

LESSON: American Revolution

Central Historical or Essential Question:

➤ *Students will be able to analyze primary and secondary source documents to understand the impact of the American Revolution and decipher its historical existence as a revolutionary movement.*

Purpose of the Lesson

Many students have gone through most of their education with the understanding that the American Revolution was a radical and benchmark event in global politics. My mission within this lesson is not to teach the American Revolution, but rather, to engage students with other perspectives and arguments about its happenings. By engaging with diverse source material, scholarly positions, and collaboration with classmates, students will reconstruct their perception of the American Revolution.

Brief Overview of the Lesson

The class will begin with a short video on the “Declaration of Independence” and its impacts. Following this activity, students will be broken up into five groups (chosen by the teacher) and handed documents from different demographics of the Revolution. Each group will have a different demographic target (one group will have women (primarily White women), one with Enslaved perspectives, one from the elite, one from indigenous populations, and one from a global perspective (France or English). The

students will then analyze the documents, work with their group members, and ultimately use their given perspective to argue for/against the Revolutionary War as a phenomenon to be listed as a “Revolution.” After the planning and organizing portion, students will engage in a “fishbowl” discussion with their group members to present these arguments to the class. Following the debate, students will then work individually to craft thesis statements surrounding these new ideas of revolution and how we define them. Lastly, students will end the class by listing ways that this perspective of the American Revolution fits into a global narrative. Students will be asked, “What were the global impacts of this event? Why are they significant?” The following day, students will be required to undergo a Crowdsourcing project that will have them collaborate with groups, transcribe primary source documents, and then analyze other student-transcribed sources. With this analysis, students will answer a questionnaire sheet that asks them to engage with critical thinking vis-a-vis group work. Following this, individual work will have students dissect another transcription by themselves to transform dependent learners into independent learners.

Targeted Audience

The main audience of this lesson is AP World History Students. This activity allows students who learn best from a hands-on approach to collaborate and make this history personal and more interesting. Students should possess prior knowledge of the American Revolution from their prerequisite courses while also using the previous class lesson to fuel their responses.

Digital and Global Literacy

Students will use databases, translation sites, Google, and perhaps even Google Docs to organize and deliver compelling arguments to the class.

By breaking groups up into multiple perspectives of revolution and struggle, a more comprehensive understanding of this era allows students to discover perhaps unknown narratives within the American Revolution. By making this an intersectional lesson, women, People of Color, and marginalized demographics are given proper agency that deepens the student’s understanding of history and those who participated in it.

Relevance Beyond the Classroom

The impact of this lesson is to demonstrate that the traditional narrative of the American Revolution often leaves many accounts left out or erased. By incorporating diverse perspectives, students understand how various demographics propelled and maintained the social systems of the revolutionary century. Alongside this, by investigating these diverse accounts, students readily understand how all groups within America created our contemporary world. Moreover, the crowdsourcing material allows students to virtually interact with American history, understand differences in language, and become more proficient in dissecting primary source documents. This task not only encourages critical analysis but supports and bolsters digital media literacy.

Research & Sources

My research considerations came from my own experiences within an AP World History classroom (as a student), the textbook *The Social Studies Teacher's Toolbox, Reading Like a Historian*, and various online databases like the Library of Congress. I attempted to find diverse sources that centered on women, People of Color, and global reactions to these revolutions alongside autobiographical material to demonstrate an intersectional approach to learning, digesting, and engaging with these complicated, often interconnected, histories. Moreover, utilizing the monograph *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students* has allowed a deeper understanding of understanding diverse needs for a multicultural student body.

