**UNIT TITLE:** Sample Review Era 3 (Revolution and the New Nation 1754-1820s) for Grade 8 **COURSE:** U.S. History 1800-1900 **LENGTH:** 1 Week

|  |
| --- |
| **Compelling Question:**  **How did colonial America become the United States?** |

|  |
| --- |
| **ADE Standards:** H.12.5.8, H.12.5.9, H.12.5.10, H.12.5.11, H.12.5.12, H.12.5.13 |
| **CCSS literacy standards: D1.**2,3,4,5.3-5; **D2.Civ.**1,2,4,7,8,9,12,13.3-5; **D2.Eco.**1,2.3-5; **D2.His.** 1,3,4,5,6,9,10,11,13,14,16.3-5; **D3.**1,2,3,4.3-5; **D4.**1,2,4,5,67.3-5 |
| **C3 connections:** CCRA.R.1,3,7; CCRA.W.7,9; CCRA.SL.2,3; CCRA.L.6 |

|  |  |  |
| --- | --- | --- |
| **Supporting Question #1** | **Formative Performance Task** | **Suggested Source(s)** |
| Would you have been a revolutionary in 1776? | After reading about patriots and loyalists, create a chart/graphic organizer identifying the positions of loyalists and patriots.  Using the British Policy Analysis and the Colonial Responses charts from review Era 2 Supporting Question #3, students will draft a position statement showing whether they would have been a patriot or a loyalist and include cited information to support their position. | Reading selections: Student research loyalists (e.g., Thomas Hutchinson, Timothy Pickering, Sr., others) and patriots (e.g., Timothy Pickering, Jr., Janet Schaw, others)  Internet sites   * <http://www.ushistory.org/us> (section 13 c is on loyalists) * Loyalist letter to Thomas Jefferson in T Stoermer’s blog <http://taylorstoermer.com/2013/10/25/a-season-for-reflection-a-loyalists-last-letter-to-thomas-jefferson-and-to-america/> * Gilder Lehrman <http://www.gilderlehrman.org/history-by-era/war-for-independence/resources/patriot%E2%80%99s-letter-his-loyalist-father-1778> * Smithsonian Primary Sources <http://www.smithsoniansource.org/display/primarysource/results.aspx?keyword=&tId=1000&hId=1004&pId=0> * Smithsonian Colonial America <http://www.smithsoniansource.org/display/topic/viewdetailshis.aspx?TopicId=1004> * History Channel, Sons of Liberty video (2min) <http://www.history.com/topics/american-revolution/american-revolution-history/videos/sons-of-liberty>?   Other teacher selected resources |
| **Supporting Question #2** | **Formative Performance Task** | **Suggested Source(s)** |
| Who were the significant people, groups of people, and events during the Revolutionary War? | Discussion topic: By what criteria do we determine significance?  After researching and reading selected sources, complete the Determining Significance chart in relation to the significant people/groups and events during the Revolutionary War. | Teacher selected resources  <http://msblaszak.cmswiki.wikispaces.net/Cause+and+Effect+Chart> |

|  |  |  |
| --- | --- | --- |
| **Supporting Question #3** | **Formative Performance Task** | **Suggested Source(s)** |
| Leading up to the drafting and signing of the U.S. Constitution, which people, groups, and events were significant? | After researching and reading selected sources, complete the Determining Significance handout in relation to the significant people and events that led to the drafting and signing of the U.S. Constitution.  Students will create a timeline of events from 1775 to the signing of the U.S. Constitution based on the completed Determining Significance charts from Formative Performance Tasks 2 and 3. This could be a group or whole class project.  Students could complete this activity using a variety of assigned roles (e.g., farmer, slave, woman, landowner, pastor, merchant):   * Imagine it is 1788, you have just read the Constitution. Write a letter to the delegates in your colony who will decide if they should sign the Constitution; tell them how you would vote and why. | Teacher selected resources |
| **Supporting Question #4** | **Formative Performance Task** | **Suggested Source(s)** |
| Is the Constitution a living document? | Students could participate in a class or group discussion using the following suggested topics: ratification process, amendments, the need for and ratification of the Bill of Rights, etc. | Teacher selected resources |
| **Supporting Question #5** | **Formative Performance Task** | **Suggested Source(s)** |
| How did life change after the American Revolution and ratification of the U.S. Constitution and Bill of Rights? | Using a variety of sources, create a visual (e.g., table, chart, poster, collage, info graphic) portraying how either the country or daily life changed since the Revolution. | Teacher selected resources |
| **Summative Assessment:**  Choose three events that you think were most significant in helping the thirteen colonies become one nation; rank order the events. Support you choices with evidence from the reading selections and the formative performance tasks. | | |
| **Taking Informed Action:** This section is optional. See Dimension 4 of the C3 Framework for a detailed explanation of what is meant by Taking Informed Action. See the “Inquiry Template with Explanations” document in the Introduction for an abbreviated description of this section and examples. | | |

**UNIT TITLE:** Sample Review Era 3 (Revolution and the New Nation 1754-1820s) for Grade 8 **COURSE:** U.S. History 1800-1900 **LENGTH:** 1 Week