

## 8<sup>th</sup> Grade U.S. History Curriculum Bundle # 3

Title	Suggested Dates
American Revolution	October 5 – 23, 2009 (14 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> <li>• Significant individuals' words and actions greatly impacted events of the American Revolution.</li> <li>• These individuals made a difference because they took personal risk in helping their community.</li> <li>• Significant events of the American Revolution did not occur in isolation: They were influenced by events that came before and they influenced events which came after.</li> <li>• Revolutionary art and literature reflected the political turmoil of the time.</li> </ul>	<ul style="list-style-type: none"> <li>• How did individuals impact the course of the American Revolution?</li> <li>• When should we put the needs of the community above our own needs?</li> <li>• What were the causes and effects of significant events of the American Revolution?</li> <li>• How did artists and writers during Revolutionary times express contemporary events in their art and writing?</li> </ul>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (See note above)
<p><b>8.1 History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</b></p> <p>8.1B apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods</p>	<p><b>Significant Individuals (Examples)</b></p> <ul style="list-style-type: none"> <li>• George Washington, Ben Franklin, Thomas Jefferson</li> </ul> <p><b>Events (Examples)</b></p> <ul style="list-style-type: none"> <li>• Revolutionary War: Declaration of Independence, Lexington and Concord, Saratoga, Yorktown, Treaty of Paris</li> </ul> <p><b>Time Periods</b></p> <ul style="list-style-type: none"> <li>• American Revolution (after Colonization and before New Republic)</li> </ul> <p>Teacher Note: Some events may have been covered in Bundle 2, make sure all are covered by the end of Bundle 3. CBA #1 will cover all of Colonization and Revolutionary Era.</p>	
<p><b>8.1 History. The student understands traditional historical points of reference in U.S. history through</b></p>	<ul style="list-style-type: none"> <li>• 1776 Declaration of Independence – Colonial independence from Great Britain (American Revolution)</li> </ul>	<p>Writing assignment</p> <ul style="list-style-type: none"> <li>• Students declare their independence</li> </ul>

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<p><b>1877. The student is expected to:</b></p> <p>8.1C explain the significance of the following dates: 1607, <u>1776</u>, 1787, 1803, and 1861-1865.</p>		
<p><b>8.4 History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</b></p> <p>8.4B explain the roles played by significant individuals during the American Revolution, including Samuel Adams, Benjamin Franklin, King George III, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington;</p>	<ul style="list-style-type: none"> <li>• <u>Samuel Adams</u> played a role in many of the events which contributed to the Revolution including organized opposition to the Stamp Act, protests waged by the Sons of Liberty such as the Boston Tea Party</li> <li>• <u>Benjamin Franklin</u> was a member of the committee which wrote the Declaration of Independence but spent most of the period of the American Revolution in France. He represented the colonies as the American envoy starting in 1776 and remained until 1785. He negotiated the alliance with France and then the Treaty of Paris which ended the war.</li> <li>• <u>King George III</u> was the king of Great Britain who maintained an aggressive policy against the colonial resistance and struggled to enforce royal authority throughout his reign.</li> <li>• <u>Thomas Jefferson</u> was delegate to the Continental Congress and the chief writer of Declaration of Independence.</li> <li>• <u>Thomas Paine</u> contributed to the spirit of revolution in America and France through his influential writings. In January 1776 he wrote <i>Common Sense</i>, a pamphlet which attacked the monarchical system, supported independence, and outlined a new form of government. He became the leading propagandist of the American Revolution, publishing his Crisis papers. The Crisis papers buoyed the Colonial spirits at a very low point in the Revolutionary War. Many readers re-dedicated themselves after publication.</li> <li>• <u>George Washington</u> was a leading resident of Virginia. He was a surveyor, a planter, a soldier in the French and Indian War, a delegate to the First and Second Continental Congresses, commander-in-chief of the Continental Army during the American Revolution, and the chairman of the Constitutional Convention in 1787.</li> <li>• <u>Marquis de Lafayette</u></li> </ul> <p>TEACHER NOTE: Some events may have been covered in Bundle 2, make sure all are covered by the end of Bundle 3. CBA #1 will cover all of Colonization and Revolutionary Era.</p>	<p>Project Idea: Alphabet book about Famous People during the Revolutionary Era</p> <p>The Debating the Documents lesson titled “We Hold These Truths” by MindSparks is an excellent resource which is particularly helpful in teaching 4B, 4C, 16A, 20A, and 22A as well as Social Studies Skills 30A-G, 31B, and 31D. (This resource may be found in every campus library.)</p> <p><a href="#">Amazing Americans</a> – Revolution Webquest</p>
<p><b>8.4 History. The student understands significant</b></p>	<ul style="list-style-type: none"> <li>• <u>Declaration of Independence</u> – The Second Continental Congress</li> </ul>	<p><a href="#">A Revolutionary Webquest</a></p>

