

Massachusetts and the Revolution

Unit Throughlines	Learning Progression
How was Massachusetts important to the American Revolution? EU 1. Governments make laws and decisions that impact people differently. When people disagree with a government's actions, they can protest in different ways. EU 2. People can have different opinions and priorities during conflict with the government, which can push them toward revolution. EU 3. People have to consider their beliefs, needs, and safety during times of conflict and war. These events often force people to make difficult decisions and choices. Key Practice Standards PS 4. With prompting and support, use knowledge of relevant topics or events to identify individuals and/or groups whose voices are represented and not represented in a given source or sources. PS 6. Identify evidence from a source that is relevant to an inquiry question.	Massachusetts in the 1760s 7 Lessons How did British rule affect the people of Massachusetts in the 1760s? - L 1. Use background knowledge about rules and fairness to make connections and generate questions about Massachusetts and the American Revolution. - L 2. Identify the levels of government in colonial Massachusetts using an informational text. - L 3. Build conceptual understanding of key vocabulary words (<i>tax</i>, <i>protest</i>). - L 4. Analyze an informational text to learn why colonists protested unfair laws and how some of these events were connected. - L 5. Analyze a source to identify evidence of the connections between British rule and the people of Massachusetts in Paul Revere's engraving to help answer the Supporting Question. - L 6. Synthesize new learning about Massachusetts in the 1760s by using evidence to develop a claim about the past. - L 7. Explain how British rule affected the people of Massachusetts. Conflict in Massachusetts 9 Lessons How did the people of Massachusetts respond to conflict with Britain? - L 8. Use background knowledge to make connections and generate questions about responses to the conflict with Britain in Massachusetts. - L 9. Identify information about a Revolutionary leader (Crispus Attucks, Phillis Wheatley, or Mercy Otis Warren) and their influence and motivations. - L 10. Analyze connections between Revolutionary leaders Crispus Attucks, Phillis Wheatley, and Mercy Otis Warren and their importance. - L 11. Analyze a text and a lithograph to identify evidence that helps answer the Supporting Question. - L 12. Compare and categorize actions of the Patriots and the British government. - L 13. Identify cause and effect relationships between British laws and the First Continental Congress by analyzing a secondary source.

PS 6. Provide reasons to support a claim.

Key Literacy Standards

RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language pertaining to time, sequence, or cause/effect.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.4. Produce writing in which the development and organization are appropriate to task, purpose, and audience.

W.3.7. Conduct short research projects that build knowledge about a topic.

L 14. Analyze secondary sources to identify connections between the Intolerable Acts and the Battles of Lexington and Concord.

L 15. Synthesize new learning about conflict in Massachusetts during Revolutionary times by citing evidence from multiple sources.

L 16. Demonstrate cause and effect connections between events that happened in Revolutionary Massachusetts using evidence from cluster sources.

Massachusetts During the Revolutionary War | 8 Lessons

How did different groups of people respond to the Revolutionary War?

L 17. Make connections and generate questions about how different groups of people responded to the Revolutionary War.

L 18. Determine the historical significance and meaning of the Declaration of Independence by analyzing primary and secondary sources.

L 19. Identify Indigenous and African American soldiers' experiences and perspectives during the Revolutionary War.

L 20. Identify women's experiences and perspectives during the Revolutionary War.

L 21. Identify the impacts of Elizabeth Freeman and the Massachusetts Constitution on the rights of people in the state.

L 22. Synthesize learning about different groups of people in Massachusetts during the Revolutionary War by citing evidence from multiple sources in response to compelling questions.

L 23. Explain how different groups of people in Massachusetts responded to the Revolutionary War.

L 24. Use the Know and Wonder Chart and Inquiry Charts to identify important takeaway learnings from each cluster of the unit about Massachusetts and the American Revolution.

Summative Assessment | 2 Days

For Unit 4's Summative Assessment, students create a poster that answers a chosen core inquiry question related to the unit's Essential Question: *How was Massachusetts important to the American Revolution?*

On Day 1, students build off the source work and topic selection done in the Unit Synthesis lesson and complete the Summative Assessment Task Poster Organizer. They work in pairs or small groups to form an answer statement, gather supporting evidence from each cluster, and record evidence that supports their statement.

On Day 2, students use the information they recorded on Day 1 to design a poster that reflects their work on Day 1. Students illustrate their ideas and place their writing on a poster in an engaging design. There is then the option to have students share their work with one another and reflect on their experiences in the unit.