

For Crown or Colony? National Standards Alignment

By integrating *Mission US: “For Crown or Colony”* and the accompanying rich collection of activities and documents from this guide into their classrooms, teachers can address the following standards and student outcomes:

From the Common Core Standards in English Language Arts: Grades 6-12 Literacy in History/Social Studies, available online at <https://www.thecorestandards.org/ELA-Literacy/>:

Common Core Standards, adopted in 36 states as of May 2023, are designed to help educators prepare students for success in college and careers by focusing on core knowledge and skills. The English Language Arts standards reflect the need for young people “to read, write, speak, listen, and use language effectively in a variety of content areas,” including history/social studies.

Mission US: “For Crown or Colony” and the accompanying curriculum provide students with multiple opportunities to develop literacy skills through (1) reading and listening to game dialogue, (2) learning “smartword” vocabulary terms in the game and utilizing them in classroom activities, (3) comprehension and analysis of primary documents, and (4) written performance tasks in the classroom activities.

Mission US: “For Crown or Colony” is most closely aligned with the following Common Core Standards:

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events.

From the National Council on Social Studies C3 Framework, available online at:

<http://www.socialstudies.org/c3>

The College, Career, and Civic Life (C3) Framework is designed to strengthen social studies education by enhancing the rigor of the social studies disciplines (including History) and building students’ critical thinking, problem solving, and participatory skills to become engaged citizens.

MISSION US: “For Crown or Colony?” most closely align with the following standards:

Change, Continuity, and Context (D2. His.1.6-8) Analyze connections among events and developments in broader historical contexts.

Perspectives (D2.His.4.6-8) Analyze multiple factors that influenced the perspectives of people during different historical eras.

Causation and Argumentation (D2.His.14.6-8) Explain multiple causes and effects of events and developments in the past.

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From the National Standards for History Basic Education, available online at <http://www.nchs.ucla.edu/history-standards>

Era 2: Colonization and Settlement (1585-1763)

The study of the colonial era in American history is essential because the foundations for many of the most critical developments in our subsequent national history were established in those years. The long duration of the nation's colonial period--nearly two centuries--requires that teachers establish clear themes. A continental and Caribbean approach best serves a full understanding of this era because North America and the closely linked West Indies were an international theater of colonial development.

[One] theme is the economic development of the colonies through agriculture and commerce. A comparative approach to French, Spanish, Dutch, and English colonies, and a regional approach to the English mainland and West Indian colonies, as part of a developing Atlantic economy, will also be instructive. As in studying politics and religion, students should ponder how economic institutions developed--in ways that were typically European or were distinctively American--and how geographical variations--climate, soil conditions, and other natural resources--helped shape regional economic development.

STANDARD 3

How the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the Americas.

Standard 3B

The student understands economic life and the development of labor systems in the English colonies.

Grade Level	Therefore, the student is able to:
7-12	Compare the characteristics of free labor, indentured servitude, and chattel slavery. [Compare and contrast differing labor systems]

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

Overview

The American Revolution is of singular importance in the study of American history. First, it severed the colonial relationship with England and legally created the United States. Second, the Revolutionary generation formulated the political philosophy and laid the institutional foundations for the system of government under which we live. Third, the Revolution was inspired by ideas concerning natural rights and political authority that were transatlantic in reach, and its successful completion affected people and governments over a large part of the globe for many generations. Lastly, it called into question long-established social and political relationships--between master and slave, man and woman, upper class and lower class, officeholder and constituent, and even parent and child--and thus demarcated an agenda for reform that would preoccupy Americans down to the present day.

In thinking about the causes and course of the Revolution, it is important to study the fundamental principles of the Declaration of Independence; the causes for the outbreak of the war; the main stages of the Revolutionary War and the reasons for the American victory; and the role of wartime leaders, from all strata of society, both on the battlefield and on the homefront.

In assessing the outcomes of the American Revolution, students need to confront the central issue of how revolutionary the Revolution actually was. In order to reach judgments about this, they necessarily will have to see the Revolution through different sets of eyes--enslaved and free African Americans, Native Americans, white men and women of different social classes, religions, ideological dispositions, regions, and occupations. Students should also be able to see pre- and post-Revolutionary American society in relation to reigning political institutions and practices in the rest of the world.

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STANDARD 1

The causes of the American Revolution, the ideas and interests involved in forging the Revolutionary movement, and the reasons for the American victory.

Standard 1A

The student understands the causes of the American Revolution.

Grade Level	Therefore, the student is able to:
5-12	Explain the consequences of the Seven Years War and the overhaul of English imperial policy following the Treaty of Paris in 1763. [Marshal evidence of antecedent circumstances]
5-12	Compare the arguments advanced by defenders and opponents of the new imperial policy on the traditional rights of English people and the legitimacy of asking the colonies to pay a share of the costs of empire. [Consider multiple perspectives]
5-12	Reconstruct the chronology of the critical events leading to the outbreak of armed conflict between the American colonies and England. [Establish temporal order]
7-12	Analyze political, ideological, religious, and economic origins of the Revolution. [Analyze multiple causation]
9-12	Reconstruct the arguments among Patriots and Loyalists about independence and draw conclusions about how the decision to declare independence was reached. [Consider multiple perspectives]

Standard 1B

The student understands the principles articulated in the Declaration of Independence.

Grade Level	Therefore, the student is able to:
5-12	Explain the major ideas expressed in the Declaration of Independence and their intellectual origins. [Marshal evidence of antecedent circumstances]
5-12	Explain how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy. [Evaluate the influence of ideas]

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STANDARD 2

The impact of the American Revolution on politics, economy, and society.

Standard 2C

The student understands the Revolution's effects on different social groups.

Grade Level	Therefore, the student is able to:
7-12	Compare the reasons why many white men and women and most African American and Native Americans remained loyal to the British. [Consider multiple perspectives]
5-12	Compare the Revolutionary goals of different groups—for example, rural farmers and urban craftsmen, northern merchants and southern planters—and how the Revolution altered social, political, and economic relations among them. [Compare and contrast differing values, behaviors, and institutions]
5-12	Explain the Revolutionary hopes of enslaved and free African Americans and the gradual abolition of slavery in the northern states. [Examine the influence of ideas]
7-12	Analyze the ideas put forth arguing for new women's roles and rights and explain the customs of the 18th century that limited women's aspirations and achievements. [Examine the influence of ideas]