This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit [http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples].

**Instructional Unit Title: From Subject to Citizen**

**Social Studies**

8th Grade

---

The teacher may engage students in a discussion so students can review the economic and political benefits of British colonization of North America.

The teacher may provide various primary and secondary sources (e.g., documents, letters, journals) so that students can begin to understand colonists’ identification as British subjects politically, socially, and culturally.

The teacher may provide primary and secondary sources (e.g., letters, documents, images, records) so that students can explain how the colonies established their own political, social, and cultural identities while the British government diverted its attention elsewhere.

The teacher may provide primary and secondary sources (e.g., documents, trade data) so that students can examine the changing economic relationship between Britain and its North American colonies as colonial economic independence develops.

The teacher may engage students in a discussion so students can review the economic and political benefits of British colonization of North America.

The teacher may provide primary and secondary sources (e.g., documents, letters, journals) so that students can begin to understand colonists’ identification as British subjects politically, socially, and culturally.

The teacher may provide primary and secondary sources (e.g., letters, documents, images, records) so that students can explain how the colonies established their own political, social, and cultural identities while the British government diverted its attention elsewhere.

The teacher may provide primary and secondary sources (e.g., documents, trade data) so that students can examine the changing economic relationship between Britain and its North American colonies as colonial economic independence develops.

---

**PERFORMANCE ASSESSMENT:** The History Channel is holding a contest to recognize the 240th anniversary of the start of the American War of Independence. You are a member of an investigative team tasked with creating a segment for a documentary that highlights the struggles of colonists in their efforts to achieve fairness as British subjects and the efforts of the British Crown to maintain control over its colonies. Your team’s segment should be an in-depth examination of one specific issue or event (e.g., the Intolerable Acts, the Boston Massacre, Common Sense) which incorporates various perspectives and reactions of the groups involved.