



Unit 2 – When is it **justifiable** to **overthrow** a **government**, and **by what means**?

Aim 2.22: SWBAT assess the impact of geography on the development of the diverse economies and cultures of pre-colonial and colonial North America by crafting interpretations that explain/analyze evidence in a way that relates back to the assertion.

Do Now (or Please Begin ☺):

Read the following beginnings of body paragraphs from our earlier Unit 2 on British and Colonial Tension. **(1) Underline the interpretation in each paragraph.** Then, draw a **(2) star next to the interpretation that you think is most effective.** Then **(3) explain why that interpretation is more effective than the other.**

Scholar A: The tension between England and the colonies was also the result of the period of salutary neglect, *because American colonists were used to governing themselves.* During the time of salutary neglect, colonists could make their own governments without any interference from the British government. This led to tension between the British and colonists because when England started passing laws they had to follow, the colonists were angry because they were used to doing things on their own. Also during salutary neglect, colonists didn't really have to pay taxes because Great Britain was preoccupied with other things. This led to tension because when England started taxing them, colonists were not used to it and got extremely angry.

Scholar B: The tension between England and the colonies was also the result of the period of salutary neglect, *because American colonists were used to governing themselves.* During the time of salutary neglect, colonists could make their own governments without any interference from the British government. This shows that now had to uphold governments made by the British. Also during salutary neglect, colonists didn't really have to pay taxes because Great Britain was preoccupied with other things. This shows the colonists now had to pay taxes to the British to help pay for the French and Indian War.

I think that _____ 's interpretation is more effective because

I would fix _____ 's interpretation by:

Level 4 Interpretation	Level 5 Interpretation
<p>Almost all evidenced is clarified or explained as needed.</p> <p>Attempts to <u>analyze</u>, although analysis may be inaccurate or implausible.</p>	<p>Almost all evidenced is clarified or explained as needed. Some evidence is analyzed.</p> <p>Analysis is generally plausible and attempts to relate back to the assertion</p>

Key Points: Interpretations

1. Our interpretations must _____ our evidence.
2. Analyze = going beyond just _____ the evidence. It means explaining your thinking about how the evidence proves the assertion, adding in your _____

Visual Anchor

Scholar A: The tension between England and the colonies was also the result of the period of salutary neglect, *because American colonists were used to governing themselves*. During the time of salutary neglect, colonists could make their own governments without any interference from the British government. This led to tension between the British and colonists because when England started passing laws they had to follow, the colonists were angry because they were used to doing things on their own. Also during salutary neglect, colonists didn't really have to pay taxes because Great Britain was preoccupied with other things. This led to tension because when England started taxing them, colonists were not used to it and got extremely angry.

Criteria for Success

- Goes beyond paraphrasing the evidence, adding original thought
- Accurate and logical, so that the thinking is clear to the reader
- Attempts to connect the evidence to the assertion through at least one of the following:
 - Using words from the assertion
 - Using synonyms of words in the assertion
 - Explaining how important words in the evidence prove the assertion

Mr. Basile's Think Aloud Space:

Think-Aloud Challenge: What question do I ask myself to make my interpretation more clear to my reader?

THE BOTTOM LINE: We must constantly ask ourselves

Practice!

Read the following examples of assertions and first pieces of evidence from scholar essays about Native American cultural diversity. Based on the assertions and evidence, write an interpretation that **analyzes** the evidence so that the reader understands how it supports the assertion.

Criteria for Success

- Goes beyond paraphrasing the evidence, adding original thought
- Accurate and logical, so that the thinking is clear to the reader
- Attempts to connect the evidence to the assertion through at least one of the following:
 - Using words from the assertion
 - Using synonyms of words in the assertion
 - Explaining how important words in the evidence prove the assertion

1. The Stamp Act and Quartering Act led to tension between England and the colonies because the colonists thought they were unfair. The Stamp Act was a tax placed by the British on the colonists that taxed all paper products. _____

2. The most important cause of the tension was the French and Indian War, because it was the reason the relationship between England and the colonies changed. England went into debt because of the fighting and monetary expenses from engaging in the French and Indian War.

