

UNIT 2 LEARNING EXPECTATIONS

1. This document is a summation of what you need to master for the Unit Test.
2. Review the overview below and be able to answer the questions as we analyze the Unit.
3. Quizzes and Exit Ticket Assessments that will align with the overview below.
 - a. This is a Study Resource.
 - b. This can be used to assist in completing your Do Now.
 - c. **INCORPORATE LEARNED INFORMATION WITHIN YOUR EXIT TICKETS**
4. Your answers need to incorporate Perspectives and ISPICE.

INQUIRY ARC	WHEN IS A REVOLT JUSTIFIED?	
<p>Purpose For Learning</p> <p><i>How to connect the unit to being successful and achieving your goals.</i></p> <ol style="list-style-type: none"> 1. How can your perspective keep you from your goals and or ensure you meet them? 2. How can you use people to help you achieve your goals who may not benefit from your gain? 3. How are circles important to your goals 	<p>Revolt means to break away from or rise against constituted authority, as by open rebellion; cast off allegiance or subjection to those in authority; rebel; mutiny.</p> <p>At some point in your life you will have to decide whether to revolt or conform. When should you revolt? What are some signs that a revolt is necessary? We are presently in a time where civil rights are being taken away from our citizens in our country and certain citizens are not experiencing equal rights. Citizens are being killed and justice is not being served. The judicial system is not equitable for minorities. Some citizens complain, others are content, and others revolt.</p> <p>Although you are not revolting against your country, going against your parents, teachers and people of authority can be examples of revolting.</p> <p>Is the revolt worth the outcome?</p>	
Unit 2 – American Revolution		
<p>Big Ideas (Main Ideas)</p> <ul style="list-style-type: none"> • After a long period of salutary neglect, Britain turned their attention back to the American colonies and began tightening up enforcement of trade laws. • American colonists resisted Britain’s control as it impacted their economic opportunities as well as ran contrary to their ideals of self-government and property ownership. • After many attempts of working inside the system and outside the system for change, colonists declared independence 		
DC Content Power Standards	Compelling Questions	Supporting Questions
Use the italicized questions to answer the DC Content Power Standards.		
<p>8.2.4: Identify the political and economic causes and consequences of the American Revolution and the major battles, leaders, and events that led to a final peace (e.g., free press, taxation without representation)</p> <p><i>Explain through ISPICE and Perspectives why the American Revolution occurred and the major events that led to peace.</i></p>	<p>CQ1: Could the American Revolution have been avoided?</p> <p><i>Did the colonies really have a reason to declare for their independence?</i></p> <p><i>How did propaganda help the cause for independence?</i></p>	<p>SQ1: How did the French and Indian War change British relations with the colonists?</p> <p>SQ2: How did British policies increase tensions in the American colonies?</p> <p>SQ3: How did colonial responses to British policies inflame tensions?</p> <p>SQ4: What efforts were made to avoid war?</p>

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<p><i>How did free press, taxation without representation help and hurt the progress of Great Britain and the Colonies?</i></p>	<p><i>What adjustments could have been made and who would be EXPECTED to make them in order for the colonies and Britain to progress and grow together as they mature?</i></p>	
<p>8.2.3: Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their creator with certain unalienable rights”).</p> <p><i>Explain using ISPICE and Perspectives the importance of the Declaration of Independence and the meaning of unalienable rights?</i></p> <p><i>How does the phrase “all men are created equal” change the perspective of government vs. citizen? How does it not change it?</i></p>	<p>CQ2: Why should people be free?</p> <p><i>What does free mean?</i></p> <p><i>Can any group of people in the US right now use the Declaration of Independence to justify overthrowing or changing the people within the government?</i></p>	<p>SQ5: What are the four big philosophical ideas embedded within Declaration of Independence?</p> <p>SQ6: How does the Declaration of Independence build an argument for independence?</p> <p><i>Explain how the Declaration of Independence is a break up letter.</i></p> <p>SQ7: To what extent are the ideas in the Declaration relevant today?</p>
<p>8.2.4: Identify the political and economic causes and consequences of the American Revolution and the major battles, leaders, and events that led to a final peace (e.g., free press, taxation without representation).</p> <p><i>Name some wars that occurred during the American Revolution.</i></p> <p><i>Name some important leaders and events that led to the end of the American Revolution.</i></p>	<p>CQ3: How is freedom won?</p>	<p>SQ8: Who, What, When, Where of the Revolutionary War?</p> <p>SQ9: What do you need to gain freedom?</p>
<p>Unit Performance Task</p>	<p>Students will use historical thinking skills to analyze primary and secondary sources to assess when is revolt justified? Students will write a 5-paragraph argumentative essay arguing “Were the American colonists justified in their desire to revolt against the British Crowne to gain freedom?”</p>	