

INSTRUCTIONAL FOCUS DOCUMENT

Eighth Grade/Social Studies



UNIT: 03 TITLE: THE WAR FOR INDEPENDENCE

SUGGESTED DURATION: 13 Days

Exemplar Lesson 01: Road to Revolution
 Exemplar Lesson 02: Declaring Independence
 Exemplar Lesson 03: War for Independence
 Exemplar Lesson 04: Articles of Confederation



State Resources:
 None identified

RATIONALE:

The War for Independence originally started as a response to taxation. However, this issue of freedom had been manifesting since America's inception. The taxation from the French and Indian War was just the catalyst needed to bring the inevitable about. For the British, the American Revolution was about colonists having the duty to pay for services like ordinary citizens would be obligated to do. However, for the Americans it was about the freedom to choose the kind of life they wanted for themselves. These perspectives clashed; leaving the British without their colony and the Americans with the challenge of surviving on all fronts. Freedom came with a cost.

MISCONCEPTIONS/UNDERDEVELOPED CONCEPTS:

None Identified

PERFORMANCE INDICATORS	CONCEPTS	KEY UNDERSTANDINGS FOR LEARNERS
As a concerned colonist, write a letter to a relative in England explaining how British economic policies have affected your life in America. In the letter, mention your concerns and fears as to what you feel might occur in the near future. (8.1A, 8.1C; 8.4A, 8.4B, 8.4C; 8.16A) ELPS 1E; 4G, 4J; 5B	Conflict Perspectives Revolt Economic Policy	Conflicting perspectives over economic policies may lead citizens to revolt against the government.
Stage a protest in America explaining the colonists' dissatisfaction with British rule as stated in the Declaration of Independence. Create a protest sign from the perspective of one of the significant individuals during the American Revolution. (8.1A, 8.1C; 8.4B, 8.4C; 8.16A) ELPS 1E; 4G, 4J; 5B	Independence Oppression	The desire for political, economic and social freedom may drive people to fight against an oppressive system of government.
Construct a model of one of the major battles in the Revolutionary War and as a soldier recount the battle from both the British and American point of view stating what happened and why you are fighting. (8.1A; 8.4B, 8.4C) ELPS 1E; 3B; 4G; 5B	Conflict Resource	The will of the people and available resources often determines the outcome of a conflict.

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PERFORMANCE INDICATORS	CONCEPTS	KEY UNDERSTANDINGS FOR LEARNERS
Representing one colony from the original thirteen colonies, students will prepare a speech on how the Articles of Confederation have directly impacted their state and why it needs to change or not change. (8.1A; 8.4B, 8.4 C; 8.16B) <small>ELPS</small> 1E; 3B; 4G; 5B	Government Power	A nation's ability to govern depends on who holds the power.

KEY ACADEMIC VOCABULARY SUPPORTING CONCEPTUAL DEVELOPMENT
<ul style="list-style-type: none"> • revolution– action that leads to sudden change • oppression– the exercise of power in abundance or in an unjust manner

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8.1	<i>History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</i>	
8.1A	Identify the major eras in U.S. history through 1877 and describe their defining characteristics;	Identify, Describe MAJOR ERAS IN U.S. HISTORY THROUGH 1877 Including, but not limited to: <ul style="list-style-type: none"> • Revolutionary Era 1763-1783 (1775 marking the outbreak of hostilities): Patrick Henry, Samuel Adams, Benjamin Franklin, King George III, Thomas Jefferson, Thomas Paine, George Washington, battles of Lexington, Concord, Saratoga, dissatisfaction with British rule, Declaration of Independence; • Constitution Era: strengths and weaknesses of the Articles of Confederation; Northwest Ordinance
8.1C	Explain the significance of the following dates: 1607 , 1776, 1787 , 1803 , and 1861-1865 .	Explain SIGNIFICANCE OF DATES Including, but not limited to: <ul style="list-style-type: none"> • 1776: Declaration of Independence
8.4	<i>History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</i>	
8.4A	Analyze causes of the American Revolution, including mercantilism and British economic policies following the French and Indian War;	Analyze CAUSES OF THE AMERICAN REVOLUTION Including, but not limited to: <ul style="list-style-type: none"> • Mercantilism: system by which a nation increases its wealth and power by obtaining from its colonies gold and silver • It includes a favorable balance of trade. The colonies become a source of raw materials for the mother country. The colonies also are expected to be the purchasers of manufactured goods from the mother country. Mercantilism includes the theory that a colony exists for the economic benefit of the mother country. • British acts and policies (Navigation Acts, Vice – Admiralty Courts) to raise money to help pay off the debt incurred from the French and Indian War caused many colonists to resent British rule and the break from benign rule or salutary neglect: Proclamation of 1763, Sugar Act, Quartering Act, Boston Massacre, Stamp Act, Declaratory Act, Boston Tea Party, Townshend Acts, Writs of Assistance, Tea Act, Intolerable Acts • Colonists resented virtual representation, new slogan became, “No Taxation without Representation”. • After the war, the economy transitioned from mercantilism to the free-enterprise system.
8.4B	Explain the roles played by significant individuals during the American Revolution, including Samuel Adams, Benjamin Franklin, King George III, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington;	Explain ROLES PLAYED BY SIGNIFICANT INDIVIDUALS DURING THE AMERICAN

