

INDEPENDENCE

The nationwide movement for high standards has not only determined what students should learn, but also has mandated that students demonstrate what they know. Teachers who choose INDEPENDENCE will find it is a content-rich, standards-based program addressing National History, Social Studies, and English Language Arts Standards. The content and skills presented in this unit are the targets of most state frameworks for American history and language arts. The INDEPENDENCE simulation provides many opportunities for performance assessment. Throughout the simulation students demonstrate their understanding of the conflicts leading up to the Declaration of Independence. While learning the history of the time, students participate in many language arts activities including research writing and debate. The cooperative decision-making of student teams organized as Loyalists, Patriots, and Neutralists addresses Applied Learning standards.

National Standards for History

Standards in Historical Thinking

Standard 1: Chronological Thinking

- Establish temporal order in constructing historical narratives of their own.
- Interpret data presented in timelines.

Standard 3: Historical Analysis and Interpretation

- Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions by identifying likenesses and differences.
- Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- Explain causes in analyzing historical actions, including (a) the importance of the individual in history, of human will, intellect, and character; (b) the influence of ideas, human interests, and beliefs; and (c) the role of chance, the accidental, and the irrational.
- Hypothesize the influence of the past, including both the limitations and the opportunities made possible by past decisions.

Standard 4: Historical Research

- Support interpretations with historical evidence in order to construct closely reasoned arguments rather than facile opinions.

Standard 5: Historical issues-analysis and decision-making

- Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.
- Formulate a position or course of action on an issue by identifying the nature of the problem, analyzing the underlying factors contributing to the problem, and choosing a plausible solution from a choice of carefully evaluated options.

United States History Standards

Era 3 Revolution and the New Nation (1754-1820's)

Standard 1A: The student understands the causes of the American Revolution.

Standard 1B: The student understands the principles articulated in the Declaration of Independence.

Standard 2A: The student understands revolutionary government making at national and state levels.

Standard 2C: The student understands the Revolution's effects on different social groups.

NCSS Curriculum Standards for Social Studies

Strand 2: Time, Continuity, & Change

The learner can:

- identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- use knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to inform decision-making about and action-taking on public issues.

Strand 5: Individuals Groups, & Institutions

The learner can:

- identify and describe examples of tensions between believe systems and government policies and laws.

Strand 6: Power, Authority & Governance

The learner can:

- examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- analyze and explain ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security.

Strand 10: Civic Ideals & Practices

- explain the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.

NCTE Standards for the English Language Arts

Standard 1: Students read a wide range of print and non-print texts to build an understanding of text, of themselves, and of the cultures of the United States and the world, to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Standard 4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate with different audiences for a variety of purposes.

Standard 11: Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

California Applied Learning Standards

Standard 6. Students will understand how to apply communication skills and techniques. Students will demonstrate ability to communicate orally and in writing.

Standard 8. Students will understand the importance of teamwork. Students will work on teams to achieve project objectives.