

**Unit 2: Protest, Liberty, and Justice**  
**8<sup>th</sup> Grade Social Studies**  
18 Class Meetings

*Revised January 2023*

**Essential Questions**

- What conditions led colonists to declare independence from Great Britain?
- How were the Founding Fathers able to succeed in the creation of a new nation?
- Does the new U.S. Constitution represent and serve all people?

**Enduring Understandings with Unit Goals**

**EU 1:** The American colonists' breakup with the British Empire in 1776 wasn't a sudden, impetuous act. Instead, the banding together of the 13 colonies was the culmination of a series of events, which had begun more than a decade earlier.

- Examine primary sources to identify the events that led to changing opinions regarding loyalty to England.
- Separate the economic and ideological tensions that many of the colonists were feeling prior to the Revolution.

**EU 2:** The Founding Fathers were not unified in thought, purpose and ideals; yet were able to succeed in defeating the most powerful nation in the world.

- Compare the perspectives of the more radical voices in the cause for freedom prior to revolution to the more prudent views of reconciling with Great Britain.
- Assess the Continental Army's actions in battle and determine if George Washington was a great leader, military genius, or simply the beneficiary of good fortune.

**EU 3:** The new U.S. Constitution was in response to the much weaker Articles of Confederation, in which the Federal government had little to power to serve its citizens.

- Compare and contrast the differences between Articles of Confederation and the U.S. Constitution, specifically the Bill of Rights.
- Determine if the original text was more inclusive or exclusionary for its citizenry.

**Standards**

**CT Social Studies Frameworks Standards:**

- **CIV 8.1:** Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.
- **CIV 8.2:** Analyze ideas and principles contained in the founding documents of the United States and explain how they influence the social and political system.

**Common Core State Standards:**

- **RH.6-8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **RH.6-8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **W.8.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **W.8.5:** With some guidance and support from peers and adults, develop and strengthen writing as

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needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

- **WHST.6-8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.6-8.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

### ISAAC Vision of the Graduate Competencies

**Competency 1:** Write effectively for a variety of purposes.

**Competency 2:** Speak to diverse audiences in an accountable manner.

**Competency 3:** Develop the behaviors needed to interact and contribute with others on a team.

**Competency 4:** Analyze and solve problems independently and collaboratively.

**Competency 5:** Be responsible, creative, and empathetic members of the community.

### Unit Content Overview

1. ***"When in the course of human events ..." – Thomas Jefferson***

- Conditions in the American colonies post the French and Indian War are explored.
- What causes a person to revolt?
- The importance of the Declaration of Independence is discussed.

2. ***"We must all hang together, or, most assuredly, we shall all hang separately."- Ben Franklin***

- How did representatives from 13 different colonies agree to vote for independence.
- What compromises were made to secure independence?
- Major battles and primary actors of the Revolutionary War are examined.

3. ***"Tis one. We have become a nation." – Benjamin Rush***

- The Federal government must be strong but also recognize the individual states.
- The U.S. Constitution guarantees us all basic rights.
- Which Americans were intentionally left out of the Bill of Rights?

**Vocabulary:**

- Colonial regions and economics, French and Indian War, Treaty of Paris, Sons of Liberty, Boston Massacre, Crispus Attucks, Tyranny, Patriot, Loyalist, Boston Tea Party, Intolerable Acts, 1<sup>st</sup>/2<sup>nd</sup> Continental Congress, Lexington/Concord, Paul Revere, Benedict Arnold, compromise, precedent.

**Interdisciplinary Connection:**

- Language Arts – reading informational texts

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**Daily Learning Objectives with TWPS**

**Students will be able to...**

- Explore how Europe's wars, particularly the French and Indian War, caused tension and distrust in the American colonies. \*\*
  - *What do you think of when I say British? Was it that bad to be an English colony?*
- Examine primary sources to identify the events that led to changing opinions regarding loyalty to England. \*
  - *Why do we read primary sources? Are they reliable?*
- Separate the economic and ideological tensions that many of the colonists were feeling prior to the Revolution. \*
  - *How bad would it have to get in a country for you to start a revolution? Give at least two examples.*
- Compare the perspectives of the more radical voices in the cause for freedom prior to revolution to the more prudent views of reconciling with Great Britain. \*\*
  - *Can you think of a "Radical" person from U.S. history? What makes them so radical?*
- Interpret the purpose of government by using the Declaration of Independence. Was it a radical document? \*\*
  - *"We hold these truths to be self-evident, that all men are created." Has our country lived up to Thomas Jefferson's words?*
- Critique the popular phrase "the shot heard 'round the world" when describing the American war for independence. \*\*
  - *Given what you just learned about the American Revolution from America: The Story of Us, what do you think was the greatest challenge facing the Patriots in their struggle for independence from Great Britain (England)?*
- Assess the Continental Army's actions in battle and determine if George Washington was a great leader, military genius, or simply the beneficiary of good fortune. \*\*
  - *How many battles do you think George Washington won vs. loss?*
- Compare and contrast the differences between Articles of Confederation and the U.S Constitution, specifically the Bill of Rights. \*
  - *How do you convince very different people to put aside their own needs for the greater needs of the country?*
- Determine if the original text of the Constitution was more inclusive or exclusionary for its citizenry. \*
  - *What do you think we will talk about in social studies class this year? Please list three (3) examples.*
- Examine why compromises were made in the creation of a new nation, particularly with regard to Native Americans and African slaves. \*\*
  - *What have you compromised to get what you want in the past?*

