|  |  |  |
| --- | --- | --- |
| **NC Essential Standards** | | |
| * **Evaluate** the degree to which democratic ideals are evident in historical documents from North Carolina and the United States. * **Explain** the impact of economic, political, social, and military conflicts on the development of North Carolina and the United States. * **Explain** how individuals and groups have influenced economic, political and social change in North Carolina and the United States. * **Summarize** the literal meaning of historical documents in order to **establish** context. | | |
| **Key Understandings**  To deepen the student’s understanding | **Key Knowledge**  Knowledge needed to deepen student’s understandings | |
| * Several economic and political conflicts, including the French and Indian War and British Acts imposed on the colonists, led to the American Revolution. * A number of groups and individuals influenced political and social change in North Carolina and the United States. * The ideals of freedom, democracy and self government are evident in historical documents. * The Declaration of Independence ended the relationship between the colonists and the British monarchy. | * The French and British fought over land in the Ohio River Valley in the French and Indian War. This subsequently led the British government to tax the colonies to pay for the war debt. * North Carolina’s Regulators fought against the corruption in the state government and against Royal Governor Tryon. * Resistance groups, such as the Sons of Liberty and Patriots, organized protests to denounce the numerous British Acts, excessive taxes, and “taxation without representation”. * North Carolina’s Mecklenburg Resolves and Halifax Resolves declared separation between the state and Great Britain. * The First and Second Continental Congresses met as a way for the colonies to unite in protest against the British. * The Declaration of Independence officially declared the colonies’ independence from Great Britain. * The following essential facts about the American Revolution: when and where it started and ended, who was involved, main battles (**Lexington & Concord, Bunker Hill, Moore’s Creek, Saratoga/Valley Forge, Savannah & Charles Towne, Guilford Courthouse, & Yorktown**), medical and technological advances, advantages and disadvantages for the involved parties, the effects (during and after) of the war for the colonies and Great Britain. |  |
| **Key Skills**  At the end of this unit, your student should be able to: | **“Learning Checks”**  Questions Parents Can Use to Assess Understanding | |
| **Explain (to make known in detail, to make plain or clear)**   * Why the British felt justified implementing heavy taxes on the colonists.   **Evaluate (to judge or determine the value, worth or quality)**   * The role of the Regulators and other resistance groups in the beginning phases of the American Revolution.   **Compare** **(to examine the character or qualities of especially in order to discover the resemblances or differences)**   * North Carolina’s Mecklenburg Resolves, Halifax Resolves, and the Declaration of Independence to modern government. * The causes and effects of the French and Indian War.   **Analyze (to examine critically, so as to bring out the essential elements)**   * The Declaration of Independence, Mecklenburg Declaration of Independence, and Halifax Resolves to understand the multiple reasons why the colonists wanted independence..   **Describe (to represent or give an account of in words)**   * How taxation policies impacted Americans during the Revolutionary Era. * Essential facts about the American Revolution. | * What factors lead to revolution in a society? * How do individuals and groups influence political and social change? * How are the ideals of freedom, democracy and self government are evident in historical documents? | |
| **“6 Facets of Understanding”** | | |
| **Explain:** it in their own words. Represent it in a different form. Teach it to someone else. Make and support an inference.  *Students can… (connect, describe, persuade, explain, inform,justify, prove, show, teach)...*  **Interpret:** Make meaning from a text or data set. See and describe patterns. Make new connections.  *Students can… (analyze, illustrate make sense of, interpret, represent show, reveal)...*  **Apply:** Use and transfer their learning effectively in a new situation.  *Students can… (create, decided, guide, use, construct, design, coach, perform, debug, demonstrate propose, solve)...*  **Shift Perspective:** Recognize different points of view. See the “big picture.” Take a critical stance.  *Students can… (compare,evaluate,critique debate, test, shift perspective, consider the various views)..*  **Empathize:** Get ”inside” another person's world view. Recognize merit in the odd, unorthodox, or unfamiliar.  *Students can… (empathize with, walk in the shoes of, imagine*  *entertain the possibility that)..*  **Self Assess:** Realize their strengths and weakness. Recognize the limits of their own understanding. Reflect on their learning and actions.  *Students can… (adjust, reflect upon, recognize their habit, revise, self assess)...* | | |
|
|
|
|
|