

# Lesson Plans: 05 SS LPQ2 American Revolution-Causes and Effects

**Title:** 05 SS LPQ2 American Revolution-Causes and Effects

**Grade Level :** Grade 5

**Subject :** Social Studies - Elementary

**Standards/Assessed Benchmarks:** Florida STATE FL Social Studies Standard (2008)

Florida Sunshine State Standards

Grade 5

American History

5: American Revolution & Birth of a New Nation

SS.5.A.5.1 Identify and explain significant events leading up to the American Revolution.

SS.5.A.5.2 Identify significant individuals and groups who played a role in the American Revolution.

SS.5.A.5.3 Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.

SS.5.A.5.4 Examine and explain the changing roles and impact of significant women during the American Revolution.

SS.5.A.5.5 Examine and compare major battles and military campaigns of the American Revolution.

SS.5.A.5.6 Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.

SS.5.A.5.7 Explain economic, military, and political factors which led to the end of the Revolutionary War.

SS.5.A.5.8 Evaluate the personal and political hardships resulting from the American Revolution.

SS.5.A.5.9 Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).

SS.5.A.5.10 Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.

Grade 5

Florida Sunshine State Standards

Civics and Government

1: Foundations of Government, Law, and the American Political System

SS.5.C.1.1 Explain how and why the United States government was created.

SS.5.C.1.2 Define a constitution, and discuss its purposes.

SS.5.C.1.3 Explain the definition and origin of rights.

**Description/Abstract of Lesson:** Students will be able to identify the causes, battles, significant places and people and effects of the American Revolution. Students will also recognize the contributions of African-Americans throughout the American Revolution.

**Essential Question-Scope & Sequence:** What events led up to the American Revolution? How would America be different if England had won the war? How do the results of the war continue to affect us today?

**Technology Connections and Teacher Materials:** Books: George Washington's Socks- A mysterious rowboat transports five adventurous kids back in time to the eve of the Battle at Trenton where they experience the American Revolution. Through encounters with Hessian soldiers, revolutionaries, and even George Washington himself, Matthew, Quentin, Hooter, Tony, and Katie watch history unfold before their eyes as they see first-hand, the grim realities of war and the cost of freedom. Winter of the Red Snow- In her beloved diary, eleven-year-old Abigail Jane Stewart chronicles the despair and the hope of the winter of 1777 and 1778, when she witnesses the struggles of George Washington and his soldiers on the fields of Valley Forge. My Brother Sam is Dead!!! -All his life, Tim Meeker has looked up to his brother Sam. Sam's smart and brave -- and is now a part of the American Revolution. Not everyone in town wants to be a part of the rebellion. Most are supporters of the British -- including Tim and Sam's father. With the war soon raging, Tim knows he'll have to make a choice -- between the Revolutionaries and the Redcoats . . . and between his brother and his father. Toliver's Secret- When her grandfather is injured, 10-year-old Ellen Toliver replaces him on a top-secret patriotic mission. Disguised as a boy, she manages to smuggle a message to General George Washington. Discovery Education.com Causes of the American Revolution: Seeds of Liberty- Full motion footage accompanied by stills of historical events combined with dramatized narration explains the growing unrest between America and Great Britain in the pre-revolutionary period. Discovery education.com Causes of the American Revolution: Countdown to Independence- Taxation without representation emerged as the central issue of conflict between the colonies and Great Britain. Full motion footage accompanied by stills of historical events and dramatized narration shows how this issue led to actual conflict. The Boston Tea Party, the Quartering Acts, the Boston Massacre and the Intolerable Acts contributed to the American Revolution, a revolution that signaled the birth of the first new nation in modern history, and became a sign of hope for our country and for people throughout the world seeking freedom.

