

SPARKING A REVOLUTION!

Grade Level or Special Area: Fourth Grade

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Length of Unit: Seven lessons (approximately ten days, one day = 45 minutes)

I. ABSTRACT

This unit is intended to provide fourth graders with an overview of the causes and events leading to the Revolutionary War and to provide teachers with lessons to cover the requirements in the *Core Knowledge Sequence* by E. D. Hirsch, Jr. Through reading, class discussion, and activities, the students will gain a foundational knowledge of the circumstances that led to the Revolutionary War, and why the colonies desired freedom from Britain. This unit uses a variety of approaches to learning, including writing, taking notes, making diagrams, and developing a History copybook (or notebook).

II. OVERVIEW

- A. Concept Objectives
 - 1. Understand that societies are diverse and have changed over time. (Colorado History Standard 3)
 - 2. Know that religious and political ideas have been powerful forces throughout history. (Colorado History Standard 6)
- B. Content from the *Core Knowledge Sequence* (page 94)
 - 1. American History and Geography: The American Revolution: Background: The French and Indian War
 - a. Also known as the Seven Years' War; part of an ongoing struggle between Britain and France for control of colonies in various regions around the world (in this case, North America)
 - b. Alliance with Native Americans
 - c. The Battle of Quebec
 - d. British victory gains territory, but leaves Britain financially weakened
 - 2. Causes and Provocations
 - a. British taxes, "No taxation without representation"
 - b. Boston Massacre, Crispus Attucks
 - c. Boston Tea Party
 - d. The Intolerable Acts close the port of Boston and require Americans to provide quarters for the British troops
 - e. First Continental Congress protests to King George III
- C. Skill Objectives
 - 1. Identify and label the thirteen colonies and the Atlantic Ocean on a map.
 - 2. Write a letter to persuade Parliament to grant certain individual rights.
 - 3. Write a journal entry from George Washington's viewpoint, describing battles during the French and Indian War.
 - 4. Take notes on the outcomes and effects of the French and Indian War.
 - 5. Design and draw a "propaganda poster" depicting the Boston Massacre from either the viewpoint of the British soldiers or the Sons of Liberty.
 - 6. Identify and list facts about Sam Adams.
 - 7. List effects that came about as a result of the Tea Act.
 - 8. Articulate and present the various viewpoints held by the members of the First Continental Congress.
 - 9. Compare and contrast the Boston Tea Party and the Boston Coffee Party.
 - 10. Identify correct answers to matching, true/false, and multiple-choice questions.

11. List correct responses to short answer questions.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Hirsch, E. D. Jr. *Pearson Learning Core Knowledge History and Geography Level Four*
 2. Hirsch, E. D. Jr. *Pearson Learning Core Knowledge History and Geography: The American Revolution Teacher's Guide*
 3. Penner, L.R. *Liberty! How the Revolutionary War Began*
- B. For Students
 1. Students will have prior knowledge of the American Revolution from studying it in First Grade.
 2. Students will have prior knowledge of the thirteen colonies from studying them in Third Grade.

IV. RESOURCES

- A. *Pearson Learning Core Knowledge History and Geography Level Four* by E. D. Hirsch Jr.-a class set is preferable, but at least one copy for the teacher is needed; note: if these are not available to your school, you may also use *Pearson Learning Core Knowledge History and Geography: The American Revolution*. (all lessons except Lesson Seven)
- B. *Pearson Learning Core Knowledge History and Geography: The American Revolution Teacher's Guide* by E. D. Hirsch Jr. (all lessons except Lesson Seven)
- C. Student copybooks-these are black and white composition books created by the students as individual History books; regular paper in a folder or notebook will also work (all lessons except Lesson Seven)
- D. KWL chart on butcher paper (all lessons except Lesson Seven)
- E. Overhead projector (all lessons except Lesson Seven)
- F. *Liberty! How the Revolutionary War Began* by Lucille Recht Penner (Lesson Four)
- G. *Voices of American History: American Revolution – The Journey Toward Independence* book and CD by Steven Traugh (Lesson Five)
- H. *The Boston Coffee Party* by Donna Rappaport (Lesson Five)
- I. Various books on the American Revolution, especially those listed in the bibliography (Lesson Six)
- J. *Read-Aloud Plays: Revolutionary War* by Dallas Murphy (Culminating Activity)

V. LESSONS

Lesson One: Introduction (approximately 90 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Understand that societies are diverse and have changed over time. (Colorado History Standard 3)
 - b. Know that religious and political ideas have been powerful forces throughout history. (Colorado History Standard 6)
 2. Lesson Content
 - a. Causes and Provocations
 - i. British taxes, “No taxation without representation”
 3. Skill Objective(s)
 - a. Identify and label the thirteen colonies and the Atlantic Ocean on a map.
 - b. Write a letter to persuade Parliament to grant certain individual rights.

B. *Materials*

1. *Pearson Learning Core Knowledge History and Geography Level Four* (one copy per student)
2. *Pearson Learning Core Knowledge History and Geography: The American Revolution Teacher's Guide* (to help guide and facilitate discussion if needed)
3. Butcher Paper
4. Overhead projector
5. Student copybooks or notebooks
6. Red and blue colored pencils
7. Scissors
8. Glue
9. Appendix A (one copy per student)
10. Appendix B (one copy per student; one copy made into a transparency for the teacher)
11. Appendix C (one copy for the teacher)
12. Appendix D (one copy per student)

C. *Key Vocabulary*

1. Representation – having someone who will act on your behalf, and for your best interests
2. Assembly – a group of representatives who gather to make laws
3. Government – a group of people who rule over a country, state, or city
4. Tax – a payment made to support the government

D. *Procedures/Activities*

1. Make a “KWL” chart about the American Revolution. Create a chart with three columns on a piece of butcher paper. One column is for what students already Know, one is for what the Want to learn, and the third is for what they have Learned. As a class, fill out the first two columns, by letting the students state what they already know about the American Revolution and what they hope to learn in this unit. The third one will be filled in as the unit progresses. Have students copy the chart into their copybooks.
2. On the next page of their copybooks, have students create a vocabulary page for this unit (they may need two pages for this). On the overhead, list the day's vocabulary words and their definitions. Talk about the words to make sure students understand them.
3. Pass out Appendix B to the students. Also put the transparency copy on the overhead. Review the names of the thirteen colonies with the students (this should be familiar to them from studying it in third grade). Use Appendix C as a guide, if needed, to help fill in the names of the colonies on the overhead as the students do this on their copies. Also label the Atlantic Ocean. When finished, have the students lightly color the colonies red and the ocean blue. Have them cut their maps down in size and glue them into their copybooks (or notebooks).
4. Read pages 201-203 (“The Rights of Englishmen”) in *Pearson Learning Core Knowledge History and Geography Level Four* book.
5. As you read, discuss some of the following questions with the students:
 - a. What country governed the thirteen colonies? (Britain or England).
 - b. What were some of the important rights the British citizens had in the 1700's? (The right to vote, the right to trial by jury, the right to private property, the right to petition their government, the right to get together peaceably to talk about a problem).
 - c. What does the phrase, “no taxation without representation” mean? (The colonists felt only their own elected representatives could tax them).

6. Have students get together in small groups of three to four students. Have each group decide on a right they would like – for example, no homework on their birthdays, jeans and T-shirts for a school uniform, having a later bedtime, etc. Have the group members compose a letter to persuade Parliament to grant them this right. Even though this is a group project, each student must actually write their own letter, although the letters within the group may be identical, or at least very similar. The letter is to be written on a scroll (pass out Appendix D to the students), which can then be cut out and glued into their copybooks or notebooks. Tell students their letters will be graded on mechanics, neatness, and whether or not they were persuasive in asking for their right.
- E. *Assessment/Evaluation*
1. The teacher will be able to assess the students’ knowledge of the American Revolution based on the oral discussion had throughout the class period.
 2. Students will be assessed on the correct completion of their map of the thirteen colonies in their copybooks or notebooks (using Appendices A and C to grade). Note – you can either grade each individual assignment on a daily basis or collect and grade the copybooks or notebooks at the end of the unit. It may be easier to wait and grade the map at the end of the unit.
 3. Students will also be assessed on the paragraph they wrote in their copybooks or notebooks (using Appendix A to grade).

