

## **Year 1:**

## **Unit 3**

# **The Shot Heard 'Round the World - The American Revolution (1754 - 1783): Lessons**

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## **Lesson 1: Starting a Movement for Independence (Source Analysis)**

**Central Question: Why did colonial Americans begin a movement for independence?**

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### **Historical Background**

Liberty is defined as “the quality or state of being free.” Following the French and Indian War, the colonists faced new taxation and limits on their settlement by the British Parliament and King George III. Viewing these impositions of British imperial policy and the apparent lack of representation in Parliament as unfair, British colonists began to agitate for control over their national destiny, organizing boycotts of British goods. The British, however, remained firm and refused to give in to the colonists’ demands. Over the course of the next decade and facing an unbending Great Britain, American colonists, calling themselves Patriots, led a movement to declare independence from the British.

For more background, read “Teaching the Revolution” on the Gilder Lehrman Institute of American History website (free login required).

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### **What Does Success Look Like?**

Scholars understand and can fluently use the following Unit 3 Key Terms:

- French and Indian War
- King George III

- British Parliament
- Intolerable Acts
- Townshend Acts
- Stamp Act
- Declaratory Act
- Tea Act
- Boston Tea Party
- Sons and Daughters of Liberty

Scholars understand the origins of the American Revolution and can explain the backlash to British colonial policies and the critical events leading to an independence movement.

### **Preparation**

- Display the Unit 3 Essential Question on the wall in your classroom for scholars to reference throughout the unit.
- Create a word wall in your classroom with the Unit 3 Key Terms for scholars to reference during class discussion. Hold scholars accountable for using these Key Terms throughout the unit.
- Post a timeline in your classroom or create a digital one to track key events from this unit and previous units.

### **Do Now — 5 minutes**

- Scholars complete the Unit 3 Lesson 1 Do Now in the Unit 3 Workbook.

### **Context — 20 minutes**

#### **Launch (2 minutes)**

- Introduce the Essential Question for Unit 3: To what extent was the American Revolution “revolutionary”?
- Define the meaning of the word “revolutionary,” and explain that, each day, scholars will gather more evidence to answer this question.
- Remind scholars that this unit builds upon past content and that they must constantly make connections to previous periods of history to help them answer this Essential Question.
- Then pose today’s Central Question, and invest scholars in launching their study of the events that led to the outbreak of the Revolutionary War.

#### **Watch (3 minutes)**

- Watch the video "American Revolution" on the History Channel website.
- Tell scholars to think about the following question as they watch the video:
  - Why did tensions arise between the colonists and the British Government?

### Read (10 minutes)

- Read the essay “Breaking Up Is Hard to Do: The Birth of an Independence Movement” on pages 6–8, 10–13 in the history textbook *Firsthand Heinemann Dedicated to Teachers: The American Revolution and Constitution* by Stephanie Harvey and Anne Goudvis (Heinmann, 2015).
- Scholars should read and annotate the text, writing a main idea next to the title of the source.

### Discuss (5 minutes)

- Pairs of scholars discuss the question posed at the beginning of the video as well as the question below. Then call on pairs to share out. Insist that scholars answer your question with claims supported by evidence from the text and the video.
  - Why did American colonists’ opinion of the British government change following the French and Indian War?
  - Make a connection to the Big Ideas. Ask: To what extent were the British justified in their actions following the French and Indian War?

### Investigate 1 — 25 minutes

- Scholars read and annotate Documents A through D on pages 3–5 of the Unit 3 Sourcebook. After reading each source, they should write a main idea next to the title of the source.
- Circulate to determine the major trend in scholars’ work.
- Spend 2–3 minutes working with three to five scholars.
  - Have each scholar tell you the main idea of the document he or she is reading. Ask: What is the main idea of this document? How do you know? How does this document help answer the Central Question?
  - Hold scholars accountable for staying focused on the main idea of the document.

### Discuss — 10 minutes

- Scholars discuss the following questions as a whole class. Insist that scholars answer your questions with claims supported by evidence from the documents. Ensure that the discussion leads scholars to answer the Central Question.
  - How did colonists react to the series of taxes imposed by the British?
  - Why did the colonists protest the tax?
  - Make a connection to the Big Ideas. Ask: Why does Patrick Henry compare the colonists’ dilemma to slavery?

### Investigate 2 — 10 minutes

- Tell scholars that Document E connects the early history of the revolution to the slave trade.
- Scholars read and annotate Document E on page 6 of the Unit 3 Sourcebook. As scholars read, they should think about how Document E relates to the lesson’s Central Question. After reading the source, they should write a main idea next to the title of the source.
- Circulate to determine the major trend in scholars’ work.

## Discuss — 10 minutes

- Scholars discuss the following question as a whole class. Insist that scholars answer your question with claims supported by evidence from the documents. Ensure the discussion leads scholars to answer the Central Question.
  - According to this text, why did some colonists oppose the slave trade?
  - Make a connection to the Big Ideas. Ask: How did the newly imposed taxation laws affect the colonists' view on slavery?

## Exit Ticket — 10 minutes

- **Write a paragraph of no more than 200 words:**
  - Why did colonial Americans begin a movement for independence? Justify your argument with at least two concrete pieces of evidence from two different sources.

## Homework

- Scholars read the article “On this Day, the Boston Massacre Lights the Fuse of Revolution” on the National Constitution Center website in preparation for the next lesson.

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# Lesson 2: The Boston Massacre (Mock Trial)

**Central Question: Who caused the Boston Massacre?**

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## Historical Background

On the night of March 5, 1770, American colonists attacked British soldiers in Boston, which led to the soldiers firing upon the crowd and killing five of the colonists. This event became known as the Boston Massacre, a rallying point for colonists against the stationing and quartering of British troops throughout the colonies and against the Townshend Acts, which the British soldiers had been deployed to enforce. Many different accounts of this encounter are available to study today, as John Adams successfully defended the British soldiers in court and thus had to depose numerous witnesses.

For more background, read “The Boston Massacre” on the History Channel website.

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## What Does Success Look Like?

Scholars understand and can fluently use the following Unit 3 Key Terms:

- Boston Massacre
- John Adams

Scholars understand the factors that led to an outbreak of violence in Boston and can evaluate the events of the Boston Massacre from the points of view of both the British soldiers and American colonists.

## Preparation

- To complete this simulation, before class you must:
  - Study the Boston Historical Society's simulation "The Boston Massacre: You Be the Judge."
  - Pre-cut enough scholar role cards from "The Boston Massacre: You Be the Judge" guide and assign thoughtfully for each scholar in your classes.
  - Plan and organize how simulation materials will be shared with scholars.

## Do Now — 5 minutes

- Scholars revise their Exit Tickets from the previous lesson based on the grade and feedback you gave them.

## Context — 20 minutes

### Launch (2 minutes)

- Review the Big Ideas from the previous lesson by having scholars quickly share their takeaways from the lesson.
- Pose today's Central Question, and invest scholars in continuing their study of the events that led to the outbreak of the Revolutionary War.

### Watch (4 minutes)

- Watch the video "The Boston Massacre" on SchoolTube.
- Tell scholars to think about the following question as they watch the video:
  - Why was there confusion about the cause of the Boston Massacre?

### Listen (10 minutes)

- Listen to the podcast "The Boston Massacre" on the Stuff You Missed in History Class website.
- Tell scholars to think about the question posed above as they listen to the podcast.

