**Unit 3.4: Massachusetts and the American Revolution**

*How was Massachusetts important to the American Revolution?*

## **Cluster 1: Massachusetts in the 1760s**

*How did British rule affect the people of Massachusetts in the 1760s?*

**Cluster Overview**

Cluster 1 will focus on life in Massachusetts in the 1760s when the relationship between Britain and the 13 colonies began to change. The cluster introduces students to the time period known as the American Revolution (from about 1763-1783) engaging students to consider the purpose of rules, laws, and government and possible responses in the face of injustice. Students will investigate primary sources of a military map and an engraving by Paul Revere in addition to informational articles to examine why British soldiers were stationed in North America, how the British government began passing laws that taxed the colonies to pay for them, and the tensions that began to rise as a result.

**Cluster Learning Objectives**

**By the end of this cluster, students should be able to…**

* Define government and explain its purpose.
* Explain the colonial governmental structure of Massachusetts.
* Summarize historical events 1760s America based on information gathered from multiple sources.
* Explain how colonists protested the British government.
* Analyze primary and secondary sources to determine main ideas and key details

**Sample Lessons Included**

**Lesson 1:** Unit Kickoff: The American Revolution

**Lesson 2**: Cluster Launch: Government in Massachusetts

**Lesson 3**: A New King Makes a New Rule

## **Lesson 1**

Unit Kickoff: The American Revolution

**Content Objective**

Students will be able to explain what the American Revolution was by analyzing a secondary source and creating a Know and Wonder chart.

**Language Objective**

Students will be able to engage in a think-pair-share collaborative discussion about rules and laws.

| **SUPPORTING MULTILINGUAL LEARNERS** |
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| * Levels 1-3: Students at this level will benefit from having time to preview the text prior to this lesson so that the read-aloud is not their first exposure to the material. * Levels 4-5:  Students at this level will benefit from pre-teaching key vocabulary terms. |

**Lesson Context**

The purpose of this lesson is to launch the new unit of inquiry through the introduction and exploration of the essential unit question. Students will begin to build context around the concept of the American Revolution through discussions about rules and laws and participation in a read-aloud activity about the American Revolution. The teacher will introduce the essential unit question. Students will discuss the essential question and construct a Know and Wonder chart.

**Content Standards**

3.T6.2:Analyze the connection between events, locations, and individuals in Massachusetts in the  early 1770s and the beginning of the American Revolution, using sources such as historical maps, paintings, and texts of the period.

**Practice Standards**

PS3: Analyze primary and secondary sources to determine main ideas and key details.

**Literacy Standards**

SL3.1: Engage effectively in a range of collaborative discussions.

**Materials**

[Lesson 1 Slide Deck](https://docs.google.com/presentation/d/1fhKn6lUtp5FrIZ-MYDUVzev4ecsP33STZiJapIVblQw/edit?usp=sharing); [What was the American Revolution?](https://docs.google.com/document/d/1s7B2eBsQbhxOrSEqgctsl0R6_Nok1z1Vmws4cu1w7Hw/edit?usp=sharing); [What was the American Revolution? (modified)](https://docs.google.com/document/d/1TOY2DtTXT2MEKKMbAePoympYRYhoTApJ07gJ-LuG3IE/edit?usp=sharing); [Know and Wonder Chart](https://docs.google.com/document/d/1kcEv4wYepAMjiaW1TXiDERSqgd_OnSdD4Bmj9HNgx3k/edit?usp=sharing)

