

**LISBON SCHOOL DEPARTMENT
UNIT DESIGN OUTLINE**

Unit Title: Discovery, Revolution and Creation of Our Nation

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Level(s): Grade 11 Time Span: 5 Weeks

Content Area:

Career Prep Health/PE M&C Languages Social Studies
 English Language Arts Mathematics Science & Tech Visual & Perf. Arts

Summary of Unit:

In this unit students review their understanding of how and why the New World was discovered, explored and settled by diverse peoples. They will examine the impact of the British colonial policy on the Thirteen Colonies. Finally, students will examine the causes of the American Revolution and its aftermath, and how the Americans went about creating and administering their nation.

Content Standards/Performance Indicators:

B. Civics and Government:

B.2. Rights, Duties, Responsibilities, and Citizen Participation in Government: Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.

- e. Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.

E. History

E.1. Historical Knowledge, Concepts, Themes, and Patterns: Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals and institutions in the world.

- b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.
- c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources.
- d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations.

D. Geography

D.2. Individual, Cultural, International, and Global Connections in Geography: Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.

- b. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.

Key Pre-Requisites:**Knowledge:**

The Renaissance,
The Era of Exploration
Basic understanding of the American Revolution
Knowledge of the foundations of the American government

Skills:

Map- location
Cause-Effect
Writing skills -5 paragraph essay
Compare and Contrast

Enduring Understandings:

European exploration resulted in cultural interaction between North Americans, Europeans and Africans.

There were political, social, and economic differences among the Thirteen Colonies.

The American Revolution was a struggle for political, economic, and social independence.

Traditional institutions and practices of governance created the foundation of the American political system.

Implementation of a new government takes strong leadership and requires flexibility.

Essential Questions that Guide and Focus This Unit:

What brought three diverse cultures together and how did they impact each other?

What factors influenced the identities of the Thirteen Colonies?

How did Americans justify their revolution?

What were the ideals and realities of creating a new government?

Why did political parties emerge during this period?

Key Knowledge and Skills students will acquire as a result of this unit:**Knowledge:**

Reasons for exploration and discovery of North America
Effects of British mercantilism on the colonial economy
Factors and causes leading to the American Revolution
Establishment of an American Constitution
Debate over the vision for America led to the formation of political parties

Skills:

Using evidence to support a position
Analyzing historical information
Creating a hypothesis
Locating key events of the period

How will students provide evidence of their understandings?

Formal unit test
Informal quizzes
“Letter of Intent”

Teaching and Learning experiences used to help students understand:

Charting European progress in exploration and settlement of North America (Hist E1b)

Comparing the Thirteen Colonies (Geo D2b)

Lesson on the Political Spectrum- Then and Now (Civic and Gov B2e)

Lesson on military strategy (Hist E1b)

Lesson on Constitution Convention issues (Hist E1c)

Lesson on the formation of political parties (Hist E1d)

Lessons on the administration of Presidents Washington through Jefferson (Hist E1b)

Provisions for Extending Learning:

Research projects on Revolutionary figures and/or battles

Investigation of Popham Colony, and other early Maine connections

How will technology be used to increase student achievement?

Overheads

Clips from The Patriot

John Adams

The Revolution series

The Founding Fathers- History Channel mini series

Smart Board

Instructional Resources:

Textbook

Teacher resources

Attach a copy of the unit assessment tool, including criteria for evaluation of student performance/product.

Letter of Intent