

Lesson Plan #1

Road to Revolution

Introduction: In this lesson students will look at the events leading up to the American Revolution. Students will not only focus on the colonists' side of the argument, but they will also be asked to interpret and understand the British side as well. Finally, students will be able to create a timeline of the events.

Objectives:

Content/Knowledge:

1. Students will be able to interpret the arguments for both the British and colonists on taxation
2. Students will be able to compare and contrast viewpoints pertaining to the Boston Massacre
3. Students will be able to describe the different Acts imposed by the British on the colonists

Process/Skills:

1. Students will be able to create a timeline of the events leading up to the civil war
2. Students will be able to take comprehensive and detailed notes based off of a power point presentation
3. Students will be able to work cooperatively in groups to formulate and argument
4. Students will be able to debate in a civil and respectful manner

Values/Dispositions:

1. Students will be able to form an opinion on why or why not the British were justified in imposing the different taxes upon the colonists

Standards:

State – Illinois Learning Standards

1. **16.A.4b** Compare competing historical interpretations of an event.
2. **16.A.4a** Analyze and report historical events to determine cause and-effect relationships.
3. **16.B.3b (US)** Explain how and why the colonies fought for their independence and how the colonists' ideas are reflected in the Declaration of Independence and the United States Constitution.

National – National Council for the Social Studies Standards

1. Time, Continuity, and Change – History

National – National Standards for History

1. **Standard 1A** Explain the consequences of the Seven Years War and the overhaul of English imperial policy following the Treaty of Paris in 1763.
2. **Standard 1A** 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.
3. **Standard 1A** Reconstruct the chronology of the critical events leading to the outbreak of armed conflict between the American colonies and England.
4. **Standard 1A** Reconstruct the arguments among patriots and loyalists about independence and draw conclusions about how the decision to declare independence was reached.

Syntax – Procedures

1. Engagement:
 - a. Teacher Instruction:
 - i. Seat the students and inform them that the school district is in bad shape and in dire need of new revenue.
 - ii. Tell the students that the school board had a meeting and discussed possible solutions, this is what they came up with:
 1. Students will pay \$.25 to have a paper graded
 2. Students will pay \$.25 to use or rent a book everyday
 3. Students will pay \$.25 anytime extra paper is needed (per sheet)
 - iii. Ask students for their reactions to these new rules
 1. How do these rules make you feel?
 2. How do you feel knowing that you didn't have a say in whether it was okay to implement these rules?
 3. Are these rules fair?
 4. What should the school board have done instead of just creating these rules?
 5. How do these rules relate to the American Revolution?
 - b. Resources:
 - i. Discussion
 - c. Student Activity:
 - i. Students will enter classroom and begin class as normal
 - ii. Students will listen to the new rules that the school board is implementing in the coming days.
 - iii. Students will give their reactions to the new rules
 1. How does this activity relate to the American Revolution
2. Exploration
 - a. Teacher Instruction:
 - i. Split students into groups of 4 or less (group with those already around them)
 - ii. Give students George Grenville's "Speech in the House of Commons"
 - iii. Give students "Solve the War Debt" worksheet
 - iv. Have the students read Grenville's speech and answer the questions on the worksheet
 - v. Have groups present their solutions to the war debt

1. Play devil's advocate for each groups answers
 - vi. Ask students which side was more justified in their argument for or against taxation
 1. British vs. Colonists
- b. Resources:
 - i. George Grenville's "Speech in the House of Commons"
 - ii. "Solve the War Debt" worksheet
- c. Student Activity:
 - i. Put desks together in the group that gets assigned to you
 - ii. Read George Grenville's "Speech in the House of Commons"
 - iii. Answer questions on "Solve the War Debt" worksheet
 1. Come up with 3-4 solutions to getting Britain out of debt
 - iv. Present solutions to the debt to the class
 - v. Defend your solution when Mr. Ward refutes its popularity among colonists
 1. Try to think about what Mr. Ward will say to your solution before presenting
 - vi. Choose which side you believe is most justified in their arguments for or against taxation
 1. British vs. Colonists