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| **Launch the Unit** (10 minutes)  **[Slide 2 -4] Activate student knowledge about rules.**   * Initiate a discussion about rules using Think-Pair-Share.   + **Think**: about a game you like to play (could be a card/board game or a team sport or some other game you play with others) and some of its rules.   Why do you think games have rules?   + **Pair**: Prompt students to discuss their ideas with an elbow partner.   + **Share**: Invite several pairs to share out.   + Possible responses may include:     - *Games have rules so that you know how to play the game and who wins.*     - *Games have rules so that you know what you’re allowed to do or not do to play/win.*     - *If games didn’t have rules, it could be confusing or unfair.* * Repeat discussion strategy with the same partners to extend the discussion into rules for other things.   + What is one rule at school or home that you think is good or important?   + Why do you think the rule was made?     - Possible examples around rules may include: *how to use playground equipment at recess, sharing things at home, or waiting in line/for your turn to get things or other ways of keeping things fair/people safe.*     - Possible reasons for making the rule include: *keeping people safe, making things fair or equal, so that people know what to do or how to do it.* * Repeat the discussion strategy one last time to ask:   + What would you do if you thought a rule was unfair to you or someone else?     - Responses to unfair rules may range from complaining/disobeying it to taking steps to cancel the rule or get it changed. * Inform students that during the inquiry unit they are beginning today, they will explore how people in Massachusetts responded when faced with unfair rules during a time in history called the American Revolution.   **[Slides 5-8] Preview the concept of the American Revolution.**   * Inform students that the American Revolution is a term used to describe a period of time from about 1763-1783 when the relationship between Britain and the 13 colonies changed because of disagreements about rules. Before the Revolution, the American colonies belonged to Britain and were ruled by a king. Many colonists were proud to be a part of Britain and enjoyed British customs and freedoms. By the end of the Revolution, America was its own country, the United States of America and separate from Britain.   **Engage with the Essential Question** (10 minutes)  **[Slide 8] Introduce the Unit’s Essential Question.**   * Display and read the Essential Question: *How was Massachusetts important to the American Revolution?*   **[Slide 9] Introduce the Know and Wonder Chart**   * Present the Know and Wonder Chart on chart paper that will be placed in a visible location and revisited throughout the unit. * Add to Know and Wonder Chart as a class using a Think-Pair-Share routine. * **Think-Pair-Share:** *What do we already know about Massachusetts during the American Revolution?*   + **Think:** *What do you already know about Massachusetts during the time called the American Revolution?*   + Possible responses may include:     - *The Freedom Trail and historic sites they’ve visited or heard about*     - *the first battles of the Revolutionary War were fought in Massachusetts in Lexington and Concord*     - *the midnight ride of Paul Revere to warn colonists that British soldiers were coming*     - *the Battle of Bunker Hill was fought in Massachusetts*     - *colonist dumping tea into Boston Harbor at the Boston Tea Party*     - *the Boston Massacre was when British soldiers fired into a crowd*   + **Pair:** Prompt students to discuss their ideas with an elbow partner.   + **Share:** Invite several pairs to share out.   Record student responses on the “Know” side of the chart, synthesizing common ideas as needed. | |  | | --- | | **SUPPORT ALL STUDENTS** | | A student text providing an overview of the American Revolution is also included in the materials to be used as needed with students at any point throughout the unit. | |
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| **Build and Record Student Knowledge** (10 minutes)  **[Slides 11-14]** **Build Student Knowledge**   * Inform students that before completing the Know and Wonder Chart, let’s talk a little more about the American Revolution.   + Remind students that when Europeans began to settle in the colonies that the king made very few rules for them. Settlers were able to make most of their own rules for these new colonies.   + Inform students that in the 1760s, Britain began to make new rules for the colonies that some colonists thought were unfair. Colonists who wanted fair treatment began taking action to get it.     - Revisit student responses to what they would do about rules they thought were unfair. Prompt students to think about what kind of actions the colonists might have taken.   + Inform students that many important events of the American Revolution took place in Massachusetts.   + Introduce students to some of the most famous leaders of the American Revolution from Massachusetts.     - Cousins John and Samuel Adams     - Paul Revere and John Hancock   + Ask students what they may know or have heard about these famous leaders from Massachusetts.   **[Slide 15 ]** **Complete the Know and Wonder Chart**   * Return to the Know and Wonder Chart and have students add additional learning. * Guide student discussion for the Wonder section of the chart with the same partners and structure used earlier.   **Think-Pair-Share:** *What do we wonder?*   * **Think:** *What do you wonder about Massachusetts during the Revolutionary War?*   + Possible responses may include:     - *What rules did they think were unfair?*     - *Why did they dump tea into Boston Harbor?*     - *Why were British soldiers in Boston?*     - *Why did British soldiers fire into a crowd of people?*     - *How many people fought/died during the war?* * **Pair:** Prompt students to discuss their ideas with an elbow partner. * **Share:** Invite several pairs to share out. * Record student responses on the “Wonder” side of the chart, synthesizing common questions as needed. * Highlight a few student questions or wonderings that connect to learning or sources that will be part of the unit. |  |

## **Lesson 2**

Government in Massachusetts

**Content Objective**

Students will be able to describe the levels of government in colonial Massachusetts by labeling a visual notes organizer.

