

7th Grade Unit 2
The Road to Revolution!!
13 Stars, 13 Stripes!



Introduction....



The Road
to Revolution:
(1770-1776)



http://www.teachertube.com/viewVideo.php?video_id=220090

Must be chrome

1 LT I can examine how the colonies interacted with the mother country, Britain?

Agenda:

- 1- North Am. Ownership
- 2- Overview of RW- video
- 3- Navigation Acts
- 3- Salutary Neglect
- 4- developing logical thinking

Criteria for Success:

I can learn from a rap video by slanting.

I can learn about laws that governed colonies though slanting.

I can develop logical thinking skills through discussion and slant.



Let's get to know the lay of the land.....

We have established the fact that the English colonies have boomed with industry, and farming. However, more people keep coming.....

Summarize in geographical terms the locations of each country's land holdings. TPS 2min, 2min writing.

Navigation Acts 3min

The Navigation Acts of 1660 and 1696 restricted American Colony trade in the following ways;

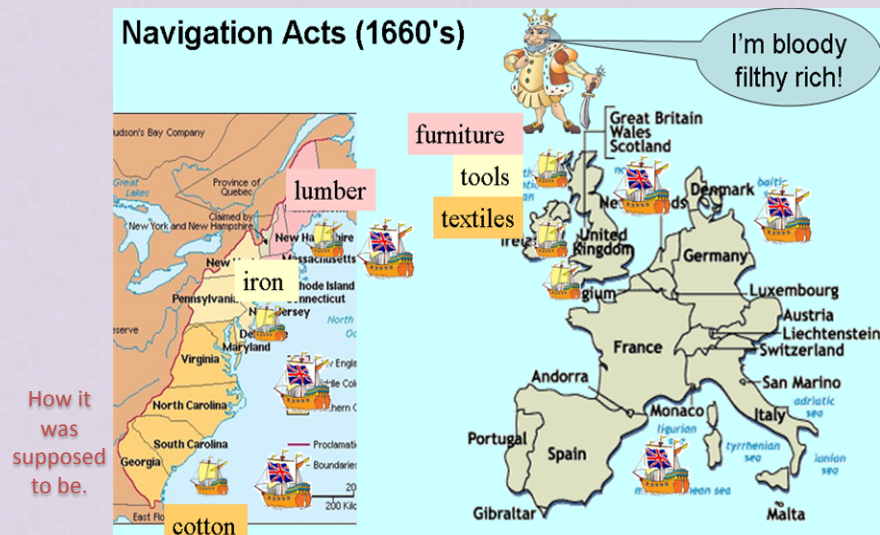
1. Only British ships could transport **imported** and **exported** goods to & from the colonies.
2. The only people who were allowed to trade with the colonies were *British* citizens.
3. Commodities (tradable items) such as sugar, tobacco, and cotton wool which were produced in the colonies could be exported only to British ports.

However, England was **3000** miles away! They didn't enforce Navigation Acts.

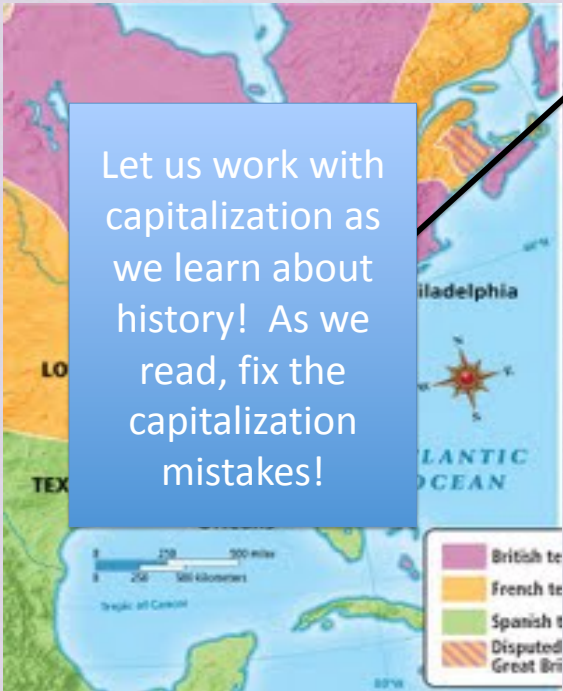
Based on your knowledge, would the English colonies be greatly affected by these acts? Explain why?

The English colonists became very used to trading with whomever they chose until.....

Navigation Acts (1660's)



- 1) Most products could be sold only to England.
Ex.) sugar, tobacco, indigo



Let us work with capitalization as we learn about history! As we read, fix the capitalization mistakes!

as you know from previous lessons, the french made a great deal of money from the fur trade. however, the fur trade did not bring large numbers of french settlers to north america. on the other side of the appalachian mountains, there were more than one million people in the 13 british colonies and more were coming...

- 1) Why would the French want control over the land west of the Appalachian Mountains (striped area)?
- 2) Why is the Ohio River Valley an important area to control?
- 3) Explain what do you think begins to happen in the striped area on the map?

ELA SUPPORT, sentences/fragments/ capitalization/punctuation

_____ the british colonies were to export raw materials to the mother country

_____ exporting and importing only to the mother country was

_____ salutary neglect was

2 LT: I can examine relationships between the French, the NAI, and British

Agenda:

- 1- read excerpts, fix capitalization.
- 2- review excerpts, annotate in Note Taking Format (NTF)
- 3- Share out

I can fix capitalization mistakes.

I can annotate my understanding of 2 ¶s.

I can S.L.A.N.T and annotate my understanding.

I can complete a graphic organizer based on my understanding.



FACE OFF

the **native american indians (nai)** in the eastern parts of north america knew things were changing. The french and english were here to stay. Some NAIs started to choose sides. To many, the French seemed the friendliest. They seemed less intent on grabbing land, more interested in simply trading furs. The English, on the other hand, were growing **too/to/two** fast. Settlers were moving inland, sometimes swidling the Native Americans, or taking land by force. the ohio river valley had an abundance of fertile land, and the ohio river was a great natural resource.

as the british colonists moved further into america's heartland, toward the borders of new france, bad feelings were growing between the french and english. In 1752, a group of Ottawa and Ojibwa warriors, led by French officers, swooped down on a British trading post, killing thirteen NAI who had sided with the British. This was the first of many skirmishes that would lead to the infamous French and Indian War (a/k/a 7 Years War), a bloody battle for control over much of North East America. NAI ended up fighting on both sides. Ancient rivalries erupted and tribal groups ended up facing off against each other; drawn into someone else's fight.

On half of your page in your notebook make this graphic

This side -
note how the
Indians and
French
interacted.

INDIANS/FRENCH 	INDIANS/BRITISH 
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

INDIANS/FRENCH & BRITISH
.....
.....
.....
.....
.....

This side -
note how the
Indians and
British
interacted.

Bottom piece-
How all parties
interacted and
the effects.

Why does Britain begin to enforce the Navigation Acts?

Identify and define French and Indian war. Evaluate relationships between British, Native American Indians, and French.

French and Indian War a/k/a The Seven Years War
<http://www.brainpop.com>

Using your notes and your newly gained knowledge answer these questions:

- 1) Why was the French and Indian War fought?
- 2) What famous General was in this war?
- 3) How did Britain win the war?
- 4) How did we come to be called "Americans"?

If there hadn't been a war between England and France, there might not be a United States. The war left England almost flat broke. The taxes the British began heaping on the Americans after the war made the colonists fighting mad. During the war, many colonists fought along side by side with British soldiers learning their tricks and tactics. That knowledge would come in very handy in the coming years.

What is the Treaty of Paris?
 This was a treaty (agreement) between France and Britain giving Britain the lands from the Atlantic Coast to the Mississippi River. The colonists were very happy about Britain gaining this land until they were told that even though they fought for it they could NOT settle it. The Proclamation of 1763 disallowed it!

3 LT: I can determine the positives and negatives of the concept of mercantilism

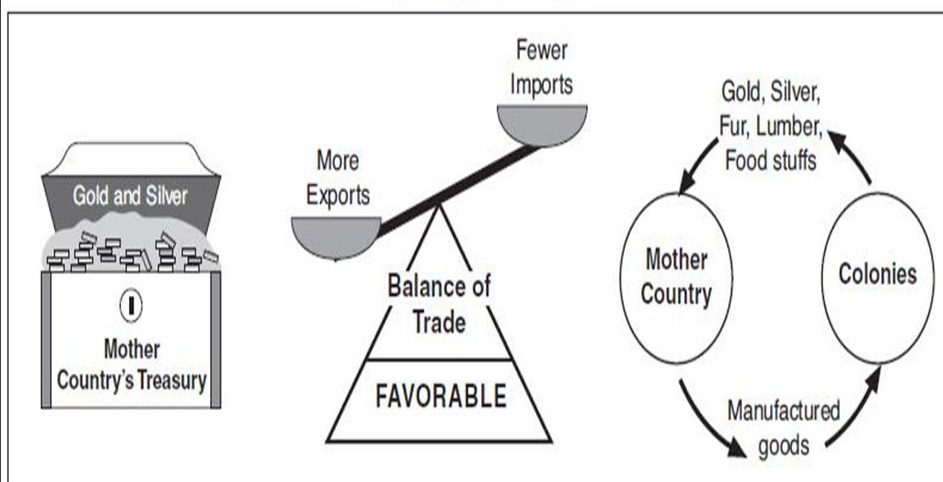
Agenda:

- 1-define mercantilism
- 2- determine its merits [pros/positives]
- 3-determine its demerits [cons/negatives]

Criteria for Success:

- I can create a definition from visuals.
- I can infer positives and negatives of mercantilism.

Mercantilism



The Mercantilist Argument for Colonial Expansion



Source: Philip Dorf, *Our Early Heritage: Ancient and Medieval History*, Oxford Book Company (adapted)



ELA Support: sentence fragment/
capitalization/ punctuation- must use
the word **mercantilism** in each
sentence.

F or S-

_____ mercantilism seemed like economic
abuse by the mother country

_____ were positives to
There were positives to mercantilism.

_____ were negatives to
There were positives to mercantilism.

L4- do now Create a graphic organizer on a sheet of paper: 1 min-Join or die

Create ONE organizer depending on your preference.

Name	class	date
Prediction	Clarify (were your predictions correct?, note words, concepts to be clarified)	
Questions	Summary	

Name	class	date
Prediction	Clarify-(were your predictions correct?, note words, concepts to be clarified)	
Questions	Summary	

p3AB



Based on these images
what do you think you
will read about today?

MAKE PREDICTIONS!!



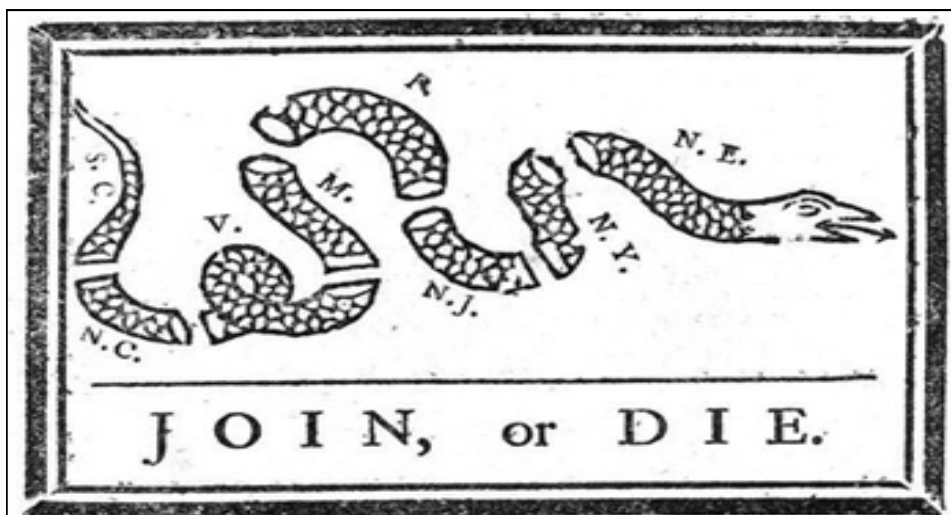
L4 I can determine the validity of the Albany Plan of Union.

Agenda:

- 1- Review points from French and Indian War
 - 2- Analyze different ideas of colonists
 - 3- Article, Join or die Flag of 1754
- HW: Portfolio piece on Join or Die flag

Criteria For Success:

- I can pinpoint reasons for the Albany Plan of Union and its lack of success.
- I can determine different ideas of colonies.
- I can understand the politics behind Ben Franklin's Join or Die flag



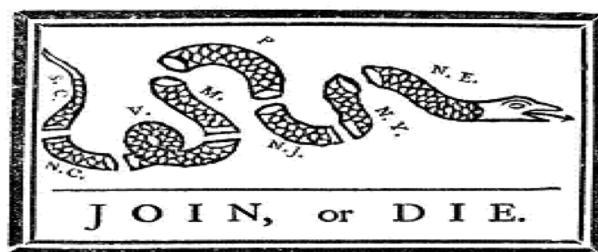
What have you learned today about:

The Albany Plan of Union
 Different ideas of colonies
 Join or Die Flag

How did the THE ROAD TO THE REVOLUTION!!!!!!!!!!!!

Base your answers to questions 1 and 2 on the cartoon below and on your knowledge of social studies.

PRACTICE WHAT
 YOU'VE
 LEARNED!!!!



Source: Benjamin Franklin, *Pennsylvania Gazette*

1. What does the snake in this cartoon represent? (2pts)

2. What is the message of this cartoon? (2pts)

5 LT I can examine the importance of the Zenger Trial to U.S. history.

Agenda:

- 1- Trial of John Zenger
- 2- What is a free press?
- 3- Fight for Free Speech in the colonies.

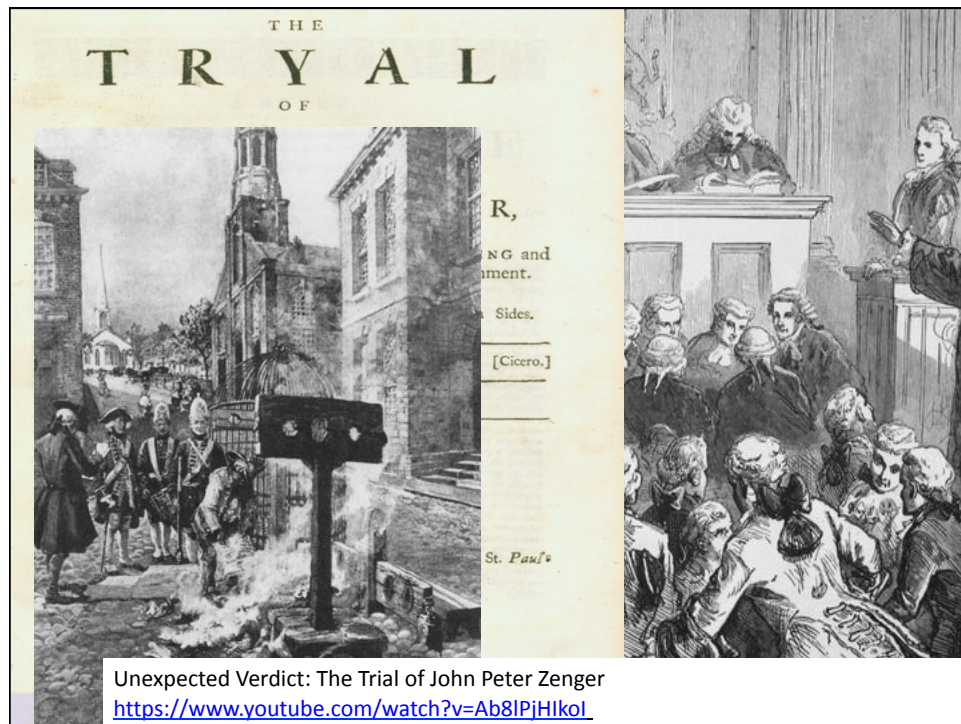
Criteria For Success:

- 1- I can read an article and determine main idea.
- 2- I can annotate information on the topic.
- 3- I can summarize the fight for freedom of speech in the Colonial Era.

Consequences prior to 1735

- -In 1687 Reverend John Wise is convicted and fined for condemning Britain's tax policies.
- -In 1723, James Franklin is arrested and imprisoned for insulting the government's failure to deal with piracy.
- - John Check Lee is fined in 1720 in 1724.
- Other punishments for libel in 1689 are documented as follows:
- whipping, branding, borne through the tongue, banishment, and even death; all for printing some kind of seditious libel material.

Why did this serious crime fade away?



