Learning Goals and Scales

Learning Goal 5: Students will be able to explain the events which led to the start of the American Revolution.
- Tea Act (Boston Tea Party, British East India Company, Sons of Liberty, No taxation without representation)
- Stamp Act (role of Patrick Henry, No taxation without representation)
- Boston Massacre (Role of John Adams, Paul Revere, Sons of Liberty)
- Intolerable Acts (Boston is punished, No taxation without representation)
- Declaration of Independence (Role of Thomas Jefferson)
- Thomas Paine (Common Sense)

Scale:

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Learning Goal 6: Students will be able to explain how the Americans defeated the British.
- Role of George Washington and King George III
- Major Battles (Lexington/Concord, Saratoga, Trenton, Yorktown
- Aid from France (role of Benjamin Franklin)

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In Class Practice

**Practice #1: History Through Art**- Text Pgs. 152-153

*Study the picture and answer the following questions about the painting “Death of General Warren at the Battle of Bunker Hill” by John Trumbull.*

1) Describe the details that you see in the painting.

2) What message do you feel the artist is trying to convey by the painting?

**Practice #2: Time Line Discussion**- Page 154-155

1. Which events on the time line prompted the colonists to stop buying goods from England?

2. Which event on the time line shows that the colonists’ anger over British control was becoming destructive?

3. Which events on the time line prompted the separate colonies to organize into one unified group?

**Practice #3: Connecting Geography to History**- Page 155

1. Why would an army have a difficult time attacking Boston by land?

2. During the battle of Bunker Hill, which town is burning?

3. What is the strategic importance of the high ground surrounding Boston?
Practice #4: Analyzing Political Cartoons - Pages 170-171

1. Make Inferences: Which cartoon is sympathetic to the colonists? Explain why.

2. Synthesize: How would these images have helped unite the colonists against British policies?
Colonial America 1776

Directions-Label the following. Use page A35 in your text.

New Hampshire  Massachusetts  Connecticut  Rhode Island  New York
Pennsylvania  New Jersey  Maryland  Delaware  Virginia
North Carolina  South Carolina  Georgia  Atlantic Ocean  Appalachian Mts.
New York City  Boston  Philadelphia  Proclamation Line 1763
“The Colonies and Great Britain Grow Apart” - Text p. 157-159 (LG5)
Create a brace map showing how the various acts of Parliament caused the Colonies to grow apart from Great Britain. (Proclamation of 1763, Quartering Act, Sugar Act, and Stamp Act)

Patrick Henry (LG5)
Read the Nextext story: “Patrick Henry Protests the Stamp Act” (class set provided in class)

1. Why were American colonists opposed to the Stamp Act?

2. What is your opinion of the kinds of actions Americans took to protest the Act?

3. Why do you think some members of the House of Burgesses shouted “Treason”! after Patrick Henry’s speech?

4. What were Patrick Henry’s main arguments against the Stamp Act in his resolution?
Patrick Henry Additional Notes:

“Patrick Henry” (LG5)
Read the excerpt from Patrick Henry’s speech and then answer the following questions.

Document 2

Sin, we have done everything that could be done to avert the storm which is now coming on... There is no longer room for hope. If we wish to be free... we must fight!... The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave... There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable—and let it come!... Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take, but as for me, give me liberty or give me death!

—Patrick Henry, March 23, 1775

2a Why does Patrick Henry think that war is inevitable?

__________________________________________________________________________

b According to Patrick Henry, what should the colonists expect from Great Britain if they do not join the fight for independence?

__________________________________________________________________________

__________________________________________________________________________
“Colonists Protest- Boston Massacre”- Text p. 163-164 (LG5)
Create a multi-flow map showing the causes and effects of the Boston Massacre.

Tea Act and the Boston Tea Party (LG5)
Read the play (class set) about the Boston Tea Party, and then create a multi-flow map showing the causes and effects of the Boston Tea Party.
Create a circle map defining the Intolerable (Coercive) Acts.
Read the excerpt from "Common Sense" and then answer the question that follows.

Document 4

... any submission to, or dependence on Great Britain, tends directly to involve this continent in European wars and quarrels, and sets us at variance with nations, who would otherwise seek our friendship, and against whom we have neither anger nor complaint. As Europe is our market for trade, we ought to form no partial connection with any part of it. It is the true interest of America to steer clear of European contentions, which she can never do, [with] her dependence on Britain. . . .

—Thomas Paine, Common Sense, 1776

4 According to Thomas Paine, what are two problems that America will encounter if America is dependent on Great Britain?

Additional Notes Thomas Paine:
1. Which offense do you think was the worst? Why?

2. Find the Tyrannical Acts involving the British Military. Why do you think they are cited by the colonists as a problem?

3. In what ways did the acts of the king prove he was becoming a tyrant?

4. According to the document, what is the purpose of government?

5. Where does government get its right to govern?
Start of the Revolutionary War (LG6)
“The Midnight Ride of Paul Revere”

After reading the poem, answer the following questions.

CRITICAL THINKING

1. Summarize   What is the setting of this poem, and who are its main characters?

2. Find Main Ideas  What was Revere’s plan for announcing the movement of the British troops?

3. Compare and Contrast  How do you think this account of Revere’s ride differs from what actually happened? Explain.

4. Draw Conclusions   What do the last lines of the poem reveal about Longfellow’s purpose for writing it?
Battles of the America Revolution (LG6)

As you listen to your fellow classmates present a lesson about a major battle of the American Revolution, fill in the 5 Ws Chart for each battle.

Lexington
Who
What
Where
When
Why is it significant

Concord
Who
What
Where
When
Why is it significant

Saratoga
Who
What
Where
When
Why is it significant
**Trenton**
Who
What
Where
When
Why is it significant

**Yorktown**
Who
What
Where
When
Why is it significant
**Two Georges (LG6)**

“George Washington”

Use the information given to you in class to create your own notes about George Washington’s role in the American Revolution.

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**“King George III” (LG6)**

Use the information given to you in class to create your own notes about King George’s role in the American Revolution.
Ben Franklin (LG6)
While you watch the video and read the information given to you in class, take notes outlining Franklin’s role during the American Revolution.

Additional Notes on Ben Franklin: