Revolution and the New Nation (2 Weeks - Classes 5-6)
### Link to Course Overview & Pacing

🌎 **Purpose**: The purpose of this unit guide is to provide teachers with unit specific content and instructional and assessment resources to support the creation of meaningful learning experiences for students. The layout follows a "backward design" approach to teaching and learning resulting in a performance assessment using the: Standard 1 Rubric. **Explore the guide using the navigation bar.**

Navigate to Sections of the Planning Guide					
Unit Overview	CRP and SEL	Instruction and Assessment	Scaffolds and Supports	Unit Specific Content Resources	Unit Specific PBA

Connecting Portrait of a Graduate and Presentation of Learning (POG POL) outcomes to HS Social Studies.
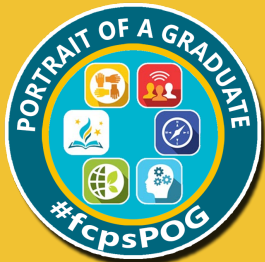
POG Skills for This Unit
Identify which POG attributes & skills and Standard 1 Skills in History or Government students will develop in this unit.

POG Attribute and skill Standard 1 Skill	POG Attribute and skill Standard 1 Skill	POG Attribute and skill Standard 1 Skill

What Evidence of Learning Examples for This Unit
In POG POL students use pieces of evidence (writing, graphic organizers, digital media, visible thinking routines, presentation material, etc.) to show use of POG and Standard 1 Skills

Identify what evidence students can use in this unit below

To increase student ownership of POG and Standard 1, consider these practices!

To learn more on presentations of learning and student feedback, click here!

Back to the Top of the Unit Guide

🌍 Unit Overview 🌍

Description

Using the past to better understand ourselves, society, and the contemporary world 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 VDOE Standards
- **VUS. 4.** The student will apply social science skills to understand the issues and events leading to and during the Revolutionary Period
- **VUS. 5.** The student will apply social science skills to understand the development of the American political

Unit Priority Standards

- **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.

VDOE 2020 - 2021 Technical Edits and Corresponding Resources

Note: Some resources contain explicit, hateful, or offensive language and content.
Teachers should preview resources before use to prepare students.
Resources can also be used to build teachers' subject matter knowledge.

4c. Many of the people held in slavery sought to use the war to pursue their own freedom.	**Gradual Abolition of Slavery in the Virginia State** Primary source from St. George Tucker that discusses how the continued existence of slavery compromises the new nation. **Lord Dunmore's Proclamation - HTS Cause and Effect**
4c. Ten thousand African Americans fought with the British against the white colonists who held them in slavery.	**Lord Dunmore's Proclamation** Governor of Virginia Colony proclaiming that all indentured servants and slaves willing to fight for the British can be emancipated.

	[Crash Course African American History: The American Revolution](#) This source explains the motivations behind Black people's involvement in the Revolutionary War on both sides and to what extent they played in the war.
4e. The Declaration of Independence blamed the English for the growing system of African slavery that dominated the economies of the Southern	[Basic Lesson Plan](#) for "I Got a Letter from the Government" Jefferson's relationship to enslavement and enslaved individuals, and ideals of freedom, make his response to Banneker's letter all the more frustrating. (www.selfevidentmedia.com/curriculum) provides digital resources to teach about this history. [Deleted Section of the Declaration of Independence](#) This is an excerpt of personal correspondence of Thomas Jefferson and he kept a copy of a deleted passage from the Declaration of Independence discussing blaming King George for the slave trade.
5b. Appeased the Southern states by counting slaves as three-fifths of the population when determining representation in the United States House of Representatives while avoiding mention of slavery by name. Established ~~Avoided a too-powerful central government by establishing~~ three co-equal branches (legislative, executive, judicial) with numerous checks and balances among them providing for separation of powers	[Three-Fifths Compromise: The Debate](#) This source creates a narrative of the wording of the Three-Fifths Compromise with direct quotes from individuals of the time. Primary sources linked.

?   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?
- How does learning about the **American Revolution and New Nation** impact your understanding of yourself, your lived experiences, a concept, a UN Sustainable Development Goal, or a contemporary world issue/event?

🌎 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 class

🌎 Instruction and 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

The Engagement Model: *The editable tool is an FCPS supported class planning tool rooted in this idea, "Whoever is doing...is doing the learning."*

- Click Here to Get a Digital Editable Engagement Model Planning Tool
- Click Here to Get a In Class Editable Engagement Model Planning Tool

Summative Assessment: *How might students demonstrate mastery of the 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.

