

American Revolution Unit Plan

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Author Note:

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I have no known conflict of interest to disclose.

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Unit Plan Assessment**SUBJECT:** History**GRADE:** 3rd**TOPIC:** American Revolution & Constitution**GENERAL GOALS:**

1. Students will be learning how to take notes using a notes page using CK text book on American Revolution.
2. Students will be crafting a timeline of events.
3. Students will participate in a simulation of taxation without representation with Queen Frey and "British Soldiers" sitting in their groups taxing them. They will also participate in another simulation concerning the Boston Massacre.
4. Students will be watching documentary videos, music parodies with the American Revolution to get scope and sequence and feel of the American Revolution.
5. Students will be crafting projects, creating posters, participating in escape rooms, writing letters and producing art.
6. Final project: Students will create a map of events using cause and effect rationale for what led to the American Revolution and what it ultimately led to: The US Constitution.

CHARACTER PRINCIPLES:

Freedom through Sacrifice: Using Jesus' last year of ministry and life.

(Matthew 14:13- Matthew 28:20)

CLASSROOM DIVERSITY AND DIFFERENTIATION:

Ethnicity: 5 Asian, 1 African American, 12 Middle Eastern/Indian (from India), 9

Caucasian, 1 Russian

Gender: 23 Gentlemen 5 Ladies

Speech: 5

Learning Disabilities: 3

GATE: 8

Math Advanced: 5

Advanced Learners: 15

Proficient: 10

Below Proficient: 3

Knowing the above diversity of students I planned multimodality lessons. The lessons are purposely planned to target each learning style variance using hands-on, visual, auditory, collaborative and independent work, and using scaffolds to best help students. The students also have a wide range of visual tools: pictures, videos, slides presentations, notes on the white board, etc. The teacher will also model how to take notes and think through how to take notes until they are able to do it themselves. There is a gradual release of responsibility. The students will also have a wide range of activities to help with motivation. They have think-pair-shares, simulations, art projects, letter writing, and so much more. All of it is used to help students learn, grow, and enjoy the process.

SPECIFIC OBJECTIVES:

Students will see the cause & effect of the American Revolution starting with a brief recap of the French and Indian War and ending with the US Constitution. At the end the students will be able to identify that the French and Indian War led to the colonies being taxed. They will name five taxes and two major events that led to the American Revolution. They will name and give a mini description of the following: Sons of Liberty, George Washington, Benjamin Franklin, Paul Revere, Thomas Paine, Samuel Adams and John Hancock. They will name five major events of the American Revolution, and answer why the Declaration of Independence and the US Constitution is important. This will be through a decorative map that they will create. Students will create a map of events using cause and effect rationale for what led to the American Revolution and what it ultimately led to which is the US Constitution.

NATIONAL STANDARDS:

NSS-USH.K-4.3 The history of the US: Democratic principles and values and the people from many cultures who contributed to its cultural, economic, and political heritage.

NSS-C.K-4.1 What is the government and what should it do?

NSS-C.K-4.2 Values and principles of democracy.

NSS-C.K-4.5 Roles of the citizen.

STATE STANDARDS:

CA.HSS.3.4.3 Students know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty,

the U.S. Constitution, the Declaration of Independence, the U.S. Capitol.

CA.HSS.3.4.6 Describe the lives of American heroes who took risks to secure our freedoms.

COURSE OUTLINE:

Major Connecting Themes:

1. People who are in charge (kings, emperors, presidents) can make great decisions and poor ones. It happens to all nations and time periods. We can learn from their mistakes and from their achievements and success.
2. The background of different governments showcases the uniqueness of the US Constitution and Bill of Rights.
3. People have made amazing engineering feats throughout history.

Middle Ages: The students study the lifestyle, religion, traditions, engineering feats and bright ideas of the people in the Middle Ages. They learn the tumultuous era of kings overthrowing other kings and how the government system evolved. The content covered is right after the split of the Roman Empire to right before the Renaissance.

