




Revolution and the New Nation

[Link to 2020-2021 Essential Standards & Pacing](#)

 **Purpose:** The purpose of this unit guide is to provide teachers with ready-to-use resources and guidance aligned to the Essential Standards & Pacing for 2020-2021 and aligned to the [FCPS Learning Model](#). Resources for purposeful assessment and meaningful learning experiences should be hyperlinked within this document for immediate access.

Unit Overview

Description

Using the past to better understand ourselves, society, and the world in the present is a core aspect of social studies education.

- This unit on the American Revolution and the development of a new nation is a study in identity and justice.
- The resources and guidance below support the development of students' thinking and skills using disciplinary content and concepts.
- Resources, experiences, and assessments can be used in traditional, distance, and blended environments.

Unit Essential (Priority) Standard(s)

- **4.b,e and 5.a-** The student will apply social science skills to understand the issues and events leading to and during the Revolutionary Period by critically evaluating the principles and legacies of the foundational documents of the United States *upon students' identities, communities, and/or the world*.
- **JU.13-** Students will analyze the harmful impact of bias and injustice on the world, historically and today.
- **AC.18-** Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.



Essential Questions:

- How do governments balance competing interests?
- Is there a price to obtaining freedom from oppression? If so, what is it?
- How should governments balance the rights of individuals with the common good?

[Portrait of a Graduate Focus:](#)



I plan, organize, and revise my writing for an intended purpose and audience by blending ideas and concepts. I select the appropriate language and form to develop a unique voice.



I consider varied opinions, and I gather multiple sources on a topic before constructing arguments and drawing conclusions.



I consider information from different sources and use it in new ways to create products or explore and communicate ideas.

Considerations for Learner-Centered Environment ([Cultural Responsiveness](#) & [SEL](#))

Together both Cultural Responsiveness and Social-Emotional Learning support student thinking, learning, and well-being in a supportive classroom environment.

- **Affirming Student Identities:** Students thrive when teachers know them well, and affirm their individual and diverse identities.
- **Class discussions:** Students use communication skills to puzzle over ideas, respectfully compare thinking, and deepen understanding of content.
- **Cooperative learning:** Small groups of students use knowledge of their own strengths and the ability to take the perspectives of others to complete learning tasks collectively
- **Constructing Knowledge:** Students make meaning of enduring concepts and systems.
- **Reflection:** Students are afforded reflection time to develop self- and social awareness

[Ways to build community in your online class](#)

Purposeful and Balanced Assessment



Intended Learning Outcomes: *What will students know and be able to do?*

- By studying the history of the American Revolution and New Nation, students will be able to apply their learning by analyzing primary sources from multiple perspectives.
- By studying the history of the American Revolution and New Nation, students will be able to apply their learning by identifying strategies used to bring about change and evaluate their effectiveness over time.
- By studying the history of the American Revolution and New Nation, students will be able to apply their learning by reflecting on their actions as an active member of their society.

- [Rubric: Standard 1](#)

Honors Extensions: Students can increase depth and complexity of each summative assessment by:

1. engaging with and citing scholarly sources from peer-reviewed journals,

2. connecting with an expert in the field for guidance and feedback,
3. conducting original research on the topic,
4. making explicit interdisciplinary connections, and
5. using the language of the discipline in their products.



Diagnostic & Formative Assessment: *The primary purpose of diagnostic and formative assessment is to gauge student understanding and that these assessments are not necessarily graded.*



- [Horizon Assessments](#) - central assessments and test items to develop and deliver school-wide.

Check for Understanding Options (Grounding, Exit tickets, etc.)

3-2-1 Google Form	Frayer Models: Concepts & Content	1-2 Minute Paper
Word, Phrase, Sentence	The 3 Ys!	I Used to Think, Now I Think Form
What Makes You Say That?	+1 Routine	Headlines!

- These Visible Thinking Strategies are effective formative assessments..

Routine	Google Doc Format	Google Form Format
<i>Think, Puzzle, Explore</i>	LINK	LINK
<i>See. Think, Wonder</i>	LINK	LINK
<i>Circle of Viewpoints</i>	LINK	LINK
<i>Think, Pair, Share</i>	LINK	LINK



Summative Assessment: *How might students demonstrate mastery of the intended learning outcomes in this unit?*

- The summative assessment should ask students to address the essential question for this unit. A main way to do this is to ask students to engage in inquiry based experiences that ask them to demonstrate their understanding through authentic performance tasks.
- Select or combine performance types (or provide student choice) to be the unit's summative assessment:

Type of PBA	Prompt and Demonstration of Learning
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Support a Claim or Position

[Suggested Planning Template to Modify/Use](#)



Goal: Students construct an argument (e.g., detailed outline, visual, essay) that addresses the compelling question using specific claims and relevant evidence from sources while acknowledging competing views.

Prompt: Students craft a claim or position related to their understanding of the time period in relation to their identities or ones in their community or the world. For example, “How does the American Revolution contribute to or represent you and/or the nation’s identity today?”

Example: Students select evidence (events, documents, ideas etc.) from the unit that support their claim and evaluate the extent to which their claim/evidence is representative of current identities.

Assessment: This could be structured as an essay, visual presentation, podcast, etc.

Explain and Evaluate

[Suggested Planning Template to Modify/Use](#)



Goal: Students understand the issues evident from the inquiry and connect/assess its relevance and impact to contemporary issues or topics.

