

Stage 1 Desired Results 2nd quarter 8th grade History

<p>ESTABLISHED GOALS (CCSS)</p> <p>CCSS Writing (W): 1, 2, 4, 5, 6, 7, 8, 9</p> <p>CCSS Reading (R): 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>Goal: 1.1, 1.2, 1.3, 1.5, 2.2, 2.3, 3.1, 3.2</p>	<i>Transfer</i>	
	<p>Students will be able to independently use their learning to...</p> <p>This quarter, you have been learning about development of the 13 Colonies and the American Revolution. In this unit, you will demonstrate your understanding of these concepts through, reading skills, writing skills, and use problem solving skills to create a solution for a real-world problem.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Politics • Economics • Norms of Society • Colonization • Development of an American Society and Norms • Rights and Freedoms • Taxation • Self-Government <p>That these concepts influenced the American Colonists to break from England and become an independent nation.</p>	<p>ESSENTIAL QUESTIONS:</p> <p><i>What is a Patriot?</i></p> <p><i>What is a Loyalist?</i></p>
<i>Acquisition</i>		
<p>Students will know...</p> <ul style="list-style-type: none"> • Challenges to Spanish Power 1600-1700 • English Colonies/Shaping of American Colonies 1620-1776 * The Clash of Empires in North America 1700-1800 • The American Revolution 	<p>Students will be skilled at...</p> <p>Writing arguments focused on discipline-specific content.</p> <p>Writing informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>	

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of the others while avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis reflection, and research.

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.

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

Identify aspects of a text that reveal an author's point of view or purpose

		<p>(e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>Analyze the relationship between a primary and secondary source on the same topic.</p>
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Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<p>PERFORMANCE TASKS</p>	<p>CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS): <i>Focus:</i> It is surprising to most students that not all Americans wanted nor fought for independence. They can't imagine why any American would want to remain part of the British Empire. This activity will help students realize that the colonists had different points of view and that deciding which side to take was not easy and was often life threatening.</p> <p>Historical Background: During the American Revolution, the American colonists had to decide to support the War for Independence or remain loyal to the British and King George III. Some Americans could not decide which side to choose and remained neutral during the war. Most American colonists, however, did choose sides. Those who supported independence from Britain were known as Patriots and colonists who opposed independence from Britain were known as Loyalists. Most Patriots supported independence because they felt that recent British laws on the American Colonies violated their rights as British citizens (e.g. taxing without consent, quartering soldiers in citizens' homes, and denying colonists the right to a trial). Many Patriots live in the New England Colonies, especially Massachusetts. Most Loyalists who opposed independence tended to be wealthy landowners, Anglican clergymen, or people with close business or political ties to Britain. There was a high concentration of Loyalists in New York</p>

City and in the Southern Colonies. Many Loyalists agreed that the American colonists had suffered at the hands of the British but the Loyalist hoped that a peaceful reconciliation with British government was possible. During the Revolution taking a Loyalists stance was dangerous, especially in the Southern Colonies. Many Loyalists were brutally attacked and killed. Their property was destroyed or confiscated. Loyalists by thousands fled the American Colonies for their own safety. Some Loyalists moved to England and many more moved to nearby Canada.

Those living in the American colonies had various reasons for choosing their side. The Iroquois Confederation, except the Seneca Tribe, had a working relationship with British officials and was angered by colonists encroaching into their territory, sided with British. Tenant farmers often choose their position on the Revolution based on which side their landowner supported. For example, if a Patriot landowner was cruel and always raised the rent, the tenant would be a Loyalist, but if the Patriot landowner was kind and collected a fair rent, the tenant would be a Patriot. Non-English speaking colonists, especially those living in the frontier, often kept to themselves and viewed the conflict between the British government and the Patriots as family quarrel among the English. They wanted to stay out of it and be left alone. Colonists who were in debt with British creditors often became Patriots since they hoped winning the Revolution could get them out of paying back their debt.

Check off each item as you complete it. Turn in all finished materials WITH this checklist.

1. Read the sources for the Patriots
2. Read the sources for the Loyalists

Use the information gained from completing #1 and #2 above, to explain/define what a Patriot and Loyalist are and give examples in a **well-written 3 paragraph News paper article or a Trifold pamphlet (6 to 8 sentences a paragraph; with an Intro, body, and conclusion):**

What is a Patriot?

What is a Loyalist?

You may use the bottom of this sheet to take notes or complete a graphic organizer for

the product. Use 2 or 3 reasons (claims and supporting evidence) from the documents you have read to support your choice.

3. Debating Independence; see attachment

	OTHER EVIDENCE: <ul style="list-style-type: none"> • Homework activities • Review Activities • Quizzes • Tests 			
CLAIMS	CLAIM 1	CLAIM 2	CLAIM 3	CLAIM 4
DEPTH OF KNOWLEDGE LEVELS	DOK 1	DOK2	DOK 3	DOK4
ACHIEVEMENT LEVEL DESCRIPTORS	ALD 1	ALD 2	ALD 3	ALD 4
Stage 3 – Learning Plan				
<i>Summary of Key Learning Events and Instruction</i>	See weekly calendars and daily lesson plans			