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UNIT SYNOPSIS



The "Boston Massacre," taken from Life of the Law.

Unique among nations, the United States was not founded around a shared ethnic identity or a common religious belief system; instead, it was founded on a shared commitment to a set of ideas. When Thomas Jefferson wrote, "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights," in the new nation's Declaration of Independence from Britain, he articulated this founding generation's truly revolutionary idea of government and the rights of citizens. But even after the colonists' surprising victory over what was then the world's greatest military superpower, Great Britain, the fight to fulfill this aspirational vision of equality for every American—man and woman, rich and poor, Black and white, free and enslaved—had only just begun.

In this unit, you will introduce your students to the origins of our nation's democratic values as well as the central tension in the American story: that our country was a radical experiment in democratic government, even as the new, slaveholding United States continued to exclude many Americans from its revolutionary promise of "unalienable rights." In this unit, your students will first explore the causes and consequences of the American Revolution, beginning with a study of the thirteen British colonies and the different peoples who came to the land that would become the United States. As you continue to guide students through this unit, they will go on to learn about the key events that led to the Revolution and the role of national leaders and ordinary Americans in the conflict. The unit will conclude with a study of the new nation and the establishment of the Constitution, which laid the framework for a nation founded in liberty—but also enshrined an empty promise for many of the diverse Americans who made up the new United States of America. The study of the American Revolution and Constitution outlined in this unit will ensure your students understand the origins of America's democratic ideals and the individuals who, even in the 18th century, fought to expand these same ideals to all. In doing so, students will leave this unit eager to learn more about how future generations struggled to realize the liberties first promised to them during our nation's founding. This will set the stage for their future study of abolition, suffrage, and the Civil Rights Movement.

This unit is designed to dispel the traditional, overly simplistic narratives about the American Revolution; namely, that the Revolution brought "liberty and justice for all." Although the Patriot rebels did believe they were fighting a battle against tyranny, for many Americans, including enslaved Africans, poor workers, and women, the ideals of the Revolution were hollow and did little to grant them the same freedom and liberty promised to the elite white men who led the movement for independence. Furthermore, not all Americans supported the Revolution, and many opposed it for legitimate reasons. These Americans, called Loyalists, were harassed, and attacked by the Patriots for rejecting their cause. The violence committed by the Patriots must necessarily complicate our

understanding of the Revolution as a noble and unimpeachable movement, allowing us to get to the messy—and more historically accurate—roots of this world-historical rebellion, one grounded in high ideals but resulting in a much messier national reality. Throughout this unit, you will use highly engaging, culturally relevant whole class Read Aloud to introduce and reinforce key ideas about the American Revolution and Constitution. Students will showcase their knowledge through project work—including creating a political cartoon calling for colonists to support or oppose the American Revolution and writing their own “Eleventh” Amendment to the Bill of Rights!

CONTENT STANDARDS

Below are the standards **taught** and **assessed** in this unit.

Content Standards	
Colonial America Connected Knowledge and Skills 5.10	
5.1 History. The student understands the reasons for and the role of key people in the European colonization of North America beginning in 1565, the founding of St. Augustine. 5.9 Economics. The student understands the basic economic patterns of early societies in the United States. 5.13 Government. The student understands the organization of governments in colonial America.	
Readiness Standards	Supporting Standards
5.1(A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain 5.7(A)^ identify and describe the patterns of settlement such as rural, urban, and suburban 5.7(C)^ analyze the geographic factors that influence the location of the five largest urban areas in the United States and explain their distribution 5.8(A)^ describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs 5.12(A)^ compare how people in different regions of the United States earn a living, past and present 5.12(B)^ identify and explain how geographic factors have influenced the location of economic activities in the United States 5.13(A) compare the systems of government of early European colonists, including representative government and monarchy	5.1(B) describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams 5.7(B)^ explain the geographic factors that influence patterns of settlement and the distribution of population in the United States 5.8(B)^ analyze the positive and negative consequences of human modification of the environment in the United States 5.9(A) explain the economic patterns of early European colonies 5.9(B) identify major industries of colonial America such as shipbuilding and growing of cash crops 5.10(A) identify the development of the free enterprise system in colonial America and the United States 5.11(B)^ evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States 5.12(C)^ analyze the effects of immigration and migration on the economic development and growth of the United States 5.13(B) identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses 5.20(B)^ explain how examples of art, music, and literature reflect the times during which they were created 5.21(A)^ describe customs and traditions of various racial, ethnic, and religious groups in the United States

American Revolution		Connected Knowledge and Skills 5.4, 5.14, 5.21
<p>5.2 History. The student understands how conflict between the American colonies and Great Britain led to American independence and the formation of the United States.</p>		
Readiness Standards	Supporting Standards	
<p>5.2(A) analyze the causes and effects of events prior to and during the American Revolution, including the taxation resulting from the French and Indian War and the colonist response to taxation such as the Boston Tea Party</p> <p>5.2(C) summarize the results of the American Revolution, including the establishment of the United States</p>	<p>5.2(B) identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period</p> <p>5.14(A) explain the purposes, key elements, and the importance of the Declaration of Independence</p> <p>5.20(A)^ identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, "Yankee Doodle," and "Paul Revere's Ride"</p> <p>5.20(B)^ explain how examples of art, music, and literature reflect the times during which they were created</p> <p>5.21(B)^ summarize the contributions of people of various racial, ethnic, and religious groups to our national identity</p>	
Constitution and Government		Connected Knowledge and Skills 5.14, 5.19
<p>5.3 History. The student understands the significant individuals who contributed to the creation of the U.S. Constitution and the government it established.</p> <p>5.15 Government. The student understands the framework of government created by the U.S. Constitution of 1787.</p> <p>5.18 Citizenship. The student understands the importance of effective leadership in a constitutional republic.</p>		
Readiness Standards	Supporting Standards	
<p>5.14(B) explain the purposes of the U.S. Constitution as identified in the Preamble</p> <p>5.14(C) explain the reasons for the creation of the Bill of Rights and its importance</p> <p>5.15(A) identify and explain the basic functions of the three branches of government</p> <p>5.19(A) describe the fundamental rights guaranteed in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney</p>	<p>5.3(A) identify the contributions of Founding Fathers James Madison and George Mason who helped create the U.S. Constitution</p> <p>5.15(B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution</p> <p>5.15(C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system</p> <p>5.18(A)^ identify past and present leaders in the national government, including the president and various members of Congress, and their political parties</p> <p>5.18(B)^ identify leadership qualities of national leaders, past and present</p>	

VERTICAL STANDARDS

This section details the **progression** of key student expectations/standards** in the courses **before** and **after** this course. This will help you understand what **prior knowledge skills to build upon** and guide you in knowing what **skills you are preparing your students** for in the subsequent course.

4th Grade Social Studies	5 th Grade Social Studies	6th Grade Social Studies
Students will engage in a course about Texas history and how the communities have changed over the history of Texas.	Students will engage in a course about US history and how the United States was colonized and the change over the course of time.	Students will engage in a course about geography, government, and culture throughout the world.

VOCABULARY GLOSSARY

- **Colonization:** When one country takes control of another country or region, establishing a settlement
- **Colonial Region:** Is an area where the British set up the original 13 colonies.
- **New England:** A region with harsh winters that made farming difficult.
- **Middle Colonies:** Known as the Breadbasket as there was fertile soil for farming.
- **Southern Colonies:** Had warm climates and rich soil making it perfect for farming. Enslaved Africans worked on plantations here.
- **Enslavement:** The practice of people owning other people. Enslaved people must work for their owners.
- **Abolition:** To end or get rid of enslavement
- **Boston Massacre:** In 1770, Boston Massachusetts a group of British soldiers shot their muskets into a crowd. Five colonists were killed.
- **Tea Act:** A law that lowered the price of tea and benefited the British tea companies.
- **Boston Tea Party:** American colonists dumped shiploads of tea into the water to protest the Tea Act.
- **Declaration of Independence:** The document proclaimed that the 13 original colonies of America were "free and independent states."
- **Loyalist:** Believed in staying Loyal to the British. Known as the Redcoats.
- **Patriots:** Know as the rebels in the American Revolution. Believed in fighting for Independence from Great Britain
- **American Revolution:** Was the campaign by the American colonies to gain independence from Britain. The Americans won in 1783.
- **Treaty of Paris:** Ended the Revolutionary war and recognized America as a country.
- **Bill of Rights:** Is the first 10 amendments to the constitution and Spells out Americans' rights.
- **Checks and Balances:** Prevents one branch of government from becoming too powerful.
- **U.S constitution:** Creates the branches of government and gives them the power to govern and also protects citizens of the U.S.
- **Amendment:** A change or addition to a law is called an amendment. There have been 27 amendments made to the U.S constitution.
- **Executive Branch:** The President and Vice President. The executive branch enforces the laws of the United States.
- **Judicial Branch:** The Supreme Court. The judicial branch interprets laws and judges when a law is unconstitutional.
- **Legislative Branch:** The Congress. The legislative branch makes the laws of the United States.