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		<p>REVOLUTION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Samuel Adams played a role in many of the events which contributed to the Revolution including organized opposition to the Stamp Act, protests waged by the Sons of Liberty, and the Boston Massacre. • Benjamin Franklin was a member of the committee which wrote the Declaration of Independence but spent most of the period of the American Revolution in France. He represented the colonies as the American envoy starting in 1776 and remained until 1785. He negotiated the alliance with France and then the Treaty of Paris which ended the war. • George III feared that the loss of one group of colonies would lead to the loss of others and the eventual decline of the empire. To prevent this, the Crown maintained an aggressive policy against colonial resistance. George III struggled to enforce royal authority throughout his reign. • Thomas Jefferson became an early and effective leader in the American Revolution. He was a delegate to the Continental Congress in Philadelphia and in 1776 he was a member of the committee which wrote the Declaration of Independence. Chief writer of Declaration of Independence, which was approved by the delegates. • Marquis de Lafayette was a French aristocrat who played a leading role in two revolutions in France and in the American Revolution. He respected the concepts of liberty and freedom and constitutional government. Between 1776 and 1779 he fought in the American Revolution, commanding forces as a major-general in the colonial army. Important because France joined the Colonists against the British. • Thomas Paine contributed to the spirit of revolution in America and France through his influential writings. In January 1776, he wrote <i>Common Sense</i>, a pamphlet which attacked the monarchical system, supported independence, and outlined a new form of government. He became the leading propagandist of the American Revolution, publishing his Crisis papers. • George Washington was a resident of Virginia; he was a surveyor, a planter, a soldier in the French and Indian War, a delegate to the First and Second Continental Congresses, commander-in-chief of the Continental Army during the American Revolution, and the chairman of the Constitutional Convention in 1787.
8.4C	<p>Explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; and signing the Treaty of Paris; and</p>	<p>Explain</p> <p>ISSUES SURROUNDING IMPORTANT EVENTS OF THE AMERICAN REVOLUTION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Declaration of Independence • Second Continental Congress – writing the Articles of Confederation. In 1776, the 2nd Continental Congress developed a new form of government which reflected the many fears of the colonist toward tyrannical government of Great Britain • Lexington and Concord – 1st battles of the war; “The shot heard ‘round the world” • Saratoga - turning point of the war; France joined the colonists after this victory, tipping the scale

