

Curriculum Design Unit Cover Page

Unit Title: Beginnings of American Identity

Grade Level: 7

Subject/ Topic Areas American Identity, Rights of the Colonists, French and Indian War

Key Words: America Revolution, traditions, identity, Parliament, treaty

Time Frame: 3 weeks

Context: This class will be comprised of about 30 7th graders ranging in interests and abilities. Likely I will have a handful of students who are in the Special Ed or ELL programs at my school. I will have these students for both Language Arts and Social Studies and due to this increased time spent together, I hope to quickly build respect and rapport.

Brief Summary of Unit and Rationale:

This unit focusing on the events that led up to the American Revolution. It will be the first full unit that we will study in 7th grade Social Studies. We will focus on the idea of the American identity, examining the traditions, events, and forces that helped to shape this. We will also examine the formation of the early government in the United States. Students will use graphic organizers to examine the causes and effects of the American Revolution. They will design a Colonial Life Poster in which they will explore, research, and present on one aspect of colonial life, and they will write letters home to England when Andros began to take away their power.

This unit is worth re-evaluating because misconceptions often arise around the reasons that colonists came to America and how the identity of America was formed. By encouraging students to step into the shoes of the colonists and asking them to look at events from different angles aided by political cartoons and primary sources, I hope to eliminate misconceptions and increase understanding.

Unit Design Status:

- ✓ Completed template pages- Stages 1, 2, 3
- ✓ Completed blueprint for each performance task
- ✓ Completed rubrics
- ✓ Directions to students and teachers
- ✓ Materials and resources listed
- ✓ Suggested accommodations
- ✓ Suggested extensions

Stage 1: Identify Desired Results

Status:

- ✓ Initial draft (date: 7/16/12)
- ✓ Revised draft (date: 7/24/12)
- ✓ Peer reviewed
- ✓ Content reviewed
- Field tested
- Validated
- Anchored

Established Goals:

Grade Level Standards:

Grade Level: 7

EALR: 1 CIVICS The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

Component 1.2 Understands the purposes, organization, and function of governments, laws, and political systems.

- **1.2.3** Understands various forms of government and their effects on the lives of people in the past and present.

EALR: 4. HISTORY The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component: 4.2 Understands and analyzes casual factors that have shaped major events in history.

- **4.2.1** Understands and analyzes how individuals and movements have shaped Washington State or world history.

EALR: 5. SOCIAL STUDIES SKILLS The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate potions through the processes of reading, writing, and communicating.

Component 5.2 Uses inquiry-based research.

- **5.2.2** Evaluates the breadth of primary and secondary sources and analyzes notes to determine the need for additional information while researching an issue or event.

Essential Questions:

- What traditions, events, and forces helped form an American identity?
- What political and social ideas that helped shape early America?
- What leaders rose up to shape America?

Essential Understandings:

The student will understand...

- How themes and developments help to define eras in U.S.
- How to analyze maps and charts from a specific time period or event to make an historical interpretation.
- How individuals raised up to shape the country.

Key knowledge and skills that students will acquire as a result of this unit:

Students will know:

- Key terms: tradition, Parliament, pact
- Major Events and Documents from 1689-1763: Great Awakening, Magna Carta, Treaty of Paris, Proclamation of 1763
- Key Characters: Benjamin Franklin, Jonathan Edwards, George Whitefield, John Locke, Edmund Andros, John Peter Zenger

Students will be able to:

- Read and interpret maps and charts.
- Make historical interpretations.
- Explain the formation of our nation's government.

Stage 2: Determine Acceptable Evidence

What evidence will show that students understand?

Performance Tasks:

- Colonization Poster: Students will create a colonization poster focusing on one aspect of colonization. They will use primary and secondary sources as well as maps and charts.
- Letter Protesting Andros's actions: Student will imagine they lived in the colonies at the time Andros ended representative assemblies and limited the power of town meetings. They will write a letter to friend or relative in England in which they describe their feelings about having some of their government taken away.

What other evidence needs to be collected in light of Stage 1 Desired Results?