**Language Objective**

Students will be able to ask and answer questions to demonstrate understanding of informational text by determining main ideas and key details.

| **SUPPORTING MULTILINGUAL LEARNERS** |
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| * Levels 1-3: Students at this level will benefit from having time before the lesson to review the organizer, as well as preview informational content using pictures. * Levels 4-5: Students at this level will benefit from pre-teaching key vocabulary terms. |

**Lesson Context**

The purpose of this lesson is to provide students with foundational knowledge about the colonial government of Massachusetts and launch the cluster supporting question. Students will begin to build a word wall with the key terms government and laws and participate in the Launching the Question routine using informational text and a visual notes organizer. Students will be introduced to the Unit 4 Inquiry chart and Cluster 1 question and engage in discussion about additional questions that may need to be answered in the unit.

**Content Standards**

3.T1.3: Explain why classrooms, schools, towns, and cities have governments, what governments do, how local governments are organized in Massachusetts, and how people participate in and contribute to their communities, classroom, and school governments.

**Practice Standards**

PS3: Analyze primary and secondary sources to determine main ideas and key details.

**Literacy Standards**

RI 3.1  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Materials**

[Lesson 2 Slide Deck](https://docs.google.com/presentation/d/1CgJd5c7pfoUJrJYvjNz7aYISuYNwBpaKL39Jm8rM21E/edit?usp=sharing); [The Government of Colonial Massachusetts](https://docs.google.com/document/d/1JQdcstGexBDkOCU0UPFeO1EoUdtnosgMQnyN61qxKQU/edit?usp=sharing); [The Government of Massachusetts Visual Notes Organizer](https://docs.google.com/document/d/1JzzaiM1_97vT5u1JfTMmKTjmSM_i0SvzeIedEGrNLns/edit?usp=sharing); [Answer Key: The Government of Massachusetts Visual Notes Organizer](https://docs.google.com/document/d/12SpClAcKiZabtViNHifePU5iR_QpsGrHAakF4Po3S9o/edit?usp=sharing)

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| **Build the Word Wall** (6 minutes)  **[Slides 2-9] Engage in the Build the Word Wall routine**   * Introduce the new vocabulary word: *laws* * Say the vocabulary word; students repeat 3 times. * Use the word in context. *Public buildings have ramps because laws were made to provide better access for people with disabilities.* * Provide the definition: *the rules of a community, town, state, tribe, or country.* * Highlight features of the word: *related word - lawyer: someone who studied the law and whose job is to give advice to people about the law* * Introduce the new vocabulary word: *government* * Say the vocabulary word; students repeat 3 times. * Use the word in context. *Each of the 13 colonies had their own government to make decisions for the colony.* * Provide the definition: *the group of people who run a community, town, state, tribe, or country.* * Highlight features of the word: *from a Latin word that means to direct, rule, or guide.* * Add *government* and *laws* to the Word Wall. * Tell students they will be using these words in today’s lesson and throughout the unit. |  |
| **Investigating a Source** (12 minutes)  **[Slides 10-12] Facilitate the Investigating a Source routine.**   * Review with students the following learning from the previous lesson:   + The American Revolution is the time when the relationship between Britain and the 13 colonies began to change.   + The cause of the change was disagreement about new laws that the British government began to make in the 1760s.   + Before then, Britain made very few rules or laws for the colonies. * Inform students that some of those first laws were about how the government of a colony would work and how the colonists could make laws for themselves.   + Before we begin learning about the laws that led to arguments between Britain and the 13 colonies, let’s find out more about how the government of the colony of Massachusetts worked. * Distribute visual notes organizer and review with students how to use it.   + There are pictures to represent the different parts of government in 3 layers/levels:     - Top section represents the top/head of the government. Because Britain is the country that rules the colonies, it is the head of all the colonies.     - The middle section represents Massachusetts and how the government for the whole colony is organized.     - The bottom section represents the towns and the people of Massachusetts.     - The arrows show who gets to choose the leaders for different parts of government.   + Students will work in pairs to read the text and use its information to complete the visual notes organizer. * Distribute informational text and visual notes organizer to students.   + **Observe** the features of the informational text together as a whole class:     - Title and subtitles.     - Picture and caption * Read the introductory paragraph aloud and refer to the notes organizer. * Guide students to fill in the words *King* and *Parliament* in the appropriate parts of the organizer. * Have students work in pairs to **read** the text and complete the organizer. * Gather back together to summarize the information, review the visual notes organizer for accuracy, and **connect** information to the essential question. | |  | | --- | | **LEARN MORE** | | During the 17th and 18th centuries, the Province of Massachusetts Bay, situated in Massachusetts, operated as a royal colony. Initially established as the Massachusetts Bay Colony under a charter, it underwent a transformation into a royal colony in 1691 after its charter was annulled in 1684 due to persistent breaches.  The American Revolution in the late 18th century marked the overthrow of British control over all 13 North American colonies, including the Province of Massachusetts Bay.  In the aftermath of the revolution, the Province of Massachusetts Bay underwent a significant change, adopting the title of the Commonwealth of Massachusetts in 1780.  Learn more about the Province of Massachusetts Bay [here](https://historyofmassachusetts.org/province-massachusetts-bay/). | |
| **Launching the Question** (12 minutes)  **[Slide 13] Introduce Cluster 1 question.**   * Introduce students to the Cluster Supporting Question:: *How did British rule affect the people of Massachusetts in the 1760s?*   **[Slide 14] Engage in discussion about additional questions to ask and answer in this unit.**   * Guide student attention to the Unit 4 Inquiry Chart already displayed on the wall. * Remind students that they will use the Inquiry Chart to keep track of ongoing learning and questions as they investigate sources throughout the unit. * Explain that historians ask many questions to understand and make sense of history. Asking good questions starts by understanding what they already know -- this helps historians figure out what they need to explore and learn. * Ask: *What do we already know about this question?*    + Prompt students to remember what they know about life in Massachusetts at the beginning of European colonization, including previous learning from Unit 2.   + Possible responses may include:     - *Indigenous peoples lived on the land long before European/English settlers began to arrive in 1620.*     - *Indigenous peoples had traditions and customs that were very different from those of European settlers, like their relationship with the land.*     - *English settlers brought their own beliefs and customs with them, which affected how they treated the land and Indigenous peoples.*     - *English settlers were used to being ruled by a king.*     - *English settlers made a plan called the Mayflower Compact.* * Ask: *What are some smaller questions that will help us answer this question?*   + Have students discuss using the Think-Pair-Share routine. Possible responses may include:     - *What happened to Native settlements as more English/European settlers came?*     - *Were laws made between Native settlements and the colonists of Massachusetts?*     - *What laws did Britain make that Americans thought were unfair?*     - *What did the people do to show they thought the laws were unfair?*   Invite students to share their questions and add them to the first column of the chart, directly under the Cluster 1 Supporting Question. (Consolidate or synthesize questions down to 3-5 questions to be added to the Inquiry Chart.) |  |

