8th Grade Social Studies

Revolutionary Period Unit Information

Milestones Domain/Weight: History 47%

Purpose/Goal(s): The intent of this standard is for students to gain a better understanding of the events that led to the Revolutionary War and the significant people and events of the war in Georgia. The intent of this standard is for students to learn about the people and events that led to the United States discarding the troubled Articles of Confederation and creating the Constitution. This standard also requires that students learn about Georgia’s first state constitution and how the U.S. Constitution influenced its changes.

Content Map:  Revolutionary Period Content Map

Revolutionary Period Teacher Notes and Government Teacher Notes (focus on similarities to US)

Prerequisites: Revolutionary Period Elementary Standards

Unit Length: Approximately 29 days

Click on the links below for resources by Essential Question:

**EQ 1:** How did the immediate and long-term causes of the American Revolution impact Georgia?

**EQ 2:** How did Georgia’s people and events influence the Revolutionary War?

**EQ 3:** What were the strengths and weaknesses of the Georgia Constitution of 1777?

**EQ 4:** Why was a revision of the Articles of Confederation necessary?

**EQ 5:** How did Georgia’s representatives influence the Constitutional Convention of 1787 and the writing of the new constitution?

**EQ 6:** How does Georgia’s government resemble the government established by the United States Constitution?

Reciprocal Learning Review: Player A  |  Player B
# TCSS 8th SS Revolutionary Period Unit

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<tr>
<td>1. How did the immediate and long-term causes of the American Revolution impact Georgia?</td>
<td>Essential* Stamp Act Intolerable Acts Proclamation of 1763 Declaration of Independence French &amp; Indian War (Seven Years War)</td>
<td>The Enduring Understanding for this lesson: Conflict &amp; Change Activator(s): Road to Revolution: Patriotism or Treason? [&quot;You Do&quot; or &quot;We Do&quot;] – Students view an image of a tax collector being tarred and feathered. The students answer questions based on the image. Revolutionary War ppt</td>
<td>SS8H3a. Sample Assessment Items</td>
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<tr>
<td><strong>Standard Breakdown</strong> Explain the immediate and long-term causes of the American Revolution and their impact on Georgia; include the French and Indian War (Seven Years War), Proclamation of 1763, Stamp Act, Intolerable Acts, and the Declaration of Independence.</td>
<td>Supplemental** Debt Boycott Tariff (tax) Preamble Grievances Liberty Boys Peter Tondee James Wright Quartering Act Sons of Liberty Noble W. Jones King George III Boston Tea Party Thomas Jefferson Appalachian Mountains First Continental Congress “Taxation without Representation”</td>
<td>Revolutionary War prezi Either one of these can be used to deliver the content for this unit. The power point is a little bit more in depth than the prezi and has discussion points interspersed throughout. [&quot;I Do&quot;, “We Do” and “You Do”] American Revolution Guided Notes [&quot;You Do&quot;]</td>
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<tr>
<td>*Essential Vocabulary listed in the Standards **Supplemental Vocabulary listed in the state frameworks and/or other state document</td>
<td></td>
<td>Supplemental Activities/Resources: Causes of American Revolution Political Cartoons [&quot;We Do&quot; or &quot;You Do&quot;] – students analyze political cartoons and answer questions Too Late to Apologize Declaration [3:21] video about the Declaration of Independence to the tune of “Too Late to Apologize” Understanding the Declaration of Independence Activity [&quot;We Do&quot; or “You Do”] – Activity starts with the teacher reading a “break-up” letter and comparing the letter to the Declaration of Independence. Students then examine different components of the Declaration of Independence. Declaration of Independence Analysis [&quot;We Do&quot; or “You Do”] Get Off our Backs [&quot;You Do&quot; or “We Do&quot;] – reading passage with questions and other tasks The Big Question – Georgia Stories video (approximately 8 minutes) To Sign or Not to Sign [&quot;You Do” or “We Do”] Students view and/or read parts of the Declaration of Independence and answer questions Revolutionary Tea [2:01] Video about tax on tea Opinion Writing Example [&quot;You Do” or “We Do”] Liberty! The American Revolution Students should imagine themselves living in the</td>
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American colonies in the 1770’s. Students should write a letter to either King George III or Parliament giving arguments why the laws and acts passed by Parliament violated the colonists’ rights. Exchange letters. Read and analyze the letter from their classmate. Then reverse roles. They are now members of Parliament or King George III. This time the student should respond to the colonist’s letter by giving reasons why the laws and taxes they imposed on the colonists were necessary and just. Follow with a class discussion.
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## Essential Question and Standard(s)

