

**Curriculum Map: 7th Grade U.S. History**  
**Crawford Central School District**  
**Social Studies**

**Course Description:** This year long course is specifically designed to introduce students to early United States and Pennsylvania History.

**Unit Title:** I. Map Skills and the Five Themes of Geography

**Suggested time frame:** 2 weeks

August/mid- September (first two weeks of the school year)

**Standards:**

Standard - 7.2.7.A  
Explain the characteristics of places and regions.

Standard - 7.1.7.B  
Explain and locate places and regions as defined by physical and human features.

Standard - 7.1.8.A

Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.

Standard - 7.2.7.A

Explain the characteristics of places and regions.

Standard - 7.3.7.A

Describe the human characteristics of places and regions using the following criteria:

- Population
- Culture
- Settlement
- Economic activities
- Political activities

**Essential Questions:**

What is geography and how can its tools be used to consider relationships between people and places?

How is geographic information organized?

How are the five themes of geography used to organize geographic information?

How can geography be used to show the relationship between people and places?

<b>Competency</b>	<b>Vocabulary</b>	<b>Strategy</b>	<b>Resource</b>
1. Students will be able to interpret the types of information contained in political, physical and thematic maps.	Key, scale, compass, topography, political map, physical map, climate map, population map, demographics, vegetation map, economic activity	1. Use the examination of maps and globes to introduce political, physical and thematic maps	Maps, atlases, articles, textbook, online resources

<p>2. Students will be able to explain how the 5 Themes of Geography can be used to organize geographic information.</p>	<p>and resource map, contour map.</p> <p>Location, absolute location, relative location, Place, human characteristics, physical characteristics, Interaction, Movement, Region, political region, cultural region, economic region, physical region.</p>	<p>2. Discuss and explain the 5 themes of geography and apply them to organize geographic information pertaining to Crawford County.</p> <p>2. Use the Region theme of Geography to analyze geographic information related to Crawford County.</p> <p>2. Use the Place theme of geography to analyze geographic information related to Crawford County.</p> <p>2. Evaluate which criteria can be used to define a region and how a location can be in different regions.</p>	
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		<p>2. Discuss and explain why places have specific physical and human characteristics in different parts of the world.</p> <p>2. Use the Interaction and Movement themes of Geography to analyze Geographic information related to Crawford County.</p>	
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**Unit Title:**

II. Exploration and Settlements in North America

**Suggested time frame:**

6 weeks

Mid-September through October

**Standards:**

Standard - 8.1.7.A

Demonstrate continuity and change over time using sequential order and context of events.

Standard - 8.1.7.B

Identify and use primary and secondary sources to analyze multiple points of view for historical events.

Standard - 8.1.7.C

Form a thesis statement on an assigned topic using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5 Research)

Standard - 8.4.7.A

Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.

Standard - 8.4.7.B

Explain the importance of historical documents, artifacts, and sites which are critical to world history.

Standard - 8.4.7.C

Differentiate how continuity and change have impacted world history.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations

Standard - 8.4.7.D

Explain how conflict and cooperation among groups and organizations have impacted the history of the world

**Essential Questions:**

What are the effects of interaction between cultures?

Why do people explore (in any age)?

What are the goals of exploration?

To whom are we responsible when we explore?

How does cultural contact change the world?

<b>Competency</b>	<b>Vocabulary</b>	<b>Strategy</b>	<b>Resource</b>
<p>1. Students will be able to analyze the political situation in the European world in 1500.</p> <p>2. Students will be able to summarize the economic incentives for European exploration.</p> <p>3. Students will be able to assess the significance of the technological developments and scientific understandings that improved European exploration.</p> <p>4. Students will be able to describe what North and South America were like when the Europeans arrived.</p>	<p>1. Crusades, Muslims, Feudalism, Pope, Kingdom, Political State.</p> <p>2. Gold, slavery, trade, economics, Treaty of Tordesillas, Cape of Good Hope, capitalism, mercantilism, Vasco de Gama.</p> <p>3. Latitude, longitude, meridians, parallels, Prime Meridian, caravel, astrolabe.</p> <p>4. North America, South America, Aztecs, Incas, Algonquian, Pueblo, Apache, Comanche, matrilineal, agriculture, game hunting, villages,</p>	<p>1. Discuss and examine the political and geographic factors that shaped Europe in the 15th and 16th century.</p> <p>2. Trace the development of Portuguese sea trade and analyze how it inspired other European countries to engage in exploration.</p> <p>3. Investigate the scientific developments of the scientific revolution and enlightened thinkers and examine how these led to the ability to explore new lands.</p> <p>4. Discuss and examine the various Native American groups and where they lived in the Americas.</p> <p>4. Create maps showing the areas of influence of the various Native American Groups in the Americas.</p>	<p>Articles, Primary Sources, Secondary Sources, Textbook, Atlases, Biographies, internet sources, charts, maps</p>

<p>5. Students will be able to assess how the evolution of Spain's New World Empire led to the creation of enormous wealth for Spain but decimated Native culture.</p>	<p>5. Ferdinand and Isabella, Christopher Columbus, Columbian Exchange, Conquistadors, New World, Old World, Encomienda System, Smallpox, Santo Domingo, Hispaniola, Mexico, Hernando Cortez, Vera Cruz, Ferdinand Magellan, Philippines, Isthmus of Panama, St. Augustine, colony.</p>	<p>5. Discuss and examine how Spain's exploitation of resources in the New World led to the creation of Europe's richest state.</p> <p>5. Create a map showing the flow of resources from the New World to Spain.</p> <p>5. Use demographic information to examine the impact of European diseases on Native American culture.</p>	
<p>6. Students will be able to make the connection between European conflicts and colonization by England, France and the Netherlands in North America and the impact on the Native Americans.</p>	<p>6. Protestant, Catholic, Parliament, Spanish Armada, Chesapeake Bay, Virginia, James River, Jamestown, John Smith, London Company, corporate monopoly, Chickahominy Indians, Powhatan, Pocahontas, gentlemen, tobacco, John Rolfe, Indenture System, House of Burgesses, representative assembly, Iroquois, New France, Samuel Champlain, St. Lawrence River, Quebec,</p>	<p>6. Discuss and examine how religious beliefs led to conflict between England and Spain.</p> <p>6. Create maps of North America showing where the Europeans created settlements in North America and analyze why they chose those locations.</p> <p>6. Use primary and secondary sources to investigate the story of the Jamestown colony's first 3 years.</p> <p>6. Examine the introduction of tobacco to the Jamestown</p>	

<p>7. The students will be able to analyze the role religion played in the English settlement of Plymouth.</p>	<p>Fur Trade, Beaver Wars, Jesuits, Northwest Passage, Henry Hudson, New Netherlands, Albany, Peter Minuet, New Amsterdam.</p> <p>7. Puritans, Separatists, Pilgrims, New England, Mayflower, Cape Cod, Provincetown, Mayflower Compact, Plymouth, Wampanoag, Samoset, Squanto, Massasoit, wampum, corn, beans, squash.</p>	<p>Colony and assess the impact on the importation of African slaves and conflict with the Native Americans.</p> <p>6. Investigate the establishment of French and Dutch trade networks in North America.</p> <p>6. Compare and contrast the different policies of the English, French and Dutch regarding the Native Americans and analyze how this affected relations between the various groups.</p> <p>7. Discuss and examine religious tolerance in 17th century England.</p> <p>7. Use primary and secondary sources to investigate the story of the Pilgrims journey to New England.</p> <p>7. Use primary sources to analyze the Mayflower Compact as the first declaration of self-government in the New World.</p> <p>7. Compare and Contrast the English colonies in New England</p>	
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<p>8. The students will be able to produce an organized written product/project that cites textual evidence, and presents and reflects on a thesis statement using primary and secondary resources.</p> <p>9. The students will read, comprehend, and analyze a variety of primary sources, secondary sources, and visual information with focus on main idea, details, structure, and knowledge.</p>		<p>and Virginia and analyze how their political and social systems developed differently and how they interacted with the Native Americans.</p> <p>8.9. Develop teacher created projects that require students to cite textual evidence from primary and secondary sources.</p>	
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**Unit Title:**

III. The Establishment of the North American Colonies

**Suggested time frame:**

6 weeks

November through mid-December

**Standards:**

Standard - 8.1.7.A

Demonstrate continuity and change over time using sequential order and context of events.

