## Instructional Unit Title: From Subject to Citizen

Social Studies 8<sup>th</sup> Grade

The teacher may provide primary The teacher may provide primary The teacher may provide various and secondary sources (e.g., and secondary sources (e.g., The teacher may engage students primary and secondary sources letters, documents, images, documents, trade data) so that in a discussion so students can (e.g., documents, letters, journals) records) so that students can students can examine the so that students can begin to review the economic and political explain how the colonies changing economic relationship benefits of British colonization of understand colonists' established their own political, between Britain and its North North America. identification as British subjects social, and cultural identities while American colonies as colonial politically, socially, and culturally. the British government diverted its economic independence develops. attention elsewhere. The teacher may use video clips to The teacher may provide primary and secondary The teacher may provide primary and stimulate discussion so that sources (e.g., patriot/loyalist political cartoons, Sons of secondary sources (e.g., Intolerable Acts, Tea students can explain how Britain's Liberty flyers, the Boston Pamphlet, Continental Act, Quartering Act) so that students can international activities (e.g., the Congress petition) so that students can investigate the analyze the economic and governmental Seven Years War) influenced colonial groups that formed and the varied responses policies imposed on the colonies by the British. efforts to reassert authority over to Britain's strict policies. their North American colonies. The teacher may engage **PERFORMANCE ASSESSMENT:** The History Channel is holding a The teacher may provide primary and The teacher may provide primary students in a discussion contest to recognize the 240th anniversary of the start of the and secondary sources (e.g., secondary sources (e.g., Olive Branch about the positive and American War of Independence. You are a member of an Declaration of Independence, Petition, records of the Carlisle negative political, investigative team tasked with creating a segment for a documentary Boston Gazette articles, Common Commission, battle maps) so that economic, and social that highlights the struggles of colonists in their efforts to achieve Sense, Boston Tea Party image) so students can consider the realities of outcomes of the American fairness as British subjects and the efforts of the British Crown to that students can discover colonial the American Revolution and the Revolution so students can maintain control over its colonies. Your team's segment should be an reactions to Britain's reassertion subsequent attempts to compromise evaluate the cost of war in-depth examination of one specific issue or event (e.g., the of power in the colonies. with Britain. with Britain. Intolerable Acts, the Boston Massacre, Common Sense) which incorporates various perspectives and reactions of the groups involved.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit <u>http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples</u>.