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| **Course** | Grade 8 Social Studies | **GaDOE Unit** | Unit 4: American Revolution |
| **GSE Standard** | SS8H3.a: Explain the causes of the American Revolution as they impacted Georgia; include the French and Indian War, Proclamation of 1763, and the Stamp Act. | | |
| **Learning Targets** | * I can explain the causes of the American Revolution in Georgia as they relate to the French and Indian War. * I can explain the causes of the Proclamation of 1763 and impact it has on American Revolution in Georgia. * I can explain the Stamp Act and the impact it has on the American Revolution in Georgia. | | |
| **Essential Question** | How did the immediate and long-term causes of the American Revolution impact Georgia? | | |
| **Lesson Materials** | | **Key Vocabulary, People Events** | |
| [Grade 8 Learning Maps SS8H3](https://employees.fultonschools.org/academics/landt/humanities/SocialStudies/Documents/Grade%208%20SS%201st%209%20week%20Learning%20Maps.pdf) (page 6)  [Grade 8 Curriculum Map](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-8th-Grade-Curriculum-Map.pdf) (page 3)  [SS8H3 Revolution Teacher Anticipation Guide](https://www.fultonschools.org/cms/lib/GA50000114/Centricity/domain/273/loc%20lesson%20plans/Anticipation%20Guide.docx) (page 16-18)  [SS8H3 American Revolution Presentation](https://www.fultonschools.org/cms/lib/GA50000114/Centricity/domain/273/loc%20lesson%20plans/American%20Revolution%20PPT.pptx)  [Question Stations](https://www.fultonschools.org/cms/lib/GA50000114/Centricity/domain/273/loc%20lesson%20plans/Step%203_%20Station%20Questions%20.docx) | | French and Indian War  Seven Years War  King George III  Proclamation of 1763  Stamp Act  Sons of Liberty  Representation  Taxation  Revolution | |
| **Assessment—Exit Ticket Questions** | | **Student Exemplar Responses to the Exit Ticket may include:** | |
| Construction Response Exit Ticket:   1. The French-Indian/Seven Years War is often viewed by historians as being a factor in causing the American Revolution. Which of these BEST explains why this might be the case?    1. The Indians believed the colonists would return seized lands to them.    2. The British were able to defeat the French in North America, Asia, and at sea.    3. The high cost of the war meant Parliament had to create new taxes in the American colonies.    4. The French were never truly expelled and played a large role in stirring-up colonial discontent.   2. What did the French and Indian War and the Stamp Act have in common?   1. They were both causes of the American Revolution. 2. They were both effects of the American Revolution. 3. They both angered southern colonists and led to secession. 4. They both helped establish the authority of the Federal government.   3. Explain the causes of the American Revolution ( French and Indian War, Proclamation of 1763, Stamp Act) impacted Georgia.  NOTE: Teachers are encouraged to group students’ responses into two categories: (1) students on their way to mastery and (2) students who need additional guidance and instruction | | 1. C. The high cost of the war meant Parliament had to create new taxes in the American colonies. 2. A. They were both causes of the American Revolution.   3. answers vary  Sample responses using the 2 point rubric are embedded in Illuminate. | |

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| **Teacher Notes** |
| * The Georgia Department of Education provides Teacher Notes for each Social Studies class/course. Teachers are encouraged to review pages [Grade 8 Teacher Notes](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-8th-Grade-Teacher-Notes.pdf) (16-18) in preparation for this lesson. * There is also more information regarding the on New Georgia Encyclopedia. * This lesson was designed for a 50-minute period. Teachers are encouraged to review the work period to determine which strategies would best fit their block (schools with a 90- minute block) or period (schools with shorter class periods). The center activities could occur in a lesson following 3.0 level instruction to give all students time to engage with each element associated with SS8H3-a. Causes of the American Revolution as they impacted Georgia, French and Indian War, Proclamation of 1763, and the Stamp Act. * For the opening activity, teachers can provide the SS8H3 Student American Revolution Anticipation Guide to each student or display the guide on the screen or allow students to self-assess their understanding in an interactive notebook or electronic