### Discuss (4 minutes)

- Pairs of scholars discuss the question posed at the beginning of the video as well as the question below. Then call on pairs to share out. Insist that scholars answer your questions with claims supported by evidence from their homework, the podcast, and the video.
  - Why did violence break out between the British and the colonists in Boston?
  - Make a connection to the Big Ideas. Ask: How likely are the British soldiers to face a fair trial in Boston? Why or why not?

## Investigate — 15 minutes

- Scholars read and annotate Documents A through D on pages 8–9 of the Unit 3 Sourcebook. After reading each source, they should write a main idea next to the title of the source.
- Circulate to determine the major trend in scholars' work.
- Spend 2–3 minutes working with three to five scholars.
  - Have each scholar tell you the main idea of the document he or she is reading. Ask: What is the main idea of this document? How do you know? How does this document help answer the Central Question?
  - Hold scholars accountable for staying focused on the main idea of the document.

## Simulation — 35 minutes

### Set Up the Simulation (5 minutes)

- Explain that, using their knowledge from the documents and their role as explained in the simulation instructions, scholars will reenact the Boston Massacre trial.
- Ask scholars to define a "trial" and explain why trials are held.
- Set expectations and norms for participation. Tell scholars that they will follow the Court Procedure, steps 1–10 in the simulation guide to hold their trial today.
- During the trial, the defense and the prosecution will present their cases to the judge and jury, who will arrive at one of three possible verdicts for the British soldiers: guilty of murder, guilty of manslaughter, or not guilty.
- Using cards describing roles and responsibilities, assign each scholar one of three roles:
  - the defense team (two to four scholars as a group),
  - the prosecution team (two to four scholars as a group)
  - the jury (as many as needed)
- Designate areas of the classroom for each group, either by moving desks beforehand or having scholars assist. This will bring the courtroom to life and increase engagement in the simulation.

### Prepare (15 minutes)

- Scholars read the instructions relevant to their assigned roles on as described in "The Boston Massacre: You Be the Judge."
- After reading, scholars convene in their teams to prepare for the trial. In their groups, the defense and prosecution should decide what questions the lawyers will ask and answers that the witnesses will give to support their side's case.
- While scholars work, actively check in with those who have been assigned key roles to ensure that they understand how to effectively advocate their side's position and question opposing witnesses during the reenactment.
- Check in with the defense, prosecution, and jury in groups to ensure that scholars understand the goals of their side.
- Conference with scholars who have difficulty understanding the purpose of their role or how the simulation will work.

### **Trial Reenactment (15 minutes)**

- Before beginning the reenactment, take 2 minutes to generally explain court proceedings to scholars. In order for scholars to immerse themselves in their roles they need to feel generally familiar with the basic structure of how a courtroom works: plaintiff, defendant, judge, jury, objections, etc.
- Reenact the trial according to the provided trial procedures, ultimately arriving at a class verdict.
- Tell scholars the outcome of the Boston Massacre trial:
  - Ultimately, it took the jury three hours to deliberate. The verdict of not guilty was read the following morning.
  - On February 1771, Thomas Preston left Boston for resettlement in London.
  - Of the eight soldiers on trial, six were acquitted. Two were convicted of manslaughter and sentenced to branding on the thumb. The brand was to prevent them from ever being able to invoke the benefit of clergy again — the benefit of clergy was a legal remnant of the Medieval era, when clergymen could gain exemption from the non-religious courts, thus escaping the death penalty.

### **Discuss — 10 minutes**

- Scholars discuss the following questions as a whole class. Insist that scholars answer your questions with claims supported by evidence from the documents.
  - How does the actual outcome of the Boston Massacre Trial compare to our trial?
  - Why did John Adams, a colonial Patriot and Sam Adams's cousin, choose to acquit the British soldiers?
  - Who was more responsible for violence at the Boston Massacre: the British soldiers or the colonists?
  - Make a connection to the Big Ideas. Ask: Why was John Adams's decision to defend the British soldiers revolutionary?

### **Exit Ticket — 5 minutes**

- **Write a paragraph of no more than 200 words:**
  - Who caused the Boston Massacre? Justify your argument with at least two concrete pieces of evidence from two different sources.

### **Homework**

- Scholars read the article "Loyalists, Fence-sitters, and Patriots" on Independence Hall's USHistory.org website in preparation for the next lesson.

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## **Lesson 3: Colonial Propaganda (Writing Seminar)**

**Central Question: Why should colonists support the movement for independence?**

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## Historical Background

Many misconstrue the American Revolution as a period of unanimous support for independence from Great Britain. However, colonists generally considered themselves loyal British citizens, asserting rightful constitutional claims that had been previously established through their colonial charters or contracts. As a result, many colonists had to be persuaded to join in this revolution. In order to encourage support, speeches, letters, and political cartoons were published in pamphlets or broadsides. Through this propaganda, Patriots attempted to inspire support for independence.

For more background, read “How Ben Franklin’s Viral Political Cartoon United the 13 Colonies” on the History Channel website.

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## What Does Success Look Like?

Scholars understand and can fluently use the following Unit 3 Key Terms:

- Loyalists/Tories
- Patriots
- Propaganda

Scholars plan and draft editorials with strong ideas backed by evidence that develops, supports, or proves their ideas.

## Preparation

- To complete this Writing Seminar, before class you must:
  - Ensure each scholar has the Lessons 3–4 Editorial Planning Guide in the Unit 3 Workbook accessible.
  - Create a teacher model of the planning guide and the editorial.

## Do Now — 5 minutes

- Scholars revise their Exit Tickets from the previous lesson based on the grade and feedback you gave them.

## Mentor Text Study — 30 minutes

### Launch (2 minutes)

- Review the Big Ideas from the previous lesson by having scholars quickly share their takeaways from the lesson.
- Pose today’s Central Question, and invest scholars in continuing their study of the events that led to the outbreak of the Revolutionary War.

### Read (20 minutes)

- Read Documents A through D on page 11–13 of the Unit 3 Sourcebook.
- Tell scholars that they will be writing editorials from the perspective of a colonist to generate support for or against independence. As scholars read the following mentor texts, they should



think about how the authors of these texts develop their ideas about the independence movement.

- Read together as a class. After reading each source, scholars should write a main idea next to the title of the source.

### **Discuss (3 minutes)**

- Pairs of scholars discuss the following questions. Insist that scholars answer your questions with claims supported by evidence from the documents.
  - What are the authors' main ideas?
  - Why did the authors write these documents?

**Give scholars 2 minutes to revise their main idea annotations for the documents based on the discussion.**

### **Discuss (5 minutes)**

- Pairs of scholars discuss the following questions. Then call on pairs to share out. Insist that scholars answer your questions with claims supported by evidence from the documents.
  - How do these editorials persuade colonists to support or challenge independence from Great Britain?
  - Make a connection to the Essential Question. Ask: To what extent were the ideas expressed in these pamphlets and editorials “revolutionary”?

### **Teacher Model — 5 minutes**

- Say: Today you will be writing an editorial as if you are a colonist during the Independence movement. You will be creating an editorial in response to our Central Question (display for scholars to see): Why should colonists support the movement for independence?
- Show scholars your completed Editorial Planning Guide.
- Ask scholars: What is the idea I want to convey in my speech?
- Ask scholars: How does my evidence support my argument?

### **Plan — 15 minutes**

- With partners or in small groups, scholars discuss possible answers to the prompt. Ensure scholars pay attention to perspective when answering this prompt.
- Lead a whole-class discussion on possible answers to this question. Remind scholars that there is not a single right answer to this question, but they must have evidence to defend their answers!
  - Call on pairs to share out their answers and defend them with evidence from Documents A through D.
  - Have scholars evaluate one another's answers. Scholars should consider whether each answer is compelling and based on evidence from the text.
  - Give scholars feedback on the clarity and quality of their ideas.

- During the discussion, chart strong versus weak answers. Ensure that scholars can explain what makes a particular answer strong or weak.
- Tell scholars that their answers to this question will become their claims in their final editorials. All of the evidence in a speech must prove this claim.
- After the discussion, give scholars 2 minutes to write down their own claims in the Lessons 3–4 Editorial Planning Guide in the Unit 3 Workbook. Ensure that scholars are not just copying an answer that was discussed but are actually formulating their own claims based on the discussion.

## **Outline and Draft — 30 minutes**

### **Outline (15 minutes)**

- Scholars create an outline for their editorials in the planning guide by finalizing their claims and determining relevant evidence from Documents A through D that support their claims.
- Spend 2–3 minutes working with three to five scholars.
  - Have each scholar explain his or her claim. Does the claim answer the narrative writing prompt? Is it compelling? Does the evidence chosen support and illustrate this claim?
  - If scholars are struggling to choose strong evidence, have them write how each document helps convey why colonists should support the revolutionary movement.

### **Draft (15 minutes)**

- Scholars use their outlines to draft their editorials. As scholars draft, they must focus on strong and clear claims. Make sure their ideas contain an argument, rather than just a statement of facts or details.
- Spend 2–3 minutes working with three to five scholars.
  - Have scholars explain their writing. Can their writing be made stronger?
  - Ensure that scholars are using relevant evidence to prove their claims.
  - Ensure that scholars are revising their writing to make sure it is simple and clear.
  - Hold scholars accountable for implementing the feedback you've given them.
  - Hold scholars accountable for using the proper formatting and style for editorials.

## **Share — 5 minutes**

- Select a few scholars to present their draft editorials to the class and/or have scholars share their drafts with partners.

### **Teacher Feedback Guidance**

- Before the next lesson, review scholars' drafts and provide feedback on the quality of their work. Prioritize the most important change scholars must make to improve the strength of their claims and the supporting evidence in this speech as well as in their future writing. Use your study of scholar work to determine a common trend in their writing.

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## Lesson 4: Colonial Propaganda (Writing Seminar)

**Central Question:** Why should colonists support the movement for independence?

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### What Does Success Look Like?

Scholars revise their speeches based on individualized teacher feedback to make their speeches stronger and clearer and understand how to use their feedback to grow as writers.

### Preparation

- To complete this revision, before class you must:
  - Choose exemplar and non-exemplar draft editorials from the previous lesson to use in the Launch and Mini-lesson. If there is no exemplar piece, plan to use your own teacher model piece.

### Do Now — 5 minutes

- Scholars read your feedback on the initial drafts of their speeches and discuss with a partner how they will apply this feedback in their revisions today.

### Launch — 10 minutes

- The launch is your opportunity to provide a whole-class model of excellence and explain the biggest issue that holds scholars back from achieving excellence. The launch should end with scholars describing how this piece of writing exemplifies the Habits of Great Writers.
  - Reread the prompt with scholars: Why should colonists support the movement for independence?
  - Ask scholars: How does narrative writing differ from argumentative writing?
  - Scholars discuss in pairs. Call on one or two pairs to share out.
  - Then share an exemplar draft. Have scholars discuss 1) what makes the scholar's claim compelling and 2) why the evidence selected is effective in proving this claim.
  - Have scholars articulate to partners how the work study applies to their own writing today.

### Mini-lesson — 10 minutes

- Choose an anonymous scholar draft argument that demonstrates a whole-class trend from your study of scholar work in the previous lesson, and show this scholar's line-edited draft to the class.
- Have the class work together to apply your individualized feedback to begin to revise the editorial. Then call on another scholar to articulate how this scholar must apply this feedback to all writing moving forward.
- Have scholars articulate to partners how the work study applies to their own writing today.

## **Revise 1 — 20 minutes**

- Set the expectation that scholars should use this entire time to revise their work based on the feedback you have given them. Explain that some scholars may need to start from scratch, and that is OK! Note that this time will be productive only if you have given every scholar individualized feedback.
- Spend 2–3 minutes working with three to five scholars.
  - Have scholars explain the feedback that they have received, as well as their plan to apply it.
  - Coach scholars on how to apply your feedback.

## **Mid-Workshop Teach — 10 minutes**

- Share an editorial that has greatly improved through revision. Have the scholar explain how he or she has applied feedback to effectively revise.
  - If there is a clear whole-class misconception that must be addressed, share an anonymous example of that trend. Have the class discuss how the scholar needs to change his or her approach to revision in order to make more substantial changes.
- Ensure scholars understand how this feedback is transferable to their own work.
- Scholars articulate to their partner how they will revise their work based on the Mid-Workshop Teach.

## **Revise 2 — 25 minutes**

- Scholars use the transferable takeaway from the Mid-Workshop Teach to revise their editorials.
- Set the expectation that scholars should use the entire time to continue revising their editorials.
- Spend 2–3 minutes working with three to five scholars.
  - Help scholars focus on what is most important: compelling claims and supporting evidence.
  - Coach scholars on how to apply our feedback.

## **Share — 10 minutes**

- Select a few scholars to present their final editorials to the class and/or have scholars share their final editorials with a partner.

## **Homework**

- Scholars read the article “Join, or Die: America’s First Political Cartoon” by Arielle Herskovits on the National Constitution Center website in preparation for the next lesson.

## **Teacher Feedback Guidance**

- Before the next lesson, give scholars a final grade on their revised essays, as well as one transferable next step that they must apply to their next piece.

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# Lesson 5: Colonial Propaganda (PBL)

**Central Question: Why should colonists support the movement for independence?**

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## What Does Success Look Like?

Scholars understand the arguments advanced by supporters and detractors of American independence and create colonial political cartoons illustrating these arguments.

## Preparation

- To complete this project, before class you must:
  - Print the Lesson 5 Political Cartoon Template in the Unit 3 Workbook on white, light brown, or light-gray construction paper for each scholar.
  - Gather colored pencils and fine-tip Sharpies or permanent markers to make the cartoons, and organize these materials in a place accessible to scholars for easy use during project work.
  - Ensure all scholars have the Lesson 5 Political Cartoon Planning Guide in the Unit 3 Workbook accessible.

## Do Now — 5 minutes

- Scholars complete the Unit 3 Lesson 5 Do Now in the Unit 3 Workbook

## Study Mentor Images — 20 minutes

### Launch (2 minutes)

- Review the Big Ideas from the previous lesson by having scholars quickly share their takeaways from the lesson.
- Pose today's Central Question, and invest scholars in continuing their study of the events that led to the outbreak of the Revolutionary War.

### Examine (10 minutes)

- Show Documents A and C on pages 15 and 17 of the Unit 3 Sourcebook to the class. Highlight features in these authentic examples to provide a model for scholar projects.
- Tell scholars to think about the following question as they examine the images:
  - How do these documents attempt to shape popular opinion in colonial America?
- After examining each cartoon, they should write a main idea next to the title of the source.

### **Discuss (3 minutes)**

- Scholars discuss the following questions in pairs. Insist that scholars answer your questions with claims supported by evidence from the documents.
  - What are the main ideas of these images?
  - Why were these images created?

**Give scholars 2 minutes to revise their main idea annotations for the images based on the discussion.**

### **Discuss (5 minutes)**

- Scholars discuss the question posed before examining the images as well as the following question as a whole class. Insist that scholars answer your questions with claims supported by evidence from their homework and the Sourcebook examples.
  - How did Patriots attempt to convince colonists to join their cause?
  - Make a connection to the Essential Question. Ask: To what extent do these cartoons illustrate the ideals of the Revolution?

### **Planning — 10 minutes**

- Explain that scholars will create their own cartoons, based on their knowledge of the causes of the American Revolution.
- Tell scholars that their cartoons must portray a powerful and compelling idea supported by strong visual evidence, similar to the sample documents.
  - Remind scholars that visual projects, just like written pieces, make arguments, and all arguments require a strong idea with supporting details.
- Scholars may reference Documents A through D on pages 15–18 of the Unit 3 Sourcebook as they work.
- Scholars use the Political Cartoon Planning Guide in the Unit 3 Workbook to plan their cartoons, writing their ideas and planning the details they will use to support them.

### **Mid-Workshop Teach — 10 minutes**

- Share an exemplar plan. Have scholars discuss how the plan illustrates the scholar's idea with clear and coherent organization.
- Share a non-exemplar plan. Have scholars discuss why the plan lacks an idea and/or clear and coherent organization.
- Ensure that scholars understand how this feedback is transferable to their own work.
- Scholars articulate to partners how they will revise their plans based on what they have learned.

### **Revise — 10 minutes**

- Scholars use the transferable takeaway from the Mid-Workshop Teach to revise their plans.

- Spend 2–3 minutes working with three to five scholars.
  - Ensure all scholars are rereading their plans to ensure they have strong ideas and clear organization.
  - Help scholars to focus on what is most important: ideas and supporting details.
  - Coach scholars on how to implement the feedback you’ve given them.

### **Project Work — 25 minutes**

- Scholars create their own cartoons, referring to Documents A through D as they work.
- Actively circulate to reinforce your expectations for strong ideas and persuasive visual evidence in project work and to determine major trends in scholars’ work.
- Spend 2–3 minutes working with three to five scholars.
  - Have each scholar tell you the idea conveyed by his or her cartoon. Can the idea be made stronger? How can the cartoon illustrate the idea more effectively? Is the cartoon interesting and visually compelling?
  - Hold scholars accountable for implementing the feedback you’ve given them.
  - Hold scholars accountable for staying focused on conveying why Americans supported the revolutionary movement.

### **Wrap-up — 10 minutes**

- Show an exemplary cartoon to the class. Look for work that clearly and compellingly illustrates the perspectives of American Patriots.

### **Homework**

- Scholars read the articles “Battles of Lexington and Concord” and “Declaration of Independence” on the History Channel website in preparation for the next lesson.

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## **Lesson 6: Declaration of Independence (Source Analysis)**

**Central Question: To what extent was the Declaration of Independence a call for liberty?**

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### **Historical Background**

The Declaration of Independence is the founding document of the American political tradition. The war against Great Britain had already begun when the Continental Congress appointed a committee to explore independence on June 7, 1776. John Adams, Benjamin Franklin, Roger Sherman, and Robert Livingston turned to their colleague Thomas Jefferson to draft a formal declaration. While the original Declaration would have been approved on July 2, colonial delegates contended with Jefferson’s inclusion of a passage condemning the African slave trade. The passage was ultimately removed and subsequently, on July 4, the document was approved, standing as both an assertion of independence and an act of treason against Great Britain.

For more background, read “The Declaration of Independence” on the Gilder Lehrman Institute of American History website (free login required).

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## **What Does Success Look Like?**

Scholars understand and can fluently use the following Unit 3 Key Terms:

- Declaration of Independence
- Thomas Jefferson
- Continental Congress

Scholars understand the principles expressed in the Declaration of Independence and can explain the extent to which these principles were a call for liberty for all colonists.

## **Do Now — 5 minutes**

- Scholars complete the Unit 3 Lesson 6 Do Now in the Unit 3 Workbook

## **Context — 10 minutes**

### **Launch (2 minutes)**

- Review the Big Ideas from the previous lesson by having scholars quickly share their takeaways from the lesson.
- Pose today’s Central Question, and invest scholars in beginning their study of the principles that drove the American Revolution.

### **Watch (4 minutes)**

- Watch the video “The Declaration of Independence” on the History Channel website.
- Tell scholars to think about the following question as they watch the video:
  - Why was the Declaration of Independence revolutionary?

### **Discuss (4 minutes)**

- Pairs of scholars discuss the questions posed at the beginning of the video as well as the question below. Then call on pairs to share out. Insist that scholars answer your questions with claims supported by evidence from the homework and the videos.
  - Why did the writers of the Declaration consider certain rights “inalienable”?
  - Make a connection to the Big Ideas. Ask: To what extent did the “social contract” apply to all people living in colonial America?

## **Investigate 1 — 25 minutes**

- Scholars read and annotate Documents A through D on pages 20–22 of the Unit 3 Sourcebook. After reading each source, they should write a main idea next to the title of the source.
- Circulate to determine the major trend in scholars’ work.



- Spend 2–3 minutes working with three to five scholars.
  - Have each scholar tell you the main idea of the document he or she is reading. Ask: What is the main idea of this document? How do you know? How does this document help answer the Central Question?
  - Hold scholars accountable for staying focused on the main idea of the document.

### **Discuss — 10 minutes**

- Scholars discuss the following questions as a whole class. Insist that scholars answer your questions with claims supported by evidence from the documents. Ensure that the discussion leads scholars to answer the Central Question.
  - Why did the Founders write the Declaration of Independence?
  - Why did some Americans question Jefferson’s definition of the “inalienable rights of men”?
  - Make a connection to the Essential Question. Ask: To what extent were all colonists included in the Declaration of Independence’s call for liberty?

### **Exit Ticket 1 — 10 minutes**

- **Write a paragraph of no more than 200 words:**
  - To what extent was the Declaration of Independence a call for liberty? Justify your argument with at least two concrete pieces of evidence from two different sources.

### **Investigate 2 — 10 minutes**

- Tell scholars that Document E elaborates on the little-known history of the antislavery clause in the Declaration of Independence.
- Scholars read and annotate Document E on page 22 of the Unit 3 Sourcebook. As scholars read, they should think about how Document E helps answer the lesson’s Central Question. After reading the source, they should write a main idea next to the title of the source.
- Circulate to determine the major trend in scholars’ work.

### **Discuss — 10 minutes**

- Scholars discuss the following questions as a whole class. Insist that scholars answer your questions with claims supported by evidence from the document. Ensure that the discussion leads scholars to answer the Central Question.
  - How would the inclusion of the antislavery clause have affected other signers of the Declaration?
  - How did the social class of the signers of the Declaration affect their support of the antislavery clause?
  - Why did Jefferson ultimately exclude the antislavery clause from the Declaration of Independence?

## Exit Ticket 2 — 10 minutes

- **Write a paragraph of no more than 200 words:**
  - Based on Document E and our discussion, revise your original Exit Ticket response to the question: To what extent was the Declaration of Independence a call for liberty? Justify your argument with at least two concrete pieces of evidence from two different sources.

## Homework

- Scholars read the article “The Fighting Man of the Continental Army” on the American Battlefield Trust website in preparation for the next lesson.

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# Lesson 7: Continental Army (Source Analysis)

**Central Question: How did the Continental Army unite American colonists against the British?**

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## Historical Background

The Continental Army was an invention of Congress and was put under the command of George Washington. When Washington arrived outside Boston in the aftermath of the Battle of Bunker Hill, he immediately began to train the diverse militia forces he found there into a regular army. This diverse group of common men, Native Americans, and Africans, became the Continental Army. Each group of people looked to join the fight for their own motivations, but regardless of their disparate interests, they became a united force. The militia continued to exist and fight throughout the revolution with mixed results — and with mixed participation from different groups of Americans. Continental Army officers tended to deride its effectiveness, probably with reason, at least in the early years of the war. But at Saratoga, in the South, and in New Jersey during a 1780 campaign, they were essential fighting forces. By the end of the war, Washington and others in the Continental command were using the militia as support for the regular army, and they were a crucial component in the ultimate victory, a victory won through the united spirit of the common man.

For more background, read “A Common American Soldier” on the Colonial Williamsburg Foundation website.

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## What Does Success Look Like?

Scholars understand and can fluently use the following Unit 3 Key Term:

- George Washington

Scholars understand the challenges and motivations for colonists joining the Continental Army and can explain how the Continental Army united American colonists against the British.

## Do Now — 5 minutes

- Scholars complete the Unit 3 Lesson 7 Do Now in the Unit 3 Workbook

## Context — 20 minutes

### Launch (2 minutes)

- Review the Big Ideas from the previous lesson by having scholars quickly share their takeaways from the lesson.
- Pose today's Central Question, and invest scholars in continuing their study of the principles that drove the American Revolution.

### Watch (4 minutes)

- Watch the video "The Continental Army in the Revolutionary War" on the American Battlefield Trust website.
- Tell scholars to think about the following question as they watch the video:
  - Who served in the Continental Army? Why?

### Read (10 minutes)

- Read the essay "A Common American Soldier" by historian Christopher Geist on the Colonial Williamsburg Foundation website.
- Scholars should read and annotate the text, writing a main idea next to the title of the source.

### Discuss (4 minutes)

- Pairs of scholars discuss the question posed at the beginning of the video as well as the questions below. Then call on pairs to share out. Insist that scholars answer your question with claims supported by evidence from their homework, the text, and the video.
  - Which group of Americans comprised most of the Continental Army. Why?
  - How did different groups of people work together in the Continental Army?
  - Make a connection to the Big Ideas. Ask: Why were slaves compelled to serve in the Continental Army?

## Investigate 1 — 25 minutes

- Scholars read and annotate Documents A through D on pages 24–26 of the Unit 3 Sourcebook. After reading each source, they should write a main idea next to the title of the source.
- Circulate to determine the major trend in scholars' work.
- Spend 2–3 minutes working with three to five scholars.
  - Have each scholar tell you the main idea of the document he or she is reading. Ask: What is the main idea of this document? How do you know? How does this document help answer the Central Question?
  - Hold scholars accountable for staying focused on the main idea of the document.

### Discuss — 10 minutes

- Scholars discuss the following questions as a whole class. Insist that scholars answer your questions with claims supported by evidence from the documents. Ensure that the discussion leads scholars to answer the Central Question.
  - How was patriotism used to motivate colonists fighting in the Continental Army?
  - To what extent were the motivations of groups of Americans choosing to fight in the Continental Army similar?
  - Make a connection to the Essential Question. Ask: To what extent was the success of the militia “revolutionary”?

### Investigate 2 — 10 minutes

- Tell scholars that Document E expands on the role of women in the Continental Army and larger colonial society.
- Scholars read and annotate Document E : “Women in the American Revolution” on the American Battlefield Trust website. As scholars read, they should think about how Document E helps answer the lesson’s Central Question. After reading the source, they should write a main idea next to the title of the source.
- Circulate to determine the major trend in scholars’ work.

### Discuss — 10 minutes

- Scholars discuss the following questions as a whole class. Insist that scholars answer your questions with claims supported by evidence from the document. Ensure that the discussion leads scholars to answer the Central Question.
  - How does Document E characterize the role of women during the Revolutionary era?
  - Make a connection to the Essential Question. Ask: To what extent was the role of women during the Revolutionary era “revolutionary”?

### Exit Ticket — 10 minutes

- **Write a paragraph of no more than 200 words:**
  - How did the Continental Army unite American colonists against the British? Justify your argument with at least two concrete pieces of evidence from two different sources.

### Homework

- Scholars read the article “The Loyalists” on Independence Hall Association’s USHistory.org website in preparation for the next lesson.

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## Lesson 8: The Loyalists (Writing Seminar)

**Central Question: Why did some Americans remain loyal to Great Britain?**

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## Historical Background

The call for liberty and independence did not unanimously unite colonists. Many who wanted to work with King George III and Parliament to mend the relationship felt that doing so was in service of their safety and liberty. As the war progressed, the divide between these colonists, known as Loyalists, and the Patriots became increasingly fractured and heated. Both sides fought fervently for their positions through speeches, pamphlets, and even songs. Beyond the town squares of white male British colonists, the tension of the revolution touched all in the colonies: African, Native American, and women. All parties had their own interests in the revolution, and many Africans and Native Americans supported the crown as a way to earn freedom. Although the tension and fury of the revolution could be felt throughout the colonies, not all colonists agreed that a revolution was the best way to protect their liberties, and they remained loyal to the crown until the end of the war.

For more background, watch "Lecture 9: The Loyalists" from the course History 116: the American Revolution on the Open Yale Courses website.

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## What Does Success Look Like?

Scholars plan and draft editorials with strong ideas backed by evidence that develops, supports, or proves their ideas.

### Preparation

- To complete this Writing Seminar, before class you must:
  - Ensure each scholar has the Lessons 8–9 Editorial Planning Guide in the Unit 3 Workbook accessible.
  - Create a teacher model of the planning guide and the editorial.

### Do Now — 5 minutes

- Scholars revise their Exit Tickets from the previous lesson based on the grade and feedback you gave them.

## Mentor Text Study — 30 minutes

### Launch (2 minutes)

- Review the Big Ideas from the previous lesson by having scholars quickly share their takeaways from the lesson.
- Pose today's Central Question, and invest scholars in continuing their study of the principles that drove the American Revolution.

### Read (20 minutes)

- Read Documents A through D on pages 28–30 of the Unit 3 Sourcebook.
- Tell scholars that they will be writing editorials from the perspective of a Loyalist, arguing for why they have chosen to remain loyal to Great Britain. As scholars read the following mentor texts, they should think about how the authors of these texts develop their ideas about remaining loyal to Great Britain.
- After reading each source, scholars should write a main idea next to the title of the source.

### Discuss (3 minutes)

- Scholars, in pairs, discuss the following questions. Remind scholars to answer your questions with claims supported by evidence from the documents.
  - What are the authors' main ideas?
  - Why did the authors write these documents?

**Give scholars 2 minutes to revise their main idea annotations for the documents based on the discussion.**

### Discuss (5 minutes)

- Pairs of scholars discuss the following questions. Then call on pairs to share out. Insist that scholars answer your questions with claims supported by evidence from the documents.
  - Why did some Americans remain loyal to Great Britain during the Revolutionary War?
  - How did social class affect why some Americans remained loyal to the British?
  - Make a connection to the Essential Question. Ask: How did some Loyalists' arguments challenge the "revolutionary" ideals of the Revolution?

### Teacher Model — 5 minutes

- Say: Today you will be writing an editorial as if you are a Loyalist during the Independence movement. You will be creating an editorial in response to our Central Question: Why did some Americans remain loyal to Great Britain?
- Show scholars your completed Editorial Planning Guide.
- Ask scholars: What is the idea I want to convey in my editorial?
- Ask scholars: How does my evidence support my argument?

