

The American Revolution

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Major Topic for the Unit of Instruction: The American Revolution

Length of Unit:

18 class periods; 60 minutes each

STAGE 1: DESIRED RESULTS

Standards of Learning: SOL USI. 6

Major understanding:

Students will explain:

Great Britain's reasons for controlling the colonies; Great Britain's reasons for taxation; Sources of colonial dissatisfaction; key philosophies in the Declaration of Independence; key individuals; other important individuals; key events; and colonial advantages.

Essential Question(s):

1. What steps did Great Britain take to increase control over its colonies?
2. Why did many colonists become dissatisfied with Great Britain's control over the colonies?
3. What ideas/or philosophies about government were expressed in the Declaration of Independence?
4. Who were some of the key individuals in the Revolutionary War?
5. What role did key individuals play in the Revolutionary War?
6. What were some of the key events that occurred during the Revolutionary War period?
7. What advantages helped the American colonists win the Revolutionary War?

Student Objectives:

Students will be able to:

1. identify and analyze the issues of dissatisfaction that led to the American Revolution.
2. identify how political ideas shaped the revolutionary movements in America and led to the Declaration of Independence.
3. describe key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, and Patrick Henry.
4. explain reasons why the colonies were able to defeat Great Britain.

Bloom's Taxonomy Skills

Students will be comparing and contrasting, analyzing, creating, debating, sequencing and identifying.

21st Century Learning Skills

Students will collaborate and create products to display their understanding of the information as well as debating based on a particular perspective.

STAGE 2: ASSESSMENT EVIDENCE

List the Performance Task(s)

1. Prepare a statement or speech from their particular perspective about the French and Indian War.
2. Students will create a timeline of the major acts.
3. Students will write a persuasive editorial for a local paper explaining why the colonists should support the battle for independence. Publish using <http://www.fodey.com/generators/newspaper/snippet.asp>.
4. Students will analyze a section of the Declaration of Independence and share with the rest of the class.
5. Students will create a timeline of events of the Revolution using color, pictures, and complete, concise explanations of the events. Use a timeline generator such as above.
6. Students will write a short essay about how Phyllis Wheatley helped created the genre of African American literature and the role she played as a supporter of independence, using a Google Doc.
7. Students will complete a graphic organizer to review the events of the Revolutionary War and George Washington's leadership role.
8. Students will write an epitaph for Benjamin Franklin's gravestone, using Google Drawing in Google Apps for Education.

STAGE 3: LEARNING PLAN

Day 1 & 2 French and Indian War

Materials

- Textbook and other resources
- Computer and internet connection
- Library and Internet resources on the French and Indian War, including <http://www.ohiohistorycentral.org/entry.php?rec=498>
- Construction paper

Instructional Activities

1. Review French and British exploration in the New World and the impact of this exploration on American Indians. Remind students of the motivating forces of exploration, including competition. Review the interactions between American Indians and Europeans, which led to both cooperation and conflict.
2. Students will utilize the textbook and library or Internet resources to research the French and Indian War (see <http://www.ohiohistorycentral.org/entry.php?rec=498>). Discuss the events leading to the war, the war itself, key people of the war, and the lasting effects of the war.
3. Students will use the information gathered in their research to create a three-part Venn diagram on construction paper, comparing and contrasting the perspectives of the French, the British, and the American Indians during the

French and Indian War era. The diagram can be used for assessment purposes to ascertain students' understanding of the war. Ensure that students include the following information.

- Great Britain's reasons for controlling the colonies and the steps taken to do it:
 - Great Britain desired to remain a world power.
 - In the American colonies, Great Britain's desire to remain a world power resulted in a conflict with the French known as the French and Indian War.
 - Great Britain imposed taxes, such as the Stamp Act, to raise necessary revenue to pay the cost of the French and Indian War.
 - Great Britain's reasons for taxation of the colonies:
 - To help finance the French and Indian War
 - To help finance the maintenance of British troops in the colonies
 - Reasons for colonial dissatisfaction:
 - The colonies had no representation in Parliament.
 - Some colonists resented the power of the colonial governors.
 - Great Britain wanted strict control over colonial legislatures.
 - The colonies opposed the British taxes.
 - The Proclamation of 1763, which followed the French and Indian War, restricted the western movement of settlers.
4. After students have finished their diagrams, divide the class into three groups to represent the perspectives of the French, the British, and the American Indians. Each student will prepare a statement or speech from their particular perspective about the French and Indian War, using their previous research. Students assigned to the same group can work in small groups or with partners to brainstorm ideas, identify key arguments, and practice their statements or speeches.
 5. Have students present their statements or speeches, allowing students representing the different groups to debate one another based on their perspectives of the war.

