



## 8<sup>th</sup> Grade American Studies

### **Content Summary**

Eighth Grade social studies focuses on American history from the era of the beginning of the American Revolution to the end of the Civil War and Reconstruction. Students begin the school year learning about the American Revolution, in which the ideas, people, society, and events of the period are evaluated. The second unit centers on the United States Constitution and the development and construction of the United States government. It requires students to assess how the ideals, values, and principles that drive the United States' culture – including those described in its foundation documents – can be applied to a historical or modern situation. Unit Three analyzes the growth of the United States, especially its expansion westward. Students will describe how the idea of Manifest Destiny and its migration patterns shaped the expansion of the United States. Students will also evaluate the effects that Manifest Destiny had on other cultures. The final unit is a study of the Civil War period. Students will study its causes, events, and effects, especially where social, political, and economic elements are concerned.

### **Skill Summary**

The skill focus in Eighth grade American Studies is on thinking strategies. The skill set should focus on activating prior knowledge and analyzing historical documents from a variety of perspectives. There is an emphasis on looking for meaning, checking for bias, and evaluating the impact that key historical documents had on society. Other skills that students will develop include reading for comparison and contrast, researching, making connections through writing, predicting, inferring, synthesizing, and building or accessing background knowledge through vocabulary instruction. An emphasis shall be placed on evaluating research validity. In order to address the new Common Core State Standards students should be given multiple opportunities to write in the informational/explanatory mode throughout the course.

### **Unit Assessments**

**Unit One** — The Unit One Assessment is a Document-Based Question (DBQ) about the Revolutionary War. Student will analyze primary source documents and to create a multiple paragraph essay, which responds to the prompt, “Were the American colonists justified in declaring war against Great Britain?”

**Unit Two** — During Unit Two, students complete the “Constitutional Issues” CBA. During this assessment, students research a current public issue of their choice and make an informed decision on the issue after considering both individual rights and the common good. Within a paper or presentation, students provide an explanation of how a constitutional principle logically supports their position on the issue.

**Unit Three** — In Unit Three the assessment will be a timed-write following a Structured Academic Controversy (SAC) discussion facilitated by the teacher. Students will be given a role and they will be given one day to gather research beyond the documents provided in the assessment. They will take their research, meet with others with the same role to process their thinking, and then separate to meet with other students who had different roles. During this Structured Academic Controversy, students will present their role, listen to their group members, and then as a group build a consensus on the writing prompt. Following this activity, students will respond to the writing prompt: “Did Manifest Destiny have a positive or negative impact?”

**Unit Four** — The Unit Four Assessment is a propaganda campaign related to issues surrounding the Civil War. Students will be given a perspective to work from in creating their campaign. In creating their campaign, students will be mindful of their role and the audience whom they are trying to persuade. Students will also write a reflection on the design choices they made in creating their campaign. The Unit Four Assessment Rubric will be used to score the campaigns.

## Spokane Public Schools 8<sup>th</sup> Grade Social Studies Semester One Scope and Sequence Overview

Unit Name	Unit Theme	Suggested # of Days
Unit 1: Revolution	The First Americans	5
Unit 1: Revolution	Exploring the Americas	5
Unit 1: Revolution	Colonial America	5
Unit 1: Revolution	Life in the American Colonies	10
Unit 1: Revolution	The Spirit of Independence	5
Unit 1: Revolution	The American Revolution	5
Unit 1: Revolution	Assessment-American Revolution DBQ	5
Unit 2: Constitutional Issues	A More Perfect Union	10
Unit 2: Constitutional Issues	The Constitution	15
Unit 2: Constitutional Issues	The Federalist Era	10
Unit 2: Constitutional Issues	Assessment-Constitutional Issues CBA	10
<b>Total Number of Suggested Days</b>		<b>85</b>

