Title: Redcoats and Rebels: The Pursuit of Life, Liberty, and Happiness on American Soil

Guiding Question: What are the uses and abuses of power that people demonstrate?

Learning Targets: Long Term
1. I can describe the similarities and differences of the 13 original colonies.
2. I can evaluate the political, social, religious, and economic motivations that lead to the Revolutionary War.
3. I can examine how the quest for independence has built and shaped America's past.
4. I can explain how political, religious, and economic ideas and interest carved chasms in the 13 colonies.
5. I can analyze the views, lives, and impact of key individuals during the colonial revolutionary time period.
6. I can describe the people and events involved in the creation and implementation of the Declaration of Independence (K).
7. I can analyze the historical significance of early documents and how they relate to the 1st Amendment (K).
8. I can articulate the reasons why the early citizens chose democracy (K).

Learning Targets: Supporting
1. I can describe the influence of location and setting regarding the establishment of the 13 colonies (K).
2. I can discuss the motives of the major individuals responsible for the founding of the 13 colonies (K).
3. I can define the various religious aspects of the colonists (K).
4. I can describe the relationship between the King of England and the 13 colonies (K).
5. I can examine the early democratic ideas and practices that emerged during the colonial period (R).
6. I can explain the impact of the introduction of slavery in America (K).
7. I can outline the key political concepts the Declaration of Independence embodies (K).
8. I can discuss the Declaration of Independence's role in severing ties with Great Britain (K).
9. I can describe the historical and current significance of the Constitution of the United States (R).
10. I can describe the historical and current significance of the Bill of Rights (R).

Kick Off:
A brief visit from Benjamin Franklin and Amos to discuss the power of words as an avenue in developing maxims.

Culminating Product/Event:
Tea and Minuet Ball prior to Celebration of Learning.

Case Study #1 (LT #1-6)
Colony Vs. King
Overview:
Examination of the establishment and motives of New England, Middle, and Southern Colonies.

Project:
Watercolor Map and Opinion/ or Informative Piece

Literature Used:
Chains, John, Paul, George, and Ben, Katie’s Trunk, Paul and I, My Brother Sam is Dead,

Writing Assignments: Colony Vs. King opinion piece,
Other Assessments: 13 colonies formative assessment, Town Hall Meeting

Fieldwork:
Long Lake Battle Simulation

Experts:
Adams Documentary

Service Learning: 20 Mile Museum informational

Character/Adventure:
Ben and Me Case study

Case Study #2 (LT #1-5)
The Boston Tea Party
Overview:
The Boston Tea Party was the significant event that lead the country into the American Revolutionary War.

Project:
Nonfiction Teaching Book

Literature Used: The Boston Gazette, Paul Revere’s Ride, Paul and I, Molly Bannaky, Forge

Writing Assignments: Stating a Claim- the Boston Tea Party was the culminating event of the American Revolution.

Other Assessments: Examination of the Paul Revere painting

Fieldwork:
Verdi Trails West horseback riding

Experts: Skype with Minuteman from Massachusetts

Service Learning: Character/Adventure:
Ben and Me Case study

Case Study #3 (LT #7-10)
The Power of Words
Overview:
American Revolution- direction and consequences, and the documents that shaped history.

Project: Synthesis Box

Literature Used: Primary Documents- The US Constitution, The Declaration of Independence, The Bill of Rights, Common Sense R & R Library, Reader’s Theatre, Poor Richards Almanac

Writing Assignments: Found Poem, Ben Franklin and the SIERRA Norms

Other Assessments: HOW’s reflections (relating to Poor Richards Almanac)

Fieldwork:
Experts: Ben Franklin Documentary

Service Learning: Character/Adventure:
Ben and Me Case study