



# Unit Planning Template

## Sample 8<sup>th</sup> Grade Social Studies Unit

**Unit Title:** The American Revolution- was it justified?

**Grade Level/Course:** Grade 8 US History

**Approximate length of unit:** 4 weeks (including summative assessment)

**Unit Summary:** In this unit, students analyze how events and laws in 1770s America were interpreted differently by colonists based on their economic status, geographic location and attitude toward political change.

### Stage 1- Desired Results

#### Guiding Principles:

**Standard A: A clear and effective communicator** who understands the attributes and techniques that positively impact constructing and conveying meaning for a variety of purposes and through a variety of modes

#### Graduation Standards:

**Standard 1 Applications of social studies processes, knowledge and skills:** Collaboratively and independently research, present, and defend discipline-based processes and knowledge from civics/government, economics, geography and history in authentic contexts

**Standard 6 History:** Apply and demonstrate knowledge of major eras, enduring themes, turning points and historic influences to analyze the forces of continuity and change in the community, the state, the United States and the world

#### Primary Performance Indicators

*(Essential knowledge and skills to be assessed in the summative assessment. It is what you intend to explicitly assess and teach, not what gets mentioned):*

**G.P. A 2:** Uses evidence and logic appropriately in communication

3: Adjusts communication based on the audience

4: Uses a variety of modes of expression

**S. S. Standard 1/E:** Develop and present arguments both orally and in writing, in which claims are introduced and distinguished from alternate or opposing claims and main claims are supported with logical reasoning, relevant data, and evidence using credible sources and a concluding statement that follows from and supports the argument presented

#### Supporting Performance Indicators

*(To be assessed only in formative ways; not evaluated in the summative assessment):*

**G.P. B 6:** Demonstrates reliability and concern for quality

**S.S. Standard 1 C:** Evaluate various explanations and authors' differing points of view of the same event or issue, citing specific textual evidence from primary and secondary sources to support analysis

**ELA Standard 7 B:** Operate effectively in a group to promote a civil exchange of ideas that probes reasoning and evidence.

**ELA Standard 7 C:** Respond thoughtfully to diverse perspectives

<p><b>S.S. Standard 6 B:</b> Analyze interpretations of historical events that are based on different perspectives and evidence</p> <p><b>S.S. Standard 6 D:</b> Analyze the factors that influenced the perspectives of people in history and led them to interpret the same events differently</p>	<p><b>Economics D:</b> Compare different economic systems....explain the relationship between the region's economic system and its government, and the resulting costs and benefits</p>
<p><b>Understandings:</b></p> <ul style="list-style-type: none"> <li>• Students will understand that events in history are rarely, if ever, interpreted in the same way by people at the time; similarities and differences in perspectives often depend upon social/economic status, geographic location and connection to authority.</li> <li>• The work of a historian involves analyzing people's motives and perspectives to understand the significance of historical events.</li> </ul>	<p><b>Essential Question(s):</b></p> <p>Were the colonists justified in overthrowing their government?</p>
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• Mercantilism as economic system</li> <li>• Reasons for settlement of English colonies</li> <li>• Definitions of radical, moderate, conservative</li> <li>• Costs/benefits for England having colonies/ costs/benefits for colonists being part of England</li> <li>• Proclamation of 1763</li> <li>• Quartering Act</li> <li>• Boston Massacre</li> <li>• Stamp Act</li> <li>• Intolerable Act</li> </ul> <p>• Terms- Persuasive Essay: Claim, counterargument, Debate- Presentation, Rebuttal</p>	<p><b>Students will be able to ...</b></p> <ul style="list-style-type: none"> <li>• Analyze how differing motives, interests, beliefs, hopes and fears influence people's perspectives</li> <li>• Highlight &amp; use evidence from informational text to support analysis, reflection and research;</li> <li>• Summarize argument in single sentence</li> <li>• Support argument with logical reasoning &amp; accurate data/evidence that demonstrate understanding of topic</li> <li>• Analyze multiple interpretations of a historical or current event</li> <li>• Differentiate between historical fact and interpretation</li> <li>• Compare and contrast treatments of the same topic in several primary and secondary source</li> </ul>

