

Lesson Synopsis:

Lesson Synopsis: In this lesson, students will review the American Revolution: causes, people, and effects. Although this information was covered in 8th grade, it may be tested on the TAKS at the 10th grade level.

TEKS: 1 History. The student understands traditional historical points of reference in world history. The student is expected to: 1A Identify the major eras in world history and describe their defining characteristics; 1B Identify changes that resulted from important turning points in world history such as the development the political revolutions of the 18th. 1C Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.1D Explain the significance of the following dates: 1789

7 History. The student understands the impact of political and economic imperialism throughout history.

7A Analyze examples of major empires British,

8 History. The student understands causes and effects of major political revolutions since the 17th century. The student is expected to: 8A Identify causes and evaluate effects of major political revolutions since the 17th century, including the American. 8B Summarize the ideas from the American concerning separation of powers, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism;

PROCESS TEKS:

25 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to: 25B Locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information; 25D Explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context;25E Use the process of historical inquiry to research, interpret, and use multiple sources of evidence;

27 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: 27B Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Causes of the American Revolution

Lesson 1 (Length 1 day)

Objectives: TEKS: 1,1A,1B,1C,1D,7A,8A

The student is expected to identify the American Revolution as a major era in world history and describe its defining characteristics. The students will apply absolute and relative chronology through the sequencing of significant events and time periods. The students will explain the significance of the following date: 1776. The students will be expected to understand the impact of British political and economic imperialism throughout colonial history. In addition, the students are expected to understand the causes and effects of the American Revolution.

College and Career Readiness Standards

I. Interrelated Disciplines and Skills

3B. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.

IV. Analysis, Synthesis, and Evaluation of Information

1A. Identify and analyze the main idea(s) and point(s)-of-view in sources.

5A. Read narrative texts critically.

1D. Construct a thesis that is supported by evidence.

Lesson 1 (Length 1 day)

Part A

In order to accomplish these objectives, the students, individually or in pairs, will read the Declaration of Independence. They will review grievances and the information (dates) presented in the Declaration of Independence, highlighting or noting the grievances in the Declaration of Independence and then create a list of the themes/causes of the American Revolution. After the students have their themes and their list they will have to construct a thesis that is supported by their finding that states why the colonist revolted against their mother country. The students will share their ideas with the class during a discussion and will go over the effects of the American Revolution. A copy of the Declaration of Independence will be provided for the students if they choose to get one. The students will also have the option of viewing a copy of the Declaration of Independence online in the following website <http://www.ushistory.org/declaration/document/>. If any of the students have problems reading or understanding the Declaration of Independence they will have a chance to get additional help from the teacher or other students

Lesson 2 (Length 2 days)

Part B

Objective: Process TEK. (25, 25B, 25D, 25E, 27, 27B)

In this lesson the students will apply critical-thinking skills to organize and use information acquired from two primary sources. The students will explain and apply different methods that historians use to interpret the past, including the use of primary sources, points of view, frames of reference, and historical context. In addition, they will use the process of historical inquiry to interpret, and use multiple sources of evidence. The student will use problem-solving and a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

College and Career Readiness Standards

IV. Analysis, Synthesis, and Evaluation of Information

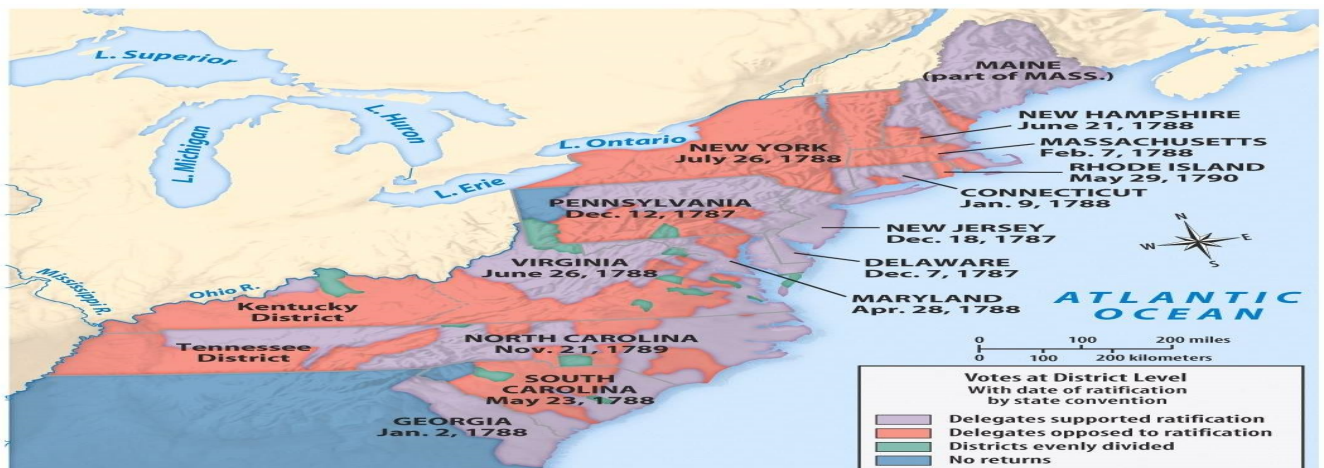
- 1A. Identify and analyze the main idea(s) and point(s)-of-view in sources.
- 3A. Evaluate sources from multiple perspectives.
- 5A. Read narrative texts critically.
- 1D. Construct a thesis that is supported by evidence.
- 2D. Recognize and evaluate counter-arguments.

