

FWISD 8th Grade American History
Scope and Sequence Unit Two – Breaking the Ties: Causes and Effects of the American Revolution

Unit Question:

Is revolution always necessary to obtain individual rights?

Standards-Based Content Objectives:

Students will be able to

- Analyze and evaluate the causes leading to the conflict with Great Britain.
- Identify the various events, documents and individuals who were involved in the conflict.
- Understand the creation of the United States.

Covered TEKS: 8.1, 8.4, 8.11, 8.16, 8.20, 8.21, 8.30, 8.31, 8.32

Sections:

- #1 - Events/Protests leading to the conflict
- #2 - Patriots v. Loyalists – Strengths and Weaknesses
- #3 - From Common Sense to Independence
- #4 – American Revolution Battles
- #5 - Victory - Treaty of Paris (1783)

Culminating Project:

Students will create a front page of either: 1. a Colonial newspaper **OR**
2. a British newspaper.

You may also give a unit test upon completion of the unit activities.

SECTION 1 – Events/Protests Leading to the Conflict

Unit Opener:

Follow the directions for the preview History Alive activity on page 61 of Lesson Guide 1.

Tell the student that you have just received an important memo from the principal. Then read a memo that states due to budget cuts, a new policy is in immediate effect. Each student in Social Studies classes will be required to pay for all photocopied materials. The fee will be 10 cents per page. There will be no exceptions. Any student that does not pay for the 10 cent fee will receive a zero for the assignment. While this may be a burden, it is absolutely necessary. We must all work together to solve this temporary problem.

Invite questions. Expect the students to show anger and concern. You need to adopt a neutral stance but validate the students' concerns and feelings. Remind them you have no choice but to carry out the policy. Tell the students they will now take a quiz. Explain that they must pay the 10 cent fee for the photocopied quiz. Tell the students who have no money that they can borrow the money from a classmate or fill out an IOU. Ask a volunteer to collect the money. Pass out the quizzes to those who paid, and remind those who did not pay that they will receive a zero for the quiz.

After a minute or so, explain that the memo is fictitious. Return students' money. Then hold a class discussion about their feelings, opinions, ideas, and reactions.

Complete the preview activity by having the students create a compare/contrast T-chart in their interactive student notebook comparing the classroom experience to the colonists being forced to pay taxes without representation. (see example History Alive Lesson Guide page 62)

Activity #1:

Opening Activity (sponge): Have the students create a writing response in their interactive notebook to the following:

Describe a rule/law that you feel that is unfair. Give three reasons why you believe that the rule/law is unfair. How can individuals change rules that they believe are unfair?

Let the students know that they have 8 minutes (set timer) for their writing response.

Let the students share their responses, and then tell them that they are going to learn about the laws and taxes that the British government placed on the Colonists from the years of 1763 - 1774.

Class Activity: After passing out student directions, have the students get into pairs.

Student Directions:

Using History Alive Chapter 5 (pages 66-73), each student will create a foldable (I like flip foldables, but any foldable style will do) analyzing the following events:

Proclamation of 1763
Townshend Acts

Stamp Act
Tea Act

Quartering Act
Intolerable Acts

Your foldable should include the following information about each law/tax:

Date the tax/law was passed
British reason for the tax/law
Colonial Reactions
Important Colonial/British individuals involved

Once completed, the foldable is to be placed in their interactive notebook.

Homework: Have the students use their American Nation textbook (Chapter 5) to create a graphic organizer (their choice) to illustrate the significance of the following individuals: Samuel Adams, John Adams, Mercy Otis Warren, Abigail Adams, Patrick Henry, Crispus Attucks, and Paul Revere.

Activity #2:

Opening Activity (sponge): Have the students create a writing response in their interactive notebook to the following:

Describe the feelings of the Colonists towards the British Government after the passage of the Intolerable Acts. Give 2 examples of Colonial complaints.

Let the students know that they have 4 minutes (set timer) for their writing response.

Let the students share their responses, and then tell them that they are going to learn about the colonists feelings and complaints in a role playing simulation.

Class Activity: The students will assume roles of historical figures and re-create a 1776 colonial town meeting, which will include a debate on whether to declare independence from Britain. Interested parties will include loyalists, patriots, and neutralists. Follow the directions for the experiential exercise on pages 63-65 in the History Alive Lesson one book.

****Timeframe:** The students need at least one class period to prepare necessary props (as described in the lessons) and to become acquainted with their historical persona.

Homework: After the completion of the town meeting, have the students complete the processing assignment on page 31 of the student interactive notebook. They will write a dialogue between a loyalist and a patriot on whether the colonies should declare independence

from Britain. Their dialogue must include at least 3 key reasons why the Patriots support independence, and at least 3 key reasons why the Loyalists oppose independence.

Activity #3:

Tell the students that they are going to see scenes from the video “Johnny Tremain,” highlighting the feelings and actions of the Colonists in Massachusetts after the passage of the Tea Act leading to the Battle of Lexington/Concord.

If you haven’t seen the video of “Johnny Tremain,” I suggest you preview it before showing to your students. It is an excellent representation of the pre-revolutionary period. I spend two days (45 minute class periods) showing the video. I usually point out the historical figures of Samuel Adams, Paul Revere, the Sons of Liberty, etc.

Homework: After the students have finished the video, they complete a writing response in their interactive notebook by examining how the actions of the British and the Colonists after the Battle of Lexington/Concord relate to the unit question.

SECTION 2 – Patriots v. Loyalists

Activity #1:

Opening Activity (Sponge): Have the students create a writing response in their interactive notebook to the following:

In your opinion, what were the strengths and weaknesses of the Colonists and the British as they entered the war?

Let the students know that they have 8 minutes (set timer) for their writing response.

Let the students share their responses, and then tell them that they are going to compare their ideas to the actual strengths and weaknesses of each side.

Class Activity: Create a handout with two maps – one of the Thirteen Colonies and one of Great Britain. You may need to reduce the size of the maps to fit horizontally on an 8 ½ x 14 sheet of paper. Place the 13 colonies on the left side, and Great Britain on the right side of the paper. Leave room on the outer areas for the students to make notes.

Example: