Lesson Title | Revolution in the American Colonies | Teacher | David B. Wingard
---|---|---|---
Grade Level | Fourth Grade | Duration of Lesson | Five Days (1 hour per day)
| | | Days 1-4: Instruction Day 5: Assessment

Lesson Topic | This lesson teaches the major causes of the American Revolution in the 13 British colonies of eastern North America and spans the years from 1756 to 1776.
SC Standards and Indicators | Explain the major political and economic factors leading to the American Revolution, including the French and Indian War, the Stamp Act, the Tea Act, and the Intolerable Acts as well as American resistance to these acts through boycotts, petitions, and congresses (Social Studies 4-3.1).
| This lesson also briefly introduces the following indicators...| Explain the significance of major ideas and philosophies of government reflected in the Declaration of Independence (Social Studies 4-3.2).
| Summarize the importance of the key battles of the Revolutionary War and the reasons for American victories, including Lexington and Concord, Bunker (Breed’s) Hill, Charleston, Saratoga, Cowpens, and Yorktown (Social Studies 4-3.3).

Academic Vocabulary | Review and Literacy-Based: cause-and-effect, details, conclusions, colony, territory, sequence, political, economic, factor, narrative, responsibility, citizen, point of view, opinion, primary document
| New: revolt, revolution, act, intolerable, broadside, resistance, boycott, petition, congress, bias, ally, alliance, allegiance, chronological, loyalist, patriot, protest, delegate, representative

Lessons Set

<table>
<thead>
<tr>
<th>Content Objective(s)</th>
<th>Students will analyze primary documents in order to explain and summarize them. They will explain the major political and economic factors that led to the American Revolution.</th>
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| Literacy Objective(s) | • Establish the chronological order in reconstructing a historical narrative. Summarize evidence that supports the central idea of a given informational text (ELA 4-2.1). Use graphic features as sources of information (ELA 4-2.6).  
• List and explain the responsibilities of citizens in the United States of America. Analyze informational texts to locate and identify facts and opinions (ELA 4-2.3).  
• Identify multiple points of view or biases and ask questions that clarify those opinions. Create responses to informational texts through a variety of methods (ELA 4-2.4).  
• Identify and explain cause-and-effect relationships. Analyze informational texts to identify cause-and-effect relationships (ELA 4-2.8).  
• Cite details from a text to support conclusions made from that text. Analyze informational texts to draw conclusions and make inferences (ELA 4-2.1).  
These objectives come from the new Social Studies Standards for SC. |
| Lesson Importance | This lesson allows students to use a variety of literacy skills to learn about critical events in American history. It is essential that students know the origins of America’s development as a nation and its principles of liberty, citizenship, and sovereignty. This lesson integrates literacy and history and serves as a foundation to all they will learn about American history, government, politics, geography, and economics. |
| Connections to prior and future learning | In third grade students learned about the role South Carolina played in the American Revolution and they will recognize several of the events from this lesson from prior learning. Many of the literacy components of this lesson were introduced in third grade. In the future students will connect knowledge of this historical era to other |
major events in US history. They will continue to study these topics through middle school and high school, specifically fifth grade, eighth grade, and eleventh grade.

**Anticipatory Set/ Hook (Engage)**

**DAY 1 only:** Ask students to recall a time when they had a disagreement with someone who wouldn’t allow them to do what they wanted to do. Share examples and extend discussion to make personal connections to alliances (Define *ally*, *alliance*, and *allegiance*). On index cards students write about a time when working with others made a difficult task seems easier to complete. Share examples. Pose questions to get a reaction from the students...

- How would you feel if someone took your money for no reason?
- What would you do if someone moved into your house without permission?
- How would you feel if you trusted someone and they betrayed you, lied to you, or made false promises to you?
- How would you react if someone killed one of your friends or family members for no clear reason?

As we discuss answers to these questions, begin making a connection to the causes of the American Revolution. Explain that these are the types of things British Parliament and King George III did to the American colonists, who at the time were loyal subjects to the throne and considered themselves above all else, Englishmen.

**Skill Development**

Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.

The content portion is only a brief introduction; the bulk of the student learning will take place during the guided practice activity.

**Introduce content components**

Explain to students that they will learn about the relationships among Native Americans and European colonial powers as well as the relationships among loyalists and patriots; details about events that led to the American Revolution; and about how to describe how these events and relationships helped to form the new nation of the United States of America.

**“I do” Skill from literacy objective introduce/explain/model**

Through my instructional delivery, I will ensure that students...

- Analyze and respond to primary documents/sources
- Read articles and first-person accounts of historical events
- Summarize historical events in writing and discussion
- Illustrate historical events
- Identify and analyze facts, opinions, and details from various sources
- Compare and contrast different points of view
- Sequence historical events chronologically
- Identify and explain cause-and-effect relationships
- Make inferences
Guided Practice

This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as Explore.

| “We do” Activity Description | DAY 1: Begin a Power Point presentation, “Causes of the American Revolution” (attached), slides 1-7 (The French and Indian War and the Proclamation of 1763). Present the slides in a brief lecture format with discussions held throughout the presentation. Recall primary documents/sources and complete guided document analyses through questioning (Poster and Written Document Analysis Sheets). The day 1 Power Point narrative goes something like this...

“In the mid-18th century the major European colonial powers (England, France, and Spain) were arguing and fighting over land claims and natural resources in the New World. France, with the help of many Native American groups (primarily Eastern Woodlands tribes), went to war with England over land disputes between the Appalachian Mountains and the Mississippi River (the Ohio River Valley or the Northwest Territory). King George III wanted these lands for England, so he enlisted George Washington (Colonel) and many other colonists to join the British force in military battles. England won this war, called the French and Indian War or the Seven Years’ War, and France ceded these contested lands to England at the Treaty of Paris on February 10, 1763. Most colonists supported England in this war and were loyal to the King. Benjamin Franklin even published a broadside (poster), JOIN, or DIE, to encourage colonists to unite against the French and Indian forces. Shortly after obtaining this vast frontier territory, England issued the Proclamation of 1763, stating that no colonist could settle these lands but that British military forces would continue to occupy this land to protect the colonies from Indians.”

After each slide, take a few minutes to discuss key vocabulary, concepts, and events and encourage students to ask questions to clarify any of their misconceptions (Many students don’t realize that colonists fought with British forces shortly before the American Revolution).

Introduce the Poster Analysis Worksheet (www.archives.gov/education/lessons/worksheets) and guide students through the process of completing it. Work with students to complete the activity, using Benjamin Franklin’s broadside, “Join, or Die”. After completing all sections, have students explain the importance of using primary documents as sources of information.

DAY 2:

Briefly summarize the content, vocabulary, and events from yesterday’s lesson.
Continue the Power Point presentation, “Causes of the American Revolution” (attached), slides 8-12 (The Stamp Act, The Townshend Acts, Troops in Boston, and the Boston Massacre). Present the slides in a brief lecture format with discussions held throughout the presentation. Flash through the first seven slides to review geography and context.

Power Point narrative, continued...

