effect Thinking Map)	
<b>Assessment:</b>	Students will complete a cause and effect thinking map illustrating the causes and effects of the French and Indian War and predictions about its impact on Britain’s policies on the colonies.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://tinyurl.com/lpv4fe8">http://tinyurl.com/lpv4fe8</a> (Cause and Effect Thinking Map)	Students may be provided with a partially completed cause and effect graphic organizer
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://techtips-ccsd.blogspot.com/2014/02/tuesday-tech-tip-creating-thinking-maps.html">http://techtips-ccsd.blogspot.com/2014/02/tuesday-tech-tip-creating-thinking-maps.html</a> (Creating Thinking Maps in Google Drawings) <a href="https://sites.google.com/site/ausdthink/word-templates-for-thinking-maps">https://sites.google.com/site/ausdthink/word-templates-for-thinking-maps</a> (Word templates for thinking maps)	Students may create a cause and effect thinking map

<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• How the British “policy” of salutary neglect up until the French and Indian War/Seven Years War affected the colonies</li> <li>• The causes and outcomes of the French and Indian War/Seven Years War</li> <li>• British financial circumstances following the Seven Years War</li> <li>• Changes to British policy toward the North American colonies as a result of those circumstances</li> <li>• How the Proclamation of 1763 affected colonial attitudes towards Great Britain</li> </ul>
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Examine cause and effect</li> <li>• Make predictions based on evidence</li> <li>• Evaluate to what degree economic policies are driven by political events</li> </ul>
<b>Critical Language:</b>	Salutary neglect, tyranny, monarchy, limited/constitutional government, debt, proclamation, imperialism

<b>Learning Experience # 6</b>	
The teacher may provide primary and secondary sources (e.g., Intolerable Acts, Tea Act, Quartering Act) so that students can analyze the economic and governmental policies imposed on the colonies by the British.	
<b>Generalization Connection(s):</b>	Colonized subjects’ efforts to increase self-determination often lead ruling powers toward increasingly oppressive policies and forms of governance Increasingly oppressive forms of governance determine individual and/or group rights, roles, and responsibilities which may lead to rebellion
<b>Teacher Resources:</b>	<a href="http://www.history.org/history/teaching/tchcrsta.cfm">http://www.history.org/history/teaching/tchcrsta.cfm</a> (Stamp Act background info) <a href="http://avalon.law.yale.edu/18th_century/quartering_act_165.asp">http://avalon.law.yale.edu/18th_century/quartering_act_165.asp</a> (Quartering Act) <a href="http://avalon.law.yale.edu/18th_century/penn_assembly_1765.asp">http://avalon.law.yale.edu/18th_century/penn_assembly_1765.asp</a> (Pennsylvania Resolution on the Stamp Act) <a href="http://avalon.law.yale.edu/18th_century/declaratory_act_1766.asp">http://avalon.law.yale.edu/18th_century/declaratory_act_1766.asp</a> (Declaratory Act) <a href="http://avalon.law.yale.edu/18th_century/boston_port_act.asp">http://avalon.law.yale.edu/18th_century/boston_port_act.asp</a> (Intolerable Acts - closing of Boston port) <a href="http://www.ushistory.org/declaration/related/teaact.htm">http://www.ushistory.org/declaration/related/teaact.htm</a> (Tea Act) <a href="http://www.readwritethink.org/parent-afterschool-resources/games-tools/timeline-a-30246.html">http://www.readwritethink.org/parent-afterschool-resources/games-tools/timeline-a-30246.html</a> (Digital timeline creator)
<b>Student Resources:</b>	<a href="http://avalon.law.yale.edu/18th_century/stamp_act_1765.asp">http://avalon.law.yale.edu/18th_century/stamp_act_1765.asp</a> (Stamp Act) <a href="http://avalon.law.yale.edu/18th_century/quartering_act_165.asp">http://avalon.law.yale.edu/18th_century/quartering_act_165.asp</a> (Quartering Act) <a href="http://avalon.law.yale.edu/18th_century/penn_assembly_1765.asp">http://avalon.law.yale.edu/18th_century/penn_assembly_1765.asp</a> (Pennsylvania Resolution on the Stamp Act) <a href="http://avalon.law.yale.edu/18th_century/declaratory_act_1766.asp">http://avalon.law.yale.edu/18th_century/declaratory_act_1766.asp</a> (Declaratory Act) <a href="http://avalon.law.yale.edu/18th_century/boston_port_act.asp">http://avalon.law.yale.edu/18th_century/boston_port_act.asp</a> (Intolerable Acts - closing of Boston port) <a href="http://www.ushistory.org/declaration/related/teaact.htm">http://www.ushistory.org/declaration/related/teaact.htm</a> (Tea Act) <a href="http://www.readwritethink.org/parent-afterschool-resources/games-tools/timeline-a-30246.html">http://www.readwritethink.org/parent-afterschool-resources/games-tools/timeline-a-30246.html</a> (Digital timeline creator)
<b>Assessment:</b>	Students will complete the first part of a two part digital timeline of the major British policies imposed on the colonists (Second part of the timeline to be complete in LE #8). (CCSS.ELA-Literacy.RH.6-8.2) <a href="http://www.readwritethink.org/parent-afterschool-resources/games-tools/timeline-a-30246.html">http://www.readwritethink.org/parent-afterschool-resources/games-tools/timeline-a-30246.html</a> (Digital timeline creator)

