



AMERICAN VILLAGE  
CITIZENSHIP TRUST  
CITIZENS ★ LEADERS ★ STEWARDS

## The American Village: Teaching Youth America's Legacy of Liberty

### Lesson Title: Threatened Rights: A Simulation in Causes Leading to the American Revolution

This lesson provides firsthand experience to students in a simulation that leads students to the same breaking point at the American colonists of the 18<sup>th</sup> century. It encourages students to take action and create solutions to the situation.

#### Objectives:

In this lesson, students will:

Gain an understanding of the events leading up to the American Revolution.

Gain insight into how the American colonists must have felt and why they behaved the way they did in response to the actions taken by the British before 1776.

#### Materials and Resources:

Background information – Various acts taken by Britain from 1650 – 1776.

Examples: Navigation Acts; Writs of Assistance; Stamp Act, Quartering Act, and Intolerable Act

“List of Complaints against the King of England” adapted from The Declaration of Independence

Web site:

<http://www.historyforkids.org/learn/northamerica/after1500/government/declaration.htm>

Memo to Parents: Changes in School Handbooks (This may be changed to fit different age groups and situations.)

Student/Colonist Graphic Organizer



### **Strategy:**

1. New school regulations are delivered and read to the class by a school administrator or co-worker.
2. Students react and write a list of solutions/actions in response to the new rules. Stress that it is a time to think about what they want to do about it, not just complain about the unfairness of the new rules.
3. List these ideas on the board or overhead.
4. Ask how many students are willing to obey the “new rules?” Some students may be willing to do so (Loyalists vs. Patriots).
5. Have students write a letter to the superintendent or principal explaining why they think the rules are unfair or unjust, and /or the steps they plan to follow in response to the to the “new rules.”
6. When the students have completed their letters, take them up and write the following question on the board: Do you think you can now understand how the American Colonists must have felt prior to the Revolutionary War? Let them know that this has all been a learning simulation.
7. Students will compare the acts put on the American colonists with the rules they were given in the simulation.
8. Students will discuss reasons the colonists fought for their liberties in the Revolutionary War.
9. Divide students into small groups. Assign each group a rule and act. Complete the graphic organizer – School Rule/British Rule/Reactions.
10. Have each group report and compare how their “rule” and the British “acts” were alike.
11. Teacher may stimulate the discussion by asking the following:
  - What angered you most about the “new rules?”
  - Why do you think some of the Colonists went along with the British Acts?
  - Why were some of you willing to follow the new school “fake rules?”
  - What kinds of things do people do when they feel they are being treated unfairly?
  - Why do you think Britain felt their laws were “fair?”
  - Even though the Colonists were breaking the laws, why didn’t they consider it a serious violation? (civil disobedience)
  - Can you think of any boycotts going on today?
  - Do you know of any areas of the world today where people are rebelling against their governments? What are their reasons?

### **Assessment:**

#### **Formal & Informal**

- Students’ expository writing will be assessed using the **Writing Assessment Rubric**.

- Students will compare the acts put on the American colonists with the rules they were given in the simulation.
- Students will discuss reasons the colonists fought for their liberties in the Revolutionary War.

**Lesson Extension:**

- Open class discussion regarding revolutions/protests; actions people take when they feel things are not fair; rights of people; responsibilities of governments; civil disobedience, etc.

Letter and Form courtesy of Martha Bakula. Used with permission.

# Memo

**To: Parents of**

**From:**

**Date:**

**Re: Changes in School Handbooks effective**

1. Because on increases in absences this winter and to stress the importance of consistent school attendance, students will be required to pay a fine of **one dollar** for each absence from school. This fine will be expected upon return of the student to school.
2. Due to increased theft in schools, desks will be **searched at any time** by principals, assistant principals, or teachers, without prior warning to the student. This includes searches of clothing, purses, gym bags and lockers, storage tubs, or back packs.
3. Due to the general lack of participation in school lunch programs and financial losses as a result of a cutback in federal funds, all lunches to be eaten in the school must be purchased from the school lunch program beginning \_\_\_\_\_. **No one** will be allowed to consume lunches brought from home.
4. In order to bring in further school revenues, all school supplies must be bought from the school store beginning on the Monday after Spring Break. Teachers will require that all study materials including paper, pencils, folders, binders, or any other classroom items will be bought from this store. If the school does not have a school supply store then one will be established immediately. A label with \_\_\_\_\_ School's stamp on it will be placed on all supplies so that the teacher/ monitors will be able to easily identify these approved items. **Unauthorized materials will be confiscated.**
5. The student councils in each school will be expected to assist in carrying out these new regulations without question.