Back to the Top of the Unit Guide

- Summative assessments should use our [Standard 1 Rubric](#)

- See the bottom of the guide for PBA options for this unit.

✔️ **Formative Assessment:** *The primary purposes of formative assessments are to gauge student understanding of content and think about what they have learned. These assessments are not necessarily graded.*

- [7 Approaches to Formative Assessment (Edutopia)](#)

POG Reflection		
[Reflection Cards](#)	[Self-Assessments](#)	[IB Aligned Self-Assessments](#)

Visible Thinking Strategies: *Learning is a product of thinking. These resources support students thinking about content and how it relates to themselves, others, and life in and beyond school? Also good for bell ringers and exit tickets).*

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

Ready to Use Visible Thinking Routines - These are set to "View Only." Make a Copy to Use with Students			
[Frayer Models: Concepts & Content](#)	[Walk the Week](#)	[3-2-1 Bridge](#)	[Surprising,Interesting,Troubling](#)
[Headlines!](#)	[+1 Routine](#)	[What Makes You Say That?](#)	[1-2 Minute Essay](#)
[Connect, Extend, Challenge](#)	[Projecting Across Distance](#)	[Projecting Across Time](#)	[The Explanation Game](#)
[Facts or Fiction](#)	[Unveiling Stories](#)	[Stories](#)	[Main-Side-Hidden](#)
[Parts, People, Interactions](#)	[Parts, Perspectives, Me](#)	[Parts, Purposes, Complexities](#)	[Circle of Viewpoints](#)
[The 3 Whys](#)	[Circles of Action](#)	[Here Now There Then](#)	[See Think We Me](#)

Beginning, Middle, End	Values, Identities, Actions	Imagine If	What Can Be
I Used to Think… Now I Think	Claim Support Question	Question Starts	Word Phrase Sentence
Relevant or Not	Learning to Infer	Anticipation Guides	Text-Text, Self, World
Stop - Look - Listen	Think - Puzzle - Explore	True for Who?	Unveiling Stories
Step In - Step Out - Step Back	K-W-L Chart	Same and Different	Feelings and Options
See-Think-Wonder	The 4 C's	Step Inside	Name - Describe - Act
Surprising - Interesting - Troubling			

Discussion Formats and Structured Conversations: *Students engaging in Academic Conversations is an essential part of deeper learning. Use a format below (or another one you know). Select a question, content, or concept to prompt student discussion. and combine them with the visible thinking strategies and scaffolds below.*

1. Big Paper: Building a Silent Conversation
2. Barometer
3. Chalk Talk/Graffiti Boards
4. Concentric Circles
5. Conver-Stations
6. Fishbowl
7. Four Corners
8. Gallery Walk
9. Give One, Get One
10. Harkness Table
11. Human Timeline
12. Jigsaw Activity
13. People's Assembly
14. Philosophical Chairs
15. Pinwheel
16. Save the Last Word for Me
17. Snowball Discussion
18. Socratic Seminar
19. Spontaneous Argumentation
20. Think Pair Share
21. Town Hall Circle
22. Two Minute Interview
23. Wrap Around
24. Conversation Sentence Stems
25. De Bono's Hats
26. Learn to Listen, Listen to Learn

Leading Hard Conversations/Facilitation

When sharing secondary sources that tell a particular story of our past and present, consider how you might support students in enacting a critical lens to identify biases and missing or misrepresented perspectives.

When sharing primary sources connected to experiences of violence or oppression, consider how you might honor students' developmental needs, as well as how you might frame sources in ways that affirm the dignity and humanity of people connected to those experiences.

Back to the Top of the Unit Guide

General Guidance:
The Guidance for Teachers infographic is a summary of Regulation 3280 (PDF). This may be helpful for staff as an overview of its expectations, protocols, and rationale.

Resources:
- Complete Toolkit on Teaching Hard Conversations
- FCPS Created Resource for Facilitating Hard Conversations
- Roleplaying

🌍 **Scaffolds and Supports** 🌍

Scaffolds and Supports for *Special Education, English Learners, Advanced Learners*

There are 13 Academic Language and Disciplinary Concept sheets linked below shaded in green. See more information from the ESOL department about academic language here.
- Students access and use the academic language needed to engage in a task;
- Students are able to communicate their thinking at high levels;
- Instruct with attention to the discourse, sentence patterns, and words that students need.

The additional supports (not shaded) are from a variety of sources.

Analyze	**Cause and Effect**	**Classify**	**Compare and Contrast**
Evaluate	**Infer**	**Inform**	**Inquire**
Justify	**Persuade**	**Problem Solve**	**Sequence**
Synthesize	**AAP Critical and Creative Strategies**	**Graphic Organizers in Google**	**Sentence Starters**
Primary and Secondary Source Graphic Organizers from the National Archives		**Secondary Education Literacy Strategies**	

Writing Supports: *These resources are designed to be used with any student to support their writing of constructed responses.*

- Essay Writing Structures
- Sentence Stems/Starters
- Transitional Words/Phrase

(NEW) Special Education Resources *The Special Education Office.'s mission is to strategically support the implementation of evidence-based practices to increase the academic achievement and the social and emotional competence of students based on individual needs.*

- FCPS Special Education Google Site
- High Leverage Practices
- Assistive Technology Services
- Tools to Supporting Deaf and Hard of Hearing Students
- Tools to Supporting Blind and Visually Impaired Students

🌎Unit Specific Content Resources 🌎

Note: Some resources contain explicit, hateful, or offensive language and content.
Teachers should preview resources before use to prepare students.
Resources can also be used to build teachers' subject matter knowledge.

- FCPS Created Digital Background Information Collections (Includes Lower Lexile and Translated Text)
  - American Revolution
  - Early Republic

- Historical Thinking Skills Activities - CLICK HERE FOR THE COMPLETE COLLECTION
  - Cause and Effect Shays' Rebellion, Lord Dunmore's Proclamation - HTS Cause and Effect
  - Continuity and Change Over Time Congress then and now
  - Perspectives Boston Massacre
  - Periodization The Declaration of Independence
  - Story-Telling and Narrative Creation George III Statue
  - Connections Bill of Rights

- Stanford History Education Group Log-in Required
  - Boston Massacre
  - Loyalists
  - Declaration of Independence
  - Shays' Rebellion
  - Slavery in the Constitution
  - Stamp Act
  - Great Awakening
  - Battle of Lexington
  - Federalists and Anti-Federalists
  - Hamilton v. Jefferson
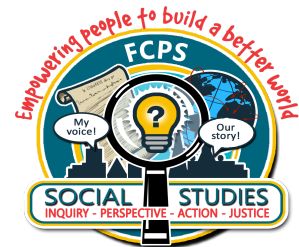
- - American Revolution SAC
  - Washington Crosses the Delaware

- SOL Content Summaries and Activities
  - The American Revolution
  - Founding Documents

- (NEW) Artifact Choice Board

- (NEW) Unit Specific Vocabulary Terms

- (NEW) Digital History Projects: We currently have over 50 projects listed. If you use one that isn't there share it with Craig at cjperrier@fcps.edu

(NEW) Resources from the ESOL Library - Check out the ESOL Library's Google Site for more information

EBSCO Access: Login: fairfax   Password: Fcps2022!

- Great Women of the American Revolution
- Documents of Freedom
- The US Constitution
- Causes of the American Revolution

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

- Digital Textbook: *Virginia and United States History*

  - Topic 3: The American Revolution 1754-1783
  - Topic 4: Establishing the New Nation 1781-1789
- FCPS Library Databases
- Smithsonian Primary Source Database (username and password is "fairfax")
- Virtual Guest Speakers
- Virtual Field Trips

- eMaps - 100's of pre-created digital maps
  - Type "emaps" in your search bar to access
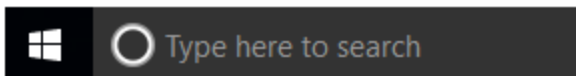
Additional Digital Tools (Not specific to content)
Ideas for Student Collaboration, Communication, and Critical and Creative Thinking through Blended Learning

- **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.

🌎 Complete Unit Specific Performance Assessments 🌎
Standard 1 Rubric

- **FCPS Created Performance Based Assessments**
  - **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?**
  - **Did the Constitution Establish a Just Government?**
  - **The American Revolution and Social Class**
  - **Did We Form a Stable Government?**
  - **What Does it Take to Be a Good President?**

PBA Templates - Use and Modify these 3 Formats to Design your Own PBA		
Support a Claim or Position	Digital Portfolio	Taking Informed Action
Suggested Planning Template to Modify/Use **Goal:** Students construct an argument (e.g., detailed outline, visual, essay) using specific claims and relevant evidence from sources	**Suggested Planning Template to Modify/Use** **Goal:** Students create artifacts/products that demonstrate their learning related to the essential question.	**Suggested PBL Template to Modify/Use** **Goal:** Students act in ways that allow them to demonstrate agency in a real-world context.

while acknowledging competing views.		