6 LT I can determine the immediate effects of the Proclamation of 1763.

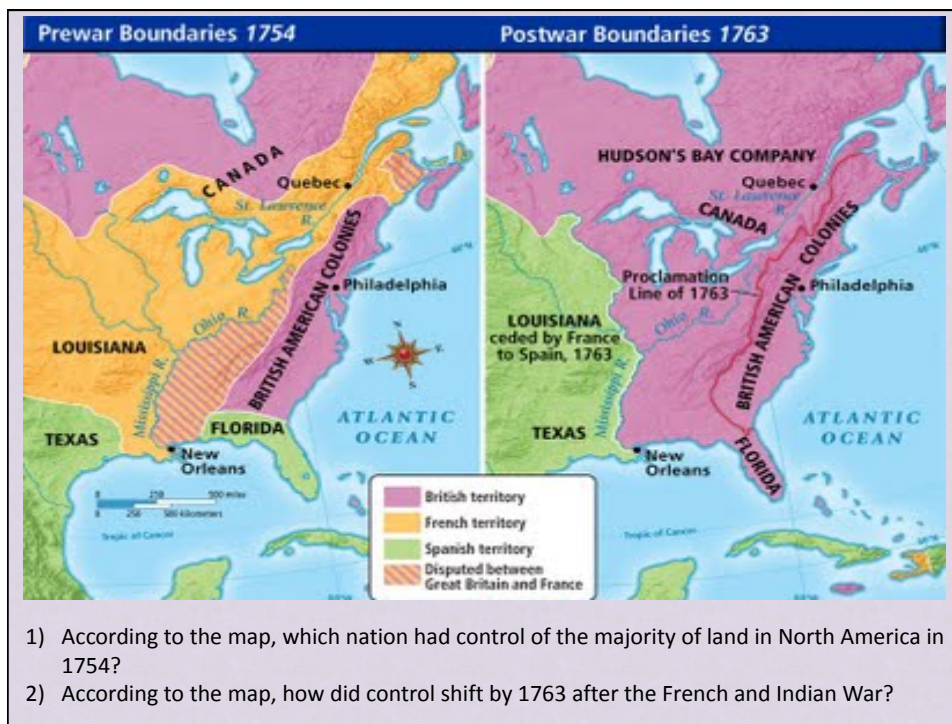
Agenda:

- 1-Article w/ focused annos
- 2- primary source account from the war
- 3- proclamation effects on British crown and colonial British citizens

Criteria for Success:

- 1 I can SLANT and take notes
- 2- I can read and create focused annos
- 3 I can determine the effects of the French & Indian war on both the British and the British Colonies.

<https://www.history.com/topics/native-american-history/1763-proclamation-of>



- 1) According to the map, which nation had control of the majority of land in North America in 1754?
- 2) According to the map, how did control shift by 1763 after the French and Indian War?

We MUST always look at both sides!

Documents	From a colonist's perspective, why would this act/law be viewed negatively?	According to Great Britain, how does the new act/law benefit the colonies? How does it benefit Great Britain?
Set A: The Proclamation of 1763 maps		

Do you remember the Navigation Acts?

1. Only British ships could transport **imported** and **exported** goods to & from the colonies.
2. The only people who were allowed to trade with the colonies were *British* citizens.
3. Commodities (tradable items) such as sugar, tobacco, and cotton wool which were produced in the colonies could be exported only to British ports.

7 LT I can examine causes for colonists to become angry with the British Crown.

Agenda:

- 1- Read short excerpt
- 2- Read/Video Sugar Act & Stamp act.
- 3- Revisit Mercantilist Act

Criteria for Success:

- I can read causes for conflict between the colonies and GB.
- I can extract facts and annotate my understanding of the Road to Revolution.

The French and Indian War is over, Britain is in dire need of monies lost fighting this war.

Navigation Acts (1660's)

King George the third and Parliament develop new ways of getting money!

The Colonies never paid too much tax, it's time they started to help fund the Mother country!



WE'RE BROKE!
Start enforcing
the Navigation
Acts AND Tax!

- 1) Most products could be sold only to England.
Ex.) sugar, tobacco, indigo

S.I.G.H.T.- 3obs, 1infer,1Q to start.



READ ALONG

Go back in history with Ms. Rubino to the ROAD TO REVOLUTION! Reading DBQ breakdown and skill development

Complete this sentence:

"A citizen is someone who _____." discuss rights and privileges, and responsibilities suggested by students.

<https://www.history.com/topics/american-revolution/stamp-act-1>

More academic

: <https://www.youtube.com/watch?v=tfnrdWYmZusmore>

1:11 to 1:50 kid friendly

The Stamp Act of 1765

Lets read the document and learn to properly answer document based questions.
We must remember to cite information from the text by quoting specific information and citing the source by naming who made that statement, or by naming which document contained that information.

Use phrases like: According to "New Taxes" by Cathy Pearl, "____quote____"
I know this because in Cathy Pearl's "New Taxes" she states, "____quote____"



The Road to Revolution

Colonists reacted to British laws with anger and violence. Parliament continued to pass tax after tax.

British Actions

Colonists' Reactions



1764 The Sugar Act

The Sugar Act is passed to raise money from the colonies for Britain.

Samuel Adams founds the Committees of Correspondence to improve communication among the colonies.



1765 The Stamp Act

The Stamp Act taxes newspapers, licenses, and colonial paper products.

A series of resolutions is published stating that the Stamp Act violates the rights of colonists.

8 LT I can analyze actions in England as the cause for colonists' to revolt?

Identify the effects of laws passed on the colonists.

Agenda:

- 1-VIDEO SLANT- actions of the colonists, esp. in Mass.
- 2-The agitator, leader Sam Adams
- 3- Political cartoon

Criteria for Success:

- I can review notes to pinpoint where the British Crown caused revolt.
- I can review notes and discussion to pinpoint where the British Crown gave away its power.
- I can answer main idea questions through reading.

Did all colonists feel the same about the laws? Explain

Remember it all starts with the Proclamation of 1763.



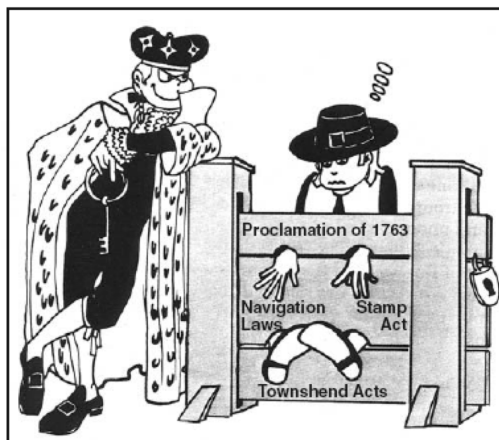
Lets examine the Townshend Acts.

Must use chrome: STOP @ 2:20 SPOILERS...

<https://www.history.com/topics/american-revolution/townshend-acts-1>

Base your answers to questions 3 and 4 on the cartoon below and on your knowledge of social studies.

Doc 3



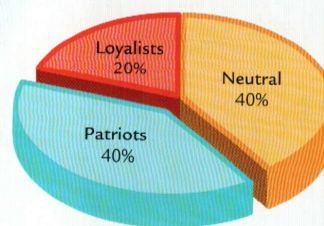
PRACTICE WHAT
YOU'VE
LEARNED!!!!

Source: *The New Exploring American History*, Globe
(adapted)

3. Who is holding the keys? (2 pts)

4. Who is "locked up"? (2pts)

Did all colonists feel
the same about the
laws? Explain



COLONISTS TAKE SIDES

Patriots were colonists who wanted independence.
Loyalists were colonists who wanted to remain British.





Colonial rebellion grew into the American Revolution, the war for independence from Great Britain.



On the British side were American Loyalists, Hessian (German) troops, and Indians west of the colonies.

Of course people
had differing points
of view on the
situation!

PAST	PRESENT
	
<p>Protesting Taxes From colonial times, Americans exercised the right to protest unfair treatment. One issue that has stirred strong emotions is taxation. In the painting at left, colonists are protesting the hated Stamp Act of 1765. They have strung up one British tax collector from a Liberty Pole and are preparing to tar and feather another. Today, tax protests are more orderly but just as intense. In the picture at right, a demonstrator tries to gain the support of passing motorists. • What other issues have Americans protested in recent years?</p>	

9 LT I can examine how the conflicts between England and American colonists turned deadly.

Agenda:

- 1-Comparing differing views of the event.
 - 2- Propaganda and its uses then and now.
 - 3-Reading main idea, Boston Massacre.
- America proves its fairness.

Criteria for Success:

- I can determine what propaganda is and how it is used.
- I can focus on a specific reading and record the main idea with supporting details.

What do you think when you silently read the word massacre?