3. Explanation

- a. Teacher Instruction:
 - i. Using the "Road to the Revolution" power point describe the events that led the colonists declaring their independence, and the eventual beginning of the American Revolution
 1. French and Indian War
 2. Sugar and Quartering Acts
 3. Stamp Act
 4. Boston Massacre
 - a. Townshend Acts
 5. Boston Tea Party
 - a. Intolerable Acts
 6. First Continental Party
 - ii. Hand out Guided Notes sheet to the students
 - iii. During the seminar incorporate these questions to keep the students engaged
 1. Why was the Ohio River Valley such a sought after piece of land?
 2. Why was the Battle of Quebec such a major turning point?
 3. What were the pros and cons of the Treaty of Paris for the British?
 4. What was the goal of implementing the Sugar and Quartering Acts?
 - a. What amendment prevents the government nowadays from creating a new Quartering Act?
 5. Why were the colonists upset by the Stamp Act?
 6. What, if any laws can be seen as similar, if any, nowadays to the Stamp Act?
 7. What act did the Townshend Acts bring about?
 8. Why were the British soldiers put on trial?
 - a. At first glance, what do you think the ruling of the trial will be?
 9. Who were the Sons of Liberty?
 10. Why did the Sons of Liberty dress as Indians?

11. What was accomplished during the First Continental Congress?

b. Resources:

- i. "Road to Revolution" Power Point presentation
- ii. "Road to Revolution" guided notes sheet

c. Student Activity:

- i. Follow along with the power point presentation on the events leading to the American Revolution
- ii. Complete the guided notes work sheet while paying attention to the seminar to obtain the information
- iii. Think about these questions during the seminar
 1. Why was the Ohio River Valley such a sought after piece of land?
 2. Why was the Battle of Quebec such a major turning point?
 3. What were the pros and cons of the Treaty of Paris for the British?
 4. What was the goal of implementing the Sugar and Quartering Acts?
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 11. What was accomplished during the First Continental Congress?

4. Elaboration

a. Teacher Instruction:

- i. Show the students Part 1 → the end of the Trial in *HBO's John Adams*. (get pre-approved for foul language)
 1. The video pertains to the trial of the British soldiers who were put on trial after the Boston Massacre. John Adams defends the British soldiers while other colonists were on a mission to see the soldiers hung for their actions.
- ii. Right before the verdict pause the video and ask the students what they believe the verdict to be and why.
 1. Tell them that if they read the chapter they know the verdict and to not yell out the answer
- iii. After the clip ask the following questions:
 1. Why did John Adams decide to defend the British soldiers
 - a. Why was this looked badly upon by the other colonists?
 2. Before the video what was your opinion about the Boston Massacre and the British soldiers?
 - a. Did your viewpoint change after watching the video?
 - b. Why did you have the initial judgment you did?
 - i. What made you change your mind, or why didn't you change your mind?
 - c. Why was this trial important?

d. What is your opinion on the layout of the courtroom and how it was conducted?

b. Resources:

i. *HBO's John Adams*

1. Beginning of Part 1 → End of the Trial (roughly 45 minutes to an hour)

c. Student Activity:

i. The teacher will show part of the movie *John Adams*. The video gives a more in depth look into the trial of the British soldiers involved in the Boston Massacre. The video comes from the viewpoint of trial lawyer John Adams and his defense of the British soldiers. During the movie the students will think about the following questions:

1. Why did John Adams decide to defend the British soldiers

a. Why was this looked badly upon by the other colonists?

2. Before the video what was your opinion about the Boston Massacre and the British soldiers?

a. Did your viewpoint change after watching the video?

b. Why did you have the initial judgment you did?

i. What made you change your mind, or why didn't you change your mind?

c. Why was this trial important?

d. What is your opinion on the layout of the courtroom and how it was conducted?

5. Evaluation

a. Teacher Instruction:

i. Students will be given instructions on how to create a "Road to Revolution" timeline.

ii. Tell the students about the expectations of the timelines and what should all be included.

1. Use of notes and other resources is expected

a. Plagiarism will result in a zero and a principals conference

b. Resources:

i. "Road to Revolution" timeline instructions/rubric

ii. Construction paper

c. Student Activity:

i. Follow the given prompt to create a timeline of the events leading to the American Revolution

ii. Ask for construction paper to create the timeline

George Grenville's Speech in the House of Commons, January 14, 1766

George Grenville was the Prime Minister of Britain when the Stamp Act was passed in 1765.

