

Lesson Plan

A Differentiated Lesson on the Causes of Colonial Separation from Great Britain leading up to the revolutionary war.

Created by: John Jacobson, L'Anse Area schools (grades 8-12 resource room)

Lesson Overview: This lesson will allow students to use creativity, writing, and hands-on activities to understand why colonists (British citizens) wanted to free themselves from Great Britain. This lesson is directed at differentiated instruction and for varied levels of learners.

Objectives:

Students will be able to: Identify the main British policies that some American colonist believed violated basic principles of constitutional government and their rights as Englishmen. They will also identify cause and effect that resulted from the different actions taken by colonists while under British control and how and when core democratic values were violated. They also have an option to relive this era by re-enacting the main events of this era in a skit that the class would develop.

Standards:8th grade American History and Civics(government)

C2 2.1.4, Explain challenges and modifications to American constitutional government as a result of significant historical events such as the American revolution.

C2 2.2 2.2.1 Identify and explain the fundamental values of America's constitutional republic (e.g. life, liberty, property, the pursuit of happiness, the common good, etc.) and their reflection in the principles of the U.S. Constitution.

C2 2.2.3 Use past and present policies to analyze conflicts that arise in society due to competing constitutional principles or fundamental values (e.g. liberty and authority, justice and equality, individual rights, and the common good)

English language arts:

RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Standard I.I Time and Chronology All students will sequence chronologically the following eras of American History and key events within these eras in order to examine relationships and to explain cause and effect: The Meeting of Three Worlds (beginnings to 1620); Colonization and Settlement (1585-1763); Revolution and the New Nation(1754-1815);

Time Required:2-3 class periods - 55 minutes in length per period. This could be expanded to 5 class periods if you elected to develop the skit listed below.

Recommended Grade Level(s): 8th, 9th, and 10th grades. American History and American government courses.

Topic(s): Core democratic values, and British colonial policies leading up to the Revolutionary War.

Era: Colonial America with a focus on 1764 - 1775 leading up to the revolutionary war

Preparation:

Day One:

Materials: Textbooks, Posterboard, markers, pencils, use of a media center with Internet access.

Procedure:

Step 1) Present a map of the colonies to share with the class.

<http://www.loc.gov/item/74692162>

Step 2) Instructor introduces the topic with a KWL exercise.

Teacher hands out the following questions for each person to answer.

"What do you know about the American Revolution?"

"What would cause citizens to rebel against their established governments?"

"In a democracy, what basic rights should all people have?"

What ideas, experiences, and interactions influenced some colonists to support independence from Britain?

What was the source of the ideas that influenced some colonists to support independence?

What grievances did the colonists have against Great Britain?

The instructor has the students list their answers on the board. (as a group) then lead a class discussion that focuses on these questions.

Step 3) teacher then lists basic core democratic values - Life, liberty, pursuit of happiness, common good, justice, equality, diversity, truth, popular sovereignty, patriotism. Students will be using a media center / computer lab in in order to research the above terms using the links below.

Resource:

Michigan Department of Education curriculum - social studies

http://www.michigan.gov/mde/0,4615,7-140-28753_38684_28761---,00.html

Link on to lessons using core democratic values which is a pdf file found at the site listed below ;

http://www.michigan.gov/documents/10-02_Core_democratic_Values_48832_7.pdf

Step 4) Activity: The students will be broken up into groups of 2-3 and define the terms and make a poster representing one of the CDV's.

Step 5) groups will take 2-3 minutes to present their posters to the class (according to the rubric), and display them on one side of the room.

Day Two:

Instructor/ Teacher uses a "cause and Effect" social studies strategy with posters used to compare British colonial policy and how it violated core democratic values.

Instructor gives a mini lecture over the French and Indian War - Who England fought, What did England gain from defeating the French, and stress the HUGE WAR debt England had to pay for

Use LOC website and follow this track:

The Library of Congress > Teachers > Classroom Materials > Presentations and Activities > Timeline

This URL below will provide you with an overview of the 7 years war.

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/britref/>

Ask what did the British gain in this war?

What was the result of the huge war debt that the British incurred?

Teacher will have the students research the following events and British legislation: To do this they will refer to the Library of Congress website, go to especially for teachers, and search

[Documents from the Continental Congress and the Constitutional Convention, 1774-1789](#)

Time line of America During the Age of Revolution, 1764-1775,

<http://memory.loc.gov/ammem/collections/continental/timeline1b.html>

What was the cause of each piece of legislation?

