

American Revolution (And what if there had not been one?)

Team: Seminoles

School: Winburn Middle School

School Level: Eighth grade

Approximate Timeline: Four weeks

Area(s) of Core Content: Reading, Writing, Math, Science, Social Studies, Art

Organizer:

What would my life be like if there had been no American Revolution?

Targeted Standards:

Academic Expectation 1--Apply Communication and Math Skills:

- -1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.
 - -Use a variety of research tools and evaluate the effectiveness of each relevant to a specific need or problem.
 - -Analyze and compare information accessed from different sources.
- -1.2 Students make sense of the variety of materials they read.
 - -Relate reading experiences to life situations.
- -1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
 - -Practice a process approach to writing.
 - -Write for a variety of purposes and forms to a variety of audiences.
- -1.13 Students make sense of ideas and communicate ideas with the visual arts.
 - -Use art media, tools, techniques, and processes skillfully.
 - -Use drawings, painting, printmaking, sculpting, ceramics, fibers and technology to communicate attitudes, ideas, and feelings in a wide variety of media.
 - -Describe the elements and principles of design used to communicate ideas and feelings.
 - -Compare and analyze various visual art forms.
 - -Create a visual product which illustrates and integrates ideas and feelings.
- -1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.
 - -Express information and ideas creatively using technology.
 - -Integrate the use of a variety of technologies.
 - -Expand knowledge by identifying and using technology for a specific purpose.

Academic Expectation 2--Mathematics:

- -2.13 Students understand and appropriately use statistics and probability.
 - -Make predictions and evaluate conclusions based on statistical analysis.

Academic Expectation 2--Social Studies:

- -2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.
 - -Analyze issues from multiple perspectives.
 - -Recognize and use appropriate means of resolving conflict.
 - -Analyze the relationship between rights and responsibilities of individuals/groups and the needs of society.
 - -Demonstrate rights and responsibilities of citizenship in real-life situations.
- -2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.
 - -Compare democratic and non- democratic political systems (e.g., American constitutional government, parliamentary government, dictatorship, monarchy).
 - -Compare sources of authority and power.
 - -Demonstrate civic participation skills.
- -2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.
 - -Compare the social institutions of different cultures.
 - -Examine the consequences of prejudice and discrimination (e.g., age, gender, ethnicity) on social systems.
 - -Analyze the impact of social institutions (e.g., religious, educational, occupational, and political systems) in society.
 - -Evaluate individual responsibilities within various social systems.
- -2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.
 - -Analyze the effects of economic factors on decision making.
 - -Examine ways cultural heritage influences economic decisions.
- -2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.
 - -Examine the interpretive nature of historical accounts.
 - -Use historical perspectives and trends to develop understanding of current personal or social events.
 - -Evaluate the impact of historical factors on the development of current issues.

Academic Expectation 2--Art & Humanities:

- -2.22 Students create works of art and make presentations to convey a point of view.

- -Plan, produce, present, and/or perform original and existing individual and group works of art using appropriate elements, concepts, and principles of visual arts, music, dance, and drama.
- -Analyze the creative expression and technical quality of own and/or others artwork using appropriate terminology and concepts.
- -2.23 Students analyze their own and others' artistic products and performances using accepted standards.
 - -Observe and explore a variety of artistic styles and forms in music, dance, drama, and visual arts.
 - -Compare and contrast diverse art forms and structures in music, dance, drama, and visual arts.
 - -Analyze own and others' work in music, dance, drama, and visual arts using appropriate concepts and terminology.
- -2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.
 - -Experience a wide variety of art forms in music, visual arts, dance, and drama.
 - -Compare elements within and among artworks in music, vis. arts, dance, drama.
- -2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.
 - -Communicate the influences of time, place, and personality on art forms and performance practices.

Academic Expectation 5--Thinking and Problem Solving:

- -5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.
 - -Create a new solution/idea/product.

Academic Expectation 6--Integration of Knowledge:

- -6.1 Students connect knowledge and experiences from different subject areas.
 - -Explain an event using knowledge and experiences from several subject areas.
 - -Defend a position based on information from a variety of subject areas.

Core Content Areas:

Middle School Core Content--Reading:

- -RD-M-x.0.8 Make predictions, draw conclusions, and make generalizations about what is read.
- -RD-M-x.0.10 Connect information from a passage to students' lives and/or real world issues.
- -RD-M-3.0.14 Distinguish between fact and opinion.
- -RD-M-3.0.15 Identify the argument and supporting evidence.

- -RD-M-3.0.16 Identify commonly used persuasive techniques (e.g., expert opinion, statistics, testimonial, bandwagon).
- -RD-M-4.0.14 Interpret the meaning of specialized vocabulary.

