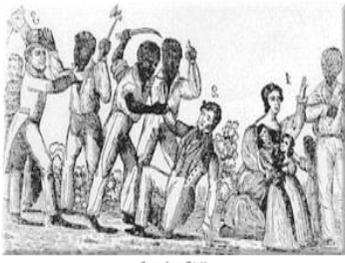


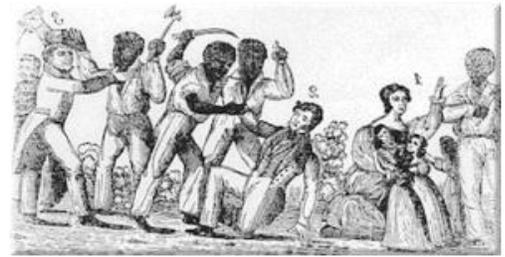
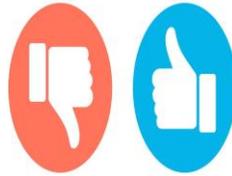
## UNIT 2 LEARNING EXPECTATIONS

1. This document is a summation of what you need to master for the Unit Test.
2. Review the overview below and be able to answer the questions as we analyze the Unit.
3. Quizzes and Exit Ticket Assessments that will align with the overview below.
  - a. This is a Study Resource.
  - b. This can be used to assist in completing your Do Now.
  - c. **INCORPORATE LEARNED INFORMATION WITHIN YOUR EXIT TICKETS**
4. Your answers need to incorporate Perspectives and ISPICE.

INQUIRY ARC	WHEN IS A REVOLT JUSTIFIED?	
<p><b>Purpose For Learning</b></p>		
<p><i>How to connect the unit to being successful and achieving your goals.</i></p>	<p>In Unit 1 you studied how societies who mix with each other can work together but also how and why societies will revolt against each other or against themselves. In Unit 2, you will learn why the 13 colonies would fight for freedom and how they justified their revolt while also justifying the abolishing of slavery in the process. Although slavery would not be abolished with the end of the American Revolution, the fight for independence would set the stage for the Civil war which would occur around a hundred years later.</p>	
<ol style="list-style-type: none"> <li>1. How can your perspective keep you from your goals and or ensure you meet them?</li> <li>2. How can you use people to help you achieve your goals who may not benefit from your gain?</li> <li>3. How are circles important to your goals?</li> <li>4. Are you revolting for own success or the success of others?</li> <li>5. What are the benefits and consequences of revolting? Who is in your circle that can help you win the revolt and who can tell you to relax and be patient it's not time to revolt?</li> </ol>	<p>Revolt means to break away from or rise against constituted authority, as by open rebellion; cast off allegiance or subjection to those in authority; rebel; mutiny.</p> <ol style="list-style-type: none"> <li>1. What was the final straw that makes groups of individuals unite and revolt?</li> <li>2. Why was compromise no longer accepted and was why turning back no longer an option?</li> <li>3. Is there ever a right time to revolt?</li> <li>4. Are revolts worth the outcome?</li> </ol>	<p><b>Personal Connection</b></p> <p>At some point in your life you will have to decide whether to revolt or conform. When should you revolt? What are some signs that a revolt is necessary? We are presently in a time where civil rights are being taken away from our citizens in our country and certain citizens are not experiencing equal rights. Citizens are being killed and justice is not being served. The judicial system is not equitable for minorities. Some citizens complain, others are content, and others revolt.</p> <p>Although you are not revolting against your country, going against your parents, teachers and people of authority can be examples of revolting. When should you work with them and what should you do when you are not seeing eye to eye with your family, teachers, friends and people who can positively or negatively affect your progress as you strive to attain your goals?</p> <ol style="list-style-type: none"> <li>1. Are you allowing yourself to be distracted from success because you refuse to revolt against the people you feel are your friends?</li> </ol>
<p><b>Unit 2 – American Revolution</b></p>		
<p><b>Big Ideas (Main Ideas)</b></p>		
<ul style="list-style-type: none"> <li>• After a long period of salutary neglect, Britain turned their attention back to the American colonies and began tightening up enforcement of trade laws.</li> <li>• American colonists resisted Britain's control as it impacted their economic opportunities as well as ran contrary to their ideals of self-government and property ownership.</li> <li>• After many attempts of working inside the system and outside the system for change, colonists declared independence</li> </ul>		

# UNIT 2 LEARNING EXPECTATIONS

## When is a revolt justified?



**DC Content Power Standards**

**Compelling Questions**

**Supporting Questions**

**Use the italicized questions to answer the DC Content Power Standards.**

**8.2.4:** Identify the political and economic causes and consequences of the American Revolution and the major battles, leaders, and events that led to a final peace (e.g., free press, taxation without representation)

*Explain through ISPICE and Perspectives why the American Revolution occurred and the major events that led to peace.*

*How did free press, taxation without representation help and hurt the progress of Great Britain and the Colonies?*

CQ1: Could the American Revolution have been avoided?



WAR

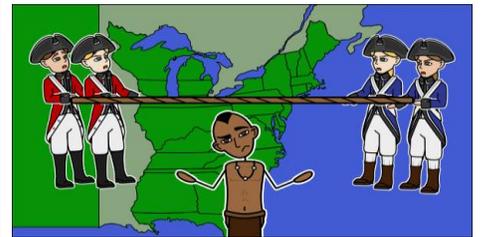


*Did the colonies really have a reason to declare for their independence?*

*How did propaganda help the cause for independence?*

*What adjustments could have been made and who would be EXPECTED to make them in order for the colonies and Britain to progress and grow together as they mature?*

SQ1: How did the French and Indian War change British relations with the colonists?