Standard - 8.1.7.B

Identify and use primary and secondary sources to analyze multiple points of view for historical events

Standard - 8.1.7.C

Form a thesis statement on an assigned topic using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5 Research)

Standard - 8.1.8.C

Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)

Standard - 8.2.7.B

Identify the role of local communities as related to significant historical documents, artifacts, and places critical to Pennsylvania history

Standard - 8.2.7.D

Identify local connections and examples of conflict and cooperation among groups and organizations and how this impacted the history and development of Pennsylvania.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

**Essential Questions:**

What is meant by a land of opportunity?

How does geography affect development?

What motivates people to leave their homeland and settle in a new place?

When is migration a good move?

What ideas shaped American values?

What happens when cultures collide?

<b>Competency</b>	<b>Vocabulary</b>	<b>Strategy</b>	<b>Resource</b>
<p>1. Students will be able to summarize the events leading to the establishment of the Massachusetts Bay Colony.</p> <p>2. Students will be able to make the connection between the founding of the Massachusetts Bay Colony and the founding of Rhode Island.</p>	<p>mercantilism, charters, Charter Colony, John Winthrop, Boston, freemen, General Court, self-governing, Boston, Democracy, town meetings, governor, Commonwealth, Great Migration, fishing, shipbuilding, fur-trading.</p> <p>Dissenter, Roger Williams, communion, sinner, Rhode Island, Providence, American Baptists.</p>	<p>1. Discuss and examine the reasons why the Puritans wanted to leave England.</p> <p>1. Discuss and examine how John Winthrop was able to use his legal knowledge to guarantee freedom and self-governance for the Massachusetts Bay Colony.</p> <p>1. Examine the General Court of the Massachusetts Bay Colony to analyze how it developed into a self-governing society.</p> <p>2. Compare and contrast the events leading to the founding of Rhode Island with the Puritan founding of the Massachusetts Bay Colony.</p>	<p>Maps, atlases, articles, textbook, online resources, primary sources, secondary sources</p>
<p>3. Students will be able to assess the impact of European colonization on the Native cultures of New England.</p>	<p>Pequot, Pequot War, smallpox, Connecticut Valley, Uncas, John Eliot, "praying towns", King Phillip's War, Metacom, Niantic, Narragansett</p>	<p>3. Investigate relations between the New England colonists and the Native Americans to determine the causes of conflict.</p> <p>3. Use primary and secondary sources to cite evidence showing how the Pequot War led to the</p>	

<p>4. Students will be able to make the connection between trade and the rise of African slavery in the New World.</p>	<p>Caribbean, Barbados, Jamaica, plantation, sugar trade, Africa, Senegambia, Portugal, slave trade, slave codes, South Carolina, rice, cattle, lumber, tar, artisans, yellow fever, sickle-cell, Charleston, piracy.</p>	<p>settlement of the Connecticut Valley.</p> <p>3. Investigate the causes of King Philip's War and assess the effect on the Indians of Massachusetts</p> <p>4. Summarize the conditions that led to Africans becoming the main source of labor for the New World colonies.</p> <p>4. Discuss and explain why South Carolina was settled as a food producing region to feed Caribbean slaves.</p> <p>4. Use biological and cultural evidence to explain why Africans were preferred as slaves in South Carolina.</p> <p>4. Use demographic information to compare and contrast the ratios of Africans and Europeans in South Carolina and Virginia.</p>	
<p>5. Students will be able to make the connection between the rise of colonial empires, slavery and the sugar trade and how these led to the</p>	<p>Mercantilism, balance of trade, export, import, Acts of Trade, buccaneers, Tortuga,</p>	<p>5. Discuss and analyze the doctrine of Mercantilism.</p>	

<p>development of Mercantilism and piracy.</p> <p>6. Students will be able to summarize the events leading to New Netherlands becoming New York.</p> <p>7. Students will be able to summarize the events of Bacon's Rebellion and how it led to the expansion of Slavery in Virginia and the decline of the old English social order in Virginia.</p>	<p>Jamaica, Port Royal, Henry Morgan, privateer.</p> <p>New Netherlands, New Amsterdam, Hudson River, Delaware River, Albany, Peter Stuyvesant, Dutch-English Trade Wars, Long Island, Edmund Andros, Anglicization, Covenant Chain.</p> <p>Doegs, Susquehanna, militia, William Berkeley, Nathaniel Bacon, indentured servants, aristocracy, Assembly, House of Burgesses, free male suffrage</p>	<p>5. Create charts and maps explaining the flow of resources from the New World to Europe.</p> <p>5. Discuss and explain how the English and French governments encouraged piracy against the Spanish.</p> <p>6. Use demographic information to examine the settlement pattern of New Netherlands.</p> <p>6. Discuss and examine how the English-Dutch Trade Wars led to the English takeover of New Netherlands.</p> <p>6. Compare and contrast the trade relations between the Dutch and English and Iroquois.</p> <p>7. Use demographic information to analyze the change in Virginia's population in the 1640's and 1650's.</p> <p>7. Use primary and secondary sources to examine the events of Bacon's Rebellion.</p>	
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<p>8. Students will be able to explain how the founding of Pennsylvania was based on William Penn's vision of a new world and the effect it has on Pennsylvania today.</p>	<p>Charles II, Catholic, Protestant, Charles Cromwell, William Penn, James II, Radical Whig, Quaker, Parliament, Delaware River, Leni Lenape, Susquehanna, Iroquois, Covenant Chain, Proprietary Colony, Assembly</p>	<p>7. Compare and contrast Colonial Virginia before and after Bacon's Rebellion.</p> <p>8. Discuss and examine the political and religious situation in England that led Charles II to grant 45,000 miles of land to William Penn.</p> <p>8. Create and use maps to illustrate the claims of various groups on the territory that became Pennsylvania.</p> <p>8. Use primary and secondary sources to examine the principles of religious tolerance, a just economy, and relations with the natives that Penn founded his colony upon.</p> <p>8. Examine how Penn's policies led to an influx of settlers and how Pennsylvania became the model for the emerging American society.</p>	
<p>9. The students will be able to explain how the New England Uprising of 1689 led to the establishment of 4 separate colonies in New England and helped to develop the idea that these colonies had a degree of self-rule.</p>	<p>James II, Acts of Trade, Mercantilism, charter, Edmund Andros, Dominion of New England, militia, Glorious Revolution, William of Orange, Mary Stuart,</p>	<p>9. Discuss and examine how English enforcement of the Acts of Trade led James II to try and combine all the New England colonies.</p>	