Definition:

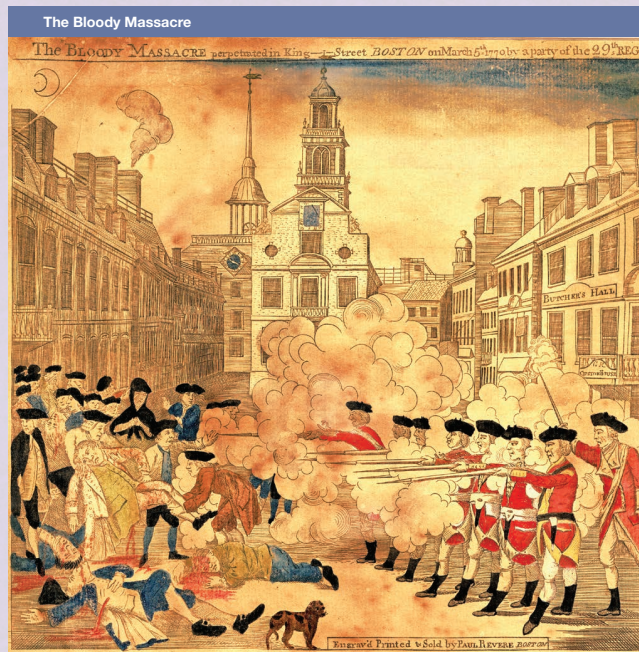
Massacre

- **massacre:** massacre, noun or verb; **massacres**, plural noun—an **indiscriminate and brutal slaughter of people:** *the attack was described as a cold-blooded massacre*
- Synonyms: slaughter, killing, annihilation, extermination, mass execution, liquidation, elimination; to butcher, to kill, to mow down, to cut down, to put to death, to wipe out

Definition:

Propaganda

exaggerated information used to influence the opinion of others



Propaganda and its uses

“exaggerated information used to influence the opinion of others,”

Any advertisement that tries to influence your opinion on a topic, event, or a people can be considered a type of propaganda.

What do you think is propaganda today?

<https://www.middleweb.com/25084/propaganda-isnt-history-its-current-events/>

<https://www.youtube.com/watch?v=6wzzj2daXlk>

<https://www.youtube.com/watch?v=ffRI9L-vBrI>

L10 I can determine why the Tea Act enraged American colonists to the point of revolt? Identify and

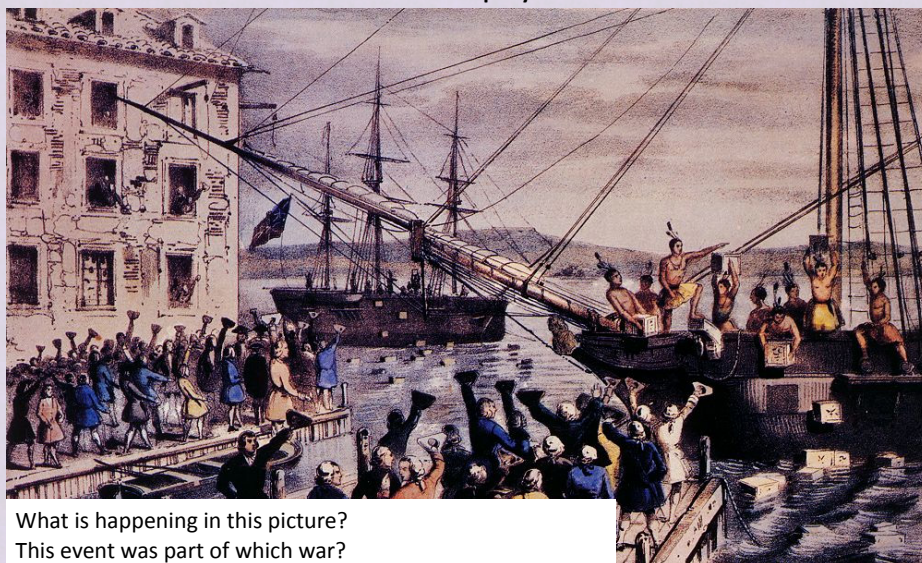
define the Tea Act and its effects. Analyze how colonists reactions lead to the ideas of real revolution.





Boston Tea Party 1773

Boston Tea Party: Angered by the Tea Acts, American patriots disguised as Mohawk Indians & dump £9,000 of East India Company inferior tea into the Boston harbor



What is happening in this picture?
 This event was part of which war?
 What are the colonists protesting?

ELA Support you choose!

Fix fragments /capitalization/punctuation

Fragment or sentences	Because/but/so
<p>F or S</p> <p>_____ and threw the tea into boston harbor _____ colonists were</p> <p>_____ new laws called Intolerable Acts _____.</p> <p>_____ the colonies cried, "no taxation without representation</p>	<p>The colonists in Boston were angry because_____</p> <p>_____.</p> <p>The colonists in Boston were angry, but _____</p> <p>_____.</p> <p>The colonists in Boston were angry, so_____</p> <p>_____.</p>

11 LT I can determine why the colonies wanted to take the Road to Revolution.

Identify and define and the Intolerable Acts. Evaluate their effects on the colonists.

Agenda:

- 1 Read for main idea, anno in notebook.
- 2 answer focus questions
- 3 I can imagine I am a colonist.

Criteria for Success:

- 1 I can focus on what all details describe-main idea.
- 2 I can academically answer questions.
- 3 I can use my imagination to synthesize what I've learned.

What does intolerable mean?

What would you find intolerable?

Think of a huge mansion...



Main Idea Qs Boston Tea Part & Intolerable Acts!

¶ 1- the main idea is:

- A. The BTP protest was well organized.
- B. Sam Adams organized the BTP.
- C. No other cargo was destroyed.
- D. Colonists had mixed feelings.

¶ 2 –the main idea is:

- A. Britain became angry at colonies.
- B. The British asserted more control over colonies with the Intolerable Acts.
- C. Boston Harbor was shut down.
- D. Town meetings were disallowed.

Main Idea Qs Boston Tea Part & Intolerable Acts!

¶3- main idea is:

- A. Word of Intolerable Acts spread quickly.
- B. Colonies gave food and supplies to Boston.
- C. Colonies responded quickly to the crisis.
- D. Colonies began to unite as one people against the Mother Country.

¶4- maid idea is:

- A. The governor of Virginia disallowed the day of shame.
- B. T. Jefferson decided to shame Britain.
- C. The colony of Virginia marked a day of shame upon Britain.
- D. The colony of Virginia showed unison with Boston against the governor's command.

No Taxation Without Representation



Why does the political cartoon refer to the anniversary of the Boston Tea Party?

Why does the cartoon include the slogan "Taxation without representation"?

Library of Congress

The cartoon points out that residents of Washington, D.C., could not vote for president.

Who do you think the man in the cartoon represents (even though it's 156 years later)?

12 LT I can determine the political climate of the colonies during the Intolerable Acts!

Agenda:

- 1-because/but/so review
- 2- Context clues breaking down phrases.
- 3- work on main idea in reading
- 4-summarize the political climate of the era.

Criteria For Success:

- 1- I can focus on words to help me figure out a phrase's meaning.
- 2- I can focus on separating main idea from details.
- 3- I can use main idea to summarize and some details to prove I'm right 😊

Review what you've learned

- King George was unhappy with the colonies because
 - ..of the Boston Tea Party protest.

- King George was unhappy with the colonies, but
 - ..he was 3000 miles away.

- King George was unhappy with the colonies, so
 - ..he sent troops to enforce the Intolerable Acts.

What do you think a 'Continental Congress' is?

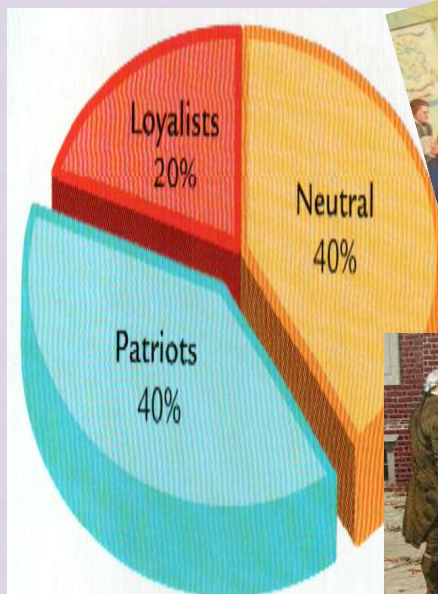
Use context clues....

What does **continental** mean?

Forming or belonging to a continent.

What does congress mean?

A formal meeting or series of meetings for discussion between delegates, especially those from a political party or labor union or from within a particular discipline.



In a complete paragraph explain what the delegates of the colonies did during the 1st Continental Congress. Use the reading, your text, and your notes if you would like.

Anchor your writing by beginning with when, who and where. This will help your focus.

In...*date*..., ...*who*....met at ...*where*....

Now note why they are where they are. A great time to use a sentence that includes 'because'.

Now include one of the whats- what was the name of the meeting?

Now include something that is contrary. Can you include a sentence that has the word 'but' in it?

Now write the outcome of the meeting. A great time to use 'so'.

13 LT I can explain how enlightenment ideas led to Revolutionary actions.

Agenda:

- 1- Read an excerpt from an Enlightenment thinker.
- 2- Confirm his beliefs, concepts, and effects.
- 3- Match with today's society

Criteria for Success:

- 1- I can focus on a difficult excerpt from an EI.
 - 2- I can discuss what the EI believes.
 - 3- I can determine how these beliefs affected leaders within the American colonies.
- I can match some of the ideas to today's society.

“No government can have a right to obedience from a people who have not freely consented to it. “

Read the quote above a few times, really think about what it means.

Paraphrase the quote into your own words.

When do you think the statement was made?
50-70-100 or more years ago?

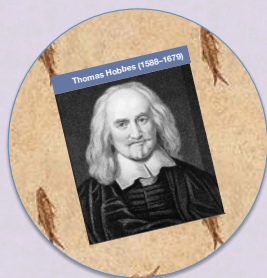
The phrase was developed by an ‘Enlightenment Philosopher’

Philo=love

Sophia=wisdom

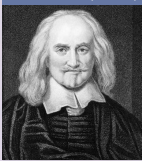
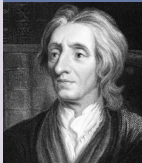
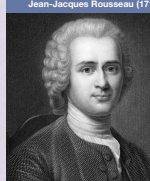
The leaders of the Revolutionary War were influenced by these Enlightenment Era philosophers.

Enlightenment Thinkers:



Answer the questions in your support booklet for the excerpts under each enlightenment thinker.

Match each thinker to something you know from today's U.S. society or government.

Philosoph	Beliefs	Text Support	Affect
			
			
			

14 LT I can determine why it was 'Common Sense' to split from England.

Agenda:

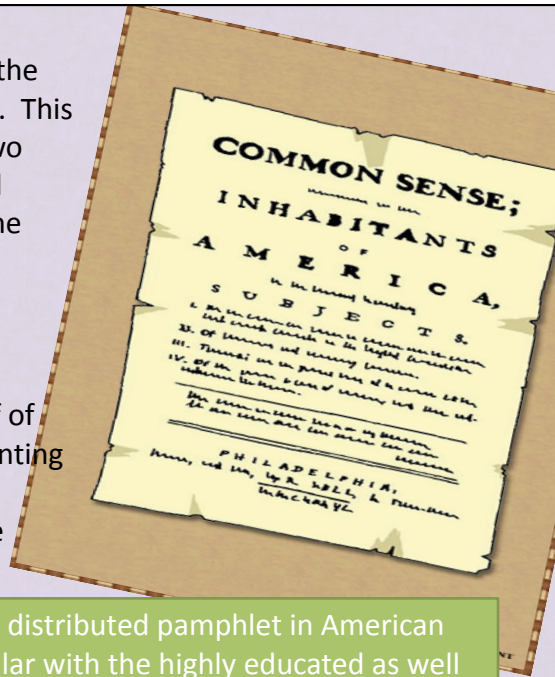
- 1- What is this 'Common Sense' ?
- 2- Who is Thomas Paine to our Revolution.
- 3- Propaganda and its influences.

Criteria for Success

- I can learn to annotate using context clues and vocabulary.
- I can examine TP's reasons for grievance with England.
- I can determine how propaganda influences society.

January 1776- Written by the Englishman Thomas Paine. This was the first time these two words had ever been used together so powerfully! The phrase has now become a frequently used saying.

Common Sense was a document that supported America's fight to rid itself of English rule. The mass printing of this pamphlet spread awareness throughout the colonies!



It was the most widely distributed pamphlet in American history at that time - popular with the highly educated as well as the common man.

Annotation= simple summary of main idea in preferably your own words

- It seems that some students have an issue with summarizing texts read in class. Lets summarize informational texts from the first paragraph and see if that will help us to summarize the entire text at the end of the reading. This is a skill known as ANNOTATION- giving an explanation of text read for each paragraph. Ask "What did I read? What does it say to me?" What is the author trying to tell me?

Lets try it!

Reading	Annotate-give explanation
<p>I know it is difficult to get over local or long standing prejudices, yet if we will suffer ourselves to examine the component parts of the English constitution, we shall find them to be the base remains of two ancient tyrannies, compounded with some new republican materials.</p> <p>First. The remains of monarchical tyranny in the person of the king.</p> <p>Secondly. The remains of aristocratical tyranny in the persons of the House of Lords.</p> <p>Thirdly. The new republican materials, in the persons of the House of Commons, on whose virtue depends the freedom of England.</p>	<p>People have feelings that they may not easily change.</p> <p>Close look at our English gov't laws</p> <p>Laws are from old world They're extremely controlling/unfair But have some representation of the people.</p> <p>Prob 1= King and demands didn't earn position by merit, inherited it.</p> <p>Prob 2= the filthy rich esp. those w/ old money in the gov't , side w/ king to stay in favor.</p> <p>Prob 3= earned positions, New idea of how gov'ts owe their people rights, representatives in gov't aren't / haven't been loyal /true to the common man or don't have enough power to change.</p>

I expect you to use this skill whenever we read text. If there is no room for annos like you have here, use the margins of the page! It will help you to break down text and understand what you've read.

Thomas Paine questions his readers by citing evidence he has experienced as a colonist. Very much the same thing we expect you to do when you write an essay.

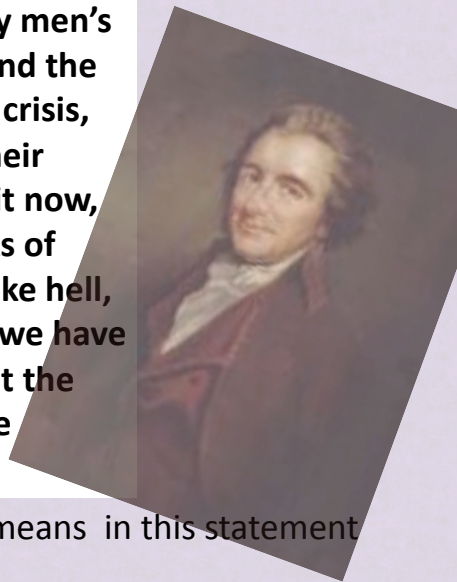
Questions readers of the colonies:
Why should an untrustworthy government be in power? Shouldn't gifted & wise people be in a position to make laws? Why have a king at all when you could have common men?

Overall ideas of Common Sense

- Summary you must know:
- It was absurd (ridiculous) for an island to rule a continent.
- America was not a "British nation"; it was made of influences and peoples from all of Europe.
- Even if Britain were the "[mother country](#)" of America, that made her actions all the more horrendous, for no mother would harm her children so brutally.
- Being a part of Britain would drag America into unnecessary [European wars](#), and keep it from the international commerce at which America excelled.
- The distance between the two nations made governing the colonies from England unwieldy. If some wrong were to be petitioned to [Parliament](#), it would take a year before the colonies received a response.
- Britain ruled the colonies for its [own benefit](#), and did not consider the best interests of the colonists in governing them.

As Americans won and lost many battles
Thomas Paine wrote more pamphlets.

"These are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country; but he that stands it now, deserves the love and thanks of man and woman. Tyranny, like hell, is not easily conquered; yet we have this consolation with us, that the harder the conflict, the more glorious the triumph."



Explain what Thomas Paine means in this statement from his essay, "The Crisis"

How people infuse political ideas:

- pence and Hamilton
- <https://www.youtube.com/watch?v=bNfTONoEfWI>
- Julius Ceasar DT
- <https://abc7chicago.com/news/play-sponsors-pulling-out-after-trump-lookalike-killing-scene-in-julius-caesar/2087587/>

15 LT I can examine the principles of our Declaration of Independence from England

Agenda:

- 1- short review road to rev
- 2- 2nd Continental Congress-olive branch
- 2- The enemy of my enemy is my friend...
- 3- DOI parts
- 4- The Declaration of Independence
- HOMEWORK - Annos

Criteria for Success

- 1- I can SLANT for review
- 2- I can determine the reasons for a 2nd Continental Congress
- 3- I can understand an idiom
- 4- I can determine the 4 parts of the DOI
- 5- I can SLANT for the DOI

Examine the concept the enemy of my enemy is my friend?

