The Causes, Events, and Results of the American Revolution

Unit Name:	Unit Created By:
The Causes, Events, and Results of the American Revolution	Megan McGuire

Stage 1 – Desired Results

Established Goals

History

SS4H4: The student will explain the causes, events, and results of the American Revolution.

a. Trace the events that shaped the revolutionary movement in America, including the French and Indian War, British Imperial Policy that led to the 1765 Stamp Act, the slogan "no taxation without representation," the activities of the Sons of Liberty, and the Boston Tea Party.

b. Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power.

c. Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown.

d. Describe key individuals in the American Revolution with emphasis on King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams.

Geography

SS4G1 The student will be able to locate important physical and man-made features in the United States.
b. Locate major man-made features; include New York City, NY; Boston, MA; and Philadelphia, PA.

SS4G2: The student will describe how physical systems affect human systems.

Civics and Government

SS4CG1 The student will describe the meaning of
a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness).

SS4CG5: The student will name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness).

Understandings (BIG IDEA – SO WHAT?) Students will understand **that…**	Essential Questions (Question must be open ended to be a true EQ)
America as we know it today was formed from the causes, events, and results of the American Revolution. **Additional Understandings Include:** • Physical and cultural features and climate affect the development of a region. • Nations build upon both conflict and compromise. • For a democracy to endure, all of its citizens should have political, social, and economic rights. • Fighting a war comes at a great cost. • Individuals develop and change societies. **Big Idea Question:** How did the American Revolution affect the trends that we see in America today?	• Why were New York City, Boston, and Philadelphia geographically important during the American Revolution? (SS4G1b; SS4H4a, b, c; SS4E1) • How did the colonists and British use their knowledge of the land to fight during the American Revolution? (SS4G2d; SS4H4a, c) • Why was the American Revolution caused by a failure to compromise (British Imperial Policy: the 1765 Stamp Act, "no taxation without representation!" Sons of Liberty, the Boston Tea Party)? (SS4H4, SS4G1b, SS4CG1a, SS4E1) • Why did the American colonists and the British have such different reactions to the end of the French and Indian War? (SS4H4; SS4CG1a; SS4E1) • Why was the signing of the Declaration of Independence a key event of the American Revolution? (SS4H4b,d; SS4G1b; SS4CG1a; SS4E1) • Why are natural rights important? (SS4H4b; SS4CG1a) • Why did the colonists choose to make sacrifices to gain their independence? (SS4H4; SS4CG1a; SS4E1) • How were the Americans able to defeat the British in the American Revolution? (SS4H4c,d; SS4G2d; SS4E1) • How did King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams contribute to the establishment of the United States of America? (SS4H4d) **Additional Extension Essential Questions:** • What made George Washington a good leader of the Continental army? • What was the importance of the Battle of Lexington and Concord, the Battle of Saratoga, and the Battle of Yorktown? • Why is the Battle of Saratoga considered the "turning point" of the American Revolution? • How did the British and Continental armies attempt to use the geographical features to their advantage during each battle? • Was the American Revolution really revolutionary? • Why did so many colonists become unhappy with England's control over the colonies?

Students will know….	Students will be able to…..
The causes and effects of the American Revolution and the contributions of the various individuals who and events that helped create the United States.	**SS4H4: The student will explain the causes, events, and results of the American Revolution.** • Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power. • Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat; including the Battles of Lexington and Concord, Saratoga, and Yorktown. • Describe key individuals in the American Revolution with emphasis on King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams. **SS4G2 The student will describe how physical systems affect human systems.** • Explain how each force (American and British) attempted to use the physical geography of each battle site to its benefit.

Stage 2 – Assessment Evidence

Performance Tasks	Other Evidence
• Reflective Journals • Formative Assessments • Rubric for summative project • Final Group Summative Project • Oral Presentation in front of an authentic audience (parents, teachers, and peers) • Written Component of the assignment	• Daily Observation • Student Conferencing • Engagement Checklist • Other Informal Assessments Strategies

Stage 3 – Learning Plan

Learning Activities

This unit will take place in two sections. The first section is the instructional teaching section. The second section is the application section, where students will be participating in Project Based Learning and extending their knowledge. This unit topic is the American Revolution, in which we will be focusing on the causes, events, and results of the American Revolution. The theme is "A Step Back In Time." Through this topic and theme we will be exploring the question "Have you ever wondered what it would be like to travel back in time?" We will be doing just that, as we learn how the American Revolution changed America forever.

Below is a schedule of how this unit is going to be integrated. Week one and most of week two is the instructional planning section; the daily learning goal is listed in each box. We will start the Project Based Learning (PBL) process on Friday of week two after an entry event, explaining the PBL in more detail. We will spend week three creating the PBL student lead projects, on paper, this is the planning process. On Friday of week three, we will have a "Critical Friends" Feedback Forum for students to help continue to guide each other in their process, with teacher support. A teacher conference will also take place on that day, to ensure that the appropriate steps have been taken, supplies are provided, and to finalize the plan. Week four will be in class construction of the PBL projects. The goal is to have all of the projects done by Friday. The beginning of week five is designed to prepare for "A Step Back In Time Presentation Day." On Wednesday of week five, students will present their final projects to an authentic audience consisting of their parents, teachers, and peers. This day will conclude the unit.