<p>10. The students will be able to summarize the events of the Salem Witch Trials and analyze how they were related to economic factors and social conditions in the community.</p> <p>11. The students will be able to relate the relationship between the English settlers and the Indians to the conflict between England and France.</p>	<p>protestant, catholic, assembly, Royal Governor.</p> <p>Salem, witchcraft, Cotton Mather, Increase Mather, Reverend Samuel Parris, spectral evidence,</p> <p>New France, Quebec, Iroquois, Hurons, Mohawks, permanent settlements, trading posts, King William, mourning war, captivity narratives,</p>	<p>9. Examine the events of the Uprising of 1689 and determine how they led to a degree of self-government for the 4 colonies of New England</p> <p>10. Use primary and secondary sources to investigate the events of the Salem Witch Trials.</p> <p>10. Discuss and examine the Salem Witch Trials as an example of the mass hysteria that will reappear in the colonies throughout the 1700's.</p> <p>11. Make the connection between the political situation in Europe between England and France and the conflict between Indians and English settlers.</p> <p>11. Discuss and analyze the practice of mourning war and kidnapping and what role they served in Indian society.</p> <p>11. Use primary and secondary sources to examine what life was like for settlers captured by the Indians and why many refused to return to their former life.</p>	
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<p>12. The students will be able to analyze how the interaction between Indians and Europeans impacted both groups.</p>	<p>Columbian Exchange, domesticated animals, sugar, bananas, citrus, corn, beans, potatoes, tomatoes, cranberries, squash, tobacco, alcohol, smallpox, measles, mumps, mestizos, Jesuits, fur trade.</p>	<p>12. Discuss and investigate the concept of the Columbian Exchange and how it impacted Indians and Europeans.</p> <p>12. Create charts to illustrate the benefits and detriments of the Columbian Exchange.</p> <p>12. Use demographic information to examine the social differences between the various European colonies and assess the impact on relations with the Indians.</p> <p>12. Make the connection between the decline of the fur trade and Indian land becoming more valuable to Europeans than trade.</p>	
<p>13. The students will be able to create a description of how the average Colonial American lived and worked.</p>	<p>Economic unit, leisure time, apprentice, child mortality, nuclear family, social instability.</p>	<p>13. Use demographic information to compare European and American societies.</p> <p>13. Discuss and examine the impact of colonial mortality rates on colonial society</p>	
<p>14. The students will be able to explain how the founding of Georgia was an attempt to help English poor, stop slaves from escaping, and</p>	<p>Debtors prison, James Oglethorpe, philanthropist, Savannah, St.</p>	<p>14. Discuss and explain the idea of debtor's prison and how it led to the idea of a colony established for working poor.</p>	



<p>prevent Spanish and French expansion in North America.</p> <p>15. Students will be able to analyze the reasons that slavery developed differently in the various regions of the American colonies based on geographic conditions.</p> <p>16.The students will be able to produce an organized written product/project that cites textual evidence, and presents and reflects on a thesis statement using primary and secondary resources.</p> <p>17.The students will read, comprehend, and analyze a variety of primary sources, secondary sources, and visual information with focus on main idea, details, structure, and knowledge.</p>	<p>Augustine, New Orleans, Chickasaws, Choctaws.</p> <p>Household servants, maritime trade, tobacco, rice, slave, code, Stono Rebellion</p>	<p>14. Create maps to illustrate the location of French, Spanish and English settlements in the south and explain the necessity of creating an English colony in Georgia.</p> <p>15. Use geographic and demographic information to examine how slavery developed in the various North American colonies.</p> <p>15. Use primary and secondary sources to examine the social conditions created by a slave society.</p> <p>16, 17. Develop teacher created projects that require students to cite textual evidence from primary and secondary sources.</p>	
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**Unit Title:**

IV. French and Indian War

**Suggested time frame:**

6 weeks, January through Mid-February

**Standards:**

Standard - 8.1.8.A

Compare and contrast events over time and how continuity and change over time influenced those events.

Standard - 8.1.8.B

Compare and contrast a historical event, using multiple points of view from primary and secondary sources.

Standard - 8.1.8.C

Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)

Standard - 8.2.7.A

Identify the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania

Standard - 8.2.7.D

Identify local connections and examples of conflict and cooperation among groups and organizations and how this impacted the history and development of Pennsylvania.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

**Essential Questions:**

- What causes conflict between cultures?
- What impact does war have on both sides of a conflict?
- How can settling one conflict lead to future conflicts?
- How does the French and Indian War continue to influence Pennsylvania today?
- How can local conflicts lead to broader issues?

<b>Competency</b>	<b>Vocabulary</b>	<b>Strategy</b>	<b>Resource</b>
<p>1. Students will be able to summarize the European political situation and analyze how it led to conflict between England and France in Europe.</p> <p>2. Students will be able to identify the competing interests of France and Britain in North America</p>	<p>Louis XIV, Louis XV, George II, War of Austrian Succession, Act of Union (1707), Treaty of Aix-la- Chappelle.</p> <p><i>Habitantes</i>, New France, Quebec, St. Lawrence River, Great Lakes, Ft. Frontenac, <i>Pays d'en Haut</i>, Louisbourg, Detroit, Ft. Michilimacinac, Ft. Carrillon, Lake Champlain, Ohio Country, Captain Pierre-Joseph de Celeron, Ft. Presque Isle, Ft. le Boeuf, French Creek (<i>Riviere au Boeuf</i>) Allegheny R. (<i>La belle</i></p>	<p>1. Discuss and examine the reasons why England and France were continuously involved in European conflicts in the 17th and 18th century.</p> <p>2. Examine the French and British Empires in the 18th century to compare and contrast their relationship with their North American colonies.</p> <p>2. Create and use maps to locate the areas of French and British settlement in North America in the 18th century.</p> <p>2. Create and use maps to analyze the locations of French forts in North America.</p>	<p>Maps, atlases, articles, textbook, online resources, Primary Sources, Secondary Sources, Novel <u><a href="#">Duel In the Wilderness</a></u>, George Washington's Journal, video <u><a href="#">The War That Made America</a></u></p>