## Spokane Public Schools 8<sup>th</sup> Grade Social Studies Semester Two Scope and Sequence Overview

Unit Name	Unit Theme	Suggested # of Days
Unit 3: The Growth of the Early United States	The Jefferson Era	10
Unit 3: The Growth of the Early United States	Growth and Expansion	10
Unit 3: The Growth of the Early United States	The Jackson Era	10
Unit 3: The Growth of the Early United States	Manifest Destiny	10
Unit 3: The Growth of the Early United States	Assessment: Growth of the Early United States (Timed Write)	5
Unit 4: Causes and Effects of the Civil War	North and South	10
Unit 4: Causes and Effects of the Civil War	The Spirit of Reform	5
Unit 4: Causes and Effects of the Civil War	Toward Civil War	10
Unit 4: Causes and Effects of the Civil War	The Civil War	10
Unit 4: Causes and Effects of the Civil War	Reconstruction	5
Unit 4: Causes and Effects of the Civil War	Unit 4 Assessment: Civil War Propaganda	5
<b>Total Number of Suggested Days</b>		<b>90</b>

# Spokane Public Schools 8<sup>th</sup> Grade Social Studies

## Unit One Overview

### Revolution

#### **Content Summary**

Unit One focuses on a brief overview of the colonies and the American Revolutionary period. There is an emphasis on why the colonists decided to declare independence from England with a focus on the role economics and personal values played in making that decision. In addition, students explore the social, political, and economic movements and events that were going on at that time. Students will also understand the impact that individuals such as King George III, George Washington, Thomas Paine, Benjamin Franklin, and Thomas Jefferson had on the time period. The Declaration of Independence is a key document that frames the ideas of this unit.

#### **Skill Summary**

This unit's skill set will focus on analyzing historical documents from a variety of perspectives. (Documents include, but are not limited to: Common Sense, the Declaration of Independence, Paul Revere's engraving of the Boston Massacre, etc.) There will be an emphasis on looking for meaning, checking for bias, and evaluating the impact that key historical documents had on society. **Intentional scaffolding of instruction to support student success in analyzing primary documents should be included prior to the unit assessment.** Students focus on the reading strategy of compare and contrast in order to help interpret various perspectives in history. Students will also apply the skills of: analyze, synthesize, evaluate, making connections through writing, predicting, inferring, synthesizing, and building or accessing background knowledge through vocabulary instruction

#### **Unit Assessment Overview**

The unit assessment is an essay on a Document-Based Question (DBQ) Prompt. Students reflect on their understanding of the Revolutionary Era and combine that with information from provided documents to create an essay which includes evidence from a minimum of the four sources provided.

**Writing Prompt:** After reading and analyzing the attached documents, use background knowledge and information from at least three of the provided documents to write a multi-paragraph response essay. Provide examples from the documents to clarify your analysis. Respond to the following prompt: Were the American colonists justified in declaring war against Great Britain?

Unit 1	Revolution		
Scope and Sequence	Possible Standards and Learning Targets		Essential Questions
<p><b>Five Days: The First Americans</b></p> <p><u>Vocabulary</u>  archaeology  artifacts  strait  migration  nomad  maize  carbon dating  culture  civilization  theocracy  hieroglyphic  federation  clan</p> <p><u>Resources</u></p> <p><b>Discovering Our Past-A  History of the United State-  Chapter One: The First  Americans</b></p> <p><b>AVID: The Write Path  History/Social Science:  Interactive Teaching and  Learning Guide</b></p>	<p><b>Geography 3.1.2</b>-Understand and analyzes physical and cultural characteristics of places and regions in the United States from the past or in the present</p>	<p>Students can describe the unique characteristics that make up a culture.</p>	<p><b>What are the characteristics that make up a culture?</b></p> <p><b>How did early Native American Tribes adapt to their environment?</b></p> <p><b>What were the similarities and differences of the early North American native tribes?</b></p>
	<p><b>Geography 3.2.1</b>- Analyzes how the environment has affected people and how people have affected the environment in the United States in the past and present.</p> <p><b>CCSS RH 6.8.1</b>- Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<p>Students can use textual evidence to support an analysis of how Native Americans adapted to their environments.</p>	
	<p><b>History 4.2.2</b>-Understands and analyzes how culture and cultural groups have contributed to U.S. history</p> <p><b>CCSS WHST 6-8.2.2</b>- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>Students can identify the different early North American tribes focusing on their similarities and differences.</p>	