Parliament's Right to Tax the Colonies

. . . That this kingdom has the sovereign, the supreme legislative power over America, is granted. It cannot be denied; and taxation is a part of that sovereign power. It is one branch of the legislation. It is, it has been exercised, over those who are not, who were never represented. It is exercised over the India Company, the merchants of London, and the proprietors of the stocks, and over great manufacturing towns. It was exercised over the county... of Chester... before they sent any representatives to parliament....

Protection and obedience are reciprocal. Great Britain protects America, America is bound to yield obedience. If not, tell me when the Americans were emancipated? When they want the protection of this kingdom, they are always very ready to ask it. That protection has always been afforded them in the most full and ample manner. The nation has run itself into an immense debt to give them this protection; and now they are called upon to contribute a small share towards the public expense. . . .

Glossary:

sovereign – greatest authority

supreme – most

legislative – legal

House of Commons – part of parliament

debt – owing money

parliament – law making body in Britain

emancipated - freed

yield - give

ample – plenty

Bullion, John L. *A Great and Necessary Measure: George Grenville and the Genesis of the Stamp Act, 1763-1765.* Columbia: University of Missouri Press, 1982.

Name: _____

Group Members: _____

Date: _____

Class: _____

Solve the War Debt

Instructions: The year is 1766 and Britain concluded their war with the French 3 years ago. The war, however, has left Britain with a massive debt, £122 million pounds to be exact. This massive amount of money is crushing the British economy, and the government needs to figure out a solution to paying off this debt. Others have thought about taxing the British merchants, but these merchants are already being taxed so much that another raise will devastate the British economy. Prime Minister George Grenville has suggested that Britain turn to the colonies to help solve the debt crisis. Read the passage from Prime Minister Grenville's speech and create 4 plausible solutions to raise money to erase the war debt.

Title of the Act	Description of the Act

ROAD TO REVOLUTION

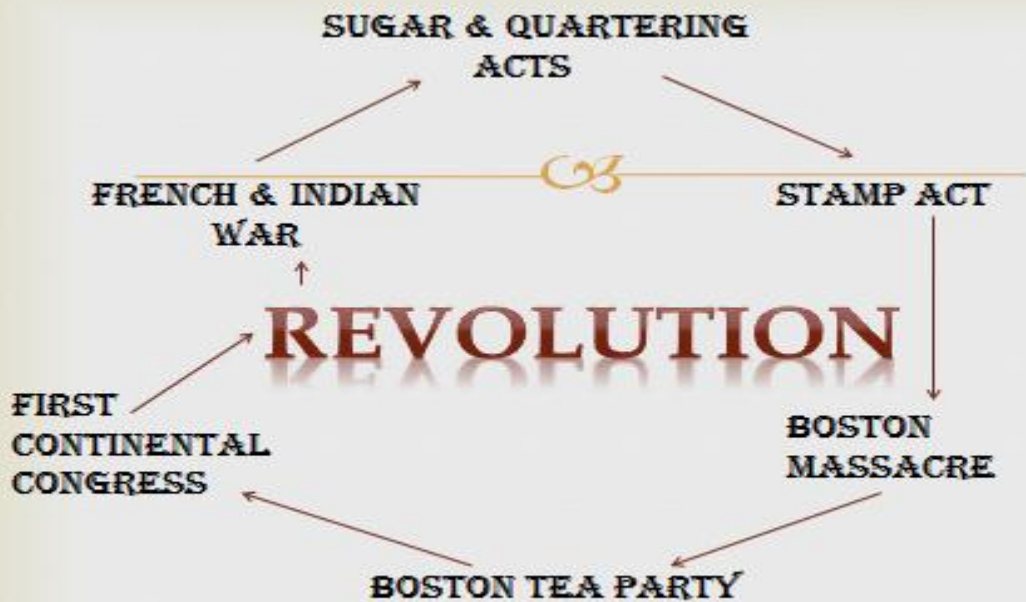
*"every Act of Oppression will sour
their Tempers . . . and hasten their
final Revolt"*

Benjamin Franklin



*"I know not what course others may take; but as for
me, give me liberty or give me death!"*

Patrick Henry



FRENCH & INDIAN WAR (1753-1763)

- œ French and British claim control over Ohio River Valley
 - œ French build forts to claim land
 - œ Fort Duquesne
 - œ British suffer massive defeat
- œ William Pitt becomes new British Prime Minister
 - œ Britain begins to win the war
 - œ Major Event: Battle of Quebec
 - œ British victory
- œ Treaty of Paris signed
 - œ France gives away claims in North America



