

Solutions or Revolt?

Lesson #3 of the Causes of the Revolutionary War Module

ESSENTIAL QUESTION

What were some of the final attempts for a solution or escalations of conflict leading to the Revolutionary War?

OVERVIEW

Between 1770 and 1775, a series of events became key points as the conflict between Britain and the American Colonies headed for a revolt or a peaceable solution. The Burning of the Gaspee, the Boston Tea Party, Intolerable Acts, and the meeting of the First Continental Congress were important moments as colonists grappled with the ideas of liberty, protest, and petition.

OBJECTIVES

Upon completion of this lesson, the students will be able to:

1. Knowledge
 - Explain key events between 1770 and 1775 that led to the American Revolution.
 - Discuss how the concepts of liberty prompted responses of protest and petition from the American colonies.
2. Comprehension/Application/Analysis
 - Examine a primary source and analyze the elements of protest, petition, or liberty in the document.
3. Evaluation
 - Evaluate how responses to these key events continued the cycle of protest and led to the conflict of the Revolutionary War and eventual American Independence.

ACTIVITIES

1. Use the [Lesson's PowerPoint](#) to explore the context and history; the PowerPoint introduces Essential Questions and lays foundational knowledge about the conflict.
2. Watch the video "[Boston Tea Party In4](#)"
3. Define and discuss definitions and meanings of "Liberty," "Protest," and "Petition"
4. Distribute the [primary source worksheet](#) and have the students choose a document from the provided primary sources for this lesson. Students may work on their own or as a group.
 - a. 6 selected primary sources are available under [the "Primary Source" section this lesson plan page.](#)
5. Students will read the primary source and answer the questions on their worksheet, considering elements of liberty, protest, and petition.
6. Students may present their reflections from the worksheet verbally or written

STANDARDS

Please visit the [Lesson Plan Page](#) and select the “Common Core and NCSS Standards for Social Studies” to view the details.

RESOURCES

[Visit the Lesson Plan Page](#) to find all resources in one convenient place. You’ll find everything mentioned or linked in this Lesson Plan along with additional videos, articles, primary sources, and biographies.

Quick Links

- [PowerPoint](#)
- [Primary Source Summary Worksheet](#)
- [Boston Tea Party In4 Video](#)

OPTIONAL HOMEWORK/ASSESSMENT/ADDITIONAL ACTIVITIES:

Option 1: The Boston Tea Party

Students research a historical figure and consider his or her response to the Boston Tea Party. Students can write a journal entry (imagining they are this historical person), write a brief third-person essay report, or perhaps present their findings with costumes or props.

Six selected biographies are available on the [Lesson Plan Page](#) and would be suitable for this activity. Secondary and primary sources related to the Boston Tea Party are also listed on the Lesson Plan Page.

Option 2: Writing a Petition

Have your students learn about some of the colonial attempts to petition King George III and the British Parliament.

[Petitioning the King and Parliament](#)

[Olive Branch Petition](#)

Students can make a list of concerns (historic or modern) and draft a petition to bring awareness or action.

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