

Stanley E. Green
sgreen@bradleyschools.org

Part 1: Curriculum Unit Introduction

Teaching American History – Unit Outline

Title of the unit: Events Leading to the American Revolution

Vital Theme of the unit: Students will become aware of the events that contributed to the colonies' desire for independence from Great Britain thrusting them into creating a new nation – 13 United States.

Author and contact information: Stanley E. Green sgreen@bradleyschools.org

Grade Level: 8

Number of lessons in the unit: 5

Curriculum standards addressed: *Tennessee Curriculum Guide*

Era 3: Revolution & the New Nation (1754-1820)

1. Explain the events that contributed to the outbreak of the American Revolution such as leaders who resisted imperial policy, the English tax on colonists from the Seven Years' War, divergent economic interests, and regional motivations.
2. Read a timeline and order events of the past.
3. Differentiate between primary and secondary source documents.
4. Recognize causes and consequences of conflict, (i.e., French & Indian War, and Revolutionary War).
5. Classify the characteristics of major historical events into causes & effects, i.e., the Revolutionary War Era.
6. Recognize the historical impacts of European settlement in North America.

Technology used: Textbook CD Roms for each chapter, Interactive Lesson Planner, Glencoe book on line: www.glencoe.com, Interactive Student Assessment CD Rom from Glencoe, Power Point Presentation Plus from Glencoe covering each textbook chapter, Videos.

Unit Introduction and Overview of instructional plan:

- * The American Revolutionary era began with the French & Indian war in 1754. This unit lesson plan covers the crises/events that led to conflict in the colonies eventually pushing the people toward independence from Great Britain and the Revolutionary War, therefore creating a new republic and government with 13 new

independent states.

* As a result of studying this unit students will become aware of the following factors that contributed to tension in the 13 colonies and their eventual independence from Great Britain causing the Revolutionary War:

A. Conflict in the Ohio Valley/French & Indian War.

B. Proclamation of 1763.

C. Parliament's decision to tax the colonies for revenue through new laws.

D. Conflicts and protests in the colonies over taxation from Great Britain.

E. The issue of no taxation without representation.

* Through various lecture methods, cooperative learning activities, uses of technology, for example videos, CD audio presentations, Power Point Presentations, Social Skills CD Roms, students will become acquainted with factors and events that led to the Revolutionary War.

Integrating American History with other disciplines: (Examples)

* Health: Students will become acquainted with how the injuries of those hurt during the violence and riots of the pre-revolutionary days were treated. Students will also become aware of what sanitary conditions were like in the colonies during this time period.

* Economics: Students will become aware of how the British government gained revenue from the colonies through various types of taxation and how this affected the British and colonial economy.

* Science: Students will become aware of the various forms of technology that was available to the colonies during the pre-revolutionary era, for example, the colonial printing press and its functions.

* Cultural Geography: Students will become aware of what life was like for the colonists during the colonial/pre-revolutionary period and the social problems existing between them and the Native Americans.

* Gov't/Citizenship: Students will become aware of how the colonies existed while being ruled by a country that was 3000 miles away. Students will also become aware of how the parliamentary government of Great Britain functioned and taxed the colonies.

Guiding questions for the unit:

1. How did the rivalry of Great Britain and France lead to war in the colonies?
2. Why did France and Great Britain go to war in 1754?
3. How did the Native Americans become involved in the conflict between Great Britain and France?
4. What were the causes of the French & Indian War?
5. How did the Treaty of Paris affect North America?
6. What was the purpose of the Proclamation of 1763?
7. What did the British do to help raise money for its war debts?
8. What kinds of taxes did Great Britain impose on the colonies? (Explain)
9. Why did Parliament pass the Tea Act? Why were the colonists angered?
10. What was the Boston Tea Party?
11. What purpose did the patriots serve during the revolutionary period?

Time Line:

Week 1: Rivalry in North America

Week 2: The French & Indian War

Week 3: New Trouble on the Frontier

Week 4: A Storm Over Taxes

Week 5: The Road to Independence

Stanley E. Green
sgreen@bradleyschools.org

Part II: Essay Overview of the Content and Annotated
Bibliography

Stanley E. Green
Bradley County – Ocoee Middle School
Events Leading to the American Revolution
Teaching American History Grant
Summer Institute – UTK
July 10 – 14, 2006

Focus

In the 1700's England, France and Spain all claimed lands in North America. By 1760 most people lived in the thirteen American colonies. During this time period the colonists thought of themselves as citizens who were loyal to the king, but as the years progressed those feelings of loyalty changed. Conflicts occurred over ownership of land in North America, especially in the Ohio River Valley, and how these conflicts affected Native Americans added to tensions in the region.

