

On Our Way to the American Revolution

Subjects: US History, Reading, Geography

Grade Level: 5th Grade

Overarching Concepts:

Time, Continuity and Change – Students will explore how people’s beliefs and attitudes change over time.
Power, Authority and Governance – Students will understand the differences between a republic and a monarchy.

Civic Ideals and Practices – Students will understand their rights as American citizens by viewing what rights colonists had. Students will understand words like “freedom” and “representation.”

Overview: In this unit, students will explore the events, people, and ideas leading up to the American Revolution. Students will practice map skills by discussing the results of the French and Indian War. Students will understand that the colonists and Britain were on the same winning side of the war, but things started to turn badly when the King started issuing orders. Students will learn about the taxes and acts placed on the colonists by the King. Students will be able to explain the phrase, “No Taxation without Representation” by a primary source analysis activity. Students will read sections out of the novel, *My Brother Sam is Dead*, and understand how different perspectives on the same topic leads to a better understanding. Through reading parts of the novel, students will explore the perspectives of Loyalists and Patriots, and interact with a first-hand account of the Battle of Lexington.

Written By: Cassandra Kemp

Date: April 18, 2018



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Pre-instructional Assessment/Introduction: idea from: <https://sites.google.com/site/lrtsas/differentiation/5-preassessment-ideas>

Students will participate in a Carousel Brainstorm. There will be big paper around the room with essential questions that we will cover during the unit. Students will walk around with a marker and write their initial thoughts, facts, and pictures of what they already know. This will give the teacher the opportunity to assess students' background knowledge what they already know about the topics discussed throughout the unit. Questions are as followed:

- 1. What is so important about the Ohio River Valley?
- 2. What countries are present in North America after exploration?
- 3. Who is George Washington?
- 4. How are maps helpful to historians?
- 5. What is freedom?
- 6. What are taxes?
- 7. How do you have a voice in your government?
- 8. What does No Taxation Without Representation mean?
- 9. How do countries pay for a war?
- 10. How do different perspectives inform our understanding of a topic?
- 11. What is a patriot?

Questions 1-5 are answered in the first lesson. Questions 6-9 are answered in the second lesson. Questions 10-11 are addressed in the third lesson.

Title of Lesson/Activity #1: The French and Indian War

Created By: Cassandra Kemp

Overview of Lesson: In this lesson students will understand how Britain and the colonists were on the same side for the fighting of the French and Indian War. Students will learn about the different perspectives of the war through role-play and a changing map activity. In the end, the students will start to see how the colonists and Britain start to ram heads which led to the American Revolution. Students will practice map skills and learn how historical events change maps. Students will also be introduced to freedom and the colonists' ideals about being controlled by someone else of a higher authority.

PA Standards:

8.3.5.C. Differentiate how continuity and change in U.S. history are formed and operate. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

7.1.5.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.

CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Investigative Question for this activity: Why do Britain and the American colonists start disagreeing?

Objective(s):

After a role-playing activity of British, French, Colonists and Native Americans, students will be able to understand why the colonists felt their freedom was being taken away by writing at least one sentence and drawing at least one picture of the colonists' feelings before and after the Proclamation Line of 1763.

By drawing and studying a map of North America before and after the French and Indian War, students will be able to discuss how maps help analyze the surrounding historical context and will place two group ideas on the Class Venn Diagram on the Whiteboard.

Materials:

- Interactive Whiteboard
- Before and After North American maps of French and Indian War (to display)
- Student blank North American Maps (one for each student)
- Different Colored Markers for each group (four groups total)
- 2 sheets of poster paper for each group (four groups total)
- Blank Venn Diagram to display on Interactive Whiteboard or White/chalk board
- Sticky Notes (one for each student)
- *Map of the British and French Dominions in North America, with the Roads, Distances, Limits, and Extent of the Settlements, by Jno. Mitchell d.f. with Improvements.* Amsterdam: I. Covens and C. Mortier, 1755–1761. Hand-colored map. Geography and Map Division, Library of Congress (001.05.00) [Digital ID # ar004401] <http://www.loc.gov/item/74693187>

Printed Sources:

- Blank North American Map (http://d-maps.com/carte.php?num_car=1405&lang=en)
- Blank North American Map MODIFIED (http://d-maps.com/carte.php?&num_car=66285&lang=en)

Online Resources/Collections/Exhibits/Websites: Creating the United States

<https://www.loc.gov/exhibits/creating-the-united-states/>

Student Learning Process:

1. Intro: Students will analyze the primary source map answering questions in their groups such as, “What does this map show?” “What year does this map depict?” “What events do I know that happened during this year?”

2. Students will be broken into four different groups when they enter the classroom – British, Colonists, Native Americans, and French. A map will be displayed on the board of North American before the French and Indian war. Each pre-determined group will have blank maps at their separate stations. The teacher will display the correct map and students will copy down the different regions in different colors, including a map key. Students will answer questions with their background knowledge in their groups such as:

- Why are the French and British placed where they are on the map?
- Who owns the Ohio Valley?
- Where are the Native Americans?
- What side do the colonists support?
- Why do you think this upcoming war is called the French and Indian War?
- How can a map tell us the history behind it?
- How can comparing maps tell us the history behind events?