<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may read policies with a partner Students may be provided with dates for each policy	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may add quotes from primary sources to their timeline
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The impact of British economic and political policies imposed on the colonies (e.g., Tea, Intolerable, Sugar, Quartering Acts)</li> <li>• Reasons for the policies (e.g., pay off debt, maintain control)</li> <li>• The laws and/or regulations enacted in the colonies as a result of each British policy</li> <li>• How the colonial relationship with the British authority changed from one of compliance to resistance</li> <li>• How colonists' views of the British crown changed to one of tyranny and oppression</li> <li>• England's restrictive policies regarding trade, quotas, and tariffs as a way to control the colonies</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Define taxation</li> <li>• Identify the causes of the British economic and political policies</li> <li>• Predict the effects of the policies on the colonists</li> </ul>	
<b>Critical Language:</b>	Tariff, tax, act, policy, blockade, "taxation without representation," Quartering, Intolerable Act, Stamp Act, tyranny, oppressive, governance, law, legislation, quota, tariff, regulation	

<b>Learning Experience # 7</b>		
The teacher may provide primary and secondary sources (e.g., patriot/loyalist political cartoons, Sons of Liberty flyers, the Boston Pamphlet, Continental Congress petition) so that students can investigate the colonial groups that formed and the varied responses to Britain's strict policies.		
<b>Generalization Connection(s):</b>	Colonized subjects' efforts to increase self-determination often lead ruling powers toward increasingly oppressive policies and forms of governance Increasingly oppressive forms of governance determine individual and/or group rights, roles, and responsibilities which may lead to rebellion	
<b>Teacher Resources:</b>	<a href="http://socialsciences.dadeschools.net/pdf/elementary_lessons-civic_integration/SS.5.C.2.1..pdf">http://socialsciences.dadeschools.net/pdf/elementary_lessons-civic_integration/SS.5.C.2.1..pdf</a> (Lesson Plan: You decide...Patriot, Loyalist, Undecided) <a href="http://www.masshist.org/revolution/image-viewer.php?item_id=609&amp;mode=transcript&amp;img_step=1&amp;tpc=#page1">http://www.masshist.org/revolution/image-viewer.php?item_id=609&amp;mode=transcript&amp;img_step=1&amp;tpc=#page1</a> (Boston Pamphlet from 1 <sup>st</sup> meeting of Committee of Correspondence) <a href="http://americainclass.org/sources/makingrevolution/crisis/text7/petitionkinggeorge3.pdf">http://americainclass.org/sources/makingrevolution/crisis/text7/petitionkinggeorge3.pdf</a> (Continental Congress petition to King George III) <a href="http://www.alcsny.org/cms/lib/NY01001789/Centricity/Domain/259/Gov_Differing%20Views.JPG">http://www.alcsny.org/cms/lib/NY01001789/Centricity/Domain/259/Gov_Differing%20Views.JPG</a> (Lesson Plan: Identifying Loyalist and Patriot viewpoints)	



