



Road to Revolution

1763–1776

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Lesson 1

Overview

Comprehension Question

Was the American Revolution inevitable? Why or why not?

Materials

- Video: “America the Story of Us: First Continental Congress” (2:26; on Videos DVD)
- Road to Revolution essential words documents: *revenue*, *petition*, *protest*, *treason*, *natural rights*
- Student Materials book

Comprehension Canopy Routine 7–10 minutes

Materials

Video: “America, the Story of Us: First Continental Congress”

Introduction and Prior Knowledge

During the next couple of weeks, we will learn about the growing tensions between the colonists in America and their British rulers in America and England.

We will see how every action led to the events that followed and brought the colonists closer to revolution.

But was revolution the only choice for the colonists? Could things have gone differently? Could revolution have been avoided? Let’s find out.

Springboard

- Introduce the video.

This video is about the colonial delegates who were sent to Philadelphia in September 1774 for the First Continental Congress. It will prepare you to learn more about the colonists’ growing resistance to British rule.

- Provide a purpose for viewing the video.

As you watch the video, write two reasons why the colonists called the First Continental Congress.

- Show the video.
- Prompt students to begin a “turn and talk” activity.

What would threaten your freedom enough to make you rebel? What are some ways to achieve victory without using force?

Comprehension Question

State the comprehension question that will guide students’ learning throughout the unit.

Was the American Revolution inevitable? Why or why not?

Essential Words Introductory Routine

25–30 minutes

Materials

- Road to Revolution essential words documents: *revenue*, *petition*, *protest*, *treason*, *natural rights*
- Student Materials book

Procedure

- Have students turn to the essential word log in their Student Materials books.
- Use the essential words documents to introduce each essential word.
- Have students write important information in their essential word log.
- Have students discuss the turn and talk questions in pairs.

treason
Betraying one's country by going to war against it or by aiding its enemies
Related words: betrayal, disloyalty, traitor

petition
A formal, written request to an official person or group
Related words: appeal, plea

revenue
Money a government collects in the form of taxes, fees, or fines
Related words: income, taxes

Essential Word Log
As you go through the unit, note the people, events, ideas, and places that connect to these five concepts:

revenue	petition	protest	treason	natural rights
26	26	26	26	26
27	27	27	27	27
28	28	28	28	28
29	29	29	29	29
30	30	30	30	30
31	31	31	31	31
32	32	32	32	32
33	33	33	33	33
34	34	34	34	34
35	35	35	35	35

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revenue

Money a government collects in the form of taxes, fees, or fines



Related Words: *income, taxes*

Example Usage:

Britain needed more **revenue** to meet its expenses and pay the debt from the French and Indian War.

Examples: *taxes, parking fines, driver's license fees*

Nonexamples: *donations, refunds, new roads*

Turn and Talk:

In your community and across the country, how does our government use the **revenue** that it collects?

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Lesson 2

Overview

Comprehension Question

Was the American Revolution inevitable? Why or why not?

Materials

- Video: “Colonists Protest British Policies” (3:05; on Videos DVD)
- Text: “Letter From Benjamin Franklin”
- Student Materials book

Before Reading

- Determine grouping structure for text reading. Facilitate student movement into groups or pairs as needed.
- Introduce the video.

*Beginning in the 1760s, the British passed several taxes and laws to keep tighter control over the colonists and to raise **revenue** for Britain. These taxes and laws made the colonists angry.*

This video gives an overview of these taxes and laws. As you watch, answer this question: Why did the colonists consider these taxes and laws to be abusive?

- Show the video.
- Refer students to the passage in their Student Materials books.
- Introduce the reading.

Think about policies in your home or school that you consider unfair. The colonists felt that many of the laws and taxes the British were passing also were unfair.

In today's reading, Benjamin Franklin expresses his concern about the relationship between Britain and the colonists. As we read, we'll stop at the boxes to answer questions and take notes about what we've read.

During Reading

- As needed, clarify vocabulary. Point out connections to essential words where applicable.
- At each stopping point (including the final one), facilitate student note-taking in response to the provided questions.
- Provide corrective feedback if students misunderstand the material.

After Reading

- Facilitate student note-taking in response to the final questions.
- Have students write connections to any essential words in their word logs.