Medieval Islamic Empires: The same time period is covered for the Islamic Empire. They learn there are two sides to every story showcased in learning about the crusades. The students learn the customs, religion, traditions, engineering feats and bright ideas. They also learn about the wars and overthrowing of governments.

Medieval African Empires: The students learn the geographical area, the wave of nations rising to power, declining, and then being taken over. This same theme

continues over and over for all empires studied. Students learn about the different cultures, famous people, and what the empires were known for. They also learn about the religions that the empires believed in.

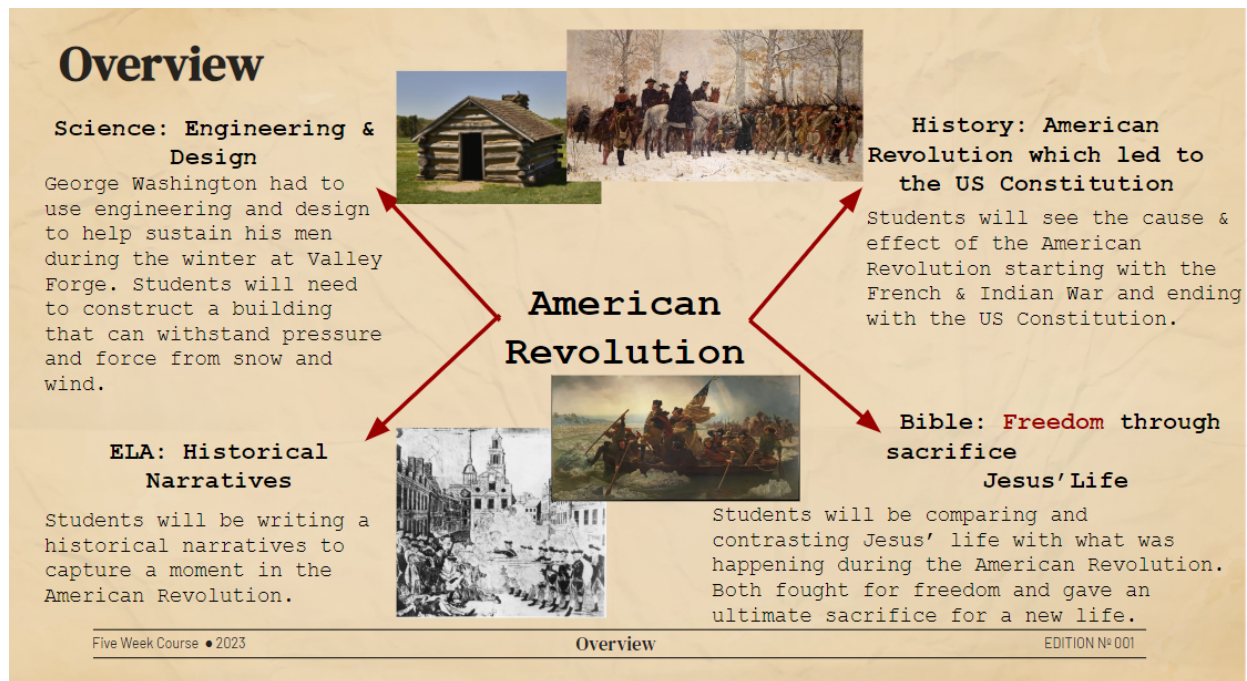
Chinese Dynasties: The unit covers most of the ancient Chinese dynasties. The students learn about the culture, engineering feats, religion, kings/emperors, the rise and fall of dynasties. They learn great examples of complex emperors who do amazing feats and horrific crimes against humanity.

American Revolution: The unit briefly goes over the French and Indian War which led to American colonies being taxed. They learn how King George III was unwilling to compromise or listen to the colonists which led to the American Revolution and ultimately to the US Constitution. They learn about famous Americans, their sacrifices, and their legacy.

US Constitution: The students learn about the US Constitution and what makes it amazing. They learn about the Bill of Rights which stems from the colonies having their rights taken away from them. They also learn about the US government system.

