

# **SOCIAL STUDIES**

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**TITLE OF UNIT:** *Expansion and Reform  
(1801-1861)*

**CONTENT AREA:** *Social Studies*

**LEVEL:** *Elementary (Grade 5)*

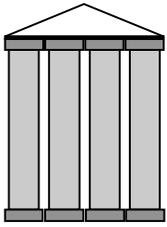
**LENS:** *Expansion and Reform*

**Unit Title:**  
*Expansion and Reform (1801-1861)*

**Conceptual Lens:** *Expansion and Reform*

**Length of Unit:** *9 weeks*

<b>PA Academic Standards</b>	<b>Essential Understandings</b>	<b>Critical Content</b>	<b>Key Skills</b>
<p>5.1 5C 56.5 6B 7.3 6D 7.4 6A 8.2 5C 8.3 6A 8.3 6B 8.3 6C 8.3 6D</p>	<p><b>Government/Civics</b></p> <ol style="list-style-type: none"> <li>1. As nations expand territorial control, regional differences in values and perspectives can lead to political conflict.</li> <li>2. Compromise, as a conflict resolution strategy, maintain national unity in the face of regional differences.</li> <li>3. Democratic nations evolve in time and struggle for ideals.</li> </ol> <p><b>Economics</b></p> <ol style="list-style-type: none"> <li>4. Transportation improvements facilitate trade and can stimulate an economy.</li> <li>5. Industrialization and invention of machines support greater economic independence as nations produce needed goods and services.</li> <li>6. Industrialization changes social, economic and political systems of a society.</li> <li>7. National economic interests can lead to the subjugation and domination of cultural sub-groups.</li> </ol> <p><b>Geography</b></p> <ol style="list-style-type: none"> <li>8. Technological advances lead to human interaction, which may incite cultural conflict.</li> </ol> <p><b>History</b></p> <ol style="list-style-type: none"> <li>9. Territorial expansion can lead to cultural destruction.</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>10. Social reforms can derive from perceptions of civil injustice, moral decay, or community need.</li> <li>11. Art, music and literature shape the identity of a nation.</li> <li>12. Merging cultures create social, political, economy changes.</li> <li>13. Immigrants adapt lifestyles to fit new environments.</li> </ol>	<p><b>Students will know:</b></p> <ol style="list-style-type: none"> <li>1. How the continental United States developed</li> <li>2. How the U.S. developed as a world power through military and foreign policy actions</li> <li>3. How the culture of the united States developed through immigration and expansion</li> <li>4. Key concepts: compromise, economy, industrialization, systems, subjugation, and domination</li> <li>5. Technological advances that have impacted US culture.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze a timeline</li> <li>2. Use primary and secondary sources</li> <li>3. Distinguish between past and present</li> </ol>



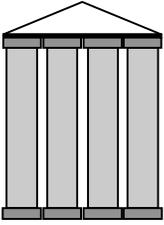
## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Expansion and Reform (1801-1861)