<p>3. The students will be able to compare and contrast the relations between the Indians and English and French and how the Indians tried to play the Europeans against each other.</p> <p>4. Students will be able to make the connection between George Washington's actions in the Ohio Country and the outbreak of hostilities between Britain and France.</p>	<p><i>Riviere</i>), Ft. Michault, Ft. Niagara, New Orleans, confluence, Forks of the Ohio.</p> <p>Fur Trade, gift giving, Iroquois, Delaware, Shawnee, Mingo, Huron, Ottawa, Walking Purchase, Covenant Chain, Albany Conference, land speculators,</p> <p>George Washington, Williamsburg, Robert Dinwiddie, Ohio Company, Fredericksburg, Jacob Van Braam, Will's Creek, Christopher Gist, Tanaghrisson(Tanacharison), Captain Legardeur de Saint-Pierre, Ensign Jumonville, Jumonville Glen, Fort Necessity</p>	<p>3. Examine the relations between the Indians and the British and French to determine why various tribes supported each of the European powers.</p> <p>4. Discuss and examine Virginia's interest in the Ohio county and why George Washington was sent to deliver a message to the French.</p> <p>4. Use primary and secondary sources to examine the events of Washington's journey.</p> <p>4. Discuss and explain the events of Washington's second trip to the Ohio Country and how his actions</p>	
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<p>5. The students will be able to analyze the events of the Albany Conference of 1754 and explain how it was the first attempt at unifying the British North American Colonies.</p>	<p>Sir William Johnson, Chief Hendrick, Onondaga, Canadigara, Iroquois Alliance, Covenant Chain, Benjamin Franklin, Thomas Hutchinson, "Unite or Die"</p>	<p>led to the outbreak of hostilities between the British and their French and their Indian allies.</p> <p>4. Use the novel <u>Duel In the Wilderness</u> to illustrate the relationship between British and French interests in the Ohio Country.</p> <p>5. Discuss and explain the political and geographic problems facing the British colonies at the outbreak of the French and Indian War and how the Albany Conference was an attempt to deal with the situation.</p> <p>5. Use and create maps to illustrate the geographic issues faced by the British colonies at the outbreak of the French and Indian War.</p> <p>5. Make and use charts to show the competing interests of the Iroquois and the colonies represented at the Albany Conference and explain how these differences</p>	
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<p>6. The students will be able to analyze British strategy during the first years of the war and how this strategy led to disaster for British and colonial forces.</p>	<p>Colonial Assemblies, Gen. Edward Braddock, Governor William Shirley, Fort Duquesne, Monongahela River, Ben Franklin, George Washington, Fort Cumberland, Battle of the Monongahela, Captain Beaujeau, Ohio Indians, Mohawk River, Fort Oswego, Gulf of St. Lawrence, Acadia, Halifax, deportation, Sir William Johnson, Chief Hendrick, Ft. St. Fredric, Crown Point, Battle of Lake George, Fort William Henry</p>	<p>led to the conference being considered a failure.</p> <p>6. Discuss and examine British strategy to take Ft. Duquesne and Ft. Niagara and how these strategies proved impossible to carry out.</p> <p>6. Use and create maps to analyze British strategy in the first years of the war.</p> <p>6. Discuss and explain how Gen. Braddock's expedition to take Ft. Duquesne ended in disaster on the Monongahela River and the ramifications of this defeat on the colonies and the Indians.</p> <p>6. Discuss and explain the events of the abandonment of the Ft. Niagara expedition to show how the colonies were disunited and unable to cooperate with each other.</p> <p>6. Analyze the British policy of forcibly removing the Acadians from Nova Scotia</p>	
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<p>7. The students will be able to make the connection between British military defeats and poor relations with the colonies and changes in the British Government and colonial policies that would eventually lead to success in the French and Indian War.</p>	<p>Lord Loudoun, Marquis de Montcalm, enlistment, regular soldiers, provincial soldiers, officer's commission, quartering, Colonial Assemblies, Teedyuscung, Eastern Delawares, Western Delawares, Kittanning Massacre, Pennsylvania Back Country, Easton Conference, Duke of New Castle, William Pitt</p>	<p>and how this policy affected the New England colonies and also the settlement of Louisiana.</p> <p>6. Compare and contrast the failures of the Ft. Duquesne and Ft. Niagara expeditions with the success of Sir William Johnson's expedition in upstate New York.</p> <p>6. Use the PBS documentary <u>The War That Made America</u> to illustrate the events of British efforts to remove the French from North America.</p> <p>7. Compare and contrast British and colonial society to determine the reasons why colonials did not want to serve under the rules of the British Military.</p> <p>7. Discuss and examine the Colonial Assemblies reluctance to pay for the war and the effect this had on the British war effort.</p>	
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<p>8. The students will be able to assess British policies and how they led to defeat at Fort William Henry and Fort Carrillon and the effect these defeats had on British strategy.</p>	<p>Marquis de Montcalm, Fort William Henry, Colonel George Munro, bateaux, siege, artillery, trophies, captives, plunder, Massacre of Fort William Henry</p>	<p>7. Discuss and examine how events in the Pennsylvania Back Country impacted relations with the Delaware Indians and the effect this had on the eventual success of the British war effort.</p> <p>7. Summarize the events that led to William Pitt taking charge of the British war effort and the changes he made to British policy.</p> <p>8. Discuss and examine how the French were able to take Fort William Henry and how Montcalm's actions toward the defeated British soldiers led to the massacre by the Indians.</p> <p>8. Discuss and examine how the French were able to repel an overwhelming British force at Fort Carrillon even though they were vastly outnumbered in soldiers and supplies.</p> <p>8. Use the PBS documentary <u><a href="#">The War That Made America</a></u> to illustrate the events of</p>	
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<p>9. The students will be able to Make the connection between the Easton conference in 1757 and the change in the course of the French and Indian War by starting the process of Indians and British making peace with each other.</p> <p>10. The students will be able to explain how the war known in America as the French and Indian War was actually the first global war in history.</p>	<p>Teedyuscung, Governor William Denny, Israel Pemberton, Quakers, Pennsylvania Assembly, Walking Purchase, Iroquois, Eastern Delaware</p> <p>George II, Hanover, Austria, Prussia, Frederick of Prussia, Russia, India, Caribbean Sea.</p>	<p>British efforts to remove the French from North America.</p> <p>9. Discuss and examine how the Easton Conference and the resulting treaty came to be one of the turning points of the war by depriving the French of Indian allies and reducing raids on the Pennsylvania and Virginia Back Country.</p> <p>9. Use the PBS documentary “the War That Made America” to illustrate the changing relationship between the British and the Indians.</p> <p>10. Use and create maps to investigate how the conflict between Britain and France spread to their colonies around the world.</p> <p>10. Discuss and examine the political situation between Britain and France and how the war in North America was just one area of a global war between the 2 countries.</p>	
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<p>11. Students will be able to make the connection between William Pitt's change in policy and the success of British forces in North America.</p>	<p>Governor Thomas Pownall, Massachusetts General Court, Colonial Assemblies, Lord Loudoun, Gen. James Abercrombie, Parliament, reimbursement,</p>	<p>11. Compare and contrast the social and economic conditions of Britain with conditions in the colonies to explain why Lord Loudoun never understood why the Colonial Assemblies were reluctant to pay for the war. 11. Discuss and explain the causes of Pitt's decision to have Parliament fund the North American War and the effect it had on the war effort.</p>	
<p>11. The students will be able to analyze the British strategy of 1758 and explain how it would lead to the defeat of the French in North America.</p>	<p>Canada, Louisbourg, Ft. Carrillon, Ft. Frontenac, Ft. Duquesne, Lord Ligonier. Gen. Jeffrey Amherst, Gen. James Wolfe, Gen. John Forbes, Gen. George Howe, famine, corruption, black market, Col. Henry Bouquet, Israel Pemberton, Sir William Johnson, Christian Frederick Post, Pisquetomen, Easton Treaty of 1758, Western Delaware, Shawnees, Mingoos, Iroquois, Pittsburgh.</p>	<p>11. Use and create maps to investigate the British strategy of 1758 and to explain how they intended to force the surrender of New France  11. Use maps to discuss and explain the geographic importance of the four French forts to the survival of New France.  11. Compare and contrast the economic conditions in New France in 1758 with conditions in the British Colonies to illustrate the</p>	

		<p>disadvantages faced by the French forces.</p> <p>11. Use Primary and secondary sources to investigate the events of the four campaigns that resulted in the French loss of their strategic defenses in North America.</p> <p>11. Discuss and examine how Gen. John Forbes used diplomacy with the Indians to achieve success in the campaign to take Ft. Duquesne.</p> <p>11. Analyze the terms of the Easton Treaty of 1758 to explain how it provided for peace between the British and the Indians of the Ohio Country.</p> <p>11. Discuss and examine the importance of British naval superiority and how it made the results in North America a forgone conclusion.</p>	
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<p>12. The students will be able to explain the impact of the loss of Quebec on New France and how the British were able to take all of France's possessions in Eastern North America.</p>	<p>Marquis de Montcalm, Governor Pierre Vaudeville, Montreal, Trois-Riviera, Versailles, Gen. James Wolfe, terrorism, Plains of Abraham, Col. Louis Bougainville, regular, militia, discipline.</p>	<p>11. Use the PBS documentary <u>The War That Made America</u> to illustrate the events of British efforts to remove the French from North America.</p> <p>12. Compare and contrast the defensive strategies of Montcalm and Vaudeville to decide which was the better strategy to defend Canada from the British.</p> <p>12. Discuss and examine the economic, political and social conditions in New France that caused the French to operate from a serious disadvantage to the British invaders.</p> <p>12. Use primary and secondary sources to examine the events of the Battle of Quebec and how the British were able to defeat the French.</p> <p>12. Use the PBS documentary <u>The War That Made America</u> to illustrate the events of British efforts to remove the French from North America.</p>	
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<p>13. The students will be able to summarize the events of the Battle of Quiberon Bay and cite evidence to prove it was the decisive Naval battle of the war.</p> <p>14. The students will be able to summarize the events leading to final victory in Canada for the British and the impact on the French and British colonists and the Indians.</p>	<p>Admiral Edward Hawke, Admiral Herbert de Conflans, ship of the line, tactics, line of battle.</p> <p>Jeffrey Amherst, Montreal, Iroquois, William Johnson, bounties, Parliament, reimbursement, St. Lawrence River, Ottawa River, Oswego, specialized units, "bush fighting", rangers.</p>	<p>13. Use primary and secondary sources to examine the events of the Battle of Quiberon Bay and determine why British control of the sea spelled the end of New France.</p> <p>14. Use and create maps to examine the geographic factors that determined the British strategy in the taking of Montreal.</p> <p>14. Discuss and examine how the Easton Treaty of 1787 allowed the British to turn the Indians against the French and the effect that had on the campaign to take Montreal.</p> <p>14. Use primary and secondary sources to investigate the events of the Montreal Campaign.</p> <p>14. Discuss and examine the effect that fighting in the North American war had on European Armies and the resulting sense of unity</p>	
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<p>15. The students will be able to analyze the cultural factors that enabled the British to defeat the French in North America and how these factors were taken for granted by the British leading to future problems for Britain in North America.</p>	<p>Indian relations, Onontio, trade, trade goods, gift giving, economic dependence, <i>pays d'en haut</i>, auxiliaries, allies, Montcalm, Easton Treaty, Ohio Indians, colonial frontiers, reimbursement, Colonial Assemblies, Amherst, reform, trade restriction.</p>	<p>developed by the provincial soldiers of different colonies.</p> <p>15. Discuss and examine the reasons why France was able to maintain its empire in North America despite the overwhelming advantages in population and material enjoyed by the British Colonies.</p> <p>15. Compare and contrast the relationship between the British Colonies and Britain under the leadership of Braddock and Loudoun with the relationship under Pitt.</p> <p>15. Discuss and examine Amherst's attempts to reform Indian policy and the effect it had on the breakdown of the alliance between Indians and British.</p>	
<p>16. The students will be able to analyze the causes of the Cherokee War and explain how this was a result of British and Colonial Indian policy.</p>	<p>Cherokee, Tennessee, South Carolina, Carolina Frontier, Forbes Expedition, Lower</p>	<p>16. Examine the events of the Cherokee War as the first stage of a major Indian</p>	