## Stage 2- Evidence of Student Learning Assessment Design

### Scoring Criteria (Rubric)

Indicator	1	2	3	4
<b>G.P. A2:</b> Uses evidence and logic appropriately in communication	I can state or list relevant ideas or facts.	I can express my ideas and present some evidence to support them.	I can explain ideas logically and use evidence to support them.	I can cite specific evidence and synthesize ideas logically.
<b>G.P. A3:</b> Adjusts communication based on the audience	I can identify the audience for my work.	I can recognize different audiences and think about their needs.	I can differentiate my tone, level of complexity, and voice based on audience.	I can assess the audience for my work and adapt my communication style to match their needs.
<b>G.P. A4:</b> Uses a variety of modes of expression	I can state my ideas.	I can show what I mean in more than one way	I can express myself in a variety of ways	I can express myself in a variety of sophisticated or subtle ways
<b>S. S. Standard 1/E:</b> Develop and present arguments both orally and in writing, in which claims are introduced and distinguished from alternate or opposing claims and main claims are supported with logical reasoning, relevant data, and evidence using credible sources and a concluding statement that follows from and supports the argument presented	I can tell the difference between a fact and an argument and find evidence that supports an argument.	I can construct an argument with supporting details and identify possible counter-arguments.	I can develop and present arguments orally and in writing, support them with specific evidence, draw logical conclusions from the evidence, and refute opposing claims to my argument.	I can argue a position orally and in writing by select the most convincing, credible evidence to support it, while discrediting opposing viewpoints.

<p><b>S.S. Standard 6 B:</b> Use evidence to analyze interpretations of historical events based on different perspectives</p>	<p>I understand that an historical event might be interpreted differently based on a person's point of view at the time.</p>	<p>I can contrast different points of view of an historical event, citing general evidence to support my point.</p>	<p>I can compare and contrast interpretations of historical events from different points of view, using specific evidence to support my point.</p>	<p>I can critique different points of view regarding an historical event, using specific, convincing evidence to support my point.</p>
<p><b>S.S. Standard 6 D:</b> Analyze the factors that influenced the perspectives of people in history &amp; led them to interpret the same events differently</p>	<p>I can identify factors that influenced people's points of view about historical events.</p>	<p>I can compare and contrast different factors that influenced people's points of view about historical events.</p>	<p>I can analyze how people's experiences, background, and perspectives lead them to interpret events differently.</p>	<p>I can determine the relative importance of various factors in influencing people's points of view about historical events.</p>

## Summative assessment

Students will assume the roles of historical figures and participate in a 1776 colonial town meeting at which they will debate whether to declare independence from Great Britain. Loyalists and Patriots will try to persuade Neutralists to join their side; Neutralists will question the Loyalists and Patriots on their arguments and use/interpretation of evidence and then vote each "round" on which side has the most compelling arguments and rebuttals. All students will use strategic thinking to cite evidence, develop logical arguments and justify their own conclusions or critique conclusions others have drawn. (SS 1E, SS 6B, SS 6D, GP A2) Students who are proficient are able to think strategically and make logical inferences about the perspective the historical person they are role-playing would have had on the events and key laws of 1770s America. (GP A2, SS 1E)

Students will prepare the following materials to use in their town meeting:

- Written speech from perspective of historical person who the student is role-playing (SS 1/E; SS 6 E, GP A.2, A.3)
- Create a visual (poster, google site, twitter feed, etc.) that demonstrates the point of view of character (SS 6/B; GP A.4)
- Nameplate for historical character with "quote" summarizing character's perspective on independence from Great Britain (GP A.4; SS 6.B)

During the town meeting, students will:

- Present the speech they have prepared and participate in the development of a rebuttal or counter argument (G P A.2; A.3; A.4)

## Entry-level Assessments

### 1. PRO/CON: Should Snowden get a freedom medal or jail time?

(Using <https://newsela.com/articles/snowden-procon/id/2410/> assess strategic reading of informational texts; using evidence; writing arguments and recognizing counterarguments; elements of oral debate)

- Start with a mini-lecture and class discussion to give context about Edward Snowden and his decision to leak information
- Students read Newsela pro/con article
- Students complete a graphic organizer of their argument, including main idea, evidence, counter-arguments, and conclusion
- Introduce the format of debate
- Class debate on the issue
- Debrief/ written reflection: What arguments made by classmates in the spectrum activity did you think were effective? What kinds of persuasive techniques were used by your peers in the activity?

