

America on the World Stage
Teacher Scholars Program,
What connections, if any, exist between the English Civil War and the American Revolution?

Activity #1 (2 Days)

Learning Objectives

Students will be able to

- compare and contrast the causes of the English Civil War and the American Revolution.
- put the events of the English Civil War and the American Revolution in chronological order
- to describe the basic facts of the English Civil War and the American Revolution
- debate if the English Civil War influenced the American Revolution



Historical Skills Used:

- Chronological Thinking
- Historical Comprehension
- Historical Analysis and Interpretation

VA SOL and/or national standards

USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by

- a) identifying the issues of dissatisfaction that led to the American Revolution;
- b) identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;

Students Should Understand: The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.

1A Demonstrate understanding of the causes of the American Revolution by:

- Explaining the consequences of the Seven Years War and the overhaul of English imperial policy following the Treaty of Paris in 1763, demonstrating the connections between the antecedent and consequent events. [Marshal evidence of antecedent circumstances]

1B Demonstrate understanding of the principles articulated in the Declaration of Independence by:

- Explaining the major ideas expressed in the Declaration of Independence and their sources. [Marshal evidence of antecedent circumstances]

Materials/Resources needed

- Notebook
- Pen/pencil
- [Timeline graphic organizer](#)
- [Note-taking graphic organizer](#)
- [Venn Diagram](#)
- Highlighter
- PowerPoint on the English Civil War
- Graphic Organizer for PowerPoint (PPTTemplate)
- Primary sources (Group packets are linked within the document, primary sources are linked to websites)
 - o [Group #1](#) (American Revolution documents):
 - [Declaration of Independence](#) (excerpt)
 - [Ben Franklin's testimony before Parliament on the Stamp Act](#) (excerpt)
 - [Boston Tea Party](#)
 - [Boston Massacre](#)
 - [Bloody Butchery](#)

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- o [Group #2](#) (English Civil War documents):
 - [Complaint about ship money](#)
 - [Petition from London citizens](#)
 - [Tensions in the country](#)
 - [Protest in Scotland](#)
 - [Charles I and Sir Thomas Wilford](#)
- o [Group #3](#) (American Revolution and English Civil War documents)
 - [Declaration of Independence](#) (excerpt)
 - [Ben Franklin's testimony before Parliament on the Stamp Act](#) (excerpt)
 - [Boston Tea Party](#)
 - [Boston Massacre](#)
 - [Bloody Butchery](#)
 - [Complaint about ship money](#)
 - [Petition from London citizens](#)
 - [Tensions in the country](#)
 - [Protest in Scotland](#)
- Secondary Sources
 - o "Cromwell and Charles" in *A History of US: Making 13 Colonies*
 - o "A Taxing King" in *A History of US: From Colonies to Country*



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Instructional Procedures

Day One

Hook:

Is there more to American history than simply America? Why or why not?

Line:

- Review the hook. Get students to discuss Native Americans (were they really American, did they want to be American?), European exploration, English, Scottish, French, Spanish, Dutch, African, etc influences in the colonies.
- In reference to the colonies, why might it be important to understand British history? What influence do you think British history had on the colonies and eventually, on American history? Should you separate British and American history? Ask them to explain American history without referencing any of the groups mentioned.
- Divide students into groups of 4 or 5. The group which gets both documents might be too difficult for many students.
 - o One group will get the American Revolution documents (relatively simple)
 - o The second group will get the English Civil War documents (more complex)
 - o The third group will get both sets of documents (very difficult)
- Explain that students will work as historians. They will use primary source documents to tell a story. Answer the question: Based on the documents in front of you, explain what you think happened, which of these events came first? How are these events connected?"
- Students must organize documents to tell a story. Students must be able to defend why they put the document in the place they did. Check their work and ask questions about their reasoning.
 - o The group with the combined documents should now be told they actually have documents from two different events that occurred more than 100 years apart, and that they will need to re-sort their documents with that new information.
- Give students background information on each document (titles, dates, authors, if available), ask them to re-assess where they put things, re-justify their "story". Have students complete the timeline graphic organizer. Students should be aware that they will be presenting their information to the other groups tomorrow.
- Mix-up groups (or have groups meet with their "like" group) and have them look at the order in which they placed things and the story they think they tell and have both groups hammer out a joint version of the story.

Day Two

Hook:

None – Review yesterday's information

Line:

- Students should have yesterday's work (completed timeline sheets).
- Explain that in addition to reading and researching primary source documents, historians also read secondary sources to fully understand the time period they are researching.
 - o Students who were given the American Revolution documents should read "A Taxing King" in *A History of US: From Colonies to Country*.
 - o Students who were given the English Civil War documents should read "Cromwell and Charles" in *A History of US: Making 13 Colonies*.

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- o Students in the combined group should divide up the reading. Half the group should read the first chapter, the other half should read the second chapter.
- Students should complete the note-taking graphic organizer which will help them present their version to the class. Notes should be taken using information from both the primary and secondary sources.
- Groups will have to present their joint version of the story (if more than one group per set of documents) to the rest of the class. Students should complete the second half of the graphic organizer using information presented in class.
- Review PowerPoint on the English Civil War with students, if necessary, to guarantee that students understand the English Civil War. Hand out PPTTemplate document to help students take down important information.



Assessment (Formative and/or Summative)

- Venn Diagram comparing the causes of the English Civil War to the American Revolution
- Students will answer the following question in a 5-paragraph essay:
 - o Did the ideas of the English Civil War influence the American Revolution? Use the primary and secondary source documents to defend your answer.