# U.S. History
## Curriculum Map

### Unit 2: American Revolution

#### Enduring Themes:
- Conflict and Change
- Culture
- Distribution of Power
- Individuals, Groups and Institutions
- Location
- Movement/Migration

#### Time Frame: 9 Days

#### Standards:

**SSUSH3** The student will explain the primary causes of the American Revolution.
- a. Explain how the end of Anglo-French imperial competition as seen in the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution.
- b. Explain colonial response to such British actions as the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in Sons and Daughters of Liberty and Committees of Correspondence.
- c. Explain the importance of Thomas Paine’s Common Sense to the movement for independence.

**SSUSH4** The student will identify the ideological, military, and diplomatic aspects of the American Revolution.
- a. Explain the language, organization, and intellectual sources of the Declaration of Independence; include the writing of John Locke and the role of Thomas Jefferson.
- b. Explain the reason for and significance of the French alliance and foreign assistance and the roles of Benjamin Franklin and the Marquis de Lafayette.
- c. Analyze George Washington as a military leader; include the creation of a professional military and the life of a common soldier, and describe the significance of the crossing of the Delaware River and Valley Forge.
- d. Explain the role of geography at the Battle of Yorktown, the role of Lord Cornwallis, and the Treaty of Paris, 1783.

#### Unit Essential Question:
How did the American colonists achieve independence from Great Britain?

#### Unit Resources:
- **Unit 2 Student Content Map** (This document includes all unit EQs with corresponding standards; this handout can be used to allow students to break down the standards and identify what they need to know and be able to do; also, there is space provided for students to answer the EQs in paragraph form for writing practice.)
- **Unit 2 Vocabulary PowerPoint** (This PPT corresponds to the student Content Map and the standards; Students can use index cards to record the meaning and significance of vocabulary throughout the unit as reference material).

**NOTE:** Both of these resources can be used as an “I Do/Teacher Input” for each concept. At the beginning of a lesson when introducing a new standard, students can break down the standard with the teacher and then use the Unit 1 Vocab PPT to make index cards for the corresponding vocabulary terms.

**Unit 2 Sample Assessment Items by Standard**

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<td>French and Indian War</td>
<td>Colonial Response to British Actions</td>
<td>Revolutionary Documents</td>
<td>American Revolution (events)</td>
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</table>
**Concept 1:** French and Indian War

**Standard:**
SSUSH3 The student will explain the primary causes of the American Revolution
a. Explain how the end of Anglo-French imperial competition as seen in the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution.

**Lesson EQ:** How did the French and Indian War lay the groundwork for the American Revolution?

<table>
<thead>
<tr>
<th>Know</th>
<th>Understand</th>
<th>Be Able To Do (DOK 2)</th>
</tr>
</thead>
</table>
| • French and Indian War  
  • Anglo-French imperial competition  
  • Treaty of Paris 1763 | • The Treaty of Paris 1763 ended the war and Great Britain became the dominant European power  
  • The French and Indian War increased tension between Great Britain and American colonists (the British increased taxes and cracked down on smuggling to help pay for the war) | • Explain how the end of the French and Indian War increased tension between Great Britain and the American colonists, which laid the groundwork for the American Revolution. |

<table>
<thead>
<tr>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td><strong>I Do (Teacher Point)</strong></td>
</tr>
<tr>
<td>Introduce <a href="#">Unit 2 Student Content Map</a>, discuss standards and verbs (“be able to do”) with student and go over Vocabulary relating to EQ#1 on <a href="#">Unit 2 Vocabulary PowerPoint</a>. (These resources are also hyperlinked under Unit Resources)</td>
</tr>
<tr>
<td><strong>We Do (Guided/Differentiated Instruction)</strong></td>
</tr>
</tbody>
</table>
| [French and Indian War Visual Discovery PowerPoint](#)  
[French and Indian War Visual Discovery Handout](#) |
| **You Do (Independent Practice)** |
| [Multiple Choice Practice Summarizer](#) (Brief; Ticket out the Door).  
[Albany Congress Invitation Activity](#) |
Concept 2: Colonial Response to British Actions

Standard: SSUSH3 The student will explain the primary causes of the American Revolution
b. Explain colonial response to such British actions as the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in Sons and Daughters of Liberty and Committees of Correspondence.

Lesson EQ: How did colonists respond to British actions limiting their freedoms?