Lesson Two: The French and Indian War (approximately 45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand that societies are diverse and have changed over time. (Colorado History Standard 3)
 - b. Know that religious and political ideas have been powerful forces throughout history. (Colorado History Standard 6)
 2. Lesson Content
 - a. Background: The French and Indian War
 - i. Also known as the Seven Years’ War; part of an ongoing struggle between Britain and France for control of colonies in various regions around the world (in this case, North America)
 - ii. Alliance with Native Americans
 - iii. The Battle of Quebec
 - iv. British victory gains territory, but leaves Britain financially weakened
 3. Skill Objective(s)
 - a. Write a journal entry from George Washington’s viewpoint, describing battles during the French and Indian War.
- B. *Materials*
1. *Pearson Learning Core Knowledge History and Geography Level Four* (one copy per student)
 2. *Pearson Learning Core Knowledge History and Geography: The American Revolution Teacher’s Guide* (to help guide and facilitate discussion if needed)
 3. KWL chart
 4. Overhead projector
 5. Student copybooks or notebooks
 6. Appendix A (one copy per student)
- C. *Key Vocabulary*
1. Militia – a body of armed citizens prepared for military service at any time

2. Ally – a nation that has promised to help another nation in wartime

D. *Procedures/Activities*

1. As a quick review from the previous lesson, allow students to share the letters they wrote to Parliament.
2. Check the KWL chart to see if any new information needs to be added. (Note: this will vary by each class, as some may have had more prior knowledge before beginning the unit than others.)
3. On the overhead, list the day's vocabulary words and their definitions. Talk about the words to make sure students understand them.
4. Read pages 204-208 ("Learning Hard Lessons" and "The French and Indian War") in *Pearson Learning Core Knowledge History and Geography Level Four* book.
5. As you read, discuss some of the following questions:
 - a. What had the French done that first upset the British? (They built forts along the Ohio River).
 - b. Who was sent to deliver the message to the French? (George Washington).
 - c. Who were France's allies at this time? (Indians/Native Americans).
 - d. What was the cause of the French and Indian War? (Both countries wanted more land in the New World).
 - e. What was this war called in Europe and Asia? (The Seven Years' War).
 - f. How did Britain take Quebec? (They climbed the cliffs to Quebec during the night and surprised the French at dawn).
 - g. What did Britain gain from the war? (They gained all of Canada and all the land between the Appalachian Mountains and the Mississippi River).
6. Look at the maps on page 208 in *Pearson Learning Core Knowledge History and Geography Level Four* book. Discuss what happened to the land owned by France (they lost virtually all of their land in the New World). What about the land owned by Britain? (They gained a tremendous amount of land).
7. Have the students pretend to be George Washington. Have them write an entry in his journal, describing his role in the French and Indian War. The journal entry can cover either the first conflict of the war that took place in Pennsylvania, or the battle with General Braddock near Fort Duquesne. Entries can be written during the fighting, or afterwards. They should describe the events he took part in and also comment on how he feels about them. They can have him make a prediction as to the outcome of the war, but they need to realize this would just be a guess, not a certainty. Remind students the entries need to be accurate and realistic. For example, they should not refer to the thirteen colonies as the United States, since the United States did not exist at this time. The journal entries are to be written in their copybooks or notebooks. Remind students their entries will be graded on mechanics, neatness, and whether or not the information contained within the letter was accurate.

E. *Assessment/Evaluation*

1. The teacher will be able to assess the students' understanding of the topic by their participation in the class discussions.
2. Students will be evaluated on the journal entry they have written (using Appendix A to grade).

Lesson Three: Things Heat Up! (approximately 45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand that societies are diverse and have changed over time. (Colorado History Standard 3)
 - b. Know that religious and political ideas have been powerful forces throughout history. (Colorado History Standard 6)
 2. Lesson Content
 - a. Causes and Provocations
 - i. British taxes, “No taxation without representation”
 3. Skill Objective(s)
 - a. Take notes on the outcomes and effects of the French and Indian War.
- B. *Materials*
- a. *Pearson Learning Core Knowledge History and Geography Level Four* (one copy per student)
 - b. *Pearson Learning Core Knowledge History and Geography: The American Revolution Teacher’s Guide* (to help guide and facilitate discussion if needed)
 - c. KWL chart
 - d. Overhead projector
 - e. Student copybooks or notebooks
 - f. Appendix A (one copy per student)
 - g. Appendix E (one copy made into a transparency copy)
 - h. Appendix F (one copy for the teacher)
- C. *Key Vocabulary*
1. Proclamation – an official announcement or law
 2. Smuggling – bringing in goods secretly
 3. Quartering – providing lodging for someone
 4. Boycott – an organized campaign in which people refuse to have any dealings with a particular group or country in order to force a change in policy
 5. Repeal – to cancel or do away with
- D. *Procedures/Activities*
1. As a quick review from the previous lesson, allow students to share the journal entries they wrote as George Washington.
 2. Check the KWL chart to see if any new information needs to be added. (Note: this will vary by each class, as some may have had more prior knowledge before beginning the unit than others.)
 3. On the overhead, list the day’s vocabulary words and their definitions. Talk about the words to make sure students understand them.
 4. Have students fold one of the pieces of paper in their copybooks or notebooks vertically so that the column on the left is smaller than the column on the right. Tell students that you will be guiding them through a note taking process on the outcomes and effects of the French and Indian War. Put Appendix E on the overhead. Have students copy the phrases from the left column onto their own paper, making sure to leave space between the phrases.
 5. Read pages 209-212 (“The Quarrel with Britain Begins” and “Parliament Stumbles Again”) in *Pearson Learning Core Knowledge History and Geography Level Four* book.
 6. As you read, stop at key points and ask students if they have learned any information that should go in the right column of their notes (see Appendix F as an example). Fill in the notes on the overhead as the students fill in the notes in

their copybooks or notebooks. Good places to stop would be right before beginning the section entitled “The Quarrel Grows” on page 210, after the fifth paragraph under the section “The Quarrel Grows” on page 210, after the last paragraph on page 210, after the third paragraph on page 211, and after the fourth paragraph on page 212. In addition, if there is another place that seems logical to you, go ahead and stop and add more information to the notes.

- E. *Assessment/Evaluation*
1. The teacher will be able to assess the students’ understanding of the topic by their participation in the class discussions.
 2. Students will be evaluated on the notes they have taken (using Appendices A and F to grade).

Lesson Four: The Boston Massacre (approximately 45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand that societies are diverse and have changed over time. (Colorado History Standard 3)
 - b. Know that religious and political ideas have been powerful forces throughout history. (Colorado History Standard 6)
 2. Lesson Content
 - a. Causes and Provocations
 - i. Boston Massacre, Crispus Attucks
 3. Skill Objective(s)
 - a. Design and draw a “propaganda poster” depicting the Boston Massacre from either the viewpoint of the British soldiers or the Sons of Liberty.
- B. *Materials*
1. *Pearson Learning Core Knowledge History and Geography Level Four* (one copy per student)
 2. *Pearson Learning Core Knowledge History and Geography: The American Revolution Teacher’s Guide* (to help guide and facilitate discussion if needed)
 3. KWL chart
 4. Overhead projector
 5. Student copybooks or notebooks
 6. *Liberty! How the Revolutionary War Began* by Lucille Recht Penner
 7. Appendix A (one copy per student)
 8. Plain white paper
 9. Colored pencils
 10. Glue
 11. Scissors
 12. Pack of small stickers (for the teacher)
- C. *Key Vocabulary*
1. Massacre – the cruel and needless killing of many innocent people
 2. Propaganda – twisting the truth to get others to see your point or view or to act in a certain way
- D. *Procedures/Activities*
1. Have a quick oral review from the previous lesson by asking the following questions:
 - a. What was the Proclamation of 1763? (King George refused to let the colonists move west of the Appalachian Mountains).
 - b. Why did Britain need to get money from the colonists? (They had borrowed money to fight the French and Indian War).

