| **USHC Unit 1 Colonies to Revolution** | |
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| **Unit Overview** | |
| This unit examines the development of colonial America, placing particular emphasis on the development of a political identity by the time of the American Revolution. While students will engage in all of the historical thinking skills that form the basis of USHC during this unit, contextualization and periodization is emphasized in the final task where students create a profile of the new United States using the content learned during the unit. | |
| **Overarching Inquiry Question** | |
| **How did a unique American Identity emerge during this time?**  *All units are created to support the* ***Overarching Inquiry Question****. Inquiry-Based Learning supports the* ***Profile of the South Carolina Graduate*** *where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information.* | |
| **Theme** | |
| **American Culture and Identity, Founding Principles and Institutions** | |
| **Skills Emphasis at a Glance** | |
| **Comparison -** Utilize similarities and differences among multiple historical developments over culture, time, and place to create a comparative analysis.  **Contextualization -** Justify how the relationship between various historical themes and multiple historical developments create a multifaceted context when analyzing significant events.  **Evidence-** Identify, interpret, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry based study of history | |
| **Standard(s)** | |
| **USHC 1.CO:** Analyze the development of the American identity through the founding principles and social and economic development of the Northern and Southern colonies from 1607–1763 using a comparative analysis.  **USHC 1.CE:** Assess the major developments of the American Revolution through significant turning points in the debates over independence and self-government from 1763–1791.  **USHC 1.P:** Summarize the changing relationship between individuals and the government during the period 1607–1800.  **USHC 1.CX:** Contextualize significant republican developments within North America’s connection to the Atlantic World.  **USHC 1.E:** Utilize primary and secondary sources to investigate the impact of the Atlantic influence in the regional and national development of Republicanism and Federalism. | |
| **I Can Statement(s)** | |
| 1) I can compare the Northern and Southern colonial regions and draw conclusions about their similarities and differences. (USHC 1.CO)  2) I can analyze key events that led to American independence and explain the cause and effect relationship between them. (USHC 1.CE)  3) I can identify major turning points in colonial beliefs about government. (USHC 1.P)  4) I can identify major influences on colonial beliefs about government and explain their impact on colonial and revolutionary governments. (USHC 1.CX)  5) I can identify key characteristics of the American identity that formed by the time of the American Revolution and defend my choices. (USHC 1.CO, 1.CE, 1.P, 1.CX, 1.E) | |
| **Unit Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional Guidance and Resources**  *Instructional Guidance and Resources listed below are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence* |
| **I can compare the Northern and Southern colonial regions and draw conclusions about their similarities and differences. (USHC 1.CO, USHC 1.E)** | |
| To start class, ask students if they have ever moved to a new town. Have volunteers explained when they moved and why. Talk about the similarities and differences between the answers.  Next, have students complete a close reading of an excerpt from John Winthrop’s *A Model of Christian Charity*. When completed, ask the students:   * What is Winthrop’s vision for his new colony? * Based on this vision, why do you think these people are moving to the “New World”? * How might this intention influence how people live in this colony?   Introduce the students to the “I Can” statement for this sequence. Explain that they are going to conduct a mini-inquiry into what life was like in the Northern and Southern colonies by examining a collection of primary sources.  Have students work through several primary sources from both the Northern and Southern colonial regions. This process can be accomplished in any method of the teacher’s choice. For example, the teacher may choose to post the sources around the room and have students rotate through them, or he/she may choose to post them to an online platform for students to access.  For each source have students respond to the following questions: What does this source tell us about life in this region? How does it tell us that information?  As students finish the analysis of the given sources, instruct them to begin filling out a Venn diagram to compare life in the Northern and Southern colonies.  Depending on the teacher’s content objectives, pause to give a brief lecture on the settlement and characteristics of the Northern and Southern colonial regions to fill in any information not given by the primary sources..  Have students revisit their Venn diagrams and add anything new from the lecture.  For a final discussion have students answer the following questions (or similar to address the learning target):   * What characteristic shaped life in the Northern colonies the most? Why do you think so? * What characteristic shaped life in the Southern colonies the most? Why do you think so? * Were the colonial regions more similar or more different? Defend your answer. | This opening activity serves multiple purposes. First it links student’s experiences with historical events. Second, it introduces students to the analysis of primary sources, which is key to the following activity. Since it is early in the year, you may wish to model your thinking through a “think aloud protocol” (see References). This discussion also introduces the key concept of defining characteristics of the colonial regions.  