Other Evidence:

(e.g., tests, quizzes, prompts, work samples, observations)

- Skill Check: Cause and Effects of the American Revolution
- Prompt: Column Reading Cloze Model
- Skill Check: French and Indian War Three-Column Reading Chart
- Test: Students will take a test focused on Early American Culture, the Rights of the Colonists, and the French and Indian War

Student Self-Assessment and Reflection:

- Students will self-assess their colonization poster.
- Students will self-evaluate what they know about the French and Indian War.
- Students will self-assess their preparedness before the test.
- Students will reflect on their learning from this unit.

Assessment Task Blueprint: Colonization Poster**What understandings or goals will be assessed through this task?**

- Students will research and explain one element of colonial life.
- Students will show how this element contributed to the American identity.

What criteria are implied in the standards and understanding regardless of the task specifics? What qualities must student work demonstrate to signify that standards were met?

- Historically sounds
- Based on research
- Analysis of the formation of the American identity
- Craftsmanship exhibited

Through what authentic performance task will students demonstrate understanding?**Task Overview:**

Students will create a poster about one aspect of colonial life. They will use primary and secondary sources as well as maps and charts. They will then present it to the class and the class will create an episode for the History Channel about colonization.

What student products and performances will provide evidence of desired

- Colonial Life Poster

understandings?**By what criteria will student produces and performances be evaluated?**

- More than basic facts used or explained. It is apparent that student has an advanced understanding of one part of colonial life.
- Remarkable craftsmanship—illustrations are detailed and colorful. Written work is well developed and insightful.

Assessment Task Blueprint: Letter Protesting Andros's Actions

What understandings or goals will be assessed through this task?

- Students will identify political and social ideas that helped form the American identity
- Students will analyze leaders who rose up and played a part in creating the American identity

What criteria are implied in the standards and understanding regardless of the task specifics? What qualities must student work demonstrate to signify that standards were met?

- Historically sounds
- Based on research
- Analysis of the formation of the American identity
- Craftsmanship exhibited

Through what authentic performance task will students demonstrate understanding?

Task Overview:

Student will imagine they lived in the colonies at the time Andros ended representative assemblies and limited the power of town meetings. They will write a letter to friend or relative in England in which they describe their feelings about having some of their government taken away.

What student products and performances will provide evidence of desired understandings?

- Letter Protesting Andros's actions

By what criteria will student produces and performances be evaluated?

- More than basic facts used or explained. It is apparent that student has an advanced understanding of American Rights given and threatened.
- Students show an understanding of key documents and figures such as the Magna Carta, the English Rights, Edmund Andros, and Parliament.

Resources:

- History textbook
- Paper
- Pencil
- A collection of primary and secondary documents from pre-revolution America
- Poster board/butcher paper
- Paints
- Markers
- Causes and Effects chart
- French and Indian War Pre-Assessment
- Three column reading notes
- Quiz
- Jeopardy game
- Test

Accommodations:

- Students will be able to choose from different primary and secondary sources based on their reading level.
- I will supply partially filled out notes for students on an IEP, 504, and ELL when appropriate.
- I will supply a copy of the PowerPoint slides for students on an IEP, 504, and ELL when appropriate.
- I will abbreviate writing assignments for students on an IEP, 504, and ELL when appropriate.
- I will supply lists of vocabulary for students on an IEP, 504, and ELL when appropriate.

Stage 3: Plan Learning Experience WHERE TO?

Where is it going?

Hook the students.

Explore and equip.

Rethink and revise.

Exhibit and evaluate.

Tailor to student needs, interests and style.

Organize for maximum engagement and effectiveness.