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Lesson Plan #
DAY 1

Secondary History / Social Studies

Course	Lesson Topic & Unit Name	Instructor	Date(s)
AP World History	American Revolution	Mr. Lowe	xx/xx/xxxx
Lesson Essential Question (LEQ) OR Learning Objective (LLO)	What were the impacts of the American Revolution? Should it be considered a revolution? <i>or</i> <i>Students will be able to analyze primary and secondary source documents to understand the impact of the American Revolution and decipher its historical existence as a revolutionary movement.</i>		
Content Standards Identify <i>at least two</i> NCS content strands (History, Civics & Government, Economics, Geography, Behavioral Sciences), with one content objective as a main focus and content objectives from other areas as supporting focus	<ul style="list-style-type: none"> ● WH.C&G.1.3 ● WH.C&G.1.3 		
Inquiry (Skill) Standard Enter objective(s) from NCS Inquiry Strand	<ul style="list-style-type: none"> ● I.1.5 Communicating Ideas ● I.1.1 Compelling Questions ● I.1.4 Developing Claims and Using Evidence 		
Activity	Details of Activities	Purpose-Rationale	Time
The questions below serve as guideposts for each section. If your lesson requires, you may want to rearrange or repeat Acquisition and/or Extending & Refining (leave Pre-Lesson & Closure as is).	What are the students doing? Provide the necessary setting, steps, materials, and prompts. Be explicit so any substitute teacher can effectively conduct your lesson.	Why are students doing this activity? How does the activity align to the content and skill standards and/or LEQ/ LLO?	Provide estimated minutes in each row
Pre-Lesson How do you prepare students for content & skills acquisition, or use students' prior knowledge? How do you open this new lesson?	Begin the lesson by showing students a short video on the "Declaration of Independence" and its impacts on America. Ask students to consider why this document was so revolutionary and their views on its	This activity is being done to not only introduce the subject material for the day but to show students the different perspectives of historians, to engage in a classroom discussion about America's revolutionary history, and to	10 mins

	<p>importance. Because the American Revolution is a prerequisite course, many students will already have a grasp on the major themes and historical figures within its narrative. Therefore, students will break into groups of 5 of the most important events/people of the revolution and will explain why they chose them. This introduction should segue from the previous discussion on what makes a revolution and will have students understand these concepts skills within a specific example. Moreover, this activity will also allow me to see who needs more focus on this topic and who needs less help grasping the themes listed. With the video and student-led brainstorming in small groups, the lesson on the American Revolution will allow students to demonstrate not only the LEQ from the previous lesson, but will also allow them to engage with the events of the revolution with community-oriented communication.</p>	<p>accommodate them into working in their teacher-selected groups. This activity aligns with the LEQ because it forces students to consider a perspective outside of the traditional American narrative. By discussing with the class, and then in their small groups, students will be allowed to brainstorm common 4 to 5 common elements of a revolution and to think more critically about these within American history. More importantly, by discussing with their neighbors, different perspectives can often engage strong opinions, causing a lively but professional debate within these groups. The standards met are I.1.5 and I.1.1 because students are working in groups to focus on the LEQ as it relates to both American and World History.</p>	
<p>Acquisition How will students acquire new content or skills? Is acquisition teacher or student-centered? [Explain lesson goals by emphasizing LEQ/LLO]</p>	<p>Students will acquire new skills through student-led, community conversations. While I will be walking around the room to answer as many questions as possible, giving context, and helping students understand some of the complex or dated languages, it is up to the student groups to form their own analyses and interpretations of the events. By providing students with primary and secondary source material, they will be able to understand the way historians investigate concepts and events, allowing them to engage more critically with the subject material. While we will not be discussing the events of the revolution (most of these students will be 9th graders and the American Revolution was an 8th-grade topic as well as a US history topic) the impacts on the global community cannot be understated.</p>	<p>The purpose of this exercise is to not only expand student communication about revolutions— this fishbowl activity, alongside the primary source documents, analyzed, allows for critical feminist theory and critical race theory to underscore the foundations of early American society. The goal of this assignment is to help “dependent” learners start reframing the way they view history. By working within groups, culturally responsive teaching allows students that work better in co-operational assignments to begin thinking as “independent” learners.</p>	<p>N/A</p>

