

Your topic: ***EQUITY VS. PROGRESS: When is a Revolt Justified?***

Brainstorm and write points on the connection between Progress vs. Equity, Perspectives, ISPICE and the colonists' road to independence | French and Indian War, events leading up to the American Revolution, the Declaration of Independence, and examples of ideological, social, political, and economic progression and regression. Students need to incorporate and connect ideological, social, political, and economic factors when showing your connection.

Were the American colonists justified in their desire to revolt against the British Crowne to gain freedom?

Equity vs. Progress: How can you prove your thesis by using examples from your notes and using evidence?

Essay Rubric

Instructions:

After you have completed filling in the information for paragraph 1. Follow the guidelines and check the objectives that you complete as you write your essay.

Use these objectives while constructing your essay.

Objective #1 - Students will be able to explain how winning the French and Indian War hurt the relationship between the colonists and Great Britain.

- Explain the impact of the French and Indian war on the colonists and Great Britain.
 - Explain the relationship the colonists and the British had (before the French & Indian War) and why Britain protected the colonists from the French.
 - Identify reasons why the relationship between the colonies and Britain became strained.
 - Discuss if you feel these reasons oppressive and justified grievances.

Objective #2 - Students will be able to describe how the colonists responded to British policies after the French and Indian War.

Objective #3 - Students will be able to compare and analyze the actions of both the colonists and Great Britain and explain if their actions were justified.

Objective #4 - Students will be able to describe the actions of both the Britain and the colonists which led to the American Revolution.

- Discuss at least 2 Acts.
 - How did these Acts affect the colonists?
 - Were the Acts chosen an example of actual oppression or was it imagined oppression?
 - Discuss the importance of these conflicts.
- Explain if the British were justified in taxing the colonists.
- Discuss some examples and Acts that Britain were justified in doing and passing.
- Discuss what you feel were the most important reasons why the colonists felt oppressed.

Decide if the colonists were justified in desiring to revolt against the Crown?

Objective #5 - Students will be able to explain if they felt the colonists were sincere with trying to avoid war with Britain.

Analyze if you felt the colonists were sincere in trying to avoid war with Great Britain.

Objective #6 - Students will show they understand the meaning of the Declaration of Independence by explaining the four philosophical ideas and creating their own Declaration of Independence.

Identify the benefits and negatives of the Enlightenment.

○ *Connect relativism, rationalism, and individualism to the Lesson Question.*

○ *Identify how philosophers helped change the way people think.*

▪ *What was written and used to justify independence and how government is operated?*

Describe the importance of the Declaration of Independence.

○ *Discuss which philosophers' ideals can be found in the Declaration of Independence?*

○ *Explain why the DOI would inspire other people to become independent.*

○ *Identify the expectations or standards that people will have of its government.*

Objective #7 - Students will explain how the colonists became independent.

Explain the advantages the colonists had that would help them win the war.

Discuss why the French helped support the colonists.

○ *Why are these examples important?*

Identify the major battles the colonists won that would lead to them becoming independent.

Analyze if the American Revolution could have been avoided.

Use Objectives #2 through #5 to explain if you feel the colonists were justified in revolting against the British.

Decide if the colonists were justified in revolting after identifying the reason to and not to revolt.

○ *Identify the length of time between the end of the French and Indian War and the start of the American Revolution.*

▪ *Explain if this time frame is an example of "light and transient causes" or an acceptable timeframe to declare a government tyrannical, evil, and destructive.*

• *Were the colonists as patient as the DOI claims they were?*

○ *Compare and contrast justifying revolting and not revolting which means to explain both the colonists' and British perspectives on the definition of oppression and tyranny.*

▪ *Name 2 to 5 examples to revolt.*

▪ *Name 2 to 5 examples to not revolt.*

○ *Weigh the examples and perspectives and decide who you felt was in the wrong.*

Fill in the information below for Introduction

INTRODUCTION - Introduce the French and Indian war, events leading to the American Revolution, American Revolution, the idea independence, and ideological, social and political progress.

Describe the controversy - What events led up to the colonist thinking about revolting?

Why is it a controversy? (Why is deciding to revolt or not an issue?)

Identify 3 points (connections of the two topics) of background knowledge from the text. (Examples can be *(French and Indian war, events leading to the American Revolution, American Revolution, and the idea of political progress)*). **Each point is a paragraph. Each person will choose an objective to write about and choose a topic about that objective.**

1. _____

2. _____

3. _____

Write your answer to the thesis question.

Which ideal won during this topic? Circle or highlight your answer.

EQUITY

PROGRESS

NEITHER

BOTH

Check the circle when you have completed the task

BODY - How to discuss the chosen points (each point is a paragraph).

Describe the objective.

○ Give background information

Answer the objective.

Provide examples/evidence.

Analyze the importance of the example/evidence.

○ How does this example/evidence justify or not justify revolting?

Discuss how the answer justifies your thesis statement.

○ Identify and choose at least two Perspectives that justify your answer.

○ Explain how the Perspectives supports your statement by connecting ISPICE

▪ Choose at least two examples of ISPICE.

CONCLUSION - Summarize your thesis answer.

Discuss the importance of revolting or not revolting

Explain how your 3 points justify your thesis statement.

Use the Declaration of Independence to help support your stance

Restate your thesis statement

Use the documents that were given or find other resources to prove your theory. You may incorporate more than 3 quotes in the essay.

What is the controversy?

What is your thesis statement?

Document/Notes _____

Instructions on putting your answer together can be [found here](#).

Answer

Explain with Example

Evaluate/Importance

Perspective - Equity vs. Progress

Perspectives and their meaning can be [found here](#).

Perceptive Comparison with sentence starters can be [found here](#).

Instructions on how to write your perspective can be [found here](#).

ISPICE

ISPICE instructions can be [found here](#).

Connecting ISPICE to Perspectives can be [found here](#).

Answer

Explain with Example

Evaluate/Importance

Perspective - Equity vs. Progress

ISPICE

Additional information on writing your summary, additional sentence starters, and how the summary should look can be [found here](#).

Document/Notes _____

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Sentence starters for “Evaluate and Decide”



Reasons:

The author makes a good point by saying...

This reason is convincing because...

This point makes sense, because...

The author *does not* explain how...

Evidence:

The author backs this up with evidence...

The author shows that...

This evidence is strong because...

The author *does not* offer evidence of....

Source and context:

This author is a better source of information because...

This author knows more about...

This author is more likely to understand...

The author is *less* trustworthy because...

Additional information on writing your summary and sentence starters can be [found here](#).