### 2. List, Group, Label (pre-assess content knowledge)

This is a brainstorming and categorizing activity that requires students to use their background knowledge. The teacher asks students to brainstorm words associated with the American Revolution- these can be events, laws, people, or descriptive words.

- Each student individually brainstorms words or ideas they associate with the American Revolution. Students are asked to brainstorm at least seven words/ideas.
- Students then work in small groups, sharing their lists. As students begin to work on combining the lists in their small group, they are asked to sort the words by perspective—those that view the Revolution positively, negatively, or neutrally.
- Students generate questions or prediction statements related to what they think they will learn in the unit.

Debrief questions: 1) To what extent was there a balance of perspectives in your words/ideas? 2) What influences you to agree or disagree with a perspective on history or current events? 3) What can we do to consider multiple perspectives during our investigation of the American Revolution?

## Stage 3: Instructional Design

### Entry Event or Hook:

Show students without comment the first of two political cartoons from 1770s. It depicts a group of colonists pulling down a statue of King George III (supports the patriots' perspective). Teacher tells students that this is a primary source document and that they will be asked questions historians ask in understanding the significance of primary source documents: "What do you see?" "From whose point of view is this cartoon from?" "What's my evidence for my analysis?" The second cartoon shows a group of colonists attacking a tax collector, tar and feathering him, as well as pouring tea down his throat (British perspective)- the teacher asks the same questions. Then show the cartoons side by side- the different points of view between the cartoons is clear. Teacher poses questions- why would people have different points of view about the colonists rebelling against Britain? What are some of the reasons a colonist might support the king? Or support rebellion? Class continues with the pre-assessments described above.

### Provide a skeleton overview of lessons in the unit

Based on your entry-level assessment data, a teacher may adjust the sequence, pacing, and student grouping. Learning experiences can be designed so that teacher is available to provide additional support for groups or individuals as needed.

Daily Learning Target	Formative Assessment	Learning Experience(s)
I can explain the reasons for the settlement of various English colonies (2 days)	<ul style="list-style-type: none"> <li>• Presentation checklist: 1) "headline statement"</li> <li>2) examples to support headline, 3) explanation of important dates/events in colony</li> <li>4) students define terms, use clear voice, maintain eye contact</li> <li>• Complete Venn diagram with partner comparing two colonies</li> </ul> <p>(done beginning of class after presentations)</p>	<p>Day 1: Each small group researches using textbook, audio file, and supplied internet resources the settlement of one colony. Prepares short presentation</p> <p>Day 2: Presentations in small groups. Students complete matrix graphic organizer</p>
I can define mercantilism and describe how it could be viewed as a benefit to colonists and as a cost to colonists (1 day)	<ul style="list-style-type: none"> <li>• Role play cards (farmer, shipbuilder, ship owner, merchant, etc.)</li> </ul>	<p>In class reading &amp; note-taking using note-taking template and/or graphic organizer.</p> <p>Notes on differentiation: Should ensure that texts are available at the independent reading level of each child or can be read to them. Some children could view online videos/documentaries rather than reading.</p>

<p>I can analyze the causes and consequences of laws and events in the 1770's and infer different viewpoints (3 days)</p>	<p>Each day: 1) take one event from the chart, and do mini-debate with whole class. 2) Pair groups and have them pick another event to prepare for mini debate by dividing group into 2 patriots, 2 loyalists and 2 neutralists. 3) Class holds mini-debates</p>	<p>Using textbook or other resource, in groups of 3, students complete action-reaction chart defining events and inferring perspective of loyalist &amp; patriot on each event/law</p>
<p>I can compare &amp; contrast the political cartoon of the Boston Massacre with eyewitness accounts of the event (2 days)</p>	<p>Read 2 paragraph explanation of Boston Massacre in textbook- Is this is a good summary, why/why not?</p>	<p>Students given cartoon and asked to list all the things they notice, explain what might be meaning of cartoon. Read (text-level appropriate) eyewitness account- what's different?</p>
<p>I can correctly apply the terms "radical," "moderate" "conservative" to make a generalization about a person's political viewpoint (1 day)</p>	<p>Spectrum activity- "who would be likely to say...." students respond to statement by moving to spot in room labeled "radical", "moderate" "conservative"</p>	<p>Mini-lesson on terms with examples  Spectrum activity (see formative assessment box)  Assign each student role/character for final debate.</p>
<p>I can adjust the level of complexity and tone of a text to meet the needs of my audience. (2 days)</p>	<p>Jigsaw activity where groups share their re-written texts to groups that haven't read them yet to see if they can paraphrase the main ideas of the acts.</p>	<p>Working in groups, summarize or re-write the texts of the Quarter Act, Stamp Act, or one of the Intolerable Acts in modern, simple English, potentially for younger students.  Note on differentiation: when using primary sources, it still may be necessary to give simplified, annotated, or summarized versions (to accompany original) to some students, depending upon difficulty of original text and reading level of student.</p>
<p>I understand the factual information I have about my character and I can infer their answer to the unit's essential question (2 day)</p>	<p>Create nameplate for character with "quote" summarizing his/her point of view about separation from England</p>	<p>Day 1: Provide students with written overview of factual information about their character/role. Students read overview and use graphic organizer to outline key facts. Student may also conduct</p>