May 2, 1776 - The American revolutionaries get the much needed foreign support they had been hoping for. King Louis XVI of France commits one million dollars in arms and munitions. Spain then also promises support.- Why would France help the Americans?

June-July, 1776 - A massive British war fleet arrives in New York Harbor consisting of 30 battleships with 1200 cannon, 30,000 soldiers, 10,000 sailors, and 300 supply ships, under the command of General William Howe and his brother Admiral Lord Richard Howe.

June-July, 1776 - On June 7, Richard Henry Lee, a Virginia delegate to the Continental Congress, presents a formal resolution calling for America to declare its independence from Britain. Congress decides to postpone its decision on this until July. On June 11, Congress appoints a committee to draft a declaration of independence.

Henry voiced these famous words:

“They tell us, Sir, that we are weak; unable to cope with so formidable an adversary. But when will we be stronger? Gentlemen may cry, Peace, Peace—but there is no peace. I know not what course others may take; but as for me, give me liberty or give me death.”—Patrick Henry, quoted in *Eyewitnesses and Others* In time many colonists came to agree with Henry. They became known as Patriots = colonists who chose to fight for independence from Great Britain.

Patrick Henry



Identifying Cause and Effect: Why did the delegates attend the First Continental Congress? What were the results?

22/23 reading lexingtonconcord

Give me liberty or give me death!

<https://www.history.com/topics/american-revolution/patrick-henry>

Fix the capitalization in 1st ¶.

What is the main idea?

Summarize in Notebook

Committee of Five

SLANT- active listening,
annotate

- Quick explanation of the DOI:

Video on Dec. of Ind.

<https://www.youtube.com/watch?v=yb7MI8NQLoo>

- <https://www.youtube.com/watch?v=JeuU9s1xkVQ>

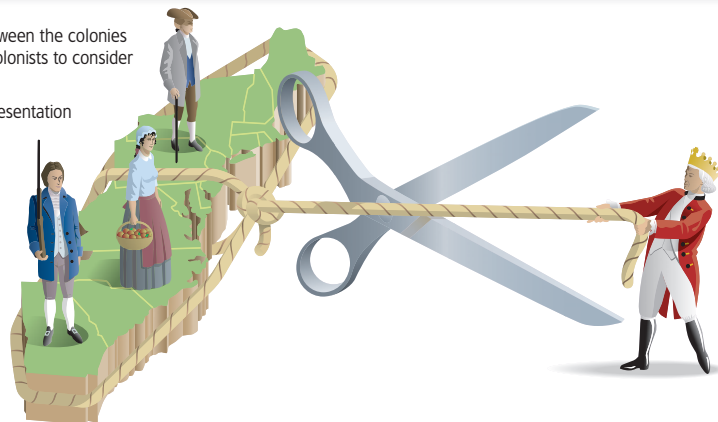
How was the Declaration of Independence developed and formed?

Reading of the Dec. of Ind.-- the spirit of our nation:

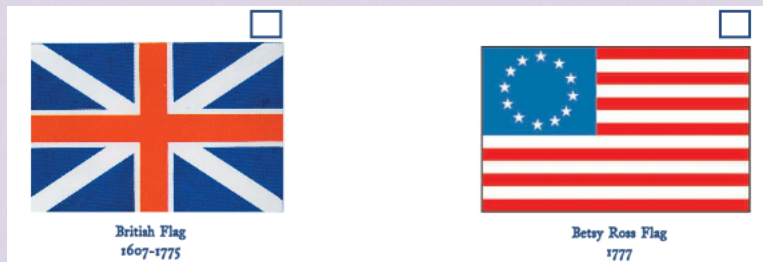
<https://www.youtube.com/watch?v=4uE-tqe0xsQ>

Increasing tensions between the colonies and Britain led many colonists to consider cutting ties to Britain.

- Taxation without representation
- Acts of Parliament
- Violence between colonists and British troops



FLAG CHANGE



16 LT I can review for an exam on the Road to Revolution.

Agenda:

- 1- How do I study? Does it work for me?
- 2- Videos to help you remember
- 3- Look up information for exam/quiz each other
- ?? What should your criteria for success be??
- 1-
- 2-
- 3-

17 LT I can show I know and understand why colonies broke ties with England.

Agenda:

- 1- Complete all MCQ
- 2- Complete Document Based Questions (DBQs) using R.A.C.

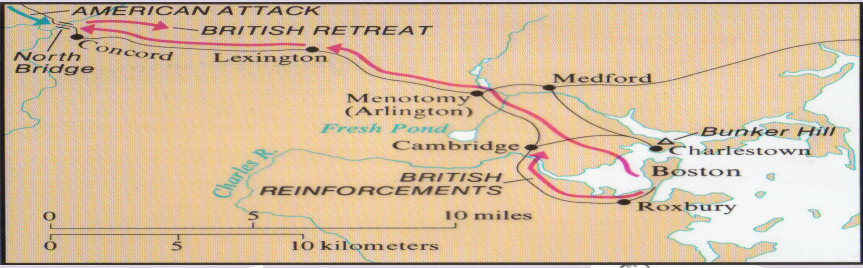
18- LT LT I can review how the Americans met their first battles at Lexington and Concord.

Agenda:

- 1- Read and anno main idea into notes
- 2- Understand facts v fiction of Paul's ride
- 3- Why did the Brits go to Concorde and Lexington?

Criteria for Success:

- I can focus on the topic using supports if needed.
- I can anno main idea for each ¶.
- I can answer questions about Paul's ride.



The map illustrates the military movements during the American Revolutionary War. A red line with arrows indicates the 'AMERICAN ATTACK' from Concord to Lexington. A black line with arrows shows the 'BRITISH RETREAT' from Lexington back towards Boston. Key locations marked include North Bridge, Concord, Lexington, Medford, Menotomy (Arlington), Fresh Pond, Cambridge, Charlestown, Bunker Hill, Boston, and Roxbury. The Charles River is shown flowing through the area. A scale bar at the bottom indicates distances in miles (0 to 10) and kilometers (0 to 10).

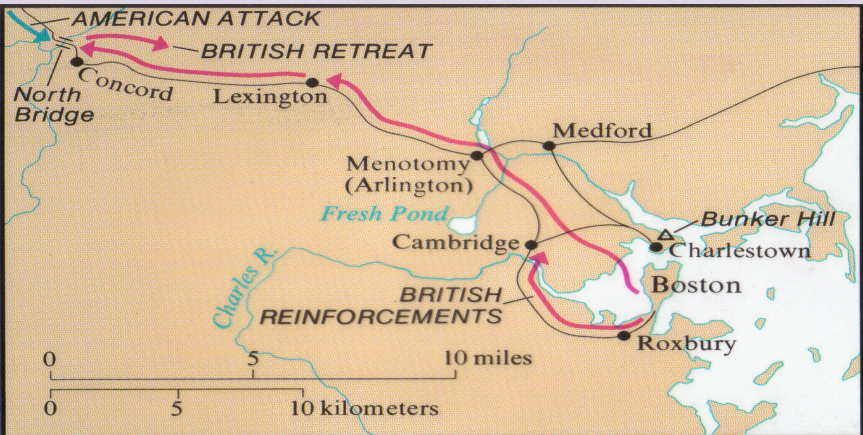
Predictions!!
And make a question!

Paul Revere, Dr. Preston
Will Dawes

What was that?
BANG!