**Conceptual Lens:** Expansion and Reform

**Length of Unit:** 9 Weeks

<p style="text-align: center;"><b>Essential Understandings (Generalizations)</b></p>	<p style="text-align: center;"><b>Guiding Questions F= Factual C = Conceptual P = Philosophical</b></p>
<p><b>Government/Civics</b></p> <ol style="list-style-type: none"> <li>1. As nations expand their territorial control, regional differences in values and perspectives can lead to political conflict.</li> <li>2. Compromise, as a conflict resolution strategy, can maintain national unity in the face of regional differences.</li> <li>3. Democratic nations evolve over time and struggle to reach their ideals.</li> </ol>	<ul style="list-style-type: none"> <li>• How did the right to vote differ for white males versus the rest of the population? (C)</li> <li>• How can differences in values and perspective lead to conflict between nations? (C)</li> </ul>
<p><b>Economics</b></p> <ol style="list-style-type: none"> <li>4. Improvements in transportation facilitate trade and can stimulate an economy.</li> <li>5. Industrialization, and the invention of machines, support greater economic independence as nations produce needed goods and services.</li> <li>6. Industrialization changes the social, economic and political systems of a society.</li> <li>7. National economic interests can lead to the subjugation and domination of cultural sub-groups.</li> </ol>	<ul style="list-style-type: none"> <li>• What ways did the rise of the factory system change American life? (F)</li> <li>• How does industrialization change family life? (C)</li> <li>• In what ways did industrialization change the social, economic and political systems of America? (C)</li> <li>• How can industrialization be positive as well as negative on the environment? (P)</li> </ul>
<p><b>Geography</b></p> <ol style="list-style-type: none"> <li>8. Technological advances lead to human interaction, which may incite cultural conflict.</li> </ol>	<ul style="list-style-type: none"> <li>• In what way did economics, politics and religion influence westward expansion? (F)</li> <li>• How can the expansion of one culture cause the destruction of another? (P)</li> </ul>
<p><b>History</b></p> <ol style="list-style-type: none"> <li>9. Territorial expansion can lead to cultural destruction.</li> </ol>	<ul style="list-style-type: none"> <li>• In what ways did technological advances change land and water transportation? (F)</li> <li>• How do technological advances have an environmental and cultural impact? (P)</li> </ul>
<p><b>Culture</b></p> <ol style="list-style-type: none"> <li>10. Social reforms can derive from perceptions of civil injustice, moral decay, or community need.</li> <li>11. Art, music and literature shape and reflect the identity of a nation.</li> <li>12. Merging cultures create social, political and economic change.</li> <li>13. Immigrants adapt their lifestyles to fit new environments.</li> </ol>	<ul style="list-style-type: none"> <li>• What was the impact of new cultures of American society? (C)</li> <li>• Why do cultures merge? (C)</li> </ul>



## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Expansion and Reform (1801-1861)

**Conceptual Lens:** Expansion and Reform

**Length of Unit:** 9 Weeks

### Culminating Performance Task Planner

**NOTE:**

The purpose of the culminating performance task is to determine whether or not students have developed an understanding of the concepts of the unit. Teachers should introduce the task to the students, and provide time for them to ask clarifying questions about the task and the assessment. Students with special needs or special circumstances may require some modification or extra assistance. These decisions should be made on a case-by-case basis (as with any other type of assignment).

**WHAT:**

Investigate expansion and reform.

**WHY:**

In order to understand that expansion can lead to cultural destruction.

**ENGAGING SCENARIO:**

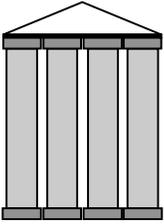
You and your fellow American Indian leaders will plan a meeting with your territorial representative in Washington D.C. Your group will meet to discuss the destruction of your culture and the forced removal from tribal lands.

Using your knowledge of Manifest Destiny, the Native American culture, and the actions taken by the government against the Native Americans in the early 1800's, you will create and perform a play. You will:

- Have one representative from each of the following tribes: Cherokee, Creek, Chickasaw, Choctaw, and Seminole, and a territorial representative from the U.S. government.
- Conduct research on the perspective of your chosen role.

Write and present the play to the class that will share the perspective on the effects of expansion.

**PROCEDURE:**



## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Expansion and Reform (1801-1861)

**Conceptual Lens:** Expansion and Reform

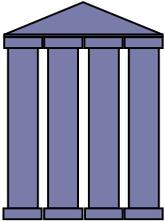
**Length of Unit:** 9 Weeks

### Culminating Performance Task Scoring Rubric

Scoring Criteria	Percent Possible	Self Assessment	Teacher Assessment
<b>CONTENT</b>			
<ul style="list-style-type: none"> <li>The play is thoughtfully performed, and informs the audience of the Native American perspective of the effects of expansion</li> </ul>	40		
<ul style="list-style-type: none"> <li>The play accurately reflects the governmental actions taken against the American Indians (e.g. forced removal from tribal lands).</li> </ul>	40		
<b>PROCESS</b>			
<ul style="list-style-type: none"> <li>Evidence of engaging research is reflected in the script and in the presentation.</li> </ul>	20		
<b>TOTALS</b>	<b>100</b>		

