**Unit 1: Colonies to Constitution**

**Anchor Document- Declaration of Independence**

**Purpose of the Day Statements:**

1. *I will understand how the Declaration of Independence defines the new American idea of citizenship.*
2. *I will understand how the Declaration of Independence establishes the relationship between the people and the government*

**What students will do:**

1. Construct arguments using claims and evidence from multiple sources while acknowledging the strengths and limitations of arguments
2. Analyze how historical context shape and continue to shape people’s perspectives
3. Distinguish between long term causes and triggering events in developing a historical argument
4. Analyze multiple and complex causes and effects of events from the past

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| |  | | --- | | The Language of Unit 1: | | Democracy | | Tyranny | | Representative Government | | Mercantilism | | British Legislative Policy | | Colonial Acts of Rebellion | | Patriot vs. Loyalist | | Principals of the Constitution | | Important Names: | | George Washington | | Thomas Jefferson | | John Winthrop | | King George | | Thomas Paine | | John Locke | |  | |  | | --- | | **What to do with all the information you know** | | * **Identify** how democracy is represented in the Declaration of Independence? | | * **Identify** colonial acts of rebellion and the causes/effects of revolution * **Understand** the 6 principals of the Constitution | |  | |  |  |  | | --- | | Unit Basics: | | * 14 Days in unit | | * Sections from text: | | * Readings from the packet | | * Connect in-class activities with content | |