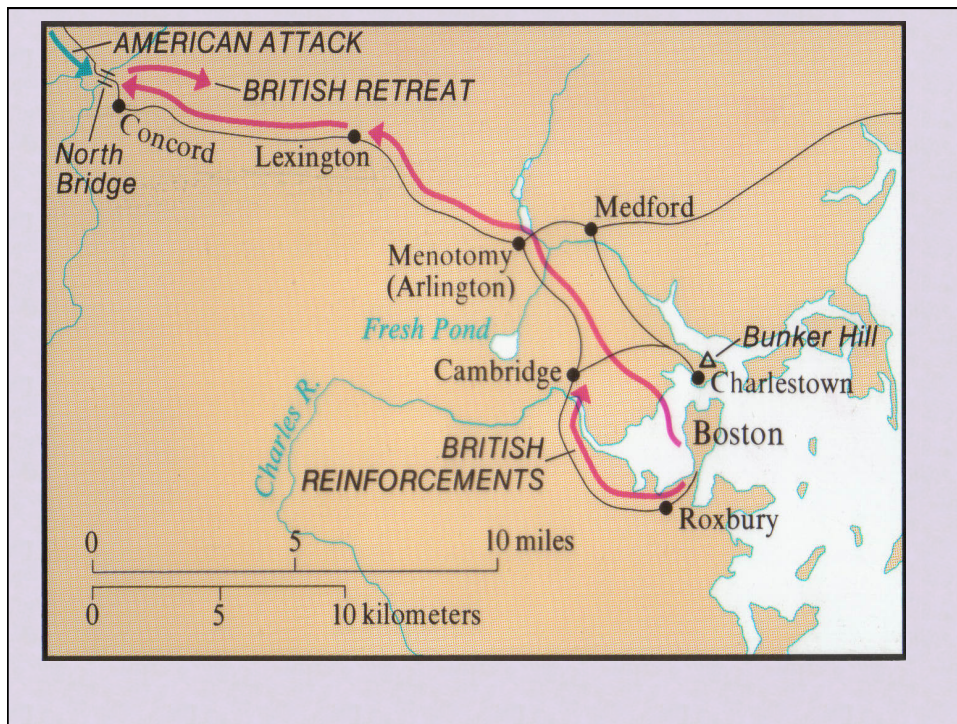
John Hancock and Samuel Adams

Aim: Why were they ready?



This is a duplicate of the map described above, showing the 'AMERICAN ATTACK' and 'BRITISH RETREAT' routes between Concord and Lexington, with various geographical features and a scale bar.

http://www.teachertube.com/viewVideo.php?video_id=297184



19 LT I can determine the Patriot American strategy used against the British & their Hessian army?

Identify American and British advantages and disadvantages. Examine advantages and disadvantages. Identify battles of significance.

Agenda:

- 1- Read and Extract facts
- 2- Determine strategy used

: 2min

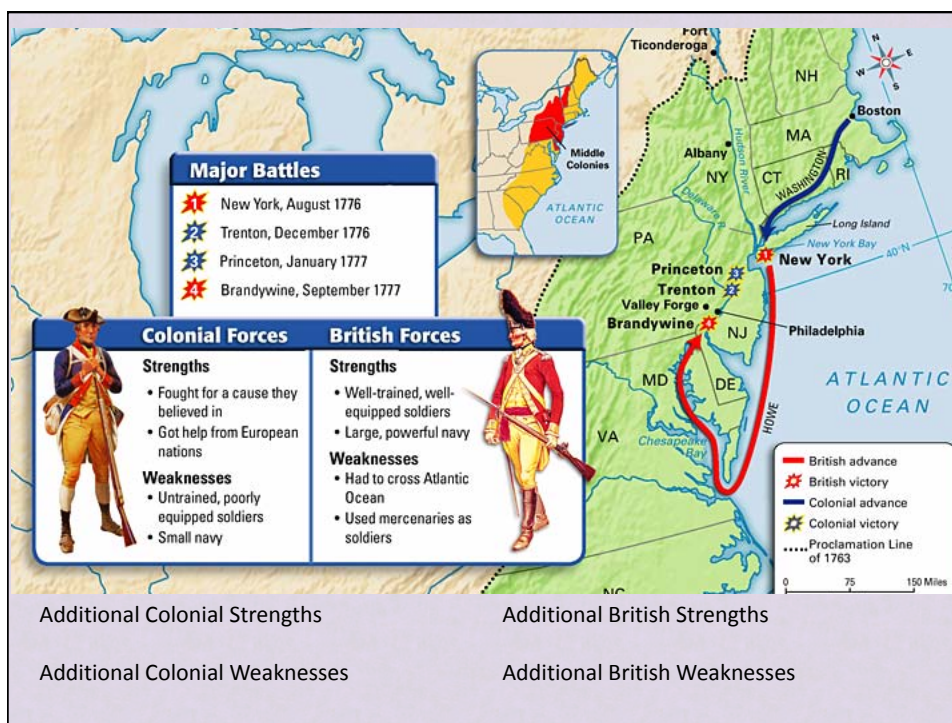
Odd number tables focus on Patriots
Even number tables focus on British

Based on your table's logic, what advantages and disadvantages did troops on both sides face?

Fighting continues after Lexington and Concord (April 1775)!

- **June 17, 1775** - The first major fight between British and American troops occurs at Boston in the Battle of Bunker Hill. American troops are dug in along the high ground of Breed's Hill (the actual location) and are attacked by a frontal assault of over 2000 British soldiers who storm up the hill. The Americans are ordered not to fire until they can see **"the whites of their eyes."** As the British get within 15 paces, the Americans let loose a deadly volley of rifle fire and halt the British advance.
 - The British then regroup and attack 30 minutes later with the same result. A third attack, however, succeeds as the Americans run out of ammunition and are left only with bayonets and stones to defend themselves. The British succeed in taking the hill, but at a loss of half their force, over a thousand casualties, with the Americans losing about 400, including important colonial leader, General Joseph Warren

After reading the above, why do you think the Americans were ordered to not fire until they could "see the whites of their eyes"? Use prior knowledge, logic, and reasoning to answer the question.



20 LT-I can examine the significance of the Battle of Bunker Hill.

Agenda:

- 1- Slant to a video
- 2- Read & extract facts
- 3-make analysis/
determinations from my
examination

Criteria for Success

- 1-I can anno while slanting
to a video
- 2-???
- 3-???

[https://www.history.com/topics/
american-revolution/battle-of-bunker-
hill](https://www.history.com/topics/american-revolution/battle-of-bunker-hill)



21 LT I can examine how prisoners of war were treated during the Revolutionary War Era.

Agenda:

- 1- Quickening our copy pace
- 2- Slant
- 3- Read an article

Criteria for Success:

P.O.W Prisoner of War-QUICK WRITING EXERCISE ©

any person captured captured or interned by a belligerent power during during war. In the strictest sense it is applied only to members of regularly organized armed forces, but by broader definition it has also included guerrillas, civilians who take up arms against an enemy openly or noncombatants associated with a military force.

What was it like to be a POW during the Revolutionary War?

SLANT: 10

Video on Revolutionary POWs

- <https://www.youtube.com/watch?v=m-5w3ULc2Co>

DIRECTIONS: Split the reading below in half.

Two students read $\frac{1}{2}$ the other two read the other $\frac{1}{2}$. Share what you've learned and confirm what was also in the video. 12min

Excerpts from various articles and books on Revolutionary prisoners of war:

READ THE DIRECTIONS BEFORE YOU BEGIN!!

- 1)- PICK your RAFT based on information going from left to right.
- 2)-Each group must complete 3 RAFTs, you are allowed to collaborate, share notes, and ideas.
- 3)-Each group will present their single best RAFT to the class, best RAFT gets points on the next test.

The Setting -- During Revolutionary War, when Military personnel were prisoners of war.

R	A	F	T
Your Role as the Writer.	Who your Audience is, who will read this.	What is the format of your expression?	What will be your topic, your big idea, what do you want your audience to understand
An American Patriot P.O.W. on a British Ship	someone in your immediate family	Letter	Decide what you will convey based on the information you learned today.
A servant of P.O.W.s employed by the British to feed the prisoners	Continental Congress	Letter	Decide what you will convey based on the information you learned today.
A newspaper journalist	general public in the colonies including patriots, loyalists, and neutral peoples.	Newspaper article with informational facts.	Decide what you will convey based on the information you learned today.
A colonist who has just learned about the treatment of POWs by the British	Continental Congress	Letter	Decide what you will convey based on the information you learned today.

22 LT- I can determine the importance of the effects of the Battle of Trenton.

Agenda:

- 1-Slant: Battle at Trenton NJ
- 2- Article, annos & extract facts
- 3- You- the journalist!!

Criteria for Success:

- 1 I can
- 2-
- 3-

Why is it so special?

<https://www.youtube.com/watch?v=CH9yvMGeHfo>



<https://www.history.com/topics/american-revolution/battles-of-trenton-and-princeton>
Must use Chrome.