## Sign and Return

I have read the above regulations and understand that failure to sign, showing my agreement to comply, may result in my child losing school credit.

Parent Signature \_\_\_\_\_

Student Signature \_\_\_\_\_

**School Rule**

**British Rule**

**Student Reaction**

**Colonial Reaction**

**How Are They the Same?**

Dear \_\_\_\_\_

I think that the new rules are totally unacceptable, intolerable, and unthinkable!

The rules were extremely unexpected. I think that kids should get to be creative and expressive in what they eat, what utensils that they use, and what they wear.

Plus, how would you like it if I accused you of taking something and looked through all of your personal belongings without even giving you a thought?!? Furthermore if you were sick with a deadly disease for a week, would you like to pay your money for just a week of absences?

willing to compromise

I think that if we (school students) should have to suffer, you and your friends should too! These are way too disgustingly formed rules! My class and I are extremely

frustrated with these so-called rules. I do not see every much cause in these disagreeable rules. I would mind having a thorough check routinely, but otherwise I say: "It is sure not going to happen with me!" Also you are definitely not going to make it happen!

ing at / a person

My class and I are contacting other schools, to get them to get involved. None of us mind getting expelled or suspended. We might even get our mothers to check us out for lunch!

Sincerely,

Dear

I am outraged by these new rules! These rules are very intolerable and unconstitutional. I think these are not fair because the lunchroom food is disgusting, how about you come down here and try the lunchroom food. Plus you shouldn't make people pay if they're sick because they can't help if they're sick.

I also think that we should be able to buy supplies anywhere I want. Finally, I don't see any reason to search clothing, book-bags, etc, etc.

Here is what I am going to do about this. First I am going to boycott the school lunch.

Second of all I am going to buy my supplies anywhere I want. Third of all I will come to school whether I am sick or not. Finally I would like you to consider if you were a kid would you agree to do this.

Your Dearest Enemy,



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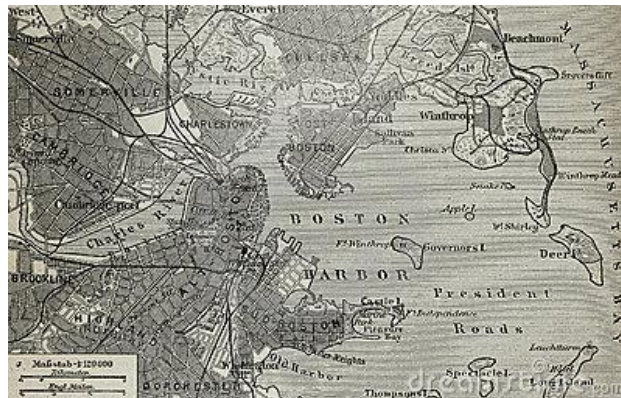
### Imagine yourself in this situation:

You are a citizen living in Boston, Massachusetts. It is the spring of 1775 (just before the battles of Lexington and Concord). You own a small inn in Boston and depend on the business to support your family. Your customers include Patriots, Loyalists, British soldiers, and British officers. As you serve food and drink, you often hear conversations, information, and angry debate about the growing tensions between the American colonies and England.

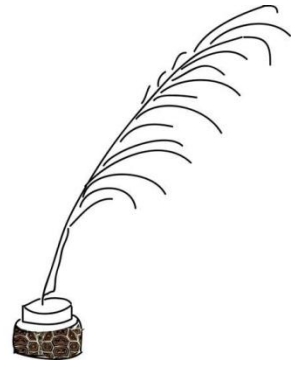
### Instructions:

Write a letter to your cousin who lives on the western frontier and doesn't know what is going on in the colonies. In your letter, discuss these things:

- What are the problems in Boston at this time? Include three facts.
- Do you support the colonies becoming a new country, or staying with England? Why?
- How is this conflict affecting your life?
  - How does this make you feel? Why?
  - What sacrifices have you made or expect to make?
  - What risks are you willing to take?