As these tensions eased Great Britain became a thorn in the flesh toward the colonists because of their desire to require them to help pay for their defense during the French and Indian War. British Parliament would create this revenue by passing laws that would impose a variety taxes on the colonies. As a result of Parliament's decision to impose taxes, great tension and violence arose throughout the colonies which subsequently lead to their desire for independence from the mother country, therefore a revolution would have to occur before freedom became a reality.

Causes and Early Troubles

By 1763 Great Britain defeated France in both America and Europe over rivalry of land in North America. This war caused the colonists to become more self reliant and think of themselves as Americans. Differences in life, thought, and interests had

developed between the mother country and the growing colonies. Local political institutions and their practice differed significantly from English ways, while social customs, religious beliefs, and economic interests added to growing tensions. The British government like other imperial powers of the 18th century favored mercantilism; the Navigation Acts were created with the intention of regulating commerce in the colonies. The Navigation Acts were only loosely enforced with the colonies developing freely with little interference from England.

Conditions changed abruptly in 1763 with the Treaty of Paris ending the French and Indian War which removed a long-standing threat to the colonies, and doubled the size of Great Britain's North American empire. This extensive territory brought problems, as well as hope to the British. The new territory proved to be extremely expensive to support and to defend. When Great Britain confronted the colonies about paying for the services they received, anger and tension grew resulting in angry protests which made the situation worse.

Trouble on the Frontier

Prior to the signing of the Treaty of Paris of 1763 most Native Americans supported the French during the war in the Ohio Valley. By 1760 the British had driven the French out of the area with traders taking over where the French had been, while more colonists moved in.

As a result of the British taking over the region, an Ottawa Indian leader by the name of Pontiac sent out messengers to the Miami, Chippewa, and other Indian tribes to rebel against the takeover. Pontiac's alliance soon included almost every tribe from Lake Superior to the lower Mississippi River Valley. In May 1763 the Native American

alliance launched a surprise attack on a British military outpost in the Great Lakes region, with several forts and frontier settlements being captured. When Pontiac learned of the French's signature on the Treaty of Paris, he felt he could no longer depend on their support for aid, therefore the fighting ceased. This uprising became known as Pontiac's Rebellion.

Pontiac's rebellion resulted in the British closure of western lands for settlement. King George III of Great Britain issued the Proclamation of 1763, forbidding colonists to settle on land west of the Appalachian Mountains. The proclamation was disliked by the American colonists because they wanted to settle in the rich Ohio Valley, therefore many simply ignored the king's orders and moved regardless.

The British government soon enforced the proclamation by stationing troops along the colonial frontier. This action further agitated colonists who disliked the proclamation and peacetime support of troops.

Money Problems

With the numerous problems plaguing postwar Great Britain, money appeared to be at the top of the list. British Parliament looked to the American colonies for a solution, because they had been made safe as a result of the war which had cost them very little. British citizens felt the colonists should help pay for the war.

Many colonists had a different point of view. They did not feel the war had been fought to insure their protection, but rather to protect British trade. The feeling among the colonies was that the mother country should pay for the war since they were defending their empire.

What an overwhelming job fell into the hands of Great Britain's new Prime Minister, George Grenville in 1763 – the great responsibility of solving the country's money problems. His intentions included tightening political control over the colonies, make them pay for their own defense, and return revenue to the mother country. Grenville began his job by enforcing existing laws and introducing new policies.

Grenville persuaded Parliament to pass the Sugar Act of 1764 which levied taxes on molasses, and sugar causing dismay among New England merchants and rum makers. The tax itself was actually smaller than the one recorded on the books, but the strict enforcement caused great concern throughout the colonial economy. In retaliation to the Sugar Act several New England industries purchased less expensive molasses from French sugar colonies while completely refusing to pay the tax.

Parliament continued to heap coals of fire on the colonies by creating and enforcing new laws, for example in 1765, the Quartering Act, was passed requiring colonists to house and feed British soldiers stationed in their area. The colonials were definitely annoyed since they objected to the whole idea of the presence of British soldiers in the colonies.

