

# Northwest History Consortium

## Causes of the American Revolution

Marie M. Smith

5<sup>th</sup> Grade

### National Standard

#### **Era 3 / Standards 1 and 2**

*Standard 1: The causes of the American Revolution, . . .*

*Standard 2: How political, religious, and social institutions emerged in the English colonies*

### Washington Standards

*Civics GLE 1.1.1:* Understands key ideas and principles outlined in the Declaration of Independence, including life, liberty, and the pursuit of happiness, the U.S. Constitution, including the rule of law, separation of powers, representative government, popular sovereignty, and the Bill of Rights, including due process and freedom of expression.

*Civics GLE 1.4.1:* Analyzes a position on an issue that attempts to balance individual rights and the common good.

*Economics GLE 2.1.1:* Analyzes examples of how groups and individuals have considered profit and personal values in making economic choices in the past or present.

*Geography GLE 3.2.2:* Understands cultural diffusion in the United States from the past or in the present.

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

### **PROBLEM**

What are some of the important considerations the colonial governments had to consider in making the decision of whether or not to sign the Declaration of Independence?

First the class will view a short clip from the movie, *1776*, which will give them some idea of the time period and an introduction to the topic.

### **SCENARIO**

You and your group are the delegation sent from your assigned colonial legislature to represent your colony at the Second Continental Congress. The colony of Virginia has proposed a Declaration of Independence to break ties with Great Britain. It is the job of your group to decide whether or not it is in the best interests of your colony to sign the Declaration or Independence or whether you should remain loyal to Britain. Also, your colonial leaders have not seen the document, so you must explain it to them and tell them why you are voting either for or against the proposal.

Some factors to consider in your decision process are:

- Economic implications
- Political implications
- Social implications
- Regional implications

Your group will present your decision and the reasons for your choice during the session of the Second Constitutional Congress on July 2, 1776 (one week from today) when the Congress will vote on the proposed declaration.

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#### TASK

An individual letter describing your presentation, how you came to this decision, and the reasons for your vote will be written by each member of your delegation and will be sent to your colonial legislature (teacher).

#### RESOURCES

**\*Make sure that you use proper citations for all sources that you use, whether you quote from them or not.\***

##### **Books**

Dallek, Robert Dr., et al. American History: Beginnings Through Reconstruction. Geneva, IL: McDougal Littell/Houghton Mifflin, 2008. (Textbook, which contains a copy of the Declaration of Independence)

Paine, Thomas. Common Sense. New York, NY: Peter Eckler Publishing Company, 1918. (Originally written in 1776)

##### **Internet** (for primary source documents from the time period)

“The Avalon Project: Documents in Law, History, and Diplomacy.” Yale University. 2008. New Haven, CT. Lillian Goldman Law Library. 5 July 2009 <[http://avalon.law.yale.edu/subject\\_menus/18th.asp](http://avalon.law.yale.edu/subject_menus/18th.asp)>.

Dallek, Robert Dr., et al. “American History: Beginnings Through Reconstruction.” McDougal Littell ClassZone. 1995-2008. Geneva, IL. 5 July 2009 [http://www.classzone.com/cz/books/amer\\_hist\\_recon/book\\_home.htm?state=WA](http://www.classzone.com/cz/books/amer_hist_recon/book_home.htm?state=WA)>. (for a copy of the Declaration of Independence)

“History Matters: The U.S. Survey on the Map.” History Matters. 1998-2005. Fairfax, VA. George Mason University. 5 July 2009 <<http://historymatters.gmu.edu/search.php>>.

##### **Library Databases** (for articles or background information about the time period)

“eLibrary Login.” ProQuest LLC. 2009. Ann Arbor, MI. 5 July 2009 <<http://elibrary.bigchalk.com/elibweb/elib/do/login>>.

“ProQuest Login.” ProQuest LLC. 2009. Ann Arbor, MI. 5 July 2009 <<http://proquest.umi.com/pqdweb>>.

#### ASSESSMENT

- Chapter test
- Letter by individual students explaining to the colonial legislature the decision and the reasons for the decision
- Team collaboration rubric

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#### REFERENCES/CITATIONS

“History Standards for Grades 5-12 United States.” UCLA National Center for History in the Schools. 2005. Los Angeles, CA. 21 May 2009 <<http://nchs.ucla.edu/standards/us-standards5>>.

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. 5 June 2009 <<http://www.k12.wa.us/SocialStudies/pubdocs/FinalDocument-SocialStudiesGLEs-GradesK-12-12-1-08.pdf>>.

Smith, Marie M “Causes of the American Revolution.” NWESD Organization. 2008. Anacortes, WA. 5 July 2009 <[http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/3.1\\_Causes.Revolution.Smith.5.pdf](http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/3.1_Causes.Revolution.Smith.5.pdf)>.