<p>17. The students will be able to assess the terms of the Paris Treaty of 1763 and the impact it would have on North America</p> <p>18.Students will analyze a primary source for accuracy and bias and connect it to a time and place in Pennsylvania.</p> <p>19.Students will be able to produce an organized written product/project that cites textual evidence, and presents and reflects on a thesis statement using primary and secondary resources.</p>	<p>Towns, Middle Towns, Overhill, Attakulkulla (Little Carpenter), Governor William Lyttleton, Montgomery Expedition, Grant Expedition.</p> <p>Louisiana, France, Britain, Spain, Florida, Havana, Canada, Quebec, Detroit,</p>	<p>uprising against British Indian policy in North America.</p> <p>17. Summarize the terms of the Paris Treaty of 1763 and how it changed the European influence on North America.</p> <p>17. Use and create maps to analyze the changes in European influence in North America.</p> <p>18.,19.,20. Develop teacher created projects that require students to cite textual evidence from primary and secondary sources.</p>	
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<p>20.The students will read, comprehend, and analyze a variety of primary sources, secondary sources, and visual information with focus on main idea, details, structure, and knowledge.</p>			
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**Unit Title:**

V. The Road to Revolution

**Suggested time frame:**

8 weeks

Mid-February through Mid-April

**Standards:**

Standard - 8.1.7.A

Demonstrate continuity and change over time using sequential order and context of events.

Standard - 8.1.7.B

Identify and use primary and secondary sources to analyze multiple points of view for historical events.

Standard - 8.1.7.C

Form a thesis statement on an assigned topic using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5 Research)

Standard - 8.1.8.



Compare and contrast events over time and how continuity and change over time influenced those events.

Standard - 8.1.8.B

Compare and contrast a historical event, using multiple points of view from primary and secondary sources.

Standard - 8.1.8.C

Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)

Standard - 8.2.7.A

Identify the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania.

Standard - 8.2.7.B

Identify the role of local communities as related to significant historical documents, artifacts, and places critical to Pennsylvania history.

**Essential Questions:**

What are the responsibilities of governments to their citizens?  
What are the responsibilities of citizens to their governments?  
How can a country lose more than it gains from winning a war?  
How do challenges lead or force people to change?  
Is violence ever justified as an agent of change?

<b>Competency</b>	<b>Vocabulary</b>	<b>Strategy</b>	<b>Resource</b>
<p>1. The students will be able to analyze the events of Pontiac's Rebellion as a response by the Indians to British policy and European expansion into Indian territory.</p> <p>2. The students will be able to Analyze the Sugar Act and the Stamp Act as British attempts to regulate Colonial trade rather than attempts at direct taxation.</p>	<p>Lord Jeffrey Amherst, Proclamation of 1763, Pontiac, Ottawa, Shawnee, Detroit, Pittsburgh, Col. Henry Bouquet, Battle of Bushy Run, Michilimackinac, trade, gift giving, economic dependence, smallpox, siege.</p> <p>War debt, Salutary Neglect, Mercantilism, demobilization, surplus workers, emigration, economic potential, Navigation Acts, Sugar Act, tariff, customs collectors, Admiralty courts, debates, direct tax, indirect tax, Stamp Act, Patrick Henry, James Otis, Virginia</p>	<p>1. Examine the events of Pontiac's Rebellion as an Indian response to threats against their way of life.</p> <p>1. Compare and contrast the British and Colonial viewpoints regarding the Proclamation of 1763.</p> <p>1. Use the PBS documentary <u>The War That Made America</u> to illustrate the events of Pontiac's Rebellion and the effect it had on the British Colonies and the Indians.</p> <p>2. Analyze British expenses in prosecuting the war in North America and the effects of demobilization on the British economy.</p> <p>2. Use demographic information to examine the rise in colonial population in the years following the war and the effect on the American Colonies.</p>	<p>Maps, atlases, articles, textbook, online resources, Primary Sources, Secondary Sources, PBS Documentary <u>The War That Made America</u>, HBO movie <u>John Adams</u>.</p>

<p>3. The students will be able to make the connection between events in Virginia and the outbreak of Revolution in 1775.</p>	<p>assembly, Boston, Massachusetts assembly, Stamp Act Congress, Parliament, Benjamin Franklin, Sons of Liberty, boycott, Declaratory Act.</p> <p>Church of England, tobacco, shillings, Patrick Henry, Privy Council, Rev. John Camm, Rev, James Maury, House of Burgesses, Parliament, resolution, Virginia Stamp Act Resolutions of 1765, colonial press, Proclamation of 1763, Allegheny Mountains, Vandalia, Ohio River, Kentucky River, Shawnee, Iroquois, Lord</p>	<p>2. Investigate how the war had formed the colonies into a cohesive economic unit that required regulation under British mercantilist policy.</p> <p>2. Examine how British attempts to regulate trade were seen as illegal taxation by different groups of colonists.</p> <p>2. Summarize the reaction to British attempts to regulate colonial trade and how it led to further unification of the American Colonies.</p> <p>3. Examine how Patrick Henry's defense of Virginia gave the House of Burgesses equality with Parliament in the making of laws.</p> <p>3. Investigate the Virginia Stamp Act Resolutions and the resulting publication of them as the first step in Virginia breaking away from Britain.</p> <p>3. Summarize the events of Lord Dunmore's War to determine if the desire for more</p>	
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<p>4. The students will be able to summarize the purpose of the Townshend Acts and the resulting crisis that developed as a result of the imposition of these acts.</p>	<p>Dunmore, Lord Dunmore's War.</p> <p>Charles Townshend, Parliament, Quartering Act, internal tax, external tax, unconstitutional tax, customs, customs duties, customs officials, smuggling, tea, Restraining Act, boycott, imports, Massachusetts House of Representatives, Massachusetts Circular Letter, Governor Francis Bernard, American Customs Board, John Hancock, Liberty riot, John Adams, General Thomas Gage, Samuel Adams, Governor Thomas Hutchinson, Boston Massacre, East India Company, tea merchants, monopoly, Boston Tea Party, Intolerable Acts,</p>	<p>Indian land was a factor in Virginia deciding to break away from Britain.</p> <p>4. Examine the different types of taxation available to governments in order to generate revenue and the history of taxation efforts in the American colonies.</p> <p>4. Examine the efforts of British officials to regulate trade in order to pay for the enforcement of customs regulations and to pay the salaries of judges.</p> <p>4. Use primary and secondary sources to investigate the colonial reaction to the Townshend Acts.</p> <p>4. Use the movie <u>John Adams</u> to interpret the events of the Boston Massacre.</p> <p>4. Summarize the British attempts to maintain control of the colonies by partially</p>	
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<p>5. Students will analyze a primary source for accuracy and bias and connect it to a time and place in Pennsylvania.</p>	<p>regiment, George Mason, Fairfax Resolves, Patrick Henry, Lord Dunmore, First Continental Congress.</p>	<p>repealing the Townshend Acts except for the duty on tea.</p> <p>4. Assess the reasons the British Government decided not to repeal the duty on tea and explain the effect on the colonists, leading to the Boston Tea Party.</p> <p>4. Investigate the British response to the Boston Tea Party and cite evidence showing that it was directly responsible for the convening of the First Continental Congress.</p> <p>4. Use Primary and secondary sources to cite evidence that even though the First Continental Congress swore loyalty to the King, it was making demands that the British government could not accept.</p> <p>5.,6.,7. Develop teacher created projects that require students to cite textual evidence from primary and secondary sources.</p>	
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<p>6.Students will be able to produce an organized written product/project that cites textual evidence, and presents and reflects on a thesis statement using primary and secondary resources.</p> <p>7.The students will read, comprehend, and analyze a variety of primary sources, secondary sources, and visual information with focus on main idea, details, structure, and knowledge.</p>			
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**Unit Title:**

