

# FRANKLIN-SIMPSON HIGH SCHOOL

**Course Name:** U.S. History    **Unit Name:** Creating a Nation

**Quality Core Objectives:**

Unit 2 Creating a Nation	
A.1. Process Skills	a. Apply terms relevant to the content appropriately and accurately
	b. Identify and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry and understanding
	d. Analyze the importance of context and point of view in historical interpretation (e.g., interpret past events and issues in historical context rather than in terms of present norms and values); recognize that historians interpret the same events differently due to personal values and societal norms
	g. Compose arguments/position papers, and participate in debates on different interpretations of the same historical events; synthesize primary and secondary sources to justify position
	h. Compose an analytical, historical essay containing a thesis, supporting evidence, and a conclusion
	k. Analyze how the past influences the lives of individuals and the development of societies
B.1. Colonization and Forging a New Nation	f. Evaluate the influence of Enlightenment ideas on the development of American government as embodied in the Declaration of Independence
	g. Identify and evaluate the ideas and events that contributed to the outbreak of the American Revolution, and determine the key turning points of the war
	h. Identify the impetus for the Constitutional Convention (limitations of government under the Articles of Confederation), and analyze the events and outcomes of the Convention (i.e., the “bundle of compromises”)
	i. Interpret the ideas and principles expressed in the U.S. Constitution
	j. Explain the development of the Bill of Rights, and assess various debates of the day
	m. Evaluate, take, and defend positions on the development of U.S. foreign policy during the early nineteenth century (e.g., Embargo Act, Monroe Doctrine)

**Purpose of the Unit:** Students will learn about the key parts of the Revolution and analyze key turning points. Students will examine the impact of Enlightenment (e.g., John Locke) ideas on American government and evaluate the ideas and principles of the US Constitution. They will identify key components on the road to revolution and analyze varying historical interpretations concerning the reasons for the revolution. Students will learn about the limitations of the Articles of Confederation and compare/contrast it with the Constitution. Students will explore the Bill of Rights and understand the various compromises and balances inherent in it & the Constitution. They will learn about early US foreign policy and evaluate its effectiveness in establishing the US as a world player.

**Prerequisites:**

Intro to SS – American Government

World Civilizations – Age of Enlightenment & Age of Revolutions

**Daily Lesson Guide**

Day	Lesson Content and Objectives	Focus Questions	Critical Thinking (High Yield / Literacy /LTF/etc.)	Engagement	Assessment and/or Accommodations
1	B.1.b	What was the Great Awakening? How was this the first step on the “road to Revolution”?	Students summarized/took notes in ISN. Students used graphic organizer to compare/ contrast mainstream religious beliefs with “Great Awakening” style	Clear/Modeled Expectations	Formative – discussion questions, walk around check-ins, exit slip Summative – Great Awakening handout, notebook check & unit exam

			emotionalism. Students also illustrated the emotional appeal of this “New School” by drawing a picture.		
2	B.1.f, B.1.g	What events led down the “road to Revolution”?	Students summarized/took notes in their ISN. Students conducted research (individual or small group) into 10 critical events leading to Revolution. Students summarized events in ISN. Students began (individual) illustrated timelines: “Road to Revolution.”	Learning with Others Sense of Audience	Formative – discussion questions, walk around check-ins, exit slip Summative – Illustrated Timeline, notebook check & unit exam
3	B.1.f, B.1.g	How did John Locke influence the Declaration of Independence? Why did we have a Revolution: different historical perspectives?	Students completed Illustrated Timeline. Students read Declaration of Independence looking for Enlightenment ideas. Students also read different historical perspectives on the reasons for the Revolution and discussed whether it was ideological or economic.	Learning with Others Emotional/Intellectual Safety Sense of Audience	Formative – discussion questions, walk around check-ins, exit slip, Declaration of Independence handout Summative – notebook check & unit exam
4	B.1.g	What were the four different views before the Revolution began? (Moderate, Loyalists, Patriot, British)	Students will work in mixed-ability pairs (as determined by the STAR testing) to research one of the four debate positions. They will look to answer essential questions related to their	Learning with Others Novelty & Variety	Formative – discussion questions, walk around check-ins Summative – notebook check & unit exam

			position as well as the overall question: Were the colonists justified in rebelling against British rule?		
5	B.1.g	Were the colonists justified in rebelling against British rule?	Students will assume the role of one of four groups (see prior entry) debating the focus question in the antebellum period. Students will answer questions and give statements concerning vital issues pertaining to the impending Revolution.	Novelty & Variety Learning with Others	Formative – debate questions, walk around check-ins Summative – Debate performance
6	B.1.f, B.1.g	What are the key parts of the first part of the Revolution? What are the four parts of the Declaration of Independence?	Students will summarize/take notes in their ISN. Students will examine the Declaration and complete a graphic organizer. Students state their opinion on whether grievances applied to all or only rich & discussed how our two historians (from LP3) would interpret this material.	Emotional/Intellectual Safety Personal Response	Formative – discussion questions, walk around check-ins, exit slip Summative – notebook check & unit exam
7	B.1.f, B.1.g	What are the key parts of the end of the Revolution? What are the turning points in the war?	Students will summarize/take notes in their ISN. Discussion on proper note-taking during lecture.	Clear/Modeled Expectations	Formative – discussion questions, walk around check-ins, exit slip Summative – notebook check & unit exam
	All previous standards	What have I learned about US history	Students will take a summative exam on the		Summative Exam (Unit 1 & Road to Revolution Section Unit 2)

8		thus far?	material covered thus far (40 MC, 1 CR). Students will conduct a post-test self-reflection analysis (same day or next).		
9	B.1.h	What are the Articles of Confederation? What is the proper role of government?	Students will summarize/take notes in their ISN. Students will right ½ page response to 2 <sup>nd</sup> LT.	Personal Response	Formative – discussion questions, walk around check-ins, exit slip Summative – Proper Role of Government writing, notebook check & unit exam
10	B.1.h	What are the weaknesses of the Articles of Confederation?	Students will summarize/take notes in their ISN. Students will participate in an experiential exercise simulating the Articles of Confederation.	Novelty & Variety Learning with Others	Formative – discussion questions, walk around check-ins, exit slip, Articles Activity Summative – notebook check & unit exam
11	B.1.h, B.1.i	What is the Constitution? Why is the Constitution important?	Students will conduct a US Constitution scavenger hunt searching for vital information about the document and its creation.	Novelty & Variety Learning with Others	Formative – discussion questions, walk around check-ins, exit slip, Scavenger Hunt Summative – notebook check & unit exam
12	B.1.h, B.1.i	What are the important ideas and principles in the Constitution?	Students will participate in a recall-type game where they stand up until they can raise their hand and answer a question about the Constitution. Students will summarize/take notes in their ISN.	Novelty & Variety	Formative – discussion questions, walk around check-ins, exit slip,  Summative – notebook check & unit exam

13	B.1.j	What is the Bill of Rights? Why is this document important?	Students will summarize the Bill of Rights in their ISN. Then in small groups they will work on creating & presenting one of these amendments in skit form.	Learning with Others Novelty & Variety	Formative – discussion questions, walk around check-ins, exit slip, Bill of Rights Skit  Summative – notebook check & unit exam
14	B.1.m	What was US foreign policy during the late 18 <sup>th</sup> & early 19 <sup>th</sup> century (first 6 presidents)	Students will summarize/take notes in their ISN. Students will complete (choose two) a graphic organizer, political cartoon, write a paragraph summary, or create a movie/skit comparing/contrasting foreign & domestic policy of early presidents.	Choice	Formative – discussion questions, walk around check-ins, exit slip, Early Foreign Policy task rotation  Summative – notebook check & unit exam
15	Summative Exam will be given with Unit 3 Manifest Destiny section				