Unit 1		Revolution	
Scope and Sequence	Possible Standards and Learning Targets		Essential Questions
<p><b>Five Days: Exploring The Americas</b></p> <p><u>Vocabulary</u>            crusade            classical            Renaissance            technology            astrolabe            compass            pilgrimage            mosque            cape            circumnavigate            conquistador            immunity            pueblo            mission            presidio            plantation            Reformation            Armada            Protestantism            Northwest Passage            tenant farmer</p> <p><u>Resources</u>  <b>Discovering Our Past-A            History of the United State-            Chapter Two: The Americas            1400-1624</b></p>	<p><b>History 4.2.3</b>-Understands and analyzes how technology and ideas have impacted U.S. history.</p>	Students can explain the technological advancements that made European exploration possible.	<p><b>How did technological advancements make European Exploration possible?</b></p> <p><b>What was the impact of European exploration on native populations in North America?</b></p>
	<p><b>Geography 3.2.3</b>-Understands and analyzes migration as a catalyst for the growth of the United States past and present.</p> <p><b>CCSS RH 6.8.5</b>- Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>	Students can identify significant exploration routes of early European explorers on a map.	
	<p><b>History 4.2.1</b>-Understands and analyzes how individuals and movements have shaped US history.</p>	Students can debate the motives of Spanish explorers' conquest of the Americas. <b>Note: An AVID strategy such as a "Structured Discussion" can be used to complete this target.</b>	
	<p><b>History 4.3.2</b>-Analyzes multiple casual factors to create positions on major events in US history</p> <p><b>CCSS WHST 6.8.4</b>- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	Students can summarize the impact of European exploration on the indigenous population.	

Unit 1		Revolution	
Scope and Sequence	Possible Standards and Learning Targets		Essential Questions
<p><b>Five Days: Colonial America</b></p> <p><u>Vocabulary</u>  charter  joint-stock company  headright  burgess  charter  dissent  persecute  tolerance  patron  pacifist  debtor  constitution  indentured servant</p> <p><u>Resources</u></p> <p><b>Discovering Our Past-A History of the United State-Chapter Three: Colonial America</b></p> <p><b>AVID: The Write Path History/Social Science: Interactive Teaching and Learning Guide</b></p>	<p><b>History 4.3.2</b>-Analyzes multiple causal factors to create positions on major events in US history.</p>	<p>Students can explain the push and pull factors that influenced the settlement of the Colonies. <b>Note: An AVID strategy such as a “Compare and Contrast” can be used to complete this target.</b></p>	<p><b>What were the push and pull factors that influenced the settlement of the colonies?</b></p> <p><b>How did the colonies differ culturally, politically, socially and religiously?</b></p> <p><b>How do the availability of natural resources impact the movement and settlements of groups of people?</b></p>
	<p><b>Geography 3.1.2</b>-Understand and analyzes physical and cultural characteristics of places and regions in the United States from the past and presents.</p>	<p>Students can compare and contrast the cultural, political, social, and religious aspects of the different Colonial regions.</p>	
	<p><b>Economics 2.4.1</b>-Understands and analyzes the distribution of wealth and sustainability of resources in the United States past and present.</p> <p><b>CCSS RH 6.8.7</b>- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>Students can identify the location of natural resources of the different Colonial regions on multiple types of maps and how this impacted their economies.</p>	

Unit 1		Revolution	
Scope and Sequence	Possible Standards and Learning Targets		Essential Questions
<p><b>Ten Days: Life in The American Colonies</b></p> <p><b>Vocabulary</b>  subsistence farming  cash crop  diversity  Triangular Trade  Slave Code  representative government  import  export  mercantilism  immigration  epidemic  apprentice  civic virtue  militia  alliance</p> <p><b>Resources</b>  <b>Discovering Our Past-A History of the United State- Chapter Four: Life in the American Colonies</b></p> <p><b>AVID: The Write Path History/Social Science: Interactive Teaching and Learning Guide</b></p>	<p><b>Economics 2.2.1</b>-Understands and analyzes how the forces of supply and demand have affected the production, distribution, and consumption of goods, services, and resources in the United States.</p>	<p>Students can evaluate the resources and conditions that existed in each colony that helped shape their economies.</p>	<p><b>What factors caused the growth of slavery in the colonies?</b></p> <p><b>Why are protected rights an important aspect of any government?</b></p> <p><b>Why did the concept of representative government form in the early colonies?</b></p>
	<p><b>Economics 2.4.1</b>-Understands and analyzes the distribution of wealth and sustainability of resources in the United States in the past and present.</p>	<p>Students can analyze the differences in the economies of the colonies that influenced the growth of slavery.</p>	
	<p><b>EALR 1.1.1</b>-Understand key ideals and principles outlined in the Declaration of Independence, including life, liberty, and the pursuit of happiness, the US Constitution, including the rule of law.....</p> <p><b>CCSS SL8.4</b>- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Students can discuss why protected rights and representative government were important principles in early colonial government. <b>Note: An AVID strategy such as a “Fishbowl Discussion” can be used to complete this target.</b></p>	