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Week 1	French and Indian War	British Imperial Policy Stamp Act	"No Taxation without Representation"	Sons of Liberty/British Acts	Boston Massacre Boston Tea Party
Week 2	Battle of Lexington and Concord, Bunker Hill, Saratoga, and Yorktown	King George III, George Washington, Patrick Henry	Declaration of Independence, Thomas Jefferson, John Adams, Benedict Arnold, and Ben Franklin	Life During The War American Revolution War Review	Entry Event Project Planning Day- Creating The Plan Process Part One
Week 3	Project Planning Day - Creating The Plan Process- Part Two	Project Planning Day - Creating The Plan Process Part Three	Project Planning Day - Creating The Plan Process Part Four	Project Planning Day - Creating The Plan Process Part Five	"Critical Friends" Feedback Forum After Run-through of Presentations - I like… - I wonder… - Feedback about emotions, content, delivery, etc. Teacher Conference- Finalize plan and supplies list
Week 4	Constructing The Plan Process- Part One	Constructing The Plan Process - Part Two	Constructing The Plan Process - Part Three	Constructing The Plan Process- Part Four	Constructing The Plan Process- Part Five

					The project should be completed by today.
Week 5	Finalize any last minute details. Begin discussion of "A Step Back In Time" Presentation Day.	Dress rehearsal of "A Step Back In Time" Presentation Day.	"A Step Back In Time" Presentation Day This unit concludes today.	New Unit Instruction	New Unit Instruction

A parent letter will be sent home at the beginning of this unit, explaining the outline for the project and how it is going to be completed in class. Students will be allowed to conduct research outside of school and bring in supplies. However, the concept behind this action research project is for students to work collaboratively through PBL.

In regards to the student's "Creating The Plan Process", students will be working with the "Talents Unlimited Model." This model works them through the steps one day at a time, to lead them to a successful PBL process. They will also have a guiding packet with tasks and reflective journal, for each day to complete, to structure the creating a plan and constructing a plan process. Day one of the creating the plan process with correlate with the checklist associated with day one of the constructing the plan part of their guiding packet and reflective journal.

Description of the Talents Unlimited Model

Talent Area	Productive Thinking	Decision Making	Planning	Forecasting	Communication	Academic
Definition	To generate many, varied, and unusual ideas or solutions and to add detail to the ideas to improve or make them more interesting.	To outline, weigh, make final judgments, and defend a decision on the many alternatives to a problem.	To design a means for implementing an idea by describing what is to be done, identifying the resources needed, outlining a sequence of steps to take, and pinpointing possible problems in the plan.	To make a variety of predictions about the possible causes and/or effects of various phenomena.	To use and interpret both verbal and nonverbal forms of communication to express ideas, feelings, and needs to others.	To develop a base of knowledge and/or skill about a topic or issue through acquisition of information and concepts.

APA Citation For Talents Unlimited Resource:

Haskew, B. (1995). *Talents unlimited. a critical and creative thinking skills*. Manuscript submitted for

publication, Academic Achievement, Talents Unlimited, Inc., Mobile, AL, Retrieved from

http://files.eric.ed.gov/fulltext/ED411382.pdf

The students will also be provided with a rubric at the beginning of the unit, to address the expectations that they are challenged to rise to and accomplish. Through being aware of what is expected of them at the beginning, they are starting with the end in mind, and are able to guide and pace their progress accordingly knowing the expectations.

The Causes, Events, and Results of the American Revolution
Project Based Learning Experience Rubric

Student Name: _____   Student Number : _____

Academic Rubric

	Four Points	**Three Points**	**Two Points**	**One Point**
Team Contract and Team Goals	Student is a part of the team contract and goal making and abides by all the agreements, all of the time.	Student is a part of the team contract and goal making and abides by most the agreements, most of the time.	Student is a part of the team contract and goal making and abides by none the agreements, majority of the time.	Student is more harmful than helpful to the team contract and goals that were set. Chooses not to follow the contract and goals and is poorly impacting the group.
Benchmark Pacing Goals	Student did their part and is on time for the benchmark pacing goal every day that they were checked. Progress is visible and evident.	Student did their part and is missing one to three goals for the benchmark pacing goal when they were checked. Progress is visible and evident.	Student did not do their part and is missing more than four goals for the benchmark pacing goal when they were checked. Progress is somewhat visible and evident.	Student did not do their part and is missing all of the goals for the benchmark pacing goal when they were checked. Progress is not visible or evident.
Reflective Journal	All reflective journal components are completed and up to fourth grade writing standards.	All reflective journal components are completed and are mostly up to fourth grade writing standards.	Most reflective journal components are completed and are mostly up to fourth grade writing standards.	Most to none of the reflective journal components are completed. However, the majority of them are not up to fourth grade writing standards.
Final Writing Component Piece	The final writing component meets all of the requirements listed on the writing guidelines.	The final writing component is missing one to two of the requirements listed on the writing guidelines.	The final writing component is missing three to five of the requirements listed on the writing guidelines.	The final writing component is missing more than five of the requirements listed on the writing guidelines.
Final Project In Relation To Standards	The final project reflects a clear understanding of the standards addressed in this unit.	The final project reflects a mostly clear understanding of the standards addressed in this unit.	The final project reflects a misunderstood understanding of the standards addressed in this unit.	The final project reflects no clear understanding of the standards addressed in this unit.
Final Project In Relation To Quality	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/ redone by other group members to ensure quality.	Provides work that usually needs to be checked/ redone by others to ensure quality.