	<p>By analyzing documents with their groups, along with open notes/books, students will demonstrate their ability to communicate ideas and to think like a historian. Questions such as “why are these questions important” and “who participated in this history” are paramount in relation to the LEQ. By analyzing the impacts of this revolution on the group/persons in their primary source documents, students develop an intersectional, more well-rounded understanding of both Revolutions as a general topic, and the specifics of the outcomes of the American Revolution.</p>		
<p>Extending & Refining I (group) How will students practice new content and skills by working with classmates? How does this activity promote historical thinking skills and using primary/secondary sources?</p>	<p>Students will break back into groups of 5 (chosen by the teacher.) Each group will be given different primary source documents from different demographics from the revolution (i.e. one group will be handed a document on women’s experiences, one group will be handed a document on Black Americans’ experiences, etc.) Students will work with their groups to pull out the main ideas, biases, and perceptions, and come up with an argument/thesis on why (or why not) the American Revolution should be considered a revolution at all. Some of these primary source documents will be from outside sources (like a British newspaper or a French magazine), while others will be handed American documents. These different handouts will allow students to more fully grasp the domestic and international implications of the revolution. After 15 minutes, students will then be asked to form “fishbowl” groups (where a group of students sits in the middle of the class and the rest are seated around the center desks). The first group of students will then tell the class what primary source document they were given,</p>	<p>Students are doing this activity not only to meet the standards I.1.1 and I.1.5 but to also engage with primary source material on a personal, more intimate level than a simple lecture would allow. By breaking students into groups to have them analyze, and interpret a primary source document, students will utilize historical thinking to form an argument that will be presented in front of the class. Using the LEQ to debate the existence of the American Revolution as an actual revolution, students will challenge their preconceived notions of American identity by engaging with their peers, the documentation, and myself to determine their own, fact-based opinions on the subject material. Allowing for different perspectives, identities, and experiences with the American Revolution helps students understand the importance of social history in the making of democracy.</p>	<p>60 Minutes</p>

	<p>and whose perspective it is from, and then will engage with the class. The purpose of this exercise is to help students utilize, both the vocabulary on the unit map, the LEQ, and their critical thinking skills to determine if the American Revolution was revolutionary from the perspective of the document analyzed. Each group (out of 5 to 7) will have a limited time to present and argue their case to the class. During that time, I will be looking for an interpretation of the source material, the ability of students to communicate their ideas, the ability to contextualize, and their ability to convince their classmates that their arguments have historical merit. Each group will have the opportunity to provide the class with their understanding of these differing perspectives, and if that perspective demonstrates why (or why not) the American revolution should be considered a revolution. Alternating student groups in the middle of the “fishbowl” not only allows each student to present their ideas and commentary, but also allows every student to see each perspective of the primary source documents.</p>		
<p>Extending & Refining II (individual) How do students apply the knowledge they have learned in acquisition and group work? In this section, students begin to work independently with the goal of demonstrating their understanding on their own.</p>	<p>Following the fishbowl discussion, students will spend 10 minutes creating a thesis statement for a DBQ. Utilizing the LEQ for the lesson, the prompt will entail “should the American Revolution be considered a revolution? Why or why not?” Using the primary source documents utilized in the class discussion, students will craft a thesis statement that will be turned in (Not Graded).</p>	<p>Standards I.1.5 Communicating Ideas and I.1.1 Compelling Questions, alongside the LEQ, allow students to practice the thesis statements while also exploring the debates within historiography surrounding the definition of revolutionary America. Moreover, working on these thesis statements will help students practice the structure of their arguments and what the correct form should be for the exams, both the end-of-unit and the AP Exam. The creation of the thesis statement allows the educator to see if the students have begun to think critically and have more intersectionality about a topic that has been taught since they were in elementary school. The American Revolution is the perfect</p>	<p>10 minutes</p>