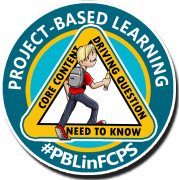
Prompt Students explain challenges, opportunities, and outcomes of this time period and compare, contrast, or connect them contemporary examples.

Example: Students explain events when Great Britain and its colonies experienced challenges (economic, political, social etc.). Students compare them to contemporary equivalents.

Assessment Students could craft a written paper, google presentation, podcast, website, digital story map, or other product that has them connect the past to their lives.

Take Informed Action

[Suggested PBL Template to Modify/Use](#)



Goal: Students act in ways that allow them to demonstrate agency in a real-world context.

Challenge: Design an action plan that could be used in our contemporary world to affect real change that is influenced by what you learned in this unit.

Assessment: Action plans can be presentations and can be accompanied by an informational handout outlining their reasoning and intended goals.



Student-Led Reflection: *What opportunities will students have to reflect on their own learning?*

Routine	Google Doc Format	Google Form Format
<i>I used to think,...now I think</i>	LINK	LINK
<i>Compass Points</i>	LINK	LINK
<i>Think, Puzzle, Explore</i>	LINK	LINK

- These POG resources support student reflection.

POG Reflection		
Reflection Cards	Self-Assessments	IB Aligned Self-Assessments



Strategies & Resources for Differentiated Assessment: [Special Education](#), [English Learners](#), [Advanced Learners](#)

Academic Language

- Students will **explain** by using the language of [cause and effect](#) (i.e. explain the impact of events and issues that led to the Revolutionary Period).
- Students will **explain** by using the language of [compare and contrast](#) (i.e. describe the similarities and differences of the foundational documents of the United States).
- Students will **inform** by using the language of [analyzing](#) (i.e. analyze the impact of bias and injustice during the Revolutionary Period).

Meaningful Learning Experiences

Meaningful Learning Experiences:

The resources below use course content to support the development of students' skills and thinking in any learning environment.

Ready-to-Use Resources

Face-to-Face (F), Synchronous (S), Asynchronous (A)

- [Historical Thinking Skills Activities \(F, S, A\)](#)
 - **Cause and Effect:** Shays' Rebellion

[Strategies & Resources](#) for Differentiated Learning:

[Special Education](#), [English Learners](#), [Advanced Learners](#)

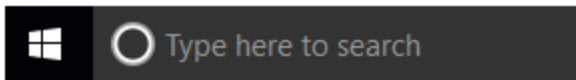
- [Graphic Organizers in Google](#)
- [Sentence Starters](#)
- [AAP Critical and Creative Strategies](#)
- [Visible Thinking Routines \(Main Toolbox\)](#)

- **Continuity and Change Over Time:** Proclamation Line of 1763 & Boston Massacre
- **Perspectives:** Boston Massacre
- **Periodization** TBD
- **Story-Telling and Narrative Creation:** Soldiers in Uniform - the American Revolution
- **Stanford History Education Group** [Log-in Required \(F,S,A\)](#)
 - [Boston Massacre](#)
 - [Loyalists](#)
 - [Declaration of Independence](#)
 - [Shays' Rebellion](#)
 - [Slavery in the Constitution](#)
- [SOL Content Summaries and Activities \(F,S,A\)](#)

- [Visible Thinking Routines \(At Home Strategies\)](#)
- [Facing History and Ourselves Teaching Strategies](#)

Additional Disciplinary / Content Area Resources
(Basal resources, Library Resources, Media Collections)

- **FCPS Created Background Information Collections**
 - [American Revolution](#)
 - [Early Republic](#)
- **Digital Textbook:** *Virginia and United States History*
 - Topic 3: The American Revolution 1754-1783
 - Topic 4: Establishing the New Nation 1781-1789
- **eMaps - 100's of pre-created digital maps**
 - Type "emaps" in your search bar to access



[Additional Digital Tools \(Not specific to content\)](#)

Ideas for Student Collaboration, Communication, and Critical and Creative Thinking through Blended Learning

- [Making Live Teaching Interactive with BB Collaborate](#)
- **VoiceThread:** Teacher poses the following question for class discussion: Are the arguments in the Declaration of Independence addressed in the US Constitution?
- **EdPuzzle:** Teacher creates a puzzle using videos about the causes to the Revolutionary War. Students can answer questions specific to the video or start to summarize how the relationship between Great Britain and its colonies started to change.
- **Screencastomatic:** Teacher could record a lecture about the Causes of the Revolutionary War or about the efforts of the Constitutional convention.
- **Flipgrid:** Teacher posts a thread about which protest method used by the

Patriots the students felt was most effective and why.

 Additional Resources 

Additional Resources

- [Virtual Guest Speakers](#)
- [Virtual Field Trips](#)
- [PBL Template for any course and unit: Make a Plan to Solve a Real Issue](#)
- FCPS Created [Performance Assessments for US/VA History](#)
 - [Google Slides and Reflection \(Brief the President\):](#)
 - [Open Choice - Themes and Change over Time \(Year Long\)](#)
- C3 Inquiries for this Unit [General](#) and [VA Hub](#)
 - [What influenced the creation of the U.S. Constitution?](#)
 - [Was the American Revolution Avoidable?](#)