Unit #4: THE ROAD TO INDEPENDENCE

Overview
Before declaring independence, colonial life was shaped by ideas, geography, and conflict from the Enlightenment. This unit will focus on these ideas and their effect on individual and natural rights of citizens, the geographic separation from England and how it affected revolutionary movement, and the conflicts that arose. Students will discuss how these ideas, conflicts, and geography found their way into the Declaration of Independence, and ultimately resulted in the American Revolution.

Essential Questions
- What were the consequences of colonists resisting British policies?
- How were the rights of colonists different from those of citizens living in Britain?
- How did the Enlightenment shape the idea of government in the American colonies?
- How did the French and Indian War change the relationship between colonists, American Indians, and the British government?
- How did the deteriorating relationship between Great Britain and the American colonies impact both countries?

Skills/Content

Skills:
- Ask historical questions.
- Examine the origins and purposes of rules, and laws.
- Explain how people make rules to create responsibilities and protect freedoms.
- Use evidence and argument to make judgments about the strengths and weaknesses of a position on an issue.
- Identify beliefs, experiences, perspectives, and values.
- Identify core civic virtues and democratic principles that guide societies.
- Discuss why individuals and groups might have different perspectives.
- Analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view they represent.
- Explain the relationships between two or more individuals, events, ideas, or concepts in text.
- Discuss why individuals and groups might have different perspectives.
- Ask economic questions.
- Analyze economic information from a variety of sources.

Learning Targets:
- I can investigate the causes and consequences of resisting British policies and how resistance impacts us today.
- I can compare and contrast the rights of colonists and those living in Britain.
- I can evaluate the importance of the Enlightenment Period and how it shaped the Government of the United States of America.
- I can analyze how relationships changed between colonists, American Indians, and the British government.
Lesson Title: Compare and contrast rights of the colonies to rights of Britain

Learning Target: I can compare and contrast the rights of colonists to those living in Britain

Materials Needed: Hey King, Get Off Our Backs reading (in the attachment, this lesson uses pages 2, 3, 4, and 7. Page 8 could be used as an extension to this lesson), History Alive chapters 6 & 7, Magna Carta Rights Freedoms worksheet

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<th>Instructional Framework</th>
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<td>Begin by discussing human rights: Show Magna Carta rights freedoms student worksheet. Have students respond to the statements listed. - Students can state which they believe are always true, are sometimes true, or never true - Students can add more rights they feel are necessary to the list After a short discussion, explain to the students that when the colonists left Europe they were in search of more freedoms.</td>
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<td>Give each student a copy of the Hey, King: Get Off Our Backs worksheet. The first page explains the background of what led to the colonists wanting and needing to form their own government. Have students mark in the margins those reasons they feel government in the colonies was necessary. <em>You could use this reading as a close reading activity, having students make thinking notes in the margin</em> The second page explains what ultimately happened after the King took more control over the colonies. Have students make a list of the grievances the colonists faced due to the Kings decisions.</td>
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<td>After reading and taking notes over the rights taken away from the colonists, pass out the Cutout activity with the Hey, King reading. The students will label the vocabulary words and also look through the parts of the Declaration. With partners, or within a group, students will sort through the cutouts of the Declaration. With these, they will try and sort through where they belong within the Declaration. Once finished, students can collaborate and compare their answers with another group. If you use a S.S notebook, students can list the various parts or</td>
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<th><strong>evaluate</strong></th>
<th>Paste their answers for reference later.</th>
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<td>Have the students write a paragraph about where they would rather live, in the colonies, or under the King in England. Have them back up their reasons for choosing this spot citing the various rights they each had. Have them use their Hey, King reading as evidence to support their thinking.</td>
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Hey, King: Get Off Our Backs!

Really? Was it that bad? By 1776, the American colonists living under English rule thought so. In fact, things were so bad that they went to war to gain their independence. But why? What could have been so intolerable?

The first Englishmen came to America four hundred years ago looking for gold, silver, and a waterway to Asia. They were part of a trading company that convinced the king of England to grant them a charter giving them permission to set up a colony in America. But they did not find what they were looking for. Times got so hard those first settlers had to eat rats and even each other to keep from starving to death. Pretty soon, though, more people arrived and times got better. The English were here to stay.

Hail to the King

Back in England, the King probably figured he had a pretty good deal. Other people got seasick sailing across the ocean to settle an untamed land while he sat in his palace ruling England. Except that being king just wasn’t what it used to be. Back in the 1200s, a king could really do what he wanted! But this was the 1600s, and now the English people had representatives in Parliament who made laws and stood up for peoples’ rights. They even gave advice to the king. Bah!

The House of Burgesses was the group of representatives in Virginia. The Mayflower Compact was the agreement the Plymouth colonists signed while they were still on board the Mayflower, before they set foot on dry land. Even then, they knew they would need a government!

“Give me liberty, or give me...”

You Don’t Mind If We... Uh...

Govern ourselves, do you? In America, the colonists needed some kind of government to deal with everyday problems. After all, the king was on the other side of the ocean. And because of Parliament, the colonists were used to having a say in government. In Virginia Colony, the first settlers decided each community should have two representatives and that all the representatives would meet together. Farther north, in Plymouth, the colonists signed a compact agreeing to form a majority-rule government where all the men would vote on whatever issues came up. (Women didn’t get to vote in 1620.) Even so, the king still controlled the colonies, and the colonists had to follow England’s laws.

We’re Doing Just Fine, Thanks

England had a lot of other colonies besides those in America and plenty of other problems to deal with. The king and Parliament didn’t have much time to pay attention to the American colonists. By the mid-1700s there were 13 colonies, and each colony had its own government. These little governments grew stronger and more used to being in control. When problems came up, the colonial governments took care of things themselves. The colonists were out on their own, making their own decisions, governing things the way they wanted to without much interference.
Hey, King: Get Off Our Backs!

A Raw Deal

But then times got tough, and the British government went looking for money. Great Britain, which now included both England and Scotland, saw its colonies around the world as a source of profit. Colonies were places to cut timber, grow crops such as cotton and coffee, and mine for valuable minerals. The king forced the colonists to sell these raw materials back to England at really cheap prices. People in England would use the materials to make finished products. But did the colonists get a bargain on these items because they provided the materials? No way! The king forced the colonists to buy the finished products at extra high prices.

Looking for a Fast Buck?

That was only the beginning. In the mid-1700’s, Britain fought two expensive wars. Britain had taken out a lot of debt to pay for the war, so it went looking for a way to make money fast. Taxing the American colonists seemed like the perfect idea. So in 1765, Britain passed the Stamp Act, which forced colonists to put expensive tax stamps on all legal documents, as well as newspapers, calendars, and almanacs. The colonists had an answer for that: They quit buying British goods! But this boycott didn’t work for long. Britain repealed the Stamp Act after one year, but things did not get better.

From Bad to Worse

As soon as the Stamp Act was gone, the British passed the Declaratory Act saying that the colonies were dependent on the king and declaring that all laws passed in the colonies had no effect. As if that weren’t bad enough, Britain also passed the Townshend Revenue Act, taxing things it knew the colonists couldn’t make for themselves: paint, glass, paper, lead, and tea. This Act also allowed British government workers to search peoples’ houses and even break down doors to seize items the homeowner hadn’t paid taxes for. The Quartering Acts of 1765 and 1774 forced certain colonists to let British troops live in their houses. In the 1770s, a series of laws cracked down on rebellious activity in Massachusetts colony. Colonists called these the Intolerable Acts.

During the Boston Tea Party, colonists were so angry about a law called the Tea Act that they snuck onto a cargo ship during the night and dumped hundreds of crates of tea into the Boston harbor!

Enough is Enough!

The colonists finally decided there was only one solution: Independence! On July 4, 1776, leaders of the colonies signed the Declaration of Independence, breaking ties with Britain. It wasn’t that easy, though. There was the small matter of fighting a war against Britain to make that freedom real. When the Americans won the Revolutionary War, Britain lost all control of the colonies. The United States of America was born.
Magna Carta, Human Rights and Freedoms

Warmup - Discussion of human rights and freedoms

With your group, discuss the following statements. Which ones do you think are always true, which are sometimes true, and which are never true? In what circumstances might these statements not be true?

- It is not fair to expel someone from a country against their will.
- It is wrong to force someone to work against their will.
- We all have the right to say whatever we want.
- Liberty is an inalienable right.
- Killing people is a violation of human rights.
- Everyone should be free to express their religious beliefs in the way they wish.
- Everyone has a right to privacy.
- It is wrong to take another person's possessions.
- People accused of a crime have the right to a fair trial. Anything else is an injustice.
Lesson Title: “Growing Tensions between Colonies and Britian”

Learning Target: I can evaluate the motivation behind the colonists resisting British forces.