**Technology Connections and Student Materials:** Utilize available textbook (Horizons, "United States History") maps of North America [PBS Kids: The American Flashcards](#)

**Duration :** 2 Weeks

**Vocabulary:** territory, allies, treaty, proclamation, Parliament, smuggler, boycott, repeal, quarter, massacre, blockade, minutemen, patriot, Tory, revolution, Continental Congress, Hessian, surrender, merchant ships, surrounded

Important people and places: George Washington; Martha Washington; Benjamin Franklin; Betsy Ross; Sons of Liberty; Daughters of Liberty; John Adams; Abigail Smith Adams; Patrick Henry; Boston Tea Party; Thomas Jefferson; Boston Massacre; Paul Revere; Valley Forge; Nathan Hale; Battle of Bunker Hill; John Paul Jones; Lexington and Concord; Thomas Paine; Saratoga; James Madison; Samuel Adams; Alexander Hamilton; Benjamin Banneker; Ethan Allen; Molly Pitcher (Mary Hays)

**Steps to Deliver** To get the kids to really grasp how frustrated the colonists felt, try the following activities: Tell the kids that for every book they read, they must pay you (token economy, etc). Tell them that because of the disobedience of the rest of the school, they will now have to pay extra for strawberry/chocolate milk. If you want to stretch this out for several days prior to teaching the lesson, here are some more suggestions: Begin giving out tokens or school economy. Tell the kids that at the end of the day, they can buy candy, or stickers, etc. Begin to "charge" them for the restroom. Continue by "charging" them for calling out. More suggestions: "charge them for- not calling the teacher Queen/King, not wearing a particular color shirt. The tax that raised the most uproar was the stamp tax. Students must come and pay me one token to receive my royal stamp on all papers that must be graded. Any paper without the "royal" stamp would not be "legal" and would not be graded.

**Independent Practice:** Give the students maps of North American. They can mark the battles and the movements of both sides of the war.

**Differentiated Instruction/Small Groups:** I. Discussions: The students are to form into groups such as the British, American colonists, the French, the Indians, or others that were involved with the Revolution. The students can explain how their group took part in the war before and after, discuss why their group fought, and explain ways their group could have avoided fighting. Another possibility for the students doing the discussion is to have debates between the groups. Whether doing a discussion or debate, have students write thoughts on posterboard, addressing each of the previous questions and other ideas the group constructed. Must be at least 10 minutes. II. Role-Playing: The students in this center are to act out certain events that took place in the Revolution such as the Boston Massacre, the Boston Tea Party, the Sons of Liberty, etc. The play should include a written dialogue, a setting and/or background, and if possible costumes. Must be at least 10 minutes. III. Biographies: The students are to create biographies on important women figures or African- Americans during the American Revolution. The student can draw pictures, write a book, or create poems, etc. Must have cover page, body, and closing.

**ESE/ESOL Accommodations & Strategies:** Vocabulary dictionaries, pictionaries, heterogeneous grouping, repetition

**Lesson** Present your activity.

**Closure/Review:**

**Assessment with Clear & Compelling Product Standards:** I. Discussions: The students are to form into groups such as the British, American colonists, the French, the Indians, or others that were involved with the Revolution. The students can explain how their group took part in the war before and after, discuss why their group fought, and explain ways their group could have avoided fighting. Another possibility for the students doing the discussion is to have debates between the groups. Whether doing a discussion or debate, have students write thoughts on posterboard, addressing each of the previous questions and other ideas the group constructed. Must be at least 10 minutes. II. Role-Playing: The students in this center are to act out certain events that took place in the Revolution such as the Boston Massacre, the Boston Tea Party, the Sons of Liberty, etc. The play should include a written dialogue, a setting and/or background, and if possible costumes. Must be at least 10 minutes. III. Biographies: The students are to create biographies on important women figures or African- Americans during the American Revolution. The student can either draw pictures, write a book, create poems, etc. Must have cover page, body, and closing.

**Creator :** Social Studies Content Team

**Date Created :** November 29, 2011

**Date Modified :** June 14, 2012