Middle School Core Content--Writing:

- -WR-M-1 Purpose/Audience--The writer establishes and maintains a focused purpose to communicate with an audience by: narrowing the topic to establish a focus; analyzing and addressing the needs of the intended audience; adhering to the characteristics of the form; employing a suitable tone; allowing voice to emerge when appropriate
- -WR-M-1 Idea Development--The writer develops and supports main ideas and deepens the audience's understanding by using: logical, justified, and suitable explanation; relevant elaboration; related connections and reflections; idea development strategies appropriate for the form
- -WR-M-1 Organization--The writer creates unity and coherence to accomplish the focused purpose by: engaging the audience and establishing a context for reading; placing ideas and support in a meaningful order; guiding the reader through the piece with transitions and transitional elements; providing effective closure

Middle School Core Content--Mathematics:

- -MA-M-3.2.1 Organize, represent, analyze, and interpret sets of data
- -MA-M-3.2.5 Make predictions and draw conclusions from statistical data and probability experiments

Middle School Core Content--Science:

- ---Students will describe the individual's roles and responsibilities in the following areas: changes in populations, resources and environments including ecological crises and environmental issues, natural hazards, science and technology in society, and personal and societal issues about risks and benefits.

Middle School Core Content--Social Studies:

- -SS-M-1.1.1 Governments may take different forms (e.g., constitutional, totalitarian, democratic, republic).
- -SS-M-1.1.2 Democratic governments function to preserve and protect the rights (e.g., voting), liberty, and property of their citizens by making, enacting, and enforcing appropriate rules and laws (e.g., constitutions, laws, statutes).
- -SS-M-1.3.1 The United States Declaration of Independence, the Constitution, the Bill of Rights, and state constitutions guarantee certain rights (e.g., freedom of movement and residence, freedom of religion, freedom of expression and association, personal privacy) for all citizens.
- -SS-M-2.2.1 All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives.
- -SS-M-2.4.2 Compromise and cooperation are possible choices for positive social interaction and resolution of conflict.

- -SS-M-3.3.1 Prices of goods and services are determined by supply and demand. The market price is reached when quantity supplied equals quantity demanded.
- -SS-M-4.3.1 Human settlement develops in different ways based on the culture and needs of settlers.
- -SS-M-4.3.2 Human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity, and technology.
- -SS-M-5.1.1 Different perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics) result in different interpretations of historical events.
- -SS-M-5.1.3 History is a series of connected events shaped by multiple cause-and-effect relationships, tying the past to the present.
- -SS-M-5.2.2 The ideals of equality and personal liberty (rise of individual rights, economic freedom, colonial governments, religious diversity, Declaration of Independence, Constitution of the United States), as developed during the colonial period, were motivations for the American Revolution and proved instrumental in forging a new nation.

Middle School Core Content--Arts & Humanities:

- -AH-M-3.1.43 Improvise short dialogues and monologues to describe ideas and events.
- -AH-M-4.1.41 Create art for specific purposes using the elements of art and principles of design to communicate ideas.
- -AH-M-4.1.42 Effectively use a variety of art media, processes, and subject matter to communicate ideas, feelings, and experiences.
- -AH-M-4.1.37 Art Processes: two-dimensional - painting, fabric design, printmaking, and mosaics.
- -AH-M-4.1.39 Subject Matter: landscape, portrait, still life, abstract, and non-objective
- -AH-M-4.2.31 Describe and compare the characteristics and purposes of works of art representing various cultures, historical periods, artists, and/or styles.

Essential Questions:

1. What are the differences between living in a colony and an independent nation?
2. How would religious freedom differ in the United States if there had been no American Revolution?
3. What aspects of your personal life today have been directly affected by the American Revolution?
 - a. Family structure
 - b. Right to bear arms
 - c. Economic and social mobility
 - d. Education
 - e. other

4. How are demographics in America today different because of the American Revolution?

Culminating Performance:

Students will represent a "Non-Revolutionary Day" in the Colonies, 2003, by creating scenes that "might" exist if the American Revolution had NOT occurred. Using information gathered from their studies, students will plan, produce and present a variety of products, such as short skits, dioramas, PowerPoints, videos, artistic displays, or newspapers, from the perspective of a British citizen in Colonial America, 2003.

Final Assessment Rubric

CATEGORY	King (4)	Governor General (3)	Sheriff (2)	Indentured Servant (1)
Required Elements	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.
Knowledge Gained	Can clearly explain several ways in which his character "saw" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his character "saw" things differently than other characters.	Can clearly explain one way in which his character "saw" things differently than other characters.	Cannot explain one way in which his character "saw" things differently than other characters.
Role	Point-of-view, arguments, and solutions proposed were consistently in character.	Point-of-view, arguments, and solutions proposed were often in character.	Point-of-view, arguments, and solutions proposed were sometimes in character.	Point-of-view, arguments, and solutions proposed were rarely in character.
Historical Accuracy	All historical information appeared to be accurate and in chronological order.	Almost all historical information appeared to be accurate and in chronological order.	Most of the historical information was accurate and in chronological order.	Very little of the historical information was accurate and/or in chronological order.