SUGAR & QUARTERING ACTS

- œ Sugar Act (1764)
 - œ British put a 3 cent tax on foreign products:
 - œ Molasses, sugar, certain wines, coffee, etc
 - œ Attempt to get colonists to purchase more British goods
- œ Quartering Act (1765)
 - œ Enforce Proclamation of 1763
 - œ Colonists required to house British troops
 - œ Provide food and other supplies



STAMP ACT (1765)

- œ A stamp or British seal must be bought for all kinds of products:
 - œ Newspapers, wills, licenses, insurance policies, etc.
- œ Merchants organized a boycott of British goods
- œ Stamp Act Congress
 - œ Delegates from nine colonies petition to have Stamp and Sugar Act stopped
 - œ 1766 Stamp Act repealed
- œ Declaratory Act
 - œ Parliament has total authority over the colonies



BOSTON MASSACRE (1770)

- œ Townshend Acts (1767)
 - œ Britain would only tax products brought into colonies
 - œ Writs of Assistance
- œ Townshend duties repealed, except on tea
 - œ Why would they do this?
- œ Nine British soldiers are surrounded by angry Boston workers
 - œ Soldiers fire into crowd and kill 5
 - œ No one knows if soldiers were provoked
 - œ Soldiers defended in court by John Adams
 - œ Every person has right to a lawyer and fair trial



BOSTON TEA PARTY (1773)

- ☞ Tea Act (1773)
 - ☞ Gives East India Company monopoly on selling British tea
- ☞ Sons of Liberty:
 - ☞ Disguised as Native Americans (why?)
 - ☞ Dumped 342 cases of tea into Boston Harbor
 - ☞ 90,000 pounds of tea destroyed
 - ☞ “No taxation without representation”
- ☞ Led to the Intolerable Acts (1774)



FIRST CONTINENTAL CONGRESS (1774)

- ☞ 56 Delegates from 12 colonies meet in Philadelphia to discuss liberty (except Georgia)
- ☞ Demanded for the removal of the Intolerable Acts
 - ☞ Colonies had right to tax and govern themselves
 - ☞ Training of militia
 - ☞ New boycott of British goods
- ☞ Those attending included:
 - ☞ John & Samuel Adams, John Jay, George Washington, and Patrick Henry



The Sixth Amendment of the U.S. Constitution

*"In all criminal prosecutions, the accused shall enjoy the right to a **speedy** and **public** trial, by an **impartial** jury of the **State and district** wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be **confronted** with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the **Assistance of Counsel** for his defence."*



THE SONS OF LIBERTY



John Hancock



Samuel Adams



Name: _____

Total Score: _____ / 50

Road to Revolution Timeline Rubric

Description	1 Point	2 Points	3 Points	4 Points	5 Points
Content	Little to no content is prevalent	Minimal content given, with no elaboration	Student understood the material, but was lacking in amount of content given	Student has good grasp of content. Was missing a few elements in each event	Student shows master of content and includes all pertinent information for each event
Creativity	Little to no creativity shown	Student added some creativity such as color	Student had a few pictures incorporated but no more	Student was creative in their visual presentation but needed to be a little bit cleaner in presentation	Clean and visually appealing. Highly creative with obvious effort put forth
# of Events	1 event	2 events	3 events	4-5 events	6 events
Format	Student did not follow format for a timeline	Student poorly followed timeline format by having numerous errors present	Student had the proper timeline laid out, but events were not clearly marked to their spot	Student had minimal errors in formatting the timeline	No errors in formatting the timeline present
Grammar/ Punctuation	Over 5 grammar and punctuation errors	4-5 grammar or punctuation errors	2-3 grammar or punctuation errors	Only 1 grammar or punctuation error present	No grammar or punctuation errors

Road to Revolution: Timeline Activity

Instructions: You have learned of numerous events that lead to the eventual start of the American Revolution. Using the new knowledge you have obtained, and all the resources at your fingertips create a timeline of the events leading up to the American Revolution. Timelines should be done in a creative manner with at least a paragraph of information describing each labeled event. In each paragraph the following information should be included: Name of event, dates, key people, what caused this event to occur, and why was this event important to the eventual start of the American Revolution? (Worth 50 points)

Example:

