Unit #5: THE AMERICAN REVOLUTION

essential skills and content

Overview
Students will explore the causes and effects of the American Revolution.

Essential Questions
- What were the choices and consequences of being a Patriot or a Loyalist?
- Why were the rights laid out in the Declaration of Independence significant?
- How did the American Revolution affect the colonies?
- How did winning the Revolutionary War create changes in America?
- How did the relationship between the states before, during and after the American Revolution change?

Skills/Content

Skills:
- Ask historical questions.
- Discuss the importance of considering the source of a document and the circumstances under which it was created.
- 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.
- Use deliberative processes when making decisions or reaching judgments as a group.
- Identify corroboration or points of agreement or disagreement across multiple sources.
- Answer questions and construct knowledge in order to make connections to the real world.
- Engage effectively in a range of collaborative discussions with diverse partners, building on others ideas and expressing their own clearly.
- Analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view they represent.
- Discuss the importance of considering the source of a document under which it was created.
- Examine the origins and purposes of rules and laws.

Learning Targets:
- I can identify the characteristics of a Patriot or a Loyalist, identify the motivation behind joining each side, and the consequences of taking that position.
- I can evaluate the context under which rights were laid out in the Constitution.
- I can investigate how the American Revolution impacted the colonies.
- I can identify how life in the United States changed following the American Revolution.
- I can identify the impact of the American Revolution on life in America today.
Blue Valley Social Studies

Grade: 5
Unit: The American Revolution: 1770s–1780s

Lesson Title: Patriots and Loyalist

Learning Target: **I can identify the characteristics of a Patriot and Loyalist.**

Materials Needed: Textbook Chapter 11, pictures of Loyalists and Patriots

<table>
<thead>
<tr>
<th>Instructional Framework</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>engage</strong></td>
<td>Role play by doing the activity, “Choosing Sides”</td>
</tr>
<tr>
<td><strong>explore</strong></td>
<td>Discuss the thoughts and feelings the students had after role playing. Break students into groups and assign Chapter 11. Groups will chart different characteristics of Patriots and Loyalists as they read.</td>
</tr>
<tr>
<td><strong>explain</strong></td>
<td>Bring students back together and create a class T-chart that identifies the characteristics of Patriots and Loyalists.</td>
</tr>
<tr>
<td><strong>elaborate</strong></td>
<td>Compare and contrast characteristics. Identify the famous people that fall under each side from the chapter.</td>
</tr>
<tr>
<td><strong>evaluate</strong></td>
<td>Each student is given a card with a skill/job. The students will explain why they would be a Loyalist or Patriot using the knowledge they have learned. They must use evidence to support their answer.</td>
</tr>
</tbody>
</table>
Blue Valley Social Studies

Grade: 5th  
Unit: 5

Lesson Title: The American Revolution

Learning Target: I can describe how life in America changed after the American Revolution

Materials Needed: History Alive! Text chapter 13, I-Pads for each student, green screens.

<table>
<thead>
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<tr>
<td><strong>engage</strong></td>
<td>Ask students: “How did life in America change after the American Revolution?” Students type their responses and display them in Padlet. Watch: Liberty Kids, Episode 39 Minute 15-21, on YouTube.</td>
</tr>
<tr>
<td><strong>explore</strong></td>
<td>Students read page 138 in History Alive! Students annotate the terms of the Treaty of Paris. Noting: Slaves who fought were free, property of the Loyalists was restored, the United States was recognized as independent, the United States was given a huge amount of land, and colonists would be known as Americans.</td>
</tr>
<tr>
<td><strong>explain</strong></td>
<td>Bring all students back for a full class discussion. Make a class T chart on butcher paper. Comparing America before and after the American Revolution.</td>
</tr>
<tr>
<td><strong>elaborate</strong></td>
<td>Put students into small groups. A person from each group draws a group name out of a hat (ie: loyalists, neutralist, patriot, slaves) Day 1: Students write a script for an I-movie using a green screen. Showing at least two ways their lives changed due to the American Revolution. Day 2: Students film their I-movie. Day 3: Students present their I-movies.</td>
</tr>
<tr>
<td><strong>evaluate</strong></td>
<td>After watching the I-movie, teacher will evaluate understanding. Looking for at least two ways they showed their lives changing after the American Revolution.</td>
</tr>
<tr>
<td>Area Assessed</td>
<td>Score of 1</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Content</td>
<td>The project contains three or fewer relevant facts about the topic.</td>
</tr>
<tr>
<td>Script - Grammar</td>
<td>The written work contains five or more spelling errors.</td>
</tr>
<tr>
<td>Sources</td>
<td>The group has ended their movie with one or fewer sources of their information.</td>
</tr>
<tr>
<td>Academic honesty/plagiarism</td>
<td>The group has not paraphrased or shown any effort to reword work done by another individual.</td>
</tr>
<tr>
<td>Green Screen Video – Scenes and Actors</td>
<td>The group does not change the scenes and the actors speak at or a skewed amount.</td>
</tr>
<tr>
<td>Professionalism</td>
<td>The project is messy, silly, and it is evident that the group did not take their newscast seriously.</td>
</tr>
<tr>
<td>Application of Content</td>
<td>Very little historical information is provided. No evidence of how the event affected the colonists</td>
</tr>
</tbody>
</table>

