

**HPISD CURRICULUM
(SOCIAL STUDIES, UNITED STATES HISTORY)**

EST. NUMBER OF DAYS:5 DAYS

UNIT NAME	UNIT 1B: REVIEW: US HISTORY TO 1877: REVOLUTION
Unit Overview	The students will analyze the causes of the American Revolution, the principles of the Constitution of the new American republic, and challenges faced in the early years of the republic.
Generalizations/Enduring Understandings	<p>Constitutional Government and Federalism Reinterpretation of fundamental law in a written constitution, through altered historical circumstances and cultural values, leads to significant changes in the political culture.</p> <p>Ongoing struggles between national and state governments, and changing political attitudes, continuously redefine the balance of power in a federal system.</p> <p>Political conflict and competition lead to the formation of organized political interests with different goals and ideals.</p> <p>The quest for expanded voice and meaningful participation in political life represent the core purpose of reform in democratic societies.</p> <p>Capitalism and Economic Abundance Free markets, free labor, and capital investment, in an environment of abundant resources and technological advances, lead to economic growth and opportunities for prosperity.</p> <p>Scientific discoveries and technological innovations shape economic development.</p> <p>Global conflict and cooperation, along with changing cultural circumstances, trigger problems and opportunities for economic development, such as expanded</p>

opportunities for trade, competition for resources, and interdependency.

Civil Rights and Equality

Ongoing struggles for political and economic equality exemplify political, economic, and social change in democratic societies.

The embodiment of the ideals of political liberty and self-determination in the Charters of Freedom, including the Bill of Rights, establish the foundation for the struggle to extend equal rights and civil liberties to all citizens regardless of economic standing, race or gender.

The ideal of individual rights continually competes with the reality of government intervention.

War and Diplomacy

The failure of diplomacy and compromise often leads to war.

Wars are fought for complex reasons, some noble, such as the protection of freedom, and others immoral, such as greed and prejudice.

Wars result in significant economic, political, and social changes in domestic affairs and foreign relations.

American National Character

In the midst of great cultural diversity, American identity still exhibits uniqueness in its cultural intermixing, social equality, population mobility, and abundance.

Cultural patterns influence the daily lives of every member of society, and are reflected in churches, schools, and other institutions, as well as literature, the fine arts, and traditions.

Demographic shifts, including immigration, internal migration, ethnicity, and aging, have significantly influenced cultural patterns and political interests.

	Individuals can significantly influence historical events and group behavior through effective leadership.	
Concepts	Economic Opportunity, Political Power, Civil Rights	
Guiding/Essential Questions	<p>Why did the American colonists unite to declare their independence from England?</p> <p>What were the key principles guiding the establishment of the Constitution of the new republic?</p> <p>What challenges were faced by the government of the new republic?</p>	
Learning Targets	Performance Levels	Learning Progression (** Decision point)
	<p><u>Prerequisite Knowledge and Skills</u></p> <p>Students can recognize from a list those items that might have influenced early revolutionary tactics and founding documents.</p> <p><u>Learning Target:</u> The students will assess the causes of the American Revolution, the principles of the Constitution of the new American republic, and challenges faced in the early years of the republic.</p>	<ul style="list-style-type: none"> • Build a vocabulary from the chapter • The Story of US-student viewing guide to be completed • Interactive Notebook Entry • Concept Mapping-Students are given the vocabulary terms/concepts and required to create a concept map of at least 10 items. The map must have a textual explanation and visual • ESPN-Economic, social, political, environmental. Revolutionary paintings • Self-Directed Quiz-After a “popcorn” reading of a document, students write five content based questions with an answer key. Quiz is passed to another student who may use the document to

		<p>answer the SDQ. Quiz is returned to test maker who grades the quiz and files it.</p> <ul style="list-style-type: none"> Physical Time Line- students are given an event and conduct research. After presenting individual information, entire class lines up for a physical time line.
Formative Assessments	Unit Vocabulary Quiz	
Summative Assessments	Colonization & Revolution Test	
	<i>TEKS</i>	<i>Specifications</i>
TEKS (Grade Level) / Specifications RED = Readiness Standards GREEN = Supporting Standards BLUE = Process Standards <i>Italics</i> = Standards Not Tested	(21) Government. The student understands the impact of constitutional issues on American society. The student is expected to: (B) discuss historical reasons why the constitution has been amended; and	<p>Ideas about freedom, self-determination, and economic opportunity spurred the colonists to unite in their resistance to England and declare independence.(HPISD)</p> <p>The framers of the Constitution drew on past experiences to frame a government which balanced the interests of an ordered society with individual liberties. (HPISD)</p>
	<i>(C) evaluate constitutional change in terms of strict construction versus judicial interpretation.</i>	
	(25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to: (A) describe how the characteristics and issues in U.S. history have been reflected	

	in various genres of art, music, film, and literature;	
	(26) Culture. The student understands how people from various groups contribute to our national identity. The student is expected to: (E) discuss the meaning and historical significance of the mottos “E Pluribus Unum” and “In God We Trust”	
Processes and Skills		
Topics	Stamp Act Thomas Jefferson Declaration of Independence Valley Forge Treaty of Paris Articles of Confederation Checks and balances Antifederalist Cabinet Democratic-Republicans	
Facts		
Language of Instruction	French and Indian War, Proclamation of 1763, John Locke, Intolerable Acts, <i>Common Sense</i> , Loyalists, Patriots, egalitarianism, strict interpretation, loose interpretation, two-party system	
State Assessment Connections		
National Assessment Connections		

Resources

The Americans, Ch. 2
Textbook Ancillaries
In-Depth Resources (Unit 1)
 “The Autobiography” by Benjamin Franklin
 “The Boston Tea Party”
 “SHELB-NS Sacrifice” (political cartoon)
 “Valley Forge Diary”
 “The U.S. Constitution, First Draft”
Historic Supreme Court Decisions
 Marbury v. Madison
Primary Source Explorer CD
 The Declaration of Independence
 The Constitution of the United States
American Stories video series
 “Patriot Father, Loyalist Son”