#### Scoring Key

A	93%-100%
B	85%-92%
C	78%-84%



# **SOCIAL STUDIES**

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**TITLE OF UNIT:** *Colonization and Settlement*  
(1585-1763)

**CONTENT AREA:** *Social Studies*

**LEVEL:** *Elementary (Grade 5)*

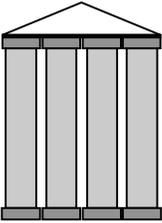
**LENS:** *Interdependence*

**Unit Title:  
Colonization and Settlement  
(1585-1763)**

**Conceptual Lens:** *Interdependence*

**Length of Unit:** *9 weeks*

<b>PA Academic Standards</b>	<b>Essential Understandings</b>	<b>Critical Content</b>	<b>Key Skills</b>
<p>5.1 6A 5.1 6B 5.1 6C 5.1 6G 5.1 6I 5.1 6J 5.1 6K 5.2 6B 5.2 6D 5.3 6G 5.3 6H 5.3 6K 6.1 6B 6.4 6C 7.1 6B 7.3 6A 7.3 6B 7.3 6C 7.3 6D 7.4 6B 8.2 6A 8.3 6B 8.3 6C 8.3 6D 8.4 6B</p>	<p><b>Government/Civics</b> 1. The rule of law is expressed in different ways by different cultures.</p> <p><b>Economics</b> 2. Economic activity indicates a type of settlement pattern.</p> <p><b>Geography</b> 3. Settlement patterns are determined by human and environmental factors.</p> <p><b>History</b> 4. Human migration creates population patterns that affect the character of a place or region. 5. Cities develop in geographical locations that provide for the community's needs and wants.</p> <p><b>Culture</b> 6. Merging cultures create social, political and economic change. 7. People migrate for religious, political, or economic reasons. 8. Oppressors may force migration and relocation of cultural groups. 7. Communities develop social, economic and political structures to create order, establish interaction patterns, and to manage growth and development.</p>	<p><b>Students will know:</b></p> <ol style="list-style-type: none"> <li>1. Causes and key events of the American Revolution</li> <li>2. Articles of Confederation vs. the Constitution</li> <li>3. Formation of the federal government</li> <li>4. Parts and functions of the American government</li> <li>5. Define key concepts: rule of law, oppressors, slavery, immigrants</li> <li>6. Reasons people migrate</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze multiple points of view</li> <li>2. Differentiate between fact and opinion</li> <li>3. Compare and contrast historical information</li> <li>4. Interpret primary and secondary sources</li> </ol>



