

SOCIAL STUDIES CURRICULUM GRADE 7 UNIT # 3: The American Revolution

North Smithfield School Department

TITLE OF UNIT: The American Revolution

COURSE: Grade 7 Social Studies

DATE PRESENTED: _____ **DATE DUE:** _____ **LENGTH OF TIME:** Several weeks, quarter, semester

OVERVIEW OF UNIT:

In this unit, students will examine America's path through the Revolution, between the years 1763 and 1783. They will investigate and interpret primary and secondary sources in the following areas: The Road to Revolution, the Revolutionary War, and legacy of the war. Additionally, students will write an informative essay answering the question, "What drove the colonists to declare independence from Britain?" During this unit, students will analyze primary sources about the winter camp at Valley Forge in order to decide if they would have quit if they were a soldier there.

ESSENTIAL QUESTION

*What drove the colonists to declare independence from Great Britain?
How was it possible that American patriots gained their independence from the powerful British empire?*

STANDARDS:

Civics and Government	Historical Perspectives/ RI History Strand	Economics	Geography	Reading	Writing
G&C 1: People create and change structures of power, authority, and governance in order to accomplish common goals.	HP 1: History is an account of human activities that is interpretive in nature.	E1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance	G1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth's surface provides an understanding of the world in Spatial terms	Key Ideas and Details	Text Types and Purposes
G&C 2: The <i>Constitution</i> of the establishes a government of limited powers that are shared among different levels and branches. G&C 3: In a democratic society, all people have certain rights and responsibilities.	HP 2: History is a chronicle of human activities, diverse people, and the societies they form.	E2: Producers and consumers locally, nationally, and internally engage in the exchange of goods and services	G2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions	Craft and Structure	Production and Distribution
G&C 4: People engage in political processes in a variety of ways.	HP 3: The study of history helps us understand the present and shape the future.	E3: Individuals, institutions and governments have roles in economic systems	G3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.	Integration of Knowledge	Research to Build and Present Knowledge
G&C 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.	HP 4: Historical events and human/natural phenomena and are influenced by ideas and beliefs		G4: Environment and Society: Patterns emerge settle, modify, and interact on Earth's surface to limit or promote human activities.	Range of Reading	Range of Writing

FOCUS GSEs:

Civics and Government

- Explaining what happens when political structures do or do not meet the needs of people. **C&G 1 (7-8) -1c**
- Explaining why the rule of law is necessary to the role of government. **C&G 1 (7-8) -2b**
- Identifying the functions of the three branches of government **C&G 2 (7-8) -1a**
- Explaining how and why power is divided and shared among the levels of government. **C&G 2 (7-8) -1b**
- Tracing the process of how an idea transforms into a bill and then becomes a law **C&G 2 (7-8) -1c**
- Explaining how democratic values are reflected in enduring documents political speeches/ group actions. **C&G 2(7-8) -2a**
- Using a variety of sources to identify and defend a position on a democratic principle. **C&G 2 (7-8) -2b**
- Identifying conflicts between individual rights and the common good. **C&G 3 (7-8) -1d**
- Identifying/explaining how an action taken by an individual or a group impacts the rights of others. **C&G 3 (7-8) -2b**
- Describing how and why individuals identify themselves politically. **C&G 4(7-8) -1b**
- Recognizing multiple perspectives on historical or current controversial issues. **C&G 4(7-8) -1e**
- Expressing/defending an informed opinion and presenting their opinion to an audience. **C&G 4(7-8) -2a**
- Demonstrating an understanding and empathy for the opinions of others. **C&G 4(7-8) -3a**

Economics

- Identifying/evaluating the benefits/cost of alternative public. **E 3 (7-8) -2b**

Geography

- Identifying and utilizing a variety of maps. **G 1 (7-8) -1a**
- Analyzing multiple maps (to draw inferences about the development of societies. **G 1 (7-8) -2a**

Reading

Key Ideas and Details (RH)

- RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2** Determine the central ideas or information of a primary or secondary source.
- RH.6-8.3** Identify key steps in a text's description of a process related to history/social studies

Craft and Structure (RH)

- RH.6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary
- RH.6-8.5** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6** Identify aspects of a text that reveal an author's point of view or purpose .

Integration of Knowledge and Ideas (RH)

- RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8** Distinguish among fact, opinion, and reasoned judgment in a text.
- RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic.