- c. What were two of the acts Britain passed to try to save or get money from the thirteen colonies? (The Quartering Act and the Stamp Act).
2. Check the KWL chart to see if any new information needs to be added. (Note: this will vary by each class, as some may have had more prior knowledge before beginning the unit than others.)
3. On the overhead, list the day's vocabulary words and their definitions. Talk about the words to make sure students understand them.
4. Read pages 213-215 ("Parliament Stumbles Again") in *Pearson Learning Core Knowledge History and Geography Level Four* book.
5. As you read, discuss some of the following questions:
 - a. What new taxes did Parliament create in 1767? (They taxed paper, paint, glass, lead, and tea).
 - b. Why did Parliament pass these taxes? (To raise money and because members assumed that the colonists would not object to taxes on imported goods).
 - c. What were the general feelings between the British soldiers and the people of Boston? (They disliked each other. The Bostonians resented the soldiers and the soldiers thought the Bostonians were rebels. Many fights broke out).
 - d. Who was killed in the Massacre? (Crispus Attucks).
 - e. Who made the copper engraving of the Boston Massacre? (Paul Revere).
6. If there is time, read pages 14-15 in the book, *Liberty! How the Revolutionary War Began* by Lucille Recht Penner. This is another account of the Boston Massacre, and has some other interesting tidbits of information.
7. Ask students if they think the actions of the men and boys who were throwing snowballs and taunting the soldiers was right. (Hopefully they will say no – try to get the students to see that the colonists were the ones who started the fight). However, were the soldiers justified in shooting into the crowd? (Again, hopefully the answer will be no – help the students to see that although the soldiers had been provoked, this was not the best response to the rioting). Remind the students of the definition of massacre – a needless killing of many innocent people. Was this truly a massacre? (No – not many people were killed and the colonists were not entirely innocent). Have them look at the poster by Paul Revere on page 215. Is this an accurate depiction of what happened? (No – it makes it seem as if the British were simply firing into a peaceful crowd). Does it contain elements of truth? (Yes, the soldiers really did fire on the Bostonians and killed and injured several people). Why did Paul Revere make this poster? (It was propaganda – he wanted to get the people of Boston angry at Britain).
8. Have the students make their own propaganda posters for the Boston Massacre. Divide the class in half. Have one half be British soldiers. Have the other half be the Sons of Liberty. Students will make posters depicting their side's view of what happened in the Boston Massacre. The British soldiers will want to make it seem like the colonists are all at fault, and the Sons of Liberty will want to put all of the blame on the British soldiers. Each side should have elements of truth in their posters. Remind the students not to have bloody, violent posters, and not to draw weapons (such as bombs and machine guns) that did not exist at this time. Pass out the plain white paper. Have each students mark in the top right corner which side they represent (B for British or C for Colonists). Let them make their posters using colored pencils. When they finish, they will need to trim their papers down to size and glue them into their copybooks or notebooks. Remind

the students they will be graded on neatness, accuracy (they must have some elements of truth in their posters), and on whether or not their poster creates propaganda for their side. NOTE – as a way to drive home the effects of the Stamp Act, make the students show you their posters before they glue them into their copybooks or notebooks. Tell the students that they will not be able to glue them in or receive a grade on them unless you put a special sticker on the back (any small sticker will do for this activity). However, they will have to pay for the sticker. “Payment” could be actual money, a favorite pen or pencil, a necklace, a shoe, etc. After collecting from all the students, discuss how they felt when you demanded a payment from them. Ask if they think that’s how the colonists must have felt when the Stamp Act was passed (most of the students will get the connection before this, but some will not, and could get very upset!). Return their stuff by the end of class!

E. Assessment/Evaluation

1. The teacher will be able to assess the students’ understanding of the topic by their participation in the class discussions.
2. Students will be evaluated on the completion of their posters (using Appendix A to grade).

Lesson Five: The Boston Tea Party (approximately 90 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Understand that societies are diverse and have changed over time. (Colorado History Standard 3)
 - b. Know that religious and political ideas have been powerful forces throughout history. (Colorado History Standard 6)
2. Lesson Content
 - a. Causes and Provocations
 - i. Boston Tea Party
 - ii. The Intolerable Acts close the port of Boston and require Americans to provide quarters for the British troops
3. Skill Objective(s)
 - a. Identify and list facts about Sam Adams.
 - b. Compare and contrast the Boston Tea Party and the Boston Coffee Party.

B. Materials

1. *Pearson Learning Core Knowledge History and Geography Level Four* (one copy per student)
2. *Pearson Learning Core Knowledge History and Geography: The American Revolution Teacher’s Guide* (to help guide and facilitate discussion if needed)
3. *Voices of American History: American Revolution – The Journey Toward Independence* book and CD by Steven Traugh
4. *The Boston Coffee Party* by Donna Rappaport
5. KWL chart
6. Overhead projector
7. Student copybooks or notebooks
8. Colored pencils
9. Appendix A (one copy per student)
10. Appendix G (one copy for the teacher)
11. Appendix H (one copy for the teacher)

C. Key Vocabulary

1. Import – to bring goods into one country from another

2. Correspondence – an exchange of letters
3. Independence – freedom from the control of another
4. Patriots – those who wanted independence from Britain
5. Minority- less than half of a group of people
6. Intolerable – something that one cannot put up with

D. *Procedures/Activities*

1. As a fun review from the day before, allow the students to share their posters. Have the rest of the class try to guess which side they represented – the British soldiers or the Sons of Liberty.
2. Check the KWL chart to see if any new information needs to be added. (Note: this will vary by each class, as some may have had more prior knowledge before beginning the unit than others.)
3. On the overhead, list the day’s vocabulary words and their definitions. Talk about the words to make sure students understand them.
4. Read pages 216-217 (“A Change in Thinking”) in *Pearson Learning Core Knowledge History and Geography Level Four* book.
5. As you read, discuss some of the following questions:
 - a. What was the purpose of the Committees of Correspondence? (They promoted an exchange of ideas and news between Patriots. They ensured all the colonies kept in touch with one another).
 - b. Did most colonists want to break away from Britain at this time? (No. Those who wanted independence were still in the minority).
6. Using Appendix G as an example, guide the students in drawing and coloring a bust of Sam Adams. (Note – Appendix G is just to be used as an example for the teacher, so do not make it into an overhead. Students will be drawing Sam Adams, not copying the clipart that is one Appendix G). Have the students give information about Sam Adams. Web this information around the drawing. (For example, he came from an important Boston family, he was not very interested in business, he lost most of his family’s money, he organized the Sons of Liberty, he was a leader in the boycott against British goods during the Stamp Act crises, he led another boycott when the British government tried to tax goods the colonies imported, helped set up the Committees of Correspondence). The students should be able to come up with at least five facts about Sam Adams.
7. Read pages 218-220 (“A Tea Party in Boston”) in *Pearson Learning Core Knowledge History and Geography Level Four* book.
8. As you read, discuss some of the following questions:
 - a. What was the Tea Act of 1773? (An act passed by Parliament that lowered the price on tea, but kept the tax).
 - b. What was the Boston Tea party? (A protest against the Tea Act. Colonists dressed as Indians, went aboard the British ships, and destroyed the tea by throwing it in the harbor).
 - c. What were the Intolerable Acts? (These acts were passed by Parliament in order to punish Massachusetts for the Tea Party. They closed Boston’s harbor, took away Massachusetts’s right to self-government, appointed a British general as governor, and ordered colonists to quarter British troops in their homes).
9. Play the song, “Revolutionary Tea” from the *Voices of American History: American Revolution – The Journey Toward Independence* CD. Ask students who they think the mother in this song is (Britain). Who is the daughter? (The colonies). Note – if this book and CD are not available to you, you can find the lyrics to this song at <http://argo.acronet.net/~robokopp/usa/revoltea.htm>.