### Plan — 15 minutes

- With partners or in small groups, scholars discuss possible answers to the prompt. Ensure scholars pay attention to perspective when answering this prompt.
- Lead a whole-class discussion on possible answers to this question. Remind scholars that there is not a single right answer to this question, but they must have evidence to defend their answers!
  - Call on pairs to share out their answers and defend them with evidence from Documents A through D.
  - Have scholars evaluate one another's answers. Scholars should consider whether each answer is compelling and based on evidence from the text.
  - Give scholars feedback on the clarity and quality of their ideas.
- During the discussion, chart strong versus weak answers. Ensure that scholars can explain what makes a particular answer strong or weak.
- Tell scholars that their answers to this question will become their claims in their final editorials. All of the evidence in a speech must prove this claim.

- After the discussion, give scholars 2 minutes to write down their own claims in the Lessons 8–9 Editorial Planning Guide in the Unit 3 Workbook. Ensure that scholars are not just copying an answer that was discussed but are actually formulating their own claims based on the discussion.

## **Outline and Draft — 30 minutes**

### **Outline (15 minutes)**

- Scholars create an outline for their editorials in the planning guide by finalizing their claims and determining relevant evidence from Documents A through D that support their claims.
- Spend 2–3 minutes working with three to five scholars.
  - Have each scholar explain his or her claim. Does the claim answer the narrative writing prompt? Is it compelling? Does the evidence chosen support and illustrate this claim?
  - If scholars are struggling to choose strong details, have them write how each document helps convey the colonial Loyalist perspective on each document or in their outline.

### **Draft (15 minutes)**

- Scholars use their outlines to draft their editorials. As scholars draft, they must focus on strong and clear claims. Make sure their ideas contain an argument, rather than just a statement of facts or details.
- Spend 2–3 minutes working with three to five scholars.
  - Have scholars explain their writing. Can their writing be made stronger?
  - Ensure that scholars are using relevant evidence to prove their claims.
  - Ensure that scholars are revising their writing to make sure it is simple and clear.
  - Hold scholars accountable for implementing the feedback you've given them.
  - Hold scholars accountable for using the proper formatting and style for editorials.

## **Share — 5 minutes**

- Select a few scholars to present their draft editorials to the class and/or have scholars share their drafts with partners.

### **Teacher Feedback Guidance**

- Before the next lesson, review scholars' drafts and provide feedback on the quality of their work. Prioritize the most important change scholars must make to improve the strength of their claims and the supporting evidence in this speech as well as in their future writing. Use your study of scholar work to determine a common trend in scholars' writing.

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# **Lesson 9: The Loyalists (Writing Seminar)**

**Central Question: Why did some Americans remain loyal to Great Britain?**

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## What Does Success Look Like?

Scholars revise their speeches based on individualized teacher feedback to make their speeches stronger and clearer and understand how to use their feedback to grow as writers.

### Preparation

- To complete this revision, before class you must:
  - Choose an exemplar and non-exemplar draft editorial from the previous lesson to use in the Launch and Mini-lesson. If there is no exemplar piece, plan to use your own teacher model piece.

### Do Now — 5 minutes

- Scholars read your feedback on their initial drafts of their editorials and discuss with a partner how they will apply this feedback in their revisions today.

### Launch — 10 minutes

- The launch is your opportunity to provide a whole-class model of excellence and explain the biggest issue that holds scholars back from achieving excellence. The launch should end with scholars describing how this piece of writing exemplifies the Habits of Great Writers.
  - Reread the prompt with scholars: Why did some Americans remain loyal to Great Britain?
  - Ask scholars: How does narrative writing differ from argumentative writing?
  - Scholars discuss in pairs. Call on one or two pairs to share out.
  - Then share an exemplar draft. Have scholars discuss 1) what makes the scholar's claim compelling and 2) why the evidence selected is effective in proving this claim.
  - Have scholars articulate to partners how the work study applies to their own writing today.

### Mini-lesson — 10 minutes

- Choose an anonymous scholar draft argument that demonstrates a whole-class trend from your study of scholar work in the previous lesson, and show this scholar's line-edited draft to the class.
- Have the class work together to apply your individualized feedback to begin to revise the editorial. Then call on a scholar to articulate how to apply this feedback to all writing moving forward.
- Have scholars articulate to partners how the work study applies to their own writing today.

### Revise 1 — 20 minutes

- Set the expectation that scholars should use this entire time to revise their work based on the feedback you have given them. Explain that some scholars may need to start from scratch, and that is OK! Note that this time will be productive only if you have given every scholar individualized feedback.



- Spend 2–3 minutes working with three to five scholars.
  - Have scholars explain the feedback that they have received, as well as their plan to apply it.
  - Coach scholars on how to apply your feedback.

### **Mid-Workshop Teach — 10 minutes**

- Share an editorial that has greatly improved through revision. Have the scholar explain how he or she has applied feedback to effectively revise.
  - If there is a clear whole-class misconception that must be addressed, share an anonymous example of that trend. Have the class discuss how the scholar needs to change his or her approach to revision in order to make more substantial changes.
- Ensure scholars understand how this feedback is transferable to their own work.
- Scholars articulate to their partner how they will revise their work based on the Mid-Workshop Teach.

### **Revise 2 — 25 minutes**

- Scholars use the transferable takeaway from the Mid-Workshop Teach to revise their editorials.
- Set the expectation that scholars should use the entire time to continue revising their editorials.
- Spend 2–3 minutes working with three to five scholars.
  - Help scholars focus on what is most important: compelling claims and supporting evidence.
  - Coach scholars on how to apply our feedback.

### **Share — 10 minutes**

- Select a few scholars to present their final editorials to the class and/or have scholars share their final editorials with a partner.

### **Homework**

- Scholars study their Unit 3 Key terms and read “The Battle of Yorktown” on the History Channel website in preparation for the next lesson.

### **Teacher Feedback Guidance**

- Before the next lesson, give scholars a final grade on their revised essays, as well as one transferable next step that they must apply to their next piece.

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## **Lesson 10: Winning the War (PBL)**

**Central Question: Why did the American colonies win the Revolutionary War?**

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## Historical Background

In the fall of 1781, a combined American force of Colonial and French troops laid siege to the British Army at Yorktown, Virginia. Led by George Washington and French General Comte de Rochambeau, they began their final attack on October 14, capturing two British defenses and leading to the surrender, just days later, of British General Lord Cornwallis and nearly 9,000 troops. Yorktown proved to be the final battle of the American Revolution, and the British began peace negotiations shortly after the American victory.

For more background, read “The Siege of Yorktown” on the History Channel website.

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## What Does Success Look Like?

Scholars understand and can fluently use the following Unit 3 Key Term:

- Treaty of Paris

Scholars can explain the factors that led to American victory in the Revolutionary War and create a social media post celebrating the individuals and events that led to this victory.

## Preparation

- To complete this project, before class you must:
  - Create a teacher model of an Instagram Victory Post.
  - Ensure each scholar has the Victory Post Planning Guide in the Unit 3 Workbook accessible.
  - Print one Instagram Victory Post Template from the Unit 3 Workbook on cardstock for each scholar.
  - Gather colored pencils and Sharpies or permanent markers to make project captions and illustrations, and organize these materials in a place accessible to scholars for easy use during project work.

## Do Now — 5 minutes

- Scholars complete the Unit 3 Lesson 10 Do Now in the Unit 3 Workbook

## Context — 20 minutes

### Launch (2 minutes)

- Review the Big ideas from the previous lesson by having scholars quickly share their takeaways from the lesson.
- Pose today’s Central Question, and invest scholars in examining the significance of a colonial victory in the American Revolution.

### Watch (5 minutes)

- Watch the video “Yorktown” from the musical Hamilton available on YouTube.

- Tell scholars to think about the following question as they watch the video:
  - What was the experience of a soldier fighting in the Battle of Yorktown?