3. The teacher will bring the students back as a whole group and explain the riches of the Ohio Valley that everyone is fighting over. The teacher will explain that the British want the land for trading and expanding their empire. The teacher will explain that the French want the land for connecting it to their original settlements. The teacher will explain how the Native Americans are caught in the middle of all of this – they are living in the Ohio Valley. The teacher will ask the students of each group to take on their roles and the following questions:

- Britain why do you want the Ohio Valley?
- France why do you want the Ohio Valley?
- Native Americans how do you feel as everyone is fighting over the land you live on? What side will you join or won't you join a side?
- Colonists will you fight for the British crown?
- Students will start thinking of their side viewing the war – is land worth fighting over? The sides will

talk this over and prepare a simple slogan on a piece of poster paper to display in their group's corner of why they should win.

4. The teacher will explain the basic moves of war as it broke out including:

- France moving into Ohio Valley and putting up forts
- George Washington's soldiers at Fort Necessity and surprising Indians at Jumonville
- Fort Duquesne failed attack and introduction of Braddock
- The teacher will mark these significant places on the large map displayed on the board. The students

will copy on their maps.

5. At this point, the students will stop and evaluate George Washington with the class, explaining his failures thus far and his perseverance. The students will answer in groups:

- What do you already know about George Washington?
- What makes a good leader?
- Should we judge people based on their failures/successes or attitudes? How do we judge people in power today? Is it right to judge a person by their success or failure?

6. The teacher will continue with talking about the turn of the war for the British:

- Parliament leader William Pitt's decision to increase funding of the war
- British success at Duquesne, Louisbourg and Frontenac
- Treaty of Paris – mention the territorial changes
- The teacher will mark these on the map in a different color, the students will copy on their maps.

7. Students will discuss in their sections how they feel about the territorial changes.

- Colonists do you want to move to this new land since you fought and died for it?
- Native Americans how do you feel about the British now claiming your land?
- France was the Treaty of Paris fair? Were you glad that Spain joined you in the fight?
- Britain what will you do NOW?
- Students will label in another color on their map with these new changes. Students will discuss:
 - Back to the original question – How do changing maps tell us about the historical events? How are maps useful in conveying history? What do maps show us? Discuss these in small groups and each group place two ideas on board of Venn Diagram entitled, "How are maps helpful to historians."

8. Each side will draw a new poster about their opinions of the war to display over their old poster– what symbols do people use to show their emotions?

9. Students will be introduced to the Proclamation Line of 1763 where Britain was trying to stop westward expansion of the colonists and keep it for Native Americans.

- How does this change the colonists view?
- How does this change the Native Americans view?
- The teacher will introduce the idea of "freedom."
- How does freedom of the colonists play into this? Is it fair that the colonists have to listen to the King's orders from far away?
- Draw Proclamation line on map and have students copy.

Closure:

-Teacher will present idea of a current issue (EX: gun laws). Teacher will explain how the points of view change when something happens in our society (EX: idea of gun laws before shootings and idea of gun laws after shootings). Teacher will connect feelings of before and after perspectives to before and after French and Indian War – colonists and British fighting for land and winning versus colonists being told what to do after Proclamation of 1763). Students will look at their new updated map and predict Britain's next move after gaining more land in North America.

Modifications/Accommodation Techniques for Students with Special Needs:

- Students requiring modifications will receive a blank map with lines of major rivers and sections of North America already drawn.
- Groups will be heterogeneous ability groups for all students to contribute to discussions and assist students in ideas for class discussion.

Assessment:

1. Ticket Out the Door – BEFORE AND AFTER REFLECTIONS: Students will each receive a sticky note for this individual activity. On the front side of the sticky note, students will draw one picture with one sentence of how the colonists felt after winning the French and Indian War before the Proclamation Line of 1763. On the back side of the sticky note, students will draw one picture with one sentence of how the colonists felt after the Proclamation Line of 1763 was enforced. Students will place sticky notes on board when leaving.
2. Teacher will observe student-drawn before and after maps by walking around to each group and assisting. Teacher will also observe group discussions of how maps are beneficial to telling of historical events, especially the changing maps. Teacher will observe and read the groups responses to this discussion when they place them on the Venn Diagram on the board of, “How maps are helpful to Historians.”

Title of Lesson/Activity #2: Paying for the War

Created By: Cassandra Kemp

Overview of Lesson: In the second lesson, students are asked to think about what voice they have in their own government. The students will explore how the French and Indian War was paid for by British Parliament passing taxes on the colonists. The students will experience the unfairness of the taxes by participating in a role-playing activity. The students will learn about the individual taxes and acts passed on by the British Parliament by lecture and visuals. The class will be split into groups of two for a primary source analysis. Through the primary source activity, the groups will explore how the colonists reacted. The groups will create a free form poem of how the colonists reacted after exploring the primary sources. The teacher will review what the primary sources accurately depict at the end of the lesson.

PA Standards: 8.3.5.B. Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.

8.3.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

CC.8.5.6-8.B. 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.

Investigative Question for this activity: How do YOU have a voice in YOUR government?