		<p>vessel for this writing assignment because it represents something students know intimately, while also allowing them to explore different interpretations from their previous social studies classes. This informal assessment will also allow students to work on their writing ability, understand the importance of AP vocabulary, and combine these facets into a tangible, readable goal for the instructor. While the thesis will not be graded, this assignment does provide a way for students to express their opinions without of having to worry about their GPA. Critical thinking, argumentative ability, and interpretation of the documents provided reinforce both the LEQ and the standard goals. The small time frame for this assignment also has a purpose. On the AP exam, these students will not have much time to create a thesis and begin arguing. By providing in-class examples and in-class, low-pressure practice, students will be more prepared for the end-of-year exam.</p>	
<p>Closure How do students put it all together for today's lesson? The closure activity helps tie this lesson to the overall unit. Re-emphasize LEQ/LLO, UEQ/ULO, and "big picture" understanding</p>	<p>To close out the lesson, students will spend the remainder of class time writing about how the American Revolution fits into the global narrative. Students will be asked, "What were the global impacts of this event? Why are they significant?" Because this is our first content lesson in the unit, this analysis will be a prediction for the next day (when we do the French Revolution). Students will use all of the documentation available to predict how this movement shaped the world outside of America's borders. For example, a student may write "The American Revolution impacted the world because it demonstrated that liberty and freedom can shape a new nation. I think this revolutionary movement does deserve to be considered a revolutionary movement because of the social, economic, and political changes for men without</p>	<p>Standards I.1.5 Communicating Ideas and I.1.1 Compelling Questions, alongside the LEQ, allow students to practice the thesis statements while also exploring the debates within historiography surrounding the definition of revolutionary America. Moreover, working on these thesis statements will help students practice the structure of their arguments and what the correct form should be for the exams, both the end-of-unit and the AP Exam. The creation of the thesis statement allows the educator to see if the students have begun to think critically and have more intersectionality about a topic that has been taught since they were in elementary school. The American Revolution is the perfect vessel for this writing assignment because it represents something students know intimately, while also allowing them to explore different interpretations from their previous social studies</p>	<p>10 minutes</p>

	<p>landholdings. More importantly, this movement was inspired by the Enlightenment, so my prediction is that movement will demonstrate to other countries that fighting for liberty can achieve great things.”</p> <p>Thoughtful and analytical answers such as these demonstrate that this assignment not only forces the students to interact with the LEQ and main learning objectives, it also forces them to consider international connections which is paramount in a world history class. These answers will be saved and revisited when the unit is finished. Students will then write a paragraph on why they think their assessment was right or wrong, bridging their knowledge of revolution and the global community into the understanding of the American Revolution. On the other hand, a different approach can also be made. If it seems students do not have the capacity to engage with predictive analysis, a better question can be posed. “What has our class discussion helped you realize about the American Revolution?” This question, perhaps more than the last, will ultimately demonstrate student involvement, demonstrate knowledge intake, and will help students retain the information gained in the class seminar. Introduce the Crowdsourcing group project.</p>	<p>classes. This informal assessment will also allow students to work on their writing ability, understand the importance of AP vocabulary, and combine these facets into a tangible, readable goal for the instructor. While the thesis will not be graded, this assignment does provide a way for students to express their opinions without having to worry about their GPA. Critical thinking, argumentative ability, and interpretation of the documents provided reinforce both the LEQ and the standard goals. The small time frame for this assignment also has a purpose. On the AP exam, these students will not have much time to create a thesis and begin arguing. By providing in-class examples and in-class, low-pressure practice, students will be more prepared for the end-of-year exam.</p>	
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DAY 2

Activity	Details of Activities	Purpose-Rationale	Time
<p>The questions below serve as guideposts for each section. If your lesson requires, you may want to rearrange or repeat Acquisition and/or Extending & Refining (leave Pre-Lesson & Closure as is).</p>	<p>What are the students doing? Provide the necessary setting, steps, materials, and prompts. Be explicit so any substitute teacher can effectively conduct your lesson.</p>	<p>Why are students doing this activity? How does the activity align to the content and skill standards and/or LEQ/ LLO?</p>	<p>Provide estimated minutes in each row</p>

