

**Grade 7 Unit 2: The American Revolution**

Enduring Understandings/Skill Focus	Assessment Plan
<p>In this unit, students will examine primary and secondary sources to determine how it was possible for a ragtag group of colonists to defeat the most powerful military force on Earth at the time in the British Empire thus leading to the independence of the United States.</p> <p><b>Students will consider the following question:</b></p> <p>How was it possible for the American Patriots to gain their independence from the British Empire?</p>	<p><b>Vocabulary Quiz</b></p> <p><b>Newspaper Activity</b></p> <p><b>Recruitment Flyer</b></p> <p><b>Chapter 4 Exam (“Paper and Pencil”)</b></p>
Texts	NJSLA Social Studies Standards
<p><b>Textbook-</b> United States History Beginnings to 1877</p> <p><b>Primary Sources</b></p> <ul style="list-style-type: none"> <li>American Revolution SAC</li> <li>Loyalists</li> <li>Battle of Lexington</li> <li>Declaration of Independence</li> </ul> <p><b>Beyond the Bubble</b></p> <ul style="list-style-type: none"> <li>Declaration of Independence</li> <li>Washington Crosses the Delaware</li> </ul> <p><b>Other Materials</b></p> <ul style="list-style-type: none"> <li>Game- Power</li> <li><i>The Words That Built America</i> (HBO Video)</li> </ul>	<p>6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.</p> <p>6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.</p> <p>6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.</p> <p>6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</p> <p>6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.</p> <p>6.1.8.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives</p> <p>6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.</p> <p>6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</p>
Writing Tasks	
<b>Big Ideas</b>	<b>End of Module Task</b>

<ol style="list-style-type: none"> <li>1. The tensions between the colonies and Great Britain led to armed conflict in 1775.</li> <li>2. The colonies formally declared their independence from Great Britain</li> <li>3. Patriot forces faced many obstacles in the war against Britain.</li> <li>4. The war spread to the Southern colonies, where the British were finally defeated.</li> </ol>	<p>Students will take a “paper and pencil” exam to demonstrate their knowledge of the unit</p>
SIOP Strategies	Accom/Mod/GT/AT
<ul style="list-style-type: none"> <li>• Think-Pair-Share</li> <li>• White Board Response</li> <li>• Cooperative Learning Strategies</li> <li>• Comprehension Strategies</li> <li>• Popcorn Reading</li> </ul>	<p><b><i>Accommodations:</i></b></p> <ul style="list-style-type: none"> <li>• Extended Time for assignments</li> <li>• Re-teaching material</li> <li>• Small group/guided reading groups for comprehension</li> <li>• Homogeneous grouping</li> <li>• Present information in various formats</li> <li>• Graphic organizers for written assignments</li> <li>• Modeling/Examples of fluency and expectations of assignments</li> <li>• Redirection</li> <li>• Break down reading and writing tasks into smaller chunks</li> </ul> <p><b><i>Modifications:</i></b></p> <ul style="list-style-type: none"> <li>• Modify amount of work required</li> <li>• Offer multiple forms of assessment</li> <li>• Differentiate assignments</li> <li>• Allow extended time to complete assignments</li> </ul> <p><b><i>Gifted and Talented/Academically Talented:</i></b></p> <ul style="list-style-type: none"> <li>• Encourage students to explore concepts in depth and encourage independent studies of investigations</li> <li>• Brainstorm with gifted children on what types of projects they would like to explore to extend what they are learning in the classroom.</li> <li>• Capitalize on student interest in a topic and incorporate alternate texts and cross- curricular information to enhance the learning.</li> </ul>