Lesson 2

In order to accomplish the following goals and objectives the students will be asked to read and analyze two primary documents with differing points of views, different frames of reference and historical context. The first primary document that the students will read will be "Colonial Accounts" "George Robert Twelves Hewes, John Tudor, and the Boston Gazette and Country Journal". The Second Primary Source the students will read is Points Of View "The Boston Massacre" " A British Officer's Description Thomas Preston" . As the students read their documents they will highlight and gather information that they might feel may be important to them and to the lesson. Once the students have finished reading their document they will gather in groups of two's and incorporate the three A's system. The three A's refers to Author, Audience, Agenda. The whole propose behind using the three A's system is to find out who the author is, his name, age, race, gender, social background, economic background, political affiliations or political beliefs, religion, etc. The second A is to find out who the audience is and why the author is addressing this specific group of people. The third A refers to the author's agenda. The students' main goal will be to find out what the authors agenda is and to find any type of bias or opinion in the authors' writing. To finish off the lesson/assignment the students will have to write an essay in which they will have to answers the following prompt; Based on what you read in the two documents do you think Captain Preston's soldiers were justified in using violence and was the outcome of the of the trail fair? (America Firstrand p.94) Use evidence found in the documents to support your opinion.

Part C (Length 2 days)

Constitutional Convention and the Ratification of the U.S Constitution



Objective: TEKS (1A, 1B, 1C,1D). The students will identify the major eras in world history and describe their defining characteristics. The students will identify changes that resulted from important turning points in world history such as the political revolution of the 18th century. The student will Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and explain the significance of the following date: 1789,

College and Career Readiness Standards

I. Interrelated Disciplines and Skills: 3B. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.

IV. Analysis, Synthesis, and Evaluation of Information: 3A. Evaluate sources from multiple perspectives.

4A. Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.

Lesson 3 (Length 2 days)

In this lesson the students will learn about the constitutional convention and the Ratification of the Constitution. The students will create a poster that explains the defining characteristics of the constitutional convention and the process it took in ratifying the U.S Constitution. The students will also identify the major changes that resulted from important turning points during this era. For the first part of the assignment the students will use secondary sources such as their text books and the internet. In order to prevent any possible confusion between primary and secondary sources, the teacher will give an explanation of what a primary and secondary source is.

For the second part, the students will have to explain some of the major issues during the process of ratification. The students will use the map above to identify which colonies were opposed to ratifying the constitution and which were in support of the constitution. Based on the information given to them on the map the students will conduct additional research and explain specifically why some colonies were in support of the constitution and why some where opposed to the constitution. The students will use primary sources for their research. The primary sources will be provided by the teacher. The students will be using The Federalist Paper and The Anti-federalist Papers. In order to avoid lose of time and any confusion the teacher will provide the student with a website for The Federalist and Anti-Federalist papers <http://www.iahushua.com/hist/>. As part of this assignment the students have to name several important figures during the fight for ratification of the constitution.

Works Cited

The Declaration of Independence: The Want, Will, and Hopes of the

People. <http://www.ushistory.org/declaration/document/>. Copyright ©1999-2011 by the [Independence Hall Association](#), a nonprofit organization in Philadelphia, Pennsylvania, founded in 1942.

The Federalist Papers. <http://www.iahushua.com/hist/federalist.html>. © Copyright James P. Callison and The University of Oklahoma Law Center.

Edited with an Introduction by Morton Borden. *The Antifederalist Papers.*

<http://www.iahushua.com/hist/AntiFED.html>. Michigan State University Press, 1965 Library of Congress Catalog Card Number: 65-17929