

**OCEAN COUNTY SOCIAL STUDIES
CURRICULUM**

Content Area: Social Studies

Course Title: US History – 8th Part 1

Grade Level: 8

**Unit 3 – Causes of the American
Revolution to Declaration of
Independence**

1st Quarter

Unit Plan 4 – American Revolution

1st Quarter

**Unit Plan 5 – Articles of Confederation,
Constitution, and New Government**

1st and 2nd Quarter

Date Created: March 2012

Board Approved on:

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OCEAN COUNTY SOCIAL STUDIES CURRICULUM

Unit Overview

Content Area: Social Studies

Unit Title: Unit 3 - Causes of the American Revolution

Target Course/Grade Level: U.S. History Grade 7/8

Unit Summary

The French and Indian War led to many events and policies that created an overall growing tension between the colonists and the British. These tensions would ultimately lead to the colonists rebelling against the British and establishing the United States. Many individuals played key roles in the events that led to the American Revolution as well as in the fight for freedom.

Learning Targets

Content Standards

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

CPI #	Cumulative Progress Indicator (CPI)
6.1.8.A.3.a	Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
6.1.8.B.3.a	Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
6.1.8.C.3.a	Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.
6.1.8.D.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
6.1.8.D.3.d	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What role did the French and Indian War play as a cause of the American Revolution? • How was propaganda used in the years leading up to the American Revolution? • What disputes over political authority and economic issues contributed to a movement for independence? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The French and Indian war led to both the British and the colonists developing strong arguments in their positions regarding British taxation policy. • Propaganda pieces, such as Paul Revere’s engraving of the Boston Massacre and Thomas Paine’s “Common Sense,” were used to sway the colonists desire to support the movement toward independence. • The colonists were divided in their support for the war, putting regional and self interests ahead of national interest.
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • That conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies. • How the debt from the 7 Years War led to the British raising taxes on its colonies in America which caused the colonies to resent the British government. • That the colonists used propaganda to promote the idea of independence. • That the Declaration of Independence was influenced by the writings of John Locke and other philosophers. 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Assess the impact of the Treaty of Paris 1763 and how it impacted the relationship between the colonies and the Native Americans. • Analyze primary and secondary sources about the taxes that Britain imposed on the colonies. • Evaluate propaganda pieces created by the American colonists and determine their effect on swaying the masses of the American colonies to desire independence. • Compare and contrast the Declaration of Independence and other primary sources written on natural rights.

OCEAN COUNTY SOCIAL STUDIES CURRICULUM
Evidence of Learning

Formative Assessments

- | | |
|--|---|
| 1) Graffiti Wall – slogan to protest | 4) Write 2 test questions (entrance/exit slips) |
| 2) Compare/Contrast – speeches and pamphlets | 5) It Never Happened – What If...? |
| 3) Newspaper Headline – address any tax or event | 6) Quick Write/Write to Learn Journal |

Summative Assessments

- 1) Timeline of the causes of the American Revolution
- 2) Rewrite the Declaration of Independence – utilize current language for understanding
- 3) Political Cartoon analysis and creation
 - a. Look at and analyze political cartoons from the American Revolutionary time period
 - b. Create a political cartoon explaining the colonists' frustrations

Modifications (ELLs, Special Education, Gifted and Talented)

- Differentiate instruction based on the needs of individual students.
- Follow all IEP modifications/504 plan

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Textbooks/Atlases/Printable

- Textbook
- Atlas of United States History

Websites

Formative

- 1) <http://www.dce.k12.wi.us/srhigh/socialstudies/Strategies/Formative%20Assessment%20in%20Social%20Studies.ppt>

Summative

- 1) [Liberty: Independence!](#)
- 2) [Its Independence Day! Or is it? - ReadWriteThink](#)
- 3) [The Boston Tea Party took place in 1773. - ReadWriteThink](#)

Films/Video

- 4) **America: The Story of Us**
- 5) **Liberty Kids**

Teacher Notes:

Formative and summative assessments correspond with websites listed.

OCEAN COUNTY SOCIAL STUDIES CURRICULUM

Unit Overview

Content Area: Social Studies

Unit Title: Unit 4 – The American Revolution

Target Course/Grade Level: U.S. History Grade 7/8

Unit Summary

The American Revolution matched the world's strongest military against a newly formed, untrained army of citizens. The British held almost every advantage in the war, but the few advantages held by the Americans were important. George Washington offered tremendous leadership, had a great knack for seeing the big picture, and knew the limitations of his army. Important victories by the Americans began to attract the assistance from foreign nations allowing the American army to increase its resources and gain military assistance, especially from France. All of these factors helped an undermanned and outgunned American army achieve victory.

Primary interdisciplinary connections: Language Arts, 21st Century Life and Careers

21st century themes: Global Awareness, economic literacy, civic literacy

Learning Targets

Content Standards

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

CPI #	Cumulative Progress Indicator (CPI)
6.1.8.B.3.c	Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
6.1.8.B.3.d	Explain why New Jersey’s location played an integral role in the American Revolution.
6.1.8.D.3.d	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
6.1.8.D.3.e	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.