<p>Pre-Lesson</p> <p>How do you prepare students for content & skills acquisition, or use students' prior knowledge? How do you open this new lesson?</p>	<p>Begin the lesson by having students list 5 facts about the American Revolution that they learned outside of this class. This could be through the internet, at home, at historic sites, etc. Following this, have students list 5 new things they learned from the fish bowl discussion the previous day. This will be handed in at the beginning of class. Introduce the crowdsourcing project.</p>	<ul style="list-style-type: none"> • Standard I.1.5 Communicating Ideas allows me to see how students have interpreted, understood, and contextualized our conversation about the American Revolution. 	<p>10 minutes</p>
<p>Acquisition</p> <p>How will students acquire new content or skills? Is acquisition teacher or student-centered? [Explain lesson goals by emphasizing LEQ/LLQ]</p>	<p>In the crowdsourcing project, students will go to the library and choose from a list of documents to transcribe and list on the website Zooniverse. Students will be given the option of transcribing any of the documents available (after screening by the educator). In groups of 3, students will transcribe the material given and post their transcriptions on Zotero.</p>	<p>Standards I.1.4 Developing Claims and Using Evidence and I.1.5 Communicating Ideas are prominent within this assignment. Students are doing this activity to better understand the language used in the past, familiarize themselves with digital media technology and its place in history, and explore social history.</p>	<p>30 minutes</p>
<p>Extending & Refining I (group)</p> <p>How will students practice new content and skills by working with classmates? How does this activity promote historical thinking skills and using primary/secondary sources?</p>	<p>Staying in groups, students will analyze the transcription from another group and begin answering a question sheet provided by the instructor. On this sheet, students will answer questions such as “who is speaking in this source,” “explain the major issues within the source,” or “what was happening in the world when this was made.” Using the primary sources, alongside their information with the fishbowl discussion, students will more fully understand the impacts, causes, and reasons for the revolution, alongside understanding its existence as a “revolution” at all. Students will hand these in at the end of class for a Participation grade.</p>	<p>The standards I.1.5 Communicating Ideas, I.1.1 Compelling Questions, and, I.1.4 Developing Claims and Using Evidence allow both independent and dependent thinkers to work together to begin thinking like a historian about the American Revolution. Using rhetorical analysis skills, students utilize transcription skills with contextualization and a deeper understanding of the material.</p>	<p>15 minutes</p>
<p>Extending & Refining II (individual)</p> <p>How do students apply the knowledge they have learned in acquisition and group work? In this section, students begin to work independently with the goal of demonstrating their understanding on their own.</p>	<p>Breaking out of the groups and working independently, and will be handed the same sheet with identical questions. This will also be handed in at the end of class for a Participation grade.</p>	<p>The standards I.1.5 Communicating Ideas, I.1.1 Compelling Questions, and, I.1.4 Developing Claims and Using Evidence allow dependent thinkers to understand and critically analyze with autonomy. While the group work allowed them to better understand the material through collective action, this individual assignment allows</p>	<p>15 minutes</p>

		me to see how refined their critical analysis skills are from a personal base. Those that do not grasp the assignment may need extra help understanding the information/skills within the class.	
<p>Closure</p> <p>How do students put it all together for today's lesson? The closure activity helps tie this lesson to the overall unit. Re-emphasize LEQ/LLO, UEQ/ULO, and "big picture" understanding</p>	<p>At the end of class, students will remain individual. Alongside their transcription analysis, students will finish an "out the door" assessment that will ask them to answer, once again, "was the American Revolution a revolution?" Students will write two paragraphs using the information learned from the fishbowl discussion and from their source analysis.</p>	<p>This ticket out the door emphasizes the standards I.1.4 Developing Claims and Using Evidence and I.1.5 Communicating Ideas. By once again asking to reassess the American Revolution, students can continue to critically observe and critique the movement as a whole. Using sources and arguments made from the last two days, students will be able to refine and reinterpret narratives and attitudes that more concretely define their proficiency of the material.</p>	<p>10 minutes</p>

Accomodations: What adjustments are you making for diverse learners (ELLs, struggling readers, gifted & talented)?

Target Group of Student	AP Students	Strategies	Using the transcription project allows dependent learners to more fully understand the parameters of the assignment by working in groups before moving to individual work. For students that struggle with reading comprehension, I will help them find source material that is easier to transcribe/understand using Zooniverse. I can also print off any sources that may have issues being accessed digitally. Accommodations come in the form of translated primary source documents (into the language desired) for international/ELL students, having a group to communicate ideas (for students with social anxiety), and various media for students that struggle to read (especially when considering the difficult font/language in primary sources). While these are wonderful first steps, knowing my students and their limitations will be the only way for this activity to function properly. Gifted students will be given more complex documents (i.e. perhaps a foreign newspaper reporting on the revolution) that will force them to think more critically, challenging them to make conclusions based on events outside of the country reporting.
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Assessments: How do formative assessments measure progress? How do summative assessments learned skills & content?