Objective(s):

- By participating in a role play activity, students will be able to understand what the phrase, “No Taxation without Representation” means through discussing their experiences within their assigned groups, with at least two detailed reflections.
- By analyzing various primary source documents, students will be able to create a free-form poem describing the colonists’ feelings toward the acts and British Parliament, with at least five stanzas in their poem.

Materials:

- M&M candies
- Sugar Cubes
- Stamps
- Miniature house model
- Tea bags
- Primary Sources (6)
- Word Bank for Poem Modifications

Printed Sources:

1 = PS 1: Paul Revere. *The Bloody Massacre Perpetrated in King Street, Boston on March 5th 1770 by a Party of the 29th Regiment*. Engraving. Boston: Paul Revere, after 1770. Prints and Photographs Division, Library of Congress (11.02.00) [Digital ID# ppmsca-19159]

<http://www.loc.gov/pictures/item/2008680173/>

2 = PS 2: "Americans Throwing the Cargoes of the Tea ships into the River, at Boston." Engraving from W.D. Rev. Mr. Cooper. *The History of North America*. London: E. Newbery, 1789. Rare Book and Special Collections Division, Library of Congress (12.01.00) [Digital ID# us0012_01]

http://www.loc.gov/exhibits/creating-the-united-states/DeclarationofIndependence/BattleJoined/Assets/us0012_01_enlarge_725.Jpeg

3 = PS 3: Attributed to Philip Dawe. *The Bostonians in Distress*. Mezzotint. London: R. Sayer and J. Bennett, 1774. Prints and Photographs Division, Library of Congress (16.03.00) [Digital ID# cph.3a13536]

<http://www.loc.gov/pictures/item/2004673305/>

4 = PS 4: *Glorious News. Boston, Friday 11 O'clock, 16th May 1766. This instant arrived here the Brig Harrison, belonging to John Hancock*. Boston: 1766. Broadside. Rare Book and Special Collections Division, Library of Congress (007.05.00) Digital ID# us0007_05

http://www.loc.gov/exhibits/creating-the-united-states/DeclarationofIndependence/RevolutionoftheMind/Assets/us0007_05_enlarge.jpg

5 = PS 5: Letter from Benjamin Franklin to Charles Thomson, September 27, 1766. Manuscript. Charles Thomson Papers, Manuscript Division, Library of Congress (008.02.00) [Digital ID# us0008_02]

http://www.loc.gov/exhibits/creating-the-united-states/DeclarationofIndependence/RevolutionoftheMind/Assets/us0008_02_enlarge.jpg

6 = PS 6: *The Repeal, or the Funeral of Miss Ame-Stamp*, [1766]. Engraving. Prints and Photographs Division, Library of Congress (009.00.00) [Digital ID# ppmsca-15709]

<http://www.loc.gov/pictures/item/2006678564/>

7 = Word Bank for Poem Modifications

Online Resources/Collections/Exhibits/Websites: Creating the United States

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Student Learning Process:

1. Review the events of the French and Indian War on an Interactive Graphic Organizer (a Web), be sure students put the important points up on Interactive Whiteboard

=American colonists and Native Americans fought against the French, Spanish and Native Americans

=ISSUE: Ohio River Valley Region

-Why is this area so important to both sides? . . . Trading, Expanding empires, Fertile land

=Reaction of King George III after Britain won . . . Proclamation Line of 1763, give land to Indians, colonists do not settle

-Reaction of Colonists to Proclamation Line: They went across the line anyway

2. Anticipatory set: Question: How do YOU have a voice in YOUR government? (Local and/or federal)

=Students will answer the question by placing their answers on a graffiti wall on the Whiteboard or wall in the classroom. Discussion of answer will be at the end of the class.

3. Introduction: King: How do we pay for the war?

=Intro to activity: Britain's form of government: Constitutional Monarchy versus our form of government today, republic

-King has supreme power, has other bodies of government to help him

=Activity: M&M taxes, idea from: <http://youngteacherlove.com/role-playing-with-american-revolution/>

-Demonstrate that Britain is a growing empire . . . look at new map that Britain has after the French and Indian War

-Assign and describe Role of King imposing taxes on colonists (other people in the classroom)

-Give each student a cup of M&M's used to represent money, encourage students to think about what kind of jobs/lifestyles they would have as an American colonist

-Assign and describe the roles of two tax collectors . . . describe how these are British citizens

-Ask students questions, and assign values to the questions:

=If you have brown hair, give up two M&Ms

=If your first names start with a J, give up five M&Ms

=If you are wearing glasses, give up one M&M

=If you are in 5th grade, give up two M&Ms

=If you have a pet dog, give up two M&Ms

=If you have an iPhone, give up four M&Ms

-After the activity, have students reflect in groups of two, adding at least two reflections to the Whiteboard, then aloud:

=What are your feelings toward the King?

=What are your feelings toward the tax collectors?

=Did the King and tax collectors treat you fairly?

=How do you feel as an American Colonist?

=How did you/will you react toward the King and Britain?

-Students give up values that the King demands. The tax collectors collect the appropriate amount.

4. Have manipulatives: Sugar Cubes, Stamps, Miniature house model, and tea bags. As the teacher explains the taxes passed on colonists, refer to the manipulatives.