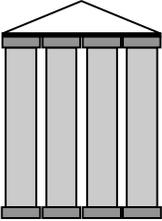
**SOCIAL STUDIES FRAMEWORKS**

**Unit Title:** Colonization and Settlement (1585-1764)

**Conceptual Lens:** Interdependence

**Length of Unit:** 9 Weeks

<p style="text-align: center;"><b>Essential Understandings (Generalizations)</b></p>	<p style="text-align: center;"><b>Guiding Questions</b>  <b>F = Factual</b>  <b>C = Conceptual</b>  <b>P = Philosophical</b></p>
<p><b>Government/Civics</b></p> <p>1. The rule of law is expressed in different ways by different cultures.</p>	<ul style="list-style-type: none"> <li>• Describe how each region translated rule of law to fit their individual cultures. (F)</li> <li>• How is the rule of law interpreted differently in different cultures? (C)</li> <li>• What would happen if there were no rules? (P)</li> <li>• In what ways did the Mayflower Compact represent a radical change in government? (F)</li> <li>• How did it grow into the government we have today? (F)</li> <li>• How is the rule of law determined by culture and environment? (C)</li> </ul>
<p><b>Economics</b></p> <p>2. Economic activity indicates the type of settlement pattern.</p>	<ul style="list-style-type: none"> <li>• What are the major economic activities in each region? (F)</li> <li>• Why are there economic activities indigenous to each region? (C)</li> </ul>
<p><b>Geography</b></p> <p>3. Settlement patterns are determined by human and environmental factors.</p>	<ul style="list-style-type: none"> <li>• How did the environment affect the settlement patterns of the different regions? (F)</li> <li>• How did the immigrants affect the settlement patterns of the different regions? (F)</li> <li>• How will settlement patterns evolve as humans change the environment to fit their needs? (C)</li> </ul>
<p><b>History</b></p> <p>4. Human migration creates population patterns that affect the character of a place or region.</p> <p>5. Cities develop in geographical locations that provide for the community's needs and wants (e.g., transportation networks, natural resources, recreational opportunities).</p>	<ul style="list-style-type: none"> <li>• Why did Europeans want to immigrate to the New World? (F)</li> <li>• Explain what an indentured servant is. (F)</li> <li>• Why does human migration create population patterns? (C)</li> <li>• In what ways did major urban areas grow? (F)</li> <li>• How did urbanization change social, economic, and cultural conditions? (C)</li> </ul>



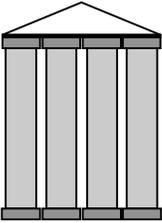
**SOCIAL STUDIES FRAMEWORKS**

**Unit Title:** Colonization and Settlement (1585-1763)

**Conceptual Lens:** Interdependence

**Length of Unit:** 9 Weeks

<p><b>Essential Understandings (Generalizations)</b></p>	<p><b>Guiding Questions</b>  <b>F = Factual</b>  <b>C = Conceptual</b>  <b>P = Philosophical</b></p>
<p><b>Culture</b></p> <p>6. Merging cultures create social, political and economic change.</p>	<ul style="list-style-type: none"> <li>• Compare and contrast the cultures of the New England, Middle, and Southern Colonies. (F)</li> <li>• How do emerging cultures create social, economic, and political change? (C)</li> <li>• How do diverse cultures blend together to create a new culture?(C )</li> <li>• How did the early American colonists draw on their previous culture to establish a new colony? (F)</li> <li>• How did they survive in the face of hardship □(lack of food, harsh climate) when they reached the new land? (F)</li> <li>• What kinds of interactions and perspectives did the English settlers and Native Americans have in New England, the mid-Atlantic, Chesapeake, and the lower South colonies? (F)</li> <li>• What kind of influence did Puritans have in the early New England colonies? What forces led to changes in Puritanism in the 1600's? (F)</li> <li>• What were the similarities and differences in family and community life among the North American colonies? What factors account for the differences? (F) (C)</li> <li>• Why did Native American life change in some respects following European contact? (C) (F)</li> <li>• Why is one culture able to impact the way of life in another culture? (P)</li> <li>• Has the United States had an impact on cultures in other parts of the world in current times? (P)</li> <li>• How has the media and technology affected this worldwide influence? (C)</li> <li>• Has the United States been impacted by other cultures? In what ways? (P)</li> <li>• Should nations try and block the influence of another nation? Why or why not? What circumstances would justify blocking the influence of another nation? (P)</li> </ul>