“In order for England to pay soldiers occupying the land in the Northwest Territory, they began a system of raising revenue on the colonists by imposing taxes on common goods used in the colonies. First, the Stamp Act (March 22, 1765) began taxing all paper products, such as posters, playing cards, and legal documents. Next, British Parliament instituted the Townshend Acts (1767), which placed additional taxes on glass, lead, paint, paper, and tea. Some of the colonists did not appreciate their hard-earned money going to pay soldiers in a faraway land where they themselves were not permitted to go settle. Others did not like the idea of paying taxes so the King could get out of debt. American colonists who renounced loyalty to the King began boycotting these products and protesting unfair taxation. The phrase, “No taxation without representation”, became a common chant. In October of 1768, England sent warships to Boston loaded with ammunition, supplies, and men. This action further energizes a shift away from loyalty to the King because the men were sent for the purpose of stopping a rebellious spirit and enforcing Parliaments’ policies. Redcoats were everywhere in the streets of Boston, regulating all kinds of ridiculous new laws. Colonists began to detest their ubiquitous presence. Then on March 5, 1770, some angry colonists aggravated a band of British soldiers who fired their muskets into a crowd, killing Crispus Attucks, a free person of color from Boston, and three other men. Aggravation turned to outrage as the Massacre in Boston ignited tensions between loyalists and anti-loyalists.”

After each slide, take a few minutes to discuss key vocabulary, concepts, and events and encourage students to ask questions to clarify any of their misconceptions (Many students only remember Crispus Attucks, so they think he is the only person who died in the Boston Massacre).

Introduce the Written Document Analysis Worksheet (www.archives.gov/education/lessons/worksheets) and guide students through the process of completing it. Work with students to complete the activity, using Archibald Hinschelwood’s letter in reaction to the Stamp Act (link cited above in Lesson Materials). After completing the activity, summarize the content of the passage and make inferences about his loyalties, his position, and his fears. Review the importance of using primary documents to learn about historical events.

DAY 3:

Briefly summarize the content, vocabulary, and events from yesterday’s lesson.

Continue the Power Point presentation, “Causes of the American Revolution” (attached), slides 13-16 (The Tea Act and the Boston Tea Party). Present the slides in a brief lecture format with discussions held throughout the presentation. Flash through the first 12 slides to review geography, chronology, and context.
“Anti-loyalists started publishing inflammatory articles about the King and Parliament in newspaper and on broadsides about town. They formed committees and held secret meetings in private locations. They intensified their protests and threats in the streets. British forces would not back down. On May 10, 1773, Parliament enacted the Tea Act, which put a hefty tax on everyone’s favorite drink at the time. Furious about another unjust tax, the Sons of Liberty decided to react in a bold way. On December 16, 1773, they staged the Boston Tea Party, where anti-loyalist leaders boarded three commercial vessels and dumped huge cargoes of British tea into the Boston Harbor. Bostonians also started using the brutal method of tarring and feathering any tax collector that they did not want to pay. With powerful defiance and morbid violence, the colonists began to really anger the King, who thought the colonialists had gone completely out of control.”

In small groups, students complete Written Document Analysis Worksheets to analyze the reactions of John Adams and Benjamin Franklin to the Tea Act (“Founding Fathers on the Boston Tea Party, 1773-74”, http://nationalhumanitiescenter.org). Read aloud sections from each founder. Clarify vocabulary, syntax, and context to make the documents easier to comprehend for the students. Complete a shared reading with the class and allow students to read the documents independently.

DAY 4:
Briefly summarize the content, vocabulary, and events from yesterday’s lesson.
Continue the Power Point presentation, “Causes of the American Revolution” (attached), slides 17-19 (The Intolerable Acts, the First Continental Congress, and Patrick Henry). Present the slides in a brief lecture format with discussions held throughout the presentation. Flash through the first 16 slides to review geography, chronology, and context.

Power Point narrative, continued...
“The British monarchy decided, once again, to step up the pressure on the colonies by issuing a series of harsh, punitive measures known as the Intolerable or Coercive Acts. The Intolerable Acts were several severe restrictions and impositions intended to punish, control, and quiet the colonists. They included the Quartering Act, which gave British troops squatters rights in public, abandoned, and private residences; the Boston Port Bill, which closed the Boston Harbor to colonists until damages were paid from the Boston Tea Party; the Administration of Justice Act, which allowed British officials to commit crimes in the colonies without having to go to trial for them; the Massachusetts Government Act, which took power away from any local governmental or political group; and the Quebec Act, which extended the borders of Canada nearly into Massachusetts, Connecticut, and Virginia. As British enforcement policies continued to increase in frequency and severity, so did colonial attempts to block them. Boycotts on goods, petitions of opposition, and secret congresses increased as a result of ongoing British oppression. Polarity between loyalists and anti-loyalists grew more intense as colonists decided which side to support. Anti-loyalists were often imprisoned for their opinions and/or actions, and some were executed...
for their beliefs under the crime of treason. In the late summer/early fall of 1774 (September 5 – October 26), the First Continental Congress met to discuss possible resolutions to the many conflicts they faced. Every colony except Georgia sent delegates, either elected or appointed by the Committees of Correspondence, to Carpenter’s Hall in Philadelphia, PA to negotiate a course of action. Unable to compromise on a consensus idea about which direction to pursue, the delegates agreed to reconvene in one year.”

Power Point break
Stage a role-playing debate (whole class activity). Divide the class into two groups and assign them roles of either loyalist or anti-loyalist. Each group meets to first understand the opinions of both sides. A recorder from each group writes down those ideas. Then each group brainstorms a list of three to five reasons for their decision to remain loyal to the King or to rebel and be disloyal. Give each group a chance to argue their case and provide a counter-argument.

Power Point narrative, continued...
“Many events in the following year, 1775, slowly changed the minds of many delegates to the First Continental Congress as well as colonists. Patrick Henry gave his famous “Give me liberty or give me death” Speech to the Virginia House of Burgesses on March 23. His fiery passion provided a new spark to the patriotic cause of liberty and independence. Starting on April 19, armed conflicts between Massachusetts minutemen and British troops clashed at the Battles of Lexington and Concord because Redcoats were trying to steal weapons stashes. The legendary trek of Ethan Allen and the Green Mountain Boys who seized huge supplies of British weapons at Fort Ticonderoga took place on May 10. Meanwhile, with a Redcoat army and navy pressing down on Boston, the Second Continental Congress urgently convened at Independence Hall in Philadelphia. At this meeting, George Washington was selected to be the supreme commander of a newly-formed Continental Army as concerns about the strength of Britain’s superior, imperial military loomed.
In July, Congress sent the Olive Branch Petition to King George III to appeal for a peaceful solution to the violence. He refused and instead sent more troops along with German Hessian soldiers to assist the efforts of the already overwhelming Redcoat presence. On January 15, 1776, Thomas Paine published Common Sense, a pamphlet that circulated widely through the colonies and called for an all-out colonial opposition to challenge the royal power. Then in July of 1776, Congress runs out of passive appeals to the King and publishes The Declaration of Independence, which the King recognized as a declaration of war and a treasonous crime. On July 4, 1776, The United States of America was born, but many years of tragically catastrophic engagement with the British enemy would follow before she would truly be free of British tyranny.”

Summarize the content and clarify any misconceptions the students may have. Explain that we will learn much more about the individuals and battles of the American Revolution in the coming weeks.

Review the content of the past four days by showing the students the American Revolution Interactive Timeline on the SMART Board.
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<th>Checking for Understanding-“Informal” Assessment</th>
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| **DAY 1:** During the Power Point presentation, students record important facts and/or illustrations in their Social Studies Journals. They turn in their index cards on which they wrote their connections to personal experiences during the Anticipatory Set/Hook portion of the lesson. Homework Writing Prompt – Summarize in one paragraph what you learned about the French and Indian War (Social Studies Journal).  

**DAY 2:** Go over the Cartoon Analysis Worksheet from yesterday’s Independent Practice. Homework Writing Prompt – How would you feel if someone taxed your money to benefit a community where you were not allowed to go? Write a paragraph about how unfair taxation would make you feel (Social Studies Journal).  