=After the French and Indian War, the British Parliament met to talk about the budget. They wanted the colonists to help pay for the French and Indian War, so they decided to pass laws on the colonists.

= One of the first acts that the British passed was the Sugar Act. The Sugar Act was put into play in 1764. The act put taxes on sugar imports. An import is a good coming into the colonies from other countries. How would this act affect you as a colonist? On a scale of 1-10 how mad are you currently toward the British Parliament?

= Another tax was passed that was called the Stamp Act. It was passed in 1765. What is a stamp used for in the context that we know it today? The stamp act placed taxes on paper items. Newspapers, required documents, and playing cards were all taxed. Who do you think this act affected the most? What jobs of the colonists required paper? On a scale of 1-10 how mad are you now at the British Parliament?

= Another tax was called the Quartering Act. This act was passed in 1765 as well. This is a special kind of act. It did not require taxes be put on items, but it still angered the colonists. The quartering act allowed British colonists to find a place to stay in the colonies. This meant the colonists had no say in British soldiers coming to live with them while they were in the colonies. British soldiers were in the colonies a lot too: to keep the peace, to collect taxes, and to act as spies. On a scale of 1-10 how angry are you at the British Parliament as a colonist?

= The Townshend Acts were passed in 1767. These acts required taxes on other imports into the colonies such as glass, lead, paint and tea. The British Parliament would eventually lift all of these taxes because of the colonists' opposition, except one tax . . . on tea. Tea was an important item in the colonies, the most popular drink at the time. Final time – on a scale of 1-10, show me on your hands how angry are you at the British Parliament as an American colonist?

5. How would you react to these taxes? As an American colonist, you may have fought in the French and Indian War and won, you are now required to pay all these taxes from a government and King across the ocean . . . could the taxes have been dealt in a better way? The colonists were angry that another government could force them to pay all these taxes. The colonists were especially angry that the government that they were not a part of could tell them what to do. The colonists could not have an opinion in the actions and decisions that the British Parliament enforced.

6. Students will analyze the reactions of the colonists through multiple primary sources. The teacher should put a copy of each primary source in groups of two. The students will answer the question: How did the colonists react to the taxes and acts passed on them? Students will write down of what words they find in these primary sources or words they think of while looking at the sources relating to the question. The students will make a poem out of the words that they think of. Students will present their poems at the end of the class.

= PS 1: Paul Revere. *The Bloody Massacre Perpetrated in King Street, Boston on March 5th 1770 by a Party of the 29th Regiment*. Engraving. Boston: Paul Revere, after 1770. Prints and Photographs Division, Library of Congress (11.02.00) [Digital ID# ppmsca-19159]

<http://www.loc.gov/pictures/item/2008680173/>

= PS 2: "Americans Throwing the Cargoes of the Tea ships into the River, at Boston." Engraving from W.D. Rev. Mr. Cooper. *The History of North America*. London: E. Newbery, 1789. Rare Book and Special Collections Division, Library of Congress (12.01.00) [Digital ID# us0012_01]

http://www.loc.gov/exhibits/creating-the-united-states/DeclarationofIndependence/BattleJoined/Assets/us0012_01_enlarge_725.jpeg

= PS 3: Attributed to Philip Dawe. *The Bostonians in Distress*. Mezzotint. London: R. Sayer and J. Bennett, 1774. Prints and Photographs Division, Library of Congress (16.03.00) [Digital ID# cph.3a13536]

<http://www.loc.gov/pictures/item/2004673305/>

= PS 4: *Glorious News. Boston, Friday 11 O'clock, 16th May 1766. This instant arrived here the Brig Harrison, belonging to John Hancock*. Boston: 1766. Broadside. Rare Book and Special Collections Division, Library of Congress (007.05.00) Digital ID# us0007_05

http://www.loc.gov/exhibits/creating-the-united-states/DeclarationofIndependence/RevolutionoftheMind/Assets/us0007_05_enlarge.jpg

= PS 5: Letter from Benjamin Franklin to Charles Thomson, September 27, 1766. Manuscript. Charles Thomson Papers, Manuscript Division, Library of Congress (008.02.00) [Digital ID# us0008_02]

http://www.loc.gov/exhibits/creating-the-united-states/DeclarationofIndependence/RevolutionoftheMind/Assets/us0008_02_enlarge.jpg

= PS 6: *The Repeal, or the Funeral of Miss Ame-Stamp*, [1766]. Engraving. Prints and Photographs Division, Library of Congress (009.00.00) [Digital ID# ppmsca-15709]