		<p>additional research about their character.</p> <p>Day 2: Introduce your character to class Students in patriot, loyalist and neutralist groups- what event or issue would each person on your team be most concerned with, create chart</p>
I can work with others to share ideas and develop arguments /questions for our team (1 day)	Group task checklist and student identified “what are my next steps” list	Use action-reaction chart from earlier class and teacher created “group task checklist” to develop team arguments/questions
I can create an argument based on a claim and supporting evidence (2 days)	Conference individually with students on thesis statement/ support for argument (graphic organizer)	Mini-lesson on claim/ evidence using John Adams’ speech in Boston Massacre trial. Demonstrate how to use persuasive essay/speech graphic organizer. Work time
I can create a political cartoon/poster which supports my argument (1.5 days)	Rough draft of cartoon/poster-shared with teacher/peers for feedback	<p>Mini-lesson on current elements of current political cartoons: exaggeration, caricature, symbolism. Have sample posters available as models. Meet with team to share ideas, individual work time.</p> <p>Note on differentiation: provide stock drawings or access to online cartoon development website.</p>
I know my role in the debate and can support others on my team. (2 days)	Self-reflection- what do you see as your strengths in terms of the debate, what will be challenging for you?	<p>Day 1: Team meets to create schedule of arguments and who will rebut arguments. Practice speech and get feedback from partner on team.</p> <p>Day 2: Brainstorm list of potential arguments and evidence from opposing sides.</p>
Debate begins- summative assessment		



## Stage 4 – Resources and Reflection

### Pre-assessment materials:

- <https://newsela.com/articles/snowden-procon/id/2410/>
- Graphic organizer for constructing an argument:  
<http://www.holbrook.k12.az.us/schools/hhs/gnovell/home/Forms/ArgumentGraphicOrganizer.pdf>

### Entry event materials:

- 1<sup>st</sup> cartoon:  
<http://www.teachushistory.org/american-revolution/resources/pulling-down-statue-george-iii>
- 2<sup>nd</sup> cartoon: <http://www.loc.gov/pictures/item/2004673302/>

### Reasons for the settlements:

- <http://www.nps.gov/jame/learn/historyculture/jamestown-and-plymouth-compare-and-contrast.htm>
- <http://www.landofthebrave.info/original-thirteen-colonies.htm>
- <http://www.history.com/topics/thirteen-colonies>

### Mercantilism and the colonies:

- <http://www.ushistory.org/declaration/lessonplan/mercantilism.asp>
- <http://13colonies.mrdonn.org/mercantilism.html>

### Political cartoons and eyewitness accounts of Boston Massacre:

- [Boston Massacre curriculum with political cartoons](#)
- [Library of Congress resources](#)
- [Library of Congress collection of political cartoons](#)
- [eyewitness accounts of Boston Massacre](#)

### John Adams speech from Boston Massacre trial:

<http://www.bostonmassacre.net/trial/acct-adams1.htm>

Current political cartoon website: <http://nieonline.com/aaec/cftc.cfm>

### Links to Quartering Act, Stamp Act, Intolerable Acts, etc.:

<http://www.ushistory.org/declaration/related/intolerable.htm>

**Reflection** – Student written reflection on the debate, the effectiveness of their presentations and visuals, and their learning throughout the unit