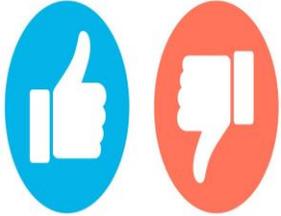
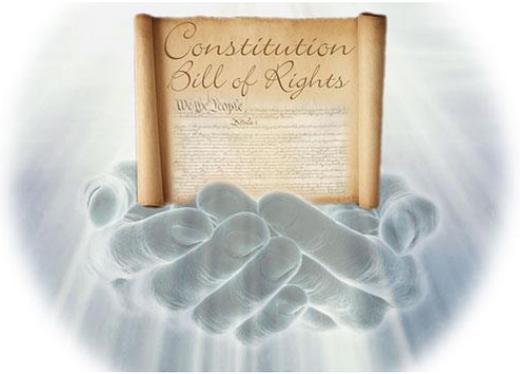
1. Why was there a French and Indian War?
2. What was the outcome of the war?
3. What were the disagreements the colonists and Britain had?

SQ2: How did the British policies increase tensions in the American Colonies?



1. What were the policies that were implemented?
2. How did these policies affect the colonies?
3. Were the British actions appropriate and fair?

## UNIT 2 LEARNING EXPECTATIONS

	<p style="color: red;">Were the colonial responses justified or were they selfish?</p> <div style="text-align: center;">  </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div>	<p style="color: purple;">SQ3: How did colonial responses to British policies inflame tensions?</p> <ol style="list-style-type: none"> <li>1. How did the colonists respond?</li> <li>2. Were the colonists responses appropriate?</li> <li>3. Did they have a right to respond?</li> <li>4. What was the effect of the response?</li> </ol> <hr/> <p style="color: purple;">SQ4: What efforts were made to avoid war?</p> <ol style="list-style-type: none"> <li>1. What were the ideas to avoid war?</li> <li>2. Did most colonists still see themselves as British citizens?</li> <li>3. Who was willing to avoid war?</li> <li>4. Why didn't these efforts avoid war?</li> <li>5. Could more have been done to make sure war would be avoided?</li> </ol>
<p style="color: purple;"><b>8.2.3:</b> Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their creator with certain unalienable rights”).</p> <p style="color: red;"><i>Explain using ISPIICE and Perspectives the importance of the Declaration of Independence and the meaning of unalienable rights?</i></p> <p style="color: red;"><i>How does the phrase “all men are created equal” change the perspective of government vs. citizen? How does it not change it?</i></p>	<p style="color: purple;">CQ2: Why should people be free?</p> <div style="text-align: center;">  </div> <p style="color: red;"><i>What does free mean?</i></p> <p style="color: red;"><i>Why should people be independent?</i></p> <p style="color: red;"><i>Does freedom and independent mean the same thing?</i></p>	<p style="color: purple;">SQ5: What are the four big philosophical ideas embedded within Declaration of Independence?</p> <ol style="list-style-type: none"> <li>1. Where did these ideas come from?</li> <li>2. Why are these ideas important?</li> <li>3. How were they used in the Declaration of Independence?</li> </ol> <hr/> <p style="color: purple;">SQ6: How does the Declaration of Independence build an argument for independence?</p> <ol style="list-style-type: none"> <li>1. How is the Declaration of Independence broken up?</li> <li>2. How is the Declaration of Independence a break up letter?</li> <li>3. Is this argument logical and credible?</li> <li>4. How does the Declaration of Independence build an argument against slavery?</li> </ol>

## UNIT 2 LEARNING EXPECTATIONS

	<p><i>How does the Declaration of Independence condone the abolishing of slavery?</i></p> <p><i>Can any group of people in the US right now use the Declaration of Independence to justify overthrowing or changing the people within the government?</i></p>	<p>SQ7: To what extent are the ideas in the Declaration relevant today?</p> <ol style="list-style-type: none"> <li>1. Are these ideas still the cornerstone of American policy?</li> <li>2. How can we use these ideas for what has been currently going on within our country to justify or not justify a revolt/change?</li> </ol>
<p><b>8.2.4:</b> Identify the political and economic causes and consequences of the American Revolution and the major battles, leaders, and events that led to a final peace (e.g., free press, taxation without representation).</p> <p><i>Name some wars that occurred during the American Revolution.</i></p> <p><i>Name some important leaders and events that led to the end of the American Revolution.</i></p>	<p>CQ3: How is freedom won?</p> <p><i>How did France avenge their loss in the French and Indian War?</i></p> <p><i>How did the colonists win the Revolutionary War?</i></p> 	<p>SQ8: Who, What, When, Where of the Revolutionary War?</p> <ol style="list-style-type: none"> <li>1. Who were the important people leading up to and during the Revolutionary War?</li> <li>2. What were the events that led to war and what were the important events during the war?</li> <li>3. When did the important events take place during this era?</li> <li>4. When did these events take place?</li> </ol> <p>SQ9: What do you need to gain freedom?</p> <ol style="list-style-type: none"> <li>1. What is your definition of freedom?</li> <li>2. What do you feel you need to gain your freedom?</li> <li>3. What is the definition of freedom</li> <li>4. What did the colonists need to gain their freedom?</li> <li>5. Do you are the colonists have any ideas of freedom that contradict each other?</li> </ol>
<p><b>Unit Performance Task</b></p>	<p>Students will use historical thinking skills to analyze primary and secondary sources to assess when is revolt justified? Students will write a 5-paragraph argumentative essay arguing “<b>Were the American colonists justified in their desire to revolt against the British Crowne to gain freedom?</b>”</p>	