<http://www.loc.gov/pictures/item/2006678564/>

6. The class will come back together at the end of the primary source activity to discuss how the colonists reacted to the taxes. The teacher will display the primary source of the Boston Massacre. The teacher will explain how this was an event that took place because of the soldiers stationed in the colonies. The colonists were unarmed and were interfering with the soldiers. The British soldiers then fired into the crowd from an

order they received. Five colonists died, including a slave. This was considered one of the first rebellious events. The teacher will display the primary source of the Boston Tea Party. The teacher will explain this was another rebellious act by the colonists. After the tea tax was enacted, colonists did not want to buy tea. Therefore, ships of imported tea were on the Boston Harbor and the colonists snuck out at night dressed as Mohawk Indians and poured the tea into Boston Harbor as a rebellious act toward the tea tax. The teacher will display the primary source of the colonists in a cargo box. The teacher will explain that this is a political cartoon depicting the British soldiers force feeding the colonists. This shows the colonists did not have a say in what they did, they were forced. The teacher will show the Glorious News primary source. The teacher will explain how this is a print of the news that the British Parliament was going to repeal the Stamp Act. The teacher will show the Funeral Procession of the Stamp Act primary source. The teacher will explain how this is depicting the American anger of the Stamp Act and the reaction of the Stamp Act which was the Stamp Act Congress. The Stamp Act Congress was one of the first time the colonists came together to unite against the British.

Closure: Summarize lesson. The students will revisit the opening question: How do YOU have a voice in YOUR government? (Local and/or federal). The students will answer this question again but as an American Colonist on a different graffiti wall paper.

Modifications/Accommodation Techniques for Students with Special Needs:

-For the poem activity, students will receive a word bank of words to choose from in order to make their poems.

Assessment:

=Students will add their own reflections to the Graphic Organizer on the Interactive Whiteboard how they think the colonists felt toward not having a say in government.

=Students will create a free-form poem of how the colonists felt toward the passing of acts and taxes.

=The teacher will observe the groups analyzing the primary sources and making their poems of how the colonists felt, asking deeper thoughtful questions.

=The teacher will observe the changes in the students guiding question answers before and after the lesson.

Title of Lesson/Activity #3: Taking Sides

Created By: Cassandra Kemp

Overview of Lesson: In the third lesson of the unit, the guiding question is, “How do different perspectives inform our understanding of a topic?” The students will explore this question by reading parts of the novel, *My Brother Sam is Dead*. Students will begin by reviewing where we are so far in the journey to the American Revolution. The class will create a cause and effect graphic organizer of acts and their responses by the colonists. The teacher will briefly lecture on the First Continental Congress. The students will have read chapters two and three of their textbook for homework. In class, the students will define “loyalist” and “patriot” according to the experiences the characters in the novel have gone through so far. The students will be able to choose their own side of the Revolution by participating in a primary source analysis of various documents of each side of the Revolution. In groups, the students will create a simple poster of what side they support and why, with textual evidence from the sources. The class will read chapter one of the novel together in class, pertaining to the Battle of Lexington. The class will compare the battle in the novel with what actually happened. The students will figure out for themselves who fired the first shot heard around the world by exploring various primary sources. The class will end by students discussing what historians do and answering the question: How do all the documents we look at help us understand the material better?

PA Standards:

- CC.8.5.6-8.1. Analyze the relationship between a primary and secondary source on the same topic.
- 8.3.5.B. Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.

Investigative Question for this activity: “How do different perspectives inform our understanding of a topic?”

Objective(s):

- By analyzing primary sources, the students will be able to understand each side of the American Revolution by creating a poster of which side they support with at least three facts of textual evidence learned from the primary sources.
- After reading a chapter of *My Brother Sam is Dead* in class, students will be able to understand how multiple perspectives can tell the same story by comparing and contrasting the historical novel with the factual evidence, with at least two comparison and two contrast statements in groups.

Materials:

- Novel, *My Brother Sam is Dead*
- 3-2-1 Chart
- Cause and Effect Graphic Organizer
- Venn Diagram Graphic Organizer
- Primary Source Analysis Tool Worksheet
- Primary Sources (six, for Primary Source Analysis Activity):

=<http://www.loc.gov/pictures/item/2006677496/> Title: His Most Gracious Majesty King George the

Third Creator(s): Sr. Wm. Beechey, R.A. Londong

Date Created/Published: J and J Boydell, ca. 1804

=<http://www.loc.gov/pictures/item/96510309/> Title: His Excel: G. Washington Esq. L.L.D., Late

commander in chief of the armies of the U.S. of America and President of the Convention of 1787.

Creator(s): Charles Willson Peale

=http://www.loc.gov/exhibits/creating-the-united-states/DeclarationofIndependence/RevolutionoftheMind/Assets/us0007_04_enlarge.jpg Title: An Act for Granting Certain Stamp Duties.

Creator(s): Peter Force Papers

Date Created/Published: London: 1765

=http://www.loc.gov/exhibits/creating-the-united-states/DeclarationofIndependence/RevolutionoftheMind/Assets/us0007_05_enlarge.jpg Title: Glorious News, Boston Friday 11 o'clock, 16th May 1766. This instant arrived here the Brig Harrison, belonging to John Hancock.
Creator(s): (no author available) Broadside. [Rare Book and Special Collections Division](#)

=<http://www.loc.gov/pictures/item/2008680173/> Title: The Bloody Massacre Perpetrated in King Street, Boston on March 5th, 1770 by a Party of the 29th Regiment.