1. **Pre-Assessment:** Students will take out a blank sheet of paper and answer the questions about cause and effect. **W**
2. Present early American culture lesson including culture and religious revival. **E1**
3. Introduce and assign **Colonial Life Project** in which students will research one aspect of colonial life. **E1**
4. Give students time to research the aspect that they have chosen using primary and secondary sources.
5. Give students time to work on their posters, websites, or newsletter. **T**
6. In groups, students will practice their presentations. **E1, R**
7. Students present their project to the class. **E2**
8. Introduce the next section with an entry task: What would your ideal government look like? Describe this in words or pictures. **H, T**
9. Present the Roots of Democracy lesson. **E1**
10. Discuss first with a partner and then as a whole group how this differs from what they said their ideal government would look like and why the colonists may be unhappy about the early government. **E1, O**
11. Begin to fill out Causes and Effects of the American Revolution. Begin with class model and continue on own. This is something that will continue through several units. **W, E1, R**
12. Discuss Edmund Andros and give possible reactions of colonists. **E1, O**
13. Imagine you lived in the colonies at the time Andros ended representative assemblies and limited the power of town meetings. Write a **Letter of Protest** to friend or relative in England in which they describe their feelings about having some of your government being taken away. **E1**
14. Give the **French and Indian War Pre-Assessment** to see what students know and understand about this time period. **W, H**
15. Assign reading about the French and Indian War with three-column reading notes. **E1**
16. Present French and Indian War lesson with **PowerPoint**. **E1**
17. Discuss reading in class. **E1, O**
18. Give quiz on French and Indian War. **E1**
19. Review with students playing jeopardy game. **R**
20. Give test on Early American Identity. **E2**

Pre-Assessment:

Students will take out a blank sheet of paper and answer the following questions:

Cause and Effect:

1. Why did a new kind of society develop in the colonies?
2. What led to the division between the English and the colonists?
3. What caused the colonists to want to separate from the English?
4. What caused the English to feel that they should maintain control over the colonists?

Rubric—Colonial Life Project **Name:** _____

Create a poster, newsletter, or website layout that presents your research on one aspect of colonial life.

	Exemplary	To Standard	Below Standard
Accuracy 10 points	More than basic facts used or explained. It is apparent that student has an advanced understanding of one part of colonial life.	Correctly uses several facts to explain one part of colonial life. It is apparent that student has a basic understanding.	Facts are incorrectly stated or missing from description of colonial life. It is apparent the student misunderstands colonial life.
Craftsmanship 10 points	Remarkable craftsmanship—illustrations are detailed and colorful. Written work is well developed and insightful.	Careful work is evident—illustrations are useful and colorful. Written work is legible, readable, and well organized.	Illustrations are sloppy, incomplete or missing. Written work is illegible, unreadable or poorly organized.