American Reformers and Presidents: These are the Americans throughout history who have done amazing things for our nation. George Washington, Thomas Jefferson, Benjamin Franklin, Thomas Paine, John Hancock, Betsy Ross, Sybil Ludington, Samuel Adams, John Adams, etc.

UNIT MAP:

**UNIT SCHEDULE:**

Day	Activity
Week 1: Day 1	Topic: Introduction Reading: None Activity: KWL Chart Video Brief overview of the American Revolution Think-Pair-Share: What did you observe and see? What are you looking forward to learning about? Begin American Revolution Timeline in note packet French & Indian War- 1754-1763 Treaty of Paris- 1763
Day 2	Topic: French & Indian War Brief Overview Reading: Chapter 5 in American Revolution CKHG Activity: Notes: French & Indian War

	Treaty of Paris Britain in MAJOR debt King George III decided to tax Class Discussion: What are the Major Takeaways Who won the war? What did France and Britain sign? What is a Peace Treaty? What was the name of this Peace Treaty? What happened to Britain because they won? What did it cause? Timeline: Proclamation 1763 Sugar Act 1764 Currency Act 1764 Quartering Act 1765
Day 3	Topic: Quarrel with Britain Begins Reading: Chapter 6 Activity: Simulation Day 1: No Seat Swap/ Sit by a Friend Pass (Proclamation 1763) Taxed for snacks (brought from home) 1 buck for healthy foods 2 bucks for fun snacks (Sugar Act 1764) Notes: Rights of the Englishmen Proclamation 1763 Sugar Act 1764 Quartering Act 1765 Class Discussion: What were the Rights of the Englishmen and why were they a big deal? What was Proclamation 1763? How did the colonists react? Why did they react this way? What was the Sugar Act? How did the colonists react? Why? What was the Quartering Act? How would you react if a soldier came to live in your house? How did the colonists react? Why Art Project:

	Create a tax flier that will be posted (8.5 x 11) Timeline: Stamp Act 1765 Organized Protests begin 1765 Repeal of Stamp Act 1766 Video: Hey There Colonists- Song
Day 4	Topic: Stamp Act Crisis Reading: Chapter 7 Activity: Simulation Day 2: No Seat Swap/ Sit by a Friend Pass (Proclamation 1763) Taxed for snacks (brought from home) (Sugar Act 1764) Soldiers at table groups collecting Freybucks (Quartering Act 1765) Taxed for paper & sharpening pencils 1 buck per sharpen & 1 buck per paper (Stamp Act 1765) Notes: Stamp Act Patrick Henry Patriots Sons of Liberty Art Project: Create a boycott poster (8.5 x 11) *Put into a scrapbook* Timeline: Townshend Acts 1767 Boycotts 1767 Repeal of Townshend Acts (except for tea) 1770 Video: Causes of the American Revolution Rap Song
Day 5	Topic: Boston Massacre Reading: Chapter 8 Activity: Simulation Day 3: No Seat Swap/ Sit by a Friend Pass (Proclamation 1763) Taxed for snacks (brought from home) (Sugar Act 1764) Soldiers at table groups collecting Freybucks

	(Quartering Act 1765) Taxed for paper & sharpening pencils (Stamp Act 1765) Taxed for Art Supplies (Townshend Acts 1767) Notes: Boston Massacre Rights of the Englishmen Class Discussion What started the Boston Massacre? How many soldiers were there & how many colonists? Check out the engraved image- does this really portray what happened? What is different about it? Why do you think the image is different from reality? What did the engraving do? Why? Snowball fight Simulation 2023 Snowball version: What would you change? Timeline: Boston Massacre 1770 Committees of Correspondence 1772 Tea Act 1773
Week 2: Day 6	Topic: A Change in Thinking Reading: Chapter 9 Activity: Simulation Day 4: No Seat Swap/ Sit by a Friend Pass (Proclamation 1763) Taxed for snacks (brought from home) (Sugar Act 1764) Soldiers at table groups collecting Freybucks (Quartering Act 1765) Taxed for paper & sharpening pencils (Stamp Act 1765) Taxed for Art Supplies (Townshend Acts 1767) Taxed on water privileges (The ability to get water during class) (Tea Act 1773) Notes: Committee of Correspondence Samuel Adams