journal (Google classroom/ OneDrive/ Edmodo/Schoology). The anticipation guide reinforces students’ understanding of the two 2.0 proficiency level learning targets before attacking the 3.0 learning targets on the SS8H3 learning map. * The station activities that accompany this lesson include short videos. QR codes and urls have been provided in the PowerPoint Presentation. Teachers are encouraged to visit the site addresses or QR codes for the videos to make sure that the videos are active prior to the instructional period. * Students will need a device to complete the station activities. Teachers are encouraged to group students accordingly, so each group will have access to a device (whether one or all students have a device is at the discretion of the teacher) * Teachers are encouraged to review the SS8H3 American Revolution Presentation prior to instruction. The presentation is not a mandatory tool but a resource. * After reviewing the lesson, teachers may consider alternative pacing according to the classroom environment and students’ varying abilities. Teachers may opt to do one station as a whole-group activity, so students can practice pausing the video and reviewing before answering station questions. If time does not allot for the lesson to be completed in one day, teachers may divide the lesson across two days which may provide additional time for students to work in small groups. * Each station contains a written formative assessment of three questions each. Those questions can be found [Questions for Stations](https://docs.google.com/document/d/1Mm1S6PtLA1wmsc8BaQKv67RRwjhuESzdSVoVCEbKeD8/edit?usp=sharing) |

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| **Lesson Sequence** | | |
| **OPENING**  Time: 8 – 12 minutes | | **Scaffolding Suggestions** |
| * The teacher will introduce the essential question, “How did the immediate and long-term causes of the American Revolution impact Georgia?” and lead students through dissecting the essential question (Slide 1) * The teacher will:   + remind students that they have learned about why Georgia was established, and how they remained loyal to Great Britain. Today, students will learn more about Georgia’s role within the causes of the American Revolutionary War.   + Distribute the [SSH3 Student Causes of the Revolutionary War Anticipation Guide](https://docs.google.com/document/d/1ZhlFj8xDbYLwcwzubxHUAnBZjwQQZ7zWANUL9Un0tW4/edit?usp=sharing) (AVID Strategy) for SS8H3. * Students will spend 2-3 minutes reviewing the three images and statements that represent key topics within the factors of the American Revolutionary War. (1) French and Indian War, (2) Proclamation of 1763, (3) Stamp Act.   NOTE: Students will determine if each statement is True or False. Students will complete the last column “What have you learned about each topic?” after direct instruction.   * Teacher will use the [SS8H3 presentation](https://docs.google.com/presentation/d/1oIfF8q-3V84l-tTJCZas2lm4o9HBC4SebPQD-aN2cM8/edit?usp=sharing) ( slides 3-6) to:   + give students an opportunity to cross-reference their understand of details embedded within the three images and statements.   + provide clarification for students, so they can complete the column “What have you learned about each topic?”   + encourage students to write notes on each of the three images and statements.   NOTE: The [SS8H3 Factors leading up to War](https://docs.google.com/presentation/d/1oIfF8q-3V84l-tTJCZas2lm4o9HBC4SebPQD-aN2cM8/edit?usp=sharing) Presentation and the Focus Lesson Plan includes detailed notes for slides 3-6.   * Teacher will provide information from Slide 3. False. The French and Indian War was a war between Great Britain and France over a dispute of land (Ohio River Valley). Both Great Britain and France wanted to explain their territory in North America and began fighting over the Ohio River Valley. American Indians lived in the region and had better relationships with the French based on trading relationships. American Indians fought on both sides to help support the French and American Indians. Great Britain won the war, and the territory they were fighting for.   **Description of picture from left to rights:**   * Shows the French, English and American Indians in a dispute of land over the French and Indian War. It’s perspective shows that American Indians are trying to help the French man up but is being told not to by a Great Britain “Redcoat” * Shows French and Great Britain fighting in land with foreshadowing the American Revolution is to come. * This is a map that show the different land positions of each country. It also shows the area under dispute. * Teacher will provide information from slide 4: True. After the French and Indian War, King George III issued a proclamation to keep the colonists safe from American Indians. Colonists were not allowed to move west of the Appalachian Mountains Even though Great Britain won the French and Indian war, they did not have the resources to fight the American Indians from the Ohio River Valley.   **Description of picture:**  -The map shows the territory that was gained after the French and Indian War by the British. It also shows the boundary that King George III establishes for the Proclamation of 1763.  -This is a primary source of the proclamation that was sent out by King George III to give to the colonists. When the colonists received this news, they did not understand why they could not live in the newly acquired land.  -A primary source map is given to show what surveyors drew in order to provide insight to the area of the land. It shows how Great Britain expanded their territory after the French and Indian War.   * Teacher will provide information from slide 5: False. The Stamp Act was created in order to pay off war debt from the French and Indian War. This act was a tax placed on all paper goods. Anything that required the use of paper, or used paper had to have a special stamp placed on it to pay that tax, to help pay for the war.   **Description of picture**:  -The stamp is a symbol associated with the stamp act. It shows how much the colonists despised the act and the tax placed on all paper goods.  -This political cartoon shows colonist at a harbor and how much they despised the acts that were being placed on colonists leading up to tensions that finally triggered the American Revolutionary War.  -This is the true stamp placed on all paper items that colonists had to pay an extra tax on.  NOTE: An Anticipation Guide is a strategy that is used before reading/instruction on a topic that activates thinking prior to reading or direct instruction. This front-loading strategy provides a focus for reading/viewing and encourages students to be actively involved with the text/visual. Anticipation Guides are revisited after instruction, so students can see what they found to support or counter their initial responses/understandings. | | Strategic grouping of students to discuss the four images and statements  Bold and highlight important text from the images and statements, e.g. Scaffolded Guide  Provide Word to Word Dictionary  Utilize translation/read aloud features within text to speech applications (i.e. Snap N Read) to increase access to text. |
| **WORK PERIOD**  Time: 25-30 minutes | | **Scaffolding Suggestions** |
| * The teacher will provide materials for each of the three stations. Teachers will determine if students will complete each of the three steps (step 3 is a short 3-4 questions formative assessment) or only steps 1 and 2. Suggestions for alternative ways to formatively assess students include the 3-2-1 Strategy and Chalk Talk. Information for both strategies is included in the NOTES section for each station. * SS8H3 is a prioritized at the standard level and not one of the elements; hence it is encouraged that students rotate through each station to get mastery of the full standards. * Students will encounter Stations A, B, and C (unless the teacher models one station in whole group and asks students to do the other two in small groups). Modeling for students allows the gradual release of responsibility and sets expectations for students. Stations are found in the PPT.   (1) Station A: SS8H3.a  FOCUS: French and Indian War- As Georgia was the last colony to be established along the east coast there was nowhere else to expand, except westward. As colonists started venturing out west, they ran into the French and American Indians. Great Britain wanted to expand their territory in North America and decided to fight the French for the Ohio River Valley.  Step 1: Students will view a video about the French and Indian War. The PPT has a QR code, so students can easily access the material. In the notes of the PPT, teachers have access to the youtube url in case students cannot access the QR code.  