Civics Unit Plan

Class: U.S. History  
Unit: Pathway to the Revolution  
Teacher: Dezirae Pauga

Objectives:
Utah Common Core Standard 2 Objective 1B - Recognize the difference between fact and opinion, and discern bias in the media.  Standard 5 Objective 1 - Analyze what ideas and events led to the Revolutionary movement.

SWBAT recall the events leading up to the Revolutionary War from previous class presentations  
SWBAT compare the M&M tax activity to the events leading to the Revolutionary War  
SWBAT analyze the Patriot and Loyalist argument  
SWBAT breakdown the Declaration of Independence  
SWBAT justify whether or not they believe the colonists should separate from Great Britain through a propaganda piece using a modern social media platform  
SWBAT compare and contrast their pieces to a current propaganda piece

Standards:
This lesson will follow class presentations on specific events i.e. stamp act, quartering act, leading to the Revolutionary War. We will use a combination classroom simulation and analysis to help students understand both the Patriot and Loyalist arguments. The final project will have students pick a side and create a propaganda piece for their opinion. Leading into this we will have a discussion on what bias is, where students get their news from, and what they think will be most effective in their propaganda piece. I will also have students evaluate the propaganda piece to decide what was most influential to them and why.

Anticipatory Set:  
Set Induction  
Political cartoon of Thomas Jefferson texting the Declaration of Independence - https://seaofliberty.org/explore/jefferson-today/11 - and a political cartoon of a current event

Teaching: Input  
Vocabulary - self-evident, inalienable, representation, taxation, delegates, declaration, intolerable, quartering, Patriot, Loyalist  
● students create flashcards with the word, picture, synonym, and antonym  
● students will quiz each other on the words  
● students will play kahoot to ensure understanding

Introduction to the Revolutionary War  
● Agree/Disagree - students will choose whether they agree or disagree with generic statements regarding the Revolutionary War  
  ○ There can be too much of a good thing.  
  ○ I think that peaceful protests are more effective than violent protests  
  ○ If I thought something was wrong, I would change it, even if it meant I could get hurt.

Teaching: Modeling  
The King’s M&Ms
- Students will participate in the simulation to get an idea of how the colonists felt about taxes and how they showed their displeasure
- Short classroom discussion of how they felt after the simulation

**Revolutionary War Report Review**
- Quick review game - Who/What am I
- Students will draw a card for the rest of the class to see. The class must then give hints for the student to be able to guess what they drew
- Quick write - Using details from the presentation and the M&M act, explain why the colonists wanted independence from Great Britain. Why might some colonists stay loyal?

**Teaching: Checking for Understanding**
- Loyalist vs Patriots
  - Students will analyze multiple sources from both points of view and complete a graphic organizer to keep the arguments in order.
  - [https://youtu.be/_2p21-soVuA](https://youtu.be/_2p21-soVuA) - Loyalist vs. Patriot video
  - [http://www2.needham.k12.ma.us/eliot/technology/lessons/am_rev_bio/loy_pat_argue.pdf](http://www2.needham.k12.ma.us/eliot/technology/lessons/am_rev_bio/loy_pat_argue.pdf) - Summary of arguments

**Guided Practice:**
**Declaration of Independence Breakdown**
- Students will match modern translations of sections of the Declaration of Independence to the original document. Afterwords, students will translate these to Spanish.
  - Extra opportunity for students to translate to another language or to their slang

**Class Discussion**
- Why was the Declaration of Independence so important?
- Why would people support it? Why wouldn’t they?
- What would you have done differently?

**Revolutionary Propaganda**
- Students will create a propaganda piece using a modern social media platform i.e. meme, snapchat, political cartoon
  - Students must write a 3 paragraph essay explaining their propaganda piece
  - Students will present their piece to the class
- Quick write - What piece would have helped your side the most during the Revolutionary War? What piece would have hurt it the most?

**Closure:**
**Modern Propaganda**
- Using the current event from the political cartoon earlier, students will look at other propaganda on the issue.
  - compare/contrast their piece to the modern day one
  - How much fact do the pieces contain?
  - What makes you like or dislike a piece?
  - If you knew nothing else about this issue, how would this piece make you feel?

**Independent Practice:**
**Final Essay**
- How would social media have changed the Revolutionary War?

**Materials:**
- Articles - in lesson plan
- M&Ms
- Plastic cups
- Plastic gloves
- Simulation cards (self made)
- Graphic organizer
- Declaration of Independence translations
- Chromebooks
- Colored pencils
- Poster board/butcher paper
- White boards

*This unit will take at least 5 days to complete*