	Letter: Write a letter as if you were Samuel Adams to King George III. *Scrapbook -Write with a quill & ink -Wax stamp -Fancy Paper Timeline: 1773 Boston Tea Party 1774 Intolerable Acts Video: Boston Tea Party Song
Day 7	Topic: Boston Tea Party Reading: Chapter 10 Activity: Simulation Day 5: No Seat Swap/ Sit by a Friend Pass (Proclamation 1763) Taxed for Snacks (brought from home) (Sugar Act 1764) Soldiers at table groups collecting Freybucks (Quartering Act 1765) Taxed for Paper & Sharpening Pencils (Stamp Act 1765) Taxed for Art Supplies (Townshend Acts 1767) Taxed on Water Privileges (Tea Act 1773) Taxed on using an eraser, speaking in class, bathroom privileges, and chromebook use (Intolerable Acts 1774) Notes: Tea Act Boston Tea Party Intolerable Acts Comic Strip: Draw a step by step comic strip to show the Boston Tea Party *Scrapbook Timeline: 1774- Organized Protest 1774- 1st Continental Congress Video

	<u>Dump it off</u>
Day 8	Topic: Colonies Resist Reading: Chapter 11 Activity: Simulation Day 6: Mini Protest- With signs & crafted arguments by students Notes: Major Point: Realization that what happened to MA could happen to all colonies First Continental Congress Declaration of Rights Discussion: What did other colonies outside of Massachusetts realize? What did they do about it? Why? What was important about the Declaration of Rights? What was important about the First Continental Congress? Write: Create your own Declaration of Rights *Scrapbook Timeline: 1774- Minute men were created 1775- Lexington & Concord (Shot heard around the world) Video: <u>1st Continental Congress- History</u>
Day 9	Topic: Lexington & Concord Reading: Chapter 12 Activity: Notes: Patrick Henry's Speech Britain Troops to Concord : Capture Patrick Henry & Sam Adams Midnight Ride 2 by sea 1 by land Lexington & Concord Shot heard around the world Timeline:

	1775: 2nd Continental Congress 1775: George Washington Commander in Chief 1775: Bunker Hill /Breed's Hill Video: Lexington & Concord- History Paul Revere's Ride- Henry Wadsworth Longfellow poem put to music & art Paul Revere- History
Day 10	Topic: Preparing for War Reading: Chapter 13 Activity: Notes: 2nd Continental Congress Battle of Bunker Hill (Breed's Hill) George Washington Timeline: 1776: Common Sense Thomas Paine 1776: Declaration of Independence Thomas Jefferson Virtual Tour: Mount Vernon- Home of George Washington Video: 2nd Continental Congress
Week 3: Day 11	Topic: Declaration of Independence Reading: Chapter 14 Activity: Notes: Common Sense Thomas Paine Declaration of Independence Thomas Jefferson Ben Franklin Video: Too Late to Apologize The Declaration of Independence - Actual Document Read The Declaration of Independence - History
Day 12	Topic: A Discouraging Start Reading: Chapter 15 Activity:

	Notes: Difficulties with Loyalists Spies Timeline: 1776: Crossing the Delaware 1777: America has a flag (June 14) Escape Room: Washington's Spies Art Activity: Soldier's Wanted Poster
Day 13	Topic: Raising America's Spirits Reading: Chapter 16 Activity: Notes: Nathan Hale Crossing the Delaware December 25, 1776 American Flag was created June 14, 1777 Photo Study: Crossing the Delaware Class Discussion: What do you notice about the painting? What is in the foreground? What is in the background? What did the artist take liberty with? * George Washinton standing in a boat *American Flag wasn't created yet What emotion does this stir? What tone does it set? (Foreboding background, Hope with a tiny shining light) Art Project: Create an American Flag 1777 style— modify from video American Flag Pop Art Video:Start video at 4:02 minute marker (The rest is about the artist who created it.) Timeline: 1777: Articles of Confederation - States began adopting (Finished adopting 1781) 1777: Saratoga- October 7
Day 14	Topic: Saratoga Reading: Chapter 17 Activity:

	Notes: Saratoga- Americans Win! American Allies: France, Spain & Netherlands Timeline: 1777: Valley Forge- December 19 1778: French becomes an ally with America 1778- Britain attempts to make peace after French becomes an ally to America Think-Pair-Share: Why do you think Britain tries to make peace with America after France joins in the fight?
Day 15	Topic: Valley Forge Reading: 18 Activity: Notes: Valley Forge Timeline: 1778- John Paul Jones makes naval wins for America 1779- Battles in the North and South 1779- Spain becomes ally with America 1780- Treason of Benedict Arnold Virtual Field Trip- Slides Virtual Simulation: Embedded into Virtual Field Trip Videos: embedded into Virtual Field Trip
Week 4: Day 16	Topic: Fighting Shifts to the South Reading: 19 Activity: Notes: Southern Battles & Battle Tactics Western Battles John Paul Jones Naval Victories Benedict Arnold's Treason Think Pair Share: What would you be feeling with the treasonous acts of Benedict Arnold? If you were Britain would you have trusted him? Class Debate: If the American Colonies didn't win the war- would he still have been a traitor or a national hero? Timeline:

	1781 Battle at Yorktown 1781 All states adopt Articles of Confederation 1782 Treaty of Paris (Second one)
Day 17	Topic: The World Tips Upside Down Reading: 20 Activity: Notes: Battle at Yorktown Lord Cornwallis British Surrender Treaty of Paris Timeline: 1786-1787 Shays' Rebellion Video: Treaty of Paris 1783 Discussion: The importance to diplomacy and being careful of words used.
Day 18	Topic: Articles of Confederation & Its problems. Reading: Chapter 3 - The US Constitution CKHG Reader Activity: Notes: Articles of Confederation- What are they? Problem with Articles of Confed. Shays Rebellion Video: Articles of Confederation Poster: (Group Project) Create a poster that bullet points the problems with the Articles of Confederation. Draw pictures to represent it. Timeline: 1787- Northwest Ordinance
Day 19	Topic: Planning A New Constitution Reading: Chapter 4 Activity: Notes: Northwest Ordinance Madison's plan Alexander Hamilton Planning for the Special Convention

	(Constitutional Convention) Timeline: 1787- Constitutional Convention Project: Compare and contrast Alexander Hamilton and James Madison. Specialty lined paper with room at the top for drawings of both gentlemen. Video: History of Independence Day - History (end shares the importance of the constitution.) ***LONG- split it between 2-3 days
Day 20	Topic: Waiting in Philadelphia Reading: 5 Activity: Notes: The delegates made use of the “waiting” time Planned new governance Benjamin Franklin The Constitutional Convention begins - 11:00am Armed front door Discussion: Why the secrecy around the Constitutional Convention? What would it have been like being in that building and seeing a guard posted at the door? Video: See day 19
Week 5: Day 21	Topic: Major Decisions Reading: Chapter 6 Activity: Notes: George Washington made chairman Leading the convention- James Madison Virginia Plan New Jersey Plan Compromise between the two Poster Project: Compare and Contrast the Virginia Plan & The New Jersey Plan Video: Articles of Confederation, Constitution, Bill of Rights (Split it between 2-3 days)

Day 22	Topic: Checks, Balances, Compromises Reading: Chapter 7 Activity: Notes: Federal System Separation of Powers Branches of Government The Great Compromise Handout: Checks and Balances of the Government Timeline: 1788 Ratifying the Constitution
Day 23	Topic: The Convention Completes its Work Reading: Chapter 8 & 9 Activity: Notes: Law of the Land Presidents Ratifying the Constitution Bill of Rights Project: Create a song or poem using the Bill of Rights Video: See day 22
Day 24	Topic: Summative Assessment <u>American Revolution Road Map:</u> Students create their own.
Day 25	Topic: Summative Assessment & Closing Activity Finish American Revolution Road Map Class Discussion What was the best part about learning about the American Revolution? What was your favorite activity? What was the major takeaway from Am. Rev?

