Lesson 1: Introduction to Unit

Time Estimated: 1 day

Objectives:

Students will:

1. Recall, discuss and make connections with what they've studied on colonial life.
2. Make connections with the colonists by making a list of their own gripes.
3. Categorize colonists' complaints into political and economic.
4. Explain the Sugar Act and describe the colonists' reactions to it.
5. Discuss why colonists might want to remain loyal to England.

NOTE: The idea for this lesson is from a lesson plan on Declaration of Independence—see http://edsitement.neh.gov/view_lesson_plan.asp?id=282

Materials:

1. Board and markers
2. Two column worksheet for note taking
3. Computer lab or use one computer to project website on to a screen
4. Excerpt from the Sugar Act and questions
6. Notes on Sam Adams and the Sugar Act (use the historical background information)

Strategies:

1. **Hook:** Ask your students if they ever have any gripes about school life. Surprise! Surprise! They will! Have them brainstorm reasonable complaints. Model for them a reasonable and an unreasonable complaint.
2. Spend about 5-10 minutes writing their complaints on one side of the board. Tell them we will get back to their gripes in a few minutes.
3. Tell them to pretend they are colonists. What gripes would they have about colonial life under the king of England? They will remember facts from the colonial unit. Brainstorm 5-10 minutes about the complaints they have about colonial life. Skip space between their gripes on school life and make a list of colonial life complaints. (Just for fun, see if there are any similarities.)
4. Go back to their list. Ask them to select 3 of the gripes as a class. Then with the partner he/she is seated beside, brainstorm what they could acceptably do about it. In between the two lists of gripes, write what they said could be done about their complaints.
5. As a class activity, list what the colonists could do about their complaints. Tell them they will find out exactly what the colonists did about those complaints and they will find other reasons the colonists were dissatisfied with England.
6. Turn your attention to the Sugar Act. Project the website of the document on a screen so the students can witness the length of it.
7. Pass out the excerpt from the Sugar Act with the questions to answer.
8. Answer the first question as a group. Then let them work on the rest with a partner.
9. Go over the answers with the students. Use the notes on the Sugar Act and Sam Adams to give the students more information on the Sugar Act and the colonists' reactions.
10. **Homework:** Have the students write a letter to you telling you what he/she learned about the Sugar Act and Sam Adams. Tell them to include these words and phrases: Sugar Act, smuggling, searching, Sam Adams, James Otis, and "taxation without representation."

**Differentiation:**
This lesson hooks all students by starting out with something with which they all can identify, griping. It utilizes several learning styles including whole class activities and partner work.

**Lesson 2:** Working with the Stamp Act and a Timeline

**Time Estimated:** 1 day

**Objectives:**
Students will:
2. Analyze and interpret primary sources concerning the Stamp Act.
3. Begin a list of the acts and events and the colonists' reactions.
4. Examine a timeline of the American Revolution to understand the cause and effect relationship between events.

**Materials:**
- Overhead projector and transparencies (or LCD projector)
- Excerpt from the Stamp Act and questions
- Computer lab for the timeline

**Strategies:**
1. From last lesson's homework, put the phrases they were to put in their letter on the board. Ask for volunteers to read their letters. As each volunteer reads his/her letter, ask the class to listen for these words or phrases. Ask questions about each one. Take up the letters for a better look at the understanding of your students.

2. Pass out the excerpt from the Stamp Act.
Ask the students what they think this is. Have a student read it aloud. Discuss the meaning of difficult words. Look at the questions. Do the first one together. Then pair the students to do the remainder of the questions. After some time, discuss their answers.

3. Project the website on the screen:
   http://www.founding.com/library/lbody.cfm?id=129&parent=50
   This site shows a resolution by the Massachusetts Assembly concerning the Stamp Act. Discuss what the word resolved means. Discuss several lines with the students. Determine with the students what the colonists are doing about the Stamp Act.

4. Look at the website:
   http://teachpol.tcnj.edu/amer_pol_hist/fi/00000014.htm
   On this website, your students will find a newspaper article. In this article, the editor is asking his subscribers to pay their bills, because he's not sure how he'll make it financially with the burden of the Stamp Act. Have a student read the article aloud. Discuss the editor's intent.

5. Create a worksheet with two columns, Events and Reactions. Ask the students to fill in the columns concerning the Sugar Act and the Stamp Act.

6. Go to the website:
   http://www.pbs.org/ktca/liberty/chronicle_timeline.html
   Click on the Stamp Act. Look at the timeline. Pass out a worksheet entitled Timeline. Have the students answer the questions in groups of 3. After some time, go over the questions with them.

7. **Homework:** Ask them to begin a timeline. Pass out a piece of printer paper. Tell them to make their timeline one foot and place a small vertical mark on the timeline at every inch. Each inch will represent a year, beginning with 1764 and ending with 1775. This timeline is to show the events leading to the Revolution. Ask them to place the two events they’ve studied so far, the Sugar Act and the Stamp Act in the correct place on the timeline. Ask them to draw a small picture near the event to illustrate it.

