

The American Revolution (1754–1783) Unit 4 Overview: U.S. History, 7th Grade

Driving Concept 2: Colonization and Revolution (1500–1783)

Through this driving concept, students will develop and refine their inquiry skills as they evaluate historical evidence to support arguments about colonization and the American Revolution. Students will analyze multiple perspectives and interpretations, drawing conclusions about the causes and effects of historical events in the colonial and revolutionary era. To develop an understanding of the different ways individuals may have experienced daily life, students will study laws and interactions that impacted Europeans colonists, people of African descent and Indigenous Nations. Students will analyze the changing relationship between the colonial governments and Britain, analyzing the reasons that individuals and groups within the diverse American population supported or opposed independence from the British.

Students will also contextualize concepts such as liberty, freedom and democracy, comparing their use in justifications for independence and the extent to which they were applied to different Americans on the basis of religion, socio-economic status or class, race and gender.

Essential Question

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

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About This Unit

Unit 4: The American Revolution (1754-1783) prioritizes the American Revolution as a historically significant event to the story of the United States. The unit contextualizes the era preceding the American Revolution by giving opportunities to explore the anglicization of the colonies, where white colonists increased their loyalty to the British crown. The post-French and Indian War 1760s, however, ushered in a turning point in colonial identity, where colonists began to question whether their Britishness was inherent to their identity. Students will dive into their transformative era by analyzing the causes of the American Revolution. The “final” causes, the Declaration of Independence further highlights the historical significance of this moment by acknowledging America’s founding as a nation of ideals, unlike most historical nations founded on ethnic or geographic identity. Still, the nation was geographically bound and privileged certain ethnicities, bringing to light the paradox of the American founding: liberty and slavery. Through analysis of this document and others that appealed to it, students can begin to uncover this paradox. Finally, students will explore how those ideals impacted the social and political status of different groups, especially through their final assessment, a curated research paper (CRP) exploring the roles that women held during the American Revolution.

Use the Best Practices Repository for information on implementing every strategy and lesson activity!

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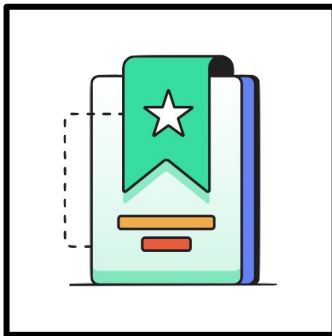
Priority Standards	
7.26	Evaluate the economic, political and ideological reasons for the movement for independence from England, and construct a timeline of key events, including the Stamp Act, Boston Massacre, Boston Tea Party and the Battle at Lexington and Concord.
7.28	Use historical context to analyze the ideals contained in the Declaration of Independence, identifying Thomas Jefferson as a main contributor and critiquing the extent to which such ideals have fully applied to the people of the United States — from the Revolutionary era to today.
7.33	Analyze the impact of the American Revolution on the social and political status of different groups in the new nation including but not limited to women, Indigenous Nations, enslaved and free Black Americans, religious minorities, and European Americans of various socioeconomic groups (e.g., rural farmers, Southern planters, urban craftsmen, Northern merchants).

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Additional Standards	
7.25	Compare reasons for and the consequences of different colonial responses to British economic and political policies following the French and Indian War.
7.27	Evaluate the contributions of key figures during the Revolutionary era including but not limited to George Washington, John and Abigail Adams, Phillis Wheatley, Benjamin Franklin, Thomas Jefferson and James Armistead Lafayette.
7.29	Compare multiple perspectives of participants during the Revolutionary War, including military leaders like George Washington and everyday efforts across colonial society.
7.30	Evaluate the reasons for American colonial victory over the British Empire.
7.31	Evaluate the immediate impact of the Revolutionary War on the new country's domestic and international relations, including the impact of the Treaty of Paris on Indigenous Nations.
7.32	Compare the causes and impacts of the American Revolution to the Haitian Revolution, the French Revolution and Bolivarian revolutions in Latin America.

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Unit Preview		
<i>Subtopic(s)</i>	<i>Compelling Question</i>	<i>Standard(s)</i>
The Road to Independence	How and why did the relationship between the American colonies and Britain change, leading to a revolution for independence?	7.25, 7.26, 7.29
The Ideals of Independence	How do the ideals of the American Revolution both define and challenge the lived experiences of people during the Revolutionary era?	7.26, 7.27, 7.28, 7.32
The Contributions toward Independence	How did different groups of people perceive and contribute to the American Revolution?	7.27, 7.29, 7.30, 7.33
Assessment: Women and the American Revolution Curated Research Paper		7.26, 7.27, 7.28, 7.29, 7.33



Unit Focus Skill: Historical Significance

Thinking historically means identifying and exploring the reasons why historical people, places, events, or ideas are worth remembering; that is, their historical significance.