Materials Needed: TCI text (both student and teacher edition), post-it notes

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<td>• “Growing Tensions between Colonies and Britian”</td>
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<td>PTO letter activity</td>
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<td>Put kids in groups of five.</td>
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<td>Individually:</td>
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<td>• Read pages 105-111 individually.</td>
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<td>• Each student writes about 5 events, (each on a post it) writing about the impact it had on how the colonists felt on Great Britain.</td>
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<td>“Save the Last Word” Protocol</td>
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<td>• See Attachment</td>
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<td>• Repeat this process for an event per child.</td>
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<td>Brainstorm a list of emotions/feelings the colonists were having. Connect this to contemporary issues by using newsela.com, Time for Kids, Smithsonianforteens.com, or social media. Using these resources, students can find text evidence to support/find connections to the brainstormed list of colonist’s feelings.</td>
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<td>Write a text evidence paragraph, including a main idea, text evidence, and a connection sentence, ensuring that they can evaluate the motivation behind the colonists’ resistance.</td>
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Save the Last Word for Me

Description
This strategy uses a collaborative format for the discussion of text developed by Patricia Averette and Daniel Baron.

Purpose
☐ To support students' interaction with text
☐ To promote reading comprehension
☐ To clarify and deepen thinking about content

Directions
1. Divide students into groups of three to five. Give each student three to five index cards.
2. Assign a text to read. Ask students to write quotations they find interesting on one side of the card and why they find each quote interesting on the opposite side of the card.
3. After everyone is finished reading the selection and preparing their cards, the first person in each group shares one of his/her quotes but does not say why this interested him/her.
4. After everyone has taken about one minute to react/respond to the shared quote, the person who chose the quote shares why s/he selected it.
5. Discussion continues in this fashion with each person in the group taking one to three turns as time permits.

Extensions
☐ Have the group complete a group summary of the text that was read
☐ Have the group debrief the session
☐ Have each person select a quote to write about in a response journal
☐ Ask each group to select the most important quote to share with the class with justification about why it was seen as significant
Lesson Title: Consequences

Learning Target: I can describe the consequences of colonists resisting British policies.


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<td><strong>engage</strong></td>
<td>Break students into groups and provide readers' theater scripts from the Patriots Interact book. Students perform readers' theater for the rest of the class.</td>
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<td><strong>explore</strong></td>
<td>(students have prior knowledge from reading pages 104-111 in TCI text) Teacher must provide extra resources on Boston Tea Party, Boston Massacre, and Intolerable Acts such as primary sources. Students will research the key ideas of each using graphic organizer.</td>
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<td><strong>explain</strong></td>
<td>Students will create a documentary using iMovie on iPad to give main ideas of the events. Students will need to make sure that it is historically accurate</td>
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<td><strong>elaborate</strong></td>
<td>Inside documentary, they must have an interview with historical character discussing emotions/feelings of any/all of the three events. Students will share these with the class (through Edmodo, or media of your choice.)</td>
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<td><strong>evaluate</strong></td>
<td>Using a rubric, evaluate the documentaries. See “Green Screen” attachment for rubric.</td>
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Blue Valley Social Studies

Grade: 5th
Unit: 4

Lesson Title: Enlightenment Philosophers

Learning Target: I can describe how the Enlightenment shaped the idea of government in the American colonies.

Materials Needed: Paper, pencils, graphic organizers (if needed), computers or iPad

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<td>Quick Write: Students will use the picture at the top of this site <a href="https://www.khanacademy.org/humanities/monarchy-enlightenment/rococo/a/a-beginners-guide-to-the-age-of-enlightenment">https://www.khanacademy.org/humanities/monarchy-enlightenment/rococo/a/a-beginners-guide-to-the-age-of-enlightenment</a> to write about what they think is happening. Have students share their thoughts either with the whole class or in small groups.</td>
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<td>Introduce the word Enlightenment and how this period of time was influential to some important Philosophers.</td>
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<td>Video: Discovery Education-<a href="">The Importance of the Enlightenment</a></td>
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<td>Do a Jigsaw activity where each group focuses on one of these four Philosophers: John Jacques Rousseau, Renee Descartes, Baron De Montesquieu, and John Locke. The groups will identify each person’s beliefs and goals, including famous quotes spoken by them.</td>
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<td>Each group will reconvene to teach the other group members about their Philosopher. During the discussion, students will take notes about the other Philosophers. (Provide students with a graphic organizer)</td>
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<td>The teacher will explain Enlightenment and how it influenced colonization.</td>
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<td>Create a biopoem for the philosopher they researched.</td>
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<td>Teachers will evaluate students ability to comprehend the impact of their philosopher.</td>
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