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**George Rogers Clark Unit**

**Causes of American Revolution**

**Course Title:** Causes of the Revolutionary War

**Grade Level:** Fifth Grade

**Unit:** What were the causes of the Revolutionary War?

**Abstract:** These lessons are designed to provide the students with a foundational learning of what the American Revolution was, and how it started. The students will be introduced to people who had an impact on the pre-Revolutionary American colonies. Finally, the students will learn who the people were that were being affected during the pre-Revolutionary period, what caused them to feel the need to liberate themselves from England.

**Focus Questions:**

1. What were the main causes of the American Revolution?
2. What was George Rogers Clarks’ role in America’s development prior to the American Revolution?

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| **Benchmarks** | **Assessment Tasks** | **Key Concepts** |
| **Students will:** | **Students will:** | **Students will:** |
| * 5.2.3 Foundations of Government: Give examples of how the British colonies in America developed forms of representative government, self-government and democratic practices. * 5.4.8 Analyze how the causes and effects of changes in price of certain goods and services had significant influence on events in United States history | * Foundations of Government: Give examples of how the British colonies in America developed forms of representative government, self-government and democratic practices. (5.2.3) * Analyze how the causes and effects of changes in price of certain goods and services had significant influence on events in United States history.   (5.4.8) | * Economics * Government * Conflict * Boundaries |

**Teacher Made Materials:**

* Tax class chart

**Instructional Resources:**

Indiana Memory:

* (George Rogers Clark Memorial) <https://digital.library.in.gov/Record/WV3_kcpl-11>
* (Statue of Clark) <https://digital.library.in.gov/Record/WV3_kcc-612>
* (Map of Indiana) <https://digital.library.in.gov/Record/IPFW_cc_acfwhs-369>
* (General Clark’s Attack on Vincennes, 1779) <https://digital.library.in.gov/Record/IHS_P0391-1198>

<http://memory.loc.gov/ammem/gmdhtml/gwmaps.html>)

<http://www.nps.gov/gero/historyculture/fort.htm>).

<http://www.infoplease.com/states.html>).

**Catalog of Lessons**

**Lesson #1: Surveying the School**

George Rogers Clark was a surveyor in his early life. Another famous George from the Revolutionary War, George Washington, was also a surveyor. A surveyor looks at land, specifies boundaries, and makes maps of that land. This was done to plot land during the Revolutionary War and show troops what trails to follow. (Background information provided from sheet in packet). Have the students look at some of the Virginia maps Washington constructed found on the Library of Congress site (<http://memory.loc.gov/ammem/gmdhtml/gwmaps.html>.) Once they have seen what a surveyors map looks like, they are going to form their own of the school. Provide paper for the students and have them make a map of the school showing where all the boundaries are and labeling each classroom, cafeteria, gym, and any other location they draw. Once the actual map of the school is finished, have students make a second map of what they would want the school to look like and what each designated area would be used for, just like Washington and Clark did. Maybe a much larger playground would be added to the students. When both maps are finished crumble them and soak them in tea so that they look like old documents from the Revolutionary War.

**Lesson #2 Proclamation of 1763**

One of the main causes of the Revolutionary War was the Proclamation of 1763. Students will be provided with an Internet link, so that they can do independent research of the Proclamation, and how it might have affected the colonists. (<http://www.ushistory.org/declaration/related/proc63.htm>). Students will research information independently. Once the students have completed their research, everyone will come back to a class discussion and discuss their feelings about what happened. The students will be asked, “Do you agree with the Proclamation?” ”Would you obey the Proclamation of 1763?” and finally “Would you violate the Proclamation of 1763?” Once the discussion has come to a close, the students will be split into three groups. Once the students have moved into their groups, each group will be provided with a note-card. On the note-card will be a scenario that the students will need to read, and then discuss how they feel about the scenario. The scenarios will include

1. Colonists who violate the Proclamation of 1763, and go over the line so that they can make their business become profitable.
2. Colonists who obey the Proclamation of 1763, and their business and lifestyle dwindle due to lack of access to the Indians West of the Proclamation line.
3. Indians who allow colonists to settle in the area West of the Proclamation line for their own profit.

The students will then debate as a class what scenario they agree, and disagree with, and why they believe what they believe.