## **Lesson 3**

A New King Makes a New Rule

**Content Objective**

Students will be able to explain what the Proclamation of 1763 was and why it was created by Revolutionary America by analyzing a map and informational text.

**Language Objective**

Students will be able to determine the main idea and key details of a text by analyzing primary and secondary sources.

| **SUPPORTING MULTILINGUAL LEARNERS** |
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| * Levels 1-3: Students at this level will benefit from previewing content through pictures, having a word bank added to the organizer, having time to preview the text and organizer prior to the lesson, and using props, physical gestures/act-it-outs during the lesson. * Levels 4-5: Students at this level will benefit from pre-teaching of key vocabulary terms, a preview of content via pictures/picture books, and a preview of the graphic organizer. |

**Lesson Context**

The purpose of this lesson is to begin Phase 2 of the Inquiry Cycle: Investigating Sources. The teacher will introduce the Class Timeline, a reference tool to visualize their learning throughout Unit 4. Students will investigate a military map of British forces in colonial America and corresponding informational text. Students will work in pairs to record evidence on a Main Idea and Supporting Details organizer.

**Content Standards**

3.T6.2: Analyze the connection between events, locations, and individuals in Massachusetts in the early 1770s and the beginning of the American Revolution, using sources such as historical maps, paintings, and texts of the period.

**Practice Standards**

PS3: Analyze primary and secondary sources to determine main ideas and key details.

**Literacy Standards**

RI 3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea

**Materials**

[Lesson 3 Slide Deck](https://docs.google.com/presentation/d/14Pf5wTXyHy1JcXMR99Cc101LgJZ6OpqPpTuucQ9EXAo/edit?usp=sharing); [Class Timeline Teacher Guidance](https://docs.google.com/document/d/1b3Em5J5k_HTvjV45EhRodhKu852QHmtvF9w0Qpy4-YA/edit?usp=sharing); [A New King Makes a New Rule](https://docs.google.com/document/d/1QjbdYNC9_P20Yd1IloGcUULfr78ouvxqUKw0-Lxy9jQ/edit?usp=sharing); [Main Idea and Key Details Graphic Organizer](https://docs.google.com/document/d/1TlqMNWSkKvjvE7F1QGo1SQBd0DHRCYdu5IDAfqh86YU/edit?usp=sharing); [Answer Key: Main Idea and Supporting Details Graphic Organizer](https://docs.google.com/document/d/17P3sLhf6IPlMh8OViI_PgBEzZVDu55DGafNMDeYBn2E/edit?usp=sharing)

**Teacher Preparation**

* Have materials prepared to add to the Class Timeline for the Proclamation of 1763.

