# Annotated Unit Plan - American Revolution

## Part I

### Desired Results

<table>
<thead>
<tr>
<th>Established Goals:</th>
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<tr>
<td>CCSS.ELA-LITERACY.RH.6-8.7 - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</td>
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<tr>
<td>K1.3 Understand the diversity of human beings and human cultures.</td>
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<td>P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.</td>
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<td>F1.3 Describe the consequences of the American Revolution by analyzing the birth of an independent republican government (C2) and concerns over distribution of power within governments, between government and the governed, and among people (C2)</td>
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### Big Idea:

Perspective is dependent upon personal culture and history.

### Understandings:

Students will understand that the American rebellion was a consequence of suppressed rights.

Students will understand that a difference in perspectives on government and citizenship rights justified both sides of the American Revolution.

Students will understand that the actions of the Continental Congress and our Founding Fathers led colonists to believe their rebellion was justified.

### Essential Questions:

- When is rebellion justifiable?
- How is sovereignty determined?
- How do varying situations create different perspectives?

### Knowledge (Students will know):

- Causes/Tensions:
  - Reasons for Separating
  - Pre-War British Political Acts/Legislation
  - Stamp Act
  - Boston Tea Party
  - Intolerable Acts
  - Boston Massacre
  - Early Form of American Government
  - 1st Continental Congress
  - 2nd Continental Congress
- Key Players
  - Washington
  - Jefferson
  - Franklin
- Declaration of Independence
- Revolutionary War:
  - Two Perspectives
  - British Strategy
  - American Victory
- Major Battles (covered under prior categories)

### Skills (Students will be able to):

- Understand human diversity and cultural diversity.
- Analyze point of view, context and bias to interpret primary and secondary source documents.
- Identify cause/effect relationships
- Integrate visual information with other information in print and digital texts.
**Rationale**

We have decided that we will break up this unit into three phases; 1) Build up to the Revolution: Cause and effect, 2) The Revolution: Two perspectives-British and American, major battles, 3) Immediate Impacts of the Revolution: Independence/victory, Articles of Confederation. The purpose of the first phase is to demonstrate that the causes of the American Revolution display how confrontation is created due to varying perspectives. The second phase is to show the important details of the war to illustrate how significant American independence/victory was. The third phase is to continue to build upon the ideas of phase 2 and to create background knowledge of the Articles of Confederation that will be needed for the following unit on the creation of the Constitution.

We chose the Stamp Act, Boston Tea Party, Intolerable Acts and Boston Massacre because they are common trivial knowledge. This alone isn’t reason enough to teach them, but it is a contributing factor. We chose the Stamp Act and Intolerable Acts because they took away specific rights or taxed things that as American’s we are strongly against today. These acts would also justify the rebellion, which relates to our big idea. The Boston Tea Party is an early form of rebellion in the American Revolution and can be seen as foreshadowing of the upcoming revolution. Going against the British government could be an argument against justified rebellion. The Boston Massacre is another event that students could use as a reason to justify the rebellion because it was an act of violence against the colonists.

It is important for us to focus on what was occurring in the colonies in terms of government leading up to and during the war. Were the colonies justified in declaring independence and organizing themselves into their own government? We could also use primary documents from the Continental Congress and the founding fathers to find justification for or against the American rebellion. These are also important topics to discuss sovereignty. We hope to raise the questions: Why did the Continental Congress have power? How did they achieve it?

We chose to teach the actual war in terms of the colonist’s and the British perspectives. It is important to understand the role each side played in each battle to determine if it was justified or not. This is the point in our lesson where we really want to focus on if the colonist’s actions are justifiable. The standards do not provide guidance on specific war events, but we think these main events are important to discuss without taking too much time away from the causes and consequences of the war.

We chose not to include the French and Indian War even though it is a contributing factor to the American Revolution. We’ve decided not to discuss it in this unit because it covers additional perspectives (French and Indians) rather than focusing on the British and American perspectives we focus on in the rest of our unit. At the 8th grade level, we hope to simplify this idea of perspectives by only focusing on two, rather than several. The French and Indian War could fit into a unit prior to the American Revolution.

We chose the first two skills because they will be useful in explaining our big idea of varying perspectives. The American Revolution provides a great opportunity to analyze cause and effect relationships. The

<table>
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<th>Topic</th>
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<td>Lexington and Concord</td>
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<td>Battle of Bunker Hill</td>
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<td>Battle of Saratoga</td>
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<td>Battle of Yorktown</td>
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<tr>
<td>Conclusion/Effects (lead in to next unit):</td>
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<tr>
<td>Independence/Victory</td>
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<td>Articles of Confederation</td>
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<th>Table of Major Battles and Events</th>
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The purpose of our last skill is to integrate the development of skills that can be used outside of both this specific unit and the social studies content area.

**Part II Assessment**
Assessment Assignment: American Revolution

As the year of 1774 is coming to an end and tensions between the colonists and the British continue to increase and war appears to be the only option. Both the First Continental Congress and the British government have agreed to meet in search of a compromise. With some serious consideration there may be an alternative to the American Revolution.

The class will be divided randomly, one group representing the American patriots, one representing the American loyalists and the other representing the British. Your job is to organize your team, research, and decide upon which of these areas you are willing to compromise: taxes, liberty, trade, and money.

As a group you may divide yourselves into three committees (taxes, liberty, and trade) in whichever way you see fit. (Note: If you feel a committee is more important, it should have more people).

You will have one day in class where you are expected to research your side and organize what you have previously learned in class to determine in which areas you are willing to compromise. You will need to research the opposing side to determine where they will be willing to make compromises. Remember, you must support or defend any suggestions/claims you make.

Following your group workday, you will participate in a full class debate. Each committee (taxes, liberty, trade, and money) will present a compromise that they have drafted. Then each side will have the opportunity to argue and defend their position. This will continue until an acceptable compromise has been reached or until time expires.

Make sure you pay attention to the opposing side’s argument, you will be reflecting on their argument’s strengths and weaknesses after the activity.

Post Activity Reflection:
- What arguments did the opposing side make?
- Was it easy to find a compromise on these issues or difficult? Do you think this is similar to what the colonists and British felt at the time?
- Using knowledge from the previous unit, what do you think the French or Native Americans would have wanted to add to the compromise?

**Part III Lesson Plan**

Subject: American Revolution

Essential Question(s):
What makes rules unfair?
Who decides that rules are unfair?
Enduring Understanding(s):
Students will understand that those who make the rules and those who have to follow them may have different perspectives.
Students will be able to apply their own experiences to the colonists and British government’s perspectives on pre-Revolution legislation.

Standards:
K1.3 Understand the diversity of human beings and human cultures.
F1.3 Describe the consequences of the American Revolution by analyzing the and concerns over distribution of power within governments, between government and the governed, and among people (C2)

Lesson Content
Quartering Act
Stamp Act
Townshend Acts
Tea Act
Intolerable Acts

STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

Diagnostic Assessments
Prior to explaining the different British acts, ask students to list all of the acts they can think of. Record their responses on the white board to expand upon during the activity.

Formative Assessments
Through out the lesson ask students questions about the different acts and why the British might put these acts in place or why the colonists might disagree with these acts.

Summative Assessments
As an exit ticket:
Ask students to compare a pre-revolutionary act with one of the rules they think is unfair at school.

STAGE 3: PLAN LEARNING EXPERIENCES

Instructional Strategies
Individual Reflection - Provides students with a chance to think about their own perspectives and understanding of the content.
Partner Work - Helps students to voice their opinions and expand them.
Class Discussion - Helps students to share their thoughts and opinions with the teacher involved to guide them and correct any misunderstandings.
Graphic Organizer - Helps students to visually see the verbal information that is being communicated.

Activities (also known as Procedures)
(HOW THE CLASS WILL RUN)
Warm-Up: Ask students to work with a partner to list two school rules that they feel are unfair. Ask for 4 or 5 rules and record them on the white board.
Main Activity:
Ask students to think of the pre-revolutionary acts that they have heard of before. Record these on the board and add the remaining acts before assigning the reading.
Assign students to work in pairs to read through their textbooks.
While reading, students should write a definition of each act (Quartering, Stamp, Townshend, Tea, Intolerable) in their own words.
When students complete the reading ask for volunteers to share their definition of each act.
Discuss each act:
What does this act mean?
Why did the British implement this act?
Why did the Colonists dislike this act?
Now refer back to their warm-up:
Why do they think the rules they listed are unfair?
Why do they think the administration made these rules?
Closing: Ask students in one paragraph to compare a pre-revolutionary act with a rule they dislike at their school. Are their any similarities? Any differences?

OTHER IMPORTANT INFORMATION

MATERIALS
Textbooks
White Board

MODIFICATIONS:
Students may need to complete the exit-ticket as homework depending on time.
The warm-up activity may need to be altered to a silent assignment if students are disruptive or off-task.

EXTENSION IDEAS:
Ask students to come up with a compromise that the British and Americans would have accepted about one of the pre-revolution acts.
Ask students to create a compromise for one of the school rules that they dislike.