<p>Formative - Informal Which activities act as formative assessments? How might you, or the students, use FAs in this lesson as learning tools?</p>	<p>Ticket out-the-door assessment. Before the end of class, ask students to write down any concerns, questions, or critiques of the lesson.</p>			
<p>Summative - Formal Which activities act as summative assessments? How will SAs in this lesson prepare students for the unit summative assessment?</p>	<p>End of Unit Exam Continue Working on Wax Museum Projects</p>			
<p>Materials & Supplies</p>	<p>• Zooniverse</p>	<p>• Printer</p>	<p>• Internet</p>	<p>• Assessment Sheets</p>
<p>Sources & Notes Where did you research content for today's lesson? Where did you find helpful information, primary & secondary sources, and lesson plan ideas?</p>	<p>Sources (cited in Chicago Manual of Style)</p> <ul style="list-style-type: none"> • <i>Sentiments of an American Woman</i>. Broad­sides, leaflets, and pamphlets from America and Europe. Philadelphia: 1780, Library of Congress, 2 p.; 35 x 23 cm, https://www.loc.gov/resource/rbpe.l4600300/ • "Boston, December 1, 1773. At a meeting of the people of Boston and the neighboring towns at Faneuil-Hall," Digital Public Library of America, http://dp.la/item/ac7cb0395f7e44b45b459a456c7bf392. • Washington, George. George Washington Papers, Series 2, Letterbooks 1754 to 1799: Letterbook 8, March 14. 1776. Manuscript/Mixed Material. • Low's Almanack for. 1782. Pdf. • Wineburg, Sam and Chauncey Monte-Sano. "Famous Americans": The Changing Pantheon of American Heroes," <i>Journal of American History</i> 94 (March 1994). • Reznitskaya, A. Anderson, R.C., and Kuo, L-J. (2007) Teaching and learning argumentation. <i>Elementary School Journal</i> 107(5): 449-472. Retrieved from https://erc.ed.gov/?id=EJ765988 • Johnson, Elizabeth and Evelyn Ramos Lamarr. "Discussions." In <i>The Social</i> 		<p>Notes to self (post-lesson)</p> <ul style="list-style-type: none"> • Mindfulness about the speed at which students comprehend documentation, some students may need more time to synthesize and communicate their ideas. Also, provide time for students to ask questions and debate in class. 60 minutes is the goal, however, this might need to be adjusted depending on how the seminar is going. • Accommodations are incredibly important, while I feel as though I have checked all my boxes, you can never gauge a student body from a hypothetical place. This activity works in theory, but in an actual classroom, some different accommodations may need to be made to make this lesson more accessible. Knowing my students and their needs provides this fail-safe. • Need to find more source material on indigenous Americans. 	

	<p><i>Studies Teacher's Toolbox: Hundreds of Practical Ideas to Support Your Students</i>, edited by Larry Ferlazzo and Katie Hull Sypnieski, 295-320. New Jersey: Jossey-Bass, 2020.</p> <ul style="list-style-type: none"> • American Revolution Collection: Letters, 1776 Box 11, Folder C. 1776. Retrieved from the Digital Public Library of America, http://hdl.handle.net/11134/40002:5054. • Brown, Obadiah. American Revolution Collection: Obadiah Brown's journal, 1776 Box 6, Folder D. 1776. Retrieved from the Digital Public Library of America, http://hdl.handle.net/11134/40002:5119. • Corwithe, Molly (author), Halsey, Calvin C. (transcriber). A song upon Long Island's distress, by Mrs. Molly Corwithe, 1776, transcribed 1838. 1776. Retrieved from the Digital Public Library of America, http://cdm16694.contentdm.oclc.org/cdm/ref/collection/p15281coll2/id/39967. 	
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