

Unit 1 – Review of Colonial Experience from US History I

Lehi High School

Lesson: “Shot Heard Around the Commons”

ggriffith@alpinedistrict.org

Essential Questions: What caused the tension in Boston in 1770s? Was it felt elsewhere in other colonies? What is a “boiling point?” How did the boiling point get reached in Boston in April 1775?

Enduring Understanding: Students will know causes and implications of the American War of Independence.

Background Knowledge: Students will have been exposed to the makings of Southern, Middle and Northern Colonies. They will have recently been taught about the 7 Years War with France and England and how that affected the Great Britain / American Colonies relationship (including Intolerable acts).

Bell Ringer: In Notebook, ask students to write/reflect on the question on the board: How well do you respond to change in leadership, ie. new coach, director, family leader, teacher?

The Lesson: I. Invite students to turn and share their responses to the reflection with their neighbors. Collect some volunteer responses and correlate our feelings that adapting to new leadership can be tough, especially if not chosen or consented to. Relate to Colonist experiences with new Royal Governors, laws, taxes and procedures from the Crown.

II. Share *HMS Gaspee* experience in Rhode Island. Explain purpose of actions and reactions including the resulting *HMS Dartmouth* / Boston Tea Party event. Introduce the dilemma of Loyalist versus Rebel from Teacher Created Resources: Thematic Unit on Revolutionary War pages 14 and 33. Include the concept of principles worth fighting for.

III. Writing experience: Students choose first as to Rebel or Loyalist as to their own inclination. Then writing prompt of “I quit...” for Rebels where students are to write a letter to a factual or potential situation where they are going to quit the event, team, family, habit or job. Writing is to be supported with events and facts to support their decision. (note, some of my best letters were fictional letters where students quit the family they were in because of chores, boundaries, etc...) Tories or Loyalists are to write about a plan to keep the Rebels in control with owning financial responsibilities to the Crown, but without leading to war. Completed letters and plans to be shared with an opposing student if available

IV. Update to April 1775 including the status of General Gates and martial law over Boston. Sons of Liberty arrest warrants and midnight ride. Reading sources include both Howard Fast’s April Morning, and Jeff Shaara’s Rise to Rebellion. These readings include a few pages of each work of historical fiction. If time in class this could be read now. If time constrained could be read previous. Lead discussion on white board in Venn diagram format with reading statements that are same, and those that are different. Demonstrate that historians face similar questions as to what really happened when lack of primary documents available. Invite students up to front of room where Concord road diorama is

located. (Photos shows part of a 5'x7' battle board with 150+ figures. Twenty painted metallic figures purchased on site of battles and not available through internet. Plastics are easily found.)



Lead students through the story of April 19, 1775 after Lexington. Diorama focuses on road and British organized retreat (and rescue with cannon) and the random militia style attacks. Focus should also be on the lack of formal military organization of rebels.

V. Using DK Publishing's American Revolution Battles and Leaders pages 14-17, or classroom text if battle figures are known, discuss the casualty results of the Lexington / Concord battles. Explain increase of British troops to 20,000 and assault on Charlestown (Breed's Hill) to defend Boston. Shown on map the mobility of British Navy verses hit and run availability of Colonists. List on board with student help the advantages and disadvantages of both sides to preview the actual military conflict (next lesson).

Finish: Text or internet assigned research into dates and events of next six years. List dates and events to note for quiz. Listing found on page 39 of Teacher Created Resources: Thematic Unit on Revolutionary War, but any list could be compiled. Let them know that next time's reflective writing will be on George Washington's leadership: What do you think were or should be his top 5 goals as general for the Colonial Army?

Options to this lesson include video clips from Redcoats and Rebels, or having students recreate Lexington Green with rubber bands (British 24 students) verses marshmallow guns (Rebels 7 students). Have done both. Trying the diorama this year.