Day 3 & 4: The Colonists' Grievances against the British

Materials

- Textbook and other resources
- Computers and internet connection
- <http://www.readwritethink.org/files/resources/interactives/timeline/>
- M & Ms, cups, items to be taxed
Attachment A: American Revolution—Steps to Independence

Instructional Activities

1. Designate students to be the king, parliament, tax collectors, and the colonists. Give the colonists their 'money'. Draw a card to identify what will be taxed and how much tax will be paid. The 'tax collectors' will collect the tax from the colonists. When all of the items have been taxed, divide the 'money' collected with the King, Parliament, and the tax collectors. Have the students discuss how they felt being taxed on basic items that they need every day to be a student.
2. Discuss the relationship between the thirteen colonies and Great Britain in the third quarter of the eighteenth century. Remind students of the disadvantages of being a colonial possession under British rule:

- While many colonies possessed their own elected assemblies, the colonial governors were still under the rule of King George III.
 - The colonies lacked representation in the British parliament, but they were subject to royal laws, including those involving taxation.
 - At that time, most colonists still viewed themselves as loyal British subjects and had not yet considered the possibility of revolution or independence from Britain.
3. Use the textbook, or other informational text, to complete Attachment A, reading the text aloud in class or reading individually.
 4. After students have completed the chart, review the information with them. Create a timeline on the board by selecting dates of the major acts and writing only the dates on the board. Have students come to the board and complete the timeline by adding the acts and/or responses.
<http://www.readwritethink.org/files/resources/interactives/timeline/> may also be used.
 5. Discuss the kinds of grievances that citizens make against the federal government today. How are these complaints similar to those of the 1700s? What is one major difference between our relationship to our federal government today and the colonists' relationship to the British government?

Days 5 & 6 Patrick Henry and Thomas Paine

Materials

- Computers and internet connection
- Excerpts from the speeches and/or writings of Patrick Henry and Thomas Paine
- Attachment B: Guided Reading Outlines—Answer Key
- <http://www.fodey.com/generators/newspaper/snippet.asp>
- <http://www.digitalhistory.uh.edu/>
- <http://theamericanrevolution.org/DocumentDetail.aspx?document=18>
- www.wordle.com or www.tagxedo.com

Instructional Activities

1. Discuss the impact that Enlightenment ideas had on the colonists. Explain that the main ideas of John Locke, such as the belief that all human beings are created equal with certain unalienable rights, were influential to such colonial patriots as Patrick Henry, Thomas Paine, Thomas Jefferson, and Benjamin Franklin. Students will examine excerpts from the speeches and/or writings of Thomas Paine and Patrick Henry that illustrate these enlightenment ideas and that argue for self-government and independence from Britain.
2. Students will create guided reading outlines similar to those on Attachment B. Distribute an excerpt from Thomas Paine's *Common Sense* (found at <http://www.digitalhistory.uh.edu/> by clicking on For Teachers—Classroom Handouts—Toward Revolution) and from Patrick Henry's speech to the Virginia Convention (found at <http://theamericanrevolution.org/DocumentDetail.aspx?document=18>).
3. Students read the excerpts individually or aloud as a class. If some of the language is difficult for students to understand, have them look up unfamiliar vocabulary. After they have completed the readings, aid in identifying the main ideas, and complete guided reading outlines. Word clouds, such as www.wordle.com or www.tagxedo.com may be used to compare the frequency and importance of words used in each excerpt.
4. Students use the information from the readings and from the textbook to write a persuasive editorial for the local newspaper explaining why colonists should support the battle for independence. Show examples of present-day editorials from the local paper to help them understand the format and purpose of an editorial. Students complete

their editorial using Google Docs and then cut and paste into <http://www.fodey.com/generators/newspaper/snippet.asp> for publication.

