

Coming of the Revolution

Unit 1B

Unit Guide

"The Americans" Chapter 3.4 – 4.2

The Coming of the Revolution	Textbook Vocabulary	Essential Standards	<p><input type="checkbox"/> Boston Massacre</p> <p><input type="checkbox"/> Boston Tea Party</p> <p><input type="checkbox"/> committees of correspondence</p> <p><input type="checkbox"/> <i>Common Sense</i></p> <p><input type="checkbox"/> Declaration of Independence</p> <p><input type="checkbox"/> egalitarianism</p> <p><input type="checkbox"/> inflation</p> <p><input type="checkbox"/> Intolerable Acts</p> <p><input type="checkbox"/> loyalists</p> <p><input type="checkbox"/> martial law</p> <p><input type="checkbox"/> minutemen</p> <p><input type="checkbox"/> Olive Branch Petition</p> <p><input type="checkbox"/> Patriots</p> <p><input type="checkbox"/> Proclamation of 1763</p> <p><input type="checkbox"/> profiteering</p> <p><input type="checkbox"/> Stamp Act</p> <p><input type="checkbox"/> Sugar Act</p> <p><input type="checkbox"/> Townshend Acts</p> <p><input type="checkbox"/> Treaty of Paris (1763)</p>	<p>AH1.H.2.1: Analyze key political, economic, and social turning points from colonization through Reconstruction in terms of causes and effects (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).</p> <p>AH1.H.2.2: Evaluate key turning points from colonization through Reconstruction in terms of their lasting impact (e.g. conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.)</p> <p>AH1.H.3.2: Explain how environmental, cultural and economic factors influenced the patterns of migration and settlement within the US before the Civil War (e.g., economic diversity of regions, mercantilism, cash crops, triangular trade, ethnic diversity, Native American Indian beliefs about land ownership, Lewis and Clark expedition, farming, Industrial Revolution, etc).</p> <p>AH1.H.3.3: Explain the roles of various racial and ethnic groups in settlement and expansion through Reconstruction and the consequences for those groups (e.g., Germans, Scotch-Irish, Africans, American Indian Indians, Irish, Chinese, etc.).</p> <p>AH1.H.4.2: Analyze the economic issues and conflicts that impacted the United States through Reconstruction and the compromises that resulted (e.g., mercantilism, Revolutionary Era taxation, National Bank, taxes, tariffs, territorial expansion, Civil War).</p> <p>AH1.H.5.1: Summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems.</p> <p>AH1.H.6.2: Explain the reasons for involvement in wars prior to Reconstruction and the influence each involvement had on international affairs.</p>
	Learner Objectives		<ol style="list-style-type: none"> analyze the shift from peace to revolution, including the changing diplomatic, social, economic, and political interactions between Parliament and the English colonies. evaluate how America was becoming increasingly politically, economic, and socially independent. examine turning points that changed the relationship between Britain and the colonies. evaluate the impact of various ethnic and religious groups in the culture of the colonies. connect Enlightenment ideas to the colonists motivations for the Revolution. contrast how different colonists felt about the Revolution (ex: the New England merchant classes compared to Southern farmers). examine the Revolution as a national movement of loose and semi-organized guerrilla militias. 	
	Language Objectives		<ol style="list-style-type: none"> Students will analyze the shift from peace to revolution by completing Frayer models comparing salutary neglect and mercantilism. Students will examine turning points that changed the relationship between Britain and the colonies by completing a timeline of Pre Revolutionary events from the French Indian War to the Boston Tea Party in small groups. Students will compare multiple points of view by writing a RAFT paper on the colonial experience or the revolution. Students will evaluate the turning points of the American Revolution by creating a Google Earth tour in small groups. Students will connect Enlightenment ideas to the American colonial people through examining primary source documents. Students will analyze primary sources individually by using various methods, including the 6Cs organizer. 	
	Essential Questions		<ol style="list-style-type: none"> What rights should all people have? Why are boycotts a useful tool for rebellion? What is the proper balance between freedom and security? How is the legacy of war preserved within a culture? What are the short-term and long-term effects of war? When does rebellion turn into a revolution? How can war be avoided? How does war change daily life? 	

By the end of the Unit, you should have mastered the following:

Key People	<p><i>How did these people and groups influence the American Revolution?</i></p> <ul style="list-style-type: none"> Samuel Adams General Thomas Gage Thomas Jefferson Thomas Paine George Washington
Key Events	<p><i>How did these events impact the American Revolution?</i></p> <ul style="list-style-type: none"> Battle of Bunker Hill Battle of Lexington and Concord Boston Massacre Second Continental Congress
Key Documents	<p><i>For each, explain the main idea and the influence it had on the American Revolution.</i></p> <ul style="list-style-type: none"> <i>Common Sense</i> Declaration of Independence Olive Branch Petition Treaty of Paris (1763)
Vocabulary	<p><i>Identify the significance of this term in the context of the American Revolution.</i></p> <ul style="list-style-type: none"> committees of correspondence The Enlightenment Social Contract Treaty of Paris (1763)