UNIT LAUNCHING ACTIVITY: Day 1

The study will launch with a KWL chart that the students help to fill out. They will do a think-pair-share activity after watching an engaging brief overview of the American Revolution. They will also begin their American Revolution timeline.

LEARNING ACTIVITY 1: Day 3**Objectives:**

1. Students will learn about the Rights of the Englishmen, Proclamation 1763, Sugar Act 1764, and the Quartering Act 1765. They will take notes on key facts using their American Revolution note packet.
2. Students will participate in a simulation of the tax acts and other acts that King George III put in place for the American colonies.
3. They will discuss the key ideas and why they happened.
4. Students will then craft a taxation poster using their nicest, neatest handwriting and drawing skills. The students will have a list of taxes that the students have brainstormed based on the first day's film, today's lesson, and browsing through their CK reader. The taxes will be put on the board for spelling and ideas.

Lesson Walk Through:

Day three the students will begin their six day simulation with taxes. The first day's taxes have been put on the white board so when the children walk in they are able to see them. Each day more and more taxes will be placed upon them. Day three taxes are: Not being able to seat swap or sit next to a friend and they are taxed if they brought

a snack from home. If the snack is healthy they are only taxed 1 Freybuck. If it is a fun snack then it is 2 Freybucks. Fun snacks include: donuts, cookies, candy, chips, and fruit snacks. When the school day begins the teacher announced in her most British accent that today taxes have begun. The rules are set and the simulation commences.

For the history lesson the teacher has fun and engaging slides to go through and the student reader will not only be on the board, but at each of the students desks as well. After each page or significant reading section notes are taken up on the board. The students help the teacher write down the important information. Today's topic is Quarrel with Britain Begins. They will take notes on: Rights of the Englishmen, Proclamation 1763, Sugar Act 1764, and the Quartering Act 1765. As the information is put on the board the students put notes into their very own American Revolution note packet.

After the notes the students then get to have a discussion on the important parts of the reading please see unit outline for each question being asked. Then the students are given today's art project for their American Revolution Scrapbook. They get to create a tax flier, like they would have seen in each town in the colonies. The students get to see samples and examples on the slide show. The last activity they participate in is quickly putting down today's timeline which is a preview for the next day. To end the day they will watch a music video from King George III's perspective called "Hey There Colonist..."

LEARNING ACTIVITY 2: Day 4

Objectives:

- Students will learn about the Stamp Act, Patrick Henry, the patriots and Sons of Liberty. They will take notes on key facts using their American Revolution note packet.
- Students will participate in day two of the simulation on taxation.
- Students will create a boycott poster for the taxes from either the day before or today's lesson. The poster must have the students best handwriting, drawing, and coloring skills. It must use at least 5 colors and have bold titles. The boycott poster must be readable and have aesthetics.

Lesson Walk Through:

On day four the students will add to their table group a “ British soldier” that collects the Freybucks from them for the things that are being taxed. The day's taxes are: Not being able to seat swap or sit next to a friend. They will also be taxed if they brought a snack from home, taxed for sharpening their pencils and any paper they receive that day. The teacher announced in her most British accent that there gets to be more taxes.

For the history lesson the teacher has fun and engaging slides to go through and the student reader will not only be on the board, but at each of the students desks as well. After each page or significant reading section notes are taken up on the board. The students help the teacher write down the important information. Today's topic is the Stamp Act Crisis. They will take notes on: The Stamp Act, Sons of Liberty, patriots, and Patrick Henry. As the information is put on the board they put notes into their very own American Revolution note packet.

Then the students are given today's art project for their American Revolution Scrapbook. They get to create a boycott sign, like they would have seen in each town in the colonies. The students get to see samples and examples on the slide show. The last activity they participate in is quickly putting down today's timeline which is a preview for the next day. To end the day they will watch a rap video called "Causes of the American Revolution".