The Road to Independence: Topic Overview

	<u>LESSON 1 (60 MINS)</u>	<u>LESSON 2 (60 MINS)</u>
SUPPORTING QUESTION	How did colonists' identity as British define the years directly preceding the American Revolution?	In what ways did global events and British policies create growing tensions with the American colonists?
STANDARD(S)	7.25, 7.26	7.25, 7.26
FOCUS SKILL(S)	Contextualization Continuity and Change Over Time Historical Significance	Causation Contextualization Comparison
DO FIRST	Frayer: Anglicization Give One, Get One	Frayer: French and Indian War Notice, Wonder, Think
ACTIVITY 1 - LAUNCH	Inquiry Journal Topic 1: Supporting Questions	"Ideas of the American Revolution" Podcast Clip
ACTIVITY 2- PRACTICE	"What is the Context? - Anglicization" Reading	Advanced Organizer: The Road to Independence
ACTIVITY 3- EXHIBIT	From Celebration to Separation Prediction	†Doc Analysis - American Revolution Poetry - COMP
CONCLUSION	Exit Ticket: DOK Question Generation	Exit Ticket: Write and Draw

The Road to Independence: Topic Overview

	<u>LESSON 3 (90 MINS)</u>	<u>LESSON 4 (180 MINS)</u>
SUPPORTING QUESTION	How do competing perspectives of the Revolutionary Era illustrate its complexity?	Which causes of the American Revolution were most historically significant, and why?
STANDARD(S)	7.25, 7.26, 7.29	7.25, 7.26, 7.29
FOCUS SKILL(S)	Comparison Perspective Evaluating Evidence	Causation Continuity and Change over Time Historical Significance
DO FIRST	Frayer: American Revolution Video Reflection	Frayer: Duty Prediction
ACTIVITY 1 - LAUNCH	Introduction to Image Analysis	Introduction to Road to Revolution Project
ACTIVITY 2- PRACTICE	Comparative Image Analysis: Boston Massacre	Project Research
ACTIVITY 3 - EXHIBIT	Reflection: The Power of Visuals	Timeline Creation
CONCLUSION	Exit Ticket: "Breaking News"	Unit 4 Inquiry Journal Topic 1: Compelling Question

The Ideals of Independence: Topic Overview

	<u>LESSON 5 (60 MINS)</u>	<u>LESSON 6 (60 MINS)</u>	<u>LESSON 7 (120 MINS)</u>
SUPPORTING QUESTION	How can the American Revolution be seen as a revolution of ideas?	Why is the Declaration of Independence historically significant?	How did free and enslaved Blacks respond to the promises of liberty during the Revolution?
STANDARD(S)	7.26, 7.28, 7.32	7.26, 7.27, 7.28	7.27, 7.28, 7.29
FOCUS SKILL(S)	Causation Contextualization Historical Significance	Evaluating Evidence Causation Historical Significance	Evaluating Evidence Perspective
DO FIRST	Frayer: Liberty Say-it-in-Six	Frayer: Tyranny Image Alive	Frayer: Paradox Quote Analysis
ACTIVITY 1 - LAUNCH	Inquiry Journal Topic 2: Supporting Questions	"The Fundamentals of the Declaration of Independence" Video	The Limits of Revolutionary Ideals Webquest
ACTIVITY 2- PRACTICE	Advanced Organizer: Ideals and Impact of the American Revolution	Declaration of Independence Reading + Analysis	Black American Revolutionary War Experiences Source Set Analysis
ACTIVITY 3 - EXHIBIT	†Form Assessment - Natural Rights - EVI	Declaration of Independence Text-Based Questions	"Paradox of Liberty" Document Analysis
CONCLUSION	Exit Ticket: Triangle, Circle, Square	Class Share Out	Unit 4 Inquiry Journal Topic 2: Compelling Question