Creator(s): Paul Revere

Date Created/Published: Boston, after 1770

=http://www.loc.gov/exhibits/creating-the-united-states/DeclarationofIndependence/BattleJoined/Assets/us0012_01_enlarge_725.jpeg Title: Americans Throwing the Cargoes of the Tea ships into the River, at Boston

Creator(s): W.D. Rev. Mr. Cooper

Date Created/Published: London: E. Newbery, 1789

- Background of Battle of Lexington Video: <https://www.history.com/topics/american-revolution/battles-of-lexington-and-concord>
- Resource: <https://www.gilderlehrman.org/sites/default/files/inline-pdfs/Organizer%20Lesson%201.pdf>

Printed Sources:

- 1- Novel, *My Brother Sam is Dead*
- 2- 3-2-1 Chart
- 3- Cause and Effect Graphic Organizer
- 4- Venn Diagram Graphic Organizer
- 5- Primary Source Analysis Tool Worksheet
- 6- Primary Sources (six, for Primary Source Analysis Activity)
 - o <http://www.loc.gov/pictures/item/2006677496/>
 - o <http://www.loc.gov/pictures/item/96510309/>
 - o http://www.loc.gov/exhibits/creating-the-united-states/DeclarationofIndependence/RevolutionoftheMind/Assets/us0007_04_enlarge.jpg
 - o http://www.loc.gov/exhibits/creating-the-united-states/DeclarationofIndependence/RevolutionoftheMind/Assets/us0007_05_enlarge.jpg
 - o <http://www.loc.gov/pictures/item/2008680173/>
 - o http://www.loc.gov/exhibits/creating-the-united-states/DeclarationofIndependence/BattleJoined/Assets/us0012_01_enlarge_725.jpeg
- 7- Primary Sources (two, for Lexington Activity)
 - o <https://www.loc.gov/item/2015650276/>
 - o <https://www.loc.gov/item/95521116/>
- 8 - Resource: <https://www.gilderlehrman.org/sites/default/files/inline-pdfs/Organizer%20Lesson%201.pdf>

Online Resources/Collections/Exhibits/Websites: Creating the United States

<https://www.loc.gov/exhibits/creating-the-united-states/>

Student Learning Process:

1. Have students read chapters two and three from, *“My Brother Sam is Dead”* before class as homework. This is essential for the in-class discussion. Have students complete a 3-2-1 chart for each chapter: three things I learned, two things I have questions about/want to know about in the next chapters, one paragraph summary.

2. Guiding Question: How do different perspectives inform our understanding of a topic? Inside Outside Circle: Think of a time you had a different opinion about something. Share with your partner the argument topic, (no names), both sides, and how you resolved the issue. At the end of the activity, explain that the colonists were split on their opinions of what to do with the British Parliament – some were supportive of the US splitting away from Britain, some wanted to stay with Britain and stop the fighting, while others did not want to take a side. Think about the conflict among families and friends.

3. Background/Introduction:

= Have a cause and effect graphic organizer displayed on the Interactive Whiteboard. In the cause column, write the acts passed (Sugar Act, Stamp Act, Quartering Act, Townshend Acts) In the effect column have students come up with ways that the colonists reacted (anger, boycotts, Stamp Act Congress, Boston massacre, Boston tea party, no taxation without representation) to these events which should be review from the previous lesson.

= Talk about the First Continental Congress . . .

-Colonists were fed up with Britain and so delegates met in Philadelphia from 12 of the 13 colonies. They discussed sending a petition to King George III in order for a peaceful way to list what they are angry about. The delegates planned another meeting in a year to discuss the King’s response to the petition (Second Continental Congress).

4. Loyalists vs Patriots

=Define words for the class before starting to read.

-A tory, or loyalist, is a person who sides with the British throne. The patriots were those who favor America being an independent country from Britain.

-Famous Loyalists: Benedict Arnold, Thomas Hutchinson

-Famous Patriots: John Adams, Thomas Jefferson, George Washington, Paul Revere

= Students should have read chapters two and three before class. These two chapters talk about the two sides of the war from the perspective of Tim Meeker, who is deciding what side he wants to be on . . . his dad is an obvious Tory, his brother is a patriot, which causes conflict in the family. Students will share their 3-2-1 charts in class.

=What side will you choose? Students will analyze six sources from both sides of the American Revolution. Students will analyze six photos. In groups of three, students will answer questions independently on the Primary Source Analysis Tool worksheet and discuss in groups question such as “What is happening in this photo?” “What side of the Revolution does this event in the photo represent?” “What side do I support?” The students will sort the photos accordingly. Then the students will choose a “side” of the Revolutionary War to support – Loyalist, Patriot, Neither. The students must provide evidence from the photos as to why they chose to support a side. Once a side is picked, the students will create a simple poster depicting the side they support, with visuals and textual evidence from the primary sources.

5. Read chapter one of the novel in class . . . The story takes place at the beginning of the American Revolution with the Battle of Lexington and Concord . . . Tim Meeker’s brother tells his story of Battle of Lexington. Compare and contrast, using a Venn Diagram, his account versus what actually happened using primary sources and lecture.

= <https://www.loc.gov/item/2015650276/>

= <https://www.loc.gov/item/95521116/>

= Idea from: <https://www.gilderlehrman.org/content/my-brother-sam-dead> , resource:

<https://www.gilderlehrman.org/sites/default/files/inline-pdfs/Organizer%20Lesson%201.pdf>

= The students will look at the two depictions of the Battle of Lexington. Students will read the two different perspectives of the Battle and determine for themselves who fired the “Shot heard around the world?”

= Background of the Battle of Lexington and Concord: <https://www.history.com/topics/american-revolution/battles-of-lexington-and-concord>

-In 1775, the British marched to Lexington to take weapons back from the colonists. Militia men were waiting for the British here. Somebody fired a shot first, and the battle begun. This was the start of the American Revolution.

Closure:

-Re-visit the Opening Question: How do different perspectives inform our understanding of a topic?

=Today we looked at many different perspectives and sides of major conflicts. You told each other a conflict you had before. Then we explored the two ideas of colonists’ attitude towards the British: Loyalists vs. Patriots. We read an historical fiction novel to read about a family who is split between loyalists and patriots. Finally, we explored different accounts of the Battle of Lexington, in which Sam Meeker was a part of.

=Ticket Out the Door: How does Sam Meeker’s perspective of the Battle of Lexington help us understand the battle better?

Modifications/Accommodation Techniques for Students with Special Needs:

- During the primary source activity, students with special needs will already have the primary sources sorted out and displayed on the top which side (loyalist, patriot) each primary source represents.

Assessment:

=The ticket out the door will show the teacher how the students understand that different perspectives can tell the same event.

=The Venn Diagram will be used to show how much students understood from the novel and the lecture about the Battle of Lexington.

=By students creating their own posters showing what side they support in the American Revolution, the teacher will have an understanding how much the students understood about the loyalists and patriots.

=The teacher will visit each group when analyzing primary sources, asking deeper questions.

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Post-instruction Assessment:

Museum Exhibit: Idea from: www.teachhub.com/40-alternative-assessments-learning

-Students will participate in a museum exhibit in the classroom. Students will pick/be assigned to an item, event, person or place to represent. All of these items were discussed throughout the unit. Students will either be a person they represent, bring items to present the item, event or the place they are representing. Students will have an essay written before the museum exhibit day about their item, event, person, or place. The purpose of the essay is for students to give as much information when others come to their "museum exhibit." Other students visiting the museum exhibits will be encouraged to have at least two questions prepared to ask at each exhibit during the walkthrough. The questions will be turned in at the end of the museum walk-through. Students must be able to answer two questions from the audience when presenting.

Items are as follows:

- George Washington
- King George III
- Battle of Lexington
- Tim Meeker
- Sam Meeker
- Territorial Map after Proclamation Line of 1763
- No Taxation Without Representation sign
- Tea
- Stamp
- Loyalist
- Patriot
- First Continental Congress
- Paul Revere
- French and Indian War

-Students will receive a rubric before project is started.

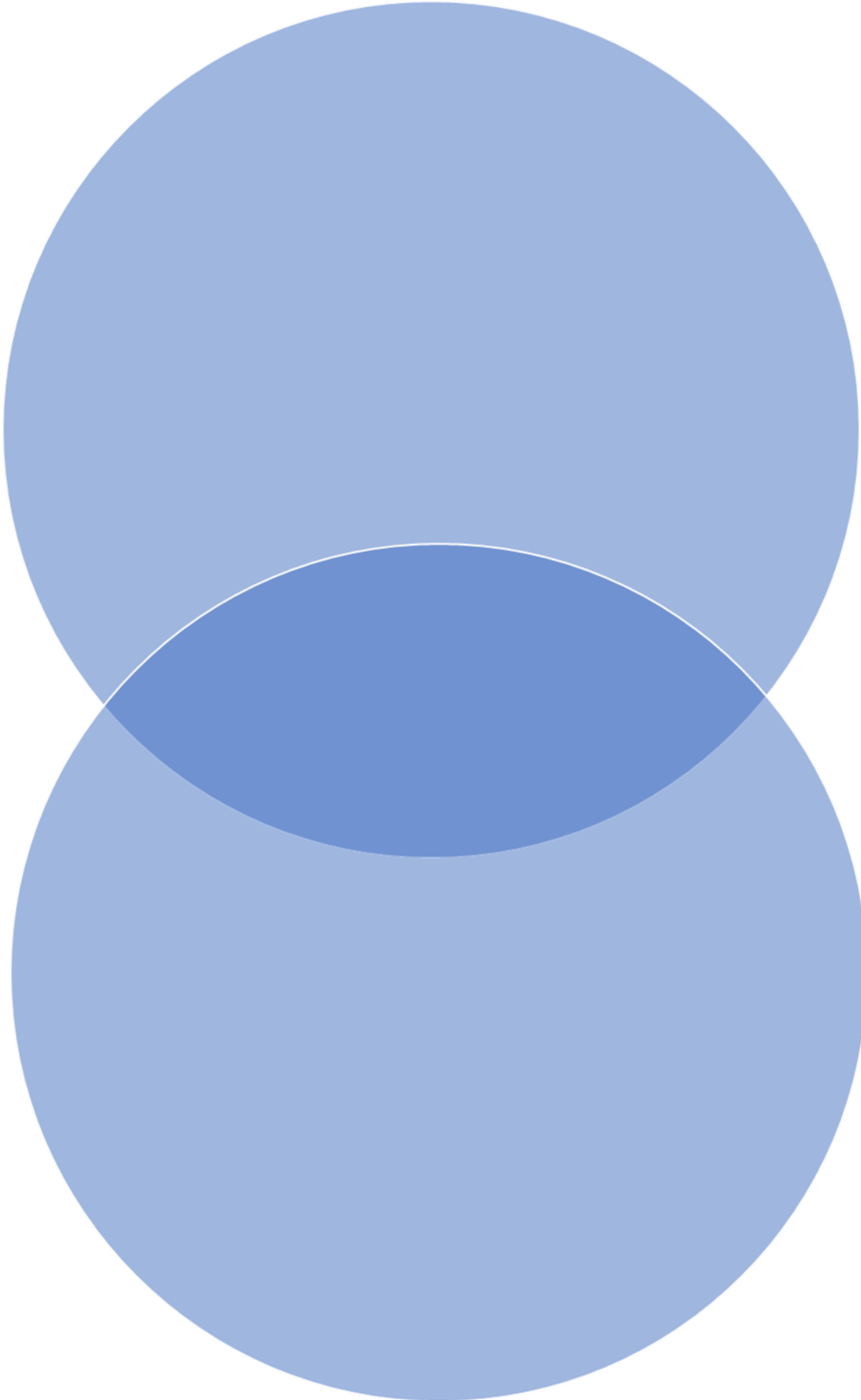
-This assessment activity will be used to help with the next step after this unit, which will be the events/battles of the American Revolutionary War and the Declaration of Independence. Students will understand the different perspectives of the people and events in their museum exhibit because that is the role they are playing. This way, students will have a better idea of the ideals and events that are leading to one of our nation's most important documents – the Declaration of Independence. Through this assessment activity, I want students to become an expert at their topic and understand how it fits into the bigger picture. I want students to use what they learned about these items and ask further investigative questions.