The Stamp Act Controversy

It was the Stamp Act of 1765 demanding direct revenue from the colonies that roused violent protests which was spearheaded by merchants, lawyers, and newspaper publishers who were directly affected by the new law. People were forced to pay a tax on everyday things, for example newspapers, playing cards, and legal documents, such as diplomas and licenses. For the very first time Parliament directly taxed the colonists. They felt Grenville had gone too far, because colonial governments had made the decisions

concerning taxes and expenses. They knew as British citizens that they should be taxed only by representatives they had elected, therefore the Stamp Act clearly violated the idea of no taxation without representation.

Leaders throughout the colonies such as, James Otis, Samuel Adams, and Patrick Henry spoke out against the Stamp Act while angry colonists in cities rioted in the streets threatening agents of the British government. In continued retaliation against the Stamp Act a small group of colonists formed a society called the Sons of Liberty who confiscated piles of stamps and burned them. Boycotts were also formed by colonial merchants who refused to import or export any type of British goods.

George Grenville and others in Great Britain were astounded at the colonist's reaction to the Stamp Act. Parliament had every right to tax the colonies in the name of the British empire. In March 1766 Parliament repealed the Stamp Act, but at the same time the legislature passed the Declaratory Act warning the colonists against future violence. The act simply stated that Parliament had a right to rule and tax the colonies.

Continued Conflicts With Parliament

Whatever the cost Parliament intended to gain revenue from the colonies. The Townshend Acts were passed in 1767 taxing numerous imports such as paint, glass, lead, paper, and tea. The British ministry was hopeful that the colonists would be more accepting of the Townshend Acts since they created an indirect tax, but this tax was challenged too.

The colonists sent petitions to Parliament in protest of the Townshend Acts. Colonial merchants and planters signed nonimportation agreements stating they would

not import taxable goods. Colonial women expressed their concern by organizing the Daughters of Liberty and signing pledges against drinking tea and refusing to buy British-made cloth. The Daughters of Liberty organized spinning clubs for weaving and knitting cloth. Weaving homespun fabric in the colonies became an important symbol of American resistance against tyranny.

Threat of Independence

Tensions continued to grow in the colonies, especially in large cities. The closing of the colonial assembly by Parliament in New York City caused citizens to become outraged. Boston became a very angry city because of British soldiers patrolling the streets. Riots even broke out against customs officials on the waterfront. Outspoken leaders such as Samuel Adams of the Sons of Liberty, and his fiery speeches warning colonists that Parliament was a threat to their rights and liberties contributed to mounting tensions.

Tensions finally exploded in Boston on March 5, 1770 with youths and dockworkers insulting and throwing snowballs at a British guard on duty. As more soldiers arrived on the scene shots were fired into the crowd killing five people. This incident became known as the Boston Massacre.

The Tea Crisis

The repeal of the Townshend Acts in 1770 was only a temporary means to an end of the turmoil in the colonies. The next colonial crisis occurred over taxes on tea. Most tea was brought to the colonies by the British East India Company. The company sold its tea to colonial merchants who in turn sold the tea to colonial citizens. In 1773 the tea

company fell into financial trouble and needed assistance. Parliament tried to lend assistance by passing the Tea Act of 1773. The act bypassed colonial merchants and sold tea directly to the colonists. Even though the British tax on tea still had to be paid, the tea itself would cost less than ever before. Prime Minister Lord North expected the colonies to be pleased with the low prices under the Tea Act.

Once again to Parliament's surprise the colonists protested the Tea Act, and once again Parliament misunderstood the colonists. Merchants and shippers joined radicals like Samuel Adams to protest the act. Drinking tea became a symbol for giving in to Parliament's laws. The colonial belief was that the Tea Act was a British trick to make them accept Parliament's right to tax the colonies.

The Boston Tea Party

As a result of the tea crisis in 1773 an incident occurred in Boston Harbor in the fall of that year. Ships from the British East India Company carrying 500,000 pounds of tea were headed for Boston, New York, Philadelphia, and Charles Town.

A ship carrying 300 chests of tea docked in Boston Harbor. It was the colonist's desire to send the cargo away while the colonial governor of Massachusetts was determined to have the tea unloaded. A band of men belonging to the Sons of Liberty dressed as Indians, boarded the ship late at night, and dumped all of the tea into the harbor. The tea party incident enraged Parliament and pushed the colonists further away and closer toward a war for independence.