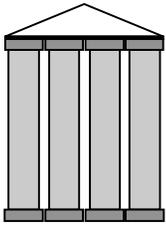
**SOCIAL STUDIES FRAMEWORKS**

**Unit Title:** Colonization and Settlement (1585-1763)

**Conceptual Lens:** Interdependence

**Length of Unit:** 9 Weeks

Essential Understandings (Generalizations)	Guiding Questions F = Factual C = Conceptual P = Philosophical
<p><b>Culture</b></p> <p>7. People may migrate for religious, political, or economic reasons.</p> <p>8. Oppressors may force migration and relocation of cultural groups.</p> <p>9. Communities develop social, economic and political structures to create order, to establish interaction patterns, and to manage growth and development.</p>	<ul style="list-style-type: none"> <li>• Why did the Puritans migrate to America in the late 16th and early 17th century? (F)</li> <li>• What reasons drove people from other countries to migrate to the American colonies? (F)</li> <li>• Why do people migrate to other countries today? (C)</li> <li>• How do you think new immigrants felt as they experienced a different way of life in the new land? (P)</li> <li>• How did they maintain their sense of cultural identity? (F)</li> <li>• How did they shape a new identity combining the old and new? (F)</li> <li>• Why did some of the European indentured servants choose to migrate to the colonies? (F)</li> <li>• Why is the United States trying to control migration across the southern borders? (F)</li> <li>• Should nations have the right to control migration into their country? (P)</li> <li>• Why did Africans migrate to the European colonies in the 17th century? (F)</li> <li>• Why were Africans sold into slavery and imported to the English colonies in the 18th century? (F)</li> <li>• Why were slaves considered essential to the economic development of the colonies? (F)</li> <li>• How does American history view the practice of slavery today? (P)</li> <li>• What factors allowed the plantation owners to subjugate slaves during the colonial period? (F)</li> <li>• What is oppression? (F)</li> <li>• Why are some groups able to dominate and oppress other groups? (C)</li> <li>• Is economic gain a justifiable reason for one group to enslave another? (P)</li> <li>• Is slavery ever justified? (P)</li> <li>• How were the early colonies established? (F)</li> <li>• How were they governed? (F)</li> <li>• How did the roots of representative government emerge in the early colonies? (F)</li> <li>• How did the environment impact the economy of different regions in the early Americas? (F)</li> <li>• What would happen if a society had no political structures or government? (P)</li> <li>• What would happen if a society had no economic structures or ways of managing resources or money? (C)</li> <li>• What would happen if a society had no social structure or norms of behavior? (C)</li> </ul>



## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Colonization and Settlement (1585-1763)

**Conceptual Lens:** Interdependence

**Length of Unit:** 9 Weeks

### Culminating Performance Task Planner

#### **NOTE:**

The purpose of the culminating performance task is to determine whether or not students have developed an understanding of the concepts of the unit. Therefore, students should complete the task independently, with minimal teacher direction and support. Teachers should, however, introduce the task to the students, and provide time for them to ask clarifying questions about the task and the assessment. Students with special needs or special circumstances may require some modification or extra assistance. These decisions should be made on a case-by-case basis (as with any other type of assignment).

#### **WHAT:**

Investigate interdependence during colonization and settlement.

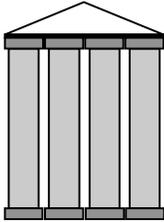
#### **WHY:**

Understand that emerging cultures create social, economic and political change.

#### **ENGAGING SCENARIO:**

You are going to participate in a colonial expo with other regional representatives from the New England, Middle and Southern colonies. Your task is to create a visual and oral presentation to persuade people to come to you colony from the old world. Your presentation should include, but not be limited to political, economic, geographic and cultural aspects of your region. Explain how the resources of your region have influenced the growth of your region and provide new/more opportunities.

#### **PROCEDURE:**



## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Colonization and Settlement (1585-1763)

**Conceptual Lens:** Interdependence

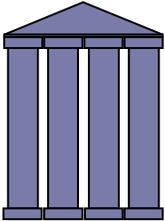
**Length of Unit:** 9 Weeks

### Culminating Performance Task Scoring Rubric

Scoring Criteria	Percent Possible	Self Assessment	Teacher Assessment
<b>CONTENT</b>			
<ul style="list-style-type: none"> <li>An engaging presentation persuading people to come to your colony.</li> </ul>			
<ul style="list-style-type: none"> <li>Include at least two pieces of information about each of the following topics: politics, economics, geography and culture.</li> </ul>			
<ul style="list-style-type: none"> <li>Graphs and charts clearly demonstrate how the resources of your region have influenced the growth of your region.</li> </ul>			
<ul style="list-style-type: none"> <li>Display a well-designed display that includes information on geography, economics, politics and culture.</li> </ul>			
<b>PROCESS</b>			
<ul style="list-style-type: none"> <li>Evidence of research on the economics, politics, geography and culture of your colony. The display should reflect the researched information.</li> </ul>			
<b>TOTALS</b>			