10. Read the story, *The Boston Coffee Party* by Donna Rappaport to the class. Allow them to listen and enjoy the story, which is based on a true incident. After you finish reading, have the students make a Venn Diagram comparing and contrasting the Tea Party and the Coffee Party. Depending on the level of your students, this may be done as an individual, small group, or whole class project. They should come up with at least three differences and two similarities between the parties (for example, the Tea Party was organized by men, took place before the Revolutionary War, and the tea was dumped in the Boston Harbor while the Coffee Party was organized by women, took place during the Revolutionary War, and the coffee was taken home in pots, pans, and wagons. They both took place in Boston and in both cases the colonists did not want to pay the price that was asked for the coffee or tea). See Appendix H as an example.
- E. *Assessment/Evaluation*
1. The teacher will be able to assess the students' understanding of the topic by their participation in the class discussions.
 2. Students will be evaluated by the completion of the web on Sam Adams in their copybooks or notebooks (using Appendices A and G to grade).
 3. Students will be evaluated by the completion of the Venn Diagram in their copybooks or notebooks (using Appendices A and H to grade).

Lesson Six: The First Continental Congress (approximately 90 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand that societies are diverse and have changed over time. (Colorado History Standard 3)
 - b. Know that religious and political ideas have been powerful forces throughout history. (Colorado History Standard 6)
 2. Lesson Content
 - a. Causes and Provocations
 - i. First Continental Congress protests to King George III
 3. Skill Objective(s)
 - a. List effects that came about as a result of the Tea Act.
 - b. Articulate and present the various viewpoints held by the members of the First Continental Congress.
- B. *Materials*
1. *Pearson Learning Core Knowledge History and Geography Level Four* (one copy per student)
 2. *Pearson Learning Core Knowledge History and Geography: The American Revolution Teacher's Guide* (to help guide and facilitate discussion if needed)
 3. *Voices of American History: American Revolution – The Journey Toward Independence* book and CD by Steven Traugh
 4. *The Boston Coffee Party* by Donna Rappaport
 5. KWL chart
 6. Overhead projector
 7. Student copybooks or notebooks
 8. Various books on the American Revolution, especially those listed in the bibliography
 9. Appendix A (one copy per student)
 10. Appendix I (one copy made into a transparency)
 11. Appendix J (one copy for the teacher)
 12. Appendix K (one copy per student)

C. *Key Vocabulary*

1. Continental – from one continent, or country (such as the thirteen colonies)
2. Congress – an assembly or convention
3. Defiance – open, bold resistance to authority

D. *Procedures/Activities*

1. As an oral review of the previous lesson, begin by asking the students the following questions:
 - a. Who started the Sons of Liberty? (Sam Adams).
 - b. When did the Boston Tea Party take place? (December 16, 1773).
 - c. What did Britain do to punish the colony of Massachusetts? (They passed the Intolerable Acts).
2. Check the KWL chart to see if any new information needs to be added. (Note: this will vary by each class, as some may have had more prior knowledge before beginning the unit than others.)
3. On the overhead, list the day's vocabulary words and their definitions. Talk about the words to make sure students understand them.
4. Read pages 221-222 ("The Colonies Resist") in *Pearson Learning Core Knowledge History and Geography Level Four* book.
5. As you read, ask some of the following questions:
 - a. How did the colonies respond to the Intolerable Acts? (The other colonies come to the aid of Massachusetts by sending them food and supplies. Virginia called for a meeting of the colonies to plan what to do about Britain).
 - b. What three things did the First Continental Congress do? (It issued a Declaration of Rights, voted to stop all trade with Britain, and agreed to meet again if Parliament did not restore the colonists' rights).
6. What important change in colonial attitudes did the First Continental Congress demonstrate? (The colonists began to think of themselves as members on one country - America – rather than as citizens of thirteen separate colonies).
7. Put Appendix I, the cause and effects diagram, on the overhead. Have the students copy down the diagram and the cause. Fill in the effects that came as a result of that cause (use Appendix J as an example). Depending on the level of the students, this can be completed individually, in pairs, or as a whole class.
8. Explain to the students that the fifty-five delegates to the Congress were not on agreement about everything. The Congress was divided somewhat evenly between conservatives (who did not want to break with Britain), the moderates (who felt Parliament had a right to regulate the colonies but not tax them), and the radicals (who wanted a complete break with Britain). Divide the class into these three groups (conservatives, moderates, and radicals). Students from each group will pretend they are delegates to the convention. They will be responsible for defending their viewpoint to the other members of the Continental Congress. Allow time for students to do a bit of research in class on what their side believed (provide books for the students to use for this purpose – see bibliography for a list of suggested books). Encourage students to also review the previous lessons and come up with reasons to support their positions. Have each student write notes (in their copybooks or notebooks) defending their position.
9. Let each side debate their viewpoint in front of the class and agree as a class which side was more persuasive. Give each side five or ten minutes to present their view (they may all speak or elect a spokesperson).
10. Hand out the final test study guide (Appendix K). Tell students all the information they need to study for the test that is listed on the study guide is in

their copybooks (or notebooks). Note – you may pass out the study guide earlier in the unit if you want to give your students more time to study.

- E. *Assessment/Evaluation*
1. The teacher will be able to assess the students’ understanding of the topic by their participation in the class discussions and debate.
 2. Students will be evaluated by the completion of the cause and effect diagram in their copybooks or notebooks (using Appendices A and J to grade).
 3. The teacher can also assess the students’ understanding by checking the notes they made in their copybooks or notebooks.

Lesson Seven: Test (approximately 45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand that societies are diverse and have changed over time. (Colorado History Standard 3)
 - b. Know that religious and political ideas have been powerful forces throughout history. (Colorado History Standard 6)
 2. Lesson Content
 - a. Background: The French and Indian War
 - i. Also known as the Seven Years’ War; part of an ongoing struggle between Britain and France for control of colonies in various regions around the world (in this case, North America)
 - ii. Alliance with Native Americans
 - iii. The Battle of Quebec
 - iv. British victory gains territory, but leaves Britain financially weakened
 - b. Causes and Provocations
 - i. British taxes, “No taxation without representation”
 - ii. Boston Massacre, Crispus Attucks
 - iii. Boston Tea Party
 - iv. The Intolerable Acts close the port of Boston and require Americans to provide quarters for the British troops
 - v. First Continental Congress protests to King George III
 3. Skill Objective(s)
 - a. Identify correct answers to matching, true/false, and multiple-choice questions.
 - b. List correct responses to short answer questions.
- B. *Materials*
1. Appendix L (one copy per student)
 2. Appendix M (one copy for the teacher)
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Pass out the test to the students (Appendix L).
 2. Review directions and answer any questions.
 3. Collect the tests at the end of the class period.
- E. *Assessment/Evaluation*
1. Students will be evaluated by their correct responses on the test (use Appendix M to grade).

VI. CULMINATING ACTIVITY

- A. Allow the students to rehearse and perform a short play, either on the Boston Massacre or the Boston Tea Party. Use the book *Read-Aloud Plays: Revolutionary War* by Dallas Murphy. Make copies of the play and hand them out to students at the beginning of this unit. Depending on time, students can either rehearse during class, or they can be encouraged to practice on their own time (before or after school, during recess, etc). Have a day where the students can perform their play for their parents and the other children at the school. For fun, invite parents to stay for a tea party afterwards. Students can help serve their parents tea and scones! Note – if you do not have time to perform the plays, students still enjoy reading them as a class. Try to find some time to simply assign your students to the different parts and let them read through the plays in class.

