Causes of the Revolutionary War

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***Students will demonstrate the ability to evaluate causal relationships in order to analyze change and continuity over time.***
- ***Students will demonstrate the ability to analyze the roles of individuals, laws, institutions, and social mechanisms in order to justify the existence of social and political systems.***
- ***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.***

Content Standards:

- Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
- Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
- Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
- Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings.
- Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems

Transfer

Students will be able to independently use their learning to make informed decisions and act responsibly based upon their understanding of chronological reasoning, the role of citizens, and the powers and limitations of government.

Meaning

ENDURING UNDERSTANDINGS

Students will understand that…

- people demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen, and improve communities and societies.
- 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.
- chronological reasoning requires wrestling with issues of causality, significance, context, and perspective.
- 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

- When, if ever, is revolution necessary?
- What makes people want to revolt?

Acquisition

Students will know…

- that to help pay for the French and Indian War, Great Britain passed new laws and imposed new taxes on the

Students will be skilled at…

- distinguishing powers and responsibilities.

in government and civil society. ● Civ.11.6-8. Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended. ● Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society. ● Eco.14.6-8. Explain barriers to trade and how those barriers influence trade among nations. ● Eco.15.6-8. Explain the benefits and the costs of trade policies to individuals, businesses, and society. ● 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.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. ● D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.	American colonies. ● that the colonists responded to the new laws by organizing boycotts and other protests. ● that tensions rose with the Boston Massacre and the Boston Tea Party. ● that the Continental Congress met for the first time and drafted a list of grievances with British policy. ● that fighting broke out between British troops and colonial militia at Lexington and Concord. ● that while the fighting continued, the Second Continental Congress approved the Declaration of Independence on July 4, 1776. ● that the writing of the Declaration of Independence altered the idea of what independence is, for not only the colonists, but for the entire world <u>*vocabulary*</u>: non-importation, repeal, effigy, revenue, boycott, propaganda, occupy, committee of correspondence, militia, Loyalists, `minutemen, Patriot, petition, preamble, natural rights, grievances, assembly, Parliament, Act, neutral,	● explaining the varied roles of citizens. ● examining the origins and impact of laws and agreements. ● analyzing the influence of ideas and principles on social and political systems. ● comparing varied deliberative processes. ● explaining the relevance of personal interests and perspectives. ● differentiating among decision making procedures. ● explaining the impact of economic decisions. ● explaining the influences that impact trade. ● explaining the benefits and costs of trade policies. ● analyzing connections in history and classifying events. ● classifying secondary sources. ● explaining and evaluating cause and effect relationships. ● taking informed action.
Content Area Literacy Standards		***21st 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 *discipline-specific content*. ● 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.		● *reason effectively* ● *use systems thinking* ● *make judgments and decisions* ● *solve problems* ● *work creatively* ● *communicate clearly* ● *collaborate with others*

● 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. ● 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.	

Stage 2 - Evidence

Evaluative Criteria	*Assessment Evidence*
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Language Arts Integration	*Mathematics Integration*
● 1.OA.1 Use	● 1.OA.1 Use
Technology Integration	***District Materials***
● 1.OA.1 Use	