#### Scoring Key

A	93%-100%
B	85%-92%
C	78%-84%



# **SOCIAL STUDIES**

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**TITLE OF UNIT:** *Revolution and the New Nation*

*(1754-1820's)*

**CONTENT AREA:** *Social Studies*

**LEVEL:** *Elementary (Grade 5)*

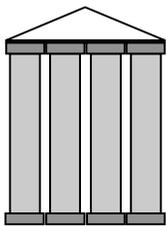
**LENS:** *Revolution and Conflict*

**Unit Title:**  
*Revolution and the New Nation*  
 (1754-1820's)

**Conceptual Lens:** *Revolution and Conflict*

**Length of Unit:** 9 weeks

<b>PA Academic Standards</b>	<b>Essential Understandings</b>	<b>Critical Content</b>	<b>Key Skills</b>
5.3 6E 5.3 6I 5.4 6A 6.2 6C 6.4 6A 7.1 6A 8.2 6B 8.2 6D 8.3 6A 8.3 6B 8.3 6D	<p><b>Government/Civics</b></p> <ol style="list-style-type: none"> <li>Individual rights and the common good necessitate a limited government.</li> </ol> <p><b>Economics</b></p> <ol style="list-style-type: none"> <li>Nations compete for scarce resources in order to meet their needs and wants.</li> <li>Conflicts or Alliances are created in the competition for scarce resources.</li> </ol> <p><b>Geography</b></p> <ol style="list-style-type: none"> <li>Geographic location can provide a comparative trade advantage.</li> </ol> <p><b>History</b></p> <ol style="list-style-type: none"> <li>The student understands that conflict leads to revolution, which creates social, economic and political change.</li> <li>Social, economic or political change may be a positive or a negative consequence of conflict.</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>Leaders emerge in the revolutionary struggle to reach ideals.</li> </ol>	<p><b>Students will know:</b></p> <ol style="list-style-type: none"> <li>Causes and key events of the American Revolution</li> <li>Articles of Confederation vs. the Constitution</li> <li>Formation of the federal government</li> <li>Parts and functions of the American government</li> <li>Key concepts: common good, minority, alliance, revolution,</li> <li>Resources impact conflicts and alliances</li> <li>How geography impacts trade advantages/disadvantages</li> </ol>	<ol style="list-style-type: none"> <li>Analyze multiple points of view</li> <li>Differentiate between fact and opinion</li> <li>Compare and contrast historical information</li> <li>Interpret primary and secondary sources</li> </ol>



