

The Revolutionary War

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze historical evidence in order to evaluate the influence and impact of perspective. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements. - His.1.6-8. Analyze connections among events and developments in broader historical contexts. - His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity. - His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras. - His.5.6-8. Explain how and why perspectives of people have changed over time. - His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created. - His.9.6-8. Classify the kinds of historical sources used in a secondary interpretation. - His.14.6-8. Explain multiple causes and effects of events and developments in the past. - His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past. - His.16.6-8. Organize applicable evidence into a coherent argument about the past.	Transfer	
	<i>Students will be able to independently use their learning to independently use their learning to make informed decisions based upon chronological reasoning and historical perspective.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - principles such as equality, freedom, liberty, respect for individual rights, and deliberation apply to both official institutions and informal interactions among citizens. - no historical event or development occurs in a vacuum; each one has prior conditions and causes, and each one has consequences. - history is interpretive; and people construct different accounts of the same event, which are shaped by their perspectives—their ideas, attitudes, and beliefs.	ESSENTIAL QUESTIONS How do individuals persevere through challenging times?
Acquisition		
<i>Students will know...</i> - that the Continental Army suffered setbacks (Battle of NY) in the early years of the Revolutionary War - that the colonists lacked a regular army and a strong navy. - that money, weapons, and ammunition were in short supply. - that a combination of George Washington's leadership, ie. the Battle of Trenton, help from allies, motivation for freedom, and strategies allowed the Continental Army to achieve victory and officially create the United States of America.		<i>Students will be skilled at...</i> - examining the origins and impact of laws and agreements. - analyzing connections in history and classifying events. - explaining and analyzing influences on historical perspectives. - analyzing the influence of perspective on the historical record. - explain how and why perspectives change over time. - classifying secondary sources. - explaining and evaluating cause and effect

	- that the colonists communicated with one another without today's modern advantages. - that the Battle of Saratoga was a key victory for the Continental Army because it stopped Britain's plan to separate New England from the Middle Colonies. - that after the victory at Saratoga, France and Spain sent money, equipment, and troops to help the cause of the American Patriots. - that strategic (secret) plans allowed the Americans to win the Battle of Yorktown, capturing a large British army and essentially ending the war. - that in the Treaty of Paris, Great Britain recognized the United States as an independent nation, ending the Revolutionary War. <u>vocabulary:</u> mercenary, alliances, blockade, smuggle, privateer, guerrilla warfare, Continental Army, Patriot, Loyalist, Generals, morale, patriotism	relationships. organizing evidence into a coherent argument.
Content Area Literacy Standards		21 st Century Skills
- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. - 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.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). - 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. - RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). - RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). - RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts - RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. - RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic. - WHST.6-8.1 Write arguments focused on <i>discipline-specific content</i>. - WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. - 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. - WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.		<i>reason effectively</i> <i>use systems thinking</i> <i>make judgments and decisions</i> <i>solving problems</i> <i>work creatively</i> <i>collaborate with others</i> <i>communicate clearly</i>

• WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. • WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. • WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.	
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
• 1.OA.1 Use	• 1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
• 1.OA.1 Use	

