

Unit 4: The American Revolution (1754–1783)

Inquiry Journal

Name: _____ Date: _____ Class: _____

Directions: Read each of the supporting questions. For each “K,” write what you already **KNOW** about the topic. For each “W,” write what you **WONDER** about the topic.

Topic 1: The Road to Independence Supporting Questions	
LESSON 1	<i>How did colonists' identity as British define the years directly preceding the American Revolution?</i>
	K:
	W:
LESSON 2	<i>In what ways did global events and British policies create growing tensions with the American colonists?</i>
	K:
	W:



Directions: Read each of the supporting questions. For each “K,” write what you already **KNOW** about the topic. For each “W,” write what you **WONDER** about the topic.

Topic 1: The Road to Revolution Supporting Questions	
LESSON 3	<i>How do competing perspectives of the Revolutionary Era illustrate its complexity?</i>
	K:
	W:
LESSON 4	<i>Which causes of the American Revolution were most historically significant, and why?</i>
	K:
	W:



Topic 1: The Road to Independence

Compelling Question

How and why did the relationship between the American colonies and Britain change, leading to a revolution for independence?

Directions: Read the compelling question. Explain what you **LEARNED** throughout the unit with a Claim, Evidence, and Reasoning (CER) paragraph.



Directions: Read each of the supporting questions. For each “K,” write what you already **KNOW** about the topic. For each “W,” write what you **WONDER** about the topic.

Topic 2: The Ideals of Independence Supporting Questions	
LESSON 5	How can the American Revolution be seen as a revolution of ideas?
	K:
	W:
LESSON 6	Why is the Declaration of Independence historically significant?
	K:
	W:
LESSON 7	How did free and enslaved Blacks respond to the promises of liberty during the Revolution?
	K:
	W:



Topic 2: The Ideals of Independence

Compelling Question

How do the ideals of the American Revolution both define and challenge the lived experiences of people during the Revolutionary era?

Directions: Read the compelling question. Explain what you **LEARNED** throughout the unit with a Claim, Evidence, and Reasoning (CER) paragraph.



Directions: Read each of the supporting questions. For each “K,” write what you already **KNOW** about the topic. For each “W,” write what you **WONDER** about the topic.

Topic 3: The Contributions Toward Independence Supporting Questions	
LESSON 8	<i>How did disease, and George Washington’s response to disease impact the Revolutionary War?</i>
	K:
	W:
LESSON 9	<i>Place-Based Lesson Extension</i>
LESSON 10	<i>How did the experiences of the diverse groups of people in colonial North America vary from one another?</i>
	K:
	W:



Topic 3: The Contributions Toward Independence

Compelling Question

How did different groups of people perceive and contribute to the American Revolution?

Directions: Read the compelling question. Explain what you **LEARNED** throughout the unit with a Claim, Evidence, and Reasoning (CER) paragraph.



Essential Question

How are the causes, impact, and ideals of the American Revolution historically significant to the story of the United States?

Directions: Read the essential question. Explain what you **LEARNED** throughout the unit with a Claim, Evidence, and Reasoning (CER) paragraph.



Paragraph Template

Claim, Evidence, Reasoning

CLAIM (Your argument)	
EVIDENCE #1 (Facts, examples, sources)	
REASONING #1 (Explanation of how the evidence supports the claim)	
EVIDENCE #2 (Facts, examples, sources)	
REASONING #2 (Explanation of how the evidence supports the claim)	



Unit 4: The American Revolution (1754–1783)

Inquiry Journal (Exemplar)

Name: _____ Date: _____ Class: _____

Directions: Read each of the supporting questions. For each “K,” write what you already **KNOW** about the topic. For each “W,” write what you **WONDER** about the topic.

Topic 1: The Road to Independence Supporting Questions	
LESSON 1	<i>How did colonists' identity as British define the years directly preceding the American Revolution?</i>
	K: Most of the people living in the 13 colonies were of British descent.
	W: When did the colonists start to think of themselves as Americans?
LESSON 2	<i>In what ways did global events and British policies create growing tensions with the American colonists?</i>
	K: The colonists became angry with Britain because of unfair taxes.
	W: What was the turning point that led to the new policies?



Directions: Read each of the supporting questions. For each “K,” write what you already **KNOW** about the topic. For each “W,” write what you **WONDER** about the topic.

Topic 1: The Road to Revolution Supporting Questions	
LESSON 3	<i>How do competing perspectives of the Revolutionary Era illustrate its complexity?</i>
	K: Not everyone agrees on how events take place. People in the colonies had differing views on independence.
	W: How do we know which perspectives or versions of events are true?
LESSON 4	<i>Which causes of the American Revolution were most historically significant, and why?</i>
	K: The American Revolution began when the United States declared independence from Great Britain.
	W: Besides taxes, what were the other causes of the Revolution?



Topic 1: The Road to Independence

Compelling Question

How and why did the relationship between the American colonies and Britain change, leading to a revolution for independence?

Directions: Read the compelling question. Explain what you **LEARNED** throughout the unit with a Claim, Evidence, and Reasoning (CER) paragraph.

The relationship between the American colonies and Britain changed over time as colonists began to see British rule as unfair and controlling. At first, many colonists were proud to be part of the British Empire. But after the French and Indian War, Britain began taxing the colonies through laws like the Stamp Act and Townshend Acts without allowing them representation in Parliament. Protests grew, especially after violent events like the Boston Massacre in 1770, when British soldiers fired on a crowd of colonists. Some colonists viewed the event as a brutal attack on innocent citizens, while British accounts described the soldiers as acting in self-defense against an angry mob. This difference in perspective shows how deeply divided the colonies and Britain had become. Additionally, events like the Boston Tea Party and the Coercive Acts made colonists feel punished instead of protected. These actions caused many colonists to question British authority and feel that their rights were being ignored. Over time, their identity shifted from being British to wanting independence. This growing tension and frustration led them down the road to revolution.