VII. HANDOUTS/WORKSHEETS

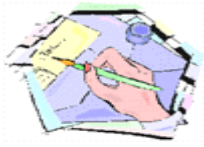
- A. Appendix A: Grading Rubric (seven pages)
B. Appendix B: Map of the Thirteen Colonies
C. Appendix C: Map of the Thirteen Colonies Answer Key
D. Appendix D: Scroll
E. Appendix E: Notes on the Outcomes of the French and Indian War
F. Appendix F: Notes on the Outcomes of the French and Indian War Answer Key
G. Appendix G: Sam Adams Web
H. Appendix H: Venn Diagram
I. Appendix I: Cause and Effect Diagram
J. Appendix J: Cause and Effect Diagram Answer Key
K. Appendix K: Study Guide
L. Appendix L: Final Test (two pages)
M. Appendix M: Final Test Answer Key (three pages)

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**Appendix A, page 1
Grading Rubrics**



Persuasive Letter to Parliament

Name: _____

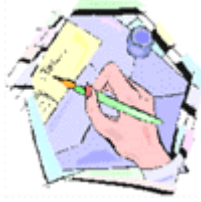
Teacher: _____

Criteria					Pts.
	4	3	2	1	
Position Statement	Position is clearly stated and consistently maintained. Clear references to the issue(s) are stated.	Position is clearly stated and consistently maintained. References to the issue(s) at hand are missing.	Position is stated, but is not maintained consistently throughout work.	Statement of position cannot be determined.	—
Supporting Information	Evidence clearly supports the position; evidence is sufficient.	Evidence clearly supports the position; but there is not enough evidence.	Argument is supported by limited evidence.	Evidence is unrelated to argument.	—
Organization	Structure of work is clearly developed.	Structure developed reasonably well, but lacks clarity.	Some attempt to structure the argument has been made, but the structure is poorly developed.	There is a total lack of structure.	—
Tone Of Letter	Tone is consistent and enhances persuasiveness.	Tone enhances persuasiveness, but there are inconsistencies.	Tone does not contribute to persuasiveness.	Tone is inappropriate to purpose.	—
Sentence Structure	Sentence structure is correct.	Sentence structure is generally correct. Some awkward sentences do appear.	Work contains structural weaknesses and grammatical errors.	Work pays little attention to proper sentence structure.	
Punctuation and Capitalization	Punctuation and capitalization are correct.	There is one error in punctuation and/or capitalization.	There are two or three errors in punctuation and/or capitalization.	There are four or more errors in punctuation and/or capitalization.	
				Total---->	—

Teacher Comments:

Appendix A, page 2
Grading Rubrics continued

Journal Entry



Name: _____

Teacher: _____

	Criteria				Points
	4	3	2	1	
Organization	Information in logical, interesting sequence which reader can follow.	Student presents information in logical sequence which reader can follow.	Reader has difficulty following work because student jumps around.	Sequence of information is difficult to follow.	___
Content Knowledge	Student demonstrates full knowledge (more than required).	Student is at ease with content, but fails to elaborate.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student does not have grasp of information.	___
Grammar and Spelling	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Work has four or more spelling errors and/or grammatical errors.	___
Neatness	Work is neatly done.	Work has one or two areas that are sloppy.	Work has three or four areas that are sloppy.	Work is Illegible.	___
				Total---->	___

Teacher Comments:

Appendix A, page 3
Grading Rubrics continued

Notes on French and Indian War



Name: _____

Teacher: _____

Date: _____

	Criteria				Points
	4	3	2	1	
Organization	Paper is folded correctly; all the notes are in the correct places.	Paper is not folded correctly, but all of the notes are in the correct places.	Paper is not folded correctly; some of the notes are not in the correct places.	Paper is not folded correctly; notes are missing or are in the incorrect places.	___
Mechanics	Notes have no misspellings or grammatical errors.	Notes have no more than two misspellings and/or grammatical errors.	Notes have three misspellings and/or grammatical errors.	Work has four or more spelling errors and/or grammatical errors.	___
Neatness	Work is neatly done.	Work has one or two areas that are sloppy.	Work has three or four areas that are sloppy	Work is Illegible	___
Content	All content is accurate.	There is one error in the content.	There are two errors in the content.	There are three or more errors in the content.	___
				Total---->	___

Teacher Comments:

**Appendix A, page 4
Grading Rubrics continued**

Propaganda Poster



Name: _____

Teacher: _____

Date: _____

Side represented: _____

	Criteria				Points
	4	3	2	1	
Content and accuracy	There are elements of truth in the poster; there are no objects that would have been out of place in this time of history. There is no violent content.	There are elements of truth in the poster; there is one object that is out of place in this time of history. There is no violent content.	There are no elements of truth in the poster; there are two objects that are out of place for this time in history. There is an element of violence in the poster.	There are no elements of truth; all objects are out of place for this time in history. There is violent content in the poster.	____
Propaganda	Propaganda is created for their side! It is very clear to see which side is represented.	Some propaganda is created for their side; but it is a little unclear which side they represent.	No propaganda is created for their side, it is unclear which side they represent.	Propaganda is created for the other side.	____
Neatness	Work is neatly done, and the poster is colored.	Work has one or two areas that are sloppy. The poster is colored.	Work has three or four areas that are sloppy. The poster is not completely colored.	Work is Illegible, the poster is not colored.	____
				Total---->	____

Teacher Comments:

**Appendix A, page 5
Grading Rubrics continued**

Sam Adams Web



Name: _____

Teacher: _____

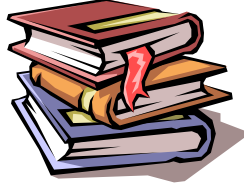
Date : _____

	4	3	2	1	
Picture	Picture is colored and neat.	Picture is colored, but slightly messy	Picture is not completely colored, and is very messy.	Picture is not colored. Work is illegible.	___
Content	All information is accurate.	There is one error in the information.	There are two errors in the information.	There are three or more errors in the content.	___
Mechanics	There are no errors in mechanics.	There is only one mistake in mechanics.	There are two mistakes in mechanics.	There are three or more errors in mechanics.	___
				Total---->	___

Teacher Comments:

**Appendix A, page 6
Grading Rubrics continued**

Venn Diagram



Name: _____

Teacher: _____

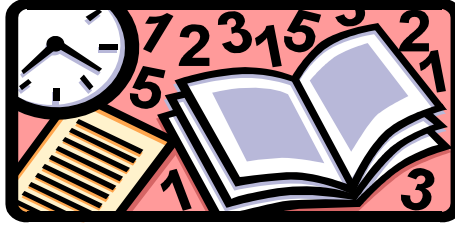
Date : _____

	Criteria				Points
	4	3	2	1	
Differences	Each side of the diagram has three differences listed, all of which are accurate.	One of the sides only has two differences listed, but all are accurate.	Both sides only have two differences listed, or there is at least one difference that is not accurate.	One or both of the sides have only one difference listed, or all the differences are not accurate.	_____
Similarities	There are two similarities listed, both of which are accurate.	There is only one similarity listed, but it is accurate.	The similarity/ similarities listed is/are not accurate.	There are no similarities listed.	_____
Neatness	Work is neatly done.	Work has one or two areas that are sloppy.	Work has three or four areas that are sloppy.	Work is illegible.	_____
				Total---->	_____

Teacher Comments:

Appendix A, page 7
Grading Rubrics continued

Cause and Effect Diagram



Name: _____

Teacher: _____

Date : _____

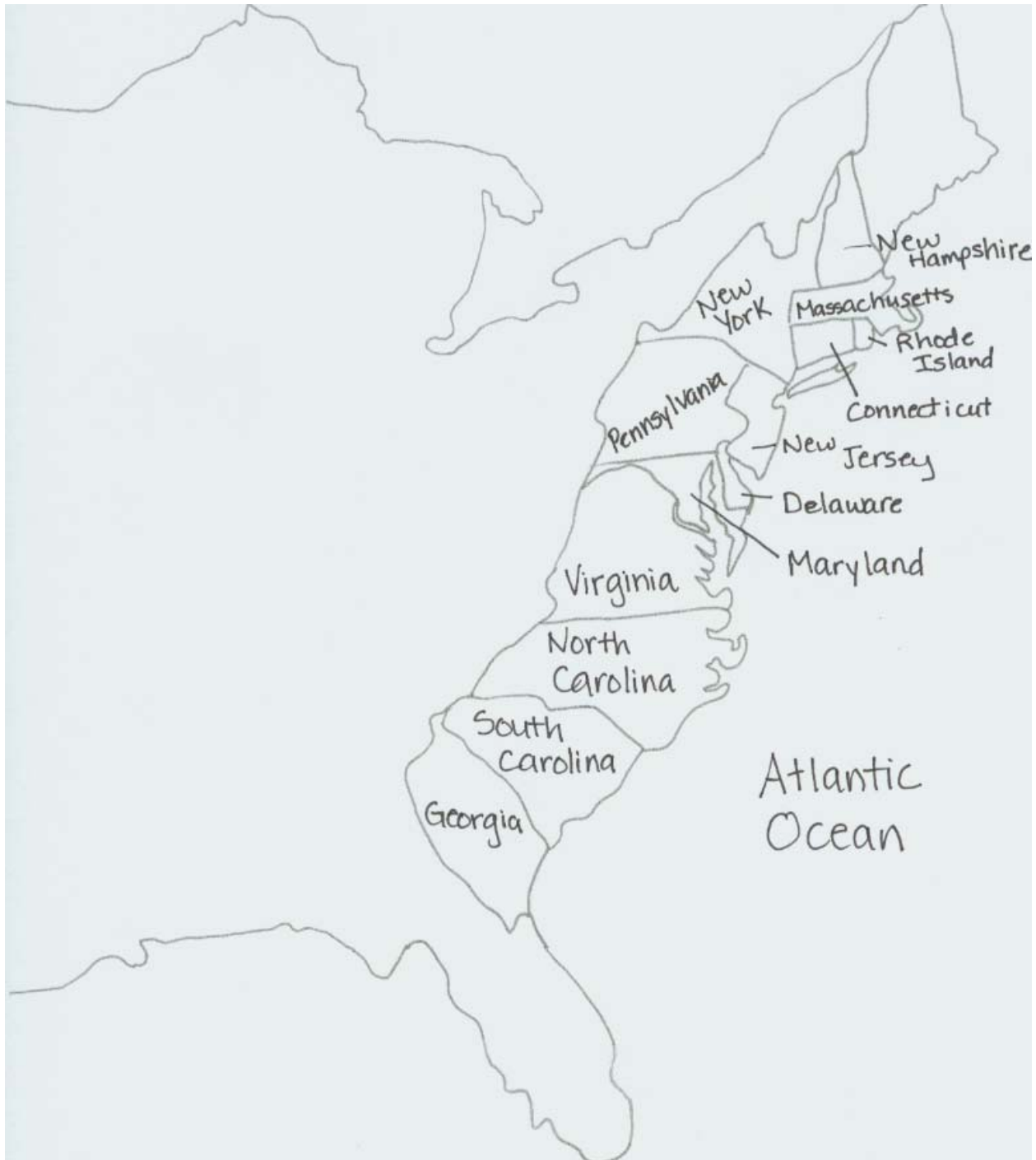
	Criteria				Points
	4	3	2	1	
Content and information	All of the effects listed are correct.	One of the effects listed is not correct.	Two of the effects listed are not correct.	Three or more of the effects listed are not correct.	___
Mechanics	There are no errors in mechanics.	There is only one mistake in mechanics.	There are two mistakes in mechanics.	There are three or more errors in mechanics.	___
Neatness	Work is neatly done.	Work has one or two areas that are sloppy.	Work has three or four areas that are sloppy.	Work is illegible.	___
				Total---->	___

Teacher Comments:

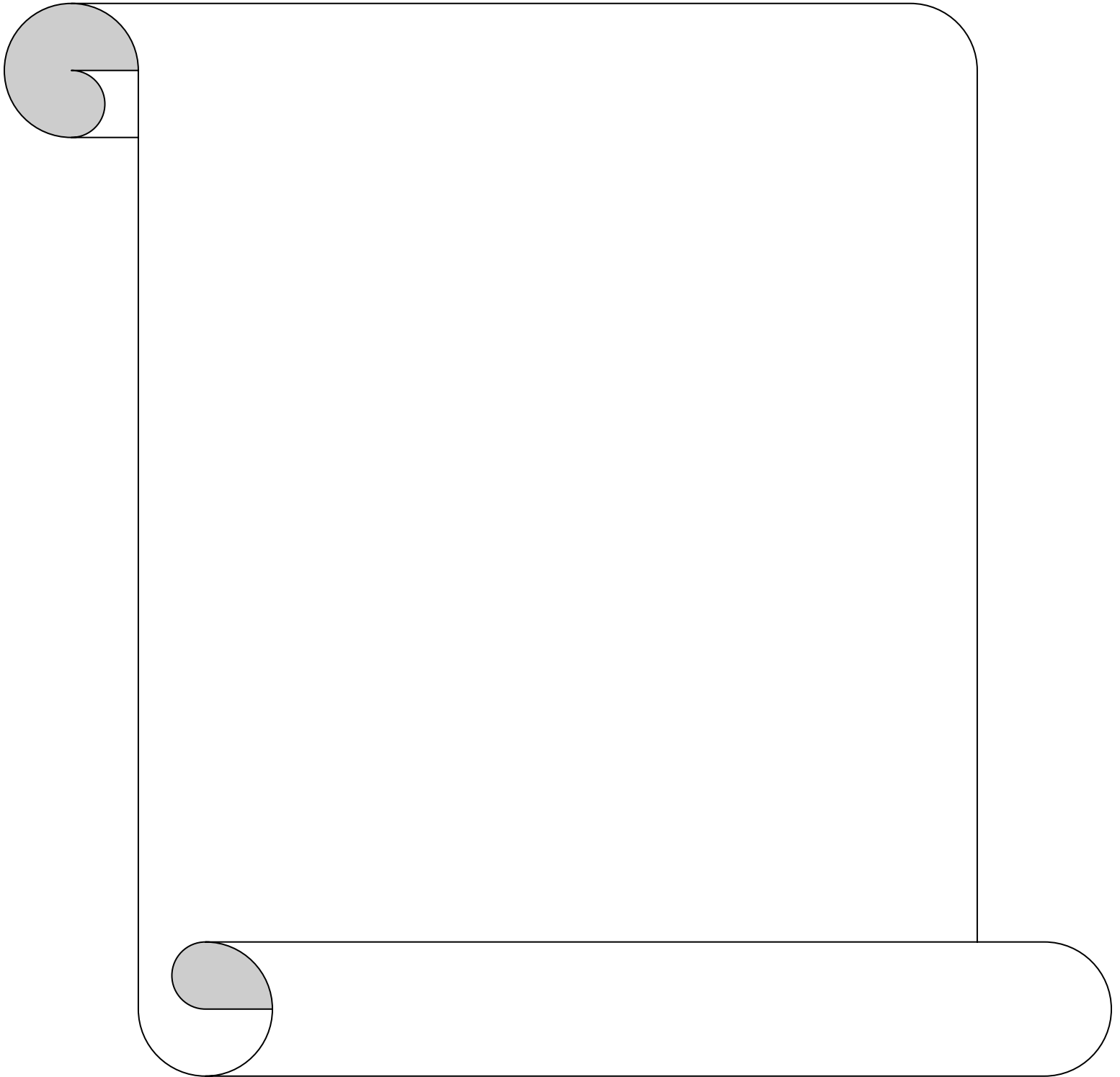
Appendix B
Map of the Thirteen Colonies



Appendix C
Map of the Thirteen Colonies Answer Key



Appendix D
Scroll



Appendix E
Notes on the Outcomes of the French and Indian War

Proclamation of 1763

The British
government had
borrowed money to
pay for the war

The Quartering Act

The Stamp Act

Appendix F – Notes on the Outcomes of the French and Indian War Answer Key

Proclamation of 1763

- Britain would not let the colonists move west past the Appalachian Mountains
- King George wanted to keep this land for the Indians, not the colonists
- The king stationed hundreds of troops along the frontier to keep peace between the colonists and the Indians

