Common Core Social Studies Learning Plan

**Lesson Title:** Footsteps to the Revolution

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**Appropriate for Grade Level(s):** 7/8

**History Standard(s)**

*H2.[6-8].8* Determine the significance of the first and second Continental Congress and the Committees of Correspondence.

*H2.[6-8].9* Describe the events, course, and results of the American Revolution, including the contributions of women, African Americans, and Native Americans.

*H3.[6-8].3* Describe key political ideas that influenced the American Revolution and the formation of the United States.

*H2.[6-8].13* Evaluate the influence of individuals in the building of a **national identity**, i.e., Pontiac, George Washington, and Abigail Adams.

*H3.[6-8].2* Explain the political and economic causes and effects of the American Revolution.

*H4.[6-8].2* Describe the causes and effects of the French and Indian War on U.S. political policy and the expansion of U.S. territory.

**Applicable CCSS(s) (RI, W, S&L, L):** CCSS.R.6-8.1, CCSS.R.6-8.2, CCSS.R.6-8.4, CCSS.R.6-8.8, CCSS.W.6-8.1, CCSS.W.6-8.4, CCSS.W.6-8.9, CCSS.SL.8.1, CCSS.SL.8.3, CCSS.SL.8.4, CCSS.L.8.4

**Type of Lesson:** Evidence ranking activity

**Student Readings (list):** Footsteps to the Revolution paragraphs (attached, pages\_\_\_\_\_\_)

**Total Time Needed:** 3-4 60 minute class periods

**Essential Question:**  What justified the American revolution? What single event was the most important in leading to the American Revolution?

**Lesson Summary:** This lesson is a part of a unit on events that led to the Revolutionary War. Prior to completing this lesson, students should be introduced to the events following events: the French and Indian War, the Proclamation of 1763, various taxes placed on the colonists, the Boston Massacre, the Boston Tea Party, the Intolerable Acts, Lexington and Concord and Thomas Paine’s *Common Sense.*

**Lesson Outline:**

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| **Time Frame**  **(e.g. 15 minutes)** | **What is the teacher doing?** | **What are students doing?** |
| 60-90 minutes  Teacher Preparation | Make individual student copies of the Footsteps to the Revolution packet.   * Print out copies of each "footstep" article, one for each group. * Create an outline of a footstep and glue each event on a different footstep. Color coordinating the events is a way to easily tell the difference between each one. Each group of four students should receive a packet containing: The steps of the project, one footstep for each event (so 8 footsteps, color coordinated), and an overhead marker * Laminate the footstep events and project steps, which allows students to annotate and erase for other classes * Create heterogeneous groups of four for ranking activity | N/A (pre-lesson step) |
| 30 minutes: Explanation of project, model process | * Place students in groups of four * Pass out footsteps student packet * Pass out laminated footsteps and an overhead marker (one that is erasable) * Explain the steps of the project (page is in the packet each group is handed): * Model the process of reading, annotating, and summarizing for the first event (French and Indian War). | Listen while project is explained |
| 120 minutes  Group work | Monitor groups as they complete steps 1-3 of the project | Working cooperatively, complete steps 1-3 of the project |
| 15-20 minutes  Class share out/reflection | On smart board, chart paper, or board, keep track of each group as they present their #1 event and the reason why they choose this event. | Fill out step four page as groups present and then reflect on the process. |
| 30-45 minutes  Final statement | Explain final statement aspect of the project. Go over definitions of argumentative writing, including claim, evidence, and reasoning. Monitor students as they complete this aspect. | Complete step five of the project. |

**Description of Lesson Assessment:** Students will complete an argumentative paragraph where they support their claim of which event was most important in leading to the Revolutionary War.

**How will students reflect on the process and their learning?** Students will reflect through step four of the process

**Footsteps to the Revolutionary War**

**Project Explanation**

* Essential Question: What justified the American Revolution? What single event was the most important in leading to the American Revolution?

Steps to complete

1) Place events in chronological order and assign each event to the correct "footstep" on your packet

2) Read aloud each event. After reading, use the overhead marker to place an angry emoticon where the author explains information about how the event upset the colonists. After this, work together to summarize how the event upset the colonists (and thus led to the Revolutionary War). **In 15 words or less, place this summary in the table. Repeat this process for the next 7 events**

3) Ranking: After reading and summarizing each event (step 2), rank the events 1-8 with the event being assigned a 1 being the most important event that led to the American Revolution and the number 8 event being the least important event that led to the American Revolution. **You must explain in the box WHY you rated the top two and bottom two events the way you did.**

4) Class share-out and reflection: Each group will explain their choice for the top event. Individually, students are expected to keep tabs on each groups choice and reasoning.