	<a href="http://docsteach.org/activities/19/detail?mode=browse&amp;menu=closed&amp;era%5B%5D=revolution-and-the-new-nation">http://docsteach.org/activities/19/detail?mode=browse&amp;menu=closed&amp;era%5B%5D=revolution-and-the-new-nation</a> (Activity: The Road to Revolution: Patriotism or Treason?)	
<b>Student Resources:</b>	<a href="http://americainclass.org/sources/makingrevolution/crisis/text4/townshendactsresponse1767.pdf">http://americainclass.org/sources/makingrevolution/crisis/text4/townshendactsresponse1767.pdf</a> (Patriot response sources) <a href="http://americainclass.org/sources/makingrevolution/crisis/text4/quarteringactsresponse1766.pdf">http://americainclass.org/sources/makingrevolution/crisis/text4/quarteringactsresponse1766.pdf</a> (Patriot response sources) <a href="http://zinnedproject.wpengine.netdna-cdn.com/wp-content/uploads/2009/10/picture-13-400x197.png">http://zinnedproject.wpengine.netdna-cdn.com/wp-content/uploads/2009/10/picture-13-400x197.png</a> (Sons of Liberty flyer) <a href="http://americainclass.org/sources/makingrevolution/crisis/text7/coerciveactsresponse.pdf">http://americainclass.org/sources/makingrevolution/crisis/text7/coerciveactsresponse.pdf</a> (Patriot and Loyalist primary sources) <a href="http://jewettc.wikispaces.com/MWF+11.15+-+Revolutionary+era+cartoons">http://jewettc.wikispaces.com/MWF+11.15+-+Revolutionary+era+cartoons</a> (Revolutionary political cartoons) <a href="http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?TopicId=&amp;PrimarySourceId=1077">http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?TopicId=&amp;PrimarySourceId=1077</a> (Sons of Liberty image)	
<b>Assessment:</b>	Students will create a political cartoon to representing a particular group’s perspective (e.g., Sons of Liberty, Loyalist, Patriot, Continental Congress, etc.) on opposition to British policies. The will include a one paragraph explanation of how their political cartoon illustrates the perspective of that group. ( <a href="#">CCSS.ELA-Literacy.RH.6-8.6</a> ; <a href="#">CCSS.ELA-Literacy.RH.6-8.8</a> ) <a href="http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/">http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/</a> (How to create a political cartoon)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may be provided with only Patriot/Loyalist sources	Students may draw a picture of a Patriot or Loyalist and write a description of characteristics of someone from that group
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may research additional primary sources	Students may create a political cartoon from both perspectives
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The colonial groups that formed as a result of Britain’s oppressive policies (e.g., Sons of Liberty, Continental Congress, Committee of Correspondence, Loyalists)</li> <li>• The goals of the differing groups that formed in opposition to the British</li> <li>• The different perspectives and opinions of Patriots and Loyalists</li> <li>• The methods used by these groups to voice their opinions (e.g., pamphlets, cartoon, advertisements, etc.)</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Analyze and create political cartoons</li> <li>• Differentiate between Patriot and Loyalist views</li> <li>• Identifying perspective when viewing political cartoons and other sources</li> </ul>	
<b>Critical Language:</b>	Governance, Patriot, Loyalist, petition, perspective, Committee of Correspondence, Continental Congress, Sons of Liberty, propaganda, political cartoon, treason	