The British government had borrowed money to pay for the war

- Parliament decided this money needs to come from the colonists
- The colonists need to start paying the taxes they should have been paying for all along
- British troops were sent to make sure colonists paid the taxes
- The troops were allowed to enter the homes and businesses of colonists to make sure they did not have any smuggled goods
- They also passed the Quartering Act and the Stamp Act

The Quartering Act

- This law required the colonists to provide quarters – or places to live – for the British troops stationed in the colonies

The Stamp Act

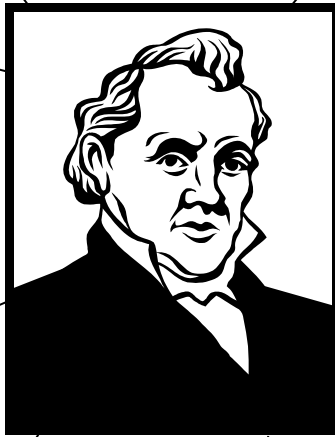
- Passed in 1765
- This was a tax on just about every imaginable piece of paper printed in the colonies
- The colonists organized a boycott of British goods
- Parliament repealed the Stamp Act in 1766

Appendix G
Sam Adams Web

came from an important Boston family

was not very interested in
business

lost most of his family's money



organized the Sons of
Liberty

was a leader in the boycott
against British goods during the
Stamp Act crises

led another boycott when the
British government tried to tax
goods the colonies imported

helped set up the
Committees of Correspondence

**Appendix H
Venn Diagram**

Tea Party

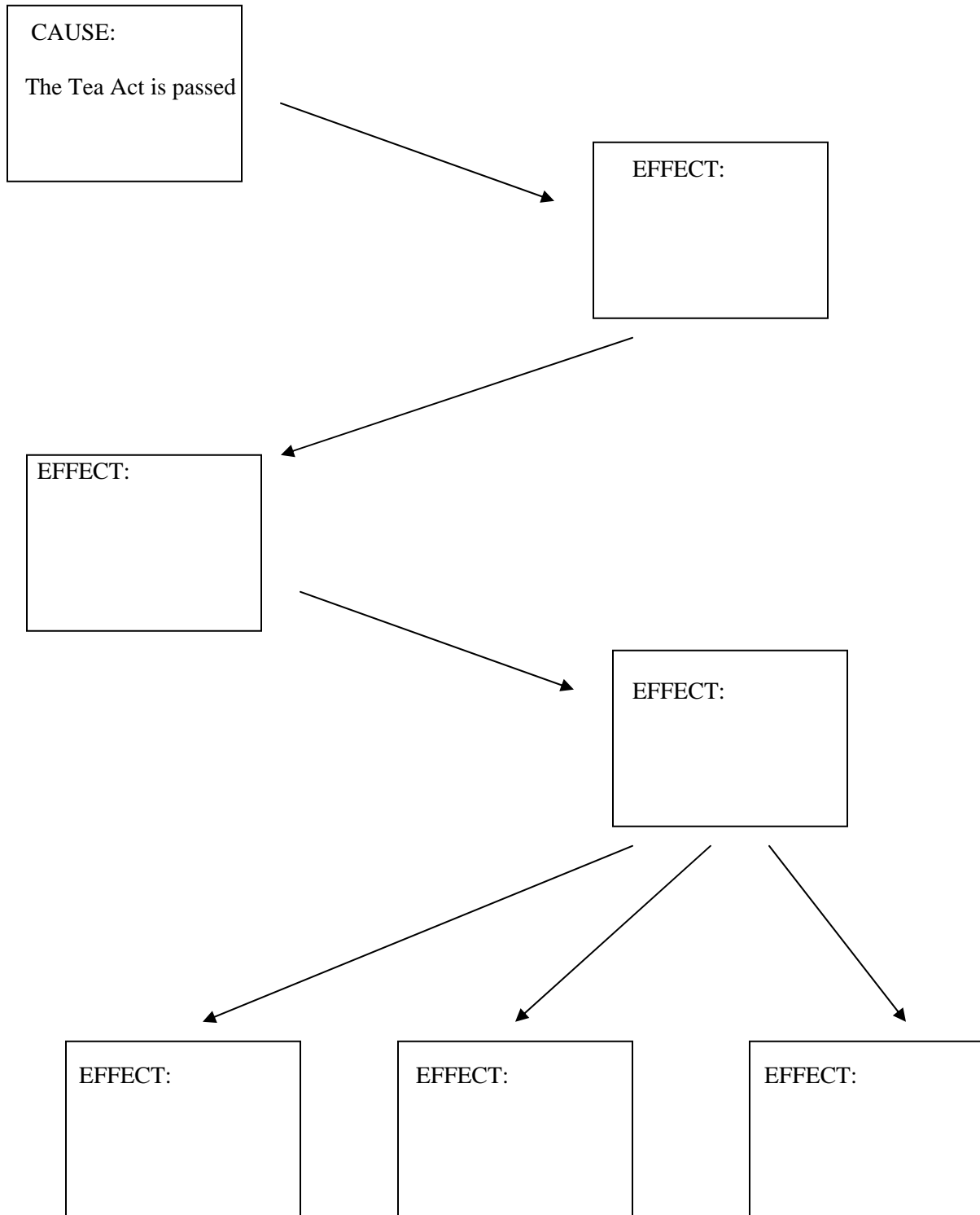
Coffee Party

- Organized by men
- Took place before the Revolutionary War
- Tea was dumped into the Boston Harbor

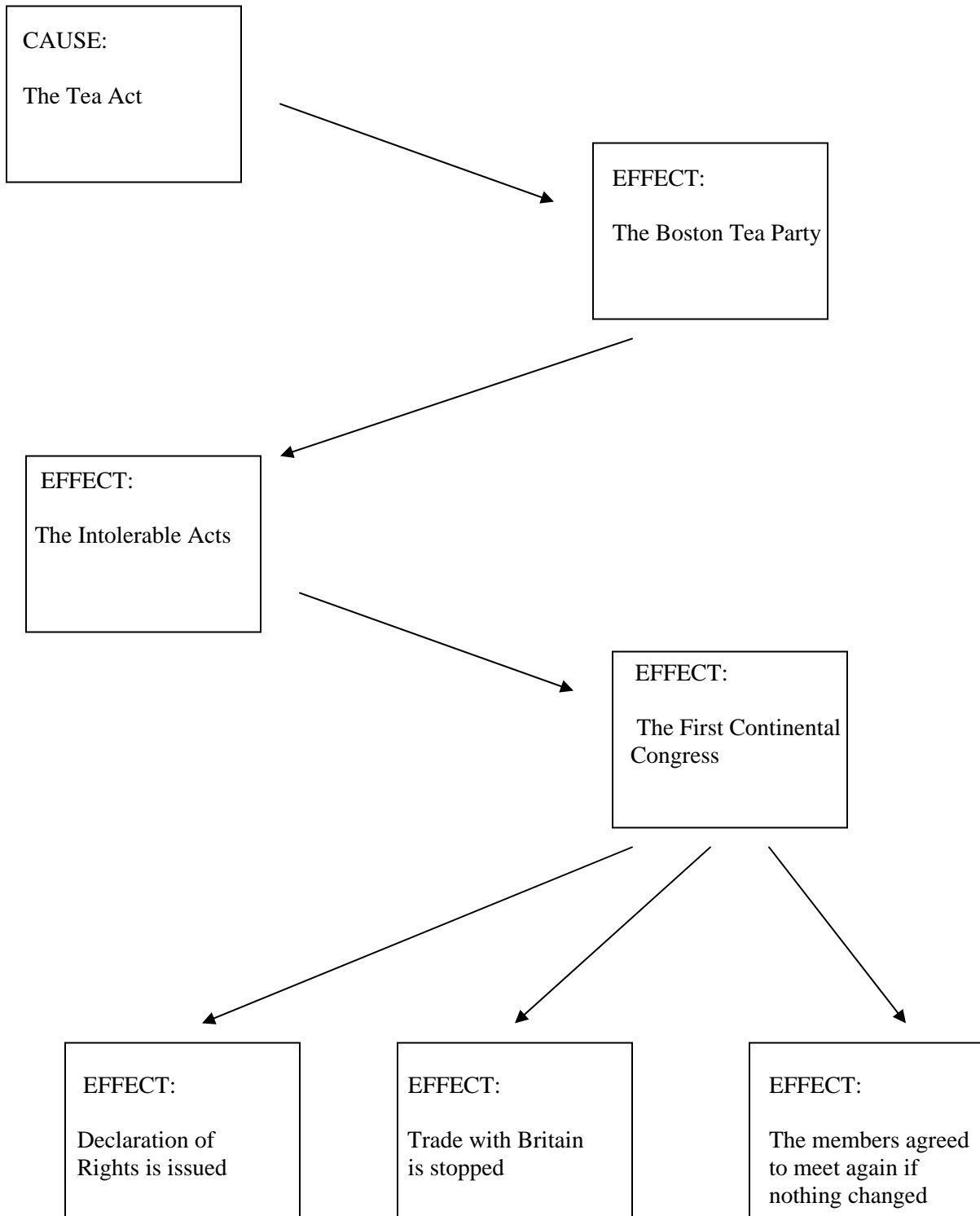
- Took place in Boston
- Colonists did not want to pay the money that was being asked for either the tea or the coffee