**Differentiation:**
Difficult words are discussed to make sure all students understand what they are reading. The primary sources are read aloud. Students work in groups to answer questions.

**Lesson 3:** Focus on the Boston Massacre

**Time Estimated:** 1 day
Objectives:
Students will:
1. Make a timeline with events and dates.
2. Analyze and interpret several pictures of actions taken by the colonists in response to the taxes.
3. Compare and contrast two different primary source accounts of the Boston Massacre.
4. Compare and contrast pictures depicting the Boston Massacre.

Materials:
- Overhead projector and transparencies (or LCD projector)
- A rope to make the timeline, the events, Sugar Act, Stamp Act, with explanations, and their dates on separate pieces of construction paper
- Worksheet: The Timeline–Events and Year and Questions
- Pictures of colonists’ response to the acts
- Primary source accounts of the Boston Massacre (Anonymous Account of the Boston Massacre and Captain Preston’s Account of the Boston Massacre) with questions
- Pictures of the Boston Massacre and worksheet of questions
- Play "The Boston Massacre" from US Kids History: Book of the American Revolution

Strategies:
1. **Review**: Before the students enter the room, place the various pieces of construction paper on different desks. Each piece will have an event that has been studied so far. See the sheet titled timeline activity for the events and explanations and dates. Ask your students to get out their homework, the timeline. Ask volunteers to show their timeline. Now ask two volunteers to come to the front of the room to hold the rope (for the timeline.) Ask students to look on their desk and turn over the construction paper. Ask them to come forward and assemble themselves accurately on the timeline. When they are through, ask a student if it is correct.

2. Divide the students into groups of 4. Pass out the pictures of colonists' responses to England's restraints on them if available in your textbook or if you have access to Joy Hakim's From Colonies to Country. On an overhead, have the questions the students are to answer to analyze the pictures. Also, have a transparency of each picture. After allowing time for the students to answer the questions in their group, have each group tell the class about their picture. As the group tells about their picture, put it on the overhead.

3. Pass out the two different perspectives of the Boston Massacre. Divide the class in half. Pass out one perspective to one-half and
the other perspective to the other half. Put students with a partner. Have them read the primary source to each other. Then answer the questions together. Have one student from each group briefly tell the description of the event by their author. Then have the students switch perspectives.

4. Go to the website below to find the three pictures of the Boston Massacre. Have the students answer the questions independently. Discuss their answers.
   http://www.digitalhistory.uh.edu/learning_history/revolution/revolution_art.cfm

5. Be sure to tell them that John Adams, Sam Adam's cousin, decided to defend the British soldiers in court, because he wanted the colonists to be viewed as fair and just. The soldiers were not given a severe sentence.

6. **Homework:** Have the students pick a perspective, either a British soldier or a Patriot, and write an eye witness account of the Boston Massacre.

**Differentiation:**
Visual learners will benefit from the human timeline displayed in front of them and from the pictures depicting the Boston Massacre and colonists' responses to England's restraints on them. Students who have difficulty reading will benefit from reading the primary sources with a partner. There is also a pre-reading activity with the two perspectives in that after they have read one perspective, they will be told what to expect from the other perspective.

**Lesson 4:** Tea Act, Boston Tea Party, and Intolerable Acts

**Time estimated:** 1 day

**Objectives:**

Students will:
1. Review the events and their dates by putting them on a timeline.
2. Read about the Tea Act from a secondary source.
3. Read and examine a newspaper article on the Boston Tea Party.
4. Either watch a portion of the video, *Johnny Tremain* or read the portion from the novel about the Boston Tea Party.
5. Examine the colonists' reactions to the Intolerable Acts by looking at pictures and written responses.

**Materials:**
- Rope that you used yesterday for the timeline
- Construction paper
- Markers
• Straight pins
• *From Colonies to Country* by Joy Hakim – see index for pages on Tea Act of 1773 – enough copies for each student to have one, OR your middle school textbook on Tea Act of 1773.
• Computer lab or LCD projector
• Optional – if available: Video, *Johnny Tremain* or the novel, *Johnny Tremain*
• Primary source accounts and pictures relating to the Intolerable Acts

[Note that the four laws included in the Intolerable Acts of 1774 can be found in their entirety at:  
http://www.founding.com/library/  
This site is a great source for all sorts of documents—British and American government. If you decide to use these primary sources, it’s best to select and excerpt them, keeping in mind that some of the 18th century language and vocabulary is challenging.]

**Strategies:**

1. **Review:** Follow the same instructions for review as you did yesterday. Be sure to add the new events and dates to the timeline.

2. Tell the students that they will learn about another act or law passed by Parliament: the Tea Act. Discuss with them what they know or think they know about it. Put their ideas on the board.

3. Ask them to turn to relevant pages in the book, *From Colonies to Country*. OR, using your middle school textbook, see relevant pages on Tea Act of 1773. Ask them to read the selected pages and write a description of the act.

4. Ask a few students to share their description.

5. Go to the website,  
   http://www.pbs.org/ktca/liberty/chronicle.html  
   Ask volunteers to read the newspaper article aloud. Ask them to click on the Boston Tea Party.

6. Optional – if available Watch the Boston Tea Party or the *Johnny Tremain* video. Create a worksheet titled the Boston Tea Party. Allow them to work with a partner.

7. Discuss England’s response to the Boston Tea Party and the colonists’ response to England by answering questions about the pictures and written responses.
Differentiation:
Visual learners will respond well to this lesson due to the pictures. There is whole
group instruction as well as paired student work.

Lesson 5: The Battle of Lexington and Concord

Estimated time: 1 day

Objectives:
Students will:

1. Review the events and dates by putting them on a timeline.
2. Compare and contrast multiple perspectives of the Battle of Lexington
   and Concord.
3. Role play one of the events they have studied that led to the American
   Revolutionary War.

Materials:
1. Rope for the timeline
2. Construction paper and markers
3. Hand outs of the multiple perspectives and worksheets of questions
   included on the website below
4. Index cards
5. Printer paper and colored pencils

Strategies:
1. Review: Follow the directions for the timeline from day 3. Be sure to
   include the newest dates and events.

2. Have the students work with a partner. Pass out the two perspectives. Find
   them on the website:
   http://www.digitalhistory.uh.edu/learning_history/revolution/revolution_ba
   ttles.cfm
   Have the students read the perspectives together and answer the questions
   from the worksheet to compare and contrast the two primary source accounts.
   [Note: An additional perspective is available at
   http://memory.loc.gov/learn/features/timeline/amrev/shots/concord.html
   This site has an account of the Battle of Lexington and Concord by a British
   officer.]

3. Divide the students into groups of 4. Let them pick out a card from a box.
   Whatever event is on the card is the one they will need to role play. (Put each
event they have studied in this unit on a different card. Make sure you have
the same number of cards as you have groups of students.) It would be a good
idea to ask for a few volunteers to model role playing an event. If you could
set this up before the day of this class, it would be better organized. You could
make this be a game, like charades, so the students will guess the event that is
being acted out.

4. **Homework:** Now the students have all the events for this unit. Ask them to
get out the timeline they started on Day 2. Tell them to place the remaining 5
events they have studied on the timeline at the correct year and draw a picture
illustrating the event near its location on the timeline.

**Differentiation:**
Visual and active learners will benefit from the timeline activity. Students with
reading problems will be paired with strong readers while reading the multiple
perspectives. Active learners will enjoy the role playing, and students who like to
draw will like the invitations.

**Lesson 6:** Working on the Front Page Newspaper Articles

**Time estimated:** 4 days

Suggested time frame might be:

Day 6: Look at the three newspapers on the PBS website:
http://www.pbs.org/ktca/liberty/chronicle.html
Provide the criteria and the rubric for the project. Begin the writing process.

Day 7: Write the rough draft.
Day 8: Edit and proofread each other's newspaper articles.
Day 9: Write the final copy.

**Objectives:**
Students will:
1. Examine three newspaper articles on the internet.
2. Discuss how they are set up.
3. Write our articles about four separate events that led to the Revolution.
4. Set up and type their front page including at least 3 pictures on the
computer.

**Materials:**
- Computer lab or LCD projector
- Notes and hand-outs they've accumulated during this unit

**Strategies:**
1. Allow the students to explore the 3 articles on the internet. Ask them to
read them aloud and make observations of how the front page is set up:
2. Discuss with the students what they observed.

3. Pass out the rubric and go over it with them.

4. Begin the writing process. Review the events – you may want to do the timeline again with all the events.
5. Give them time to decide which events they want to write about.

6. Tell them to select one and begin brainstorming what they want to put in the article.

7. After five to ten minutes, let them share with a partner what they've brainstormed. Ask them to give each other suggestions.

8. Have them write the rough draft of the first article.

9. When they've finished the rough draft, have them get with their partner once again. Ask the partner to read their paper to them while they listen for mistakes. With the partner make corrections.

10. Write the final draft.

11. Follow this procedure for each article.

12. Have the students find at least three pictures to go with the events on which they are reporting.

13. Type the articles in a front-page format and also copy the pictures on the front page.

14. **Homework:** On each of these nights students will be completing whatever phase they are on in the writing process.

**Differentiation:**
Students will read the newspaper articles together. They will corroborate on the writing assignment.

**Lesson 7:** Culminating Activity

**Time estimated:** 1 day

**Objectives:**
Students will:
1. Share their newspapers with each other.

**Materials:**
- Student newspapers
- Rubric for Causes of the Revolution Newspaper

**Strategies:**
1. Have each student select two of their articles to explain to the class and one of their editorials to read to the class.
2. Put each newspaper up in the room or out in the hall.