Suggested primary sources:  [A general description of early Massachusetts](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=4555)  [Relations with indentured servants in New England](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=66)  [Colonial map of New England](https://www.digitalcommonwealth.org/search/commonwealth:6t053p17c)  [Life on a Plantation](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=4217)  [Virginia Slave Laws](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=71)  The number of sources used and the amount of editing a teacher does with them should depend on the needs of his/her students. For struggling readers it is wise to select only key portions of the text, while advanced readers may take on more of the original document. It may also be helpful in some circumstances to provide a note-taking sheet with some details of each source, such as title and date created, already on it.  Teachers may choose to have a Venn diagram already printed and ready for students, or have them create one on their own. It may also be useful to give a specific number of items students are expected to have on their charts by the end of the time given to them in class for this assignment.  Some methods to facilitate this could be a Think/Pair/Share or using exit slips. If time permits the teacher could have students answer on post-it notes and post their answers to designated spots in the room. A final level of analysis could ask students to look for consensus among the class answers. |
| **I can analyze key events that led to American independence and explain the cause and effect relationship between them. (USHC 1.CE, 1.E)** | |
| Introduce the “I can” statement to students and explain that they are going to once again investigate primary sources like a historian to help them accomplish the task in that statement.  To start out, pass out documents packet and have students do a think/pair/share using the questions for Document #1.  In a method of the teacher’s choosing, instruct students on the basics of key events from the French and Indian War through the passing of the Stamp Act, making sure to include that the war caused the British to tax the colonies and create the Proclamation Line to prevent future, costly, conflict.  Next have students read and answer the questions for Document #2, the Resolutions of the Stamp Act Congress. When they are finished, have them share out their answers in a class discussion.  Continue direct instruction on the events from the repeal of the Stamp Act through the passage of the Tea Act.  Now have students read and answer questions for Document #3, the Commentary and Resolves by the Sons of Liberty. Discuss student answers when they are finished.  To sum up this portion of the lead up to revolution, have students complete the text-message activity. Have them use specific events in their work in order to address the “I Can” statement.  Have students examine this [historical marker](https://en.wikipedia.org/wiki/Boston_Tea_Party#/media/File:Boston_Tea_Party_Plaque_-_Independence_Wharf_2009.jpg) from the site of the Boston Tea Party and then answer these questions.   * What historical facts does this marker provide? * What opinions are stated on this plaque? * How do those opinions compare to the opinions expressed in document #3?   Next, provide direct instruction on the events from the Boston Tea Party to the Declaration of Independence.  Then, assign students one of the remaining four documents. Each student is responsible for reading their document and filling out the appropriate portion of the graphic organizer. When the students are finished, they should gather with other students and share information to complete the organizer.  Individually students should complete the reflection questions on the bottom of the graphic organizer.  Finally, introduce the essay prompt- “What was the main cause of the colonists’ decision to declare independence in 1776?”  Have students answer the prewriting questions.  Depending on time constraints the teacher can either let students write the essay in class or as homework. | This instructional sequence is adapted from the [DBQ: From Peace to War - The Lead-Up to the Revolution](https://digital.library.sc.edu/blogs/academy/wp-content/uploads/sites/31/2019/07/OSL_DBQ_Revolutionary_Ideas-aligned-2020.pdf), which can also be found on the SC Digital Academy’s website [here](https://digital.library.sc.edu/blogs/academy/2019/07/23/dbq-from-peace-to-war-the-lead-up-to-the-revolution/).  To save time, make copies of all the documents, questions, and charts from the [DBQ](https://digital.library.sc.edu/blogs/academy/wp-content/uploads/sites/31/2019/07/OSL_DBQ_Revolutionary_Ideas-aligned-2020.pdf) and hand them out, stapled together, at the beginning.  While this information can be delivered through a reading passage, since students are reading and analyzing multiple documents throughout this lesson, lecture or a video provides much needed variety. See Alignment Guide and the Timeline listed in the references section for more information and suggestions of what information to include.  Please note that the direct instruction portions of this instructional sequence are there to provide students with just the basics of the events. They do not need to be lengthy or provide intense analysis. The analysis of cause and effect will come from the document analysis and culminating activity.  This is a good point to check for student understanding of the role “taxation without representation” played in the colonial arguments  This discussion is to mark the start of a second class period, as indicated in the DBQ. Use as necessary to fit your time schedule and class needs.  This jigsaw reading can be adjusted to fit the needs of the students. Groups of strong readers could read two documents and share with one partner. Honors and AP classes could be assigned all four documents to read.  The depth that is given to the writing process should reflect the needs and level of the students. The teacher might want to include an additional step for students to write an outline or perhaps there is a district writing format for the class to follow. The work level can be varied up or down based on the requirements of the teacher from one paragraph to five. If the essay is going to be used as a major assignment, be sure to create a rubric to inform students of work expectations. |
| **I can identify major turning points in colonial beliefs about government. (USHC 1.P, 1.E)** | |