2. How did Georgia’s people and events influence the Revolutionary War?

Standard(s):

SS8H3b. [Standard Breakdown] Analyze the significance of people and events in Georgia on the Revolutionary War; include Loyalists, patriots, Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, and siege of Savannah.

## Vocabulary

- **Essential**
  - Nancy Hart
  - Lyman Hall
  - Austin Dabney
  - George Walton
  - Button Gwinnett
  - Elijah Clarke
  - Siege of Savannah
  - Battle of Kettle Creek

- **Supplemental**
  - Tories
  - Militia
  - James Wright
  - John J. Zubly
  - Thomas Brown
  - Guerilla Fighting
  - Count Casimir Pulaski
  - Continental Congress

- *Essential Vocabulary listed in the GPS Standards*

- **Supplemental Vocabulary listed in the state frameworks and/or other state document**

## Resources [Back to Top]

- **The Enduring Understanding for this lesson:** Conflict & Change
- **Several ideas to deliver content for this portion of the standard:**
  - Continue with the Revolutionary War ppt | Georgia and the Revolutionary War prezi
    - [*I Do*, *We Do* and *You Do*]
  - Jigsaw - Divide the students into groups and assign them a Georgia hero or leader. Students create a poster to show the information. After the groups are finished, the students will walk around the “gallery” to fill in the information on a graphic organizer.

## Assessment

- SS8H3b. Sample Assessment Items

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3. What were the strengths and weaknesses of the Georgia Constitution of 1777?

Standard(s):
SS8H4a. **[Standard Breakdown]** Analyze the strengths and weaknesses of both the Georgia Constitution of 1777 and the Articles of Confederation and explain how weaknesses in the Articles of Confederation led to a need to revise the Articles.

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<td>3. What were the strengths and weaknesses of the Georgia Constitution of 1777?</td>
<td>Essential* Georgia Constitution of 1777&lt;br&gt;Supplemental** Tariff&lt;br&gt;Regulate&lt;br&gt;Currency&lt;br&gt;Trial by Jury&lt;br&gt;Levy/Impose&lt;br&gt;Judicial Branch&lt;br&gt;Executive Branch&lt;br&gt;Freedom of the Press&lt;br&gt;Freedom of Religion&lt;br&gt;Central Government&lt;br&gt;Unicameral Legislative Branch&lt;br&gt;*Essential Vocabulary listed in the GPS Standards&lt;br&gt;**Supplemental Vocabulary listed in the state frameworks and/or other state document</td>
<td>The Enduring Understanding for this lesson: Governance&lt;br&gt;Sample lesson for the Georgia Constitution of 1777 using a primary source document. If time or other constraints exist, A New Nation ppt can be used to present the content as well. The primary source resources may be used for differentiation.&lt;br&gt;○ Georgia Constitution of 1777 ppt [&quot;I Do&quot; and &quot;We Do&quot;]&lt;br&gt;○ Georgia Constitution of 1777 Primary Document [&quot;You Do&quot; or &quot;We Do&quot;]&lt;br&gt;○ Georgia Constitution of 1777 Strengths and Weaknesses Graphic Organizer [&quot;You Do&quot;]&lt;br&gt;○ Georgia Constitution of 1777 Questions [&quot;You Do&quot; or &quot;We Do&quot;]&lt;br&gt;○ Georgia Constitution of 1777 Copy &amp; Continue [&quot;You Do&quot;]&lt;br&gt;&lt;br&gt;**A New Nation ppt [&quot;I Do&quot;, “We Do” or “You Do”] - The first third is the Constitution of 1777&lt;br&gt;**Georgia’s Constitution of 1777 prezi [&quot;I Do&quot;] - A different approach to teaching the constitution&lt;br&gt;**Supplemental Resource(s):&lt;br&gt;○ Georgia Constitution 1777 Mind Map&lt;br&gt;○ The Georgia Constitution of 1777 Summary and Questions [&quot;You Do&quot;; DOK 2]</td>
<td>SS8H4a. Sample Assessment Items</td>
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## Essential Question and Standard(s)