Letter From Benjamin Franklin

(1)

January 6, 1766

Sir,

I have attentively studied the paper you sent me, and I am of opinion that the measure it proposes, of a union of Great Britain with the colonies, is a wise one.

(2)

However, Britain holds back the colonies in every branch of commerce that she thinks interferes with her own; she drains the colonies, by her trade with them, of all the cash they can make by every art and industry in any part of the world; and thus keeps them always in her debt. While these circumstances continue, is it still necessary or wise to tax the colonies, in a Parliament wherein they have no representative? And are the colonists to be thought unreasonable and ungrateful if they oppose such taxes?

What is Benjamin Franklin's complaint?

(3)

How, they say, shall we show our loyalty to our gracious King, if our money is to be given by others, without asking our consent? And, if the Parliament has a right to take from us a penny for every pound, where is the line drawn, and what shall keep Parliament from demanding, whenever they please, for the rest of the pound?

(4)

Have we then anything that we can call our own? It is more than probable that bringing representatives from the colonies to sit and act as members of Parliament would in a little time remove these objections and difficulties and make the future government of the colonies easy; but, until some such thing is done, I do not believe that any taxes levied by Parliament will ever be collected, but such as must be stained with blood. I am sure the profit of such taxes will never be worth the expense of collecting them and that the respect and affection of the Americans to Britain will in the struggle be totally lost, perhaps never to be recovered.

(5)

In my own private judgment, I think an immediate repeal of the Stamp Act would be the best measure for this country. The repeal would fill them with joy and gratitude, re-establish their respect and veneration for Parliament, and restore at once their ancient and natural love for this country and their regard for everything that comes from it.

I am, with much esteem, your obliged friend,

B. Franklin

Adapted from Mott, F. L., & Jorgenson, C. E. (1936). *Benjamin Franklin: Representative selections, with introduction, bibliography, and notes*. Project Gutenberg eBook retrieved from <http://www.gutenberg.org/files/35508/35508-h/35508-h.htm>

What does Benjamin Franklin fear the new taxes will cause?

If the British government had listened to Benjamin Franklin, could war have been avoided? Why or why not?

TBL Comprehension Check

20 minutes

Materials

- TBL Comprehension Check, Road to Revolution #1 (print 1 per student and 1 per pair; on Materials CD)
- TBL Comprehension Check, Road to Revolution #1 scratch-offs (1 per pair; provided separately)
- Answer Key (on Materials CD)
- Student Materials book, textbook, notes, and/or other relevant material

Individual Comprehension Check

8 minutes

- Pass out the comprehension check.
- Introduce the individual comprehension check.

We will complete a short quiz that will check how much you have learned so far in this unit. When you take the quiz on your own, you do not need to fill in anything in the box. You will fill that in as a team later. You will have 7 minutes to complete this quiz.

- Set the timer for 7 minutes.
- Collect the individual checks. If time allows, review questions that prove difficult for students.

Team Comprehension Check

9 minutes

- Divide the class into pairs and pass out the comprehension check and scratch-offs.
- Introduce the team comprehension check.

Now you will take the same quiz with a partner. This time, you can use your textbook, notes, and other materials to help you.

*The first step is to discuss the question with your partner until you agree on the right answer. Once you think you have it, be sure to explain **why** you think the answer is correct. For the first question, write your answer in the “Team Explanation” area. For the following questions, don’t write down your explanation, but be prepared to share your reasons with the class.*

The last step is to scratch the letter of your answer off your card. If the answer is correct, you will see a star. If you do not see a star, keep discussing and using your resources until you find the right answer.

I will walk around to help you if you get stuck, but I won’t give you answers. You have 8 minutes to complete your team check.

- Set the timer for 8 minutes. Monitor to ensure that students discuss the questions. As needed, advise students on which resources to use to find an answer.

Whole-Group Targeted Instruction

3 minutes

- Set the timer for 3 minutes.
- Have two to three pairs share their team explanation for the first question. Provide feedback on the quality and content of what they wrote.

What is your team's explanation of why _____ is the correct answer for the first question?

- Have one to two pairs share the question they struggled with most.

Which question was the hardest for your team? How did you find the answer?