Role Responsibility and Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Quality of Work Overall For All Components	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/ redone by other group members to ensure quality.	Provides work that usually needs to be checked/ redone by others to ensure quality.

Total Points: _____ out of 32 total points

Behavior Rubric

	Four Points	**Three Points**	**Two Points**	**One Point**
Time-management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Preparedness	Brings needed materials to class and is always ready to work.	Almost always brings needed materials to class and is ready to work.	Almost always brings needed materials but sometimes needs to settle down and get to work	Often forgets needed materials or is rarely ready to get to work.
Pride	Work reflects this student's best efforts.	Work reflects a strong effort from this student.	Work reflects some effort from this student.	Work reflects very little effort on the part of this student.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Behavior During	Student has no check marks on the engagement checklist	Student has one to three check marks on the engagement	Student has four to six check marks on the engagement checklist	Student has more than six check marks on the engagement checklist for

Creating and Constructing Unit	for the creating or constructing parts of the unit.	checklist for the creating or constructing parts of the unit.	for the creating or constructing parts of the unit.	the creating or constructing parts of the unit.

Total Points: _____ out of 32 total points

Presentation Rubric

	Four Points	**Three Points**	**Two Points**	**One Point**
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces one word.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces more than one word.	Speaks clearly and distinctly (94-85%) most of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Listens to Other Presentations	Listens intently. Does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	On two occasions does not appear to be listening but is not distracting.	On more than two occasions does not appear to be listening and has distracting noises or movements.

Total Points: _____ out of 24 total points

Rubric Point and Score Totals

	Academic	**Behavior**	**Presentation**
Total Points	/ 32	/ 32	/ 24
Total Score			

PBL Approach

Students will be given the free choice as to which project they would like to choose to plan and construct. The projects all have to be based around the question, "How did the American Revolution affect the trends that we see in America today?" Students will use their schema of the causes, events, and results of the American Revolution that changed America forever, to plan and create their projects.

Some students are served for special education services in our class. These students are likely to have trouble constructing a project idea on their own. They will be given a choice board, similar to the one listed below, and that would provide a starting point for ideas, for these students only. The rest of the students are expected to make their own choices regarding their project, and determine the outcome and path of their research. A sample choice board template is included below:

Special Education Choice Board Beginning Option Ideas:

Radio Report	Colonial Dialogue	Hanger Heroes	Clothing and Masking Tape Shoe Creations
Live Debate	Journal of a daily letter writing home	Flag Creations	Spies in the American Revolution Project
Solider Comparison	Video Show Production	How To Survive Guide	Tour Guide

Project Guidelines

The guidelines listed below, will be in a letter format that will be included with the rubrics for each student. These parts of the project will be discussed and sent home, requiring a parent signature, at least two nights before the project begins.

- As a class, we will create a group contract, clarifying the norms and expectations of this PBL experience. Each student will sign a copy of it and their parents will as well.
- There will be three to four students in each group.
- Each student will have at least two roles that they are responsible for within the group.
- The teacher will set general class benchmark goals to guide movement of PBL that the students will work toward.
- Students will discuss what is taking place with their PBL process daily with the teacher.
- There will be two formal sit down conferences amongst the PBL timeframe with the group and teacher. One will focus more specifically on the group as a whole and the other will be on the individual, to address their progress, ways they can better contribute to the group, what they are doing well, and more.
- Each student will be provided with a guiding packet with planning tasks and a reflective journal. This is to be completed each day, it is intended to help structure the creating a plan and constructing the project processes.
- Groups are expected to apply what they were taught during the instructional section of the unit when they create their PBL project. They are using the skills that they "need to know" and making the real life connections to make them relevant.
- As a team, the students will make most all of the choices within the pre-approved guidelines.
- Students are encouraged to use tools, technology, and other real world resources to help them accomplish their goal.

- In conclusion, the students will present as a group to an "authentic audience", of their parents, teachers, and peers.

"A Step Back In Time Museum"

     With the idea of providing a truly different and unique learning experience, we will create "A Step Back In Time Museum." Each wall of the museum will cover content from each strand of our standard. This interactive learning museum, will offer an alternate way to process information. We will transform our science lab into a museum to make this vision come to life. Student work will be added to the wall, in order to support the standards and to assess student's knowledge of the standard. This is also the location where we will do our "A Step Back In Time" Presentation Day. The format set up for our educational museum is modeled be

<div align="center">Events that shaped the American Revolution</div>

Hall of Fame of the Seven Key Individuals in the American Revolution		Declaration Of Independence

<div align="center">Major Events to American Victory and British Defeat</div>