4. Why was a revision of the Articles of Confederation necessary?

**Standard(s):**

SS8H4a. [Standard Breakdown]
Analyze the strengths and weaknesses of both the Georgia Constitution of 1777 and the Articles of Confederation and explain how weaknesses in the Articles of Confederation led to a need to revise the Articles.

## Vocabulary

| Essential* | Revise Articles of Confederation |

*Essential Vocabulary listed in the GPS Standards

**Supplemental Vocabulary listed in the state frameworks and/or other state document

## Resources [Back to Top]

- The Enduring Understanding for this lesson: Governance
- Articles of Confederation PPT ["I Do", "We Do" and "You Do"] - This is a sample lesson using primary source documents. If time or other constraints exist, A New Nation ppt can be used to present the content as well. The primary source resources may be used for differentiation.
  - Articles of Confederation Graphic Organizer ["You Do"]
  - Articles of Confederation (AOC) Document Analysis Tasks ["I Do" or "We Do"]
    - AOC Document Examination Questions
    - AOC Document Analysis 1: Census of 1790
    - AOC Document Analysis 2: Colonial Currency
    - AOC Document Analysis 3: Legislature Request
    - AOC Document Analysis 4: Commerce
  - AOC Summarizer: Baggage Slips | Recipe Sample
- A New Nation PPT ["I Do", “We Do” or “You Do"] - A portion deals with the Articles of Confederation. This is an overview of the Articles of Confederation. You can use one of the supplemental activities below to help analyze why a revision of the Articles of Confederation was necessary.
- Supplemental Resources:
  - Articles of Confederation Study Through Incident Reports ["You Do" or “We Do”]
  - Articles of Confederation Comparison to the U.S. Constitution Graphic Organizer ["You Do”]
  - Forming a More Perfect Union ["You Do” or “We Do”]
  - Wanted: A Just Right Government PPT | Resources ["I Do”, “We Do” and “You Do”]
  - Use a Venn Diagram to compare the Ga. Constitution of 1777 to the Articles of Confederation Sample Key to Venn Diagram ["You Do”]
  - Government Frame Game ["You Do” or “We Do”]

## Assessment

- SS8H4a. Sample Assessment Items
### Essential Question and Standard(s)

5. How did Georgia's representatives influence the Constitutional Convention of 1787 and the writing of the new constitution?  

**Standard(s):**  
SS8H4b. [Standard Breakdown] Describe the role of Georgia at the Constitutional Convention of 1787; include the role of Abraham Baldwin and William Few, and reasons why Georgia ratified the new constitution.

### Vocabulary

- Essential*  
  - Ratify  
  - William Few  
  - Abraham Baldwin  
  - Constitutional Convention of 1787  

- Supplemental**  
  - Virginia Plan  
  - Separation of Powers  
  - Great Compromise  
  - Three-fifths Compromise  
  - Bicameral legislature (Senate and House of Representatives)

*Essential Vocabulary listed in the GPS Standards  
**Supplemental Vocabulary listed in the state frameworks and/or other state document

### Resources

- The Enduring Understanding for the lesson: Individuals, Groups and Institutions  
  - A New Nation PPT ["I Do", “We Do” or “You Do”] – The last portion addresses the Constitutional Convention and Georgia’s role in it.  
  - Georgia and the US Constitution – The video is about the sending representatives to the Constitutional Convention and why Georgia would want to ratify it. (approximately 4 minutes)

### Assessment

- SS8H4b. Sample Assessment Items
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6. How does Georgia’s government resemble the government established by the United States Constitution?