**Lesson #3 History of Fort Sackville**

One major event that George Rogers Clark was involved in occurred at Fort Sackville at Vincennes. Prior to giving the students information about what this particular event was, the students will be provided with information about Fort Sackville. Initially the students will work with the teacher to discover where the fort is located. The teacher will make a map that could be used for an overhead projector, and the students will follow along with the teacher. The teacher will give students clues about where the fort is located, and finally give them the final answer. Next, the students will brainstorm ideas about what this fort may have been used for, and why. Then the students will be shown a picture of the actual fort, and then be given background information about what happened inside the fort. Using the following website the students will research information about the fort (<http://www.nps.gov/gero/historyculture/fort.htm>). After researching, the students will be split into groups of 4-6, and in those groups the students will be responsible for coming up with three main points they learned about Fort Sackville and to draw a picture of what the fort looked like. Then, each group will share with the class what they learned.

**Lesson #4 Quebec Act**

The Proclamation of 1763 and the Quebec Act occurred almost simultaneously. Both were unappreciated by the colonists, because it limited where the colonists could expand their homes and business’. Explain to the students that they will have the opportunity to research information about the Quebec Act, and why it caused so much controversy for the colonists. The students will be provided with a series of websites in order to aid their research (http://www.ushistory.org/declaration/related/cqa.htm)( http://www.historyhome.co.uk/c-eight/america/quebec.htm)( <http://faculty.marianopolis.edu/c.belanger/quebechistory/readings/1774act.htm>). After the students have researched the Quebec Act, students will be split into three separate groups. Each group will be provided with a topic that is a main issue of conflict for the colonists ie; Roman Catholic Church, Proclamation line, French law remaining in tact. Each group will list reasons why the colonists may have been upset with these particular issues. Next, the students will choose what topic they feel most passionate about, and put together a collage describing how they feel about that particular issue. Each student will explain how they feel about that event, and why they chose that event.

**Lesson #5 The Trails Through the Proclamation Line**

A big issue of controversy was the Proclamation of 1763. This was a huge step to the colonists, because they now felt that after the French and Indian war, they had the right to explore new land. However, the British put the Proclamation of 1763 into action, because they felt that the land rightfully belonged to the Indians. However, the Colonists felt that they had rightfully earned the ability to explore the new territory. One of the biggest problems the Colonists experienced, however, was the ability to actually cross over the Appalachian Mountains into the territory. There were many different trails that the Colonists took in order to cross over into the new land. These trails could cause many issues for the colonists. Next explain what hardships, or problems the colonists might have encountered along the way, using information from the website (<http://www.fred.net/kathy/at/atstate.html>).

Following the explanations and research, the class should be split into groups of 4-5. In each group, they will be provided with a family name of colonists who traveled through the trails of the Appalachian Mountains. Each group will be provided with a scenario. Ex: Your family is traveling through the trails in the Appalachian Mountains, and winter is approaching. During your travels the family’s’ wagon breaks because of the large rocks and terrain. Do you stay and wait out the cold weather, while the wagon is being fixed? Or, do you carry as much as you can and move on towards the new territory?

Once the group has made a decision, and then the teacher will provide the students with another scenario card, which would be outcome of their initial decision. Again, the students will have to make another decision after reading the dilemma provided. Once the groups have finished completing four or five rounds of this, bring the class back together for a class discussion. Together as a group, discuss the hardships their families encountered, and debate wither it was worth it or not to cross over the Proclamation line.

**Assessment 1**

**Course Title:** The debates of all debates

**Abstract:** This task is designed to allow students to view the beliefs, values, and actions of the Patriots and the Tories during the American Revolution. The class will take sides on each position and debate what their feelings are for each side. Performing this mock debate will show the class the hardships both sides faced in America and why they chose to uphold those titles and fight for their rights. Along with this, the debate portion will help the class improve skills of proving their point, giving examples, and using life skills that will benefit them in their education and careers.

**Prompt:** The students will be given the opportunity to debate both sides of the argument between Tories vs. the Patriots. Prior to beginning the debate, the instructor will read George Washington’s Socks (Woodruff, E. (1993). *George Washington's Socks*. , AL: Scholastic.) to help introduce whom the Tories were, and how they differed from the Patriot’s. Next, students will be split into two equal groups, and each group will represent one side of the argument. Using their resources, the students will quickly research information and facts that they could use to help them defend their side of the argument.

**Directions to Students:** Prior to the Revolutionary War beginning, there was an obvious conflict that was beginning to boil between the Tories and the Patriot’s. Each side took different points of view on everything in regards to loyalty to Britain. Using the resource provided to the students, the students will have to complete the following:

1. Read the material
2. Choose a side
3. Determine two points that will be stated in the debate
4. Write their two points on a note card to use during the debate
5. Begin debating both sides of the argument
6. Reflect what was said during the debate by writing a letter voicing their opinion.