### Watch (8 minutes)

- Watch the video "Surrender at Yorktown" by PBS available on YouTube.
- Tell scholars to think about the following question as they watch the video:
  - Why were the Americans victorious at Yorktown?

### Discuss (7 minutes)

- Pairs of scholars discuss the questions posed at the beginning of the videos as well as the questions below. Then call on pairs to share out. Insist that scholars answer your question with claims supported by evidence from the homework and the videos.
  - Which other individuals or events were responsible for American victory in the Revolution? Why?
  - How did nonmilitary factors lead to an American victory in the Revolutionary War?
  - Make a connection to the Essential Question. Ask: Why was it “revolutionary” that a small group of colonists were able to defeat Great Britain, a major empire?

### Teacher Model — 10 minutes

- Say: Today you will create an Instagram post celebrating those most responsible for American victory in the war.
- Show scholars your completed Instagram Victory Post Planning Guide.
- Ask scholars: What is the idea I want to convey in my Instagram post? What evidence will I use to prove my idea?
- Show scholars your finished Instagram post, highlighting the image and use of evidence to support the idea of the post.
- Ask scholars: How am I communicating my idea through both the image and the caption?
- Make a connection to previous lessons. Ask: Could my Instagram post be considered propaganda? Why or why not?

### Planning — 10 minutes

- Explain that scholars will create their own Instagram victory posts, based on their knowledge of the victory at the Battle of Yorktown.
- Tell scholars that their posts must portray a powerful and compelling idea supported by strong visual evidence.
  - Remind scholars that visual projects, just like written pieces, make arguments, and all arguments require a strong idea with supporting details.
- Tell scholars their Instagram victory posts must contain text within them or feature text as a caption. This text should not restate or describe the Instagram post. It must enhance, clarify, or elaborate on the idea of the cartoon.

- Scholars use the Victory Post Planning Guide in the Unit 3 Workbook to plan their posts, writing their ideas and planning the details they will use to support them.

### **Mid-Workshop Teach — 10 minutes**

- Share an exemplar plan. Have scholars discuss how the plan illustrates the scholar's idea with clear and coherent organization.
- Share a non-exemplar plan. Have scholars discuss why the plan lacks an idea and/or clear and coherent organization.
- Ensure that scholars understand how this feedback is transferable to their own work.
- Scholars articulate to partners how they will revise their plans based on what they have learned.

### **Revise — 10 minutes**

- Scholars use the transferable takeaway from the Mid-Workshop Teach to revise their plans.
- Spend 2–3 minutes working with three to five scholars.
  - Ensure all scholars are rereading their plans to ensure they have strong ideas and clear organization.
  - Help scholars to focus on what is most important: ideas and supporting details.
  - Coach scholars on how to implement the feedback you've given them.

### **Project Work — 20 minutes**

- Scholars create their Instagram victory post on the Victory Post Template in the Unit 3 Workbook.
- Make sure their image and caption convey an argument, rather than just a statement of facts or a simple display of victory.
- Actively circulate to reinforce your expectations for strong ideas and persuasive visual evidence in project work and to determine major trends in scholars' work.
- Spend 2–3 minutes working with three to five scholars.
  - Have each scholar tell you the idea conveyed by his or her post. Can the idea be made stronger? How can the cartoon illustrate the idea more effectively? Is the cartoon interesting and visually compelling?
  - Hold scholars accountable for implementing the feedback you've given them.
  - Hold scholars accountable for staying focused on conveying the impact of the Battle of Yorktown.

### **Wrap-up — 5 minutes**

- Show exemplary projects to the class. Look for work that clearly and compellingly illustrates American victory and conveys why the people and event depicted were responsible for American victory.

## Homework

- Scholars read “Who ‘Won’ the War for Independence?” on pages 34–35 of the Unit 3 Sourcebook in preparation for the next lesson.

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# Lesson 11: Freedom for All? (Source Analysis)

**Central Question: To what extent did the American Revolution extend the freedoms of all Americans?**

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## Historical Background

Nearly all of the blockbuster biographies of the Founding Fathers — whether the subject is George Washington, Benjamin Franklin, or John Adams — portray the vast majority of ordinary Americans as mere bystanders. Although the authors of these best sellers sometimes pause to honor the common soldiers in the Continental Army, most pay little attention to white men who did not enlist — and none at all to African Americans, American Indians, and women of all ranks. Meanwhile, a host of other historians have been quietly documenting the many ways in which women, slaves, natives, and small farmers — the 95 percent of Americans who were not members of the founding-era gentry — shaped the Independence movement and Revolutionary War. Furthermore, in the aftermath of the war, the majority of Americans who helped advance the cause for independence did not fully experience the freedom, liberty, and “inalienable rights” for which they fought.

For more background, read “Unruly Americans in the Revolution” and “The Indians’ War of Independence” on the Gilder Lehrman Institute of American History website (free login required).

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## What Does Success Look Like?

Scholars understand the revolutionary goals of different groups of Americans and can explain how the revolution did or did not alter social, political, and economic relationships among them.

## Do Now — 5 minutes

- Scholars complete the Unit 3 Lesson 11 Do Now in the Unit 3 Workbook

## Context — 15 minutes

### Launch (2 minutes)

- Review the Big Ideas from the previous lesson by having scholars quickly share their takeaways from the lesson.
- Pose today’s Central Question, and invest scholars in continuing their study of the significance of a colonial victory in the American Revolution.

### Read (8 minutes)

- Read the essay “An Ambiguous Legacy” on page 35 of the Unit 3 Sourcebook.
- Scholars should read and annotate the text, writing a main idea next to the title of the source.

### Discuss (5 minutes)

- Scholars discuss the following questions as a whole class. Insist that scholars answer your questions with claims supported by evidence from the text and the homework.
  - How did the revolution affect life for different groups of Americans?
  - Whom did the War for Independence most directly affect? Why?
  - Make a connection to the Essential Question. Ask: To what extent were the effects of the war revolutionary?

### Investigate 1 — 25 minutes

- Scholars read and annotate Documents A through D on pages 36–37 of the Unit 3 Sourcebook. After reading each source, they should write a main idea next to the title of the source.
- Circulate to determine the major trend in scholars' work.
- Spend 2–3 minutes working with three to five scholars.
  - Have each scholar tell you the main idea of the document he or she is reading. Ask: What is the main idea of this document? How do you know? How does this document help answer the Central Question?
  - Hold scholars accountable for staying focused on the main idea of the document.

### Discuss — 10 minutes

- Scholars discuss the following questions as a whole class. Insist that scholars answer your questions with claims supported by evidence from the documents. Ensure that the discussion leads scholars to answer the Central Question.
  - To what extent did the revolution benefit different groups of Americans? Why or why not?
  - How did the revolution affect the relationship between different groups of Americans?
  - Make a connection to the Essential Question. Ask: How would the revolution go on to affect these groups in the years to come? How does revolution continue to affect many groups of Americans today?

### Investigate 2 — 15 minutes

- Tell scholars that Document E expands on the consequences of the Revolutionary War for African Americans.
- Scholars read and annotate Document E: “African Americans In the Revolution” from the Encyclopedia of the American Revolution: Library of Military History by historian Harold Selesky on the Gale Group website. As scholars read, they should think about how Document E helps answer the lesson’s Central Question. After reading the source, they should write a main idea next to the title of the source.
- Circulate to determine the major trend in scholars' work.