Learning Experience # 8		
The teacher may provide primary and secondary sources (e.g., Declaration of Independence, Boston Gazette articles, <i>Common Sense</i> , Boston Tea Party image) so that students can discover colonial reactions to Britain’s reassertion of power in the colonies.		
<b>Generalization Connection(s):</b>	<p>The struggle to extend civil liberties often destabilizes economic, cultural, and social traditions/institutions leading to conflict and even war</p> <p>Colonized subjects’ efforts to increase self-determination often lead ruling powers toward increasingly oppressive policies and forms of governance</p> <p>Increasingly oppressive forms of governance determine individual and/or group rights, roles, and responsibilities which may lead to rebellion</p>	
<b>Teacher Resources:</b>	<p><a href="http://chnm.gmu.edu/tah-loudoun/blog/lessons/the-boston-massacre-you-be-the-judge/">http://chnm.gmu.edu/tah-loudoun/blog/lessons/the-boston-massacre-you-be-the-judge/</a> (Lesson plan: Boston Massacre)</p> <p><a href="http://www.history.com/topics/american-revolution/boston-tea-party">http://www.history.com/topics/american-revolution/boston-tea-party</a> (Boston Tea party article)</p> <p><a href="http://edsitement.neh.gov/lesson-plan/common-sense-rhetoric-popular-democracy#sect-introduction">http://edsitement.neh.gov/lesson-plan/common-sense-rhetoric-popular-democracy#sect-introduction</a> (Common Sense lesson plan)</p> <p><a href="http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/rebelln/">http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/rebelln/</a> (The Colonies Move Towards Open Rebellion – includes primary source documents)</p>	
<b>Student Resources:</b>	<p><a href="http://chnm.gmu.edu/tah-loudoun/wp-content/lessons/avdellas/boston-gazette.pdf">http://chnm.gmu.edu/tah-loudoun/wp-content/lessons/avdellas/boston-gazette.pdf</a> (Boston Gazette article about Boston Massacre)</p> <p><a href="http://chnm.gmu.edu/tah-loudoun/wp-content/lessons/avdellas/boston-massacre_images.pdf">http://chnm.gmu.edu/tah-loudoun/wp-content/lessons/avdellas/boston-massacre_images.pdf</a> (Boston Massacre primary images)</p> <p><a href="http://www.archives.gov/exhibits/charters/declaration_transcript.html">http://www.archives.gov/exhibits/charters/declaration_transcript.html</a> (Declaration of Independence transcript)</p> <p><a href="http://www.boston-tea-party.org/accounts.html">http://www.boston-tea-party.org/accounts.html</a> (Boston Tea Party historical accounts)</p> <p><a href="http://edsitement.neh.gov/lesson-plan/boston-tea-party-costume-optional">http://edsitement.neh.gov/lesson-plan/boston-tea-party-costume-optional</a> (Boston Tea Party newspaper article)</p> <p><a href="http://www.loc.gov/exhibits/british/images/vc40.jpg">http://www.loc.gov/exhibits/british/images/vc40.jpg</a> (Boston Tea Party image)</p> <p><a href="http://www.contemplator.com/america/liberty.html">http://www.contemplator.com/america/liberty.html</a> (“The Liberty Song” lyrics)</p> <p><a href="http://www.history.com/topics/american-revolution/battles-of-lexington-and-concord/videos">http://www.history.com/topics/american-revolution/battles-of-lexington-and-concord/videos</a> (Videos: Lexington and Concord)</p> <p><a href="http://www.ushistory.org/us/11c.asp">http://www.ushistory.org/us/11c.asp</a> (Lexington and Concord primary source)</p> <p><a href="http://www.let.rug.nl/usa/documents/1776-1785/thomas-paine-common-sense/">http://www.let.rug.nl/usa/documents/1776-1785/thomas-paine-common-sense/</a> (<i>Common Sense</i>)</p> <p><a href="http://www.history.com/topics/american-revolution/american-revolution-history/videos/thomas-paine">http://www.history.com/topics/american-revolution/american-revolution-history/videos/thomas-paine</a> (Video: Thomas Paine)</p> <p><a href="http://www.ushistory.org/declaration/related/vsa65.htm">http://www.ushistory.org/declaration/related/vsa65.htm</a> (Text: Virginia Stamp Act Resolutions - 1765)</p>	
<b>Assessment:</b>	Students will add the various colonial responses (e.g., Tea Party, Boston Massacre, etc.) to their timeline from LE #6. ( <a href="#">CCSS.ELA-Literacy.RH.6-8.2</a> ) <a href="http://www.readwritethink.org/parent-afterschool-resources/games-tools/timeline-a-30246.html">http://www.readwritethink.org/parent-afterschool-resources/games-tools/timeline-a-30246.html</a> (Digital timeline creator)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<p><a href="https://www.youtube.com/watch?v=5oaTVFfUz94">https://www.youtube.com/watch?v=5oaTVFfUz94</a> (<i>Common Sense</i> audiobook)</p> <p>Students may be provided dates for the colonial responses</p>	Students may add 2-3 colonial responses to their timelines
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may add primary source images of the colonial responses (e.g. events, documents) to their timeline
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Significance of the rebellious events in response to British policies (e.g., Tea Party, Boston Massacre)</li> </ul>	