## King Philip's War of 1675 Writing Assignment

### Central Historical Question:

What Caused King Philip's War of 1675?

#### Materials Needed:

- Historical Background
- Document A: King Philip's Perspective
- Document B: Colonists' Perspective
- King Philip's War Guiding Questions

#### Plan of Instruction:

1. Introduce lesson: Today we're going to learn about a war that broke out between Native Americans and settlers in New England.

Point out New England on a map. If you did the lesson on Passenger Lists or on City Upon a Hill, you might want to refresh students' memories about the type of people who settled in New England.

Warm-up: Have students read Historical Background and answer the following three questions:

- a. What was happening to New England's Native American population before 1675?
- b. What were the results of King Philip's War?

c. Based on what you read, what do you think caused King Philip's War?

2. Elicit student answers to the Warm-up.

3. Hand out Document A and Guiding Questions. Have students answer Sourcing and contextualization questions for Document A.

4. Review student answers and discuss:

- Question 4 is hard and can only be answered with speculation: the fact that colonists initiated this meeting suggests that King Philip had already begun to organize the neighboring tribes at this point.

5. Hand out Document B and have students answer Guiding Questions.

6. Review student answers to Document B and discuss:

- Why do the colonists think Indians attacked their settlements?
- To what extent do the colonists blame themselves?
- What does this document reveal about the colonists' point of view?

7. Have students answer corroboration question in pairs. Discuss.

Citations:

Albert B. Hart, ed., *American History Told by Contemporaries*. Vol. 1, 458-60. (New York, 1897).

[http://www.digitalhistory.uh.edu/documents/documents\\_p2.cfm?doc=206](http://www.digitalhistory.uh.edu/documents/documents_p2.cfm?doc=206)

John Easton, "A Relation of the Indian War" in *A Narrative of the Causes Which Led to Philip's Indian War* (Albany: J. Munsell, 1858), 5–15.

<http://historymatters.gmu.edu/d/6226>

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## Historical Background

After the Pequot War, a war between New England settlers and Indians in 1636-1637, New England was free of major Indian wars for about forty years. During this period, the region's Native American population declined rapidly and suffered severe losses of land and cultural independence. Between 1600-1675, New England's Native American population fell from 140,000 to 10,000, while the English population grew to 50,000. Meanwhile, the New England Puritans launched a campaign to convert the Indians to Protestantism. One leading missionary convinced about 2000 Indians to live in "praying towns," where they were expected to adopt white customs. In 1675, the chief of the Pokanokets, Metacomet (whom the English called King Philip), forged a military alliance including about two-thirds of the region's Indians. In 1675, he led an attack on Swansea, Massachusetts. Over the next year, both sides raided villages and killed hundreds of victims. Twelve out of ninety New England towns were destroyed. This war was called King Philip's War. Relative to the size of the population, King Philip's War was the most destructive conflict in American history. Five percent of New England's population was killed--a higher proportion than Germany, Britain, or the United States lost during World War II. Indian casualties were far higher; perhaps 40 percent of New England's Indian population was killed or fled the region. When the war was over, the power of New England's Indians was broken. The region's remaining Indians would live in small, scattered communities, serving as the colonists' servants, slaves, and tenants.