Knowledge:

- Interest and percentages
- Supply and demand economics
- Meteorology
- Elements of art
- Principles of design
- Editorial cartooning/propaganda
- Industrial revolution and technology
- Forms of government (parliamentary and representative democracy)

- British traditions and culture

Skills/Abilities:

- Writing process
- Research
- Critical thinking
- Obtaining and using resources
- Technology skills (Internet searching, PowerPoint, other)
- Basic presentation and drama skills
- Basic art
- Graphing and chart construction

Critical Resources:

- Library of Congress online site
- United Streaming videos
- Numerous websites
- University of Kentucky 18th century microfilm collection
- Eighth grade textbook
- Computer hardware and software

Secondary Objectives

Middle School Core Content--Reading:

- -RD-M-x.0.5 Formulate questions to guide reading.
- -RD-M-x.0.9 Reflect on and evaluate what is read.
- -RD-M-1.0.12 Identify characteristics of short stories, novels, poetry, and plays.
- -RD-M-1.0.13 Describe literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage.
- -RD-M-2.0.11 Use text features (e.g., lists, charts, graphs, tables of contents, indexes, glossaries, captions, diagrams, headings) to understand a passage.
- -RD-M-2.0.14 Summarize information from a passage.
- -RD-M-3.0.11 Distinguish between informative and persuasive passages.
- -RD-M-3.0.12 Identify an author's opinion about a subject.
- -RD-M-3.0.14 Distinguish between fact and opinion.
- opinion, statistics, testimonial, bandwagon).
- -RD-M-3.0.17 Identify bias and/or misinformation.
- -RD-M-4.0.11 Locate and apply information for a specific purpose (e.g., following directions, completing a task).

Middle School Core Content--Writing:

- -WR-M-1 Sentences--The writer creates effective sentences that are: varied in structure and length; complete and correct
- -WR-M-1 Language--The writer demonstrates: effective word choice (strong verbs and nouns, concrete and/or sensory details, language appropriate to the content, purpose, and intended audience); concise use of language; correct usage/grammar
- -WR-M-1 Correctness--The writer demonstrates: correct spelling; correct punctuation; correct capitalization; appropriate documentation (e.g., citing authors or titles within the text, listing sources) of ideas and information from outside sources
- -WR-M-1.4 Characteristics of transactive writing may include text and language features of the selected form
- -WR-M-1.4 Characteristics of transactive writing may include information to engage/orient the reader to clarify and justify purposes
- -WR-M-1.4 Characteristics of transactive writing may include ideas which communicate the specific purpose for the intended audience
- -WR-M-1.4 Characteristics of transactive writing may include explanation and support to help the reader understand the author's purpose
- -WR-M-1.4 Characteristics of transactive writing may include well-organized idea development and support (e.g., facts, examples, reasons, comparisons, anecdotes, descriptive detail, charts, diagrams, photos/pictures) to accomplish a specific purpose
- -WR-M-1.4 Characteristics of transactive writing may include effective conclusions

Middle School Core Content--Mathematics:

- -MA-M-1.1.1 Rational numbers (integers, fractions, decimals, percents)
- -MA-M-1.1.3 Meaning of proportion (equivalent ratios)
- -MA-M-3.1.3 Characteristics and appropriateness of graphs (e.g., bar, line, circle), and plots (e.g., line, stem-and-leaf, box-and-whiskers, scatter)

Middle School Core Content--Science:

- ---Students will demonstrate the role science plays in everyday life: past, present, and future. Science is a human endeavor. Men and women of various social and ethnic backgrounds engage in activities of science (to include careers in science). Scientists formulate and test their explanations of nature using observations, experiments, and theoretical and mathematical models. It is part of scientific inquiry to evaluate the results of scientific investigations, experiments, observations, theoretical models, and the explanations proposed by other scientists.

Middle School Core Content--Social Studies:

- -SS-M-1.3.2 In order for the U.S. government to function as a democracy, citizens must assume responsibilities (e.g., performing community service, voting in elections) and duties (paying taxes, serving in the armed forces) for its functioning.

- -SS-M-5.1.2 Primary sources, secondary sources, artifacts, and time lines are essential tools in the study and interpretation of history.

Middle School Core Content--Arts & Humanities:

- -AH-M-4.1.31 Describe, analyze, and/or interpret works of art using visual art terminology.
- -AH-M-4.1.32 Art Elements: line, shape, color (tints and shades) and color groups (monochromatic), form, texture, space (positive/negative and perspective), and value (light and shadow).
- -AH-M-4.1.33 Principles of Design: repetition, pattern, balance (symmetry/asymmetry), emphasis (focal point), contrast (light and dark), rhythm, proportion, and movement.