Rubric—Letter of Protest

Name: _____

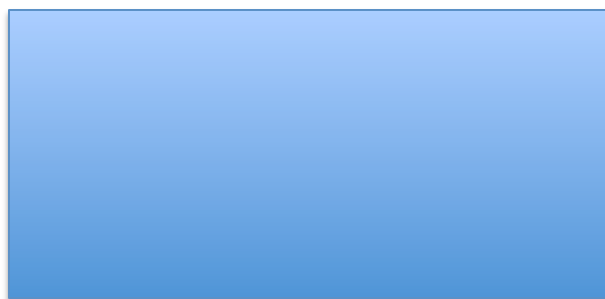
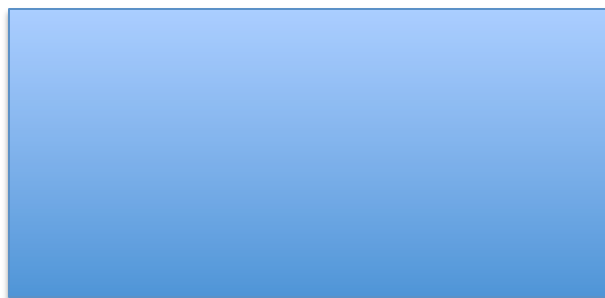
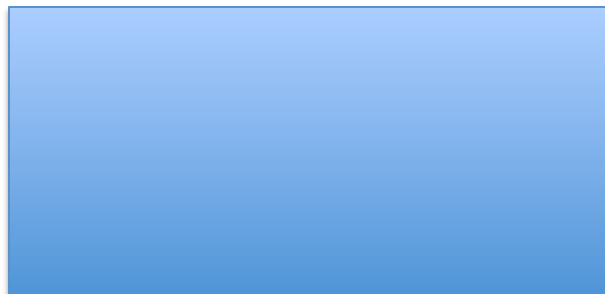
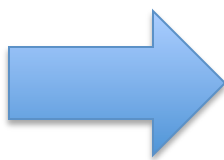
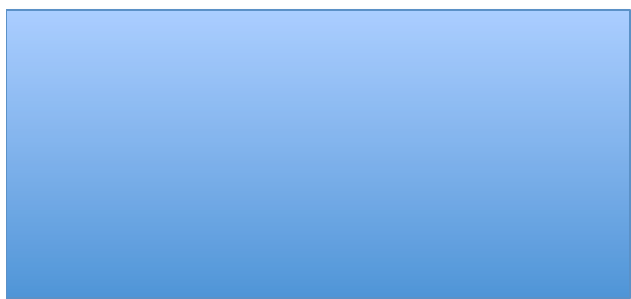
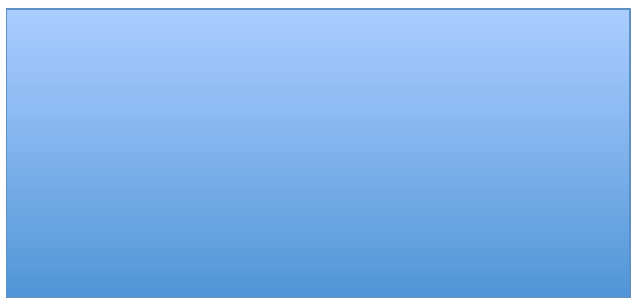
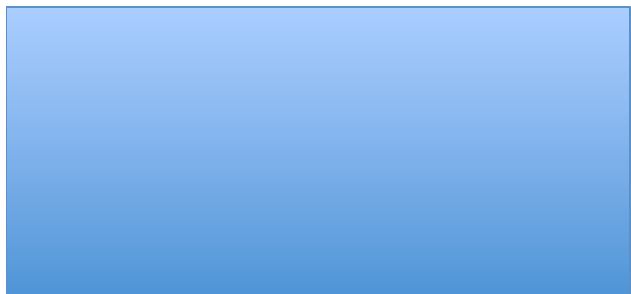
Imagine you lived in the colonies at the time Andros ended representative assemblies and limited the power of town meetings. Write a letter to friend or relative in England in which they describe their feelings about having some of your government being taken away.

	Exemplary	To Standard	Below Standard
Accuracy/Analysis: Civics 10 points	More than basic facts used or explained. It is apparent that student has an advanced understanding of government and effects on the lives of people. (Including English rights, the Magna Carta)	Correctly uses several facts to explain one part of colonial life. It is apparent that student has a basic understanding.	Facts are incorrectly stated or missing from description of colonial life. It is apparent the student misunderstands government and its effects of people.
Accuracy/Analysis: People 10 points	More than basic facts used or explained. It is apparent that student has an advanced understanding of individuals and movements. (Including Parliament, colonists, Edmund Andros, John Peter Zenger)	Correctly uses several facts to explain one part of colonial life. It is apparent that student has a basic understanding.	Facts are incorrectly stated or missing from description of colonial life. It is apparent the student misunderstands individuals and movements
Research: 10 points	Evaluates primary and secondary sources and demonstrates a research-sound product with more than basic information.	Evaluates primary and secondary sources and demonstrates a research-sound product with basic information.	Research only includes primary or secondary sources and does not create a research-sound product.