LEARNING ACTIVITY 3: Day 5

Objectives:

- Students will learn about the Rights of the Englishmen, The Boston Massacre. They will take notes on key facts using their American Revolution note packet.
- Students will participate in a simulation of the tax acts and other acts that King George III put in place for the American colonies.
- Students will discuss the key ideas and why they happened.
- Students will participate in a Snowball simulation that represents what happened during the Boston Massacre. They will then recreate the scenario only they get to decide how it really should have gone.

Lesson Walk Through:

Day five begins with students seeing the newly added taxes that is on the white board. The day's taxes are: Not being able to seat swap or sit next to a friend. They will also be taxed if they brought a snack from home, taxed for sharpening their pencils and any paper they receive that day, and for any art supply they need today.

For the history lesson the teacher has fun and engaging slides to go through and the student reader will not only be on the board, but at each of the students desks as well. After each page or significant reading section notes are taken up on the board. The students help the teacher write down the important information. Today's topic is the Boston Massacre. They will take notes on: The Boston Massacre, The Rights of the Englishmen. As the information is put on the board they put notes into their very own American Revolution note packet.

The students will discuss the important questions as seen in the outline above. Then they get to participate in a snowball simulation. The snowball fight will start out with only three soldiers with baseball bats to hit the snowballs back on to the other side. The rest of the children are on the other side of the room getting to lob rolled up balls of paper (snow balls) across to the other side. They will see how unfair the situation was. Then they will get to do the simulation a second time only this time they will decide how the situation should have gone down (2023 version). To end the day they will jot down timeline information.

LEARNING ACTIVITY 4: Day 6

Objectives:

- Students will learn about the Committee of Correspondence and Samuel Adams. They will take notes on key facts using their American Revolution note packet.
- Students will participate in a simulation of the tax acts and other acts that King George III put in place for the American colonies.

- They will write a letter to King George III as if they were Samuel Adams. They must state plainly the effects of the taxes and that they should have a say in the matter.
- They will fill out the timeline and watch a song video.

Lesson Walk Through:

On day 6 the students will see the newly added taxes that are on the white board. The day's taxes are: Not being able to seat swap or sit next to a friend. They will also be taxed if they bring a snack from home, sharpen their pencils and any paper they receive that day, any art supply they need, and should they get water in class.

For the history lesson the teacher has fun and engaging slides to go through and the student reader will not only be on the board, but at each of the students desks as well. After each page or significant reading section notes are taken up on the board. The students help the teacher write down the important information. Today's topic is the Committee of Correspondence. They will take notes on: The Committee of Correspondence and Samuel Adams. As the information is put on the board they put notes into their very own American Revolution note packet.

The students will then write a letter to King George III as if they were Samuel Adams. The letter is on a graphic organizer that helps them with this assignment. They will then rewrite their final draft of the letter on stationary. To end the day they will jot down timeline information and watch the music video "The Boston Tea Party Song".

LEARNING ACTIVITY 5: Day 7**Objectives:**

- Students will learn about the Tea Act, Boston Tea Party, and the Intolerable Acts. They will take notes on key facts using their American Revolution note packet.
- Students will craft a comic strip that details what happened at the Boston Tea Party.
- They will fill out the timeline and watch a song video.

Lesson Walk Through:

Day seven will have the students seeing the newly added taxes that are on the white board. The day's taxes are: Not being able to seat swap or sit next to a friend. They will also be taxed if they bring a snack from home, sharpen their pencils and any paper they receive that day, any art supply they need, get water in class, speak in class, use an eraser, use their chromebook, and use the restroom during class.

For the history lesson the teacher has fun and engaging slides to go through and the student reader will not only be on the board, but at each of the students desks as well. After each page or significant reading section notes are taken up on the board. The students help the teacher write down the important information. Today's topic is the Boston Tea Party. They will take notes on: The Tea Act, The Boston Tea Party and the Intolerable Acts. As the information is put on the board they put notes into their very own American Revolution note packet.

The students will then craft a comic strip that details the events of the Boston Tea Party. The comic must have their best handwriting, drawing skills, and coloring skills. The comics must have at least six events that happened during the Boston Tea Party. The comic strip also needs to follow the story telling arch. To end the day they will jot down timeline information and watch the music video "Dump It Off".