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<b>Instructional Strategies/Differentiated Instruction</b>
<ul style="list-style-type: none"><li>● Whole group instruction</li><li>● Guided notes</li><li>● Paragraph frames and sentence starters</li><li>● Student-led instruction</li><li>● Teacher modeling</li><li>● Written feedback</li><li>● Think-pair-share and small-group discussions</li><li>● Graphic organizers</li><li>● Cornell notes</li><li>● Accountable talk</li><li>● Homework</li><li>● Word walls with visuals</li><li>● Anchor charts</li><li>● Small group instruction</li><li>● Conferencing</li><li>● Text and video chunking with guiding questions</li><li>● Close reading with text-dependent questions</li><li>● Modified Assessments</li></ul>



<b>Differentiated Instruction for English Learners</b>
<ul style="list-style-type: none"><li>● TWPS (Think, write, pair, share)</li><li>● Pre-reading strategies</li><li>● Culturally responsive teaching</li><li>● Guided Notes / Cornell Notes</li><li>● Key Vocabulary</li><li>● Graphic organizers</li><li>● Strategic grouping</li><li>● Non-verbal Assessments</li><li>● Translated primary source documents</li></ul>

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<b>Assessments</b>
<p><b><u>FORMATIVE ASSESSMENTS:</u></b></p> <ul style="list-style-type: none"> <li>• Do Now – CNN10</li> <li>• TWPS</li> <li>• Exit Slips</li> <li>• Accountable Talk Discussions</li> <li>• Completed guided notes</li> <li>• Completed graphic organizers</li> <li>• Revision worksheets</li> <li>• Homework</li> <li>• Performance Task</li> <li>• ISAAC Rubrics (Accountable Talk &amp; Literacy)</li> <li>• AIMS Web</li> </ul> <p><b><u>SUMMATIVE ASSESSMENTS:</u></b></p> <ul style="list-style-type: none"> <li>• Edulastic Vocab Quiz - EU 1</li> <li>• Edulastic Unit 1 Test – EU3</li> <li>• Performance Task – Fishbowl Debate – “Patriot v. Loyalist” (Accountable Talk Rubric) – EU2</li> </ul>

<b>Unit Task</b>
<p><b>Unit Task Name:</b> Which Side are You On? Patriot or Loyalist – EU2</p> <p><b>Description:</b> Students will be engaged in a Fishbowl Debate using Accountable Talk Rubric to answer the following questions and recognize two different perspectives.</p> <ul style="list-style-type: none"> <li>- What are the benefits and virtues of remaining loyal to King George III and staying a colony?</li> <li>- Can anyone be free without participating in their own government?</li> </ul> <p>Students will prepare for a fishbowl debate and argue from a specific perspective. The class will be broken up into two factions - loyalists and patriots.</p> <p><b>Evaluation:</b> Accountable Talk Rubric Assessment / Scoring Guide</p>

<b>Unit Resources</b>
<ul style="list-style-type: none"> <li>• Edulastic</li> <li>• Excerpt of Declaration of Independence</li> <li>• <a href="https://junior.scholastic.com/issues/2021-22/030122/the-road-to-revolution.html#980L">https://junior.scholastic.com/issues/2021-22/030122/the-road-to-revolution.html#980L</a></li> <li>• Crash Course U.S. Revolution w/ notes <a href="https://www.youtube.com/watch?v=HIUiSBXQHCw">https://www.youtube.com/watch?v=HIUiSBXQHCw</a></li> <li>• Oversimplified U.S. Revolution <a href="https://www.youtube.com/watch?v=gZALIXcY4pg">https://www.youtube.com/watch?v=gZALIXcY4pg</a></li> <li>• To late to apologize <a href="https://www.youtube.com/watch?v=uZfRaWAtBVg">https://www.youtube.com/watch?v=uZfRaWAtBVg</a></li> <li>• ICivics</li> <li>• <i>America: The Story of Us</i> episode 2</li> <li>• Excerpt from the Broadway play <i>Hamilton</i></li> <li>• Revision worksheets</li> </ul>