Unit Essential Questions

- What challenges did the American Revolutionaries face in the beginning of the war?
- How did the Americans gain allies during the war?
- What led the British to switch their campaign from fighting in the Northeast to concentrating in the south?
- How did the Battle of Yorktown lead to American Independence?

Unit Enduring Understandings
Students will understand that...

- The Americans had to overcome obstacles such as an untrained army, little finances, major defeats in New York and New Jersey, and a divided country.
- A series of American victories, including a major victory at Saratoga, led to assistance from European countries.
- The British realized that the war in the North was not progressing well so they shifted their strategy to a southern campaign.
- Victories at Kings Mountain and Cowpens forced the British to move to Yorktown for reinforcements, but the French navy blocked their path to the sea, and the convergence of the American northern and southern armies blocked their escape on land leading to a British surrender.

Unit Objectives

Students will know...

- How the geography affected the outcome of the American Revolution.
- That the victory at the Battle of Saratoga persuaded some European countries to offer assistance to the American cause.
- That the winter at Valley Forge helped the American army transform into a respectable force.
- How the Americans and French trapped the British at Yorktown forcing them to surrender, ending the war.

Unit Objectives

Students will be able to...

- Analyze political and physical maps to determine how geography affected the outcome of the American Revolution.
- Explain how the American victory at the Battle of Saratoga led to assistance to America from several European countries.
- Describe how the training that the soldiers received at Valley Forge helped them gain the skills and confidence needed to become a professional army.
- Explain how the troop movements of the British and American armies led to the British being trapped at Yorktown by the American Army and the French Navy.

OCEAN COUNTY SOCIAL STUDIES CURRICULUM
Evidence of Learning

Formative Assessments

- 1) It Never Happened – Battle of Trenton
- 2) Battle Map – locate important battles
- 3) Battle Timeline – place important battles of the American Rev

Summative Assessments

- 1) Art History – Analyze “Washington Crossing the Delaware”
- 2) Valley Forge Writing –
 - poem depicting hardships
 - letter home
- 3) Read “Woods Runner” by Gary Paulsen; “Chains” by Laurie Halse Anderson (higher level)
 - comprehension questions
 - final project

Modifications (ELLs, Special Education, Gifted and Talented)

- Differentiated instruction
- Follow all IEP modifications/504 plan

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Textbooks/Atlases/Printables

- Textbook
- Atlas of United States History

Websites

Formative

- 1) <http://www.dce.k12.wi.us/srhigh/socialstudies/Strategies/Formative%20Assessment%20in%20Social%20Studies.ppt>
- 2) [Interactive Map: Revolutionary War Battles, 1775 - 1778](#)

Summative

- 1) http://teacher.depaul.edu/Terra_2011/Exemplary%20Lesson%20Plan%20by%20Craig%20Segal.pdf
- 2) [The American Revolution: Saratoga To Valley Forge | Discovery Education](#)
- 3) [Woods Runner Literature Unit - activities, vocabulary, quizzes, and more](#)
[Literature: "Chains" by Laurie Halse Anderson - eThemes](#)

Films/Video

- The Story of Us
- The Crossing
- Liberty Kids
- The Patriot

Teacher Notes:

OCEAN COUNTY SOCIAL STUDIES CURRICULUM

Unit Overview

Content Area: Social Studies

Unit Title: Unit 5 – Articles of Confederation, Constitution and New Government

Target Course/Grade Level: U.S. History Grade 7/8

Unit Summary

Disputes over political authority and economic issues contributed to the fundamental principles of the United States Constitution which serve as the foundation of the United States government today.

Primary interdisciplinary connections: Language Arts, 21st Century Life and Careers

21st century themes: Global awareness, economic literacy, civic literacy

Learning Targets

Content Standards

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge..

8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

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RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

CPI #	Cumulative Progress Indicator (CPI)
6.1.8.A.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.1.8.A.3.c	Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
6.1.8.A.3.d	Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
6.1.8.A.3.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.
6.1.8.B.3.b	Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
6.1.8.C.3.a	Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.
6.1.8.D.3.g	Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How effective was the US government under the Articles of Confederation? • Why is the Constitution a document of compromise? • What ideas and features are found in the United States Constitution? • Why is citizen participation essential to the preservation of the U.S. political system? 	<p>Unit Enduring Understandings</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • The Articles of Confederation created a weak central government that was unable to govern the nation. • The NJ and Virginia Plans created a compromise of government between the small and large states. • The Preamble, Articles and Amendments of the Constitution outline the powers of the three branches of government and the rights of the people. • The rights and responsibilities of American citizens.
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Unit Objectives

Students will know...

- The sources, purposes, and functions of law and the importance of the rule of law for the preservation of individual rights and the common good.
- The underlying values and principles of democracy and distinguish these from authoritarian forms of government.
- The major characteristics of democratic governments.
- How certain values including individual rights, the common good, self-government, justice, equality and free inquiry are fundamental to American public life.
- The idea of representative government and explain how it works to protect the majority and the minority.
- The major principles of the Constitution, including shared powers, checks and balances, separation of church and state, and federalism.
- The role of political parties in the American democratic system including candidates, campaigns, financing, primary elections, and voting systems.
- Major historical and contemporary conflicts over United States constitutional principles, including judicial review in *Marbury v. Madison*, slavery in the *Dred Scott Decision*, separate but equal in *Plessy v. Ferguson*, and the rights of minorities.
- Contemporary issues involving the constitutional rights of American citizens and other individuals residing in the United States, including voting rights, habeas corpus, rights of the accused, and the Patriot Act.
- The rights and responsibilities of American citizens, including obeying laws, paying taxes, serving on juries, and voting in local, state, and national elections.
- Basic contemporary issues involving the personal, political, and economic rights of American citizens (e.g., dress codes, sexual harassment, fair trial, free press, minimum wage).
- The powers the Constitution gives to Congress, the President, the Senate Foreign Relations Committee, and the federal judiciary regarding foreign affairs.

Unit Objectives

Students will be able to...

- Discuss the sources, purposes, and functions of law and the importance of the rule of law for the preservation of individual rights and the common good.
- Describe the underlying values and principles of democracy and distinguish these from authoritarian forms of government.
- Discuss the major characteristics of democratic governments.
- Analyze how certain values including individual rights, the common good, self-government; justice, equality and free inquiry are fundamental to American public life.
- Describe representative government and explain how it works to protect the majority and the minority.
- Discuss the major principles of the Constitution, including shared powers, checks and balances, separation of church and state, and federalism.
- Discuss the role of political parties in the American democratic system including candidates, campaigns, financing, primary elections, and voting systems.
- Discuss major historical and contemporary conflicts over United States constitutional principles, including judicial review in *Marbury v. Madison*, slavery in the *Dred Scott Decision*, separate but equal in *Plessy v. Ferguson*, and the rights of minorities.
- Research contemporary issues involving the constitutional rights of American citizens and other individuals residing in the United States, including voting rights, habeas corpus, rights of the accused, and the Patriot Act.
- Discuss the rights and responsibilities of American citizens, including obeying laws, paying taxes, serving on juries, and voting in local, state, and national elections.
- Discuss basic contemporary issues involving the personal, political, and economic rights of American citizens (e.g., dress codes, sexual harassment, fair trial, free press, minimum wage).
- Compare and contrast the powers the Constitution gives to Congress, the President, the Senate Foreign Relations Committee, and the federal judiciary regarding foreign affairs.
- Evaluate current United States foreign policy issues and strategies and their impact on the nation and the rest of the world.
- Analyze how the life, culture, economics, politics, and the media of the United States impact the rest of the world.

<ul style="list-style-type: none">• Current United States foreign policy issues and strategies and their impact on the nation and the rest of the world.• How the life, culture, economics, politics, and the media of the United States impact the rest of the world.• How major events are related to one another in time.• Maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.• Differing interpretations of current and historical events.• The credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.• Information from a variety of sources to present a reasoned argument or position in a written and/or oral format.	<ul style="list-style-type: none">• Explain how major events are related to one another in time.• Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.• Compare and contrast differing interpretations of current and historical events.• Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.• Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.
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OCEAN COUNTY SOCIAL STUDIES CURRICULUM
Evidence of Learning

Formative Assessments

- | | |
|--|---------------------------|
| 1) Mini debate – weak vs. strong federal government | 4) Exit Cards |
| 2) Differing Perspectives – feelings towards slavery | 5) Write to Learn Journal |
| 3) Connect to Today – How the Bill of Rights applies to us | |

Summative Assessments

- 1) Compare/Contrast – Articles of Confederation and Constitution
 - Slavery
 - Women’s rights
 - Power of federal government
 - Slavery
- 2) Analyze Supreme Court Cases and compare to current day issues – cases relevant to students
 - Hazelwood School District v Kuhlmeier
 - Tinker V. Des Moines
 - NJ v T.L.O
- 3) Citizen Me - Students create a graphic organizer that diagrams rights and responsibilities at our different levels of citizenship

Modifications (ELLs, Special Education, Gifted and Talented)

- Differentiate instruction based on the needs of individual students.
- Follow all IEP modifications/504 plan

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Textbooks/Atlases/Printable

- Textbook
- Articles of Confederation
- Constitution

Websites

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- 1) <http://www.dce.k12.wi.us/srhigh/socialstudies/Strategies/Formative%20Assessment%20in%20Social%20Studies.ppt>

Summative

- 1) [The Constitutional Convention: What the Founding Fathers Said | EDSITEment](#)
- 2) [Pearson Prentice Hall: eTeach: Using Student-Related Issues](#)
- 3) [Citizenship & Participation | iCivics](#)

Films/Video

- United Streaming – “Losing the Bill of Rights”
- Founding Fathers – “A Healthy Constitution”

Teacher Notes:

