**UNIT TITLE:** Sample Review Era 2 (Colonization and Settlement 1585-1763) for Grade 8 **COURSE:** U.S. History 1800-1900 **LENGTH:** 1 Week

|  |  |  |  |
| --- | --- | --- | --- |
| **Compelling Question:**  **How did the differences among the colonies and Britain lead to conflict?** | | **ADE Standards:** H.12.5.5, H.12.5.6, H.12.5.7 | |
| **CCSS literacy standards:** CCRA.R.1,3,7; CCRA.W.7,8,9; CCRA.SL.2,3,4; CCRA.L.6 | |
| **C3 connections: D1.**2,3,4,5; **D2.Civ.**2,4,8,12.3-5; **D2Eco.**1,2,3,5.3-5; **D2.Geo.**1,3,4,6,7,8.3-5; **D2.His.**1,4,5,10,14.3-5; **D3.**1,2,3,4; **D4.**2,5,6,7 | |
|  |  |  | |
| **Supporting Question #1** | **Formative Performance Task** | | **Suggested Source(s)** Note:These are suggested instructional materials and resources; teachers may use other appropriate materials. |
| How did the geographic location of the 3 colonial regions determine their economic, social, and political development? | Research a colonial region and complete the “Regional Analysis” and “Colony Analysis” worksheets adapted from LOC lesson titled Geography and Its Impact on Colonial Life, “Tinker, Tailor, Farmer, Sailor”. Answer the accompanying questions based on the data collection. | | Maps of New England, middle, and southern colonies  Library of Congress (LOC) various primary sources for each colonial region <http://www.loc.gov/teachers/classroommaterials/lessons/tinker/index.html>  Other teacher selected resources |
| **Supporting Question #2** | **Formative Performance Task** | | **Suggested Source(s)** |
| What was daily life like in the New England, middle, and southern colonies (e.g., beliefs, local authority, patterns of settlement, occupations, climate, diet)? | Create a graphic organizer showing or illustrating daily life in the various colonies.  Write a journal entry about a specific character (e.g., child, merchant, indentured servant, public servant, religious leader) entitled “A Day in the Life of … a Typical Colonist in \_\_\_Colony.” | | Library of Congress (LOC) various primary sources for each colonial region <http://www.loc.gov/teachers/classroommaterials/lessons/tinker/index.html>  Other teacher selected resources |
| **Supporting Question #3** | **Formative Performance Task** | | **Suggested Source(s)** |
| How did British policies (e.g., Proclamation of 1763, Sugar Tax, Stamp Act, Townshend Acts, Tea Tax, Intolerable Acts) change life in the colonies? What were the colonial reactions to these policies? | Complete the “British Policies Chart” and the “Colonial Responses Chart”.  Using information from the completed charts and reading selections, write a letter from the perspective of a colonial merchant, religious leader, farmer, **or** other colonist informing someone in Britain about recent British policies in the colonies, the effect they have had on colonial life, and the escalating tensions.  Write a reply to this letter informing the colonist about British reactions to the colonial actions following the British policies. | | <http://www.history.com/topics/american-revolution/american-revolution-history/videos/colonists-protest-british-policies>    Other teacher selected resources |
| **Summative Assessment:**  Write an essay explaining how the differences among the colonies and Britain led to conflict. Use the information from the Regional Analysis and Colony Analysis worksheets, daily life graphic organizer, British Policies and Colonial Responses charts to draft your essay. Cite information from the texts read to support your ideas. | | | |
| **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 for an abbreviated description of this section and examples. | | | |