

Unit 2: Protest, Liberty, and Justice

8th Grade Social Studies

18 Class Meetings

Revised February 2024

Essential Questions

- What conditions led colonists to declare independence from Great Britain?
- How were the Founding Fathers able to succeed in the creation of a new nation?
- Does the new U.S. Constitution represent and serve all people?

Enduring Understandings with Unit Goals

EU 1: The American colonists' breakup with the British Empire in 1776 wasn't a sudden, impetuous act. Instead, the banding together of the 13 colonies was the culmination of a series of events, which had begun more than a decade earlier.

- Examine primary sources to identify the events that led to changing opinions regarding loyalty to England.
- Separate the economic and ideological tensions that many of the colonists were feeling prior to the Revolution.

EU 2: The Founding Fathers were not unified in thought, purpose and ideals; yet were able to succeed in defeating the most powerful nation in the world.

- Compare the perspectives of the more radical voices in the cause for freedom prior to revolution to the more prudent views of reconciling with Great Britain.
- Assess the Continental Army's actions in battle and determine if George Washington was a great leader, military genius, or simply the beneficiary of good fortune.

EU 3: The new U.S. Constitution was in response to the much weaker Articles of Confederation, in which the Federal government had little to power to serve its citizens.

- Compare and contrast the differences between Articles of Confederation and the U.S. Constitution, specifically the Bill of Rights.
- Determine if the original text was more inclusive or exclusionary for its citizenry.

Standards

CT Social Studies Frameworks Standards:

- **CIV 8.1:** Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.
- **CIV 8.2:** Analyze ideas and principles contained in the founding documents of the United States and explain how they influence the social and political system.

Common Core State Standards:

- **RH.6-8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **RH.6-8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **W.8.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **W.8.5:** With some guidance and support from peers and adults, develop and strengthen writing as

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needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

- **WHST.6-8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.6-8.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

Unit Content Overview

1. ***“When in the course of human events ...” – Thomas Jefferson***

- Conditions in the American colonies post the French and Indian War are explored.
- What causes a person to revolt?
- The importance of the Declaration of Independence is discussed.

2. ***“We must all hang together, or, most assuredly, we shall all hang separately.”- Ben Franklin***

- How did representatives from 13 different colonies agree to vote for independence.
- What compromises were made to secure independence?
- Major battles and primary actors of the Revolutionary War are examined.

3. ***“Tis one. We have become a nation.” – Benjamin Rush***

- The Federal government must be strong but also recognize the individual states.
- The U.S. Constitution guarantees us all basic rights.
- Which Americans were intentionally left out of the Bill of Rights?

Vocabulary:

- Colonial regions and economics, French and Indian War, Treaty of Paris, Sons of Liberty, Boston Massacre, Crispus Attucks, Tyranny, Patriot, Loyalist, Boston Tea Party, Intolerable Acts, 1st/2nd Continental Congress, Lexington/Concord, Paul Revere, Benedict Arnold, compromise, precedent.

Interdisciplinary Connection:

- Language Arts – reading informational texts

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Daily Learning Objectives with TWPS

Students will be able to...

- Explore how Europe's wars, particularly the French and Indian War, caused tension and distrust in the American colonies. **
 - *What do you think of when I say British? Was it that bad to be an English colony?*
- Examine primary sources to identify the events that led to changing opinions regarding loyalty to England. *
 - *Why do we read primary sources? Are they reliable?*
- Separate the economic and ideological tensions that many of the colonists were feeling prior to the Revolution. *
 - *How bad would it have to get in a country for you to start a revolution? Give at least two examples.*
- Compare the perspectives of the more radical voices in the cause for freedom prior to revolution to the more prudent views of reconciling with Great Britain. **
 - *Can you think of a "Radical" person from U.S. history? What makes them so radical?*
- Interpret the purpose of government by using the Declaration of Independence. Was it a radical document? **
 - *"We hold these truths to be self-evident, that all men are created." Has our country lived up to Thomas Jefferson's words?*
- Critique the popular phrase "the shot heard 'round the world" when describing the American war for independence. **
 - *Given what you just learned about the American Revolution from America: The Story of Us, what do you think was the greatest challenge facing the Patriots in their struggle for independence from Great Britain (England)?*
- Assess the Continental Army's actions in battle and determine if George Washington was a great leader, military genius, or simply the beneficiary of good fortune. **
 - *How many battles do you think George Washington won vs. loss?*
- Compare and contrast the differences between Articles of Confederation and the U.S Constitution, specifically the Bill of Rights. *
 - *How do you convince very different people to put aside their own needs for the greater needs of the country?*
- Determine if the original text of the Constitution was more inclusive or exclusionary for its citizenry. *
 - *What do you think we will talk about in social studies class this year? Please list three (3) examples.*
- Examine why compromises were made in the creation of a new nation, particularly with regard to Native Americans and African slaves. **
 - *What have you compromised to get what you want in the past?*

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Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Guided notes
- Paragraph frames and sentence starters
- Student-led instruction
- Teacher modeling
- Written feedback
- Think-pair-share and small-group discussions
- Graphic organizers
- Cornell notes
- Accountable talk
- Homework
- Word walls with visuals
- Anchor charts
- Small group instruction
- Conferencing
- Text and video chunking with guiding questions
- Close reading with text-dependent questions
- Modified Assessments

Differentiated Instruction for English Learners

- TWPS (Think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Guided Notes / Cornell Notes
- Key Vocabulary
- Graphic organizers
- Strategic grouping
- Non-verbal Assessments
- Translated primary source documents

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Assessments

FORMATIVE ASSESSMENTS:

- Do Now – CNN10
- TWPS
- Exit Slips
- Accountable Talk Discussions
- Completed guided notes
- Completed graphic organizers
- Fishbowl Debate Planner
- Revision worksheets
- Homework
- Performance Task
- ISAAC Rubrics (Accountable Talk & Literacy)
- AIMS Web

SUMMATIVE ASSESSMENTS:

- Edulastic Vocab Quiz - EU 1
- Edulastic Unit 1 Test – EU3
- Performance Task – Fishbowl Debate – “Patriot v. Loyalist” (Accountable Talk Rubric)
- Performance Task – Essay – Patriot or Loyalist (Literacy Rubric) – EU2

Unit Task

Unit Task Name: Which Side are You On? Patriot or Loyalist Essay – EU1, EU2, EU3

Description: Students will craft a well-researched and formal three paragraph biographical essay arguing your side of the Patriot & Loyalist debate.

Additionally, students will engage in a Fishbowl Debate using Accountable Talk Rubric to answer the following questions and recognize two different perspectives.

- What are the benefits and virtues of remaining loyal to King George III and staying a colony?
- Can anyone be free without participating in their own government?

Students will prepare for a fishbowl debate and argue from a specific perspective. The class will be broken up into two factions - loyalists and patriots. Additionally, students will complete an argumentative essay on their side of Patriot or Loyalist.

Evaluation: Literacy Rubric Assessment / Scoring Guide

Unit Resources

- Edulastic
- Excerpt of Declaration of Independence
- <https://junior.scholastic.com/issues/2021-22/030122/the-road-to-revolution.html#980L>
- Crash Course U.S. Revolution w/ notes <https://www.youtube.com/watch?v=HIUiSBXQHCw>
- Oversimplified U.S. Revolution <https://www.youtube.com/watch?v=gzALIXcY4pg>
- U.S. History Notebook
- [Midnight Rider](#)
- ICivics

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- *America: The Story of Us* episode 2
- Excerpt from the Broadway play *Hamilton*
- Revision worksheets