5) Individual statement: The last step is to fill out the outline for which event was the single most important in leading to the revolution.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period\_\_\_\_

Footsteps to the Revolution (1 per student)

Directions: Through the following activity, you will be working with a group of students to determine which events, or "footsteps", were MOST important in pushing the British Colonies towards wanting Independence from American rule.

Part One: Chronology. With your group, place the Eight events in CHRONOLOGICAL order (order in which they occurred in history). Label the event inside the foot and place the year above it.

Steps Two and Three: Connecting to Revolution and Ranking

Directions: Read through each paragraph. In the space provided, complete the task from the column.

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| **Event** | **Step Two: Connection to Revolution. Read the paragraph and in 15 words or less explain how this event was a "footstep" to the American Revolution** | **Step 3: Ranking, 1-8 of Events. 1 is the MOST important event in bringing American Independence, 8 is LEAST important. In the box, explain why you ranked the top two and bottom two.** |
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Step Four: Group Share out and reflection:

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| Group #: | Most important event | Explanation for why event was most important |
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Reflection:

1) The most challenging aspect of this project was... (then explain why)

2) During the group ranking, I noticed...

3) As our class shared out, my opinion of which event was most important... (changed, stayed the same, got stronger) Explain:

Final Statement

Claim, Evidence Reasoning Practice:

Claim: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was the single most important "footstep" in the road to the Revolutionary War.

Evidence (find the most important EVIDENCE, from the paragraph, that shows WHY this was the most important event that led to the Revolutionary War): :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reasoning (your explanation of HOW this evidence CLEARY demonstrates this event is the most important "footstep" leading to the Revolutionary war). This can be more than 1 sentence!:

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**Sentence starters for introducing reasoning:**

This shows

This demonstrates

This evidence suggests

Considering the evidence, it can be concluded,

Based on the\_\_\_\_\_, it can be argued...

This proves

This highlights

**\*\*\*Sentence Starters for introducing Evidence:**

For example,

Another example from the documents,

According to the documents,

In documents A it states

As found on document B, Evidence for this can be seen on …

*The French and Indian War*

The French and Indian War, a conflict for colonial control of the Americas, led to many future problems between the British and colonists. This struggle was over the area of land known as the Ohio territory and pitted French and many Native American tribes against the British and the colonists. For the first three years of the war, colonists, who were virtually left alone to fight, fared poorly. Once British regulars arrived, the conflict turned in favor of the British and the colonists. The British, however, refused to allow colonists to fight with their regular army, which led to much resentment between the two.

In 1763, the Treaty of Paris was signed, officially ending the French and Indian war. Through this treaty, France gave Canada and all of the land known as Ohio to the British. Although Britain gained a huge empire, the French and Indian war doubled their national debt and left them with the challenge of trying to rule this new territory—both issues that led to future trouble between the two.

**1754-1763**

*The Proclamation of 1763*

The Proclamation of 1763 took away what the colonists thought they had earned through battle. After the French and Indian war gave Britain control of the territory known as Ohio, colonists began to move west into this land. Indian leaders like Chief Pontiac opposed this movement, and began attacking British forts and colonists as they entered the region. King George III, the ruler of Britain, faced a tough decision. Already saddled with debt from the French and Indian War, he now faced the prospect of having to send even more troops to protects colonists and fend of native attacks. Instead of doing this, King George III issued the Proclamation of 1763, a document that among other things, banned colonial settlement west of the Appalachian Mountains. Colonists already in this area were told to get out, and outposts were placed along the Proclamation line to ensure colonists followed stayed out. This left many colonists to question why they had fought the French and Indian war in the first place.

**1763**

*The Sugar Act*

Although Great Britain had won the French and Indian war, they still had to pay for it. The Sugar Act, the first law passed in the colonies to directly raise money for this cause, only angered them further. This law showed that not only were colonists banned from gaining the land the thought they earned through battle, they would also have to pay for it. The Sugar Act actually reduced the tax on imported sugar, which Britain hoped would lead to less smuggling. To enforce this law, Prime Minster Greenville sent out more naval vessels to search colonial ships. Colonial merchants did not like having naval officers board their ships without cause, feeling as if this violated their rights to property.

The Sugar Act upset colonists who felt they should only be taxed if they had a say in the law. No colonial representative was allowed in Parliament, the English law-making body, which led to the slogan “no taxation without representation.” The Sugar Act led to more communication between the colonies, as committees of correspondence were created to help discuss British laws and ways to challenge them.