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<p><b>political and economic issues of the revolutionary era. The student is expected to:</b></p> <p>8.4C explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; Articles of Confederation and signing the Treaty of Paris; and</p>	<p>declared the colony’s independence from Britain on July 4, 1776. It was based on the listed grievances against the King and the belief found in the Magna Carta that the people have a right to overthrow a government not protecting the people’s rights.</p> <ul style="list-style-type: none"> <li>• <u>Articles of Confederation</u> – First American Constitution written by the Second Continental Congress. It centered around a weak central government. It was a temporary governing document for the United States during the American Revolution.</li> <li>• <u>Lexington and Concord</u> – 1st battles of the war; (“The shot heard ‘round the world”)</li> <li>• <u>Valley Forge</u>- harsh winter used to train troops; lack of food, supplies</li> <li>• <u>Saratoga</u> – Turning point of the war; France joined the Colonists after this victory, tipping the scale and boosting American spirits</li> <li>• <u>Yorktown</u> – The surrender of Cornwallis brought end to the fighting and beginning of negotiating for a treaty to end the war.</li> <li>• <u>Treaty of Paris</u> – This treaty recognized the independence of the United States by Britain. Boundaries of the United States set at Canada in the North, the Mississippi River in the West, and Florida in the South</li> </ul> <p>TEACHER NOTE: Articles of Confederation should be mentioned, but taught in more detail in Bundle 4</p>	<p><a href="#">American Revolution lessons and activities</a> from Mr. Donn</p> <p>Activity Ideas: Have students write their own Declaration of Independence from “something that causes them stress”</p> <p>Match excerpts from the Declaration of Independence with their summary.</p> <p>The Debating the Documents lesson titled “We Hold These Truths” by MindSparks is an excellent resource which is particularly helpful in teaching 4B, 4C, 16A, 20A, and 22A as well as Social Studies Skills 30A-G, 31B, and 31D. (This resource may be found in every campus library.)</p> <p><a href="#">Battles/Events of the Revolution</a></p> <p><a href="#">Battles of the Revolution</a> Webquest</p>
<p><b>8.6 History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:</b></p> <p>8.6E identify areas that were acquired to form the United States.</p>	<ul style="list-style-type: none"> <li>• <u>Treaty of Paris</u> – US border would be to the Mississippi River</li> </ul>	
<p><b>8.20 Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:</b></p>	<ul style="list-style-type: none"> <li>• <u>The concept of unalienable rights developed from the theory of “natural rights”, or rights that are granted naturally, not by man, and therefore cannot be taken away without just cause.</u></li> </ul>	<p>The Debating the Documents lesson titled “We Hold These Truths” by MindSparks is an excellent resource which is particularly helpful in teaching 4B, 4C, 16A, 20A, and 22A as well as Social Studies Skills 30A-G, 31B, and 31D.</p>

