

3-5 : American Revolution

How did opposition to laws fuel the American Revolutionary War?

Day
1



Video – [Differences, Disagreements, and Democracy](#) (Ages 6–11)

If you have...

10 min	Just watch the video.
15 min	Start with the video and follow up with an After You Watch discussion question.
20 min	Use the Viewing Guide to start with a Before You Watch discussion question, watch the video, and end with an After You Watch discussion question.

Before the video, ask one of the following discussion questions:

- Can you think of times when you have had a disagreement with a friend or family member? How did you resolve it?
- How do you feel when you don't agree with someone?
- Do you have any advice for someone who is in a disagreement?

After the video , ask one of the following discussion question:

- How did Max help the girls work through their differences?
- What are some things we can do to have a debate that stays civil?
- Why is it important to listen to the opinions of others, even if you disagree?



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Mystery – Private i: –
[Was the Stamp Act Fair?](#)

If you have...

20min

Begin with slides 11-16 to explain the Stamp Act. Then have the whole class complete the chart on slide 27 to identify arguments for and against the Stamp Act.

30 min

Begin with slides 11-16 to explain the Stamp Act. Next, have the class complete the chart on page 27 to identify arguments for and against the Stamp Act. Use the sentence stems in the [Student handout](#) to help students practice respectful discussions

45 min

Teach the whole [lesson](#)! Check out the [narrated version](#)!

Learning Objectives:

- Evaluate different points of view on the Stamp Act.
- Engage in civil discourse about the arguments about the Stamp Act using sentence stems.
- Determine reasons that provide strong support for arguments about the Stamp Act.
- Use reasoning to answer the question: “Was the Stamp Act fair?”



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Mystery – Private i: –
[Did the punishment for the Boston Tea Party work?](#)

Learning Objectives:

- Identify keywords in a primary source.
- Use keywords to determine the meaning of a primary source.
- Evaluate the causes and effects of the Intolerable Acts.
- Use reasoning and evidence to answer the question: “Did the punishments for the Boston Tea Party work?”

If you have...

20 min

Review the Stamp Act. Use slides 16–18 to introduce students to the Intolerable Acts. Using the information on slides 25, 30, 34, and 37, lead the whole class through the Handout 2 activity.

45 min

Review the Stamp Act. Use slides 16–18 to introduce students to the Intolerable Acts and use the information on slides 25–38 to work through the acts as a class. Have students work in pairs or small groups to work through Handout 3, 4, 5, or 6. Then ask students to discuss: Why do you think the colonists reacted the way they did?

60 min

Teach the whole [lesson](#)! (Typically two 30 min sessions.) Check out the [narrated version](#)!



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Game– [Neighborhood Good](#) + Extension Pack

If you have...

15 min	Just play the game. Play as a whole group or have each student play individually.
30 min	Start with the pregame activity on page 1 of the student docs to introduce the concept of the game Then, play as a whole group or have each student play individually.
45 min	Start with the pregame activity before playing the game. After playing the game, use the extension pack to teach what life was like during the colonial times.

Learning Objectives:

- Explain connections in historical contexts
- Explore why individuals and groups differed in their perspectives during the same period
- Apply critical-thinking skills to organize and use information acquired from a variety of sources
- Understand how political, religious, and economic ideas and interests led to the American Revolutionary War