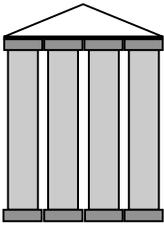
## SOCIAL STUDIES FRAMEWORKS

**Unit Title:** Revolution and the New Nation (1754-1820's)

**Conceptual Lens:** Revolution and Conflict

**Length of Unit:** 9 Weeks

<p style="text-align: center;"><b>Essential Understandings (Generalizations)</b></p>	<p style="text-align: center;"><b>Guiding Questions</b>  <b>F = Factual</b>  <b>C = Conceptual</b>  <b>P = Philosophical</b></p>
<p><b>Government/Civics</b></p> <p>1. Individual rights and the common good necessitate a limited government.</p>	<ul style="list-style-type: none"> <li>• How did the Articles of Confederation and the Constitution differ? (F)</li> <li>• Why is democracy an expression of individual rights and the common good? (C)</li> </ul>
<p style="text-align: center;"><b>Economics</b></p> <p>2. Nations compete for scarce resources in order to meet their needs and wants.</p> <p>3. Conflicts or Alliances are created in the competition for scarce resources.</p>	<ul style="list-style-type: none"> <li>• How did the economic policies of England lead to conflict with the American colonies? (F)</li> <li>• How can minorities overcome economic policies? (C)</li> <li>• What is an alliance? (F)</li> <li>• How do alliances develop? (C)</li> </ul>
<p><b>Geography</b></p> <p>4. Geographic location can provide a comparative trade advantage.</p>	<ul style="list-style-type: none"> <li>• How did American have advantages and disadvantages in trade competition with England? (F)</li> <li>• How can geographic location provide trade advantage? (F)</li> </ul>
<p><b>History</b></p> <p>5. The student understands that conflict leads to revolution, which creates social, economic and political change.</p> <p>6. Social, economic or political change may be a positive or a negative consequence of conflict.</p>	<ul style="list-style-type: none"> <li>• In what way did the conflict between the colonies and England lead to revolution? (C)</li> <li>• How does revolution create social, economic and political change? (P)</li> <li>• In a graphic organizer, identify the positive and negative social, economic and political consequences of the American Revolution. (C)</li> <li>• Why would the consequence of conflict be positive for some and negative for others? (P)</li> </ul>
<p><b>Culture</b></p> <p>7. Leaders emerge in the revolutionary struggle to reach ideals.</p>	<ul style="list-style-type: none"> <li>• How did revolutionary leadership reflect the different goals between the rural farmers and urban craftsmen? (F)</li> <li>• Why is it important to have strong leadership in a culture? (P)</li> </ul>



## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Revolution and the New Nation (1754-1820's)

**Conceptual Lens:** Revolution and Conflict

**Length of Unit:** 9 Weeks

### Culminating Performance Task Planner

#### **NOTE:**

The purpose of the culminating performance task is to determine whether or not students have developed an understanding of the concepts of the unit. Teachers should introduce the task to the students, and provide time for them to ask clarifying questions about the task and the assessment. Students with special needs or special circumstances may require some modification or extra assistance. These decisions should be made on a case-by-case basis (as with any other type of assignment).

#### **WHAT:**

Investigate revolution and the new nation.

#### **WHY:**

In order to understand that conflict leads to revolution, which creates social, economic and political change.

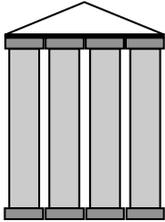
#### **ENGAGING SCENARIO:**

You and your fellow reporters work for the Boston Gazette, 1775. You will write a special edition of the paper to inform citizens about the important changes occurring in the social, political and economic arenas in the Boston area. Your special edition should include the effect of military action on the civilian population of Boston.

Be sure to include an article on each of the following:

- Economic changes resulting from the conflict with England
- The contrast in military tactics shown by the British and the Patriots at Lexington and Concord
- Compare and contrast the social environment of the loyalists and patriots
- An interview with a noteworthy leader of the Boston community (e.g. John Adams, Samuel Adams, Paul Revere, John Hancock) for his perspectives on the conflict.
- An interview with a noteworthy British military officer or leading loyalist (e.g. General Gage, General Howe)

#### **PROCEDURE:**



## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Revolution and the New Nation (1754-1820's)

**Conceptual Lens:** Revolution and Conflict

**Length of Unit:** 9 Weeks

### Culminating Performance Task Scoring Rubric

Scoring Criteria	Percent Possible	Self Assessment	Teacher Assessment
<b>CONTENT</b>			
<ul style="list-style-type: none"> <li>Newspaper adequately informs citizens about the changes occurring in the social, political and economic arenas in the Boston area in 1775.</li> </ul>			
<ul style="list-style-type: none"> <li>Articles accurately reflect the effect of military action on the civilian population.</li> </ul>			
<b>PROCESS</b>			
<ul style="list-style-type: none"> <li>Evidence of insightful research is reflected in the articles.</li> </ul>			
<b>TOTALS</b>			

#### Scoring Key

A	93%-100%
B	85%-92%
C	78%-84%