**1764**

*The Stamp Act*

The Stamp Act, Britain’s first attempt to directly tax colonists, further united them against British rule. The Stamp Act, passed in 1765, required colonists to purchase an official stamp, or seal, on any paper document—including newspapers, legal documents, playing cards, and licenses. Unlike the Sugar Act, which only taxed imported sugar and molasses, the Stamp Act was a direct tax that all colonists had to pay; which affected rich and poor alike. Colonists were again upset that Parliament was passing laws without their consent, and this anger led to colonial protests. In Boston, Samuel Adams created a secret group called the Sons of Liberty. This organization used violence to intimidate tax collectors. Colonial courts shut down as people refused to buy the stamps for legal documents. King George III responded by sending more troops to enforce these laws, collect taxes, and maintain order--which only led to more trouble.

**1765**

*The Boston Massacre*

March 5th, 1770 would forever change relations between Britain and the colonies. On this day, a conflict broke out in Boston between colonists and British troops. Between 1768-1770, Boston had become a city under occupation. as King George III sent 5,000 troops to control a town of 15,000 inhabitants. Boston, as the center of colonial trade, was a crucial piece of the British Empire as over 40% of British goods were sold to the colonies. Tensions had mounted in this city over the years as colonial traders looked for ways around British taxes, which led to the troops being sent into to collect the money.

On March 5th, 1770, this tension erupted into violence as a dispute between angry colonists and 9 British soldiers turned deadly. A crowd of colonists armed with sticks and snowballs provoked an attack by the British soldiers, which left 5 colonists dead. A colonial revolutionary named Paul Revere used this event to his advantage, creating a lithograph that showed British troops firing on innocent soldiers. Revere’s name for the event would remain for history: the Bloody Massacre. Before King George III and Parliament were even aware the event had occurred, people throughout the 13 colonies were exposed to Revere's version of the event, which further enraged and united the colonies.

**1770**

*The Intolerable Acts*

The Intolerable Acts, meant to create order in the colonies, instead led to even more resistance. The Intolerable Acts were a series of fours laws that were officially known as the Coercive Acts. These acts were passed in response to the Boston Tea Party, an act of colonial resistance carried out by the Sons of Liberty in which over $1,000,000 of British tea was dumped into Boston harbor.

The Intolerable Acts had several effects which greatly upset the colonists. First off, Boston Harbor was closed until the tea was paid for. This aspect laid off many workers, greatly reduced supplies colonists relied on, and hurt colonial merchants who traded with England. A second component of the Intolerable Acts was a new Quartering Act, which allowed soldiers to be housed at private citizen’s houses at their expense. Another part of the law allowed the royal governor of Massachusetts to move trials to other colonies or even England if he thought an impartial (fair) jury could not be found. Although the Intolerable Acts were focused on Massachusetts, they demonstrated to other colonies what the British crown could do to them as well.

**1774**

*Lexington and Concord*

Lexington and Concord, “The Shot hear around the world,” were the opening battles of America’s freedom. In 1774, the First Continental Congress met in Philadelphia. This meeting, which brought together representatives from 12 of the 13 colonies, was called to discuss British colonial treatment, which had come to a head with the recent closing of Boston Harbor. While the First Continental Congress did not declare war against Britain, they did pass a resolution telling each colony to prepare their militias for battle. This decision would help bring about the conflict of Lexington and Concord.

In April of 1775, the British governor of Massachusetts, Thomas Gage, received word colonists were stockpiling weapons in Concord. On the night of April 18th, 1775, Gage sent roughly 900 British soldiers, known as redcoats for their red uniforms, to seize the supplies. Colonial spies received word of the British plans, and a series of watchmen alerted the colonial militias, known as minutemen, of the movement of British troops. They felt strongly they had the right to protect themselves and Britain should not be able to take their weapons. Roughly 70 minutemen faced off against hundreds of redcoats outside Lexington, a town on the way to Concord. Neither side wanted to be the first to fire, nevertheless a shot rang out, and both engaged in battle. Within minutes the battle was over, and 8 minutemen lay dead.

The redcoats continued on to Concord, where they were disappointed to find most of the weapons had already been hidden. After destroying what remained, the British, weary after 15 hours of marching, began the 20 mile trek back to Boston. Along the way, the British faced ambush attacks from 1,000 minutemen, which resulted in 73 redcoats being killed. The Revolutionary War had officially begun—or had it?

1775

*Common Sense*

Common Sense, a pamphlet written by Thomas Paine, helped to convince colonists that breaking from British rule was necessary. Nine months after the battle of Lexington and Concord, many colonists were still debating whether or not to fight against Great Britain. Thomas Paine, a colonist who was born in England, wrote a 47 page pamphlet that outlined in clear and understandable language the many reasons Great Britain should not rule the colonies. This pamphlet sold over 500,000 copies, making in proportionally the highest selling book in American history. In this document, Paine argued: It was absurd for an island to rule a continent, that a “mother country” should never treat their children the way Britain was treating the colonies, and that it was crazy to be ruled by someone 3,000 miles away. This document helped change the way many colonists felt about England, as many more became convinced breaking free was the right path.

**1776**