## Document A: King Philip's Perspective (Modified)

King Philip agreed to come to us; he came unarmed, and about 40 of his men armed. We sat very friendly together. We told him our business. They said that they had done no wrong; the English wronged them. We said that both sides thought the other side wronged them, but our desire was to avoid war. The Indians agreed that fighting was the worst way; then they asked how we might avoid war. We said, by negotiation. They said that they lost many square miles of land through negotiation. They said they had been the first in doing good to the English, and the English were the first in doing wrong. They said when the English first came, their King's Father prevented other Indians from wronging the English, and gave them corn and showed them how to plant, and let them have a 100 times more land than now the Indian King had for his own people. And another grievance was, if 20 of their honest Indians testified that a Englishman had done them wrong, it was as nothing; and if but one of their worst Indians testified against any Indian, when it pleased the English it was sufficient. Another grievance was, the English made them drunk and then cheated them; that now, they had no hope left to keep any land. Another grievance, the English cattle and horses still increased and kept spoiling their corn. They thought when the English bought land of them they would have kept their cattle upon their own land, but the English didn't use a fence.

### Vocabulary

Grievance: complaint

Source:

John Easton, an official from Rhode Island, met King Philip in June of 1675 in an effort to negotiate a settlement. Easton recorded Philip's complaints. However, Easton was unable to prevent a war, and the fighting broke out the following month.

## Document B: Colonists' Perspective (Modified)

In New England, there are many different theories for what caused the present Indian war. Some blame the people of Boston for trying to Christianize the Indians and for forcing the Indians to observe their laws. They think the Indians are too rude and uncivilized. Some believe there have been Catholic priests, who have made it their business, for some years past, to turn the Indians against the English and to promise weapons from France. Others blame the Indian leader, King Philip. Some English tried to get his land and brought him to court and sometimes imprisoned him. The Puritan government of the Massachusetts believes that God is punishing them for their behavior. Recently, men have been wearing long hair and wigs made of women's hair; and women have been cutting, curling and laying out the hair. People have not been going to town meetings. The Puritans think that God has allowed the Indians to rise against them. The English have contributed much to their misfortunes, for they first taught the Indians the use of guns, and let them attend trainings, and showed them how to handle their guns. The loss to the English in the several colonies, in their habitations and stock, is reckoned to amount to 150,000 pounds. About 1200 houses have been burned, 8000 head of cattle, great and small, killed, and many thousand bushels of wheat and other grain burned, and over 3000 Indians, men, women, and children destroyed.

Source: The English government sent Edward Randolph to New England to report on the causes for the wars with the Native Americans. He wrote this report in 1685.

## Guiding Questions

### DOCUMENT A

Sourcing: Always source the document before you begin to read!

1. Who wrote this account? Was the author a colonist or a Native American?

2. When was this account written? (before or after King Philip's War?)

3. Given who wrote it, do you think it's fair to call the document King Philip's Perspective? Why or why not?

Contextualization: Begin reading the document after you've sourced it.

4. What was happening in New England that led to this meeting?

5. What are 3 complaints that the Native Americans made to John Easton?

## DOCUMENT B

Sourcing: Always source the document before you begin to read!

6. Who wrote this account? Why would the English government care about what was happening all the way across the ocean in New England?

7. When was this account written? (before or after King Philip's War?)

8. What do you predict the author will say were the causes of King Philip's War?

Close reading: Begin reading the document after you've sourced.

9. What are three different theories that the colonists have for why Indians attacked English settlements? Do the colonists blame themselves? Explain.

10. Based on Document B, how would you describe the colonists' attitude towards Native Americans?

## Writing Task:

Using evidence from Documents A and B, write a one to 3 page response to the following question:

What do you think caused King Philip's War of 1675? Be sure to use text evidence from the documents to back up your claim.

## Mid-Unit Writing Task Rubric

4	3.5	3	2.5	2	1.5	1
Addresses all aspects of prompt appropriately and maintains a strongly developed focus.		Addresses prompt appropriately and maintains a clear, steady focus.		Addresses prompt appropriately, but with a weak or uneven focus.		Attempts to address prompt, but lacks focus or is off-task.
Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.		Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.
Demonstrates and maintains a well- developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.
Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in- depth understanding.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.