- | | |
|--|---|
| <p>1- Washington crossed the Delaware River so his army could attack an isolated garrison of Hessian troops in Trenton, NJ on CHRISTMAS!</p> <p>2- Washington's plan included several river crossing, but only one made it through.</p> <p>3- Spies and deserters had informed the British & Hessians of the attack.</p> <p>4- Washington's force used cargo boats and ferries to complete the task.</p> | <p>5- Experienced Watermen f/ New England states and Philadelphia guided the boats across.</p> <p>6- The crossing was made worse by the arrival of a strong storm that brought freezing rain, snow, and winds.</p> <p>7- Washington considered canceling the attack due to the extreme weather.</p> <p>8- The Patriots/Continentials brought a lot of artillery.</p> <p>9- one soldier lived long enough to be photographed- Conrad Heyer</p> <p>10- One of the most famous of American paintings show Washington and his men crossing the Delaware River.s</p> |
|--|---|

23 LT I can write an argument for or against revolution from a specific point of view.

Agenda:

- 1- video slant
- 2- article extraction of facts=annos
- 3- fill in graphic org as I work.

Criteria for Success:

- 1- I can
- 2- I can

Various video/text from Internet

- Molly Pitcher
- <https://www.biography.com/video/molly-pitcher-biography-video>
- Debra Sampson
- <https://www.wcvb.com/article/keeping-it-symbol-state-heroine-2/8081014>
- <https://statesymbolsusa.org/symbol-or-officially-designated-item/massachusetts/historic-iconic-american/deborah-samson-gannett>
- Sally Wister's journal entries:
- <http://www.amrevmuseum.org/read-the-revolution/memoir/sally-wisters-journal>
-
- Teenagers and the Revolution:
- http://www.santafenewmexican.com/life/teen/fighting-spirit-teenagers-in-the-american-revolution/article_88f1cd4b-c378-5364-8a22-f706e3208a77.html
-
- African Americans & the Revolutionary War
- <https://www.historyisfun.org/learn/learning-center/colonial-america-american-revolution-learning-resources/american-revolution-essays-timelines-images/african-americans-and-the-american-revolution/>
-
- <http://www.history.org/foundation/journal/autumn07/slaves.cfm>

Show you know how to argue:

Using the quick-write format for your topic ¶
 begin an argumentative persuasive letter for
 continuing the revolution (patriot) or stopping
 (loyalist) the revolt.

Your letter is to be addressed to General
 Washington.

Your letter must be 3 ¶s long.

24 LT: I can determine why the Battle of Saratoga was a turning point in the Revolution

Agenda:

- 1-Slant video
- 2- read article= anno
- 3-Exit slip

Criteria for Success:

- 1-
- 2-
- 3

25 LT I can examine the importance of topic sentences and the event at Valley Forge

Agenda:

- 1- Slanting video
- 2- Topic sentences
- 3- Article=annos
- Homework noted in SB

Criteria for Success

- 1
- 2
- 3

26 LT I can determine why the Continentals beat the British.

Agenda:

- 1- Video Slant=annos
- 2- Article=annos
- 3- Rag tag beat the British down!
- 4- ripping down statues

Criteria for Success

- 1
- 2
- 3

27 LT- How did the political, economic, and social outcomes of the Revolution affect different groups of people?

Agenda:

- 1- Treaty of Paris
- 2- the outcomes and effects of the treaty
- 3- breaking down how people felt.

Criteria for Success:

- 1-
- 2
- 3

The American Peace Commissioners



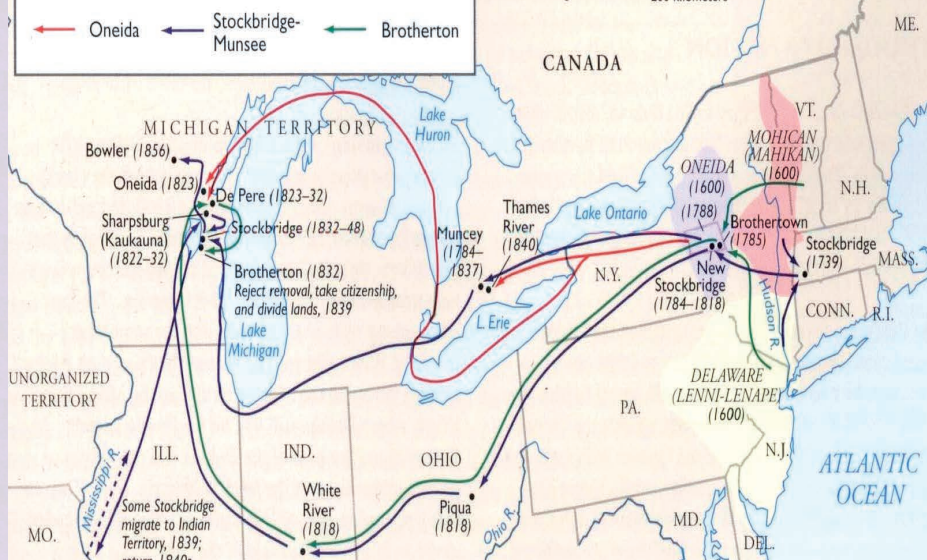
– What is unusual about the painting?

– Why do you think it is unfinished?

made to commemorate the end of the war and the signing of the Treaty of Paris. However, the British delegation refused to pose, and the painting was never completed.

Migrations of New York Indians

MIGRATIONS OF NEW YORK INDIANS



Thomas Jefferson 1787

I hold it that a little rebellion now and then is a good thing... It is a medicine necessary for the sound health of government... God forbid that we should ever be twenty years without such a rebellion... The tree of liberty must be refreshed from time to time with the blood of patriots and tyrants. It is its natural manure.



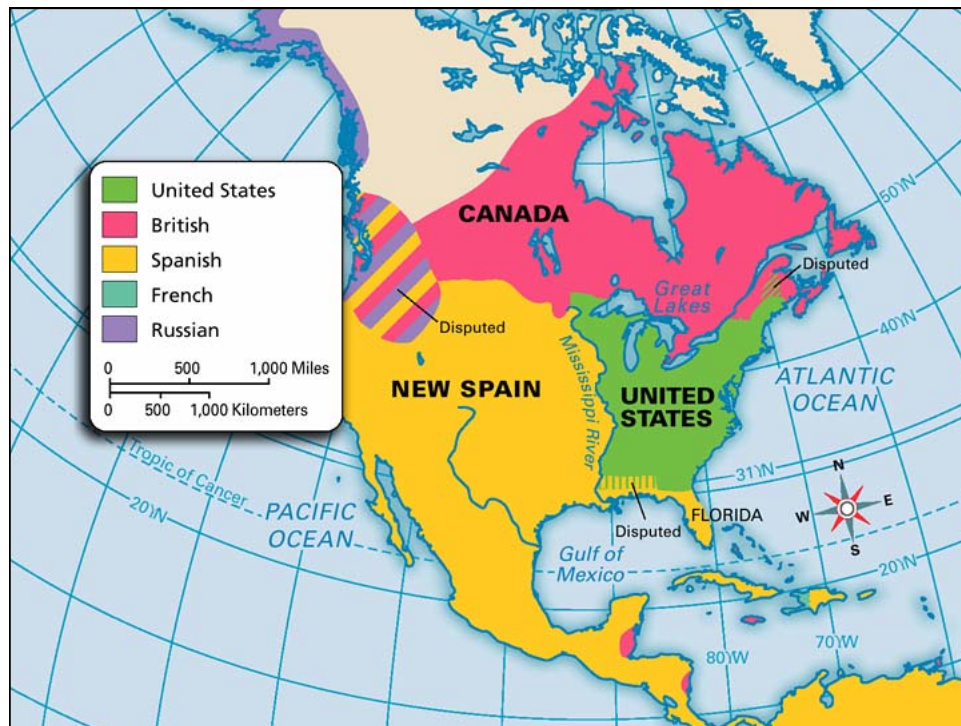
Also use for enrichment.

Treaty of Paris

The Treaty of Paris

After Yorktown, only a few small battles took place. Lacking the money to pay for a new army, Great Britain entered into peace talks with America. Benjamin Franklin had an influential role in the negotiations. Delegates took more than two years to come to a peace agreement. In the Treaty of Paris of 1783, Great Britain recognized the independence of the United States. The treaty also set America's borders. A separate treaty between Britain and Spain returned Florida to the Spanish. British leaders also accepted American rights to settle and trade west of the original thirteen colonies.

The main idea of the second paragraph is stated in a sentence. Which sentence expresses the main idea?
What is the first paragraph about? What facts and details are included in the paragraph? Based on your answers to these questions, what is the main idea of the first paragraph?



Enrichment:

Poetweet or Mind mirror.