**DAY 3:** Students complete a Cause-and-Effect Graphic Organizer independently to explain the relationships among any of the events we have covered this week. Homework Writing Prompt – How would you feel if a foreign law enforcement or military group put you under punishment for no reason? How would you react to these unfair restrictions? Write a paragraph about what you would do in this situation (Social Studies Journal).  

**DAY 4:** Students create a written response about the debate activity we completed during Guided Practice, “We Do”. They write a reflection about the activity and decide which side they would join if they were alive at the time of the American Revolution. They must identify specific details and support them with persuasive writing. Students do not necessarily have to choose the side that they were assigned during the activity. Homework Writing Prompt – How did American colonists embrace the patriot cause and resist British laws and military occupation? Summarize what you learned about boycotts, petitions, congresses, and protests (Social Studies Journal).  

**DAY 5:** Students continue working in small groups on the Poster Activity as described in DAYS 4 and 5 Independent Practice. Homework Writing Prompt – What were the major factors that led to the American Revolution? Summarize each event in a couple of sentences (Social Studies Journal). |

**Closure**

Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.
**Content Solidified**

**DAY 2-4:**
Volunteer students share their Homework writing samples. Hold a brief discussion to review the previous day’s content. Whenever widespread misconceptions arise, students draw a ‘line of learning’ in their Social Studies Journals and record the correct information.

**DAY 1:**
Make sure students make the connection to how the Proclamation of 1763 led to colonial confusion because so many colonists loyal to the King fought for England during the French and Indian War. Present the Proclamation of 1763 as the first blow in what eventually became a unified belief in the possibility of American independence.

**DAY 2:**
Make sure students understand that many people had different opinions about conflicts between loyalists and anti-loyalists. These differences are clear in the types of images created, like the ones we analyzed.

**DAY 3:**
Make sure students understand that many influential colonists were extremely vocal about their beliefs, despite the fact that there were serious punishments for expressing personal opinions publically. They wanted independence and self-reliance so badly, that they risked death by execution.

**DAY 4:**
Make sure students do not spend too much time recording specific dates, times, and events towards the end of the lesson. Explain that we will learn more about those topics in the coming weeks.

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**Independent Practice**

**“You Do”**

**DAY 1:**
Students work in small groups to complete the Cartoon Analysis Worksheet. I will give them some assistance, since they have only completed one such activity in this unit. Review the process from the Poster Analysis Worksheet in Guided Practice. Students complete this activity for the political cartoon, “The Bostonians paying the excise-man, or tarring and feathering”.

**DAY 2:**
Point of View Activity – The Boston Massacre Images (2). Students work in small groups or partnerships to complete the Poster Analysis Worksheets. They focus their attention to the creator of each document and the audience the document was intended to reach. Then they make inferences about each creator’s purpose. In their Social Studies Journals, students write a compare and contrast essay about opposing points of view during the Boston Massacre.

**DAY 3:**
Students work independently to complete a Venn diagram that compares and contrasts the views and reactions of John Adams and Benjamin Franklin to the Tea Act and Boston Tea Party. Encourage them to locate at least three examples in the texts to complete each blank field in the graphic organizer.

**DAYS 4 and 5:**
Students work in small groups to create an Illustrated Sequence of Events Timeline Poster for the causes of the American Revolution. They must have six frames (six blank sheets of printer paper), each corresponding to one of the following events: the French and Indian War, the Stamp Act, the Boston Massacre, the Tea Act and the Boston Tea Party, the Intolerable Acts, the First and Second Continental Congresses, and the Declaration of Independence. Each frame must include a title, a date, an illustration, and a brief written summary of the event. Finally, the frames must be attached to butcher paper in correct chronological sequence. Use the criteria described above to create a rubric for which the students receive a percentage score of amount accurately completed.

