



Marietta City Schools
2023–2024 District Unit Planner

US History

Unit title	<i>Unit 2: Revolution to Constitution</i>	Unit duration (hours)	<i>12 Hours</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Standards

SSUSH3 - Analyze the causes of the American Revolution.

- a. Explain how the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution.
- b. Explain colonial response to the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in the Sons and Daughters of Liberty and the Committees of Correspondence.
- c. Explain the importance of Thomas Paine’s *Common Sense* to the movement for independence

SSUSH4 - Analyze the ideological, military, social, and diplomatic aspects of the American Revolution.

- a. Investigate the intellectual sources, organization, and argument of the Declaration of Independence including the role of Thomas Jefferson and the Committee of Five.
- b. Explain the reason for and significance of the French alliance and other foreign assistance including the diplomacy of Benjamin Franklin and John Adams.
- c. Analyze George Washington as a military leader, including but not limited to the influence of Baron von Steuben, the Marquis de LaFayette, and the significance of Valley Forge in the creation of a professional military.
- d. Investigate the role of geography at the Battles of Trenton, Saratoga, and Yorktown.
- e. Examine the roles of women, American Indians, and enslaved and free Blacks in supporting the war effort.
- f. Explain the significance of the Treaty of Paris, 1783.

SSUSH5 - Investigate specific events and key ideas that brought about the adoption and implementation of the United States Constitution.

- a. Examine the strengths of the Articles of Confederation, including but not limited to the Land Ordinance of 1785, Northwest Ordinance of 1787 and their influence on westward migration, slavery, public education, and the addition of new states.

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- b. Evaluate how weaknesses in the Articles of Confederation and Daniel Shays’ Rebellion led to a call for a stronger central government.
- c. Explain the key features of the Constitution, including the Great Compromise, limited government, and the Three-Fifths Compromise.
- d. Evaluate the major arguments of the Anti-Federalists and Federalists during the debate on ratification of the Constitution, The Federalist Papers, and the roles of Alexander Hamilton and James Madison.
- e. Explain how objections to the ratification of the Constitution were addressed in the Bill of Rights

Concepts/Skills to be Mastered by Students

Information Processing Skills:

- 1. compare similarities and differences
- 3. identify issues and/or problems and alternative solutions
- 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
- 6. identify and use primary and secondary sources
- 11. draw conclusions and make generalizations

Map and Globe Skills:

- 4. compare and contrast the categories of natural, cultural, and political features found on maps
- 5. use graphic scales to determine distances on a map
- 7. use a map to explain impact of geography on historical and current events
- 8. draw conclusions and make generalizations based on information from maps

Literacy Skills:

L11-12RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

L11-12RHSS4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10)

L11-12WHST1: Write arguments focused on discipline-specific content

L11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Essential Questions

Factual—

- What were the causes of the American Revolution?
- What was the role of geography in the American Revolution?
- What were the successes and failures of the Articles of Confederation?

How did the Federalist Papers and the Bill of Rights lead to the ratification of the US Constitution?

Conceptual—

How did the economy develop in the American colonies?

How did Salutary Neglect and the Great Awakening influence the development of American colonial government and culture?

How did European immigration and the importation of Enslaved Africans impact the development of American colonial culture?

Debatable-

What makes colonial settlements successful?

What makes colonization an economically attractive practice for established nations?

Did the Middle Passage only support the growing economy of the Southern colonies?

How did the colonial societies mirror that of the mother country?

Assessment Tasks

List of common formative and summative assessments.

Formative Assessment(s):

Road to Revolution CFA Multiple choice

Summative Assessment(s):

Revolution to Constitution Summative U2A (original)

USH U2A Revolution to Constitution in AMP 2021-2022

USH ESOL 2A 21-22 Summative in AMP

Revolution and Constitution Summative U2B (original)

USH Unit 2B 20-21 Summative in AMP

USH ESOL Unit 2B2 0-21 Summative in AMP

Learning Experiences

Add additional rows below as needed

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
All GSE standards for USH3 - USH5	Unit 2A American Revolution Book Project Unit 2B The Constitution Book Project Students will create a book showing understanding of key concepts and ideas for the unit The book includes a summary and illustration for each topic or term.	Students with disabilities will receive individualized instruction, cues, strategies based on IEP
SSUSH5 - Investigate specific events and key ideas that brought about the adoption and implementation of the United States Constitution. a. Examine the strengths of the Articles of Confederation, including but not limited to the Land Ordinance of 1785, Northwest Ordinance of 1787 and their influence on westward migration, slavery, public education, and the addition of new states. b. Evaluate how weaknesses in the Articles of Confederation and Daniel Shays’ Rebellion led to a call for a stronger central government.	Articles of the Confederation webquest note this webquest has a 20 min video in it- must open in docs to access all links) Once the Americans kicked out the British and gained independence, there was more work to do. Now was the time to set up some laws for the 13 United States. In this WebQuest, students will learn about the first constitution of the United States, the Articles of Confederation. Using primary source documents and examining the successes and failures of the Articles of Confederation, students will answer questions and determine the successes and failures of Articles.	Students with disabilities will receive individualized instruction, cues, strategies based on IEP
Content Resources		
Unit 2a Road to Revolution Vocabulary SSUSH3, SSUSH4 https://docs.google.com/document/d/1HZOgphRTt3BAjC-Tqc_ntudLVJOk28DzHemDbhi1KI/edit Unit 2b Forming a U.S. Government SSUSH5 https://docs.google.com/document/d/1xnMOh0o9w_wUe-lo8UgqTEbE1ZvxRsHv7dA01gM4Wqs/edit?usp=sharing Savvas Realize.com (Textbook resources for Virtual classes) SE pages: <ul style="list-style-type: none"> ● Treaty of Paris pg 1763 pg. 95 ● Pontiac’s Rebellion pgs. 95-96 		

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- New taxes create conflict pgs. 100-101
- Opposition to Taxes Strengthen pgs. 101-103
- The Decision to Declare Independence pgs. 111-112
- Allies assist the Patriots cause pg. 118
- The Treaty of Paris pg. 121
- The War in the Middle States pgs. 117-119
- The War Comes to a Conclusion pgs. 120-121
- Civilian Support proves Invaluable pg. 117
- Key Events of the New Nation Timeline pg. 132
- Union under the Articles of the Confederation pg. 136
- The Northwest territory pg. 140
- Weaknesses of the Articles of Confederation pgs. 139-140
- Constitutional Compromise pgs. 145-148
- The debate of Ratification pgs. 150-152
- Compromising on a Bill of Rights pgs. 147-148

[American Revolution Pack](#)

SSUSH3, SSUSH4

[For Crown or Colony Interactive Video Game](#)

VIRTUAL

[For Crown or Colony Educator Guide](#)

Virtual

[Hamilton Emmy Performance](#)

SSUSH3, SSUSH4

[Too Late to Apologize: A Declaration Video](#)

SSUSH5

[The Constitution Pack](#)

SSUSH5

[Unit Study Guide](#)

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