	20-17	16-11	10-0
Essay: Content	The student's essay is focused on the assigned topic. The essay gives a thorough background of the topic. The essay shows that the student took ideas learned in class and even further research.	The student's essay is focused on the assigned topic for most of the paper, with few off-topic/random facts. The essay may lack background of the topic. The essay shows either background knowledge learned in class or research.	The student's essay is mainly off topic. The essay is mostly opinionated, few or no facts. The essay lacks either background knowledge learned in class or research.
Essay: Structure, Grammar	The student's essay has 5 paragraphs with 5 sentences in each paragraph. The student's essay has zero grammar, spelling, mechanics errors. The essay is well organized, thoughts flow well.	The student's essay almost reaches 5X5 structure. The student needs more proof-reading help. The essay has a few grammar, spelling, and mechanical errors.	The student's essay does not satisfy the 5X5 requirement. The essay does not flow well. The essay has a lot of grammar, spelling, and mechanical errors.
Exhibit: Visual	The student prepares the exhibit space with 3 or more visuals. The visuals allow the audience to understand the topic better.	The students prepares the exhibit with 2 visuals. The visuals allow the audience to understand the topic better.	The student prepares the exhibit 1 or 0 visuals. The visuals are random and do not show further understanding of the topic.
Exhibit: Oral Account	During the museum exhibit, the student shares the who, what, where, when and why knowledge of their topic. The student shares excitement with the audience, not getting off topic.	During the museum exhibit, the student share the who, what, where, when, and why knowledge of their topic, excluding 2.	During the museum exhibit, the student only shares 1 or 2 who, what, where, when, why facts. The exhibition is not exciting.
Exhibit: Questions for Further Investigation	During the museum walkthrough, students are able to answer 2 questions accurately from the audience. Students are able to ask 2 questions about other exhibitions.	During the museum walkthrough, students are able to answer 1 question accurately from the audience. Students are able to ask 1 question about other exhibitions.	During the museum walkthrough, students are able to answer 0 questions accurately from the audience. Students are able to ask 0 questions about other exhibitions.

3	2	1
<i>3 things I learned</i>	<i>2 questions</i>	<i>1 paragraph summary</i>

CAUSE

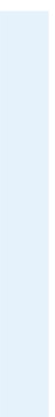
EFFECT



Primary Source Poem WORD BANK

Aggressive	Independence
Angry	Laughing
Boycott	Liberty
Celebration	Mohawk Indians
Church	Opposition
Cold	Proud
Colonists	Rejection
Death	Repeal
Distressed	Revenge
Exciting	Rule
Firing	Surrounded
Forced	Tea
Free	Town hall
Good	Unfair
Good News	Wounded
Happy	Yelling
Hungry	

PRIMARY SOURCE ANALYSIS TOOL



OBSERVE

Handwriting practice area for the "OBSERVE" section, consisting of a light blue background with horizontal dotted lines.

REFLECT

Handwriting practice area for the "REFLECT" section, consisting of a light blue background with horizontal dotted lines.

QUESTION

Handwriting practice area for the "QUESTION" section, consisting of a light blue background with horizontal dotted lines.

FURTHER INVESTIGATION

A large, solid light blue rectangular area for further investigation.