On the Brink of War

As a result of the Boston Tea Party, British Parliament continued to punish the colonies with new laws which in turn continued to push them toward independence. By 1776 many colonials saw the colonies as independent states. After years of quarreling with the king and British Parliament the people pushed for their independence. Declaring their independence would be easy, but achieving it would be the difficult part.

The Patriot Cause

As events unfolded pushing the colonies toward a war for independence, the patriot cause stood in the middle of the conflict loyally and zealously supporting independence from Great Britain. Two such notable patriots were Samuel Adams and Henry Laurens.

Samuel Adams was considered to be a Radical Revolutionary Patriot and statesman. He was born in Boston, Massachusetts and was educated at Harvard College. He studied law for a short time, but soon gave it up.

As a young boy Samuel Adams heard the preaching of the Reverend George Whitefield who encouraged the people of Boston to give up their worldly ways and return to the religion of their Puritan ancestors – to dress modestly, be hard workers, and God-fearing people. Samuel tended to agree with the Puritan religious beliefs, not really caring about his appearance, and believing that the love of money led to selfishness, and falling away from God. Samuel was quoted as saying, “If ye love wealth greater than liberty, the tranquility of servitude greater than animating contest for freedom, go home from us in peace. We seek not your counsel, nor your arms. Crouch down and lick the hand that feeds you; May your chains set lightly upon you, and may posterity forget that ye were our countrymen.”

Samuel became an outspoken member of the Boston town meetings creating a network of patriots, a committee of correspondence, who wrote letters and pamphlets to inform and unite colonists against British rule. Adams also entered politics and was elected to the Massachusetts legislature.

He became a well known vocal opponent of laws passed by the British Parliament that created revenue in the colonies:

- (1) The Townshend Acts of 1767 that taxed various imports such as paint, glass, lead, paper, and tea. As a result of the Townshend Acts Adams help form the Nonimportation Association of 1768 which stated that colonial merchants would not import taxable goods.
- (2) Adams organized the Sons of Liberty – a group of colonial men who joined together to protest the Stamp Act and protect colonial liberties.
- (3) Adams played an important part in bringing about the Boston Tea Party 1773 by promoting the patriot cause among colonial merchants who profited from smuggling.
- (4) Adams also led the opposition to the Intolerable Acts 1774 that punished the colonists for the Boston Tea Party.
- (5) Adams was chosen to become a member of the First Continental Congress and was a signer of the Declaration of Independence.

As a member of the Committee of Correspondence Samuel Adams continued to support the colonies' desire for independence by writing letters to other Patriots in order to unite the colonists against British Rule. Letters written by Samuel Adams to various delegates in Congress contained the following information:

- (1) Samuel Adams to Thomas Young, August, 1774 – Adams declares that the colonies were defending against violent acts of depotism, and that they should prepare themselves with arms and ammunition. (cited in Letters of Delegates to Congress: Volume 1 Aug. 1774 – Aug. 1775)
- (2) Samuel Adams to Richard Henry Lee, Sept, 1780 – Adams saw the public spirit

- weakening which threatened the liberties of the commonwealth. The love of many was waxing cold and that many was caught up in the riches of the world. (cited in letters of Delegates to Congress: Volume 16 Sept. 1780 – Feb. 1781)
- (3) Samuel Adams to James Warren, Jan, 1779 – Those men who want to trade wealth, power, and the government of America will be hunted down by vigilant patriots. (cited in Letters of Delegates to Congress: Volume 11 Oct. 1778 – Jan. 1779)
 - (4) Samuel Adams to Samuel Hewes , May, 1774 – Adams in this letter was supporting Major Ward as a man of senses , and a zealous patriot. Adams was also hoping that America’s troops would be prepared to give the enemy a proper reception when they started an attack. (cited in Letters of Delegates to Congress: Volume 7 May 1777 – Sept. 1777)
 - (5) Samuel Adams to Elbridge Gerry, Oct, 1775 – this letter discusses a militia bill brought forth by the house with the Continental Army under the direction of the Continental Congress. Adams also hoped that America’s forces would be fully prepared. (cited in Letters of Delegates to Congress: Volume 2 Sept. 1775 - Dec 1775)

As Samuel Adams continued to support the Patriot cause in the north, a man by the name of Henry Laurens led a movement to overthrow British rule in South Carolina. Laurens was a colonial statesman born in Charleston, South Carolina. He was an early American merchant and planter. His family can be traced to the Huguenot stock who came to South Carolina from France to escape the anti-Protestant uprising in the late 17th century as cited in the Lauren Papers Project 1999.

Laurens served almost continuously in the colonial assembly of South Carolina from 1754 to 1757. According to the Lauren Papers Project 1999 he was elected to the South Carolina Provincial Congress in 1775 serving as the president of the Council of Safety. This board was in charge of directing the daily activities of the newly formed revolutionary government. Laurens was appointed by Congress in 1779 to negotiate a treaty with the Dutch, but was captured by the British, therefore spending 15 months in the Tower of London (cited in the Lauren Papers Project 1999). During his incarceration, Laurens was

an American Peace Commissioner attempting to create an agreement with the British that would bring about a peace settlement. Laurens was exchanged for the British General Lord Cornwallis who had surrendered to the Americans. Laurens was unable to return to South Carolina until 1785 because of his poor health. South Carolina faced several challenges during its transition from a colony to a state . Henry Laurens continued to serve in prominent positions to help the people of South Carolina during its struggle and signed the preliminary peace treaty ending the American Revolution. He spent the rest of his life in South Carolina as a planter.

Although Samuel Adams was a great radical revolutionary patriot in Boston, who promoted our country's independence from Great Britain , Henry Laurens equally promoted the Patriot cause in the south, putting his life on the line while negotiating with the Dutch.

BIBLIOGRAPHY

America Revolution Bicentennial Administration. (1977), The Bicentennial of the United States of America. Washington: The Administration: Supt. Of U.S. Gov't. Documents.

The following subjects are covered:

American Revolution Bicentennial Administration.
American Revolution Bicentennial, 1776-1976.

Countryman, Edward. (1989), A people in revolution the American revolution. New York: W.W. Norton.

The following subjects are covered:

Politics and government: 1775-1865

Cramer, Kenyon C. (1965), The cause of war; the American Revolution, the Civil war, and World War I. Chicago: Scott Foresman.

The following subjects are covered:

Causes of World War I: 1914-1918.
Causes of the American Revolution: 1775-1783.
Causes of the Civil war: 1861-1865.

Haven, Kendall F. (2000), Voices of the American Revolution stories of men, women, and children who forged our nation. Englewood, CO: Libraries Unlimited.

This author's work contains personal narratives about the American Revolution (1775-1783).

Jensen, Merrill. (1968), The founding of a nation: a history of the American Revolution, 1763-1776. New York: Oxford University Press.

The author discusses the following subjects:

The colonial period, 1600-1775.
Causes of the American Revolution, 1775-1783.

McIlwain, Charles Howard. (1923), The American Revolution: a constitutional interpretation. New York: The Macmillan Co.

The author covers the history and causes of the American Revolution, 1775-1783.

Nash, Gary B. (1986), The urban crucible the northern seaports and the origins of the American Revolution. Cambridge, Mass.: Harvard University Press.

The following subjects are covered:

History & cause of the American Revolution, 1775-1783

Colonial politics & gov't., 1600-1775.

Social conditions in the colonies.

Silverman, Kenneth. (1976), A cultural history of the American Revolution painting, music, literature, and the theatre in the colonies & the United States from the Treaty of Paris to the Inauguration of George Washington, 1763-1789. New York: T.Y. Crowell.

The following subjects are covered in this author's work:

The arts in colonial history.

History of the colonial period, 1600-1775.

History of the American Revolution, 1775-1783.

Wright, Louis B. (1967), The American heritage of the thirteen colonies. New York: American Heritage Publishing Co.

The author deals with the following subject:

The history of the colonial period, 1600-1775.

Computer File

The American stage; social & economic issues from the colonial period to the present. (1993). New York: Cambridge University Press.

This file deals with:

Social & economic aspects from the colonial period to the present.

Citations

Letters of Delegates to Congress: Volume 1 Aug. 1774 – Aug. 1775
Samuel Adams to Thomas Young

Letters of Delegates to Congress: Volume 16 Sept. 1780 – Feb. 1781
Samuel Adams to Richard Henry Lee

Letters of delegates to Congress: Volume 11 Oct. 1778 – Jan. 1779
Samuel Adams to James Warren

Letters of Delegates to Congress: Volume 7 May 1777 – Sept. 1777
Samuel Adams – to Samuel Hewes

Letters of Delegates to Congress: Volume 2 Sept. 1775 – Dec 1775
Samuel Adams to Elbridge Gerry

Recommended Citation: *The Papers of Henry Laurens*, ed. David R. Chestnutt, et al.
(Columbia, S.C.: Model Editions Partnership, 1999). <http://adh.sc.edu>

Stanley E. Green
sgreen@bradleyschools.org

Part III: Lesson Plan Outlines

Lesson Plan Outline
Stanley E. Green
sgreen@bradleyschools.org

Unit: Events Leading to the American Revolution

Lesson Title: Rivalry in North America

Grade Level: 8

Essential Question(s) related to Vital Theme:

What nations were rivals in North America and why did Native Americans become involved in this struggle? Was this struggle inevitable and how did it pave the road to a revolution?