3. The most important cause of the tension was the French and Indian War, because it was the reason the relationship between England and the colonies changed. England used the French and Indian War to argue that their taxes were fair, and justified.

History PBA Essay #2: *To what extent were the methods the colonists used to rebel against the British justified?*

	3	4	5	6
Thesis	Thesis statement largely attempts to address all parts of the prompt, but may lack clarity or specificity, and/or may parrot the prompt.	Clear, defensible thesis statement addresses all parts of the prompt. The thesis states a claim in the 3 rd person. May list assertions in the thesis statement.	Clear, defensible, comprehensive thesis statement addresses all parts of the prompt. States a claim in the 3 rd person. May list assertions in the thesis statement.	Clear, defensible, comprehensive, and focused thesis statement addresses all parts of the prompt. States a claim in the 3 rd person. May list assertions in the thesis statement.
Assertions	All topic sentences are directly relevant to the topic of the paper.	Each topic sentence is directly relevant to the thesis statement and some topic sentences are assertions. Sequence of assertions may be random.	Each topic sentence is directly relevant to the thesis and most topic sentences are assertions. Sequence of assertions is attempted.	Each topic sentence is an assertion that supports the thesis statement. Sequence of assertions is mostly intentional, but may not effectively advance the argument.
Evidence Choice	Most evidence selected is connected to the topic of the paragraph.	All evidence selected is connected to the topic of the paragraph.	Almost all evidence is connected to the assertion, although some may not be directly relevant. Evidence is adequate in amount.	Almost all evidence is directly relevant to assertion. Some evidence strongly supports assertion. Attempts to create a progression of evidence. Evidence is adequate in amount.
Interpretation	Attempts to clarify and explain meaning of most evidence as needed.	Almost all evidence is clarified or explained as needed. Attempts to analyze, although analysis may be inaccurate or implausible.	Almost all evidence is clarified or explained as needed. Some evidence is analyzed. Analysis is generally plausible, and attempts to relate back to the assertion.	Most evidence is analyzed and connected to the assertion. Analysis is generally logical and accurate.
Ideas	Generally, ideas show basic, literal understanding of the text/content and the task.	Most ideas show basic, literal understanding of the content and task. Some ideas show critical thinking	Almost all ideas show basic literal understanding. Some ideas show critical thinking. Acknowledges alternate or opposing claim.	Almost all ideas show basic literal understanding. Generally ideas show critical thinking. Anticipates counterclaims and distinguishes them from claims.

Due: Monday, November 11, 2013

US History – Basile / Cruse

History Homework #2.22 – Bring Home Your Binder!

Directions: Attempt to answer these questions without using your notes, first. Then go back and check your answers using your notes from Unit 2.

1. Who was John Locke? Why is he important to our study of democracy?

2. According to Locke, what was a social contract?

3. According to Locke, when is it acceptable to enter a State of War?

4. How were New England Town Meetings democratic?

5. How were New England Town Meetings NOT democratic?

6. How was the Virginia House of Burgesses democratic?

7. How was the Virginia House of Burgesses NOT democratic?

8. Describe the trade relationship between England and the colonists.

9. What was the major cause of the French and Indian War?

10. Who fought during the French and Indian War? Whose side were the colonists on?

11. What did the Proclamation of 1763 accomplish?

12. What were the colonists' reactions to this proclamation?

13. What was the Quartering Act?

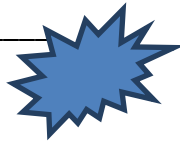
14. What was the Stamp Act?

15. Why did England pass the Quartering and Stamp Acts?

16. What were the colonists' reactions to both the Stamp Act and the Quartering Act?

Friday, November 8, 2013

US History – Basile / Cruse



Unit 2 – When is it **justifiable** to **overthrow** a **government**, and **by what** means?