VI. The American Revolution

**Suggested time frame:**

8 weeks

Mid-April through end of the year

**Standards:**

Standard - 8.1.7.A

Demonstrate continuity and change over time using sequential order and context of events.

Standard - 8.1.7.B

Identify and use primary and secondary sources to analyze multiple points of view for historical events

Standard - 8.2.7.A

Identify the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania.

Standard - 8.3.7.A

Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.

Standard - 8.3.7.B

Examine the importance of significant historical documents, artifacts, and places critical to United States history.

Standard - 8.3.7.D

- Examine conflict and cooperation among groups and organizations in U.S. history.
- Ethnicity and race
- Working conditions
- Military conflict
- Economic stability

**Essential Questions:**

Were the colonists justified in resisting British policies after the French and Indian War?

Was the American War for Independence [*choose one*: a revolt against taxes, inevitable?

Would you have been a revolutionary in 1776?

Did the Declaration of Independence establish the foundation of American government?

Was the American Revolution a “radical” revolution?

Did the Articles of Confederation provide the United States with an effective government?

Competency	Vocabulary	Strategy	Resource
<p>1. The students will be able to apply the concepts of John Locke to the colonial experience and analyze how the colonial leaders viewed these concepts in relation to their resistance to British taxation.</p>	<p>John Locke, <u>Second Treatise on Government</u>, social contract, state of nature, compacts, civil society.</p>	<p>1. Investigate the theories of John Locke and cite evidence that his ideas influenced colonial leaders.</p>	<p>Maps, atlases, articles, primary sources, secondary sources, textbook, online resources, <u>Novel Woods Runner</u></p>
<p>2. The students will be able to construct a description of an average British soldier serving in America.</p>	<p>Gen. Thomas Gage, regiment, illiterate, enlistment, enlistment bounty, stoppages, drill, discipline, flogging, hanging offenses, gentlemen, commissions, brigade, colonel, general, battalion, grenadiers, "Brown Bess", musket, flintlock, volley, bayonet.</p>	<p>2. Investigate the characteristics of the average British soldier serving in America as opposed to the customary image of someone who was the "dregs of society".</p>	
<p>3. The students will be able to assess Gen. Gage's actions regarding the Massachusetts legislature and the attempt to seize the provincial gunpowder stores at Boston and Concord.</p>	<p>Gen. Gage, First Continental Congress, Massachusetts legislature, Samuel Adams, Provincial Powder House, militia, Loyalists, Paul Revere,</p>	<p>3. Investigate colonial responses to royal governors attempts to shut down colonial legislatures.</p> <p>3. Summarize the events of the British attempts to regain control of the colonies and seize</p>	



<p>4. Students will be able to analyze the challenges the Second Continental Congress faced in creating a new Continental army and evaluate the response to these challenges.</p>	<p>Boston Neck, royal governors, provincial congress, grievances, Gen. William Howe, Gen. John Burgoyne. Gen. Henry Clinton, Earl of Dartmouth, "minutemen", John Hancock, Lexington Common, North Bridge, Col. James Barrett.</p> <p>Second Continental Congress, recruit, state militia, organization, John Adams, reconciliation, Richard Henry Lee, George Washington, planters, Proclamation of 1763, slaves, slave revolt, Earl of Dunmore, Royalist.</p>	<p>provincial gunpowder stores at Boston and Concord.</p> <p>3. Analyze the colonial response to the British withdrawal from Lexington and Concord and draw conclusions about colonial attitudes regarding the war effort.</p> <p>3. Use primary and secondary sources to cite evidence that the British had totally underestimated the effectiveness of the provincial militia.</p> <p>4. Discuss and explain the problems faced by the Continental army in 1775 and summarize the Continental Congress's response to them.</p> <p>4. Compare the motivations of the New England colonies and Virginia for supporting armed revolt against royal control.</p>	
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<p>5. The students will be able to prove the British government was divided in its support for the war in America by comparing the policies of King George with various members of Parliament.</p>	<p>George III, Lord North, William Pitt, Whigs, Tories, merchants, boycott, House of Commons, Lord George Germain.</p>	<p>5. Use primary and secondary sources to make the argument and cite evidence that the British government was divided in its support for an American war.</p>	
<p>6. The students will be able to summarize the events of the colonial victory at Fort Ticonderoga and explain the advantages gained for the Continental army.</p>	<p>Fort Ticonderoga, Benedict Arnold, Ethan Allen, Green Mountain Boys.</p>	<p>6. Investigate the events of the taking of Ft. Ticonderoga by colonial forces and how the rebel force was able to defeat British regulars.</p>	
<p>7. The students will be able to draw conclusions about the lessons learned by the colonial militia after fighting the British regulars by examining the events of the Battle of Bunker Hill.</p>	<p>Boston, peninsula, Breed's Hill, Bunker Hill, Charlestown, Admiral Samuel Graves, Israel Putnam, Gen. William Howe, ammunition, casualties, national army, state units.</p>	<p>7. Investigate the events of the Battle of Bunker Hill and draw conclusions about the performance of the colonial militia.</p> <p>7. Explain how the battle of Bunker Hill made it difficult for George Washington to create a national army.</p>	
<p>8. The students will be able to analyze peace efforts from the colonies and assess the British response that pushed the colonies into breaking with Britain.</p>	<p>Second Continental Congress, Declaration on "Taking up Arms", Olive Branch Petition, George III, "Act Prohibiting Trade and</p>	<p>8. Investigate the reconciliation efforts by the Continental congress and draw conclusions about the attitude of George III based on the British response.</p>	