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<p>8.20A define and give examples of unalienable rights;</p>	<ul style="list-style-type: none"> <li>• The Declaration of Independence stated, “That all men are created equal, that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness.”</li> </ul>	<p>(This resource may be found in every campus library.)</p> <p>The Debating the Documents lesson titled “Revivalists and Utopians” by MindSparks is an excellent resource which might be particularly helpful in teaching 24D-E, 25B, and 26B as well as Social Studies Skills 30A-G, 31B, and 31D. (This resource may be found in every campus library.)</p>
<p><b>8.21 Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:</b></p> <p>8.21B evaluate the contributions of the Founding Fathers as models of civic virtue; and</p>	<ul style="list-style-type: none"> <li>• “Founding Fathers” applies to those individuals who played a major role in declaring independence, fighting the Revolutionary War, or writing and adopting the U.S. Constitution.</li> <li>• “Civic” relates to involvement in a community. Those with civic virtue go a step beyond their obligations by taking an active role in improving the community and the experiences of other members of the community.</li> </ul> <p><i>Founding Fathers</i></p> <ul style="list-style-type: none"> <li>• Thomas Jefferson – wrote the Declaration of Independence, represented Virginia in the House of Delegate, and was the third president</li> <li>• George Washington – served in the House of Delegates, led the Continental Army, served as president of the Constitutional Convention and served two terms as the first president of the United States</li> <li>• John Adams – played a major role in the independence movement; served as the 1<sup>st</sup> vice president and the second president</li> <li>• Benjamin Franklin – An enlightenment thinker who was a writer, inventor and statesmen. Made advancements in society (fire, library, inventions) He was involved in – Albany Plan of Union, Declaration of Independence, convincing France to help America during the Revolution, signing the Treaty of Paris 1783 and the Constitutional Convention.</li> </ul>	<p>Project Idea: Have students to write a children’s book about a Founding Father.</p> <p>The Debating the Documents lesson titled “Slavery and Virginia’s Enlightened Aristocracy” by MindSparks is an excellent resource which might be particularly helpful in teaching 21B, 20A, and 13B as well as Social Studies Skills 30A-G, 31B, and 31D. (This resource may be found in every campus library.)</p> <p><a href="#">Famous Americans</a> - Webquest</p>
<p><b>8.23 Citizenship. The student understands the importance of effective leadership in a democratic</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">John Paul Jones</a> – Famous U.S. Navy commander. Jones won several important naval victories against the British Navy during</li> </ul>	

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<p><b>society. The student is expected to:</b></p> <p>8.23B describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, <u>John Paul Jones</u>, James Monroe, and Elizabeth Cady Stanton.</p>	<p>the American Revolution, including his most famous victory commanding the Bonhomme Richard against the British vessel Serapis.</p>	
<p><b>8.24 Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:</b></p> <p>8.24E identify the political, social, and economic contributions of women to American society.</p>	<p><i>Political</i></p> <ul style="list-style-type: none"> <li>• Abigail Adams-women’s rights (American Revolution – “Remember the ladies”)</li> <li>• Phillis Wheatley - helped create the genre of African-American literature and was a strong supporter of American Independence</li> </ul> <p><i>Economic</i></p> <ul style="list-style-type: none"> <li>• Daughter of Liberty – encourage boycotts</li> </ul>	
<p><b>8.27 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</b></p> <p>8.27A describe developments in art, music, literature, drama, and other cultural activities in the history of the United States;</p>	<p>Phillis Wheatley – helped create the genre of African-American literature and was a strong supporter of American Independence</p>	<p><a href="#">Poetry by Phillis Wheatley</a> from the Gutenberg Project</p> <p><a href="#">Memoir and Poems</a> by Phillis Wheatley</p> <p><a href="#">Bio on Phillis Wheatley</a> from ask.com</p>
<p><b>8.27 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</b></p> <p>8.27B analyze the relationship between fine arts and continuity and change in the American way of life; and</p>	<p>“<a href="#">Battle of Bunker Hill</a>” poem</p> <p>“<a href="#">Yankee Doodle</a>” song</p> <p>“<a href="#">The Bloody Massacre Perpetrated in King Street</a>” print by Paul Revere</p>	<p><a href="#">Poems of the American Revolution</a> from poets.org</p> <p><a href="#">Songs of the American Revolution</a> from thinkquest.org</p> <p><a href="#">Boston Massacre</a> engraving by Paul Revere</p>
<p><b>Social Studies Skills</b>—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.</p>		
<p><b>8.31 Social studies skills. The student communicates in written, oral, and visual forms. The student is</b></p>	<p><b>Assurance Words</b> to be taught in-depth during this bundle include:</p> <ul style="list-style-type: none"> <li>• Articles of Confederation</li> </ul>	

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<p><b>expected to:</b></p> <p>8.31A use social studies terminology correctly;</p>	<ul style="list-style-type: none"> <li>• Tyranny</li> <li>• Founding Fathers</li> <li>• Unalienable rights</li> <li>• Grievance</li> </ul> <p>Frequency: Students should always use terminology correctly, in writing, speaking, projects, etc.</p> <p>Mastery: When students actively use them in all social studies activities without being prompted.</p> <p>Examples: When students are able to correctly name a source as either primary or secondary.</p>	
<p><b>8.30 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>8.30D identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants;</p>		