

## **ORANGE BOARD OF EDUCATION**

### **US History I Grade 10 Cycle 1 Chapter 2: The American Revolution 1754-1783**

Goal(s)(NJCCCS and CCSS:

#### **NJCCCS:**

#### **SOCIAL STUDIES**

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities

##### **6.1. 2. Revolution and the New Nation**

##### **A. Civics, Government, and Human Rights**

6.1.12.A.2.a Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.

6.1.12.A.2.b Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world.

6.1.12.A.2.c 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.

##### **B. Geography, People, and the Environment**

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.

##### **C. Economics, Innovation, and Technology**

6.1.12.C.2.a Analyze the problems of financing the American Revolutionary War and dealing with wartime inflation and profiteering.

##### **D. History, Culture, and Perspectives**

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.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.

#### **TECHNOLOGY**

##### **Standard 8.1 Educational Technology**

ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATIVELY TO CREATE AND COMMUNICATE KNOWLEDGE.

##### **A. Technology Operations and Concepts**

12 The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

8.1.12.A.3 Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning.

#### **CCSS:**

#### **English Language Arts Standards>>History/Social Studies>>Grade 9-10**

##### **Key Ideas and Details**

CCSS.ELA-Literacy.W.9-10.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting,

and/or characters.

CCSS.ELA-Literacy.W.9-10.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CCSS.ELA-Literacy.W.9-10.9b Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Range of Writing

CCSS.ELA-Literacy.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **English Language Standards>>Speaking & Listening>>Grade 9-10**

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-Literacy.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 [here](#) for specific expectations.)

**Essential Questions:** Why do people rebel?

### **Skills/Knowledge/Understandings Covered in Section:**

Students will **know** the reasons for the growing disagreements between the American colonies and Great Britain, the reasons why the American colonies declared independence, how the Revolutionary War progressed, and how the American Revolution changed life for different social groups in the new United States.

**Skill** based learning will include reading and interpreting maps, census data, graphs, charts, timelines and primary and secondary sources. Teachers will introduce the students to the historian’s craft (interpretation through research to compare and contrast texts in different forms and to evaluate an argument, narrative and argumentative writing).

The students will acquire **understanding** of the causes of the American War for Independence, its principles and its impact on American society and institutions, as well as disputes over ideas, resources, values, and politics that can lead to change

**Objectives:** Students will be able to analyze and interpret primary source materials that range from documents to maps to visualize evidence, prepare and debate a point of view using evidence, outline the events of the Revolutionary War, and accurately and effectively discuss content in groups and as a class participant.

**Assessments:**

Formative:  
Do-Now, Class Participation, and Exit Tickets

Summative:  
Document based analysis.

Authentic:  
Argumentative and Narrative Responses  
Examples:  
Written: advertisement, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, web site  
  
Oral: audiotape, conversation, debate, dramatic reading, dramatization, interview, oral report, rap, skit, song, speech, teach a lesson  
  
Visual: advertisement, banner, cartoon, collage, computer graphic, data display, drawing, flyer, graph, map, poster, PowerPoint, Prezi

**Literacy Connections:**

Thomas Whately, from Considerations Upon This Trade and Finances of the Kingdom, 1763

Samuel Adams, from The Life and Public Services of Samuel Adams

John Dickinson, from “Letters From a Farmer in Pennsylvania, to the Inhabitants of the British Colonies,” Pennsylvania Gazette, December 10, 1767

George Hewes, quoted in The spirit of ‘Seventy-Six: The Story of the American Revolution as Told by Participants

Thomas Paine, from Common Sense, 1776

Thomas Paine, from The American Crisis

Thomas Jefferson, from the Virginia Statute for Religious Freedom  
Chief Justice William Cushing, from a Massachusetts court ruling, 1783  
Benjamin Franklin, from his testimony before Parliament, 1766  
Rough and Final Drafts of the Declaration of Independence  
The Trial of the British Soldiers of the 29<sup>th</sup> Regiment of Foot for the Murder of Crispus Attucks, Samuel Gray, Samuel Maverick, James Caldwell, and Patrick Carr on Monday Evening, March 5, 1770 (Boston, 1824)  
George Livermore, An Historical Research Respecting the Opinions of the Founders of the Republic on Negroes as Slaves, Citizens and as Soldiers, Annals of Congress, 16<sup>th</sup> Congress, Second Session (Boston, 1862)  
The American Revolution, by Lisa Frederiksen Bohannon  
Abigail Adams: Witness to a Revolution, by Natalie S. Bober  
A People's History of the United States, by Howard Zinn

Interdisciplinary Connections:

English Language Arts

Technology

Mathematics

**Technology Integration:** Examples: Discovery, online resources, Learning Station, Brain Pop, Smart board Annotations, Interactive lessons, webquests, etc.

Online Resources:

<http://connected.mcgraw-hill.com/connected>

Smartboard Lessons:

<http://exchange.smarttech.com/details.html?id=c1d396cf-f6c9-4bbc-8498-5600d1d476e8>

<http://exchange.smarttech.com/details.html?id=2913aed0-77e9-49fb-9a9f-f475115e05f0>

<http://exchange.smarttech.com/details.html?id=fecab70e-2ad7-41f2-9f46-25eba07c418f>

Learner.org:

<http://www.learner.org/biographyofamerica/>

<http://www.learner.org/resources/series123.html>

Key Vocabulary:

*Tier Two:* dominance, substitute, enforce, submit, equip, objective, contradiction, revolutionary

*Tier Three:* customs duty, inflation, nonimportation agreement, writ of assistance, committee of correspondence, minuteman, guerrilla warfare, morale, republic, emancipation, manumission

Useful Sites:

<http://upfront.scholastic.com/>

[www.discoveryeducation.com](http://www.discoveryeducation.com)

[www.pbs.org](http://www.pbs.org)

[www.scholastic.com](http://www.scholastic.com)

<http://understandingrace.org/history/index.html>; <http://www.ushistory.org/>; [http://www.ck12.org/book/U.S.-History-Sourcebook---](http://www.ck12.org/book/U.S.-History-Sourcebook---Advanced/r2/)

[Advanced/r2/](http://www.historyisaweapon.org/zinnapeopleshistory.html); <http://chnm.gmu.edu/teaching-and-learning/>

<http://www.historyisaweapon.org/zinnapeopleshistory.html>

<http://www.hippocampus.org/History%20%26%20Government;jsessionid=BC78DD89906233C2CF9F26D308160F83;>

[www.teachinghistory.org](http://www.teachinghistory.org)

<http://www.peopleshistory.us/teachers/links>

Primary Documents:

<http://connected.mcgraw-hill.com/connected/>

<http://www.constitution.org/primarysources/primarysources.html#17>

<http://www.loc.gov/rr/program/bib/ourdocs/NewNation.html>

Text Crosswalk:

Appleby, Joyce, et al. United States History and Geography. New York: McGraw-Hill Education, 2014: pages 35-68

Gordon, Irving L. American History. 2<sup>nd</sup> Edition. New York: Amsco School Publications, Inc., 1989: pages 23-60

Franklin, Paula A. and Paul M. Roberts. Essential U.S. History. New York: Amsco School Publications, Inc., 2007: pages 41-61

\*Differentiation: [www.marzanoresearch.com/](http://www.marzanoresearch.com/)

Select Resource Tab/Scales Bank