| To begin, introduce the “I can” statement. Then review the arguments students examined in the [Resolutions of the Stamp-Act Congress](http://www.let.rug.nl/usa/documents/1751-1775/the-resolutions-of-the-stamp-act-congress-october-19-1765.php) by asking them to write a 1-2 sentence summary of the excerpt.  Explain to students that they are going to see how colonial ideas about government changed over time by looking at documents from the start and the end of the time period.  Have students complete close readings on the following sources: the [Mayflower Compact](https://avalon.law.yale.edu/17th_century/mayflower.asp), the, and the [Declaration of Independence](http://www.let.rug.nl/usa/documents/1776-1785/the-final-text-of-the-declaration-of-independence-july-4-1776.php) (2nd paragraph).  List the three sources on the board (Compact, Resolutions, Declaration). Ask students to give you a summary statement for each one.  Then, in a method of the teacher’s choosing, have students answer the following questions:   * What ideas about government stayed the same between the Mayflower Compact and the Resolutions of the Stamp Act Congress? What ideas changed between them? * What ideas about government stayed the same between the Resolutions of the Stamp-Act Congress and the Declaration of Independence? What ideas changed between them? * Did any ideas stay the same from the Mayflower Compact to the Declaration of Independence? * In your opinion, what is the biggest change from the Compact to the Declaration? * Thinking about the history of the colonies and the lead-up to the Revolution, what might have changed people’s attitudes about government during this time period? * Do we still hold any of these attitudes about government? Defend your answer. | Students will likely focus on the “no taxation without representation” argument portion. How can you push their thinking to also include the ideas of loyalty to the British and the understanding of other rights?  For more information on close reading strategies, see the References sections. Adjust the degree of teacher involvement in the reading process to fit your classes’ needs.  The teacher may want to do this discussion through a think/pair/share arrangement. This will give students time to work out their answers individually and test them on another student before sharing in front of the class. Working on one question at a time is also helpful to keep students on task. |
| **I can identify major influences on colonial beliefs about government and explain their impact on colonial and revolutionary governments. (USHC 1.CX)** | |
| As a starter, ask students to think of their favorite musician, writer, athlete, etc. They only have to choose one. Then ask them to think of one musician, writer, athlete, etc. that came before that person and clearly had an influence on them. Have them explain how they can see the influence of that person on the work of the individual they chose.  Introduce the “I can” statement and explain that despite the brilliance of the founding fathers, they, too, were building on the work of people who came before them.  Have students read [this article](https://www.ushistory.org/gov/2.asp) on the origins of American political thought from UShistory.org.  Either ask students to create a chart with three columns or hand one out to them that was prepared ahead of time as a handout.  As they read, ask them to take notes in the first column on the major ideas of the Enlightenment and the basic workings of the British government in the second column.  Have students compare their notes with a partner. Then ask them to look back at what they read in the previous activity (Mayflower Compact, Stamp Act Resolutions, and Declaration of Independence). Ask them to write down in their third column what information from those three documents seems to them to be influenced by either the Enlightenment or the structure of the British government.  To wrap up, ask students to fill in a diagram (like the one shown in Appendix A) to show what ideas the Patriots gained from historical sources. | Any secondary source that briefly describes the ideas of the Enlightenment and major British documents like the Magna Carta will work for this activity, such as a textbook or even a short video.  The teacher may want to specify how many items students need to have in each column.  The teacher may want to have students note which source influenced American politics by having students color code their answers with pen or highlighter. |
| **I can identify key characteristics of the American identity that formed by the time of the American Revolution and defend my choices. (USHC 1.CO, 1.CE, 1.P, 1.CX, 1.E)** | |
| In a format of the teacher’s choice, ask students to create a personal profile for themselves. Tell them to include: their name, their important relationships, what they like to do, what they believe in, who/what have greatly influenced their lives.  In a similar format, have students create a personal profile for the new United States in 1776. Have them include the country’s name, important events in its history, what Americans did regularly (social, political, and economic activities), what Americans believed in, what had been the biggest influences on the country, etc.  Finally, in pairs or small groups, or through digital media such as [flipgrid](https://info.flipgrid.com/), have students explain three items they put in their profiles and defend their inclusion. | This activity can be as in-depth or quick as the teacher desires. It can be done in pencil on two sides of the same notebook paper, done as a poster or mural project, or created digitally. A rubric should be created focusing on the informational content as well as quality of product if the project will be for a major grade.  The idea behind doing the personal profile is to get students to think about what goes into someone’s identity and then be able to relate that to the new nation.  This is intended to get students to draw upon their knowledge from across the entire unit. As such, it may be best to have students only pull information for the project from their notes/class readings. |

**References**

“Close Reading Protocol.” (n.d.). Retrieved from <https://www.facinghistory.org/resource-library/teaching-strategies/close-reading-protocol>

“The Road to Revolution.” (2019). Retrieved from <http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3214>

“Think Alouds.” (2020). Reading Rockets. Retrieved from <https://www.readingrockets.org/strategies/think_alouds>

**Additional Resources**

**Appendix A**

The Enlightenment:

The British Government:

Ideas of the Patriots:

Contributions