LEARNING ACTIVITY 6: Day 8**Objectives:**

- Students will learn about the consequences to the Boston Tea Party, First Continental Congress, and Declaration of Rights. They will take notes on key facts using their American Revolution note packet.
- Students will participate in the day of the simulation of the tax acts and other acts that King George III put in place for the American colonies. They will stage a mini protest with well crafted speeches given by a few of their peers.
- The students will discuss the major points of the reading and events.
- The students will write a declaration of rights.

Lesson Walk Through:

On day eight the students will see the same taxes that are on the white board. The day's taxes are: Not being able to seat swap or sit next to a friend. They will also be taxed if they bring a snack from home, sharpen their pencils and any paper they receive that day, any art supply they need, and should they get water in class. Today after lunch they will get to participate in a well crafted protest with a few students giving speeches for why the taxes are unfair. The simulation will take approximately five minutes.

For the history lesson the teacher has fun and engaging slides to go through and the student reader will not only be on the board, but at each of the students desks as well. After each page or significant reading section notes are taken up on the board. The students help the teacher write down the important information. Today's topic is Colonies Resist. They will take notes on: The consequences of The Boston Tea Party,

First Continental Congress, and the Declaration of Rights. As the information is put on the board they put notes into their very own American Revolution note packet.

The students will then discuss the major points of the lesson. Please see the questions in the outline above. They will then create their own declaration of rights. They will have a graphic organizer for help. Then write it again on another stationary page. To end the day they will jot down timeline information.

DIAGNOSTIC ASSESSMENT:

The first day of the unit the students will pair up to share with their neighbor what they know about the American Revolution. Then as a class we will build a KWL (What I think I know, What I wonder, and What I want to learn) chart.

FORMATIVE ASSESSMENT:

Throughout the unit the students are building scrapbook projects, taking notes, creating a timeline, participating in simulations, and other activities. The students will also be observed by the the teacher to make sure they are on target. Formative assessments are taken every single day in the aforementioned ways to ensure student success. The formative assessments are throughout the daily lessons to make sure the students are on task and doing their very best. Some of the formative assessments have rubrics to follow which would be the scrapbook projects, notes, and timeline.

SUMMATIVE ASSESSMENT:

Students will see the cause & effect of the American Revolution starting with a brief recap of the French and Indian War and ending with the US Constitution. At the

end the students will be able to identify that the French and Indian War led to the colonies being taxed. They will name five taxes and two major events that led to the American Revolution. They will name and give a mini description of the following: Sons of Liberty, George Washington, Ben Franklin, Paul Revere, Thomas Paine, Sam Adams and John Hancock. They will name five major events of the American Revolution, and answer why the Declaration of Independence and the US Constitution is important. This will be through a historical map they will create on the last two days of the unit.

MULTIDISCIPLINARY CONSIDERATIONS:

In math the students could calculate the distances between cities and the time frame that it took to travel by foot or by horse. They could also calculate area and perimeter based on Valley Forge's area schematic.

Then in music the students could listen to music from this time frame. They could learn the songs and sing them. They could create songs based on what they are learning about in history. The students could also perform the songs to the class.

In P.E. the students could learn marching patterns that the soldiers had to know. They could also learn drills and how to take orders fast. They could go through obstacle courses that simulate having to go through the rough terrain like the Colonial Army did.

COLLABORATION:

To make this unit successful with other teachers, collaboration is paramount. For starters the timing would need to be measured out and talked through to make sure we are all keeping pace or if we need extra time or less time than usual. We often

grade papers together and strategize how to make units better and better. Every week we plan together and we look at past lessons to make improvements. However, we mostly spend time looking ahead and planning who is going to print, who is going to assemble materials that we all need, who needs help understanding the lessons, etc. We also look at rubrics to make sure we are all on the same page and that our students know what is expected of them. We collaborate on everything, but we also give each other the freedom to teach using our unique styles.

RESOURCES:

Andover Public Library (2023). Can you help win the revolution? [Digital Escape Room].

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