Currency Act

Quartering Act

Declaratory Act

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**Townshend Act
Sugar Act**

Tea Act

Stamp Act

What effect? (Cause and Effect section in the lesson - What caused the legislation to be passed? - then, what was the effect of this legislation on the colonists?)

Divide into groups - each group chooses an ACT and makes a poster which clearly presents key facts and illustrations that show meaning.- present their poster in a cause-effect format.

Day 2 poster rubric:

1. The year and name of the ACT is on the poster
2. Illustrations on the poster are colorful, meaningful, and help the viewer gain an understanding of how this ACT affected life in the colonies.
3. Show in your poster which core democratic values were violated by this ACT (if any were).
4. The poster is done with enough attention to detail and artistic ability that it will be appropriate for public viewing.

Display these posters on the wall opposite from the day 1 CDV posters.

Day Three, Four and Five: Develop a skit to show cause and effect of the events that occurred on the time line from 1764-1775.

The class will be divided up into 3 different groups. Each group shall choose two time frames from the time line above and prepare a skit that follows the rubric listed below.

Skit Rubric: (1-5 below will be 60% of grade, 7 and 8 will be 40%)

1. Each skit will cover two time frames listed on the timeline used in class. It will last between 8 and 12 minutes.
2. Each group member must have a minimum of 5 sentences that must be memorized.
3. Each group must have a narrator that describes the mood of both the colonists and British parliament, the time frame, and an overview of what is happening (discuss the issues at hand).
4. Each actor must use their voice in a clear, non-monotone way.
5. Each actor will use eye contact with the audience and express appropriate body language to convey feelings/emotions.

6. Each actor will rehearse their parts, and use notecards appropriately, so they are not reading all of their lines.
7. Each actor will use props that will make their part depict this time period.
8. Each group will accurately present the historical information that exists in their portion of the skit.
9. Each group will identify in the play how Core Democratic values play a part in this time period (preferably through the narrator).

For those students who absolutely refuse to participate in a skit, or for extra credit,

Option #1 alternative assessment to have them write down each act listed above, what they were, and the cause and effect of each.

Option #2 would be that they could choose 3 British Acts (each from different time frames from the timeline above), and write a letter to the editor of a newspaper responding to them from both a pro and anti-british perspective.

Option #3 would be to have the student write an essay on how the British could have used the CDV's to prevent the revolutionary war. Each Act listed above should be addressed in your essay.

The final assessment would be to revisit the KWL exercise and have them address what they now know, and what they learned from these activities.

| Image | Description | Citation | URL |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
|  | A map of the most inhabited part of New England, containing the provinces of Massachusetts Bay and New Hampshire, with the colonies of Connecticut and Rhode Island, divided into counties and townships | Credit Line: Library of Congress, Geography and Map Division. | http://hdl.loc.gov/loc.gmd/g3720.ar080001 |

| Image | Description | Citation | URL |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| List of core democratic values | This is from the Michigan Department of Education social studies website and it lists the core democratic values from an early elementary to junior high teachers perspective. | <u>Michigan Department of Education, Our Core Democratic Values, Author--Carol L. Hebert, Created 10/25/2002, sponsoring institution is the Dept. of Education at www.Michigan.gov, accessed on 7/11/12</u> | http://www.michigan.gov/documents/10-02_Core_democratic_Values_48832_7.pdf |

| Image | Description | Citation | URL |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Interactive timeline from 1764-1775 | Library of Congress Website, go to American memory, then browse collections and search for Documents from the | This time line is drawn largely from the work of Richard B. Morris Credit Line: Library of Congress, Rare Book and Special | http://memory.loc.gov/ammem/collections/continental/timeline.html |

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| | Continental Congress and the Constitutional Convention. | Collections Division, Continental Congress & Constitutional Convention Broadsides Collection | |
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| Image | Description | Citation | URL |
|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Overview of the position that the British were in after the French and Indian war. | This information is from the Library of Congress website. Search: Go to the Library of Congress website, then to teachers, then to classroom materials, then to presentations and activities, then to American Memory timelines. | British Reforms and Colonial Resistance, 1763-1766 - For Teachers. Library of Congress. U.S. Govt. 11 July 2012 < http://www.loc.gov/ > | http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/britref/ |