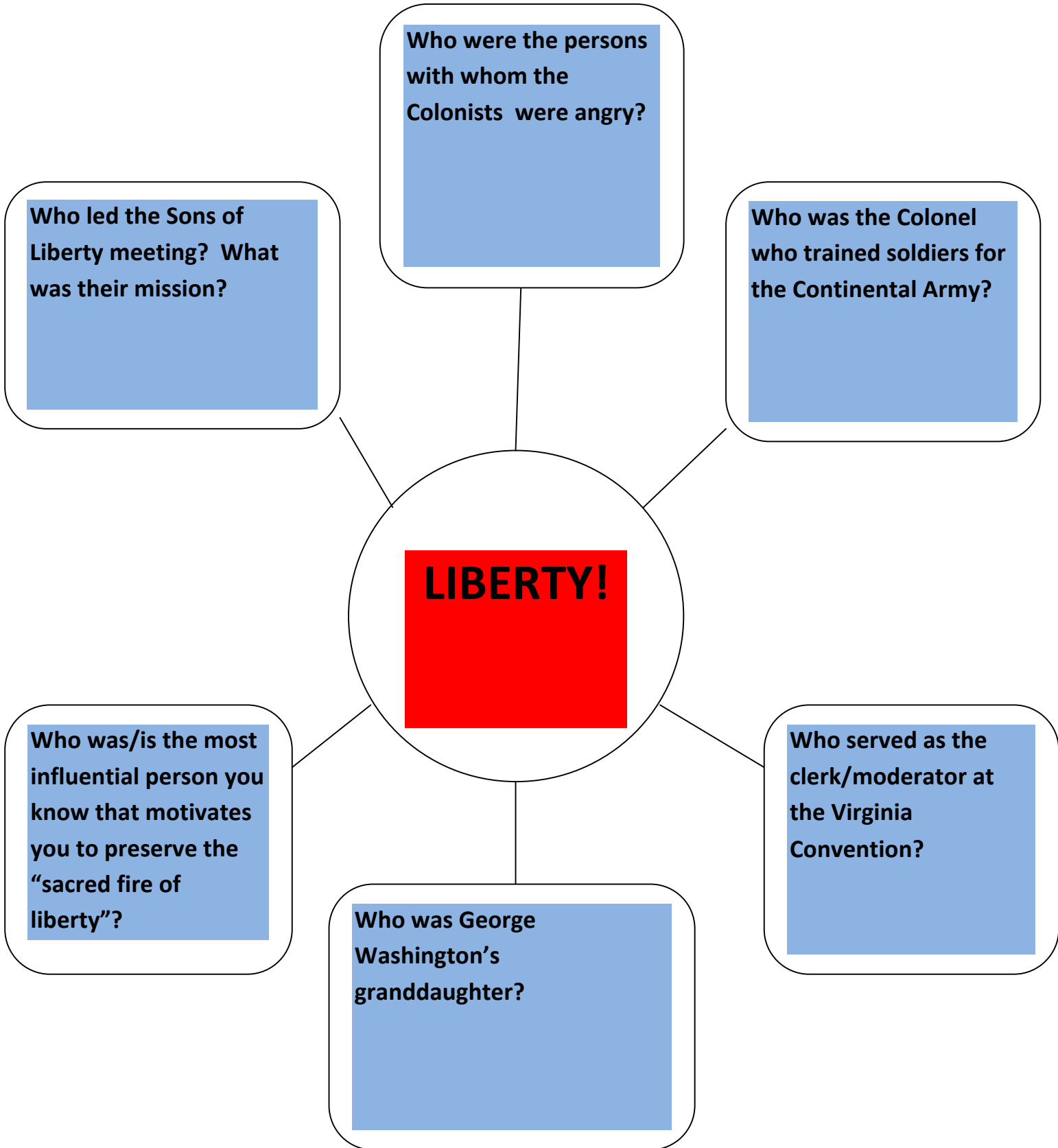




Name \_\_\_\_\_

Date \_\_\_\_\_

# Who's Who in Liberty and Self-Government





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## *Liberty!*

### Writing Assessment Evaluation Rubric

Student \_\_\_\_\_

Score = \_\_\_\_\_ / 15

CATEGORY	3	2	1	0	SCORE
<b>A</b> <b>Personalization and Emotional Content</b>	Many statements personalized; strong emotional content.	Some personalization and emotional content.	Limited personalizing, lacks emotional content.	No statements are personalized.	
<b>B</b> <b>Understanding Of Setting and Situation</b>	Strong awareness of setting and situation.	General awareness of setting and situation.	Awareness of setting unclear.	Not relevant to setting or situation.	
<b>C</b> <b>Number of Facts</b>	At least <u>three</u> accurate facts about the topic.	Contains <u>two</u> accurate facts about the topic.	Contains <u>one</u> accurate fact about the topic	Contains <u>no</u> accurate facts about the topic.	
<b>D</b> <b>Personal Position and Why</b>  On issue(s) of American independence	Personal position on issue(s) <u>stated</u> .  Reasoning shows high level thinking and thorough understanding.	Personal position on issue(s) <u>stated</u> .  Reason is stated but not in depth.	Personal position on issue(s) <u>stated</u> .  <u>Reason is not given</u> or does not match position.	Personal position on issue(s) <u>not stated</u> .	
<b>E</b> <b>Risks and Sacrifices</b> Made for American independence	<u>More than two</u> clear examples of risk or sacrifice.	<u>Two</u> examples of risk or sacrifice.	<u>One</u> example of a risk or sacrifice.	Example of risk or sacrifice <u>not given or unclear</u> .	