- Organized by women
- Took place during the Revolutionary War
- Coffee was taken home in pots, pans, and wagons

Appendix I
Cause and Effect Diagram



Appendix I
Cause and Effect Diagram Answer Key



Appendix L
Study Guide

Be sure you know the following definitions:

- boycott
- correspondence
- defiance
- massacre
- representation

Study and know the following pages in your copybook or notebook:

- The map of the thirteen colonies
- The notes on the outcomes of the French and Indian War
- Propaganda poster of the Boston Massacre
- The web on Sam Adams
- The Venn Diagram of the Boston Tea Party and the Boston Coffee Party
- The Cause and Effect Diagram
- Your notes on the three different viewpoints represented at the First Continental Congress

*****All this information is in your copybooks (or notebooks)!!**

Appendix L, page 1
Final Test

Name _____

Matching (one point/each): Please match the following words to their correct definitions by writing the letter of the correct definition next to the vocabulary word.

- | | |
|----------------------|--|
| _____ representation | A. open, bold resistance to authority |
| _____ massacre | B. an exchange of letters |
| _____ defiance | C. having someone who will act on your behalf, and for your best interests |
| _____ correspondence | D. an organized campaign in which people refuse to have any dealings with a particular group or country in order to force a change in policy |
| _____ boycott | E. the cruel and needless killing of many innocent people |

True/False (one point/each): If the statement is True, put a T on the line, if it is false, put an F.

- _____ Sam Adams organized the Sons of Liberty
- _____ The Boston Tea Party was organized by women
- _____ Virginia was one the original thirteen colonies
- _____ The Quartering Act made the colonists pay money to the British soldiers
- _____ Propaganda posters, such as the one by Paul Revere of the Boston Massacre, are entirely truthful

Multiple Choice (one point/each): Choose the best answer to the question by writing the correct letter in the blank.

After the French and Indian War _____:

- a. King George issued the Proclamation of 1763
- b. Parliament decided the money they had spent on the war needed to come from the colonies
- c. The Stamp Act and Quartering Acts were passed
- d. All of the above

Appendix L, page 2
Final Test continued

The _____ Act taxed every kind of printed paper

- a. The Tea Act
- b. The Intolerable Acts
- c. The Stamp Act
- d. The Quartering Act

_____ Led a boycott of British goods during the Stamp Act crises:

- a. Sam Adams
- b. Crispus Attucks
- c. Paul Revere
- d. George Washington

Which of the following was NOT a result of the First Continental Congress? _____

- a. A Declaration of Rights was sent to Britain
- b. All trade with Britain was stopped
- c. War was declared
- d. The members decided to meet again if nothing changed

The Tea Act led directly to _____:

- a. The Intolerable Acts
- b. The Boston Tea Party
- c. The First Continental Congress
- d. The Declaration of Rights

Short Answer (five points/each): Answer each question as thoroughly as possible. Be sure to use complete sentences!

Sam Adams was a key figure in the American Revolution. List at least three of his contributions and state why they were important.

If you were a colonist, would you be a conservative, a moderate, or a radical? Why? Give reasons to defend your viewpoint.

Appendix M, page 1
Final Test Answer Key

Name _____

Matching (one point/each): Please match the following words to their correct definitions by writing the letter of the correct definition next to the vocabulary word.

- | | |
|------------------------------------|--|
| <u> C </u> representation | A. open, bold resistance to authority |
| <u> E </u> massacre | B. an exchange of letters |
| <u> A </u> defiance | C. having someone who will act on your behalf, and for your best interests |
| <u> B </u> correspondence | D. an organized campaign in which people refuse to have any dealings with a particular group or country in order to force a change in policy |
| <u> D </u> boycott | E. the cruel and needless killing of many innocent people |

True/False (one point/each): If the statement is True, put a T on the line, if it is false, put an F.

- T** Sam Adams organized the Sons of Liberty
- F** The Boston Tea Party was organized by women
- T** Virginia was one the original thirteen colonies
- F** The Quartering Act made the colonists pay money to the British soldiers
- F** Propaganda posters, such as the one by Paul Revere of the Boston Massacre, are entirely truthful

Multiple Choice (one point/each): Choose the best answer to the question by writing the correct letter in the blank.

- After the French and Indian War **D** :
- King George issued the Proclamation of 1763
 - Parliament decided the money they had spent on the war needed to come from the colonies
 - The Stamp Act and Quartering Acts were passed
 - All of the above

Appendix M, page 2
Final Test Answer Key continued

The C Act taxed every kind of printed paper

- a. The Tea Act
- b. The Intolerable Acts
- c. The Stamp Act
- d. The Quartering Act

A Led a boycott of British goods during the Stamp Act crises:

- a. Sam Adams
- b. Crispus Attucks
- c. Paul Revere
- d. George Washington

Which of the following was NOT a result of the First Continental Congress? C

- a. A Declaration of Rights was sent to Britain
- b. All trade with Britain was stopped
- c. War was declared
- d. The members decided to meet again if nothing changed

The Tea Act led directly to B:

- a. The Intolerable Acts
- b. The Boston Tea Party
- c. The First Continental Congress
- d. The Declaration of Rights

Short Answer (five points/each): Answer each question as thoroughly as possible. Be sure to use complete sentences!

Sam Adams was a key figure in the American Revolution. List at least two of his contributions and state why they were important.

Some answers may be:

Founded the Sons of Liberty – they organized the Boston Tea Party and led the fight for freedom from Britain.

Started the Committees of Correspondence to alert the other colonies if Britain tried to take away the colonists' freedoms.

Led a boycott against British goods during the Stamp Act crises, which helped to get the Stamp Act repealed.

Appendix M, page 3
Final Test Answer Key continued

If you were a colonist, would you be a conservative, a moderate, or a radical? What would you believe and why? Give reasons to defend your viewpoint.

Conservatives did not want to break with Britain. They were proud to be British citizens. The British Empire was strong and powerful. As British citizens, they had the protection of the British Empire and enjoyed many rights.

Moderates believed Parliament had a right to regulate the colonies, but not tax them. They still enjoyed being British citizens and having certain rights, but they did not want to be taxed without representation in Parliament.

Radicals wanted complete freedom from Britain. They felt Parliament had no right to tax them or to govern them. They felt Parliament had taken away many of their rights and they wanted to right to rule themselves.