

Lesson Designed by: Brenda Cheathon – Project Clio June 2004

Unit: The American Revolutionary War

Title of lesson: Leading Up To War – Taxes, Acts and Events.

Timeframe: Two 50 Minute lessons

Standards addressed: Alaska Standards: History, A 7, A 8, B1d, B4, C3, and C4

Social Studies Knowledge, Skills, Dispositions:

A1. Students will understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences.

A7. Understand that history is dynamic and composed of key turning points.

A8. Know that history is a bridge to understanding groups of people and an individual's relationship to society.

C3. Apply thinking skills to, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record.

D3. Define a personal position on issues while understanding the historical aspects of the positions and roles assumed by others.

Learning objectives:

At the completion of this lesson, students will know and be able to:

1. Describe and sequence the many acts and laws imposed by the British government upon the Colonist.
2. Identify how these acts and laws led to anger and unrest among the Colonist eventually leading up to the Revolutionary War.

Cooperative skills addressed:

1. Students will Pair and Share with a shoulder partner.
2. Students will demonstrate active, respectful listening and oral group participation.

Technology inclusion: Overhead Projector

First Session Day One

Materials:

Overhead projector

Pen

Leading Up To War handout

Prep: Make an overhead copy of Leading Up To War Handout. Copy one handout for each student.

Prior assignment/preparation – Background

This is a continuation lesson. Students should already have a working knowledge of the thirteen colonies, people, events and ideas occurring during the 1700's. As the American Colonies grew, the British tried to maintain control over the Colonies. The British did this by passing several acts and laws. Some of these laws were tax laws. The Colonist thought these laws were unfair and harsh. The Colonist said they could not tolerate these laws and called them the Intolerable Acts.

Opening Activity - Preview Questions for Students:

What are taxes? What do they pay for?

**** Students can orally brainstorm together or have student write their answer in their notebooks.

Lesson:

3. Begin the lesson by asking students to share their answers to the preview questions with the class.
4. Conduct a mini discussion about modern day taxes. Why do we have taxes? What are taxes used for? Who has to pay taxes? Do you know some of the laws that govern taxes and the taxpayer?
5. Relate modern day taxes to the taxes and Acts of the British upon the Colonist.
6. Next, ensure each student has a copy of the handout.
7. Using the overhead, guide students through the lesson on the various acts and laws.
8. Discuss when each law was enacted, what it says and how the colonist reacted. Include the Proclamation Line, Sugar Act, Currency Act; Quartering Act, Stamp Act, Townsend Acts, and the Intolerable Acts. Reference Unit 5 of *United States and It's Neighbors* the fifth grade social studies curriculum.

Activity #1: Direct students write answers on the handout chart as you model the activity on the overhead projector.

Reflection: Students will write a short reflection paragraph giving their opinion on whether these acts and laws were just or unjust. Students then Pair and Share their reflections with a shoulder partner. Teacher moves about the room listening in and observing as students share their thinking.

Assessment: An informal assessment can be done as you observe class participation and check handouts for completion. A grade can be generated from the handout if you desire.

Second Session

The American Revolutionary War - Leading Up To War – Taxes, Acts and Events.

Teacher's Note: This is a review lesson to be completed after your class has studied each of the acts, laws and events leading up to the Revolutionary War. The tension chart is a working progression as you teach the various lessons related to the tensions.

Opening Activity:

Continue to discuss the mounting tensions between the Colonist and the British. Students study the Intolerable Acts and other events leading up to the Revolutionary War.

Learning objectives:

At the completion of this lesson, students will know & be able to:

1. Identify the tensions in American life between the Colonist and the British that led up to the Revolutionary War.
2. Demonstrate knowledge of the tensions through crafting a tensions line chart.

Materials:

White board
Expo pen
Butcher paper
Construction Paper
Assorted markers
Color Pencils

Prep: If desired precut construction paper for chart line graph. (Approximately 3 inches x 11 inches)

Lesson:

9. Write the acts, laws, events and their respective dates on the white board.
10. Review and discuss each one with the students.
11. Begin with the laws, acts or events that you have discussed.
12. Make a classroom wall chart line graph.
13. Add events to your chart as you teach them.

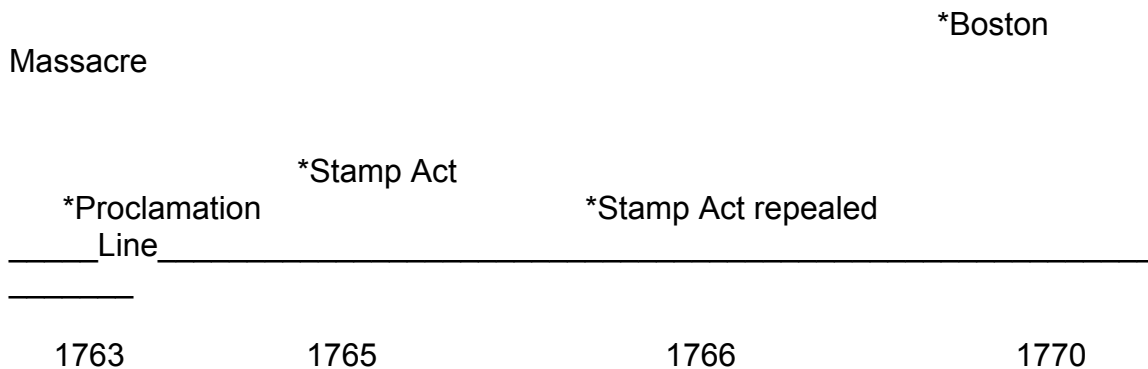
Activity #1: Make a classroom chart line graph to show the mounting tensions between the Colonist and the British. Students cut out a strip of construction paper 3 inches x 11 1/2 inches. Students draw a line graph (similar to a timeline) Have students place the date on the bottom and the act, law or event on the top.

The graph lines goes downward for calm and upward for tension. Students should chart events appropriately. Encourage students to make their charts colorful by using color pencils.

Suggestions for classroom and student individual chart line graph.

- 1763 Proclamation Line
- 1765 (Nov) Stamp Act
- 1766 Stamp Act repealed
- 1770 Boston Massacre
- 1773 Boston Tea Party
- 1774 Intolerable Acts
- 1774 (Sept.) First Continental Congress
- 1775 (April) Lexington and Concord
- 1775 (May) Second Continental Congress
- 1775 (July) Declaration of Independence

Sample



Connect the points to show a line of tension.

Assessment: Visual check of chart line graphs as students complete them. Line graphs should be kept in student's notebook as a work in progress. Students should add to their graphs as you add to the classroom graph. Charts should be updated as you teach other events that added to the tension leading up to the Revolutionary war. At the end of the unit, graphs can be assigned a grade or collected for the student's portfolio.

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