

Course: US History I
Unit #2: Revolution & New Nation

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Curriculum Team Members: Joe Fisicaro; jfisicaro@lrhsd.org; Jake Hess; jhess@lrhsd.org; Casey Burk; cburk@lrhsd.org; Devin Dimmig; ddimmig@lrhsd.org

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

New Jersey ELA Standards

(<https://www.state.nj.us/education/cccs/2016/ela/g1112.pdf>)

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as

needed.

New Jersey Core Curriculum Content Standards 21st Century Life and Careers

(<http://www.state.nj.us/education/cccs/2014/career/9.pdf>)

Standards:

- 9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.1.12.B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences.
- 9.1.12.D.2 Assess the impact of inflation on economic decisions and lifestyles.
- 9.1.12.E.4 Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.
- 9.1.12.F.3 Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.
- 9.1.12.F.6 Explain the concept and forms of taxation and justify the use of taxation to fund public activities and initiatives.
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

12 Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Unit Standards:

2014 NJCCC Standard(s), Strand(s)/CPI #

(<https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>)

6.1.12.A.2.a Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.

6.1.12.A.2.b Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.

6.1.12.A.2.c Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.

6.1.12.A.2.d Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.

6.1.12.A.2.e Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.

6.1.12.B.2.a Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

6.1.12.B.2.b Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.

6.1.12.C.2.a Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.

6.1.12.D.2.a Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.

6.1.12.D.2.b Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.

6.1.12.D.2.c Relate events in Europe to the development of American trade and American foreign and domestic policies.

6.1.12.D.2.d Analyze arguments for new women's roles and rights, and explain why 18th century society limited women's aspirations.

6.1.12.D.2.e Determine the impact of African American leaders and institutions in shaping free Black communities in the North

Transfer Goal(s): Students will be able to independently use their learning to identify how the ideals of the Revolution continue to impact the United States and to apply the principles of the Constitution to current situations. They will do this by analyzing primary and secondary sources, evaluating sources for bias and credibility, and using their learning to provide evidence to support a logical argument. Such skills will prepare students to engage in the 21st century world as active, informed global citizens who can communicate effectively through written, oral, and visual means (Long Term Goals 3, 4 and 5).

Enduring Understandings

Students will understand that. . .

EU 1

conflict is a result of a perceived need for political, economic, or social change by a population.

EU 2

the outcome of war is dependent upon many factors, including military techniques and strategies as well as political, economic and social influences.

EU 3

active citizenry and democracy is the pathway to reform.

EU 4

the Constitution was designed to allow amendments to reflect the changing attitudes, beliefs, and needs of the growing republic.

EU 5

the Constitution was designed in a way to prevent the abuse of power.

Essential Questions

EU 1

- What causes a revolution?
- How influential were the writings of political philosophers in the creation of our nation?
- Which minority group contributed the most to the success of the American Revolution?
- Which had the greatest impact on the outcome of the Revolution: military, political, economic, or social factors?

EU 3

- What protest methods are most effective?
- In what ways do political groups help create as well as solve problems?
- How have minority groups in the United States been excluded from the statements, “We the people” and “All men are created equal?”

EU 4

- Are aspects of the U.S. Constitution outdated?
- Who should have more power: the states or the federal government?
- Should the Constitution be strictly or loosely interpreted?

	<ul style="list-style-type: none"> • How do the ideals of the American Revolution continue to impact American culture, values, and politics? <p><i>EU5</i></p> <ul style="list-style-type: none"> • How and why was the Constitution designed to guard against the abuse of federal power? • Currently, which branch of government is the most influential? • Although the Founding Fathers designed the Constitution to guard against tyranny, are there cases where executive power should be extended beyond the Constitution's framework? • Do Presidents today still follow the precedents set by early Presidents?
<p><i>Knowledge</i> Students will know. . .</p> <p>Revolution</p> <ul style="list-style-type: none"> • the impact of "Salutary Neglect" on the American colonies (EU 1). • the Enlightenment ideas that influenced Self-determination (EU 1). • the causes and effects of the French and Indian War (EU 1). • the issues that separated the colonies from the Mother Country (EU 1). • the Colonial response to British policies (EU 1). • the impact of Thomas Paine's Common Sense (EU 1, 3). • the purpose of the Declaration of Independence and its structure (EU 1, 3). • the advantages and disadvantages of both sides during the American Revolution (EU 2). • significant military actions and key figures of the war (EU 2). 	<p><i>Skills</i> Students will be able to. . .</p> <ul style="list-style-type: none"> • read and analyze primary source documents for factual accounts of the time period (EU 1, 2, 3). • draw inferences from factual material (EU 3, 4, 5). • recognize and interpret different points of view on protest methods, the Revolution, and the formation of the U.S. government (EU 1, 2, 3, 4, 5). • detect bias in data presented in various forms (EU 1). • compare and contrast the credibility of differing ideas, elements or accounts on the Constitution (EU 3, 4, 5). • apply the Constitution to present-day scenarios (EU 3, 4, 5). • formulate a historically defensible claim (thesis statement) (EU 1, 2, 3, 4, 5).

- New Jersey's role in the American Revolution (EU 2).
- the domestic and global effects (both immediate and long term) of the Revolution (EU 2).

Constitution

- the contributions of George Washington both during and after the war (EU 3).
- the essential qualities of a leader (EU 3).
- how the new states' constitutions reflected republican ideals (EU 3).
- the main weaknesses of the Articles of Confederation (EU 1).
- the causes and effects of the Constitutional Convention (EU 3, 4).
- the differing views of Federalists and Anti-Federalists (EU 1, 3).
- the system of checks and balances devised under the Constitution (EU 4).
- how a bill becomes a law (EU 4).
- the roles and responsibilities of the 3 branches of government (EU 4).
- distribution of powers between the state and federal governments (EU 5).
- the purpose of and protections within the Bill of Rights (EU 4).
- the role of the electoral college in presidential elections (EU 5).
- the influence and checks on the power of the executive branch (EU 5).
- the foreign and domestic issues addressed under the presidencies of Washington and Adams (EU 1).

Stage Two - Assessment

Other Evidence:

- Essay
- DBQ
- Tests (Standard and Authentic)
- Presentations
- Research Projects

Stage Three - Instruction

Learning Plan: **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Each learning activity listed must be accompanied by a learning goal of **A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.**

Revolution

- Read primary sources to compare the perspectives of Loyalists and Patriots before, during, and after the Revolution **(A) (EU 1)**.
- Read excerpts from the Social Contract and discuss justifiable reasons for rebellion **(A) (EU 1, 3)**.
- Analyze political cartoons to determine the causes of the American Revolution **(A, M) (EU 1, 3)**.
- Evaluate the protest methods used by Patriots to determine whether or not each was effective **(A, M) (EU 1, 2, 3)**.
- Begin class with a reading of the Declaration of Independence. Ask students to research, organize and record examples that justify Thomas Jefferson's claims against the monarchy **(A,M) (EU 1, 3)**.
- You have agreed to join the Continental Army because you feel strongly about the Revolutionary cause; however your parents are apprehensive about granting you permission. You must write a letter to your parents that attempts to convince them why joining the army is important to you and the young nation **(M) (EU 1, 2)**.
- Complete a causes to the American Revolution DBQ. Students will analyze primary source documents that will be applied to their argumentative thesis statement **(A, M, T) (EU 1)**.
- Complete a graphic organizer on the advantages/disadvantages of each side during the Revolution **(A) (EU 1, 2)**.
- Complete a battle chart of significant battles and details of the Revolution **(A) (EU 1, 2)**.
- Analyze the battle tactics used by British and colonial forces in the Revolution by watching clips of *The Patriot* and *America: The Story of Us* **(A, M) (EU 1, 2)**.
- Analyze *Hamilton* song lyrics to determine the views of Patriots during the Revolution, battle strategies used by the colonial forces, etc. Recommended songs: "Right Hand Man," "Stay Alive," "Guns and Ships," and "Yorktown" **(A, M) (EU 1, 2, 3)**.

- Using chromebooks, check with your local media sources to find any issues that might cause conflict in your hometown/county and create plausible written solutions to resolve the issues at hand **(M, T) (EU 3, 4)**.
- Utilize the resources on the Amistad Commission website: <http://www.njamistadcurriculum.net/history/units> **(M) (EU 1)**

Constitution

- Take on the role of a delegate at the Constitutional Convention. Evaluate each real-life scenario from the perspective of the assigned (or chosen) state and propose student-generated solutions to each problem. Vote on the proposed solutions under the guidelines of the Articles of Confederation (to demonstrate the ineffectiveness of this system) **(A, M, T) (EU 1, 3)**.
- Teacher will assign role of Constitutional delegate and research the delegate's position on key issues. Students will partake in a debate on the major conversations that transpired during the convention **(A, M) (EU 1, 3, 4)**.
- Complete a Venn diagram comparing/contrasting the powers of each branch of the government **(A, M) (EU 4)**.
- Complete a chart that depicts the checks and balances of each branch of the government on each other **(A) (EU 4)**.
- Using chromebooks, play the Power Grab game. http://score.rims.k12.ca.us/score_lessons/power_grab_game/ **(M) (EU 4)**.
- Students will compare and contrast past school policy with current school policy. Students choose one area of difference and research the reason for the change **(A, M) (EU 3, 4)**.
- Students will propose a new suggestion for change within the school, present this proposal to the class, decide on a class winner and present it to an administrator for consideration **(M, T) (EU 3, 4)**.
- Debate whether or not the Electoral College is still necessary today **(M) (EU 3)**.
- View electoral count predictions for past and upcoming elections and add up electoral votes for each candidate **(A, M) (EU 3)**.
- Using chromebooks, research the local, state, or national political front in order to analyze candidates, as well to host an informed mock election **(A) (EU 3)**.
- **Active Citizen Simulation:** Students will play the role of citizens exercising their rights within a democracy, as well as acting as part of the government. Students will decide on a law that they feel should be passed that will positively influence their lives. Students will research the need for this change, write a letter to local congressman detailing the proposed bill and reasons for the bill. Students will present their proposed bill to the class, and students will act as members of Congress to determine whether the bill should become a law. The teacher or a student will act as the president to decide whether to sign the bill or veto it. Within the process, students will review the law for its constitutionality. Students will reflect on the process of enacting change within the government by writing an essay. If students choose, they may send their letter to their local representative **(A, M, T) (EU 1, 3, 4, & 5)**.
- List the qualities of an effective leader. Research Washington's contributions to our country (before, during, and after the Revolution) to determine if he demonstrated these qualities. Compare the actions of the current president to determine if he/she also demonstrates the qualities of an effective leader **(A, M) (EU 3)**.
- Analyze *Hamilton* song lyrics to determine the views of Federalists and Anti-Federalists. The following songs convey the perspectives of Alexander Hamilton and Thomas Jefferson on various issues that faced America during Washington's

presidency, when both men were key members of his Cabinet: “Cabinet Battle #1,” “Cabinet Battle #2,” and “Cabinet Battle #3” **(A, M) (EU 1, 3, 4, 5)**.

- Discuss whether or not the Alien and Sedition Acts violated the Bill of Rights **(A, M) (EU 4)**.
- Analyze the legacies of the early U.S. Presidents by watching clips of *The Presidents*, *The Ultimate Guide to the Presidents*, and *America: The Story of Us* **(A, M) (EU 1, 2, 3, 4)**.