**Summative/ “Formal” Assessment**

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<th>Assessment</th>
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<td>Students take an assessment on this week’s content using the Senteo SMART Response remote control devices. This assessment contains 25 multiple-choice questions and assesses primary document usage, literacy objectives and social studies content. It is called “Causes of the American Revolution”. Since this is a paper-free, electronic version, students receive immediate feedback of their results. The Senteo SMART Response system allows the class to go over specific answer choices, set class goals, and clarify misconceptions instantaneously. The answers to the test are imbedded in the document (attached). For teachers who do not have a Senteo SMART Response system, I have provided a paper copy of the assessment and an answer key (below this document). I will also score the Illustrated Timeline Poster (the small group project from Independent Practice, DAYS 4-5) and will include the results in the grade book.</td>
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**Differentiation**

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<td>I will not modify the content of the lesson during whole group instruction. Occasionally, I will need to scaffold students with more difficult texts, especially the written primary documents, through reading passages aloud</td>
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and completing “shared reads”. Naturally, I will not expect the quality and detail of written responses to be the same for all students, especially those with limited language proficiency, but I will expect all students to record the main concepts and demonstrate an understanding of the major literacy objectives. When problems arise, I will group struggling students in teacher-guided small groups. In such groups, I will provide opportunities for extended vocabulary development. For advanced students, I will provide additional self-guided learning opportunities by allowing them to engage in independent research, using relevant books, primary documents, and Internet sources.

| Assessment  | I will provide answers to questions during the assessment if students have questions about the directions or if they are confused about any of the questions. I will honor all accommodations for testing as documented in student IEP’s. These include, but are not limited to, oral administration and small group testing environment. The resource teachers who serve these students will assist me with these demands. |
Causes of the American Revolution Assessment

1. Which of the following was not a part of the Intolerable Acts?
   a. They closed the Boston Harbor.
   b. They took away local power from town councils.
   c. They gave colonists weapons and gun powder.
   d. They allowed British officials to get away with crimes without going to trial.

2. The Boston Massacre occurred...
   a. After British troops arrived in Boston
   b. Before British troops arrived in Boston
   c. Before the French and Indian War
   d. After the publication of the Declaration of Independence

3. A boycott is...
   a. A place where a boy sleeps
   b. A refusal to buy or use certain goods
   c. A list of signatures
   d. A parade in the streets

4. Which statement is true about the Boston Tea Party?
   a. It was an event where Boston citizens drank tea together.
   b. It was a British holiday.
   c. It placed a tax on paper products.
   d. It was an event where three cargoes of tea were destroyed by anti-loyalists.

5. Which of the following statements was an effect of the Boston Tea Party?
   a. It increased punishments handed out by England.
   b. It caused people to get physically ill.
   c. It caused Crispus Attucks to get shot.
   d. It made colonists happy with King George III.
6. The Committees of Correspondence were...
   a. A group of Redcoat spies
   b. Anti-loyalists who communicated with each other about problems in the colonies
   c. A crew of Southern sailors
   d. Members of Parliament

7. Which statement is an effect of the French and Indian War?
   a. It caused French people to hate Native Americans.
   b. It improved governments in Ohio.
   c. It relocated all Native Americans to France.
   d. It expanded British territory in North America.

8. Which statement about the French and Indian War is false?
   a. George Washington was a colonel for the British.
   b. It was mainly fought between France and England.
   c. It was fought because of unfair taxation.
   d. It was one of the many causes of the American Revolution.

9. Which of the following items was not taxed by the Townshend Acts?
   a. Glass
   b. Fish
   c. Lead
   d. Paint

10. Which of the following goods were taxed by the Stamp Act?
    a. Rope
    b. Fruit
    c. Tea
    d. Paper products

11. Which statement is true about the Sons of Liberty?
    a. They were all from Philadelphia.
    b. They planned the Boston Tea Party.
    c. They were all brothers.
    d. They wrote the Treaty of Paris.
12. Which statement about the Proclamation of 1763 is false?
   a. It increased food shortages in the colonies.
   b. It allowed British military forces to remain in the Northwest Territory.
   c. It caused Parliament to raise taxes in the colonies.
   d. It supposedly protected colonists from Native Americans.