<table>
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<th>Know</th>
<th>Understand</th>
<th>Be Able To Do (DOK )</th>
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</table>
| • Stamp Act  
• Townshend Acts  
• Intolerable Acts  
• Sons and Daughters of Liberty  
• Committees of correspondence  
• Proclamation of 1763 | • The reasons for the increased taxation on the colonies by the British Government  
• The goals of the Sons and Daughters of Liberty, and colonial response to British Acts | • Explain the cause and effect relationships between British legislation and Colonial reaction.  
• Describe the reasons for the increasing tension between Great Britain and its North American Colonies. |

Resources

I Do (Teacher Point)

Use **Unit 2 Student Content Map** to discuss standards and verbs (“be able to do”) with student and go over Vocabulary relating to EQ#2 on **Unit 2 Vocabulary PowerPoint**. (These resources are also hyperlinked under Unit Resources)

We Do (Guided/Differentiated Instruction)

- Colonial Unrest Video Carousel  
- DRC (Graphic Organizer)  
- Video 1 Proclamation Act  
- Video 2 Quartering Act  
- Video 3 Stamp Act  
- Video 4 Townshend Act  
- Video 5 Boston Massacre  
- Video 6 Boston Tea Party  
- Video 7 Intolerable Acts  
- Video 8 1st Continental Congr.  
- Video 9 Lexington & Concord

You Do (Independent Practice)

- Constructed Response _Colonial Response to British Actions_
**Concept 3:** Revolutionary Documents

**Standard:**
SSUSH3 The student will explain the primary causes of the American Revolution
   c. Explain the importance of Thomas Paine’s Common Sense to the movement for independence
SSUSH4 The student will identify the ideological, military, and diplomatic aspects of the American Revolution
   a. Explain the language, organization, and intellectual sources of the Declaration of Independence; include the writing of John Locke and the role of Thomas Jefferson

**Lesson EQ:** How did key documents and intellectual sources contribute to the movement towards independence in the American colonies?

<table>
<thead>
<tr>
<th>Know</th>
<th>Understand</th>
<th>Be Able To Do (DOK )</th>
</tr>
</thead>
</table>
| • Common Sense  
• Thomas Paine  
• Declaration of Independence  
• Thomas Jefferson  
• John Locke  
• Natural Rights  
• Social Contract Theory | • The influence on Common Sense on colonial opinion on independence (encouraged common people to support independence)  
• The purpose, language, and organization of the Declaration of Independence  
• Understand the relationship between the people and the government in the Social Contract Theory, John Locke’s principle of natural rights, and how those ideas influence Thomas Jefferson | • Explain the importance of Thomas Paine’s Common Sense to the movement for independence  
• Explain the influence of John Locke’s beliefs on the Declaration of Independence.  
• Explain the language and organization of the Declaration of Independence. |

**Resources**

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| Too Late To Apologize Video (Activator) | Handout Comparing Second Treatise on Government to Declaration of Independence  
Language and Organization of the Declaration of Independence  
Copy of Declaration of Independence | Break Up Letter Instructions  
Common Sense Pamphlet Design (Left Side) |
**Concept 4: American Revolution (Events)**

**Standard:**

SSUSH4 The student will identify the ideological, military, and diplomatic aspects of the American Revolution

b. Explain the reason for and significance of the French alliance and foreign assistance and the roles of Benjamin Franklin and the Marquis de Lafayette
c. Analyze George Washington as a military leader; include the creation of a professional military and the life of a common soldier, and describe the significance of the crossing of the Delaware River and Valley Forge
d. Explain the role of geography at the Battle of Yorktown, the role of Lord Cornwallis, and the Treaty of Paris, 1783

**Lesson EQ:**

How did the Americans defeat the British and win their independence?

(How did foreign assistance impact the American Revolution? How did George Washington as a military leader impact the American Revolution? How did the American Revolution conclude?)

<table>
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<th>Know</th>
<th>Understand</th>
<th>Be Able To Do (DOK 2-3)</th>
</tr>
</thead>
</table>
| • French Alliance  
• Foreign assistance  
• Benjamin Franklin  
• Marquis de Lafayette  
• George Washington  
• crossing the Delaware  
• Valley Forge  
• Lord Cornwallis  
• Yorktown  
• Peninsula  
• Treaty of Paris in 1783 | • The significance of George Washington’s leadership abilities.  
• The importance of George Washington crossing the Delaware and the winter at Valley Forge.  
• The significance of the French alliance and foreign assistance for the American cause.  
• Role of significant people in the acquisition of foreign assistance.  
• Understand how the role of geography and French aid led to the surrendering of British troops by Lord Cornwallis at Yorktown.  
• Explain the provisions of the Treaty of Paris 1783 | • Analyze George Washington’s ability to shape and lead his army of common men to fight against Britain’s professional army.  
• Explain the impact of French assistance during the American Revolution.  
• Explain the geography of Yorktown, and how it led to British defeat.  
• Describe the importance of the Treaty of Paris, 1783, on the creation of the United States identity as a nation on a global stage. |

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| **American Revolution Power Point**  
NOTE: Use this review PPT to go over the American Revolution Graphic Organizer to check for understanding and clear any misconceptions after students complete the carousel. | **American Revolution Carousel**  
**American Revolution Carousel Graphic Organizer**  
**Step into the Revolution Graphic Organizer**  
**American Revolution Interactive PowerPoint** (Step into the Revolution) | **American Revolution Illustrated Timeline** |