#### Meaning of Terms:

**A Personalizing** – Specific to the innkeeper scenario, personal feelings

**B Setting/Situation** – Events in Boston and the colonies



Name \_\_\_\_\_

Date \_\_\_\_\_

For each statement below, write in the letter beside the person's name or place that it matches.

**Matching People**

- \_\_\_\_\_ 1. Made the statement "Give me liberty or give me death!" and also helped create the Virginia Convention's "Resolves for Independence"
- \_\_\_\_\_ 2. Took notes during the Constitutional Convention and is also called the "Father of the Constitution"
- \_\_\_\_\_ 3. The General in the American Revolution who later was elected President of the Constitutional Convention
- \_\_\_\_\_ 4. The black man who was killed along with other colonists when British soldiers fired shots on them during the "Boston Massacre"
- \_\_\_\_\_ 5. A delegate to the Constitutional Convention who compared the United States to a "rising sun"

PEOPLE

- A. George Washington
- B. James Madison
- C. Benjamin Franklin
- D. Crispus Attucks
- E. Patrick Henry

**Matching Places**

- \_\_\_\_\_ 6. The first shots of The American Revolution were fired here on April 19, 1775
- \_\_\_\_\_ 7. The 1775 capital of Virginia where the Virginia Convention adopted the "Resolves for Independence"
- \_\_\_\_\_ 8. City where a "Tea Party" was held to protest British taxes
- \_\_\_\_\_ 9. The city where the Declaration of Independence was adopted in 1776, and where the Constitutional Convention met in 1787
- \_\_\_\_\_ 10. The place where the British General Cornwallis surrendered to American forces

PLACES

- A. Concord & Lexington
- B. Philadelphia
- C. Williamsburg
- D. Yorktown
- E. Boston

**Multiple Choice** – Choose the best answer

- \_\_\_\_\_ 11. Which of the following were not taxed as part of the Stamp Act?
  - A. Playing cards
  - B. Marriage licenses
  - C. Sugar and molasses
- \_\_\_\_\_ 12. Why is the word united so important in the name of our country, the United States of America?
  - A. So we will not have any disagreements
  - B. Because people in our country always get along together
  - C. Because states are stronger together than each state by itself

- \_\_\_\_\_ 13. Which document describes how our government works?  
 A. The Constitution of the United States  
 B. The Declaration of Independence  
 C. The Articles of Confederation
- \_\_\_\_\_ 14. Which of the following does not describe a major principle of how our government works?  
 A. The people are the source of all political power.  
 B. Government is divided into three branches to check and balance power.  
 C. The President is the source of all political power.
- \_\_\_\_\_ 15. The Constitution divides power among which three branches?  
 A. FBI, Military, CIA  
 B. Legislative, Executive, and Judicial  
 C. States, Counties, Cities
- \_\_\_\_\_ 16. Generally the right to vote in colonial times was restricted to which groups?  
 A. People given permission to vote by the King  
 B. White males who were 21 years old and owned property  
 C. Members of the Continental Congress
- \_\_\_\_\_ 17. Which document set forth the principles on which the American Revolution was fought?  
 A. The Mayflower Compact  
 B. The Declaration of Independence  
 C. The Articles of Confederation
- \_\_\_\_\_ 18. Which document begins with the words “We the People?”  
 A. The Articles of Confederation  
 B. The Magna Carta  
 C. The United States Constitution

**Matching the Duties** – Match the part or branch of our government to its main power.

- \_\_\_\_\_ 19. The United States Congress
- \_\_\_\_\_ 20. The Supreme Court
- \_\_\_\_\_ 21. The President of the United States.

**POWERS**

- A. The power to carry out or execute the laws  
 B. The power to legislate or create laws  
 C. The power to interpret or review laws

**Participating in Government**

- \_\_\_\_\_ 22. Why does our American system of self-government depend on citizens to take part in it?  
 A. To protect our liberties  
 B. So that we elect leaders who will do what the people want  
 C. So there will be no taxation without representation  
 D. All of the above

23. List three ways Americans can participate in self-government.