<p>9. The students will be able to summarize the events of the colonial attempt to conquer Canada and assess the colonial strategy.</p>	<p>Intercourse with America”, mercenaries, Hesse-Kassel, Hessians, Gen. Thomas Gage, Gen. William Howe, Lord George Germain.</p> <p>French Canada, St Lawrence River, Illinois, <i>habitants</i>, Roman Catholic, Sir Guy Carleton, Quebec Act of 1774, Benedict Arnold, Philip Schuyler, “Northern Department”, Richard Montgomery, Ticonderoga, Lake Champlain, Fort St. John, Montreal, Quebec, Kennebec River, siege, General John Burgoyne, relief force, artillery, solid shot, grape shot, Henry Knox, howitzers, siege mortars, evacuate, Loyalists.</p>	<p>8. Use primary and secondary sources to cite evidence that the colonists were horrified regarding the British recruitment of foreign mercenaries.</p> <p>9. Compare British management of French-speaking Canada to its’ policies regarding the 13 colonies to explain why the French-Canadians were not as eager to break away from British rule.</p> <p>9. Use and create maps to investigate the reasons why the Americans felt taking Canada would be advantageous.</p> <p>9. Use primary and secondary sources to investigate the events of the colonial invasion of Canada and the reasons it was ultimately unsuccessful.</p> <p>9. Analyze the role of artillery in 18th century warfare and prove that the invasion of Canada was helpful to the colonial effort at</p>	
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<p>10. Students will be able to analyze the British policy to end the revolt in the colonies and summarize the reasons why it was unable to do so.</p>	<p>Gen. William Howe, Hudson River Valley, New York City, Lord George Germain, Loyalists, Hessians, Gen. Henry Clinton, Gen. Cornwallis, Admiral Peter Parker, Gen. John Burgoyne, Cape Fear, Charleston, Gen. Charles Lee, Sullivan's Island, William Moultrie, palmetto logs, Admiral Richard "Black Dick" Howe, negotiation, Continental Congress, Thomas Paine, <u>Common Sense</u>, monarchy, republic, representative assembly, president, bestseller, Richard Henry Lee, independence resolution, Ben Franklin, John Adams, Thomas</p>	<p>Boston even though it failed to take Canada</p> <p>9. Discuss and explain the importance of artillery in 18th century warfare.</p> <p>10. Investigate the 3 parts of the British plan to end the revolt and analyze how each part would lead to British success.</p> <p>10. Discuss and explain the problems with the British plan to end the revolt in America.</p> <p>10. Apply the concepts of Thomas Paine's <u>Common Sense</u> to political situation of 1776 and analyze the effect it had on the relations between the colonies and Britain.</p>	
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<p>11. Students will be able to critique Washington and Lee's strategy that led to the disastrous defeat at the Battle of Brooklyn.</p>	<p>Jefferson, Declaration of Independence, July 4th 1776.</p> <p>Gen. Sir William Howe, New York City, regiments, divisions, brigades, battlefield maneuvers, recruits, drill, Gen. Charles Lee, batteries, fortifications, Brooklyn Heights, Manhattan, Hudson River, Admiral Lord Richard "Black Dick" Howe, Staten Island, pardons, Fort Washington, Fort Lee, Long Island, John Sullivan, Gowanus Heights, Gen. Henry Clinton, Gen. Lord Cornwallis, Jamaica Pass, Brooklyn, nor'easter.</p>	<p>11. Summarize the changes Washington had made in the Continental Army since he took command of the unorganized mass of men at Boston.</p> <p>11. Assess the real situation and the problems faced by Washington's army as opposed to what existed on paper.</p> <p>11. Analyze the role of Gen. Charles Lee in the defense of New York City and the Battle of Brooklyn to determine if he was responsible for the disaster that happened to the colonial army.</p> <p>11. Discuss and explain how the British were able to do overrun the Continental Army and how Washington was totally out general led by William Howe.</p> <p>11. Draw conclusions about the fate of the Continental army if Gen. Howe and the weather had</p>	
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<p>12. Students will be able to compare and contrast the problems faced by the British and colonial armies in North America at the end of 1776.</p>	<p>Admiral Howe, East River, Harlem Heights, Nathan Hale, Kip's Bay, Israel Putnam, Hudson River, Westchester County, Fort Washington, Gen. Nathaniel Greene, White Plains, Chatterton's Hill, lines of communication, recruitment, supply, guerilla warfare, partisans, one-year enlistments, Charles Lee, Delaware River, amnesty proclamation, Thomas Paine, <u>The American Crisis</u>, dragoons, Hessians, Trenton, initiative.</p>	<p>not intervened and allowed it to escape.</p> <p>12. Summarize the events that allowed Washington to pull his army off of Manhattan and escape into Pennsylvania.</p> <p>12. Use maps to interpret geographic information and explain why the occupation of New York City was important to the British plan to defeat the Americans.</p> <p>12. Analyze the problems faced by the British in fighting a war in North America.</p> <p>12. Analyze the problems faced by the Continental army at the end of 1776.</p> <p>12. Examine how <u>The American Crisis</u> was able to lift American spirits and somewhat restore morale in Washington's army.</p> <p>12. Analyze the Battle of Trenton to show how a small victory paid huge dividends for the American cause.</p>	
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<p>13. Students will be able to summarize the events of the Battle of Princeton and explain the effect of the British withdrawal on Loyalist Americans to draw conclusions about the divisions in colonial society.</p>	<p>Princeton, Trenton, Hessians, Col Carl von Donop, Earl Cornwallis, Lt. Col. Charles Mawhood, Nathaniel Greene, Alexander Hamilton, Morristown, smallpox, reorganization, militia, reserve, garrison, brigade, regiment, Loyalists, Sir William Howe, oath of loyalty.</p>	<p>13. Investigate the events of the American victory at Princeton and describe the British reaction to their defeat.</p> <p>13. Describe the conditions the colonial army faced in their winter camp at Morristown in 1777 and Washington's attempts to solve the problems facing the army.</p> <p>13. Examine the problems faced by Loyalists in New Jersey and how they were treated by their neighbors when the British withdrew.</p>	
<p>14. Students will be able to analyze the problems faced by the Continental Congress and assess their 2 main achievements, the Articles of Confederation and the alliance with France.</p>	<p>Delegates, committees, assets, taxes, hard currency, debt, unsecured currency, Articles of Confederation, Louis XV, Louis XVI, Comte de Vergennes, alliance.</p>	<p>14. Summarize the problems faced by the Continental Congress in trying to run the country despite having no real power.</p> <p>14. Examine the Articles of Confederation and assess the weaknesses inherent in its structure.</p> <p>14. Discuss and explain the importance of a military alliance with France for the Americans.</p>	