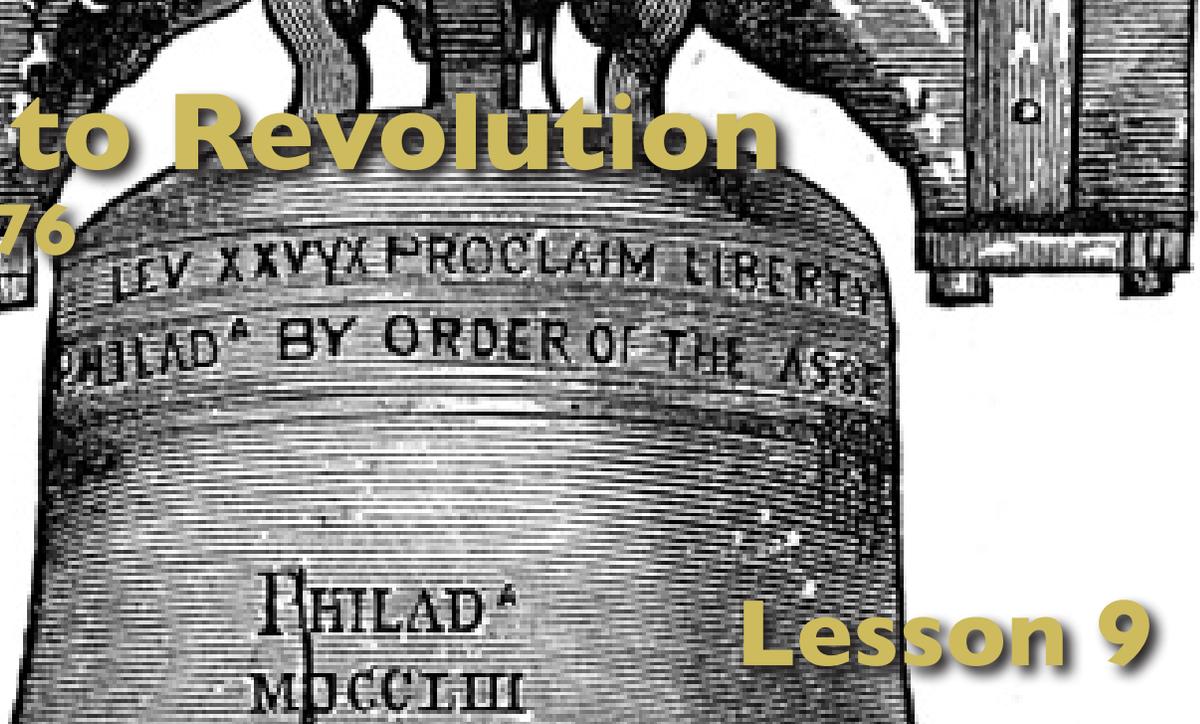
- Have one to two pairs share their explanations of a commonly missed question.

I noticed that many of you missed question ___ the first time. What is the correct answer? Why is that the correct answer?

- Collect the comprehension checks and scratch-off cards.

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Lesson 9

Overview

Comprehension Question

Was the American Revolution inevitable? Why or why not?

Materials

- Competition of Causes Activity Warm-Up sheet (one per team; on Materials CD)
- Competition of the Causes poster (one copy per team)
- Cause cards (one set per team)
- Dry-erase markers (one per team)
- Student Materials book, textbook, and other relevant content resources
- Timer
- Competition of Causes Activity Wrap-Up sheet (one per team; on Materials CD)

Activity Warm-Up

5 minutes

- Before class, identify student teams. Each team should include at least three students; consider using “doubled pairs” for easy grouping.
- Facilitate student movement into teams. Have students take their Student Materials books, textbooks, and other relevant content resources with them.
- Hand out one Activity Warm-Up sheet to each team.
- Introduce the activity.

Today you will work as teams to decide on the most important causes of the American Revolution and to answer the question of whether the revolution was inevitable.

- Introduce step 1 of the warm-up.

As a team, brainstorm and write in the space provided on the Activity Warm-Up sheet all the causes of the American Revolution you have learned this unit. When you are done, decide as a team the three most important causes and circle them. Be prepared to justify your answers to the class.

- As students work, monitor for understanding. Encourage dialogue within teams.
- When students are done, have teams share their answers.
- Introduce step 2 of the warm-up.

Sometimes, historians wonder whether some causes are more important than others. Often, historians compare causes to determine which causes were more important.

