**UNIT 2 8-23 to 9-8**

 **SSUSH3 Analyze the causes of the American Revolution.**

a. Explain how the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution.

b. Explain colonial response to the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in the Sons and Daughters of Liberty and the Committees of Correspondence.

c. Explain the importance of Thomas Paine’s *Common Sense* to the movement for independence.

**SSUSH4 Analyze the ideological, military, social, and diplomatic aspects of the American Revolution.**

a. Investigate the intellectual sources, organization, and argument of the Declaration of Independence including the role of Thomas Jefferson and the Committee of Five.

b. Explain the reason for and significance of the French alliance and other foreign assistance including the diplomacy of Benjamin Franklin and John Adams.

c. Analyze George Washington as a military leader, including but not limited to the influence of Baron von Steuben, the Marquis de LaFayette, and the significance of Valley Forge in the creation of a professional military.

d. Investigate the role of geography at the Battles of Trenton, Saratoga, and Yorktown.

e. Examine the roles of women, American Indians, and enslaved and free Blacks in supporting the war effort.

f. Explain the significance of the Treaty of Paris, 1783.

**SSUSH5 Investigate specific events and key ideas that brought about the adoption and implementation of the United States Constitution.**

a. Examine the strengths of the Articles of Confederation, including but not limited to the Land Ordinance of 1785, Northwest Ordinance of 1787 and their influence on westward migration, slavery, public education, and the addition of new states.

b. Evaluate how weaknesses in the Articles of Confederation and Daniel Shays’ Rebellion led to a call for a stronger central government.

c. Explain the key features of the Constitution, including the Great Compromise, limited government, and the Three-Fifths Compromise.

d. Evaluate the major arguments of the Anti-Federalists and Federalists during the debate on ratification of the Constitution, *The Federalist Papers*, and the roles of Alexander Hamilton and James Madison.

e. Explain how objections to the ratification of the Constitution were addressed in the Bill of Rights.

**Standard 3: Textbook: Chapter 3 p. 72 – Chapter 3 p. 84**

Colonies frequently develop a different social and political system from their mother country.

* How was each colonial region a reflection of its colonists?
* How have the colonial ideas of civil liberties and rights changed over time?

Nations build upon compromise and conflict.

* Why was America’s idea of representative government different from the English idea?

**Standard IV: Textbook: Chapter 3 p. 85 – Chapter 4 p. 127**

Ideas and interests that are in direct conflict with existing governments may cause revolutions.

* Why was winning the French and Indian War the beginning of conflict for the British and the colonists?
* Why did the British and the colonists have different goals following the Treaty of Paris 1763?

The philosophical principles of American democracy were laid with the Declaration of Independence,

 \*What are the key ideas of American democracy?

* How did the Age of Enlightenment play a role in independence?

Fighting a war comes at a great cost.

* How were the colonists able to defeat the British, a much stronger adversary?

What sacrifices did the colonists make in order to win independence

**ASSIGNED READINGS:**

**Textbook: 133 - 161**

**CONSTITUTION 162 – 190**

 **Sequential learning objectives; Standard 5:**

1. Students should be able to explain why the founding fathers chose a confederation for their governing structure.
2. Students should be able to explain how Shay’s rebellion helped to bring about the Constitutional convention.
3. Students should be able to explain the differences in views between the federalist and anti-federalist and how the Bill of rights helped to rectify their relationship.
4. Students should be able to explain the impact of the federalist papers in regards to the ratification of the Constitution and the roles of Alexander Hamilton and James Madison in that process.
5. Students should be able to explain the debates that ensued at the constitutional convention and the compromises that ended the debates.
6. Students should be able to explain the makeup and contents of the Constitution including separation of power, checks and balances, as well as how the Constitution limits the government’s power.
7. Students should be able to explain the impact of the Bill of rights and the documents role in protecting both states and individual rights.

|  |  |
| --- | --- |
| **Standard 3:*** Pontiac’s Rebellion
* Proclamation of 1763
* Albany Plan of Union
* Stamp Act
* Intolerable Acts
* Boston Massacre
* Boston Tea Party
* Paul Revere
* Sons of Liberty
* Sam Adams
* John Hancock
* Daughters of Liberty

**Standard 4** * Committees of Correspondence
* Thomas Paine / *Common Sense*
* 1st and 2nd Continental Congresses
* Thomas Jefferson
* Declaration of Independence
* Committee of Five
* Lexington & Concord
* Bunker Hill
* Crossing of the Delaware
* George Washington
* Continental Army
* Valley Forge
* Marquis de Lafayette
* Baron von Steuben
* General Cornwallis
* Battle of Trenton
* Battle of Saratoga
* Battle of Yorktown
* Benjamin Franklin
* John Adams
* Hessians

Treaty of Paris 1783 | **STANDARD 5** Articles of Confederation Shays’ Rebellion Land Ordinance of 1785 Northwest Ordinance of 1787 James Madison Virginia Plan New Jersey Plan Great Compromise (Conn. Comp) Constitutional Convention Separation of Powers Limited Government (Federalism) Checks and Balances Charles de Montesquieu Executive, Legislative, & Judicial Branches Federalists *The Federalist Papers* Alexander Hamilton Thomas Jefferson Bill of Rights |

**United States History Unit 2 STANDARDS 3-5**

**Please do the following for each word and answer the questions for each word**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Word** | **Definition** | **Year**  | **2 other important people or events happening at same time** | **Answer to questions** |
|  |  |  |  |  |

1. **Declaration of Independence**
	1. Who was the main writer?
	2. Where was this written at?
	3. When was this written?
	4. Why were the inclusion of natural rights in the Declaration a revolutionary undertaking?
	5. How did Montesquieu and Locke influence this document?
2. **Common Sense / Thomas Paine**
	1. Who wrote Common Sense?
	2. How did Common Sense assist with the Revolutionary War effort?
3. **Triangle Trade**
	1. What was traded?
	2. Where was it traded from?
4. **French and Indian War**
	1. Who fought?
	2. Why did they fight?
	3. What was the outcome?
	4. What Indian tribes were involved ?
	5. How is this related to Pontiac’s rebellion?
5. **Revolutionary War**
	1. Who fought?
	2. Why did they fight?
	3. What was the outcome?
	4. What was the role of the First Continental Congress in this war?
6. **Stamp Act**
	1. Why was this act different from the other acts passed at the time?
		1. Reference the following:
			1. Townshend Act, Quartering act, intolerable act, tea act, navigation acts
	2. How is this related to “No taxation without representation”?
	3. How is this related to the Boston Massacre and Boston Tea party? (make a connection)
	4. How is this related to the Sons of Liberty?
7. **Federalist Papers**
	1. Why were these papers written?
	2. Who were the 3 authors and how many papers did each author write?
	3. How are the Bill of Rights related to the Federalist Papers?
	4. Who were the anit-federalist? (what did they believe and specific people)
8. **Northwest ordinance of 1787 / Land ordinance of 1785**
	1. How are these two related?
	2. What areas became states under the ordinance?
	3. How did the ordinance deal with the issue of slavery in new territories?
9. **Great Compromise**
	1. How are the Virginia and New Jersey Plans related to the Great Compromise?
	2. What is a bi-cameral legislature and why was this decided upon?
	3. How is the 3/5 compromise related to the Great Compromise?
10. **Checks and Balance / Separation of powers**
	1. How are checks and balance and separation of powers similar and different?
	2. **Please name the checks in our federal system.**
	3. **Please state the powers each branch of government has in our federal system.**
	4. Who influenced these concepts?