

Name \_\_\_\_\_

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BROOKLYN

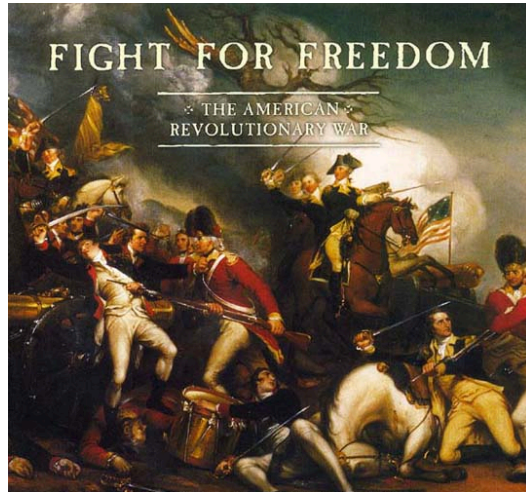


Course: US History/Ms. Brown

Homeroom:



## Unit Road Map: The American Revolution



**\*DO NOT LOSE THIS PAPER – we will be referring to it throughout our unit.\***

**Planning the Trip:** This unit will last **21 days**. In this unit we will discover what happened as tensions grew between the colonies and the government in far-off England. We will then meet the people who would rather risk their lives than give up their rights. In our study of the Declaration of Independence we will examine the events that led the colonists to declare their independence. We will also witness the brave individuals who created a document that changed the world. Lastly, we will relive the challenges faced by poorly trained and ill-equipped soldiers locked in a war with the most powerful nation in the world. We will also learn how the colonies won the revolution and their independence from Great Britain.

**Why Study This?** Why did the colonists dump tea into the Boston Harbor? Why was a statue of King George III turned into 40,000 bullets? How did a little pamphlet called “Common Sense” cause such a big stir? The American Revolution marked the end of an era and the beginning of a new nation. But was it justified? How many people had to die? How many lives were changed, and how? The events that led to the American Revolution and the experience of the war itself helped to shape leaders who, in turn, shaped the United States of America. Without understanding who the colonies were before and after the American Revolution, it is impossible to understand the nation that was born from it and would eventually become one of the most powerful nations in the world.

**Essential Questions:** These are the BIG questions we’ll attempt to answer with our readings, activities, and homework assignments over the course of the unit. The essential questions for this unit are:

1. Were the colonists justified in resisting British policies after the French and Indian War?
2. Why did the American founders choose to exclude certain groups of people from positions of equality and power in the formation of the United States?
3. Was the American Revolution inevitable (bound to happen)

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**BIG Ideas:** These are BIG ideas that will help us understand the content we are studying during the unit. Our BIG themes for this unit are:

1. The American colonists believed that they should have the same rights in America that they would if they lived in England, but after the French and Indian War, when they were being taxed without their consent, it became clear that they did not have rights as Englishmen.
2. The Declaration of Independence is the document that said that the American colonists were no longer part of Great Britain (the “break-up” letter)
3. The Declaration of Independence did not include independence and equality for all groups living in the 13 colonies. Some groups were purposefully excluded.

**Vocabulary:** These are the important terms you will need to know in order to navigate through this unit, and the world outside the classroom. You will be responsible for transferring these definitions onto your flashcards to be kept with you on a ring for studying. The **bold** word is the vocabulary word that belongs on the **blank** side of the flashcard. The definition belongs on the **lined** side of the flashcard. On the top right of the flashcard color a small corner in **purple**. Representing Units 5

- 1) **Ally** – a nation that joins another nation in some common effort, such as fighting a war
- 2) **American Revolution** – The struggle of the colonies in North America to gain their Independence from Great Britain
- 3) **Authority** - the government or controlling power
- 4) **Boycott** – to refuse to buy one or more goods from a certain source. An organized refusal by many people is also called a boycott.
- 5) **Common Sense** -
- 6) **Continental Army** – the American army during the American Revolution
- 7) **Declaration of Independence** – the document written to declare the American colonies as an independent nation, free from British rule
- 8) **Democracy** – a system of government in which the power to govern belongs to the people
- 9) **Fundamental** - basic
- 10) **Impose** – to put in place by authority, such a law, tax or punishment
- 11) **Independence** – freedom from control by another government or country
- 12) **Issuing** – to supply or make available
- 13) **Militia** – a small army made up of ordinary citizens who are trained to fight in an emergency

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- 14) **Natural Rights** – rights common to everyone, as opposed to those given by law
- 15) **Petition** – a formal, written request made to an official person or organization
- 16) **Policies** – a course of action taken by a government
- 17) **Rebellion** – a violent attempt to resist or overthrow the government or another authority
- 18) **Repeal** – to take back, or to cancel, a law
- 19) **Restricted** – to place limits or controls on something
- 20) **Retain** - to continue or keep
- 21) **Strategy** – an overall plan, as for winning a war
- 22) **Tyranny** – the unjust use of government power. A ruler who uses his power this way is called a tyrant
- 23) **Violation** – breaking an established rule or law

**Skills:** This is what you will know HOW to do at the end of this unit

Knowledge	Skills
<ul style="list-style-type: none"> <li>• Explain the causes of the American Revolution</li> <li>• Analyze the principles articulated in the Declaration of Independence</li> <li>• Identify the factors affecting the course of the war and contributing the American victory</li> <li>• Describe the economic issues arising out the of the Revolution</li> <li>• Explain the Revolution’s effects on different social groups</li> </ul>	<ul style="list-style-type: none"> <li>• Determine chronological order</li> <li>• Detecting cause-and-effect relationships</li> <li>• Distinguish between fact and opinion</li> <li>• Summarize information read</li> <li>• Read and Analyze a primary source</li> <li>• Compose paragraphs given a topic sentence</li> <li>• Locate and name the 13 British colonies, major cities and geographic features in North America</li> <li>• Interpret and create a timeline displaying the major events leading to the American Revolution</li> <li>• Place documents correctly on a timeline of events of the Revolution</li> </ul>

**Assessment:** This is how you will demonstrate your knowledge about this unit.



Throughout the course of this unit you will demonstrate knowledge of this unit by earning an **80% or higher mastery on all exit tickets**. Exit Tickets that are between 70 – 79% are considered passing and may be retaken. Exit Ticket scores below 70% are considered not mastered and must be taken again. You will also demonstrate mastery through a document based question and essay and final unit exam