American Revolution

Cause

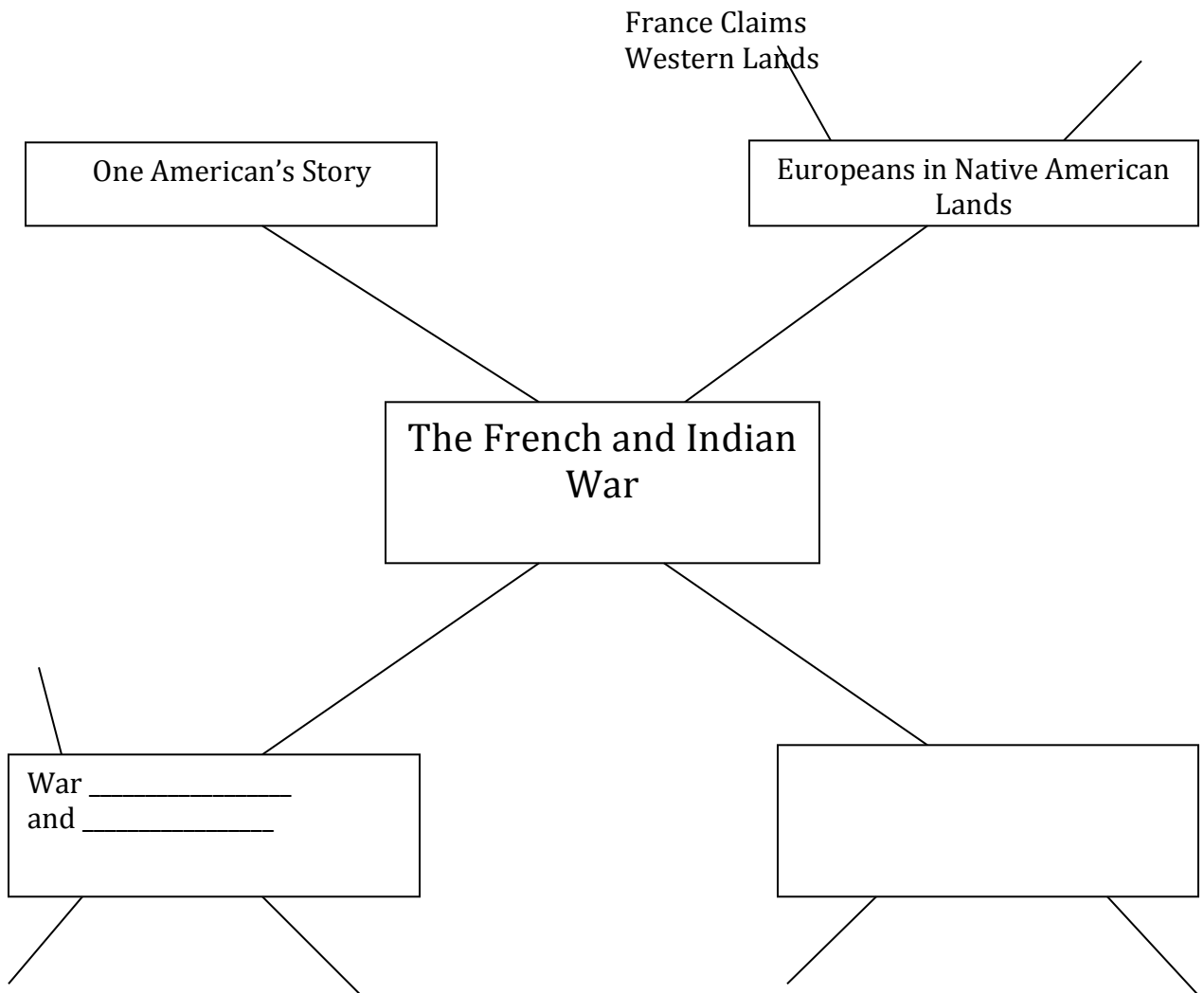
Effect



Name: _____
Reading Preview: Pg. 143 - 148

Period: _____

After adding sub-topics to the diagram, mark each item:
X = Familiar, I know about this
? = Unfamiliar, I haven't heard of this before
+ = Important or Interesting Sounding



Three-Column Reading Chart

Name: _____

Period: _____

Chapter or Section Title: The French and Indian War

	As you read, write brief statements about important ideas, terms and people <i>(your notes should identify or explain terms typed in each box)</i>	Answer in one complete sentence— focus on the main idea of the passage!	Visual information: Describe any pictures, maps, tables, charts, graphs
One American's Story	Pontiac' Rebellion	What was Pontiac's attitude toward British takeover of French lands?	
Europeans in Native American Lands		Why were Native Americans involved in conflicts between Europeans?	
War Begins and Spreads	Albany Plan of Union Battle of Quebec Pact Treaty of Paris	Describe the alliances in the French and Indian War.	

References

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Wiggins, G. & McTighe, J. (2005). Understanding by design. Alexandria, VA: Association for Supervision and Curriculum Development.