SS8CG1a. Explain the basic structure of the Georgia state constitution.

SS8CG1b. Explain the concepts of separation of powers and checks and balances.

SS8CG1c. Describe the rights and responsibilities of citizens.

SS8CG1d. Explain voting qualifications and elections in Georgia.

SS8CG2a. Explain the qualifications, term, election, and duties of members of the General Assembly.

SS8CG2c. Evaluate how the legislative branch fulfills its role as the lawmaking body for the state of Georgia.

SS8CG3a. Explain the qualifications, term, election, and duties of the governor and lieutenant governor.

**Essential**
- Term
- Duties
- Election
- Governor
- Interpreting Constitution
- Qualifications
- Executive Branch
- Judicial Branch
- General Assembly
- Lawmaking Body
- Lieutenant Governor
- Separation of Powers
- Checks and Balances
- Responsibilities (citizens)

**Supplemental**
- Articles
- Federalism
- Bill of Rights
- Senate
- House of Representatives

*Essential Vocabulary listed in the Standards

**Supplemental Vocabulary listed in the state frameworks and/or other state document

The Enduring Understanding for the lesson: **Governance**

- Setting The Foundation PPT ["I Do"]
  - Setting The Foundation Guided Notes ["You Do"]
  - Setting The Foundation Quiz or Formative Assessment ["You Do"]

- After the initial lesson taught by Setting The Foundation PPT, additional content can be provided on the three branches of government using the resources below. Possible instructional strategies to use with the resources (see Instructional Strategies on the website): Traditional Double Column Note-Taking; Jigsaw; Jigsaw with Gallery Walk; K.I.M. Chart in collaborative groups:
  - The Executive Branch of State Government PPT ["I Do"]
  - Georgia’s Legislative Branch PPT ["I Do"]
  - The Judicial Branch of State Government PPT ["I Do"]
    - The Judicial Branch Guided Notes ["You Do"]
    - Georgia’s Court System Note-taking ["You Do"]
  - Voter Scenarios ppt ["We Do" or "You Do"] – as a class, in small groups as a rotation, or as a gallery walk students read different scenarios and determine whether the person could vote based on Georgia’s voting requirements

- Have students compare and contrast the Georgia and the U.S. Bill of Rights. Have students choose one of the differing rights and explain what may have led to this additional "right" that the Georgia constitution provides. Students should use historical, geographic, economic, and/or social examples to defend their answers [see Teacher Notes for examples of differences].

- Research a state agency or department. Write a paper explaining how the programs that are provided by the agency or department directly affect you and your family.

- **Summarizer Ideas** – The following ideas are found in the Instructional Strategies on the Secondary Curriculum website.
  - It’s in the Bag!

Assessment

- SS8CG1a. Sample Assessment Items
- SS8CG1b. Sample Assessment Items
- SS8CG1c. Sample Assessment Items
- SS8CG1d. Sample Assessment Items
- SS8CG2a. Sample Assessment Items
- SS8CG2c. Sample Assessment Items
- SS8CG3a. Sample Assessment Items
- SS8CG3c. Sample Assessment Items
- SS8CG4e. Sample Assessment Items
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<td>lieutenant governor.</td>
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<tr>
<td>SS8CG3c. Evaluate how the executive branch fulfills its role through state agencies that administer programs and enforce laws.</td>
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<td>o Mix-Freeze-Group                                                                                                   o My Favorite No</td>
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<td></td>
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<td>o Supplemental Resources</td>
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<tr>
<td>SS8CG4e. Evaluate how the judicial branch fulfills its role in interpreting the laws of Georgia and ensuring justice in our legal system.</td>
<td></td>
<td>o I Am a Georgia Citizen framed paragraph [&quot;You Do&quot;]   o Checks and Balances System Chart [&quot;We Do&quot; or &quot;You Do&quot;] – students identify which branch of the government has a power and which branch’s power is being checked.</td>
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<td>o <a href="https://www.icivics.org">Branches of Power</a> - This is a game online with supplemental activities to teach how the three branches work together to form our government.</td>
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<td>o <a href="https://www.icivics.org">Mock Election Overview</a>                                                                                                                                  o <a href="https://www.icivics.org">Voting Matters Activity</a></td>
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<td>o Why House and Senate? (iCivics.org)</td>
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## TCSS 8th SS Revolutionary Period Unit Breakdown of Standards

