

The Coming of the American Revolution

Grade Level: World History, Grade 11
Time Frame: North American Colonies

Lesson Summary: Initially students will work towards an understanding of fundamental rights and their significance. The students will then analyze the role that fundamental rights played in the mounting tensions between the United States and Great Britain. Finally, students will compare their opinions of fundamental rights with those of the colonists.

Essential Question: What role did fundamental rights play on the colonists’ decision to eventually rebel against Great Britain?

Objectives:

The students should be able to:

1. Explain the circumstances and motivations that spurred European colonization of the New World
2. Describe the events of the French and Indian War
3. Analyze the results of the French and Indian War
4. Analyze how the results of the French and Indian War and other factors resulted in armed conflict and the coming of the independence of the thirteen American colonies

BINARY PAIDEIA

Time Period	Society	Society	Society
<i>1680 Colonial Politeia/Regime</i>	New England	West New Jersey	Virginia
<i>Politeuma/Ruling Order</i>	Direct Democracy; Theocracy	Proprietary; Representative Legislature	Royal Colony; House of Burgesses
<i>Paideia/What makes a society what it is</i>	Male Congregational Church Members	Citizens	Planters
<i>Virtue/ The highest moral excellence</i>	Piety	Quaker Book of Discipline; West Jersey Charter, 1676	Anglican Church; Virginia Charter; Magna Carta
		Reflection on the “Inner Light”	Loyalty; Hierarchy

Key terms: mercantilism, salutary neglect, Navigation Acts, Stamp Act, Townshend Acts, Intolerable Acts

Historical Background for the Teacher:

European colonization of the New World reflected various motivations and reasons for settlement. Competition and tension between Great Britain and France over the Ohio country resulted in a war. The Treaty of Paris, ending the French and Indian War, solidified Great Britain's dominance over North America. The costs and results of the war sowed the seeds for future social, political, and economic divisions between the colonies and the mother country. These divisions, and the decisions made by the major parties involved, resulted in an irreconcilable split between Great Britain and the colonies, which set the stage for armed conflict and revolution for the colonies.

Procedures:

I. Previous Night's Homework

a. Critical Thinking Activities

1. Students will read two excerpts from different time periods (one from James I and the other from Thomas Jefferson) in order to compare and contrast political ideologies.
2. Students will then answer the accompanying critical thinking questions.

II. Day of Lesson Procedure

a. **Do Now:** "Space Pioneers" Activity. Students will work to identify the five essential fundamental rights necessary if they were to create a new space colony. After students compile their lists independently, they will share their ideas with a classmate. Students will then be asked to share their fundamental rights. A list of all the rights will be compiled for use in a comparison activity at the end of the lesson. This activity will be explained using a PowerPoint presentation.

b. Review the Binary Paideia with the students.

c. Begin the lesson procedure.

i. **Mini-lesson/Direct Instruction:**

1. Students will view "The Coming of the American Revolution" PowerPoint presentation. This will provide the students with the background knowledge needed to understand the relationship between the colonies, Great Britain, France, and the Amerindians during the time period prior to the Revolution.

2. Students will record the pertinent information from the PowerPoint in the form of guided notes. This material will be referenced throughout the lesson.

ii. **Guided Practice:**

1. Students will compare their opinions of fundamental rights with the opinions of the colonists.

2. The teacher will work to assist the students in this process. The class will create Venn Diagram using the SMART Board.

iii. Independent Practice:

1. Students will answer the following questions:

Carefully study the political cartoon on pg. 325 of your text. Based on the political cartoon, answer the following questions:

- What can you gather about British opinions towards the colonists? Do you think this opinion was justified? Support your response.
- What aspects of the picture are meant to ridicule the American colonists?
- What is the symbolism of the tree in the cartoon?

Homework: Do you think the British monarch and his ministers were right in expecting the colonists to shoulder the burden of defending the American colonies?

To respond to this question, you will need to take the stance of either a member of the British government or a colonist. You will write your paper from this point of view. Be sure to use details from the guided notes and today's lesson to support your stance. Your response should be at least one written page.

Assessment: Responses to Independent Practice Questions, Exit Slip, Critical Thinking homework assignment

Resources: The Coming of the American Revolution PowerPoint and guided notes, student text: Farah, Mounir A.; Karls, Andrea; World History; National Geographic Society; Glencoe/McGraw Hill. 2001, SMART Board.