Turned in on time ____ /5
Research ____ /10
Script ____ /10
Video is between 5-8 minutes ____ /
5Total ____ /60 Percentage ____
Blue Valley Social Studies

Grade: 5
Unit: The American Revolution: 1770s–1780s

Lesson Title: Motivation of Patriots and Loyalist

Learning Target: **I can evaluate the motivation behind becoming a Patriot or Loyalist and describe the consequences of that decision.**

Materials Needed: Textbook Chapter 10, M&Ms Game

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<tr>
<td><strong>engage</strong></td>
<td>Play the Kings M&amp;Ms</td>
</tr>
<tr>
<td></td>
<td>See attachment for M&amp;M instructions.</td>
</tr>
<tr>
<td><strong>explore</strong></td>
<td>Discuss the thoughts and feelings the students had after playing the game.</td>
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<td></td>
<td>Read the different steps that lead to the Revolution in Chapter 10.</td>
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<tr>
<td><strong>explain</strong></td>
<td>Discuss how each event impacted the colonists and lead to the signing of the Declaration of Independence.</td>
</tr>
<tr>
<td><strong>elaborate</strong></td>
<td>Discuss the consequences of the events leading up to and including the war.</td>
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<tr>
<td><strong>evaluate</strong></td>
<td>Students will make a foldable of the Steps of the Revolution. Each event will be summarized with important details as well as the impact it had.</td>
</tr>
<tr>
<td></td>
<td><a href="https://example.com">Steps to the Rev War\Steps to the Revolution Foldable.pdf</a></td>
</tr>
<tr>
<td></td>
<td><a href="https://example.com">Steps to the Rev War\Steps to the Revolution Rubric Chapter 10.xlsx</a></td>
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3.29.2016
The King’s M & M’s®

Topic
Colonial America’s reaction to the Stamp Act

Objective
Students will explain why Americans were upset with British tax laws, such as the Stamp Act, after the French and Indian War. They will also identify two tactics colonials used to demonstrate their displeasure with these taxes.

Materials
- one 8 ounce (224 grams) bag of M & M’s®
- one small paper cup for each student
- two plastic spoons (or surgical latex gloves)

Procedures
1. Prepare the Role Cards as directed.
2. Cut out the Object Cards. Label the six cards with names of items commonly worn or possessed by students within class—e.g., jeans, running shoes, glasses, pens, jewelry. You do not need to use all six cards; three to six cards seem to work well for this simulation. In the corner box of each of the object cards, write a number ranging from one to three. As will be explained later, these numbers will represent a taxable value.
3. At the start of class give each student a paper cup containing ten M & M’s®. Instruct students not to touch them.
Procedure (cont.)

4. Randomly pass out the role cards to students. Explain that those possessing the “King,” “Parliament,” and “Tax Collector” cards should proceed to the front of the room. The king should take a designated “seat of honor,” and the members of Parliament should also have a specific area from which they will enact their roles.

5. Members of Parliament (those students possessing “Parliament” Role Cards) will draw from your previously compiled and prepared group of Object Cards. Parliament members announce to the “Colonists” what item is to be taxed (e.g., blue jeans), and anyone possessing that item will have to pay out the number of M & M’s equal to the number written on the object card. So if the card marked “blue jeans—3” is pulled, each colonist attired in blue jeans would relinquish three M & M’s.

6. Those students possessing “Tax Collector” role cards do all of the collecting using plastic spoons or gloves and all “taxes” are returned to Parliament. (Each tax collector has charge over half the room.) Taxes should be levied for at least three items but not more than six. If you have a good idea of what is popular in student dress, four items seems to be an optimum number for successfully relieving several students of all their candy and leaving many more with just two or three of their original total.

7. After all taxes have been levied, the funds are to be dispersed. The tax collectors each reap 10% of the take. Parliament receives 50% (these funds to be used to run the empire) to be split equally among the two students in that role. Finally, King George pockets the remaining 40% for himself. These percentages have no real historical significance and are only an arbitrary breakdown for purposes to fit this simulation.) It is quite possible that while some students will have had all of their M & M’s® confiscated, members of Parliament and the king will have upwards of thirty to forty pieces each to show for their efforts.
The King's M & M's® (cont.)

Procedure (cont.)

8. Some students may show definite feelings of displeasure just as some on the receiving end of this taxing generosity may gloat just a bit too much. The objective for this lesson should be completed during the withdrawal from the roles.

For Discussion

Understanding how the colonists reacted to the tax collectors and the various tax laws from the Stamp Act and beyond will be more relevant to the class at this crucial moment. Discuss the following questions:

- What was so unfair about how the class was taxed?
- How could it have been handled more fairly?
- Why were tax collectors tarred and feathered?
- Why were British goods boycotted?
- What methods and organizations were devised by the colonists in order to resist and circumvent these laws?
- How significant were these laws to the ultimate break from Great Britain?

Background

While it can be used as an anticipatory set, "The King's M & M's®" is most effective in the discussion about the Stamp Act after the topic has been introduced and formally presented. Sufficient background makes post-simulation review more meaningful. Since the colonists were upset about new taxes on paper and the lack of representation in the establishment of those taxes, this strategic activity attempts to draw students into a similar, albeit contrived, situation where items they value are arbitrarily removed from their possession without their input.

The students' frustration with the "unfairness" of the way they lost their candy can be easily compared to the substantial give and take on one of the central issues leading to revolution —taxation without representation.