Day 7 & 8 The Declaration of Independence

Materials

- Computer and internet connection
- Copy of the Declaration of Independence (usually found in the textbook)
- Attachment C: Declaration of Independence Document Analysis Sheet
- “Jefferson and the Declaration of Independence,”
<http://classroom.monticello.org/teachers/resources/profile/6/Jefferson-and-the-Declaration-of-Independence/>

Instructional Activities

1. Explain the general background of the Declaration of Independence:
 - The American colonies were already at war with Britain but felt they needed to formally declare their independence.
 - Thomas Jefferson wrote the document.
 - It was approved by the Second Continental Congress on July 4, 1776.
2. Divide students into pairs or trios. Give each group a copy of Attachment C and access to a copy of the Declaration. Each group will examine and analyze a different assigned passage of the document and complete the analysis sheet for that passage.
3. Have the groups share their analyses of the passages in sequential order. Help clarify the main ideas, listing them on the board, or in a Google Doc, for class discussion. As the class discusses the Declaration, have students refer to the entire document and consider the following questions:
 - What was the purpose of writing a formal declaration of independence?
 - Is the Declaration of Independence relevant today? If so, how?
 - What are the key philosophies listed in the Declaration of Independence, particularly those of John Locke?The Web site listed above provides additional information.

Day 9 & 10 Major Events of the Revolutionary War

Materials

- Poster-size sheets of paper
- Colored pencils or markers
- Textbook and/or other resources
- <http://www.readwritethink.org/files/resources/interactives/timeline/>

Instructional Activities

1. Before beginning the lesson, have students read the appropriate section in the textbook or from other resources. Ask them to name some of the significant events of the American Revolutionary War, and list their answers on the board.
2. Have students work individually or in small groups to create timelines on large sheets of paper, illustrating and explaining some of the significant battles and other events of the war, including the following:
 - Boston Massacre: Colonists in Boston were shot after taunting British soldiers.

- Boston Tea Party: Samuel Adams and Paul Revere led patriots in throwing tea into Boston Harbor to protest tea taxes.
- First Continental Congress: Delegates from all colonies except Georgia met to discuss problems with Great Britain and to promote independence.
- Battles of Lexington and Concord: First armed conflicts of the Revolutionary War
- Approval of the Declaration of Independence: The colonies declared independence from Great Britain (July 4, 1776).
- Battle of Saratoga: This American victory was the turning point in the war.
- Battle and Surrender at Yorktown: This was the colonial victory over forces of Lord Cornwallis that marked the end of the Revolutionary War.
- Signing of the Treaty of Paris: Great Britain recognized American independence in this treaty.

Students will use color, pictures, and complete concise explanations to highlight each event on the timeline.

Another option is to use <http://www.readwritethink.org/files/resources/interactives/timeline/> to create a digital timeline.

Day 11 & 12 The Boston Massacre: Two Viewpoints

Materials

- Computers and internet connection
- Copies of documents reflecting the British and colonial viewpoints on the Boston Massacre
- A copy of the Paul Revere engraving depicting the Boston Massacre
- Google Docs
- <http://www.historywiz.com/primarysources/eyewit-boston.htm>

Instructional Activities

1. Before beginning the lesson, explain history can often be told from a variety of viewpoints. Explain the Boston Massacre fits this pattern: there are two very different sides to the story. This lesson provides students with an opportunity to examine the British and the colonial viewpoints.
2. Provide each student with two first-hand accounts of the Boston Massacre. A good source is "Eyewitness Accounts of the 'Boston Massacre,'" *HistoryWiz Primary Source*, at <http://www.historywiz.com/primarysources/eyewit-boston.htm>. This site provides excerpts from British Captain Thomas Preston's account, as well as an account from an anonymous person on the colonial side. Have students read Preston's account first. Discuss what happened according to the point of view of this British captain. List these "facts" in one column headed "British Viewpoint." Second, have students read the anonymous account. Discuss with students what the anonymous colonist said happened. List these "facts" in another column headed "Colonial Viewpoint."
3. Students then compare and contrast the two accounts. Students may find it helpful to use a graphic organizer, such as a Venn diagram, to organize the information. Discuss with students the causes for the confrontation and how it was reflective of larger problems that were key causes of the American Revolution. Students should observe that the two accounts vary widely. Have students hypothesize where the truth might lie. Who was really to blame for the Boston Massacre? Ask students whether they can think of any current political or social issue or event that shares some of the same problems of interpretation as the Boston Massacre.
4. Show students the famous engraving of the Boston Massacre created by Paul Revere. Define the meaning of the term *propaganda*, and discuss with students how this engraving is an early American example of propaganda. Have

students identify the discrepancies between the engraving and the eyewitness accounts and then hypothesize why Revere drew the engraving the way he did.

Day 13 & 14 The Poetry of Phillis Wheatley

Materials

- Computer and internet connection
- Copies of some of Phillis Wheatley's poems
- Short biography of Phillis Wheatley
- http://www.ungardesign.com/websites/madison/main_pages/madison_archives/era/african/free/wheatley/bio.htm
- <http://www.lkwdpl.org/wihohio/whea-phi.htm>
- <https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/844/poems.pdf?sequence=1>
- <http://www.csustan.edu/english/reuben/pal/chap2/wheatley.html#letter>
- Google Docs

Instructional Activities

1. To introduce Phillis Wheatley, have students read a short biography of the poet and some of her poems. Be sure to review the poems for appropriate content for the grade level. The following resources are useful:
 - "Phillis Wheatley: A Brief Biography." *The James Madison Center*. http://www.ungardesign.com/websites/madison/main_pages/madison_archives/era/african/free/wheatley/bio.htm. This site offers a selection of Wheatley's poems.
 - "Phillis Wheatley." *Women in History: Living Vignettes of Notable Women from U.S. History*. <http://www.lkwdpl.org/wihohio/whea-phi.htm>. This site offers brief facts and information about Phillis Wheatley.
 - *Renascence Editions: Poems, Phillis Wheatley*. <https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/844/poems.pdf?sequence=1>. This site contains a full selection of poems by Wheatley.
 - Reuben, Paul. P. "Phillis Wheatley (1753-1784)." *PAL: Perspectives in American Literature – A Research and Reference Guide*. <http://www.csustan.edu/english/reuben/pal/chap2/wheatley.html#letter>. This site contains poems and other writings by the slave who became a poet.
2. After students have finished reading some of Wheatley's works and biography, discuss what made her so extraordinary.
3. Students will write a short essay, using Google Docs, about how Phillis Wheatley helped create the genre of African American literature and the role she played as a strong supporter of independence. Students then share the essay with teacher.

Day 15 & 16 George Washington: Leadership before the Presidency

Materials

- Index cards labeled as follows:
 - The Seeds of Revolution
 - Command of the Continental Army
 - A Turning of the Tide: 1777

- Valley Forge to Yorktown
- Forging a Nation
- Short biography of George Washington, from library or Internet
- Copies of *An American President George Washington: Life Before the Presidency* at <http://millercenter.org/academic/americanpresident/washington/essays/biography/2>
- Chart paper or Google Doc
- Markers
- Attachment D: *George Washington: Leadership before the Presidency*

Instructional Activities

1. Label index cards as shown above, and distribute one card to each student. Students with the same cards form groups. Each of the five groups brainstorm a list of what they know about their topic and write the list on the backs of their cards. Ask for volunteers to share ideas from their list with the class.
2. Explain the labels on these cards will describe periods of George Washington's leadership during the Revolutionary War. Read a short biography of George Washington to the class. As you come across each of his accomplishments, list it on chart paper or in a **Google Doc**. After the story is complete, have students categorize the accomplishments and events related to the Revolutionary War.
3. Distribute copies of *An American President George Washington: Life before the Presidency* to the students. Have each group mark the section of the paper that their group is to read and report on to the class. Assign a role (e.g., reader, note-taker, reporter) to each group member. Students take notes on the reading.
4. Distribute copies of Attachment D, and students will record information as the other groups report on their research.
5. Students use the information from Attachment D to review the events of the Revolutionary War and George Washington's leadership role.