13. What is “No Taxation without Representation”?
   a. A phrase anti-loyalists used to protest unfair taxation
   b. Lyrics to a war chant
   c. The first line in the Declaration of Independence
   d. None of the above

14. What was the purpose of Benjamin Franklin’s broadside, “Join, or Die”?
   a. It was a letter to the King.
   b. It was a poster used to express an opinion.
   c. It was an act of Parliament.
   d. It was an advertisement in a newspaper.

15. Which of the following cannot be learned by analyzing written documents from the past?
   a. The opinions of famous people
   b. The exact number of stars in the universe
   c. What people thought about long ago
   d. How people used to communicate with each other

16. Which of the following statements is true about the First Continental Congress?
   a. The delegates agreed to meet again in one year because they could not compromise with each other.
   b. It was held in Boston, Massachusetts.
   c. It determined that South Carolina would become the capitol of the colonies.
   d. It decided that Benjamin Franklin should be president.
17. Which of the following statements about the Second Continental Congress is false?
   a. It was held in Philadelphia, Pennsylvania.
   b. George Washington was selected to command the Continental Army.
   c. It abolished slavery in the colonies.
   d. It sent an Olive Branch Petition to King George III.

18. Who was in charge of England prior to the American Revolution?
   a. King George III
   b. George Washington
   c. John Adams
   d. Benjamin Franklin

19. What was the name of the main governing body in England?
   a. Sons of Liberty
   b. Committees of Correspondence
   c. Congress
   d. Parliament

20. How did King George III react to the Declaration of Independence?
   a. He accepted it and all British troops returned to England.
   b. He considered it a declaration of war.
   c. He traded it to Spain for gold.
   d. He did not receive a copy.

21. Which of the following statements about George Washington is false?
   a. He was a colonel in the French and Indian War.
   b. He was loyal to the King of England for his entire life.
   c. He attended the Second Continental Congress.
   d. He commanded the Continental Army.

22. What was the Olive Branch Petition?
   a. A popular salad dressing
   b. A song about rebellion
   c. An act of Parliament
   d. A peace agreement sent to King George III by colonial delegates
23. What did Patrick Henry write?
   a. A speech called “Give me liberty or give me death”
   b. The Declaration of Independence
   c. The Stamp Act
   d. A peace treaty with the Native Americans

24. What did Thomas Paine write?
   a. A song called “Yankee Doodle”
   b. A prayer for the citizens of Boston
   c. A pamphlet called Common Sense
   d. The Tea Act

25. Anti-loyalists engaged in all but which of the following acts of resistance against the King and Parliament?
   a. Boycotts
   b. Hunger strikes
   c. Petitions
   d. Congresses

Answer Key
Sources

www.archives.gov/education/lessons/worksheets

All of the “Analysis Worksheets” described in the lesson can be found on this page, including “Written Document Analysis Worksheet”, “Poster Analysis Worksheet”, and “Cartoon Analysis Worksheet”.

www.digitalhistory.uh.edu/documents/documents_p2.cfm?doc=258

This website contains an annotation, description, and transcription of Archibald Hinschelwood’s 1765 letter in reaction to the Stamp Act. I used this resource in the Power Point presentation.

www.docsteach.org

Some of the images in the Power Point presentation and Senteo Assessment came from this website.


This educational resource contains an entire packet on responses to the Tea Act, of which I only used pages 14-15, “Founding Fathers on the Boston Tea Party, 1773-74” (John Adams and Benjamin Franklin).

www.loc.gov

Most of the images in the Power Point presentation and Senteo Assessment came from this website.

http://timeline.americanrevolutioncenter.org

This interactive timeline can easily be used on a SMART Board or touch-screen, and I used it simply as a chronological content review.

Venn Diagrams and Cause-and-Effect Graphic Organizers can easily be accessed online for free, if teachers do not already have copies of them.