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- Utilizing a variety of reliable sources to develop an informed opinion. **C&G 4(7-8) –3d**
- Summarizing a significant situation; proposing and defending actions to be taken or not taken. **C&G 5(7-8) –3b**

Range of Reading (RH)

- RH.6-8.10** Read and comprehend history/social studies texts in the grades 6–8 text complexity band

Writing

- Text Types and Purposes: argument and informational **(WHST)**
- Production and Distribution **(WHST)**
- Research**
- Range of Writing **(WHST)**

Historical Perspective

- Drawing inferences from Rhode Island History about the larger context of history. **HP 1 (7-8) –1b**
- Developing, expanding, and supporting an historical thesis, based on a series of events **HP 1 (7-8) –2b**
- Determining the cause(s) and effect(s) of specific historical events that impact RI today. **HP 2 (7-8) –1a**
- Identifying key events and people of a particular historical era or time. **HP 2 (7-8) –2a**
- Correlating key events to understand the historical perspective of the time period in which they occurred. **HP2(7-8) –2b**
- Establishing a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time; and to construct an historical narrative. **HP 2 (7-8) –3a**
- Explaining the impact of interactions. **HP 4 (7-8) –2b**
- Applying demographic factors. **HP 5 (7-8) –1b**
- Comparing/contrasting cultural expectations in different communities/societies. **HP 5 (7-8) –2a**
- Describing how and why various factors impact an individual or a group's perspective of events. **HP 5 (7-8) – 3a**
- Explaining/ analyzing how changing perspectives impact history using primary documents as evidence. **HP 5 (7-8) – 3b**

Applied Learning Standards:

problem solving communication critical thinking research reflection/ evaluation

Expectations for Student Learning (High School only):

ENDURING UNDERSTANDING:

- Colonists saw British efforts to increase control over the colonies as violations of their rights
- Many colonists organized to oppose British policies
- The tensions between Britain and the colonies led to the outbreak of the Revolutionary War
- As fighting continued, Americans decided to declare their independence from Britain
- Although the Continental Army had difficulty fighting in a divided America, the Patriots triumphed at Saratoga
- The expansion of the war weakened the British by forcing them to spread their military resources around the world.
- The Continental Army, their allies, and the American people brought about an American victory.
- Americans emerged from the Revolution as citizens of a unified nation that valued the ideal of liberty.

PRIOR KNOWLEDGE:

- Elementary exposure to US History
- Unit 2: The English Colonies

STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

- Compare how early colonies were established and governed. **ERA 2, 2A, 2**
- Explain the concept of the "rights of Englishmen" and the impact of the English Civil War and the Glorious Revolution on the colonies. **ERA 2, 2A, 3**
- Explain the social, economic, and political tensions that led to violent conflicts between the colonists and their governments. **ERA 2, 2A, 5**
- Explain how Enlightenment ideas, including Benjamin Franklin's experiments with electricity, influenced American society. **ERA 2, 2C, 4**
- Analyze how the early Navigation Acts affected economic life in the colonies. **ERA 2, 3B, 2**
- Trace and explain the evolution of religious freedom in the English colonies. **ERA 2, 2B, 3**
- Understands causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory. **ERA 3,1**
- Understands the causes of the American Revolution. **ERA 3, 1A**
- Compare the arguments advanced by defenders and opponents of the new imperial policy on the traditional rights of English people and the legitimacy of asking the colonies to pay a share of the costs of empire. **ERA 3, 1A, 2**
- Reconstruct the chronology of the critical events leading to the outbreak of armed conflict between the American colonies and England, e.g. Burning of the Gaspee and Revolution. **ERA 3, 1A, 3**
- Analyze political, ideological, religious, and economic origins of the Revolution. **ERA 3, 1A, 4**
- Explain the major ideas expressed in the Declaration of Independence and their intellectual origins. **ERA 3, 1B, 1**
- Demonstrate the fundamental contradictions between the ideals expressed in the Declaration of Independence and the realities of chattel slavery. **ERA 3, 1B, 2**
- Explain how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy. **ERA 3, 1B, 4**
- Appraise George Washington's military and political leadership in conducting the Revolutionary War. **ERA3, 1C, 1**

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- Compare and explain the different roles and perspectives in the war of men and women, including white settlers, free and enslaved African Americans, and Native Americans. ERA 3, 1C, 2
- Analyze the terms of the Treaty of Paris and how they affected U.S. relations with Native Americans and with European powers that held territories in North America. ERA 3, 1C, 6
- Assess the accomplishments and failures of the Continental Congress. ERA 3, 2A, 3
- Compare the reasons why many white men and women and most African American and Native Americans remained loyal to the British. ERA 3, 2C, 1
- Compare the revolutionary goals of different groups—for example, rural farmers and urban craftsmen, northern merchants and southern planters—and how the Revolution altered social, political, and economic relations among them. ERA 3, 2C, 2
- Explain the revolutionary hopes of enslaved and free African Americans and the gradual abolition of slavery in the northern states. ERA 3, 2C, 2
- Analyze the ideas put forth arguing for new women’s roles and rights and explain the customs of the 18th century that limited women’s aspirations and achievements. ERA 3, 2C, 4
- Analyze primary sources from multiple sources
- Trace roots of the American perspective during Revolution

SUGGESTED WORKS:

INFORMATIONAL TEXTS

NONFICTION

- *American History* textbook
- Background Information: The Rights of Englishmen

BIOGRAPHIES

The Founding Fathers

POETRY

The Midnight Ride of Paul Revere, by Henry Longfellow

SPEECHES, PUBLIC DOCUMENTS

- The Stamp Act (1765)
- Paul Revere’s Boston Massacre Engraving (1770)
- John Adams Letter to Catherine Macaulay (1773)
- “Common Sense” excerpt, by Thomas Paine (1776)
- The Declaration of Independence (1776)

ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS: see curriculum introduction

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|-------------------------------|--------------------------------|-------------------------------------|--------------------------|
| 1. Argument writing | 6. Informational text response | 11. Multi-media/technology | 15. Oral presentation |
| 2. Class discussion | 7. Informative writing | 12. Narrative writing | 16. Research project |
| 3. Dramatization/role playing | 8. Journal | 13. Non- linguistic representations | 17. Vocabulary word wall |
| 4. Grammar and usage | 9. Literature response | 14. Note taking and summarizing | 18. Writer’s notebook |
| 5. Graphic organizers | 10. Media appreciation | | 19. Word Study |

Develop and convey understanding

- Summarizing topics
 - Ask students to analyze a subject to expose what’s essential and then put it in their own words. This requires substituting, deleting, and keeping some of the things and having an awareness of the basic structure of the information presented. Provide a set of rules for creating a summary. When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text.
- Reflection
 - Students should reflect on core questions for each lesson. These core questions should be open-ended and exploratory, rich and complex, framed by the standards, and allow students to make connections with the historical topic. Reflections should be debriefed through class discussion so students may extract what they have learned and thought about the topic.
- Short-Answer Questions
 - Short answer questions are used as a quick formative assessment to measure how well students are mastering the content standards. Students should use what they have learned about a topic to answer the questions in a written or verbal format.
- Graphic Organizers
 - Venn Diagrams
 - Compare and Contrast
 - Note-taking guides
 - Webs
 - Cause and effect
- Informative Essay: What drove the colonists to declare independence from Britain?

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- Students will: introduce the topic clearly, develop the topic with relevant facts, use appropriate transitions, precise language, and a formal style with a concluding statement. (See: WHST.6-8.2)
- Argument Writing - Valley Forge: Would You Have Quit? (DBQ assignment from “Mini-Q’s in American History binder).
- Students will analyze primary and secondary sources in order to identify point of view. They will assess conflicting perspectives as they weigh evidence. Students will draw inferences from the sources. They will use factual evidence to write evidence-based argument claims to answer the essential question.

HIGHER ORDER THINKING SKILLS: Web’s Depth of Knowledge 2 – 4 or Bloom’s Taxonomy

Web’s Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

Bloom’s Taxonomy

- apply
- analyze
- synthesize/create
- evaluate

ADDITIONAL RESOURCES: see curriculum for specifics

- The Stamp Act - <https://www.gilderlehrman.org/history-by-era/road-revolution/resources/stamp-act-1765> ; <http://www.history.org/history/teaching/tchrsta.cfm>
- Paul Revere's Boston Massacre Engraving - <http://www.bostonmassacre.net/gravure.htm> ; <https://www.gilderlehrman.org/collections/ab96f9de-5514-4e1e-a2c4-159447232690?back=/mweb/search%3Fneedle%3Dboston%2520massacre>
- John Adams Letter to Catherine Macaulay - <http://www.digitalhistory.uh.edu/exhibits/dearmadam/letter1.html>
- Common Sense - <http://www.ushistory.org/PAINÉ/commonsense/index.htm>
- Declaration of Independence - <http://www.archives.gov/exhibits/charters/declaration.html> ; <http://www.ushistory.org/declaration/>
- Revolutionary Era political cartoons - <http://revolution.mrdonn.org/cartoons.html>
- Too Late to Apologize Video: <http://www.youtube.com/watch?v=uZfRaWAtBVg>

VOCABULARY

- | | | |
|---------------------------------|--------------------------------|---------------------------------|
| 1. Adams, John | 11. First Continental Congress | 22. Revere, Paul |
| 2. Adams, Samuel | 12. Henry, Patrick | 23. Second Continental Congress |
| 3. Battle of Yorktown | 13. Intolerable Acts | 24. Sons of Liberty |
| 4. Battles of Saratoga | 14. Jefferson, Thomas | 25. Stamp Act |
| 5. Boston Massacre | 15. Lexington and Concord | 26. Sugar Act |
| 6. Boston Tea Party | 16. loyalist | 27. Townshend Acts |
| 7. boycott | 17. Marquis de Lafayette | 28. Treaty of Paris (1783) |
| 8. Committee of correspondence | 18. minutemen | 29. Valley Forge |
| 9. Continental Army | 19. Paine, Thomas | 30. Washington, George |
| 10. Declaration of Independence | 20. patriot | 31. Writes of assistance |
| | 21. Quartering Act | |

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LESSON PLAN for UNIT _____

LESSONS

- Lesson # 1 Summary:**

 - Lesson #2 Summary:**

 - Lesson #3 Summary:**
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OBJECTIVES for LESSON # _____

- Materials/Resources:**

- Procedures:**
 - **Lead –in**

 - **Step by step**

 - **Closure**

- Instructional strategies:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)

- Assessments:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)
 - **Formative**

 - **Summative**