Unit 1		Revolution	
Scope and Sequence	Possible Standards and Learning Targets		Essential Questions
<p><b>Five Days: The Spirit of Independence</b></p> <p><u>Vocabulary</u>  revenue  writ of assistance  resolution  effigy  boycott  repeal  rebellion  propaganda  committee of correspondence  minutemen  loyalist  patriot  petition  preamble</p> <p><u>Resources</u>  <b>Discovering Our Past-A History of the United State-Chapter Five: The Spirit</b></p>	<p><b>Economics 2.3.1</b>-Understands and analyzes the influence of the US government’s taxation, creation of currency, and tariffs in the past or present.</p>	<p>Students can examine the economic policies of the British and the impact of their policies on the Colonies.</p>	<p><b>What was the impact of British policies on the colonists?</b></p>
	<p><b>Social Studies Skills 5.1.2</b>-Evaluates the logic of reasons for a position on an issue or event</p>	<p>Students can argue a position from a perspective regarding the events of the Boston Massacre.</p>	
	<p><b>History 4.3.2</b>-Analyzes multiple causal factors to create positions on major events in US history</p> <p><b>CCSS SL 8.1</b>- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>Students can collaborate and discuss the causes and effects of the events of the Boston Tea Party.</p>	<p><b>How can an event change the course of history?</b></p>

<p><b>of Independence</b></p> <p><b>AVID: The Write Path History/Social Science: Interactive Teaching and Learning Guide</b></p>	<p><b>History 4.2.1</b>-Understands and analyzes how individuals and movements have shaped US history.</p>	<p>Students can give examples of the various roles individuals played in the movement toward independence.</p>	<p><b>What documents and individuals influenced the belief and ideas of the founders of the United States of America?</b></p>
	<p><b>Social Studies Skills 5.2.2</b>-Evaluates the logic of positions in primary and secondary source documents to interpret an issue or event.</p> <p><b>CCSS 6.8.1</b>-Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<p>Students can analyze primary source documents and describe the influence of those documents on Thomas Jefferson. <b>Note: An AVID strategy such as a “Primary Source Rewrite” can be used to complete this target.</b></p>	

Unit 1		Revolution	
Scope and Sequence	Possible Standards and Learning Targets		Essential Questions
<b>5 Days: The American Revolution</b>  <u>Vocabulary</u> mercenary recruit inflation Blockade privateer siege ratify ambush  <u>Resources</u> <b>Discovering Our Past-A            History of the United State-            Chapter Six: The American            Revolution</b>	<b>History 4.2.1</b> -Understands and analyzes how individuals and movements have shaped US history	Students can differentiate between the beliefs and values of the Loyalists and Patriots.	<b>What were the differences between the Loyalists and the Patriots?</b>  <b>What were the key factors that led to the Patriot victory in the Revolutionary War?</b>
	<b>History 4.1.2</b> -Analyzes multiple causal factors to create positions on major events in US history.	Students can identify the defining moments and key battles of the Revolutionary War.	
	<b>Civics 1.3.1</b> -Understands how the United States has interacted with other countries in the past or present.	Students can outline the factors that led to the Patriot victory in the Revolutionary War.	

Unit 1	Revolution		Task Definition
Scope and Sequence	Standards and Learning Target Examples		
<p><b>5 days: Assessment-American Studies Unit One Assessment DBQ</b></p> <p><b>DBQ Question: Were the American colonists justified in declaring war against Great Britain?</b></p>	<p><b>CCSS Reading 6-8.1-</b>Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>CCSS Reading 6-8.2-</b> 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.</p> <p><b>CCSS Reading 6-8.9-</b> Analyze the relationship between a primary and secondary source on the same topic.</p> <p><b>Writing CCSS 6-8.1B:</b> Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p>	<p>Students can complete a DBQ by writing an essay using evidence from primary source documents to support their claims.</p>	<p><i><b>Were the American colonists justified in declaring war against Great Britain?</b></i></p> <p><b>After reading and analyzing the attached documents, you will combine background knowledge and information from at least three of the provided documents to write a multi-paragraph response essay to the question above. Provide examples from the documents to clarify your analysis.</b></p>