Lesson Time: 60 minutes

Curriculum Standards:

Era 3: Revolution & the New Nation (1754-1820)

Explain the events that contributed to the outbreak of the American Revolution such as leaders who resisted imperial policy, the English tax on colonists from the Seven Years' War, divergent economic interests, and regional motivations.

Recognize causes and effects over the rivalry in North America.

Technology used and how:

Presentation Plus Power Point by Glencoe – introductory discussion on lesson plan subject.
Use of computer to research info. on today's lesson.

Materials: Daily Focus Skills Transparency (Social Studies Skill for TCAP), The American Republic Textbook by Glencoe, LCD Projector.

Activity description(s) and overview of instructional strategies

At the beginning of class students will complete a Daily Focus on Skills Transparency for TCAP Practice. The starter will focus on map study, for example, North America in 1753. Students will read/study the map and answer questions about the map. Some questions may

cover critical thinking skills, such drawing conclusions. The teacher should students how to do the skills that are introduced and how they chose the correct answer.

Students will also view a short Power Point presentation that will introduce the chapter section.

The main lesson will focus on critical thinking skills. Students may work in pairs and develop a chart listing the causes and effects of the rivalry between England and France. They may use their textbooks or the internet for assistance. Completed charts will be presented in class for discussion. Students must keep the essential questions in mind as they complete their charts.

Supporting Assignments/Homework: Students will write a few paragraphs supporting the generalization that by the 1740's England and France saw that a struggle for control of land in North America was inevitable. Paragraphs should be shared as a starter discussion for the next class.

Assessment: Student success will be measured through future quizzes and a test over the entire unit with acceptable grades.

Lesson Plan Outline
Stanley E. Green
sgreen@bradleyschools.org

Unit: Events Leading to the American Revolution

Lesson Title: The French & Indian War

Grade Level: 8

Essential Question(s) related to Vital Theme:

What were the causes of the French & Indian War? How did the Treaty of Paris affect North America?

Lesson Time: 60 minutes

Curriculum Standards:

Era 3: Revolution & the New Nation (1754-1820)

Recognize causes and consequences of conflict, (i.e., French & Indian War, and Revolutionary War).

Technology used and how:

View Presentation Plus Power Point by Glencoe covering French & Indian War.

Materials: Daily Focus Skills Transparency, LCD Projector, American republic Textbook by Glencoe.

Activity description(s) and overview of instructional strategies

At the beginning of class students will complete a Daily Focus Skills Transparency for TCAP. This activity will be found on the Presentation Plus Power Point. These activities range from Map Skill Practice to Primary/Secondary Sources. It is important that the teacher show the students how to do the skills they are presenting and how the answer is chosen. Many times students have difficulty on the TCAP because they do not know how to do a skill.

Students will view a short Power Point presentation introducing the French & Indian War.

Small Group Activity: the main focus of the lesson will cover making a generalization about the French & Indian War. Students should be placed in a small group of three or four and make a list of reasons for supporting or not supporting the French & Indian War. They should be able to answer this question, Was the war inevitable because of the continued struggle between France and Great Britain over control of North America? By making this list students should be able to make a generalization for support or non support of the war. Each group will present their information while the class decides whether they agree or disagree with their generalizations.

Supporting Assignments/Homework:

Students will answer the following question: How did the Treaty of Paris of 1763 affect North America? *(students should include information about the tensions created for the colonies as a result of the treaty pushing them toward independence)*

Assessment: Student success will be measured through their class participation and knowledge gained through the small presentations. Students will be held accountable on future quizzes and tests.

Lesson Plan Outline
Stanley E. Green
sgreen@bradleyschools.org

Unit: Events Leading to the American Revolution

Lesson Title: New Trouble on the Frontier

Grade Level: 8

Essential Question(s) related to Vital Theme: Why did the relationship with Native Americans worsen on the frontier? Why did Great Britain issue the Proclamation of 1763 and why did it anger the colonists?