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		<ul style="list-style-type: none"> • Yorktown – surrender of Cornwallis brought end of war; • Treaty of Paris – independence recognized, boundaries extended to Canada in the North, the Mississippi River in the West, and Florida in the South • Patriots vs. Loyalists • Problems for colonists – discipline among troops, harsh conditions, shortage of supplies and money • Advantages for colonists – home soil, quality of volunteer troops (masters of forests and frontiers), accurate rifles, Commander George Washington, European help • Long range effects – revolutionary fervor around the world, first break with Europe among overseas colonies, first nation of any size to have no monarchy; Articles: little unity among sections in America required a plan for confederation
8.16	<i>Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to:</i>	
8.16A	Identify the influence of ideas from historic documents including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Declaration of Independence, the Federalist Papers, and selected anti-federalist writings on the U.S. system of government;	Identify INFLUENCE OF IDEAS FROM HISTORIC DOCUMENTS Including, but not limited to: <ul style="list-style-type: none"> • Declaration of Independence – championed individual rights and defined the purpose of government, consent of the governed, equality, and the right to question governmental authority
8.16B	Summarize the strengths and weaknesses of the Articles of Confederation;	Summarize ARTICLES OF CONFEDERATION Including, but not limited to: <ul style="list-style-type: none"> • STRENGTHS: adopted in 1777 and ratified in 1781 while the American Revolution was in progress; first form of government for the new republic, created the Land Ordinance of 1785 and the Northwest Ordinance of 1787, outlawed slavery in the Northwest Territories, power to wage war, make peace, sign treaties and issue money • WEAKNESSES: no executive or judicial branches of government, monetary problems, Shay's Rebellion showed that the government could not keep order and a stronger form of national government was needed, no power to tax, no power to regulate trade, each state had only one vote, required all 13 states to approve changes in articles
8.30	<i>Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</i>	
8.30A	Differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;	Differentiate, locate, use PRIMARY AND SECONDARY SOURCES Including, but not limited to: <ul style="list-style-type: none"> • Computer software

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		<ul style="list-style-type: none"> • Interviews • Biographies • Oral, print and visual material • Artifacts
8.30B	Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;	Analyze INFORMATION Including, but not limited to: <ul style="list-style-type: none"> • Sequencing • Categorizing • Identifying cause and effect relationships • Comparing • Contrasting • Finding the main idea • Making generalizations and predictions • Drawing inferences and conclusions
8.30C	Organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;	Organize, interpret INFORMATION Including, but not limited to: <ul style="list-style-type: none"> • Outlines • Reports • Databases • Visuals <ul style="list-style-type: none"> • Graphs • Charts • Timelines • Maps
8.30D	Identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants;	Identify POINTS OF VIEW Including, but not limited to: <ul style="list-style-type: none"> • Historical context around an event • Frame of reference which influenced participants
8.30E	Support a point of view on a social studies issue or event;	Support POINT OF VIEW Including, but not limited to: <ul style="list-style-type: none"> • Social studies issue or event
8.30F	Identify bias in written, oral, and visual material;	Identify

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		<p>BIAS IN MATERIAL</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Written • Oral • Visual
8.30G	Evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and	<p>Evaluate</p> <p>VALIDITY OF A SOURCE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Based on language • Corroboration with other sources • Information about the author
8.30H	Use appropriate mathematical skills to interpret social studies information such as maps and graphs.	<p>Use</p> <p>APPROPRIATE MATHEMATICAL SKILLS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Interpret social studies information <ul style="list-style-type: none"> • Maps • Graphs
8.31	<i>Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</i>	
8.31A	Use social studies terminology correctly;	<p>Use</p> <p>SOCIAL STUDIES TERMINOLOGY CORRECTLY</p>
8.31B	Use standard grammar, spelling, sentence structure, and punctuation;	<p>Use</p> <p>STANDARD GRAMMAR, SPELLING, SENTENCE STRUCTURE AND PUNCTUATION</p>
8.31C	Transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and	<p>Transfer</p> <p>INFORMATION FROM ONE MEDIUM TO ANOTHER</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Written to visual • Statistical to written or visual • Use computer software as appropriate
8.31D	Create written, oral, and visual presentations of social studies information.	<p>Create</p> <p>WRITTEN, ORAL AND VISUAL PRESENTATIONS</p>

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8.32	<i>Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</i>	
8.32A	Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and	Use PROBLEM-SOLVING PROCESS Including, but not limited to: <ul style="list-style-type: none"> • Identify a problem • Gather information • List and consider options • Consider advantages and disadvantages • Choose and implement a solution • Evaluate the effectiveness of the solution
8.32B	Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.	Use DECISION-MAKING PROCESS Including, but not limited to: <ul style="list-style-type: none"> • Requires a decision • Gather information • Identify options • Predict consequences • Take action to implement a decision