## Discuss — 10 minutes

- Scholars discuss the following questions as a whole class. Insist that scholars answer your questions with claims supported by evidence from the documents. Ensure that the discussion leads scholars to answer the Central Question.
  - How did free and enslaved African Americans begin to challenge their condition following the War for Independence?
  - Make a connection to the Essential Question. Ask: To what extent did the revolution increase the freedoms of African Americans?

## Exit Ticket — 10 minutes

- Write a paragraph of no more than 200 words:
  - To what extent did the American Revolution extend the freedoms of all Americans? Justify your argument with at least two concrete pieces of evidence from two different sources.

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# Lesson 12: Freedom for All? (PBL)

**Central Question: To what extent did the American Revolution extend the freedoms of all Americans?**

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## What Does Success Look Like?

Scholars understand the impact of the revolution on different groups of Americans and can trace the extent to which the American Revolution extended freedoms for a chosen group of Americans in the format of an illustrated timeline.

## Preparation

- To complete this project, before class you must:
  - Create a teacher model of an illustrated timeline.
  - Ensure each scholar has the Illustrated Timeline Planning Guide in the Unit 3 Workbook accessible.
  - Print one Illustrated Timeline Template from the Unit 3 Workbook on 11" x 17" paper for each scholar.
  - Gather colored pencils and Sharpies or permanent markers to make project captions and illustrations, and organize these materials in a place accessible to scholars for easy use during project work.

## Do Now — 5 minutes

- Scholars revise their Exit Tickets from the previous lesson based on the grade and feedback you gave them.

## Study Mentor Images — 20 minutes

### Launch (2 minutes)

- Review the Big Ideas from the previous lesson by having scholars quickly share their takeaways from the lesson.
- Pose today's Central Question, and invest scholars in continuing their study of the significance of a colonial victory in the American Revolution.

### Examine (10 minutes)

- Show Documents B and C on pages 41–42 of the Unit 3 Sourcebook to the class. Highlight features in these authentic examples to provide a model for scholar projects.
- Tell scholars to think about the following question as they examine the images:
  - How do these images convey the experiences of different groups of Americans before, during, or after the Revolutionary War?
- After examining each source, they should write a main idea next to the title of the source.

### Discuss (3 minutes)

- Pairs of scholars discuss the following questions. Insist that scholars answer your questions with claims supported by evidence from the documents.
  - What are the main ideas of the illustrations?
  - Why did the artists make these illustrations?

**Give scholars 2 minutes to revise their main idea annotations for the documents based on the discussion.**

### Discuss (3 minutes)

- Scholars discuss the question posed before examining the images as well as the following questions as a whole class. Insist that scholars answer your questions with claims supported by evidence from the documents. Ensure the discussion leads scholars to answer the Central Question.
  - Why might the artists of these illustrations have decided to depict these events?
  - How did captions help the viewer understand the main idea of each image?

## Teacher Model — 5 minutes

- Say: Today you will make an illustrated timeline, showing the experiences of a group of Americans before, during, and after the Revolutionary War in order to convey how freedoms were or were not extended for a chosen group of Americans.
- Show scholars your completed Illustrated Timeline Planning Guide.
- Ask scholars: What is the idea I wanted to convey in my timeline?
- Show scholars your completed illustrated timeline.
- Ask scholars: How did I use my title, dates, illustrations, and captions to develop my idea?



## **Planning — 10 minutes**

- Scholars use the Planning Guide to plan their illustrated timelines, writing their ideas and planning the details they will use to support them.
- Tell scholars that their timelines must portray a powerful and compelling idea supported by strong visual evidence, similar to the sample documents.
  - Remind scholars that visual projects, just like written pieces, make arguments, and all arguments require a strong idea with supporting details.
- Tell scholars their timelines may have text within them and must feature a title, a date, and a caption. This text must be focused on expressing the idea of the timeline, which should answer the Central Question.
- Scholars should refer to the homework and documents for Lesson 11, as well as relevant texts from prior lessons as they work.

## **Mid-Workshop Teach — 10 minutes**

- Share an exemplar plan. Have scholars discuss how the plan illustrates the scholar's idea with clear and coherent organization.
- Share a non-exemplar plan. Have scholars discuss why the plan lacks an idea and/or clear and coherent organization.
- Ensure that scholars understand how this feedback is transferable to their own work.
- Scholars articulate to partners how they will revise their plans based on what they have learned.

## **Revise — 10 minutes**

- Scholars use the transferable takeaway from the Mid-Workshop Teach to revise their plans.
- Spend 2–3 minutes working with three to five scholars.
  - Ensure all scholars are rereading their plans to ensure they have strong ideas and clear organization.
  - Help scholars to focus on what is most important: ideas and supporting details.
  - Coach scholars on how to implement the feedback you've given them.

## **Project Work — 25 minutes**

- Scholars create their own timelines, referring to the homework and context readings for Lesson 11, texts from previous lessons, and Documents A through D on pages 40–43 of the Unit 3 Sourcebook as they work.
- Actively circulate to reinforce your expectations for strong ideas and persuasive visual evidence in project work and to determine the major trends in scholars' work.
- Spend 2–3 minutes working with three to five scholars.
  - Have each scholar tell you the idea conveyed by his or her timeline. Can the idea be made stronger? How can the timeline illustrate the idea more effectively? Is the timeline interesting and visually compelling?
  - Hold scholars accountable for implementing the feedback you've given them.

- Hold scholars accountable for staying focused on conveying the impact of the Revolution of different groups of Americans.

### Wrap-up — 5 minutes

- Show an exemplary project to the class. Look for work that clearly and compellingly shows how freedoms were or were not extended for a chosen group of Americans by illustrating events from before, during, and after the American Revolution.

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## Optional Current Events Connection

- Scholars read the following articles on Newsela\*:
  - “Opinion: Is the First Flag Destined to Become a Point of Debate?”
  - “Patriotism, Politics Play a Role in Pledge’s Past”
- Scholars write an essay of no more than 200 words based on both of the articles above in response to the following prompt:
  - The American flag and the Pledge of Allegiance are two American patriotic traditions and symbols of American liberty. Why do Americans debate these patriotic traditions today?

\*To access all articles on the Newsela website, you must create a free account.

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## Extra Credit

**Prompts: Scholars may choose one of the following prompts about Big Ideas in American history.**

- Was the colonists’ response to British rule based more upon revolutionary or selfish principles? Why?
- The Declaration of Independence asserts that all people have “inalienable rights.” What are “inalienable rights,” and why are these rights “inalienable”?
- To what extent did freedom promised by the revolution apply to all Americans?

**Project Menu: Scholars may then choose to respond to the prompt chosen above with one of the formats outlined below.**

- **Thematic Essay:** Scholars write a thematic essay that answers one of the extra credit prompts, drawing on evidence both from the unit and from their own independent research.
- **Podcast:** Scholars create an original podcast that answers one of the prompts above. The podcast should be 5–8 minutes long. Podcasts must draw on evidence both from the unit and from scholars’ own independent research.
- **“Docudrama”:** Scholars create a “docudrama” that answers one of the prompts above. A docudrama is a dramatized video that tells the story of historic events. The docudrama should

be 5–8 minutes long. Docudramas must draw on evidence both from the unit and from scholars' own independent research.

- **Interview:** Scholars record (video or podcast) an interview with a “historian” or a historical figure in order to answer one of the prompts above. The historian or historical figure must be the scholar. A parent, a classmate, or a teacher should be the interviewer. Interviews should be 5–8 minutes long. Interviews must draw on evidence both from the unit and from scholars' own independent research.
- **Propose your own project:** Scholars may propose to do their own project. These projects must still answer one of the extra credit prompts, and any project proposal must draw on evidence both from the unit and from scholars' own independent research.