The Contributions toward Independence: Topic Overview

	<u>LESSON 8 (90 MINS)</u>	LESSON 9 (60 MINS)	<u>LESSON 10 (60 MINS)</u>
SUPPORTING QUESTION	How did disease, and George Washington's response to disease impact the Revolutionary War?	Place-Based Lesson Extension <i>See page 11 for lesson options and view Best Practice Repository for additional information about implementation</i>	How did the experiences of the diverse groups of people in colonial North America vary from one another?
STANDARD(S)	7.27, 7.29, 7.30		7.27, 7.29, 7.33
FOCUS SKILL(S)	Contextualization Historical Significance		Historical Significance Perspective Comparison
DO FIRST	Frayer: Smallpox A-Z Guide		Frayer: Loyalist Quickwrite
ACTIVITY 1 - LAUNCH	Inquiry Journal Topic 3: Supporting Questions		"Women and the American Revolution" Podcast Clip
ACTIVITY 2 - PRACTICE	"What is the Context?" - Disease in the Revolutionary War		Source Analysis: Competing Loyalties in the American Revolution
ACTIVITY 3 - EXHIBIT	†Document Analysis: Washington's Inoculation Letter (THINKS)		Competing Loyalties, Competing Revolutions Text-Based Questions
CONCLUSION	Exit Ticket: Quickwrite		Unit 4 Inquiry Journal Topic 3: Compelling Question

Assessment

	<u>LESSON 11 (210 MINS)</u>
SUPPORTING QUESTION	Compare and contrast the ways that women resisted the British government and contributed to the American Revolution.
STANDARD(S)	All standards in the unit
FOCUS SKILL(S)	Contextualization Comparison
DO FIRST	Women and the American Revolution CRP Introduction
ACTIVITY 1 - LAUNCH	Contextualization and Relevance of the Women and the American Revolution
ACTIVITY 2 - PRACTICE	Document Analysis & Essay Outline
ACTIVITY 3 - EXHIBIT	Essay Creation
CONCLUSION	CRP Self-Assessment and Essay Submission

Place Based Lesson Extension

	LESSON 9 (60 MINS)
SUPPORTING QUESTION	
STANDARD(S)	
FOCUS SKILL(S)	
DO FIRST	
OPTION 1 - PODCAST	
OPTION 2 - SYNCHRONOUS PRESENTATION	
OPTION 3 - FIELD TRIP	
CONCLUSION	Unit 4 Inquiry Journal Essential Question

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Unit Commentary:

Unit 4 provides significant opportunities for students to consider why the American Revolution is significant to the history of the United States. The focus skill of the unit, historical significance, acts as a lens for students to view the context, contributions, and ideas surrounding the American Revolution. The major themes of this unit are the road to independence, the ideals of the Revolution, and the contributions toward independence.

Topic 1 sets the context for the American Revolution. First, students are introduced to the concept of anglicization, that is the process of becoming more British. This is critical for recognizing the slow moving nature of the Revolution. Next students explore the causes of the Revolution through a timeline project where they have to weigh the relative significance of various causes against each other.

Topic 2 acknowledges that the American Revolution was a revolution of ideas. Students explore ideas like natural rights, representative government, liberty, freedom, and equality. In particular, the students engage in a close reading of the Declaration of Independence as a founding document that encompasses many of the ideals that the United States aspired to be founded on. Then, students consider the perspectives of African Americans as they considered these ideals through a lesson centered on the paradox of liberty.

Topic 3 gives students the opportunity to explore various contributions toward the Revolution. Students will explore the first ever mass immunization policy in North America, issued by General George Washington. Next, students will engage with diverse perspectives and contributions toward the Revolution. This exploration will set students up for the final part of the unit, the summative assessment.

The summative assessment for this unit builds off Topic 3 by having students take a deeper look into the contributions of women toward the American Revolution. While not completely representative, the Curated Research Paper is designed to expose students to the various ways that the war was revolutionary for women, as demonstrated by the various ways female resistance contributed to eventual independence.

Throughout the unit, students will emphasize the historical thinking skills of contextualization, historical significance, causation, evaluating evidence, continuity and change over time, and comparison. In short, the American Revolution marked a turning point in the story of United States history as it ushered in the existence of this new country. Students explore what makes this turning point historically significance to the United States history they explore in the rest of this course.



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Suggested Readings and Helpful Resources:

For information on:

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Unit Pedagogical Resources:

- What is Historical Significance? Guide
- [What is Historical Significance Video](#)

Museum Component:

- Optional Field Trip: [George Washington's Mount Vernon](#)