

Frontier Grant Lesson Plan

Teacher: Karen Wisdom

Topic: The American Revolution

Grade/Subject: 5th Grade

Lesson Duration: 1 – 3 class periods

Guiding /essential questions: What was the Sugar Act and how did the colonists respond to King George passing it? What was the Stamp Act and how did the colonists respond? What was the Stamp Act Congress? Who were the Sons of Liberty? What were some of the ways the colonists protested the taxes?

Learning activities: Students will work through a CSI Case to answer the previous questions and to learn about the events leading to the Revolutionary War. The students will also determine the effect this event had on the coming war. They will answer questions concerning the economic, social and political consequences of the event.

Student Activities/Assessment: Working in groups of three to four, students will be given the CSI case to solve. They will determine who the “Preeminent Ruler” was, what the “monetary duty,” “sweet” and “mark” are referring to. The students will then answer these questions.

1. What was the Sugar Act?
2. What was the Stamp Act?
3. What was the Stamp Act Congress?
4. Which colonies attended the Stamp Act Congress?
5. Who was James Otis?
6. Who were the Sons of Liberty?
7. How did the colonists protest the taxes?
8. What does the term “No Taxation Without Representation” mean?

Link to specific Idaho Content Standards:

Goal 1.1: Build5.SS.1.1.2 Explain important national documents, American symbols and U.S. landmarks.

5.SS.1.1.2 Explain important national documents, American symbols and U.S. landmarks. ([452.01a](#))

5.SS.1.1.3 Discuss significant individuals who have been responsible for bringing about political and social changes in the United

5.SS.1.1.7 Discuss the causes and effects of various conflicts in American history.States.
(452.01b)

Goal 4.1: Build an understanding of the foundational principles of the American political system.

5.SS.4.1.2 Identify and explain the important concepts in the Declaration of Independence. (453.01c)

5.SS.4.1.3 Discuss the significance of the Articles of Confederation as the transitional form of government. (453.01d)

Case #101765

Many British citizens and other European immigrants were looking forward to a new life in a new country. But, their new life was not to be the ideal they had imagined. Many left their former countries to escape the oppression of a Monarchy and to escape poverty. Upon their arrival in the new world, they soon discovered that the oppressive government they were trying to escape had followed them. The British government undertook a concerted effort to bring the colonies more firmly under its control. “The Preeminent Ruler” an Ocean away was ruling with an iron fist. The first oppressive act placed a “monetary duty” on a “sweet” additive. The following year another “monetary duty” was placed on all items that a “mark” could be placed upon. The colonists knew they had to act. What was the colonists’ response to the British tyranny? Why did they respond in this manner? What would be the consequences to the colonist’s response?