Directions: Read each of the supporting questions. For each “K,” write what you already **KNOW** about the topic. For each “W,” write what you **WONDER** about the topic.

Topic 2: The Ideals of Independence Supporting Questions	
LESSON 5	<i>How can the American Revolution be seen as a revolution of ideas?</i>
	K: It took a long time for colonists to see themselves as American instead of British.
	W: What ideas were people fighting for, besides independence?
LESSON 6	<i>Why is the Declaration of Independence historically significant?</i>
	K: The Declaration of Independence still exists and is at the National Archives.
	W: What were the reactions of the King and the British when they read it?
LESSON 7	<i>How did free and enslaved Blacks respond to the promises of liberty during the Revolution?</i>
	K: African Americans, free and enslaved, had few rights in colonial America.
	W: Did African Americans feel excited by or excluded from the Declaration of Independence?



Topic 2: The Ideals of Independence

Compelling Question

How do the ideals of the American Revolution both define and challenge the lived experiences of people during the Revolutionary era?

Directions: Read the compelling question. Explain what you **LEARNED** throughout the unit with a Claim, Evidence, and Reasoning (CER) paragraph.

The ideals of the American Revolution—like liberty, equality, and self-government—both inspired people and exposed deep contradictions in their lived experiences. The Declaration of Independence stated that “all men are created equal” and that people have “unalienable Rights,” including “Life, Liberty and the pursuit of Happiness.” These ideals defined what the colonists believed they were fighting for. However, many people—especially enslaved Africans and women—were denied those rights. Enslaved people like those held by Thomas Jefferson had no liberty or political power, even though he was the author of those ideals. Meanwhile, individuals like Prince Hall, used the language of liberty to point out the injustice of slavery and call for inclusion in the promises of the Revolution. These examples show that while Revolutionary ideals helped shape the goals of independence, they also revealed who was left out. The lived experiences of enslaved and free Black Americans highlighted the gap between what the Revolution claimed to stand for and what it actually delivered. This contradiction pushed some people to fight harder for real freedom, even as others tried to protect their power.



Directions: Read each of the supporting questions. For each “K,” write what you already **KNOW** about the topic. For each “W,” write what you **WONDER** about the topic.

Topic 3: The Contributions Toward Independence Supporting Questions	
LESSON 8	<i>How did disease, and George Washington’s response to disease impact the Revolutionary War?</i>
	K: George Washington was the General of the American army.
	W: What diseases impacted the troops during the war?
LESSON 9	<i>Place-Based Lesson Extension</i>
LESSON 10	<i>How did the experiences of the diverse groups of people in colonial North America vary from one another?</i>
	K: Some of the people who lived in colonial North America were American Indians, Europeans from several countries, enslaved and free Blacks.
	W: How much interaction took place between the various groups?



Topic 3: The Contributions Toward Independence

Compelling Question

How did different groups of people perceive and contribute to the American Revolution?

Directions: Read the compelling question. Explain what you **LEARNED** throughout the unit with a Claim, Evidence, and Reasoning (CER) paragraph.

Different groups of people perceived and contributed to the American Revolution in diverse ways, often based on how the war could affect their freedom, safety, and power. Many Black Americans chose sides depending on who they thought offered a better chance at freedom—some fought as Patriots, while others became Loyalists and joined the British, who promised emancipation. George Washington's decision to inoculate his troops, including Black soldiers, shows how protecting all members of the Continental Army was essential to their success. Phillis Wheatley, an enslaved Black poet, supported the Patriot cause through powerful writing that praised liberty while subtly challenging the hypocrisy of slavery. Meanwhile, Molly Brant, a Mohawk leader and Loyalist, used her influence to support the British, believing it would protect her people's land and autonomy. These examples show that people from different racial, cultural, and social groups participated in the Revolution for their own reasons—some seeking liberty, others protecting their communities. Their choices were shaped by how they understood the promises and risks of the Revolution, and their contributions reveal the complexity of the fight for independence.



Essential Question

How are the causes, impact, and ideals of the American Revolution historically significant to the story of the United States?

Directions: Read the essential question. Explain what you **LEARNED** throughout the unit with a Claim, Evidence, and Reasoning (CER) paragraph.

One reason the American Revolution is historically significant is because its causes reveal growing tensions about power, rights, and identity. Colonists began to resist British control after the French and Indian War, when new taxes like the Stamp Act and Townshend Acts were passed without colonial representation. These events sparked protests like the Boston Tea Party and violence like the Boston Massacre. Over time, colonists shifted from seeing themselves as British to demanding independence. This shift marked the beginning of a new political identity that would shape the nation's founding.

The Revolution's impact changed who had power and how the government would work. While it did not create equality for all, the war led to a new system based on popular sovereignty and written constitutions. Groups like white rural farmers and urban craftsmen gained more political influence, while others—including women, enslaved people, and Native nations—faced continued exclusion. However, many of these groups participated in the war effort, such as Black Americans who joined both Patriot and Loyalist forces, or Indigenous leaders like Molly Brant who defended their communities. Their stories remind us that the Revolution was not only about liberty—it was about whose liberty counted.

Perhaps the most lasting significance of the Revolution lies in its ideals. The Declaration of Independence introduced powerful concepts like natural rights, equality, and government by consent. Although these ideas were not fully realized at the time, they have inspired generations of Americans to push for change. Figures like Phillis Wheatley used Revolutionary language to challenge injustice, and later movements for civil rights, women's suffrage, and equality would return to these founding ideals. The Revolution gave the U.S. a framework for what freedom could mean, even if the nation has struggled to fully live up to it.