Look at step 2 of the warm-up. You’ll see the Tea Act of 1773 and the Proclamation of 1763.

*As a team, discuss the first event and then the second, recalling as many details of causes and effects as you can. Then, decide as a team which was the more important cause of the American Revolution. Write your answer in the first blank and then justify your answer in the space below the blank. A great answer will say both **what** the event was and **why** it was an important cause. Be prepared to share your answer.*

- As students work, monitor for understanding. Encourage dialogue within teams.
- When students are done, have teams share their answers.

Competition of Causes Activity Warm-Up Sheet (on Materials CD)

TBL Knowledge Application

Road to Revolution

NAME(S) _____

Competition of Causes Activity Warm-Up

Step 1

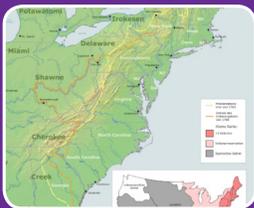
Brainstorm the causes of the American Revolution and write them below. Decide as a team which three causes were the most important and circle them. Be prepared to share your reasons.

Step 2

Discuss with your team the effects of both events shown below. Decide as a team which cause was more important. Justify your answer in the space provided.



The Tea Act of 1773



The Proclamation of 1763

is more important because:

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Preview, Model, and Think-Aloud

5 minutes

- Hand out a Competition of Causes poster, a set of Cause cards, and a dry-erase marker to each team. Hang one copy of the poster in view for demonstration.
- Use the hanging poster to demonstrate as you preview the next activity.

Today, you and your team will decide which of these eight events was the most important cause of the American Revolution—in other words, which cause had the greatest effect in pushing the colonists toward revolution.

The game board is set up just like a sports tournament bracket. In a sports tournament, at each stage of competition, the stronger team advances to the next round; in our tournament, the stronger cause of the American Revolution advances. In round 1, you will compare four early causes. In round 2, you will compare four late causes. In round 3, you will compare the winners of the first two rounds to decide which was the most important cause of the American Revolution.

First, take a moment to set up your brackets by matching each card to its picture on the board.

- Guide students through one of the first match-ups.

Let's look at one of the first match-ups in round 1: the French and Indian War vs. colonists moving into the Ohio Valley. If you need to refresh your memory on either event, look at the back of the card. Work as a team to decide which of these two causes had the greater effect of pushing the colonists toward revolution.

- Allow teams a few seconds to discuss and answer.

My team decided that the French and Indian War was more important, so we move that card into the next round of competition. Now, why would we decide that the French and Indian War was the more important cause?

- Take answers from the class.

*Now write your answer in the blank next to the card. Work as a team to provide high-quality answers that show you know **what** the event was and **why** it was important.*

- Allow teams 1 minute to write their answers.

Round 1**10 minutes**

- Review the steps and explain scoring.

Now you will complete round 1: the early causes of the revolution. Remember to work as a team, discussing each event in detail before deciding. If your team can't agree or needs more information, you may use your textbook, notes, or other resources. Once you've decided, work together to write a high-quality answer.

At the end of this round, each team will receive 1 point for each correct answer and 1 point for each well-written justification. Any questions?

- Answer student questions.

I will walk around to help you if you get stuck. You have 7 minutes to complete round 1.

- Set the timer for 7 minutes.
- Monitor the teams. Students will likely struggle a bit with this activity. Do the following to help students:
 - Point students in the right direction without giving away answers.
 - Remind students to use their resources (e.g., textbook, notes, backs of cards).
 - Encourage teams to keep conversations going and on point.
 - Give time warnings (e.g., 3 minutes, 1 minute).
 - Stop the activity to reteach the class when you notice common misconceptions.
- As teams complete round 1, check answers team by team, focusing especially on the quality of the justifications. Keep a tally on the board, awarding 1 point per correct answer and 1 point per well-written justification, for a possible total of 4 points per team this round (because you completed the first match-up with students). Encourage a competitive spirit between teams as you take answers and tally points.
- Ask the following questions to prompt discussion of the differences between team answers.
 - *Why did your team choose this cause?*
 - *What do you have to say to this team who chose a different answer?*
 - *Can you add to the other teams' justifications?*
 - *What do these justifications have in common?*

Competition of Causes Poster

