

Northwest History Consortium

To Sign or Not to Sign

Diane Olsen

5th Grade

National Standard

Era 3: Revolution and the New Nation (1754-1820s) / Standard 1

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

Washington State EALRs

2.1.1: Analyzes the costs and benefits of decisions colonists made to meet their needs and wants.

2.3.1: Understands the impact of the British government on the economy of the thirteen colonies.

4.1.1: Understands and creates timelines to show how historical events are caused by other important events.

4.2.3: Understands how technology and ideas have affected the way people lived and changed their values, beliefs, and attitudes.

4.3.1: Understands how technology and ideas have affected the way people lived and changed their values, beliefs, and attitudes.

4.3.2: Analyzes the multiple causes of change and conflict in U.S. history.

5.1.2: Evaluates the relevance of facts used in forming a position on an issue or event.

5.2.1: Understands how essential questions define the significance of researching an issue or event.

5.4.1: Researches multiple perspectives to take a position on a public or historical issue in a paper or presentation.

5.4.2: Prepares a list of resources, including the title, author, type of source, date published, and publisher for each source, and arranges the sources alphabetically.

Washington State CBA

Causes of Conflict

PROBLEM

Students of history largely have a preconception that most, if not all, colonists living in America were in favor of fighting for independence from Britain through the Revolutionary War. It's no wonder. Most of the learning materials present the issues leading up to the American Revolution from the biased perspective of American patriots. Students do not understand the complexity of the issues and the reasons why colonists chose to be loyalists or patriots.

SCENARIO

Following the French and Indian War, the differing interests of the American colonists and the British were made more evident. A number of issues developed, including historical, economic, political, and geographical, which ultimately led to the Revolutionary War. Not all American colonists supported the colonies' independence from England, however. It is thought that about 1/3 were loyal to Britain and another third were supportive of the patriots' cause. The final third were yet undecided when the war did begin.

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TASK

You are one of those in the undecided group. However, after the event on April 19, 1775, it is clear that you will need to decide where your heart and support will lie. After carefully considering the economic, political, historical, and geographical issues leading up to the Revolutionary War, you finally make your decision. Because you feel so strongly about this decision, you decide to make public declaration of it and the reasons for it, in hopes of persuading others to agree.

RESOURCES

Abigail Adams

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Kindig, Thomas. “Samuel Adams: 1722 – 1803 Representing Massachusetts at the Continental Congress.” 1999 – 2010. USHistory.ORG. 1998-2010. Philadelphia, PA. 25 January 2010 <http://www.ushistory.org/declaration/signers/adams_s.htm>.

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Eaton, Arthur Wentworth. “The Church of England in Nova Scotia and the Tory Clergy of the Revolution.” New York: Thomas Whittaker, 1891. Anglican History.Org. 1999-2010. New York, NY. 26 January 2010 <<http://anglicanhistory.org/canada/ns/eaton/10.html>>.

Cornwallis

“Lord Charles Cornwallis: 1738-1805.” University of Michigan School of Information. 2009. Ann Arbor, MI. 26 January 2010 <<http://www.si.umich.edu/SPIES/people.html>>.

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Reverend Samuel Seabury

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ASSESSMENT

- Washington State CBA “Causes of Conflict” Rubric
- Process pieces: KWHL Chart, graphic organizer*, timeline of events* (*per CBA requirements)
- Team Collaboration Rubric

REFERENCES/CITATIONS

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