<p>15. Students will be able to summarize the events of the Battles of Bennington and Saratoga and assess the effect the results had on the American war effort.</p>	<p>Lord George Germain, General John Burgoyne, Sir Guy Carleton, Loyalists, Hudson River, Albany, Ticonderoga, Philip Schuyler, Gen. Horatio Gates, Benedict Arnold, Bennington, VT., Lt. Col. Friedrich Baum, militia, John Stark, Bemis Heights, redoubt, Thaddeus Kosciuzko, assault, Sir Henry Clinton, diversion, Lord North, John Adams, Ben Franklin, commercial relations, diplomatic alliance.</p>	<p>15. Summarize Burgoyne's plan to invade the colonies from Canada hypothesize some of the difficulties he might face.</p> <p>15. Use maps to interpret the geographical obstacles Burgoyne would have to overcome in order to implement his plans.</p> <p>15. Compare the specifics of Burgoyne's plan to the actual conditions under which he began his campaign.</p> <p>15. Discuss and explain the situation in the colonial army that led to Horatio Gates taking over command from Philip Schuyler.</p> <p>15. Assess the situation Burgoyne faced and the choices he had to choose from when he found he was not going to be reinforced by Howe.</p> <p>15. Discuss and explain the reasons Burgoyne sent troops to Bennington and assess the results of the battle.</p>	
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<p>16. Students will be able to analyze the campaigns of the summer/fall of 1777 to assess Washington's abilities as commander of the continental army.</p>	<p>Sir William Howe, Brandywine River, Marquis de Lafayette, Chadd's Ford, Adm. Richard Howe, Schuykill River, Anthony Wayne, Paoli Massacre, Lord Cornwallis, Germantown Pike, Germantown, Hessians.</p>	<p>15. Analyze the deteriorating situation Burgoyne found himself in after Bennington to assess why he made the decisions he did.</p> <p>15. Use primary and secondary sources to analyze the events of the Battle of Saratoga.</p> <p>15. Assess the results of the American victory at Saratoga as they apply to the American war effort.</p> <p>15. Summarize the problems the British faced in trying to conduct a war 3000 miles away and discuss the role these problems played in the defeat at Saratoga.</p> <p>16. Assess Washington's response to the British move to take Philadelphia.</p> <p>16. Use maps to interpret the geographic factors Washington faced in defending Philadelphia.</p>	
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<p>17. Students will be able to analyze the problems faced by Washington's army during the winter at Valley Forge and assess how solving these problems turned the continental army into a much more capable force.</p>	<p>Delaware River, Fort Mifflin, Fort Mercer, plateau, quartermaster, foraging parties, convicts, foreign-born, farmers, shoemakers, weavers, blacksmiths, average age, enlistee, Horatio Gates, "Conway Cabal", Nathaniel Greene, Baron Friedrich Wilhelm von Steuben, Prussian, Frederick the Great.</p>	<p>16. Summarize the events of the battles of Brandywine and Germantown.</p> <p>16. Assess the decisions Washington made in his strategy to defend Philadelphia that led to two major defeats for the American army.</p> <p>17. Discuss and explain the events that led to the resignations of the Howe brothers.</p> <p>17. Summarize the geographic and organizational difficulties faced by the American army during the winter at Valley Forge.</p> <p>17. Use primary and secondary sources to cite evidence of the hardships faced by American soldiers during the winter at Valley Forge.</p> <p>17. Use demographic information to create a description of the average American soldier during the winter of 1777-78.</p>	
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<p>18. Students will be able to assess the impact the American alliance with the French had on British war strategy and how it led to stalemate in the American war.</p> <p>19. Students will be able to assess the French contribution to the American war effort and determine the effect it had on the prosecution of the war.</p>	<p>French Navy, West Indies, sugar islands, Gibraltar, English Channel, slaves, Lord North, peace commission, Sir Henry Clinton, Loyalist, Philadelphia, New York City, Benedict Arnold, Charles Lee, Monmouth Court House, heat stroke, formal charges, stalemate, siege.</p> <p>French Navy, ship of the line, squadron, naval superiority, shipbuilding industry, frigate, privateering, John Paul Jones, Richard Pearson, <i>Bonhomme Richard</i>,</p>	<p>17. Discuss and explain how Washington was able to fight off an attempt to replace him as commander of the colonial army.</p> <p>17. Assess the contributions of Baron von Steuben to the training of the colonial army.</p> <p>18. Analyze the potential French threat to the sugar islands in the British West Indies and assess the reasons the British government had to give them priority over the conflict in North America.</p> <p>18. Discuss and explain the British response to the French threat in the Caribbean and how it impacted events in North America.</p> <p>19. Summarize the impact of the French naval contribution to the American war effort.</p> <p>19. Examine the reasons why the Americans were not able to</p>	
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<p>20. Students will be able to analyze the events in the Carolinas to prove that Clinton's southern strategy to win the war would be unsuccessful.</p>	<p><i>Serapis</i>, Flamborough Head, convoy, rigging, Comte d'Estaing, Dominica, Martinique, St Vincent, Grenada.</p> <p>Sir Henry Clinton, Portsmouth, Norfolk, Savannah, Lord George Germaine, Benjamin Lincoln, Charleston, Banastare Trelton, unconditional surrender, Waxhaws Massacre, Horatio Gates, Camden, Charles Earl Cornwallis, Loyalists, oath of allegiance, King's Mountain, Cowpens, Daniel Morgan, Nathanael Greene, quartermaster, Southern</p>	<p>create any kind of naval force on their own.</p> <p>19. Investigate the events of the Battle of Flamborough Head to determine the effect of French naval support on American efforts.</p> <p>19. Investigate French naval activity in the Caribbean and summarize and explain how French success affected British strategy.</p> <p>20. Investigate early British successes in the south and the influence these had on Clinton's southern strategy.</p> <p>20. Summarize the British experience with southern Loyalists to prove that British confidence in their abilities to take over the fighting was drastically misplaced.</p> <p>20. Examine the Battles of King's Mountain and the Cowpens to show that together</p>	
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<p>21. The students will be able to assess the price of loyalty paid by colonists and Indians who remained loyal to the British.</p>	<p>Department, partisan warfare, Francis Marion, "Light-horse Harry" Lee, Guilford Court House.</p> <p>Loyalist, felony, confiscation, treason, Iroquois, Susquehanna River, John Sullivan, Elmira, Shawnee, Cherokee, Kentucky, Transylvania Company, Dragging Canoe, Boonesborough, Daniel Boone, George Rogers Clark, Kaskaskia, Vincennes, "Mad Anthony" Wayne, Fallen Timbers, Benedict Arnold, Peggy Arnold, Maj. John Andre, West Point.</p>	<p>they spelled the end of British hopes for a southern victory.</p> <p>20. Investigate the actions Nathanael Greene took as commander of the Southern Department of the Continental army and how he was able to lure the British under Cornwallis into Virginia.</p> <p>21. Investigate the various laws passed to deprive Loyalists of their property.</p> <p>21. Summarize the events of the conflicts between Indians and Colonials and assess the results for both sides.</p> <p>21. Examine the motives for Benedict Arnold's switching allegiance from the American cause to the British and summarize the events that led to his escape to England.</p>	
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<p>22. The Students will be able to summarize the events that led to the Battle of Yorktown and assess the impact of the British defeat.</p>	<p>Charles Earl Cornwallis, New York City, Carolina and Georgia interior, Benedict Arnold, Nathanael Greene, Portsmouth, Yorktown, Lafayette, Viscomte de Rochambeau, Adm. Comte de Grasse, Adm. Sir George Rodney, Admiral Hood, trenches, redoubts, flag of truce, surrender, George III, Spain, Dutch, Edmund Burke, Lord Germaine, Lord North, Whigs.</p>	<p>22. Examine Cornwallis's plan for British victory in the American war and how his plan fell apart.</p> <p>22. Investigate Washington's motivation for moving his army away from New York City and south into Virginia.</p> <p>22. Analyze Cornwallis's decisions that led to his army becoming trapped at Yorktown determine if he could have acted differently.</p> <p>22. Use maps to examine the role of the British and French naval forces in the events leading up to the Battle of Yorktown.</p> <p>22. Use primary and secondary sources to examine the events of the Battle of Yorktown.</p> <p>22. Assess the impact of the American victory at Yorktown had on the British government.</p> <p>22. Discuss and explain the political events in Parliament</p>	
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<p>23. The students will be able to summarize the events leading to the 1783 Treaty of Paris.</p> <p>24. Students will analyze a primary source for accuracy and bias and connect it to a time and place in Pennsylvania.</p> <p>25. Students will be able to produce an organized written product/project that cites textual evidence, and presents and reflects on a thesis statement using primary and secondary resources.</p>	<p>Ben Franklin, John Adams, John Jay, Henry Laurens, Earl of Shelburne, Treaty of Paris 1783, George Washington, Washington's Farewell Address.</p>	<p>that led to the suspension of fighting in America.</p> <p>23. Assess the competing interests at the Paris peace conference to determine why the treaty contained the terms that it did.</p> <p>23. Use maps to determine the boundaries of the new and Independent United States of America.</p> <p>23. Discuss and explain the relationship between the Continental Congress and the Continental army after the end of the conflict.</p> <p>24., 25., 26. Develop teacher created projects that require students to cite textual evidence from primary and secondary sources.</p>	
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26.The students will read, comprehend, and analyze a variety of primary sources, secondary sources, and visual information with focus on main idea, details, structure, and knowledge.			
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