

Northwest History Consortium

Lessons Learned from the American Revolution

Bethany Belisle
5th Grade

National Standard

Era 3: Revolution and the New Nation (1754-1861) / Standard 1

Standard 1: Causes of the American Revolution, the ideas and interest involved in forging the revolutionary movement, and the reasons for the American victory.

Washington State Standards

EALR 4: The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.2: Understands and analyzes causal factors that have shaped major events in history

Component 4.3: Understands that there are multiple perspectives and interpretations of historical event

EALR 5: The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

Component 5.2: Uses inquiry-based research.

Component 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience

BACKGROUND

Discuss events that have led to the rumblings of a Revolutionary War:

- Proclamation of 1763,
- Taxation,
- Boston Massacre,
- Boston Tea Party, etc.

Show the picture of the “Join or Die” cartoon created by Benjamin Franklin in 1754.

Show the students the “Join or Die” picture created to unite the colonies in the French and Indian War. Ask the students what they notice about the picture:

- disjointed,
- missing Georgia and Delaware, etc.

Franklin, Benjamin. “Join or Die.” 1754. Picture History LLC. ©2010 Picture History LLC. Pleasantville, NY. 25 June 2010 <<http://www.picturehistory.com/product/id/458>>.

Did everyone want to declare independence?

Present scenario.

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PROBLEM

Target:

Students can identify factors that led to colonial success. such as: “home field advantage,” American leadership, the timely support of international allies, and improved strength of the supplies and training.

SCENARIO

In 1763, British colonists in North America were happily members of the British empire. However, British actions like the Proclamation of 1763, taxation, the Boston Massacre, the Boston Tea Party, the Intolerable Acts, and more led to increased anger toward the British amongst some colonists known as Patriots.

Not all colonists were Patriots. In fact, by the time the war for independence began, the colonists were roughly divided into thirds on their opinions regarding independence from Great Britain. About 1/3 of the people living in the colonies considered themselves Patriots. Another 1/3 of the people in the colonies remained loyal to King George III and the British Parliament, siding with the British for a variety of reasons. The final 1/3 of the colonists were undecided and did not take either side.

Many Patriot leaders worried about the division throughout the colonies, especially as they prepared for war. At the time, Britain was the most powerful nation in the world and the British Army was bigger, stronger, and had better training and technology. Despite these disadvantages American colonists were still able to beat the British and form a new nation called the United States.

The Arlington Historical Society is creating a display titled “Lessons Learned from the American Revolution” for the annual Fourth of July Parade. They have asked students from local elementary schools to advise them on the factors that led to colonial success and the forming of a new nation, despite the divisions that existed among the colonists and the strength and power of the British Army.

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TASK

Create a product that will advise the Arlington Historical Society on the factors that led to colonial success and the forming of a new nation. This product could be a letter, a poster, a PowerPoint presentation, or an informational packet, etc. The product should include at least seven lessons that we can learn from the American Revolution.

RESOURCES

Books

Hakim, Joy. A History of US: From Colonies to Country 1735-1791 (Book 3). New York, NY: Oxford University Press, 2005.

Herbert, Janis. The American Revolution for Kids: A History with 21 Activities. Chicago, IL: Chicago Review Press, 2002.

Maestro, Betsy. Liberty or Death: The American Revolution. New York, NY: HarperCollins, 2005.

Micklos, Jr., John. The Brave Men and Women of the American Revolution. Berkeley Heights, NJ: Enslow Publishers, Inc., 2008.

Schanzer, Rosalyn. George vs George: The American Revolution as Seen from Both Sides. Des Moines, IA: National Geographic Children's Books, 2007.

United States History, Early Years. Orlando, FL: Houghton Mifflin Harcourt, 2007.

Internet

Carr, Dr. Karen. "American Revolutionary War." 15 Jan. 2009. KIDIPEDE: History and Science for Middle School Kids (historyforkids.org). ©1998 – 2010 Dr. Karen Carr. Portland, OR. 25 June 2010 <<http://www.historyforkids.org/learn/northamerica/after1500/history/revolution.htm>>.

Franklin, Benjamin. "Join or Die." 1754. Picture History LLC. ©2010 Picture History LLC. Pleasantville, NY. 25 June 2010 <<http://www.picturehistory.com/product/id/458>>.

Guterba, Linda. "American Revolution." Kid Info. ©2009 – 2010 Linda Guterba. Canfield, OH. 25 June 2010 <http://www.kidinfo.com/American_History/American_Revolution.html>.

Lamb, Annette and Johnson, Larry. "Revolutionary War." Aug. 2000. Eduscapes (42explore2.com). ©1998 – 2010 Annette Lamb and Larry Johnson. Utah. 25 June 2010 <<http://www.42explore2.com/revolt.htm>>.

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Paul (alias: Son of the South). "The Continental Army." Son of the South.Net. ©2003 – 2010 Son of the South. [location unknown]. 25 June 2010 <<http://www.sonofthesouth.net/revolutionary-war/battles/continental-army.htm>>.

White, David. "The American Revolutionary War." Social Studies for Kids. ©2002 – 2010 David White. [location unknown]. 25 June 2010 <<http://www.socialstudiesforkids.com/subjects/revolutionarywar.htm>>.

ASSESSMENT

Students will present their product to a small panel of classmates who will act as members of the Arlington Historical Society. The panel will have an opportunity to ask the presenters questions about their findings, and then they will be required to determine how they will use the findings for the Fourth of July Festival presentation.

A rubric will be used by peers to grade presentations and by the teacher to grade products.

REFERENCES/CITATIONS

Belisle, Bethany "Lessons Learned from the American Revolution." NWESD Organization. 2008. Anacortes, WA. 25 June 2010 <http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/3.1_Lessons.AmericanRevolution.Belisle.5.pdf>.

Franklin, Benjamin. "Join or Die." 1754. Picture History LLC. ©2010 Picture History LLC. Pleasantville, NY. 25 June 2010 <<http://www.picturehistory.com/product/id/458>>.

"History Standards for Grades 5-12 United States." UCLA National Center for History in the Schools. 2005. Los Angeles, CA. 25 June 2010 <<http://nchs.ucla.edu/standards/us-standards5-12.html>>.

OSPI. "Social Studies Essential Learning Requirements: Recommended Grade-by-Grade Sequence for Grade Level Expectations – K-12." Office of Superintendent of Public Instruction. 2009. Olympia, WA. 25 June 2010 <<http://www.k12.wa.us/SocialStudies/pubdocs/SocialStudiesStandards.pdf>>.