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| **7th Grade**  **Hope and Grit in the American Revolution**  **C3 Inquiry Unit**  \  This seventh grade Inquiry Design Model (IDM) curriculum allows students to explore the meaning of hope and grit and its relation to the American Revolution. Students will undertake the compelling question “Was the America’s Success in the Revolution a Product of the Hope and Grit of the American People?” |

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| **Compelling Question: Staging the Question:**  Students will engage in a lesson on *hope and grit* through analysis of the events in the storybooks, *Rosie*  *Revere* and *Salt in His Shoes*  Was the our success in the American Revolution due to the hope and grit of the American people?  **Standards and Practices:**  **7.3 AMERICAN INDEPENDENCE: Growing tensions over political power and economic issues sparked a movement for independence from Great Britain. New York played a critical role in the course and outcome of the American Revolution. (Standards: 1, 4, 5; Themes: TCC, GOV, ECO)**  7.3c Influenced by Enlightenment ideas and their rights as Englishmen, American colonial leaders outlined their grievances against British policies and actions in the Declaration of Independence. ¬ Students will examine the influence Enlightenment ideas such as natural rights and social contract and ideas expressed in Thomas Paine’s Common Sense had on colonial leaders in their debates on independence. ¬ Students will examine the Declaration of Independence and the arguments for independence stated within it.  7.3d The outcome of the American Revolution was influenced by military strategies, geographic considerations, the involvement of the Haudenosaunee (Iroquois) and other Native American groups in the war, and aid from other nations. The Treaty of Paris (1783) established the terms of peace. ¬ Students will explore the different military strategies used by the Americans and their allies, including various Native American groups, during the American Revolution. ¬ Students will examine the strategic importance of the New York colony. Students will examine the American victory at the Battle of Saratoga in terms of its effects on American and British morale and on European views on American prospects for victory in the Revolution. ¬ Students will examine the terms of the Treaty of Paris, determine what boundary was set for the United States, and illustrate this on a map.  routes |

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| **1. Lesson One Supporting Question:**  What is hope? What creates and what crushes hope? | **Formative Task:**  After students are presented with the compelling questions, *Was the American Revolution a product of Hope and Grit?*  sharing the story *Rosie The Revere, Engineer* read to them*,* students will *engage effectively in a range of collaborative discussions with diverse partners building on others’ ideas and expressing their own clearly.* Students will be assessed on their exit tickets that require three well expressed examples of “hope creators” in their own lives and a personal definition what makes them happy. | **Sources:**  Source A: “Rosie Revere Engineer” by Tom Rath and Mary Reckmeyer  Source B: *Growing a Growth Mindset: Unlocking Character Strengths Through Children’s Literature* by Kevin Sheehan and Jessica Ryan  Source C: Hope Test  Source D: Worksheets |
| **2. Lesson Two Supporting Question:**  What is grit? What role did grit play in success in our lives and in our country’s history? | **Formative Task:**  After being provided a quote by motivational speaker, Eric Thomas, and watching part of the Youtube video, “How Bad Do You Want It?(Success),” the students will be read aloud key parts of the book Salt in His Shoes and view Michael Jordan’s “Maybe It’s My Fault” commercial. The students will then identify the central ideas and themes in the text and videos and write a well-structured paragraph identifying and explaining something that they are passionate about and what they do in order to be good at it. | **Sources:**  Source A: *Salt in His Shoes*  Source B: *Growing a Growth Mindset: Unlocking Character Strengths Through Children’s Literature* by Kevin Sheehan and Jessica Ryan  Assorted You Tube Videos |

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| **3. Lesson Three Supporting Question:**  What role did geography play in the framing of the Declaration of Independence, Valley Forge and Saratoga. | **Formative Task:**  After students travel through the areas dealt with in the Inquiry unit to gauge the impact of geography on events in American history, students will construct their theories of the role that geography played in these three events. | **Sources:**  Source A: PowerPoint presentation with maps and overview    Source B: Skeleton Notes |

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| **4. Lesson Four Supporting Question:**  What were the three key events in this inquiry design and what was the context of the times? | **Formative Task:**  After being divided into four groups and learning about the influence of hope and grit through events of the American Revolution, students will determine the meaning of words, phrases, figurative language, academic and content-specific words and analyze their effect by engaging in a read and retell activity with their group members. | **Sources:**  Source A:Listen and Retell Documents  Source B:  Students will be given a handout with directions for Read and Retell |
| **5. Lesson Five Supporting Question**  What role did hope and grit play in the American Revolution? | **Formative Task:**  After watching a movie clip on “grit,” and reading primary and secondary documents, students will perform an act It out, demonstrating the impact of hope and grit during the American Revolution. | **Sources:**  Source A: Documents from the Listen and Retell |

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| **6. Lesson Six Supporting Question:**  How do we know that what we have learned about the Revolution is true? | **Formative Task:**  After being taught the SCIM-C Method and observing four primary source documents students will form an argument based on evidence and engage in collective conversations and collaborations using the SCIM-C method to determine if what they learned about the Revolution is valid. | **Sources:**  Source A: SCIM  PowerPoint  Source B:  Teacher Created Primary Source Documents  Source C:  Is it Valid? |

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| **7. Lesson Seven Supporting Question:**  Was success in the American Revolution the result of the hope and grit of colonists? | **Formative Task:**  After being taught the SCIM-C Method and observing four primary source documents students will form an argument based on evidence and engage in collective conversations and collaborations using the SCIM-C method to determine if what they learned about the Revolution is valid. | **Sources:**  Source A:  History Mystery Envelopes  Source B:  PowerPoint Presentation  Source C:  Supporting Claim Handout |

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| **8. Lesson Eight Supporting Question:**  How can we get our thinking on the question on paper in an organized manner? | **Formative Task:**  After engaging in a practice TDFC on one detail, students will complete a second TDFC detail on their own. | **Sources:**  Source A: TDFC Planning Sheet  Source B: DBQ |
| **6. Supporting Question:**  In what ways can we carry the lessons of hope and grit forward in our world? Can we create hope for even one person? | **Formative Task:**  Students will view a video of women in Uganda playing lacrosse and Reagans tweet to determine the steps that they can take to instill hope into these people’s lives while filling out global goals worksheets to help collect their thoughts. | **Sources:**  Source A: Google Slides Presentation  Source B: Global Goals Worksheet |

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| **Summative Performance Task:**  ***Argument:***  Students will complete a DBQ essay answering the question: Was the America’s Success in the Revolution a Product of the Hope and Grit of the American People?”  ***Extension:***  Students unable to write their answer can compose a series of Flipgrid give their response. |

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| **Taking Informed Action**  Students will employ the global goals process to solve the problem of creating hope for one orphan wishing to play lacrosse in America |