		<ul style="list-style-type: none"> <li>Ask students higher level questions that require students to look in to causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.</li> <li>Allow students to move more quickly through the material.</li> </ul>		
Interdisciplinary Connections & Career Ready Practices	Integration of Technology	Integration of 21 <sup>st</sup> Century Skills	Academic Vocabulary	
<b>Mathematics:</b> <b>Visual and Performing Arts:</b> <b>Health/PE:</b> <b>World Languages:</b> <b>Language Arts:</b> RI.CR.7.1, RI.CI.7.2, RI.IT.7.3, L.VL.7.3, RI.TS.7.4, RI.PP.7.5, RI.MF.7.6, RIAA.7.7, SL.II.7.2, SL.PI.7.4, W.WP.7.4. <b>Science:</b> <b>Technology:</b> <b>Career Ready Practices:</b> 9.1.8.EG.3, 9.4.8.CT.3, 9.4.8.DC.1	Substitution: Digital versions of materials are available.  Augmentation: Students prepare, complete, and submit summative assessments using Schoology.  Modification/Redefinition: Students will respond to discussion prompts and make/receive comments using Schoology.	<input type="checkbox"/> Creativity & Innovation  <input type="checkbox"/> Media Literacy  <input checked="" type="checkbox"/> Economic and Government Influences  <input type="checkbox"/> Critical Thinking & Problem Solving <i>Students must use problem solving and critical thinking skills in many classroom questions.</i>  <input type="checkbox"/> Life and Career Skills ( <i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i> )  <input checked="" type="checkbox"/> Global and Cultural Awareness	<b>Tier 1</b>	N/A
			<b>Tier 2</b>	<b><i>Academic Vocabulary</i></b> words not in general use, not content specific and appear far more in written texts than in speech  <b><i>Examples in this Unit:</i></b>  <b><i>Examples for Teaching:</i></b> <ul style="list-style-type: none"> <li>Introduce words during or after text</li> <li>Student friendly definitions</li> </ul> <b><i>Examples in this Unit</i></b> <ul style="list-style-type: none"> <li>Reaction</li> <li>Strategy</li> </ul>
		<input type="checkbox"/> Information & Communication Technologies Literacy  <input checked="" type="checkbox"/> Communication & Collaboration  <input type="checkbox"/> Information Literacy	<b>Tier 3</b>	<b><i>Domain-Specific Vocabulary</i></b> <ul style="list-style-type: none"> <li>words related to a specific content or field of study</li> <li>students are likely to encounter in the future</li> </ul> <b><i>Examples in this Unit</i></b> <ul style="list-style-type: none"> <li>First Continental Congress, Patriots, minutemen, Redcoats, Second</li> </ul>

				Continental Congress, Continental Army, George Washington, Battle of Bunker Hill, <i>Common          Sense</i> , Thomas Paine, Declaration of Independence, Thomas Jefferson, Loyalists, mercenaries, Battle of Trenton, Battle of Saratoga, Marquis de Lafayette, Baron Fredrich von Steuben, Bernardo de Galvez, John Paul Jones, George Rogers Clark, Francis Marion, Comte de Rochambeau, Battle of Yorktown, Treaty of Paris <b>Examples for Teaching:</b> <ul style="list-style-type: none"> <li>Contextualize the words</li> <li>Mental Models</li> </ul>
--	--	--	--	---

### Learning Map (Pacing Guide)

Week	Text (s)	Learning Outcomes, Topics, and Suggested Activities
1	Introduction to Unit	Students will be introduced to the American Revolution. Game played- Power.
2	Textbook and Primary Sources	Students will gain an understanding of how the American Revolution was fought and how this led to the independence of the United States. Newspaper Activity.
3	Textbook and Primary Sources	Students will gain an understanding of the actions that led to the Declaration of Independence. Vocab Quiz likely.  Primary Sources- Declaration of Independence, Loyalists, Declaration of Independence (BtB),  Video- <i>Words that Built America</i>
4	Textbook and Primary Sources	Students will gain an understanding of the actions that prevented the American Revolution from failing.

		Primary Sources- Washington Crosses the Delaware (BtB)
5	Textbook and Primary Sources	Students will gain an understanding of the actions that led to independence for the United States. Exam likely.  Primary Sources- Declaration of Independence SAC