Day 17 & 18

Materials

- Index cards labeled as follows:
 - Scientist
 - Inventor
 - Statesman
 - Printer
 - Philosopher
 - Musician
 - Economist
- Short biography of Benjamin Franklin from library or Internet
- Library and internet resources, including <http://www.fi.edu/franklin/>
- Chart paper or Google Doc
- Markers
- Textbook
- Library and Internet resources on Benjamin Franklin
- Gray construction paper
- Google Drawing in Google Apps for Education
- Attachment E: Benjamin Franklin's Accomplishments

Instructional Activities

1. Label index cards as shown above, and distribute one card to each student. Students with the same cards form groups. Have each of the seven groups brainstorm a list of behaviors and actions a person with this title would evidence and write their list on the backs of their cards. Ask for volunteers to share ideas from their list with the class.
2. Explain the labels on these cards must describe Benjamin Franklin. Read a short biography of Benjamin Franklin to the class. As you come across each of his accomplishments, list it on chart paper or in a Google Doc. After the story is complete, students categorize the accomplishments as belonging to scientist, inventor, statesman, printer, philosopher, musician, or economist.
3. Pass out Attachment E, and have students record the listed accomplishments in the appropriate sections. Then, use the textbook and library and/or Internet resources to fill in more of Benjamin Franklin's accomplishments.
4. Students use the information from the biography and their research to write an epitaph for Benjamin Franklin's gravestone. Show students a picture of his gravesite (found at <http://www.fi.edu/franklin/timeline/images/grave.jpg>). Epitaphs can be placed on decorated tombstones cut out of gray construction paper and displayed on a wall or bulletin board. Google Drawing in Google Apps for Education is a digital alternative to hand drawn tombstones.

Attachment A: American Revolution—Steps to Independence

Name: _____ Date: _____

Act	Description of Act	Reason for Act	Colonial Response	British Response
Sugar Act (1764)				
Stamp Act (1765)				
Townshend Acts (1767)				
Tea Act (1773)				
Intolerable Acts (1774)				

Attachment B: Guided Reading Outlines—Answer Key

Common Sense by Thomas Paine

(Note to teachers: This outline is designed to accompany the excerpt from *Common Sense* found on the *Digital History* Web site at <http://www.digitalhistory.uh.edu/>. Answers are shown in italics.)

I. First main point (paragraph two)

The colonies are populated by people from many countries. Therefore, Britain cannot call itself the “mother country.” Great Britain cannot assert its will on people from other countries.

II. Second main point (paragraph three)

Connections with Great Britain work to the disadvantage of the colonies. The colonies are forced to go to war with other European countries because they are colonies of England. The colonies are unable to pursue friendships or trade relations with countries that are enemies of England.

III. Third main point (paragraph four)

King George III is an unjust ruler. He rules with absolute power and does not listen to the will of the people. As a result, it is pointless for the colonies to try to reach a compromise with the crown.

Speech to the Virginia Convention by Patrick Henry

(Note to teachers: Ask students to find the main points in paragraphs one, two, and three. Answers are shown in italics.)

I. First main point (paragraph one)

The only choices are freedom (liberty, independence) or slavery.

II. Second main point (paragraph two)

The British ask to be friends again, yet they prepare for war.

The colonists have made numerous efforts to make peace, but they have been rejected.

There is no other choice but to fight.

III. Third main point (paragraph three)

There is no time like the present to fight.

If we do not fight, we will lose our liberty.

God is on our side in this war.

Attachment C: Declaration of Independence Document Analysis Sheet

Group members: _____

Assigned passage: _____

The Declaration of Independence is regarded as an important human rights document. It was strongly influenced by the ideas of a number of Enlightenment philosophers, especially John Locke. As you read your assigned passage, pay close attention to the arguments, especially those of John Locke, supporting the coming revolution. Put the ideas presented in your assigned passage into your own words by writing clear sentences below that express the ideas and information contained in the passage.

Attachment D: George Washington: Leadership before the Presidency

Name: _____ **Date:** _____

The Seeds of Revolution	
Command of the Continental Army	
A Turning of the Tide: 1777	
Valley Forge to Yorktown	
Forging a Nation	

Attachment E: Benjamin Franklin's Accomplishments

Name: _____ Date: _____

Scientist	Inventor
Statesman	Printer
Philosopher	Musician
Economist	Other information