

**Social Studies**  
**U.S. History and Government-Academic**  
**Unit 2: The Revolutionary Era**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ There were many reasons the colonist fought for independence from Britain.</li> <li>▪ The colonies employed many different forms of protests and rebellion against Britain.</li> <li>▪ The events of the war and results of the peace have great historical significance.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What British actions pushed the colonists to demand independence?</li> <li>▪ What forms of protest were originally employed by the colonists?</li> <li>▪ How did war become inevitable?</li> <li>▪ What events were most important in the Revolutionary War?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ The political effects of the many taxes and restrictions placed upon the colonist include the Royal Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Townshend Acts, and Coercive/Intolerable Acts.</li> <li>▪ The importance of protest and the individuals involved include Sons of Liberty, Boston Massacre, Committees of Correspondence, Boston Tea Party.</li> <li>▪ The roles of important individuals from the period include General Thomas Gage, General George Washington, Samuel Adams, Thomas Paine, Benjamin Franklin, King George III, John Adams, John Hancock, John Jay, Thomas Jefferson</li> <li>▪ The specific incidents and people involved in the Revolutionary War include Lexington and Concord, Minutemen, Bunker/Breed's Hill, Olive Branch Petition, Battle of Long Island, Valley Forge</li> <li>▪ Specific documents of the era include Common Sense and the Declaration of Independence</li> <li>▪ Specific foreign policy measures taken include the role of France and the Treaty of Paris</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ taxation without representation, propaganda, monopoly, boycott, tyranny, Loyalist, Patriots</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Read and interpret primary sources.</li> <li>▪ Memorize required material.</li> <li>▪ Label and memorize map locations.</li> <li>▪ Complete expository writing with documents, readings, and on quizzes and tests.</li> <li>▪ Apply note taking skills.</li> </ul>

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<p style="text-align: center;"><b>Related Maine Learning Results</b></p>	<p><u>Social Studies</u></p> <p>A. Applications of Social Studies Processes, Knowledge, and Skills</p> <p>A1.Researching and Developing Positions on Current Social Studies Issues</p> <p>Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <p>b. Select and apply research methods that are appropriate for the purpose of the inquiry.</p> <p>d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives.</p> <p>i. Select and use appropriate tools, methods, and sources from government, history, geography, economics, or related fields including ethical reasoning skills.</p> <p>A2.Making Decisions Using Social Studies Knowledge and Skills</p> <p>Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <p>a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.</p> <p>B. Civics and Government</p> <p>B1.Knowledge, Concepts, Themes, and Patterns of Civics/Government</p> <p>Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.</p> <p>b. Evaluate current issues by applying democratic ideals and constitutional principles of government in the United States, including checks and balances, federalism, and consent of the governed as put forth in founding documents.</p> <p>c. Explain how and why democratic institutions and interpretations of democratic ideals and constitutional principles change over time.</p>
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<p style="text-align: center;"><b>Related Maine Learning Results</b></p>	<p>B2.Rights, Duties, Responsibilities, and Citizen Participation in Government Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.</p> <p>d. Compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations.</p> <p>B3.Individual, Cultural, International, and Global Connections in Civics and Government Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.</p> <p>b. Analyze the political structures, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and those of various world cultures.</p> <p>C. Economics</p> <p>C1.Economic Knowledge, Concept, Themes, and Patterns Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.</p> <p>b. Explain and analyze the role of financial institutions, the stock market, and government, including fiscal, monetary, and trade policies, in personal, business, and national economics.</p> <p>d. Identify and explain various economic indicators and how they represent and influence economic activity.</p> <p>C2.Individual, Cultural, International, and Global Connections in Economics Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <p>a. Analyze the role of regional, international, and global organizations that are engaged in economic development.</p> <p>b. Compare a variety of economic systems and the economic development of Maine, the United States, and various regions of the world that are economically diverse.</p>
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<b>Related Maine Learning Results</b>	<p>D. Geography</p> <p>D1.Geographic Knowledge, Concepts, Themes, and Patterns Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <p>b. Describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools.</p> <p>D2.Individual, Cultural, International, and Global Connections in Geography Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine native American communities.</p> <p>b. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.</p> <p>E. History</p> <p>E1.Historical Knowledge, Concepts, Themes, and patterns Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <p>a. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.</p> <p>b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.</p> <p>c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources.</p> <p>d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations.</p>
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<p style="text-align: center;"><b>Related Maine Learning Result</b></p>	<p>E2.Individual, Cultural, International, and Global Connections in History  Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p> <ol style="list-style-type: none"> <li>a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects.</li> <li>b. Identify and analyze major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States, and other cultures in the world.</li> </ol>
<p style="text-align: center;"><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Notes</li> <li>▪ Textbook readings and questions</li> <li>▪ Reading and interpreting</li> <li>▪ Review game</li> </ul>
<p style="text-align: center;"><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Oral questioning during class discussions</li> <li>▪ Reading questions</li> <li>▪ Essay writing</li> <li>▪ Quizzes</li> <li>▪ Review game</li> </ul>
<p style="text-align: center;"><b>Sample Resources</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ “Declaration of Independence”</li> <li>○ “Olive Branch Petition”</li> <li>○ <u>Common Sense</u> – Thomas Paine</li> </ul> </li> <li>▪ <u>Videos:</u> <ul style="list-style-type: none"> <li>○ <u>1776</u></li> <li>○ <u>The Patriot</u></li> <li>○ <u>Revolution</u></li> </ul> </li> </ul>