

# America: Exploration To Revolution

## High School US/VA History

**Objectives:** Students will be able to:

- create diagrams and pictures to determine characteristics of people, places, or events;
- recognize direct cause-and-effect relationships; and
- access a variety of media, including online resources.

Students will experience “no taxation without representation,” and will be able to create a children’s book explaining the major events of the American Revolution. For review, students will complete a timeline using historical “tweets” to summarize each event.

## Standards

- Virginia:**
- VUS.4a** French & Indian War
  - VUS.4c** Changes in British Policy Led to the American Revolution; Major Events of the Revolutionary War
  - VUS.4d** Battles of Saratoga and Yorktown
  - VUS.5a** Articles of Confederation

- National:**
- NSS-USH.5-12.3 Era 3** Revolution & the New Nation (1754-1820s)
  - NSS-C.9-12.2** Foundations of the Political System

**Approx. Time:** Two 90 minute blocks or four 45 minute blocks

**HOOK:** In order to have the students experience the idea of “No Taxation Without Representation,” you will need some pencils (enough for every student in your class). They do not have to be “special” pencils, but pencils that look different will work better. Begin by telling the students about the “Once Upon A Revolution: A Children’s Story” lesson that they will be completing in class. Once you are through giving them the instructions, tell them that to complete the assignment they must use “special” pencils that they have to purchase from you. “Special” pencils are one dollar each and students can use ONLY these pencils to complete the children’s story lesson. Begin passing out the pencils one-by-one and asking students for the money. They should complain. Do your best to stay very serious. Tell them they have to pay for the pencils or they will not be able to complete the assignment and will receive a “zero” if they do not. Let them get agitated. You can even have them fill out “IOUs” for the pencils. Let them go on as long as you can until you believe they have a good idea of what it was like for colonists to be taxed without their consent and to only buy goods from England (Navigation Acts).

Inform the students that they just experienced what it was like to be a colonist living under the rule of the king before the American Revolution. Have them write a brief paragraph describing their feelings about having to pay for a pencil without being given prior notification and without even asking them if it was acceptable. Have students share responses in class.

Tell them that this was just one of many causes of the American Revolution. Colonists had to be so angry and fed up with the king that they would be willing to fight and die for their freedom.

Finally, have them begin the children’s story assignment using whatever pencils they wish!

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## Once Upon A Revolution: A Children's Story

Students will be divided into pairs or threes depending on class size. Each group will be assigned a major event of the American Revolution with information about its significance, including important dates concerning John Marshall. Students will create one page of the children's story book complete with the information and a colorful illustration. Once all pages are completed, the book will be assembled and read to the class by each of the students who completed that page and the other students will take notes. Example: the students who wrote about the Boston Tea Party would read that particular page, show the illustration, and explain it.

To help students get an idea of the story of events, show *Justice in the Classroom Chapter One (Approx. 10 minutes)*. Tell students to pay attention to the video especially when their event is being discussed.

**Struggling Students:** If students have trouble coming up with an illustration, you may have them use a text book or smart device/computer to try and find images that may help.

**I Library of Congress Images:** <https://goo.gl/y285Bt>

**Post Assessment:** Steps 2 the Revolution Timeline Tweets: Using the notes the students have taken, have students complete the timeline, using very few words like Twitter to explain the event. Create a tweet using 50 characters or less (yes, I know Twitter is 140 characters or less but these are micro-tweets!) and a hashtag for each event, describing the information provided about it. Have students share tweets with the class to see if they can guess the event that is being tweeted. Reward creative tweets and correct answers with extra points, candy, or other incentives.

**I EXAMPLE:** Patrick Henry: @libertyordeath "From the House of Burgesses: 'GO PATRIOTS!'" #nomorekings

**Struggling Students:** If students have trouble coming up with tweets on their own, you may have them work in pairs or groups of three to brainstorm tweets. If you do this, do not allow students in that group to guess their key individual during the post assessment review!

**Advanced Students:** For the more advanced students, have them create a history "Vine" to review. They should work in pairs or threes and use their electronic devices to record a short video (six and a half seconds—yes, Vines are actually six and a half seconds) for the event they created for the book. You can use the same groups that created the page for the book. Once students have successfully created a Vine for their event, have them email it to you so you can project it for the class. When you show the Vines, have students try and guess what the event is (do not let the creators guess!) Reward correct answers and creative Vines with extra points, candy, or any other incentive.

## Extra Review: Quizlet

**I Link:** <https://goo.gl/wQkCv3>