

# **WAUCONDA SCHOOL DISTRICT 118**

## **UNIT PLANNING ORGANIZER**

**Subject: Social Studies**

**Grade Level or Course: 7th**

**Unit: American Revolution**

**Pacing: 23 days**

### **STAGE 1 – DESIRED RESULTS**

#### **Essential Questions:**

**Why does conflict develop?**

**What motivates people to act?**

#### **Big Ideas:**

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- Relationships were established with other countries to help gain our independence.
- African Americans, Native Americans, and women participated in the war effort.
- Various events happened during the struggle for independence.

#### **CCSS (Priority Standards):**

Describe how text presents information RH.6.5

- Analyze relationships between primary and secondary source RH6.1
- Cause and effect RH6.1
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.RH6.2
- Identify key steps in a text's description of a process related to history/social studies RH6.3
- Identify key steps in a text's description of a process related to history/social studies RH6.5
- Integrate visual information RH6.7

- Analyze the relationship between a primary and secondary source on the same topic RH6.9
  - Identify aspects of a text that reveal an author's point of view or purpose.

**CCSS (Supporting Standards):**

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**STAGE 2 – EVIDENCE**

Concepts (What students need to know)	Performance Tasks (What students will be able to do)	21st Century Skills
<ul style="list-style-type: none"> <li>• See Essential Question and Big Ideas and Academic Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• *Use the textbook to show evidence/support for conclusions.</li> <li>• *Take notes and use graphic organizers to help understand text structure.</li> <li>• *Discuss ideas and thoughts from teacher and other students.</li> <li>• *Show mastery of material on assessments.</li> <li>• *Compare primary and secondary sources.</li> <li>• *Use primary sources to understand more in depth what the time period under study was like and use that information to answer questions with text support.</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Communication and Collaboration</li> <li>• Information Literacy</li> <li>• ICT Literacy - Apply Technology Effectively</li> <li>• Flexibility</li> <li>• Initiative - Manage goals and time and Work Independently</li> <li>• Social Skills</li> </ul>

	<ul style="list-style-type: none"> <li>• *To understand key tier 3 vocabulary.</li> <li>• *Explain main ideas after reading sections of the text.</li> <li>• Use maps and visual sources to understand an event</li> </ul>	
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### **Suggested Resources/Materials/Informational Texts**

**Possible resource ideas that may or may not be used yearly:**

**America Story of Us video series: Rebels/Revolution**

**Unite or Die** (helpful to discuss Constitutional Convention)

**We the People: The Story of our Constitution**

### **Primary Sources:**

**Sources about Paul Revere's etching to help analyze the etching and information contained/propaganda**

**Son's of Liberty/Tea Party from** Common Core Lessons & Activities published by Gallopade International, Inc.

Declaration of Independence - selected excerpts used to understand what it means

Selected readings from book about veterans and what they did to receive the Congressional Medal of Honor and question template used for Veteran's Day

### **Suggested Research-based Effective Instructional Strategies**

- Note taking
- Modeling
- Homework and practice
- Cooperative Learning
- Vocabulary
- Graphic Organizers
- Setting Objectives and providing feedback

<b>Academic Vocabulary/ Word Wall</b>	<b>Enrichment/Extensions/ Modifications</b>	<b>Interdisciplinary Connection</b>

**Content Vocabulary:**

Ch 5

revenue

writ of assistance

resolution

effigy

boycott appeal

rebellion

propaganda

committee of correspondence

minuteman

Loyalist

Patriot

petition

preamble

Ch 6

mercenary

recruit

inflation

blockade

privateer

siege

ratify

ambush

**Academic Vocabulary:**

Ch 5

prohibit

violate

occupy

encounter

approach

so-called

discipline

debate

status

Ch 6

transfer

previous

aid

desert

issue

impact sustain strategy pursue		
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