### SS8H3a: Explain the immediate and long term causes of the American Revolution and their impact on Georgia; include the French and Indian War (Seven Years War), Proclamation for 1763, Stamp Act, Intolerable Acts, and the Declaration of Independence. [Back to Resources]

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<tr>
<th>Know:</th>
<th>Understand:</th>
<th>Do:</th>
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<tr>
<td>French and Indian War</td>
<td>French and Indian War was fought over land and power which led to England imposing taxes on the colonies.</td>
<td>Describe the different Acts passed by Parliament.</td>
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<tr>
<td>Stamp Act</td>
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<td>Cause/Effect of Taxes leading to Declaration of Independence.</td>
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<tr>
<td>Proclamation of 1763</td>
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<tr>
<td>Intolerable Acts</td>
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<tr>
<td>Declaration of Independence</td>
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### SS8H3b: Analyze the significance of people and events in Georgia on the Revolutionary War; include Loyalists, patriots, Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, and siege of Savannah. [Back to Resources]

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<thead>
<tr>
<th>Know:</th>
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<tbody>
<tr>
<td>Loyalists</td>
<td>How people/groups from Georgia played a role in the Revolutionary War.</td>
<td>Analyze how people from Georgia played roles in supporting the war.</td>
</tr>
<tr>
<td>Austin Dabney</td>
<td>Determine the causes and effects of the war on Georgia.</td>
<td>Describe reasons why people from Georgia were so split with being for or against the war unlike many other colonies.</td>
</tr>
<tr>
<td>Patriots</td>
<td>Battles of Savannah and Kettle Creek.</td>
<td>Draw conclusions as to why it benefited the colony to have a win at Kettle Creek and how the loss at Savannah was detrimental.</td>
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<tr>
<td>Elijah Clarke</td>
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<td>Nancy Hart</td>
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<tr>
<td>Button Gwinnett</td>
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<td>Lyman Hall</td>
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<td>George Walton</td>
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<tr>
<td>Battle of Kettle Creek</td>
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<td>Siege of Savannah</td>
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<td>SS8H4a: Analyze the strengths and weaknesses of both the Georgia Constitution and explain how weaknesses in the Articles of Confederation led to a need to revise the Articles.</td>
<td>Weaknesses in both the Articles of Confederation and Constitution of 1777 led to both documents being addressed several years later. Over a decade later leaders met and created the Constitution for the Federal Government. In Georgia they met and created a Constitution to mirror what was created at the Federal level.</td>
<td>Analyze strengths and weakness in the Articles of Confederation and the Constitution of 1777 for the state of Georgia.</td>
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**SS8H4b: Describe the role of Georgia at the Constitutional Convention of 1787; include the role of Abraham Baldwin and William Few, and reasons why Georgia ratified the new Constitution.**

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<tr>
<td>Abraham Baldwin</td>
<td>Georgia representatives supported the issue of slavery at the Constitutional Convention in turn creating the 3/5th compromise Abraham Baldwin sided with small states which led to the Great Compromise leading to bicameral legislation making both small states and large states. Reasoning behind Georgia being eager to approve new Constitution-trade and military</td>
<td>Justify why reasons for approving the new Constitution were important to the people of Georgia Describe how the 3/5 compromise temporarily dealt with the issue of slavery between the slave and free states Predict how the Great Compromise effects Government today</td>
</tr>
<tr>
<td>William Few</td>
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