Step 2: Students will view a document. This document as well as additional images and commentary are accessible at the bit.ly available on the station directions as well as in the notes of the PPT. This is where you can print the original document and put the excerpt on the back. [French and Indian War Primary Source](https://dp.la/primary-source-sets/perspectives-on-the-french-and-indian-war/sources/217)  Step 3: Student will answer [3-4 question](https://docs.google.com/document/d/1Mm1S6PtLA1wmsc8BaQKv67RRwjhuESzdSVoVCEbKeD8/edit?usp=sharing) based on the documents and video.  (2) Station B: SS8H3.a  FOCUS: Proclamation of 1763- was issued after King George III after the French and Indian War. The proclamation forbade colonist of moving west of the Appalachian Mountains. Even though Georgia’s territory now doubled in size, Georgia colonists could not live west of the Appalachian Mountains. When this proclamation was released to the colonist, they became infuriated. This was one of many factors that would lead up to the tension of colonists wanting their independence.  Step 1: Students will view a video over the French and Indian War. The PPT has a QR code, so students can easily access the material. In the notes of the PPT, teachers have access to the youtube url in case students cannot access the QR code.  Step 2: Students will view a document. This document as well as additional images and commentary are accessible at the bit.ly available on the station directions as well as in the notes of the PPT. This is where you can print the original document and put the excerpt on the back. [Proclamation of 1763](https://www.gilderlehrman.org/content/proclamation-1763-1763)  Step 3: Student will answer [3-4 question](https://docs.google.com/document/d/1Mm1S6PtLA1wmsc8BaQKv67RRwjhuESzdSVoVCEbKeD8/edit?usp=sharing) based on the documents and video.  (3) Station c: SS8H3.a  FOCUS: Stamp Act- in order to pay for the war debt caused in the French and Indian war. Parliament in Great Britain issued the Stamp Act, which was a tax placed on all paper goods. Paper was an important part of life styles back then so the colonist were angry once again. This is another factor that affect Georgia colonists and was a factor leading up to the war.    Step 1: Students will view a video over the French and Indian War. The PPT has a QR code, so students can easily access the material. In the notes of the PPT, teachers have access to the youtube url in case students cannot access the QR code.  Step 2: Students will view a document. This document as well as additional images and commentary are accessible at the bit.ly available on the station directions as well as in the notes of the PPT. This is where you can print the original document and put the excerpt on the back. [Stamp Act](https://www.gilderlehrman.org/content/stamp-act-1765)  Step 3: Student will answer [3-4 question](https://docs.google.com/document/d/1Mm1S6PtLA1wmsc8BaQKv67RRwjhuESzdSVoVCEbKeD8/edit?usp=sharing) based on the documents and video.  Extra Resources: Are located at the end of the PPT. Feel free to use or lose however you would like to in your class. | |  |
| **CLOSING**  Time: 15 – 20 minutes | | **Scaffolding Suggestions** |
| The teacher will ask summarizing questions to determine if students fully understand the standard. It is suggested that each station gets a different question using the questions listed below as samples.   1. What impact did the French and Indian War have on Georgia? 2. How did the colonists feel after the French and Indian War? 3. Why were the colonist angry about the Proclamation of 1763? 4. Why did King George III issue the proclamation of 1763? 5. Why was the Stamp Act issued? 6. Did the Stamp Act ever get repealed?   Students will orally respond, and teachers will provide feedback correcting misconceptions and inaccuracies.   * Students will complete a 3-question formative assessment that includes: one multiple choice, one multi-select item, and one constructed response question to determine if students can analyze how tension built up causing the American Revolutionary War. * The constructed response item will be graded according to a rubric. Sample responses for full-credit, partial-credit, and no-credit are available in Illuminate.   NOTE: See scaffolds for the constructed response item. | | -Provide Word to Word Dictionary  -Utilize translation/read aloud features within text to speech application (i.e. Snap N Read) to increase access to text  -Sentence starters:  The colonists reacted to \_\_\_\_\_\_\_\_\_\_\_. This impacted the American Revolutionary War because\_\_\_\_\_.    -Word Bank:  -French and Indian War  -Seven Years War  -King George III  -Proclamation of 1763  -Stamp Act  -Sons of Liberty  -Representation  -Taxation  -Revolution |
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