**Procedures:** Once the debate has transpired, each side of the debate will create a poster of the main points they debated. They will list the points and provide brief details on a poster. These posters will be placed at the front of the room, so that all students can see the main points discussed during the debate. These main points will be useful for aiding the students in completing their letter. After looking at both sides the student can either remain defending their original side, or they can switch to the opposite side. Next, each student will be provided with a piece of paper to write his or her persuasive letter. The students will be instructed to use their knowledge from the debate and/or posters, to help develop their letter. Next, the students will be told to write to a family member or friend, and act as if they were living during the American Revolutionary time period. The students will chose a side they wish to defend, however they will need to include two facts from each side to help develop their persuasive letter. The students will be writing a persuasive letter that will explain their feelings about what is occurring in the colonies at that time, and what they believe should happen in the colonies. Once the students have finished their letter, they can dip it in tea to make it look old, and then the letters will be sent off to the George Rogers Clark Museum in Albemarle County, Virginia to be displayed.

**Scoring Rubric:**

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| Benchmarks | Score 1 | 2 | 3 | 4 |
| Foundations of Government: Give examples of how the British colonies in America developed forms of representative government, self-government and democratic practices.  (5.2.3) | Students provide only 1 point for their side of the debate and have difficulty defending the point. | Students provide only 2 points for their side of the debate and have difficulty defending the points. | Students provide only 2 points for their side of the debate and well defend the points. | Students provide 2 or more points for their side of the debate and well defend the points. |

**Assessment 2**

**Course Title:** Revolutionary Timeline

**Abstract:** During this assessment, the students will reflect on the causes of the American Revolution, and which event they believe was the most crucial in starting the war. Each group of students will draw a miscellaneous event from a bowl and have to pin point the dates that the event occurred. After researching their event, they will post it on a classroom timeline. Next, the students will make a collage about what cause they felt was most important. By completing this activity students will gain background information on the main causes of the war, and will be able to express why it happened and what occurred after the beginning of the American Revolution.

**Prompt:** The American Revolution was the beginning of the transformation of the United States, and how we know it to be today. There was no one particular reason as to why the war began, but rather there were multiple reasons as to why the American Revolution began. Since there were many events that happened, it is important to understand when the events happened, and how each event may or may not have affected future events. The students will then watch a brainpop video, which will discuss the causes of the American Revolution (<http://www.brainpop.com/socialstudies/ushistory/causesoftheamericanrevolution/>).

**Directions:** In order for the students to have a clear understanding of how each event might have affected each other, and when they occurred, we must create a visual representation. Together as a class, the students will create a timeline so that they can visually see when the events happened. Ultimately the students will have to challenge their knowledge of the events and the dates they occurred, so that they can successfully place them on the timeline. Below are the directions that the students will follow in order to complete the class timeline.

1. There will be two bowls at front, one with dates and one with causes. (Quebec Act, Proclamation of 1763, Taxation without representation, Sugar Act, Stamp Act, Lexington, Concord)

2. Then the students will be split into groups of two or three

3. The students will have to determine dates, what happened, and what other events it caused.

4. Collage of most important event they feel caused the American Revolution.

**Procedures:** Students will be split into groups of two. Each group will be responsible for going up to the front table and collecting a piece of paper from each bowl. Together, the students will have to decide where on the timeline the date and event belong. Once the timeline has been created, the students will discuss their findings, and debate if each event may have caused another event, or if it had no relation at all. Finally, the students will be asked what it might have been like to be living in America during the time period previous to the American Revolution. Next, the students will be asked to find an event that they believe to be an excusable event, and an event they feel could have been avoided and was unnecessary. Students will need to explain why they thought the event was excusable, and therefore provide reasons why. Secondly, they will need to explain verbally why they chose one event to be inexcusable, and how it could have been avoided. The debate will be recorded, and sent to the George Rogers Clark Museum in Virginia, so others can see what topics were debated at the time, and what opinions students have about those topics today.

**Scoring Rubric:**

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| --- | --- | --- | --- | --- |
| Benchmarks | Score 1 | 2 | 3 | 4 |
| Analyze how the causes and effects of changes in price of certain goods and services had significant influence on events in United States history.  (5.4.8) | Students know few of the events, no occurrence dates, and no timeline locations. | Students know few of the events, the dates they occurred, and where they fit on the timeline. | Students know most of the events, the dates they occurred, and where they fit on the timeline. | Students know all of the events, the dates that they occurred, and placed them on the timeline correctly. |