	<ul style="list-style-type: none"> <li>• Significance of the written documents of the rebellion (e.g., <i>Common Sense</i>, Declaration of Independence)</li> <li>• Relevance of the first battles of the American Revolution (e.g., Lexington, Concord) and how they illustrate an act of colonial rebellion</li> <li>• Non-violent ways the colonists rebelled (e.g., boycott, propaganda)</li> </ul>
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Explain the effects of the British policies and the causes of the colonial rebellions</li> <li>• Organize events chronologically to determine cause/effect relationships</li> <li>• Explain the impact of <i>Common Sense</i></li> <li>• Critique propaganda as a tool of influence</li> </ul>
<b>Critical Language:</b>	<i>Common Sense</i> , Declaration of Independence, Boston Massacre, Boston Tea Party, rebellion, propaganda, boycott, Lexington, Concord, Thomas Paine, revolution, War of Independence

<b>Learning Experience # 9</b>		
The teacher may provide primary and secondary sources (e.g., Olive Branch Petition, records of the Carlisle Commission, battle maps) so that students can consider the realities of the American Revolution and the subsequent attempts to compromise with Britain.		
<b>Generalization Connection(s):</b>	The struggle to extend civil liberties often destabilizes economic, cultural, and social traditions/institutions leading to conflict and even war Increasingly oppressive forms of governance determine individual and/or group rights, roles, and responsibilities which may lead to rebellion	
<b>Teacher Resources:</b>	<a href="http://www.britannica.com/EBchecked/topic/95998/Carlisle-Commission">http://www.britannica.com/EBchecked/topic/95998/Carlisle-Commission</a> (background info about the Carlisle Commission) <a href="https://www.youtube.com/watch?v=uZfRaWAtBVg">https://www.youtube.com/watch?v=uZfRaWAtBVg</a> ("Too Late to Apologize" parody video)	
<b>Student Resources:</b>	<a href="http://www.hobart.k12.in.us/gemedia/amrev/revbio/olivebra.htm">http://www.hobart.k12.in.us/gemedia/amrev/revbio/olivebra.htm</a> (Olive Branch Petition transcript) <a href="http://teachingamericanhistory.org/library/document/response-to-british-peace-proposals/">http://teachingamericanhistory.org/library/document/response-to-british-peace-proposals/</a> (Colonial response to the Carlisle Peace Commission) <a href="http://mrnussbaum.com/amflash2/">http://mrnussbaum.com/amflash2/</a> (Interactive Revolutionary War battle map) <a href="http://www.theamericanrevolution.org/battles.aspx">http://www.theamericanrevolution.org/battles.aspx</a> (Detailed Revolutionary War battle information) <a href="https://history.state.gov/milestones/1776-1783/french-alliance">https://history.state.gov/milestones/1776-1783/french-alliance</a> (alliance in the Revolution)	
<b>Assessment:</b>	Students will create their own Olive Branch Petition to attempt to avoid war with Britain. ( <a href="#">CCSS.ELA-Literacy.WHST.6-8.1</a> ) <a href="http://mrkersey.org/teachers/olive_branch.txt">http://mrkersey.org/teachers/olive_branch.txt</a> (Olive Branch Petition assignment)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may be given a "fill in the blank" version of this create your own Olive Branch petition assessment	N/A

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may create a response to the Olive Branch Petition and write a response to theirs (arguing for or against peace)
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Overview of key battles (e.g. Yorktown, Saratoga) and leaders (e.g. Washington, Cornwallis) of the Revolutionary War that affected the course of the war</li> <li>• The failures of the various opportunities for peace and/or compromise between the colonies and the British (e.g., Carlisle Commission)</li> <li>• The significance of the foreign alliances (e.g., French, Hessian)</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Write a petition using persuasive language</li> <li>• Identify reasons for and against war with Britain</li> <li>• Evaluate the need for compromise vs. the cost of war</li> </ul>	
<b>Critical Language:</b>	Olive Branch Petition, compromise, revolution, Carlisle Commission, Treaty of Paris, Yorktown, Saratoga, militia, Continental Army, redcoats, Hessians, foreign alliance, Valley Forge, compromise	

