



Grade 8 - Unit 1 - Rebels, Rights & Revolution

Unit Focus

When the 13 colonies officially separated from England in 1776 they were embarking on a great experiment, founding a country on the ideals of democracy and equality. Further, creating a national government that 13 different colonies could agree upon was a challenge that required more than one attempt to get right. Unit 1 challenges students to explore the profound and lasting meaning of the founding documents, along with the resulting controversies, to be better informed as we aspire to fulfill these lofty ideals in our own time. Students will use the tradebook, *Nineteenth Century American History for Teens*, by Rod Franchi, to introduce the narrative of this unit from which to build further learning.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Connecticut Elementary and Secondary Social Studies Standards (2023) Grade 8 - United States History II <ul style="list-style-type: none">Explain the events and developments that led to the establishment of colonies in the Atlantic and Pacific Worlds (e.g., desire for religious liberty, natural resources, economic opportunities, technological advancements). (8.His.1.a)Analyze the perspectives of both enslaved and free Black people through the historical sources they created (e.g., Venture Smith, Phyllis Wheatley, Olaudah Equiano). (8.His.6.a)Analyze factors that influenced perspectives about national identity both during and as a result of the American Revolution (e.g., social contract, individual liberties, tyranny, economic and political sovereignty, citizenship). (8.His.4.a)Describe how individual and group perspectives of the American Revolution are documented in historical records while identifying representation of marginalized voices (e.g., journals, letters, pamphlets, newspaper articles from sources such as the Hartford Daily Courant). (8.His.10.a)Explain laws that institutionalized slavery in the Colonial Era and in the Constitution (e.g., Black Laws of Virginia, Fugitive Slave Act, Three-Fifths Clause). (8.Civ.5.a)Examine the origin, purpose, and impact of the founding documents (e.g., popular sovereignty, republicanism, separation of powers, enfranchisement, liberty). (8.Civ. 3.a)Explain the evolving powers and limits of the three branches of government as defined in the United States Constitution and subsequent federal court rulings, legislation, and executive action (e.g., Alien and Sedition Acts, Marbury v. Madison, Treaty of San Lorenzo). (8.Civ.4.a)Explain the perspectives, civic virtues, and democratic principles debated during the Constitutional Convention (e.g., Connecticut Compromise, federalism, Three-Fifths Compromise). (8.Civ.10.a)	<i>Students will be able to independently use their learning to...</i> T1 Evaluate diverse sources and points of view to determine what really happened.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 People have different beliefs about the role and power of government. U2 The founding documents of the United States were designed to promote individual rights and liberty. U3 The Constitution was created through debate, disagreement, and compromise among the founders.	<i>Students will keep considering...</i> Q1 What values are reflected in America's founding documents? Q2 To what extent did the Constitution fulfill the values of the founding documents? Q3 Where—and how—is democracy reflected in the American system of government?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 The Declaration of Independence served as the formal announcement of the thirteen American colonies' asserting their separation from British rule and documenting the specific grievances and justifications for independence.	<i>Students will be skilled at...</i> S1 Paraphrasing a primary source document. S2 Analyzing primary and secondary sources to determine different perspectives. S3 Identifying evidence to support various perspectives and analysis of primary sources.

Stage 1: Desired Results - Key Understandings

- Analyze how the ideas and principles within the Bill of Rights influence the social and political system in the United States. (8.Civ.8.a)
- Analyze how ideas and principles about citizenship and access to political power expressed in founding documents influenced social and political systems in the early republic (e.g., Bill of Rights, Declaration of Independence, Three-Fifths Clause, Electoral College). (8.Civ.8.b)
- Explain the relevance of democratic principles in shaping acts of dissent and resistance in early United States history (e.g., Whiskey Rebellion, Shay's Rebellion, Nat Turner's Rebellion). (8.Civ.10.b)
- Evaluate the US Constitution and Bill of Rights to determine if the goals of the American Revolution, as stated in the Declaration of Independence, were realized. (8.His.16.a)

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- Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. (POG.5.2)

K2 Throughout this time period, multiple perspectives were addressed when developing the Constitution.

K3 Through failed experiences, the US government created a balance of power between the state and federal governments.

K4 Compromises were made throughout the development of the Constitution.

K5 The Bill of Rights are amendments added to the Constitution in order to protect the rights of citizens.

S4 Explaining motivation and political reasoning.

S5 Inferring beliefs and attitudes.

S6 Identifying the rights protected in the first, fourth, sixth, eighth, and ten amendments

S7 Describing some of the compromises made to approve the Constitution and Bill of Rights.

S8 Examining the impact of the founding documents on society today.