***Explain***

***(Knowledge)***

*-Enlightenment*

*-Natural Rights*

*-John Locke*

*-Sugar Act*

*-Stamp Act*

*-Townsend Act*

*-Tea Act*

*-Boston Tea Party*

*-Intolerable Acts*

*-Boycott*

*- Boston Massacre*

*-Sons/Daughters of Liberty*

*- Common Sense/Thomas Paine*

*-Second Continental Congress*

*-Declaration of Independence*

*-Lexington and Concord*

*-Battle of Bunker Hill*

*-Battle of Saratoga*

*-Battle of Trenton*

*-Battle of Yorktown*

*-Articles of Confederation*

*-Shays Rebellion*

*-Constitution*

*-Bill of Rights*

*- Federalism & Anti-Federalism*

*-Constitutional Conventional of 1787*

*-Federalist Papers*

UNIT PLAN 2: War for Independence and Formation of a New Nation

***Essential Question:***

*Did the Enlightenment Principles lead to the American Revolution and the setup of American Government?*

***Interpret (Skills/Analysis)***

*-Students will do a think-pair-share on the Enlightenment Principles.*

*-Students will fill out a graphic organizers on different acts passed.*

*-Students will write a diary account taking on the role of a colonist.*

*-The students will complete a Venn diagram on the Loyalists v. Patriots points of view.*

*-Students will explore the documents surrounding the first shots of the Revolution and determine who fired the first shot.*

*-The students will determine if the Enlightenment Principles influenced the American government.*

*-The students will write a formal essay answering the essential question of the unit.*

Sarah E. Hogan, Kevin Denis, Kaleigh Narracci, and Jennifer Connelly.

***The Big Picture***

***(Ensuring Understanding)***

*-Citizens have the right to overthrow their government if it has violated its natural rights.*

*-The power of the government comes from the people.*

*-The American Revolution came about because the citizens’ natural rights were violated.*

*-The American Government is based on preserving natural rights.*

***Perspective***

***(Performance)***

*-Students will act-out scenes from a picture relating to events leading up to the American Revolution.*

*-Roles: Benjamin Franklin and Parliament, mob, British soldiers and British Captain John Preston, colonists, and Patrick Henry and members of the House of Burgesses.*

***Application***

***(Applying Knowledge)***

*-Students will write a diary posing as an American colonist and say how the Enlightenment Principles impacted the Protests of the late 1700’s.*

*-Students will write a paragraph determining who fired the first shot of the Revolution.*

*-Students will write an essay using textual evidence to support or disprove the fact that the Enlightenment Principles influenced the American Government.*

*-Students will write a formal essay explaining whether or not its justified that the Enlightenment Principles led to the American Government as well as the setup of the American Government.*

***Clarifying Content Priorities***

*Important to be familiar with:*

1. Research and analysis of sources
2. Understanding of Natural Rights
3. Persuasion and forming an opinion
4. Usage of visual or tangible works to convey important ideas and events

*Important to know and do:*

1. *Enlightenment*
2. *Natural Rights*
3. *John Locke*
4. *Sugar Act*
5. *Stamp Act*
6. *Townsend Act*
7. *Tea Act*
8. *Boston Tea Party*
9. *Intolerable Acts*
10. *Boycott*
11. *Boston Massacre*
12. *Sons/Daughters of Liberty*
13. *Common Sense/Thomas Paine*
14. *Second Continental Congress*
15. *Declaration of Independence*
16. *Lexington and Concord*
17. *Battle of Bunker Hill*
18. *Battle of Saratoga*
19. *Battle of Trenton*
20. *Battle of Yorktown*
21. *Articles of Confederation*
22. *Shays Rebellion*
23. *Constitution*
24. *Bill of Rights*
25. *Federalism*
26. *Anti-Federalism*
27. *Constitutional Conventional of 1787*
28. *Federalist Papers*

*Big Ideas*

1. Citizens have the right to overthrow their government if it has violated its natural rights.
2. The power of the government comes from the people.
3. The American Revolution came about because the citizens’ natural rights were violated.
4. The American Government is based on preserving natural rights.

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| STAGE 1- DESIRED RESULTS | | |
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| Understandings(s):   1. **Citizens have the right to overthrow their government if it has violated its natural rights.** 2. **The power of the government comes from the people.** 3. **The American Revolution came about because the citizens’ natural rights were violated.** 4. **The American Government is based on preserving natural rights.** | | Essential Questions(s):  ***Did the Enlightenment Principles lead to the American Revolution and the setup of American Government?*** |
| Students will know about events from the American Revolution and formation of the American Government:  ***-Enlightenment -Sons/Daughters of Liberty -Shays Rebellion***  ***-Natural Rights - Common Sense/Thomas Paine -Constitution***  ***-John Locke -Second Continental Congress -Bill of Rights***  ***-Sugar Act -Declaration of Independence - Federalism***  ***-Stamp Act -Lexington and Concord -Anti-Federalism***  ***-Townsend Act -Battle of Bunker Hill -Constitutional Conventional of 1787***  ***-Tea Act -Battle of Saratoga -Federalist Papers***  ***-Boston Tea Party -Battle of Trenton - Boston Massacre***  ***-Intolerable Acts -Battle of Yorktown***  ***-Boycott -Articles of Confederation***  **Students will be able to know that:**  Citizens have the right to overthrow their government if it has violated its natural rights.  The power of the government comes from the people.  The American Revolution came about because the citizens’ natural rights were violated. | | |
| STAGE 2 – ASSESSMENT EVIDENCE | | |
| Performance Task(s):  -Students will act-out scenes from a picture relating to the events leading up to the American Revolution.  -The students will take on the roles of:   * Benjamin Franklin and Members of Parliament. * A mob of colonists, British soldiers and British Captain John Preston. * Colonists participating in the Boston Tea Party. * Patrick Henry and the members of the House of Burgesses. | Other Evidence:  -Students will write a diary posing as an American colonist and say how the Enlightenment Principles impacted the Protests of the late 1700’s.  -Students will write a paragraph determining who fired the first shot of the Revolution.  -Students will write an essay using textual evidence to support or disprove the fact that the Enlightenment Principles influenced the American Government.  -Students will write a formal essay explaining whether or not its justified that the Enlightenment Principles led to the American Government as well as the setup of the American Government.  -Students will complete a quiz on the causes of the American Revolution and the Declaration of Independence.  -Students will complete a unit exam. | |
| STAGE 3 – LEARNING PLAN | | |
| Learning Activities: Attached | | |

