

AMERICA ON THE WORLD STAGE
Teaching Scholars Program
Jennifer Orr, Greene County Public Schools (VA)

Title: Why War?

Primary Investigative Question(s) – *What efforts were made by Britain and/or the colonists to avoid the armed conflict known as the American Revolution?*

CLASSROOM PRACTICE

Teaching Thesis –

In U.S. History, our students are almost totally focused on studying the motivation of conflicts, important people or battles, and their resolutions. During the Revolutionary War unit, students learn all about taxation without representation, and different taxes, acts or laws that upset the colonists. They are led to believe that colonists had no choice but to fight a violent war for freedom. The truth is there were multiple attempts, by both colonists and members of Parliament to maintain the peace. By exposing our students to these peaceful attempts, students will more fully understand how difficult the decision to fight was for both parties.

Significance & Relevance–

By the time students in Virginia reach their US History I class, they can already name the motivations, battles and key figures for the Revolutionary War standard. This instructional kit asks students to think more specifically about the efforts some colonists and Members of Parliament took to maintain a peaceful allegiance. Students will be introduced to several important, yet often overlooked figures and acts that may have given colonists the representation they sought, while maintaining their allegiance with Britain. They will be challenged to apply this new information and create their own last ditch effort to maintain the peace.

• **Selected Relevant Standards: Virginia Standards of Learning for History and Social Science (2008)** http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml

USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by

d) Identifying the political and economic relationships between the colonies and Great Britain.

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;

• **OAH Historical Inquiry Skills –**

This lesson will cover Chronological Thinking, Historical Analysis and Interpretation, and Historical Issues – Analysis and Decision-Making,

• **Suggested Grade Level and Length of Activity –**

US History grades 5-6

Requires 4 class periods (60 minutes each)

Lesson Objectives –

- Lesson 1 - The students will actively participate in a simulation to see first-hand the relationship between the colonists and Britain. They will also form opinions as to why different groups of people felt differently about the war (colonists/Parliament/King).
- Lesson 1 - The students will compare and contrast the views of the colonist and those of Parliament.
- Lesson 2 - The students will identify at least three people who attempted to keep the peace – both colonists and Members of Parliament in Britain – and why they were important in avoiding the armed conflict.
- Lesson 3 - The students will analyze and evaluate primary sources to determine where they came from, whose point of view they show, if they are biased, and what their purpose was at that time. They will then create a timeline of events using their primary sources.
- Lesson 4 - The students will create their own Olive Branch Petition offering one final suggestion for ending the conflict between Britain and the colonies peacefully.

Alignment of Instruction –

Lesson 1: Taxes, Taxes Everywhere – A two-part simulation in which students learn firsthand about how difficult decision-making was in Britain and the colonies. Students will be asked to complete a Venn diagram at the conclusion of the activity to show they understand the similarities and differences from the Loyalists, Colonial Sympathizers in Parliament and Patriots point of view.

Lesson 2: Who Dat? – Students will complete a K-W-L chart about some important, yet often overlooked people who attempted to maintain a peaceful relationship between Britain and the colonies. Students will view a PowerPoint presentation about Charles Fox, Edmund Burke, John Wilkes, William Pitt, Joseph Galloway, and Benjamin Franklin. At the conclusion of the lesson, students will be asked to complete a Who Dat sheet identifying three of the people from the presentation and what their role was in keeping the peace.

Lesson 3: A Peace of the Puzzle... - Groups of students will be evaluating 15 primary sources to determine who wrote it, who the audience was, was it biased, and what its purpose was at that time. They will then be challenged to put them in chronological order, creating a Storyboard (or timeline) of their primary sources.

Lesson 4: Olive Branch Petition – As a summative evaluation of the unit, students will be asked to write their version of the Olive Branch Petition. Students will be given the beginning and the end of the petition. They will be asked to add the body based on the ideas addressed in the week's previous lessons.

Related Materials & Resources –

Fischer, Max W. "The King's M&M's" (1993). American History Simulations. Teacher Created Materials, Inc

Simulation "Taxes, Taxes Everywhere" is based loosely on this.

History Carper online resources “The Writings of Benjamin Franklin: London, 1757 – 1775”

<http://www.historycarper.com/resources/twobf3/letter13.htm>

A number of letters, articles, pamphlets, and political cartoons written by Benjamin Franklin. A great resource for teachers and students who are interested in learning more about Benjamin Franklin.

Pitt, William. "Pitt's Protest against the Stamp Act." Reproduced in History Resource Center.

Farmington Hills, MI: Gale. <http://galenet.galegroup.com/servlet/HistRC/> **

Used in Lesson 3. Shows a British Member of Parliament speaking about the repeal of the Stamp Act and why it's necessary for the colonies.

Revolutionary War and Beyond webpage. “Olive Branch Petition Text – July 5, 1775.

<http://www.revolutionary-war-and-beyond.com/olive-branch-petition-text.html>

Used in Lesson 3 & 4. Provides another specific example of a plan written to maintain peace between the colonies and the mother country.

The Colonies Reduced. <http://www.1776mag.com/in-the-eyes-of-the-enemy-the-american-revolution-in-british-political-cartoons/>

Political Cartoon showing Britain is dismembered, with her limbs labeled as Virginia, Pennsylvania, New York, and New England. It was published in 1767, as a warning of the consequences of The Stamp Act.

The Battle of Lexington & Concord. http://www.ccsd.edu/link/LMS/RevDBQ/document_7.htm

Picture of “the shot ‘heard round the world”

The Boston Massacre on King Street. http://www.ccsd.edu/link/LMS/RevDBQ/document_4.htm

Paul Revere's print of "The Bloody Massacre perpetrated in King Street" in Boston, March 5, 1770. It was designed to provoke colonists against the British

“The Bostonians in Distress” Reproduced in History Resource Center. Farmington Hills, MI: Gale

Group. <http://galenet.galegroup.com/servlet/HistRC/> **

A political cartoon that shows citizens of Boston caged hanging from the Liberty Tree. It gives the idea that Britain is in control of the colonies.

“Stamp Act Riot” Reproduced in History Resource Center. Farmington Hills, MI: Gale Group.

<http://galenet.galegroup.com/servlet/HistRC/> **

Colonists are protesting the Stamp Act passed in 1765.

“Tarring and Feathering” Reproduced in History Resource Center. Farmington Hills, MI: Gale Group.

<http://galenet.galegroup.com/servlet/HistRC/> **

Image depicts tax collectors being tarred and feather. Following the simulation in lesson 1 students should be able to discuss why this became such a famous saying.

Map of the 13 colonies. http://www.earlyamerica.com/earlyamerica/maps/english_colonies/

Quick review of the location of each colony, and where they are in relation to one another. Used in Lesson 3, but could be used throughout unit.

** These illustrations and articles were located through the History Resource Center, an online database that can only be accessed at participating Universities and Institutes of Higher Learning (such as UVA). You will have to use a library computer onsite to access them.

- Supplemental worksheets and answer keys (are found in the individual lesson plan they are connected with)
 - o Venn Diagram
 - o K-W-L Chart
 - o Who Dat Figures Sheet
 - o Source Chart for Primary Sources
 - o Story board
 - o Olive Branch Petition Skeleton
- Grading Assessments (are found in the individual lesson plan they are connected with)
 - o Exit sheets evaluation
 - o Storyboard and Olive Branch Petition evaluation

Technology–

For lesson 2 & 3: Computer with Projector
PowerPoint installed on computer