Lesson Time: 60 minutes

Curriculum Standards:

Era 3: Revolution & the New Nation (1754 –1820)

Explain the events that contributed to the outbreak of the American revolution.

Recognize causes and effects over the rivalry in North America.

Technology used and how:

Students may go on line at www.glencoe.com and review their chapter by taking a self check quiz. Students will complete a daily Focus Skills Transparency for TCAP practice as they view a Presentation Plus Power Point for the lesson.

Materials: Power Point Presentation on CD, LCD Project, American Republic textbook by Glencoe.

Activity description(s) and overview of instructional strategies

At beginning of class students will complete a Daily Focus on Skills Transparency for TCAP Practice while viewing a Power Point presentation that covers the lesson theme. Students will work in pairs and answer the essential questions related to the theme. Students will answer the questions while facilitating a class discussion.

Supporting Assignments/Homework: Students should study chapter vocabulary, study guides, etc. for future quizzes and tests.

Assessment: Student success will be measured through class participation and acceptable scores on a future exam.

Lesson Plan Outline
Stanley E. Green
sgreen@bradleyschools.org

Unit: Events Leading to the American Revolution

Lesson Title: A Storm Over Taxes

Grade Level: 8

Essential Question(s) related to Vital Theme: What steps did Great Britain take to raise money to help for their war debts? What did the colonists do to show their disapproval of the taxes created by Great Britain?

Lesson Time: 60 minutes

Curriculum Standards:

Era 3: Revolution & the New Nation (1754-1820)

Explain the events that contributed to the outbreak of the American Revolution such as the English tax on colonists, and divergent economic interests.

Recognize causes and consequences of conflict.

Technology used and how:

Students will complete A Daily Focus on Skills Transparency for TCAP Practice from a Presentation Plus Power Point. Students may also use the internet to assist with the lesson.

Materials: Daily Focus on Skills from Power Point, LCD Projector, Computer & Internet, The American Republic textbook by Glencoe.

Activity description(s) and overview of instructional strategies

Students will complete their Daily Focus on Skills for TCAP practice with teacher guidance. The main lesson will consist of students completing a chart that will list the taxes imposed on the colonies by Great Britain. The chart should have three columns consisting of the following: name of the tax, purpose (or what the tax covered), & consequences. Students will share their answers as the teacher facilitates a class discussion. Through the completion of

this chart students will see the relationship between the creation of the taxes, and the impending revolution.

Supporting Assignments/Homework: Students should study their tax charts and know the name, purpose, and consequences for a future test.

Assessment: Students will be required to pass a test on all material covered.

Lesson Plan Outline
Stanley E. Green
sgreen@bradleyschools.org

Unit: Events Leading to the American Revolution

Lesson Title: The Road to Independence

Essential Question(s) related to Vital Theme:

Why did Great Britain pass the Tea Act? What was the Boston Tea Party? What were the consequences?

Lesson Time: 60 minutes will be given for project instruction and four days of completion time.

Curriculum Standards:

Era 3: Revolution & the New Nation (1754-1820)

Explain the events that contributed to the outbreak of the America Revolution, for example the taxes imposed on the colonists by England.

Recognize causes and consequences of conflict.

Technology used and how:

Presentation Plus Power Point by Glencoe.

Materials: Daily Focus Skills Transparency on Power Point, LCD Projector, The American Republic Textbook by Glencoe.

Activity Description(s) and overview of instructional strategies

At the beginning of class students will complete TCAP practice through the Daily Focus on Skills. The teacher will explain and teach the skill. Students will view a short Presentation Plus Power Point that covers the lesson. The main focus on the lesson will consist of each student making a poster that contains a slogan protesting the unfair taxes that have been imposed on the colonies. The posters should be colorful and contain messages that will captivate attention. The students will be given about four days to complete their posters. The essential questions should be kept in mind while the posters are being created. Each student

will be given the opportunity to share their posters in class and stimulate class discussion about protests and riots over taxes in the colonies

Supporting Assignments /Homework: Students will be given four days to complete their posters before sharing them in class. Students should answer the essential questions for the lesson on a sheet of paper, and study for a future exam.

Assessment: Students will be graded on the creation and presentation of their poster project. Students knowledge will be measured on a future test of the material.