Crispus Attucks: Part 2
Standards & Learning Objectives

AP US History

American and National Identity (NAT)
Politics and Power (PCE)
America in the World (WOR)
Social Structures (SOC)
Migration and Settlement (MIG)
Work, Exchange, and Technology (WXT)

Unit 2: Learning Objective A - Explain the context for the colonization of North America from 1607 to 1754.

KC-2.1.III Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas.

KC-2.2 The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.

KC-2.2.I Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another.

KC-2.2.II Like other European empires in the Americas that participated in the Atlantic slave trade, the English colonies developed a system of slavery that reflected the specific economic, demographic, and geographical characteristics of those colonies.

Unit 2: Learning Objective D - Explain causes and effects of transatlantic trade over time.

KC-2.1.III.A An Atlantic economy developed in which goods, as well as enslaved Africans and American Indians, were exchanged between Europe, Africa, and the Americas through extensive trade networks. European colonial economies focused on acquiring, producing, and exporting commodities that were valued in Europe and gaining new sources of labor.

KC-2.1.III.B Continuing trade with Europeans increased the flow of goods in and out of American Indian communities, stimulating cultural and economic changes and spreading epidemic diseases that caused radical demographic shifts.

KC-2.2.I.C The British government increasingly attempted to incorporate its North American colo-

nies into a coherent, hierarchical, and imperial structure in order to pursue mercantilist economic aims, but conflicts with colonists and American Indians led to erratic enforcement of imperial policies.

Unit 2: Learning Objective E - Explain how and why interactions between various European nations and American Indians changed over time.

Unit 2: Learning Objective F - Explain the causes and effects of slavery in the various British colonial regions.

KC-2.2.II.A All the British colonies participated to varying degrees in the Atlantic slave trade due to the abundance of land and a growing European demand for colonial goods, as well as a shortage of indentured servants. Small New England farms used relatively few enslaved laborers, all port cities held significant minorities of enslaved people, and the emerging plantation systems of the Chesapeake and the southern Atlantic coast had large numbers of enslaved workers, while the great majority of enslaved Africans were sent to the West Indies.

Unit 2: Learning Objective I - Explain how and why the different goals and interests of European leaders and colonists affected how they viewed themselves and their relationship with Britain.

KC-2.1.III.D The goals and interests of European leaders and colonists at times diverged, leading to a growing mistrust on both sides of the Atlantic. Colonists, especially in British North America, expressed dissatisfaction over issues including territorial settlements, frontier defense, selfrule, and trade.

KC-2.2.I.D Colonists' resistance to imperial control drew on local experiences of self-government, evolving ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.

Unit 3: Learning Objective A - Explain the context in which America gained independence and developed a sense of national identity.

KC-3.1 British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.

KC-3.1.II The desire of many colonists to assert ideals of self-government in the face of renewed British imperial efforts led to a colonial independence movement and war with Britain.

Unit 3: Learning Objective C - Explain how British colonial policies regarding North America led to the Revolutionary War.

KC-3.1.II.A The imperial struggles of the mid-18th century, as well as new British efforts to collect taxes without direct colonial representation or consent and to assert imperial authority in the colonies, began to unite the colonists against perceived and real constraints on their economic activities and political rights.

KC-3.1.II.B Colonial leaders based their calls for resistance to Britain on arguments about the rights of British subjects, the rights of the individual, local traditions of self-rule, and the ideas of the Enlightenment.

KC-3.1.II.C The effort for American independence was energized by colonial leaders such as Benjamin Franklin, as well as by popular movements that included the political activism of laborers, artisans, and women.

KC-3.1.II.D In the face of economic shortages and the British military occupation of some regions, men and women mobilized in large numbers to provide financial and material support to the Patriot movement.

Unit 3: Learning Objective D - Explain how and why colonial attitudes about government and the individual changed in the years leading up to the American Revolution.

KC-3.2.I.A Enlightenment ideas and philosophy inspired many American political thinkers to emphasize individual talent over hereditary privilege, while religion strengthened Americans' view of themselves as a people blessed with liberty.

KC-3.2.I.B The colonists' belief in the superiority of republican forms of government based on the natural rights of the people found expression in Thomas Paine's Common Sense and the Declaration of Independence. The ideas in these documents resonated throughout American history, shaping Americans' understanding of the ideals on which the nation was based.

KC-8.2 New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.

KC-8.2.I Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow.

KC-8.2.II Responding to social conditions and the African American civil rights movement, a variety of movements emerged that focused on issues of identity, social justice, and the environment.

NCSS

    3 PEOPLE, PLACES, AND ENVIRONMENTS
    6 POWER, AUTHORITY, AND GOVERNANCE
    9 GLOBAL CONNECTIONS
    4 INDIVIDUAL DEVELOPMENT AND IDENTITY
    5 INDIVIDUALS, GROUPS, AND INSTITUTIONS

Learning Objectives:

At the end of this lesson:

Students will discuss how Crispus Attucks's legacy has been preserved and invoked throughout American history.

Students will be able to identify an American structure that commemorates Crispus Attucks.

Students will be able to explain how history and memory are different and how they sometimes align.

Students will be able to describe how historians interpret history differently during different eras, and for different purposes.

Students will be able to explain how Attucks's death has been re-imagined and connected to different historical events and movements, such as abolition, American commemorations, and Civil Rights.

Students will be able to name another notable African-American who is not often covered in school.

Vocabulary

Artifacts, Plausible, Motives, Resurrecting, Hypocrisy, Abolitionism, Alliance, Invoke, Debunk, Embellish, Emancipation, Attribute, Martyr, Reconcile, Ravages