Aim 2.22: SWBAT assess the impact of geography on the development of the diverse economies and cultures of pre-colonial and colonial North America by crafting interpretations that explain/analyze evidence in a way that relates back to the assertion.

Do Now (or Please Begin ☺):

Read the following beginnings of body paragraphs from our earlier Unit 2 on British and Colonial Tension. **(1) Underline the interpretation in each paragraph.** Then, draw a **(2) star next to the interpretation that you think is most effective.** Then **(3) explain why that interpretation is more effective than the other.**

Scholar A: The tension between England and the colonies was also the result of the period of salutary neglect, *because American colonists were used to governing themselves.* During the time of salutary neglect, colonists could make their own governments without any interference from the British government. This led to tension between the British and colonists because when England started passing laws they had to follow, the colonists were angry because they were used to doing things on their own. Also during salutary neglect, colonists didn't really have to pay taxes because Great Britain was preoccupied with other things. This led to tension because when England started taxing them, colonists were not used to it and got extremely angry.

Scholar B: The tension between England and the colonies was also the result of the period of salutary neglect, *because American colonists were used to governing themselves.* During the time of salutary neglect, colonists could make their own governments without any interference from the British government. This shows that now had to uphold governments made by the British. Also during salutary neglect, colonists didn't really have to pay taxes because Great Britain was preoccupied with other things. This shows the colonists now had to pay taxes to the British to help pay for the French and Indian War.

I think that _____ 's interpretation is more effective because

I would fix _____ 's interpretation by:

Level 4 Interpretation	Level 5 Interpretation
<p>Almost all evidenced is clarified or explained as needed.</p> <p>Attempts to <u>analyze</u>, although analysis may be inaccurate or implausible.</p>	<p>Almost all evidenced is clarified or explained as needed. Some evidence is analyzed.</p> <p>Analysis is generally plausible and attempts to relate back to the assertion</p>

Key Points: Interpretations

1. Our interpretations must _____ our evidence.
2. Analyze = going beyond just _____ the evidence. It means explaining your thinking about how the evidence proves the assertion, adding in your _____

Visual Anchor

Scholar A: The tension between England and the colonies was also the result of the period of salutary neglect, *because American colonists were used to governing themselves*. During the time of salutary neglect, colonists could make their own governments without any interference from the British government. This led to tension between the British and colonists because when England started passing laws they had to follow, the colonists were angry because they were used to doing things on their own. Also during salutary neglect, colonists didn't really have to pay taxes because Great Britain was preoccupied with other things. This led to tension because when England started taxing them, colonists were not used to it and got extremely angry.

Criteria for Success

- Goes beyond paraphrasing the evidence, adding original thought
- Accurate and logical, so that the thinking is clear to the reader
- Attempts to connect the evidence to the assertion through at least one of the following:
 - Using words from the assertion
 - Using synonyms of words in the assertion
 - Explaining how important words in the evidence prove the assertion

Mr. Basile's Think Aloud Space:

Think-Aloud Challenge: What question do I ask myself to make my interpretation more clear to my reader?

THE BOTTOM LINE: We must constantly ask ourselves

Practice!

Read the following examples of assertions and first pieces of evidence from scholar essays about Native American cultural diversity. Based on the assertions and evidence, write an interpretation that **analyzes** the evidence so that the reader understands how it supports the assertion.

Criteria for Success

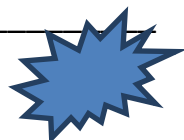
- Goes beyond paraphrasing the evidence, adding original thought
- Accurate and logical, so that the thinking is clear to the reader
- Attempts to connect the evidence to the assertion through at least one of the following:
 - Using words from the assertion
 - Using synonyms of words in the assertion
 - Explaining how important words in the evidence prove the assertion

1. The Stamp Act and Quartering Act led to tension between England and the colonies because the colonists thought they were unfair. The Stamp Act was a tax placed by the British on the colonists that taxed all paper products. _____

2. The most important cause of the tension was the French and Indian War, because it was the reason the relationship between England and the colonies changed. England went into debt because of the fighting and monetary expenses from engaging in the French and Indian War.

3. The most important cause of the tension was the French and Indian War, because it was the reason the relationship between England and the colonies changed. England used the French and Indian War to argue that their taxes were fair, and justified.

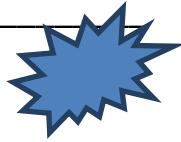
Friday, November 8, 2013



History PBA Essay #2: *To what extent were the methods the colonists used to rebel against the British justified?*

	3	4	5	6
Thesis	Thesis statement largely attempts to address all parts of the prompt, but may lack clarity or specificity, and/or may parrot the prompt.	Clear, defensible thesis statement addresses all parts of the prompt. The thesis states a claim in the 3 rd person. May list assertions in the thesis statement.	Clear, defensible, comprehensive thesis statement addresses all parts of the prompt. States a claim in the 3 rd person. May list assertions in the thesis statement.	Clear, defensible, comprehensive, and focused thesis statement addresses all parts of the prompt. States a claim in the 3 rd person. May list assertions in the thesis statement.
Assertions	All topic sentences are directly relevant to the topic of the paper.	Each topic sentence is directly relevant to the thesis statement and some topic sentences are assertions. Sequence of assertions may be random.	Each topic sentence is directly relevant to the thesis and most topic sentences are assertions. Sequence of assertions is attempted.	Each topic sentence is an assertion that supports the thesis statement. Sequence of assertions is mostly intentional, but may not effectively advance the argument.
Evidence Choice	Most evidence selected is connected to the topic of the paragraph.	All evidence selected is connected to the topic of the paragraph.	Almost all evidence is connected to the assertion, although some may not be directly relevant. Evidence is adequate in amount.	Almost all evidence is directly relevant to assertion. Some evidence strongly supports assertion. Attempts to create a progression of evidence. Evidence is adequate in amount.
Interpretation	Attempts to clarify and explain meaning of most evidence as needed.	Almost all evidence is clarified or explained as needed. Attempts to analyze, although analysis may be inaccurate or implausible.	Almost all evidence is clarified or explained as needed. Some evidence is analyzed. Analysis is generally plausible, and attempts to relate back to the assertion.	Most evidence is analyzed and connected to the assertion. Analysis is generally logical and accurate.
Ideas	Generally, ideas show basic, literal understanding of the text/content and the task.	Most ideas show basic, literal understanding of the content and task. Some ideas show critical thinking	Almost all ideas show basic literal understanding. Some ideas show critical thinking. Acknowledges alternate or opposing claim.	Almost all ideas show basic literal understanding. Generally ideas show critical thinking. Anticipates counterclaims and distinguishes them from claims.

Due: Monday, November 11, 2013



US History – Basile / Cruse

History Homework #2.22 – Bring Home Your Binder!

Directions: Attempt to answer these questions without using your notes, first. Then go back and check your answers using your notes from Unit 2.

1. Who was John Locke? Why is he important to our study of democracy?

2. According to Locke, what was a social contract?

3. According to Locke, when is it acceptable to enter a State of War?

4. How were New England Town Meetings democratic?

5. How were New England Town Meetings NOT democratic?

6. How was the Virginia House of Burgesses democratic?

7. How was the Virginia House of Burgesses NOT democratic?

8. Describe the trade relationship between England and the colonists.

9. What was the major cause of the French and Indian War?

10. Who fought during the French and Indian War? Whose side were the colonists on?

11. What did the Proclamation of 1763 accomplish?

12. What were the colonists' reactions to this proclamation?

13. What was the Quartering Act?

14. What was the Stamp Act?

15. Why did England pass the Quartering and Stamp Acts?

16. What were the colonists' reactions to both the Stamp Act and the Quartering Act?