**Activities for Unit Plan: Road to Revolution and the Formation of a New Nation**

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| 1. **Causes of the Revolution** | | | |
| **Lesson 1: Lecture and Examination**   * The class will discuss the essential question of *Did the Enlightenment Principles lead to the American Revolution and the Setup of the American Government?* * The students will then complete a KWL Chart to help assess prior knowledge and frame the Unit. * The students will receive notes and vocabulary on the causes of the American Revolution and what lead the colonists to declare independence.   Time: 1 period  Purpose of Understanding:  Hook  Explore-Equip-Experience | **Lesson 2: Statement Strategies**   * The students will read passages on the causes of the American Revolution and will use textual information to answer questions. This will create a better understanding of the American Revolution.   Time: 1 period  Purpose of Understanding:  Reflect-Rethink-Revise | | **Lesson 3: Act it Out**   * The students will act out scenes from events leading up to the American Revolution. They will play the roles of Benjamin Franklin and Parliament, Colonist mob, British Soldiers and British Captain John Preston, Colonists in the Boston Tea Party, and Patrick Henry and the House of Burgesses.   Time: 1 period  Purpose of Understanding:  Hook |
| 1. **The American Revolution** | | | |
| **Lesson 1: Lexington and Concord History Mystery**   * The students will complete a history mystery to determine who fired the first shots at Lexington and Concord, and write a paragraph using evidence from the documents to back their decision.   Time: 2 periods  Purpose of Understanding:  Hook, Evaluate | | **Lesson 2: Notes on the Major Battles of the American Revolution**   * The students will receive notes on the Battles of Bunker Hill, Saratoga and Yorktown in order to show them the course of the war, and the peace that was met.   Time: 1 period  Purpose of Understanding:  Explore-Equip-Experience, Reflect-Rethink-Revise | |

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| 1. **The Articles of Confederation and the Constitution** | | | |
| **Lesson 1: History Mystery on the Articles of Confederation, the Constitution, and the Enlightenment.**   * The students will complete a History Mystery to gather information on the Articles of Confederation, the Constitution, and the Enlightenment. They will then write an essay forming an opinion of whether or not the Enlightenment Principles effected the Formation of the new United States Government.   Time: 3 periods  Purpose of Understanding:  Hook, Explore-Equip-Experience, Reflect-Rethink-Revise, Evaluate | **Lesson 2: Notes on the Articles of Confederation and its transformation into the Constitution.**   * The students will receive notes clarifying their knowledge on the Articles of Confederation and why they were changed into the Constitution.   Time: 1 period  Purpose of Understanding:  Explore-Equip-Experience | | **Lesson 3: Lesson on what it took to adopt the Constitution and the Bill of Rights.**   * The students will discuss how the Constitution was adopted and the purpose of the Bill of Rights.   Time: 1 period  Purpose of Understanding:  Organize, Explore-Equip-Experience, Reflect-Rethink-Reflect |
| 1. **Federalism and Anti-Federalism in the Government** | | | |
| **Lesson 1: Lecture and SOS on Federalism and Anti-Federalism and the Constitutional Convention.**   * The students will receive notes on the formation of Federalist and Anti-Federalist ideals in the government. They will also discuss the formation of political parties in the United States.   Time: 2 period  Purpose of Understanding:  Explore-Equip-Experience, Reflect-Rethink-Revise | | **Lesson 2: History Mystery on how the Enlightenment Ideals are reflected in the formation of the United States government.**   * The students will complete a History Mystery exploring the different philosophies of the Enlightenment and how they are reflected in the American government. The students will then write an essay answering the question “*Did the Enlightenment Principles lead to the American Revolution and the setup of American Government?”*   Time: 2 periods  Purpose of Understanding:  Reflect-Rethink-Revise, Evaluate, Organize | |

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| 1. **Unit Exam** | |
| **Lesson 1: Review**   * The students will review for the unit exam by completing a review sheet and playing a game of jeopardy in class.   Time: 1 period  Purpose of Understanding:  Evaluate | **Lesson 2: Unit Exam**   * Students will be assessed on their knowledge on the causes of Revolution and the formation of the United States Government.   Time: 1 period  Purpose of Understanding:  Evaluate |