Learning Experience # 10	
The teacher may engage students in a discussion about the positive and negative political, economic, and social outcomes of the American Revolution so that students can evaluate the cost of war with Britain.	
<b>Generalization Connection(s):</b>	The struggle to extend civil liberties often destabilizes economic, cultural, and social traditions/institutions leading to conflict and even war
<b>Teacher Resources:</b>	<a href="http://www.ushistory.org/us/12.asp">http://www.ushistory.org/us/12.asp</a> (Social impacts of the American Revolution) <a href="http://education-portal.com/academy/lesson/american-revolution-social-and-economic-impact.html">http://education-portal.com/academy/lesson/american-revolution-social-and-economic-impact.html</a> (Video: Social and political impacts of the Revolution)
<b>Student Resources:</b>	<a href="http://www.history.com/topics/american-revolution/treaty-of-paris">http://www.history.com/topics/american-revolution/treaty-of-paris</a> (Treaty of Paris video and article) <a href="http://www.ourdocuments.gov/print_friendly.php?flash=false&amp;page=transcript&amp;doc=6&amp;title=Transcript+of+Treaty+of+Paris+(1783)">http://www.ourdocuments.gov/print_friendly.php?flash=false&amp;page=transcript&amp;doc=6&amp;title=Transcript+of+Treaty+of+Paris+(1783)</a> (Treaty of Paris transcript) <a href="http://www.shmoop.com/american-revolution/statistics.html">http://www.shmoop.com/american-revolution/statistics.html</a> (Statistics of the cost of the American Revolution) <a href="http://www.ushistory.org/us/12.asp">http://www.ushistory.org/us/12.asp</a> (Social impacts of the American Revolution) <a href="http://www.historycentral.com/NN/economic/afterrev.html">http://www.historycentral.com/NN/economic/afterrev.html</a> (Economic impacts of the Revolution) <a href="https://history.state.gov/milestones/1784-1800/loans">https://history.state.gov/milestones/1784-1800/loans</a> (Economic impacts of the Revolution, debt) <a href="https://history.state.gov/milestones/1776-1783/articles">https://history.state.gov/milestones/1776-1783/articles</a> (Articles of Confederation explanation) <a href="http://www.ourdocuments.gov/doc.php?doc=3&amp;page=transcript">http://www.ourdocuments.gov/doc.php?doc=3&amp;page=transcript</a> (Articles of Confederation transcript)
<b>Assessment:</b>	Students will write an argumentative essay discussing the benefits and drawbacks of the war and whether or not the war was worthwhile for the colonists. (CCSS.ELA-Literacy.WHST.6-8.1) <a href="http://www.readwritethink.org/files/resources/printouts/persuasion%20map.pdf">http://www.readwritethink.org/files/resources/printouts/persuasion%20map.pdf</a> (argument map/plan)

<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://tinyurl.com/o6rwstv">http://tinyurl.com/o6rwstv</a> (Template for writing a paragraph)	Students may write one paragraph essay using a template
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://onlinespeechwriting.com/top-four-tips-for-writing-a-good-persuasive-speech.html">http://onlinespeechwriting.com/top-four-tips-for-writing-a-good-persuasive-speech.html</a> (persuasive speech writing tips)	The students may write their argument in the form of a speech to present to the class
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The outcomes of the Treaty of Paris</li> <li>• The political impact of the Revolution (e.g., the creation of the Articles of Confederation)</li> <li>• The political impact of foreign alliances formed during and after the Revolution</li> <li>• The economic cost of the Revolution</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Write an argument to support a claim that organizes reasons and evidence logically</li> <li>• Identify pros and cons to war with Britain</li> </ul>	
<b>Critical Language:</b>	Debt, alliance, Treaty of Paris, democracy, Articles of Confederation, revolution, cost (fiscal, human)	