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| **Introduce Class Timeline** (5 minutes)  **[Slide 2] Introduce the Class Timeline.**   * Display and point out the skeleton of the Class Timeline to students. * Inform students that this is the beginning of something the class will create together throughout Unit 4. * Ask students what they see and what they think the class will be creating in the space.   + Titles/Labels and maps of 13 colonies and the USA.   + A lot of space then a long (horizontal) line with a star on it dividing the line into 2 parts (one part is bigger than the other.)   + Why do you think these things are here? What do you think we will add to it? What do you think we will create? * Confirm for/inform students that this is the very beginning of a Class Timeline that the class will build together during Unit 4.   + Remind students how they created a Class Timeline at the end of Unit 2 as a way of showing what they learned.   + Explain that for Unit 4, we will build the Class Timeline while investigating history. At the end of each lesson, we will summarize what happened in history and add the events to the Class Timeline. * Share the definition: *Timelines are a way to visually organize information and events in time order.*   + Note that the example timeline on the slide shows some information about the colonization of Massachusetts and ends with it becoming a state.     - Dots are on the line with corresponding dates just above them.     - Lines are drawn from the date dots to text boxes that give more information so that there’s room to fit the details.     - Bring the discussion to a close by noting that as they investigate sources of Unit 4, they will gather information that will be added to the Class Timeline.   **[Slide 3] Inform students about how they will continue to build the timeline.**   * Label timeline with dates and events. * Add in details about who did what, where and why it happened.   + Note that these details may vary and will need to be planned out ahead of time, as referenced in the Class Timeline Teacher Guidance materials. | |  | | --- | | **SUPPORT ALL STUDENTS** | | Prior to this lesson, students can preview the concept of timelines using this [video](https://www.youtube.com/watch?v=rTIAcCUaYsw&t=24s). | |
| **Investigating Sources Routine** (20 minutes)  **[Slide 4] Spark curiosity and build student knowledge.**   * Display the map and have students:   + **Observe**     - What type of source is it? *A map*     - Is there a date on it? *March, 1766*     - What is the title? *Distribution of His Majesty’s Forces in N. America.*       * *Note that His Majesty refers to the king and his forces are his soldiers, so this map shows where British soldiers were located in North America in March of 1766.*     - What else do you notice? Possible responses include:       * *A legend that uses red rectangles to show the amount of soldiers: a regiment, company, and half-company.*       * *“Massachusetts” isn’t labeled, all the New England colonies are put together and labeled “New England.”*       * *The shapes of the colonies are different.*       * *There are no soldiers in New England. The closest soldiers to Massachusetts are located to the west in Quebec, to the north in Nova Scotia and to the south in New York.* * Inform students that they will investigate an informational text about why British soldiers were stationed in these locations in North America in the 1760s.   **[Slide 5-8] Engage in the Investigating Sources routine.**   * Introduce the informational text, A New King Makes a Rule to students and   + **Observe**: title, pictures, caption, and the bolded term * Distribute the Main Idea and Supporting Details organizer and review the organizer with students. * Read the introductory paragraph aloud.   + - Note that it mentions the new king, but not the new rule yet. That means we haven’t reached the main idea of the text yet.     - Let’s read the next paragraph and see if we can find the main idea about the new law. * Read the next paragraph aloud and identify:   + The main idea: King George made a rule that said colonists were not allowed to move onto Native lands.   + Key Detail #1: Colonists didn’t like this rule because they wanted to move onto Indigenous lands. * Have students work in pairs to **read** the rest of the text and complete the organizer. * Gather back together to summarize the information, review the organizer for accuracy, and **connect** information to the map and the cluster supporting question.   **[Slide 10] Engage with the Class Timeline**   * Have students reflect on what date and event can be added to the Class Timeline, and what details should be included. * Add information about the Proclamation of 1763 to the Class Timeline.   + Use dates and names of events found in the Class Timeline Teacher Guidance.   + Use sticky notes or index cards for students to write key details and add to the timeline. | |  | | --- | | **SUPPORT ALL STUDENTS** | | Consider using math manipulatives such as Base 10 Blocks or Linking Cubes to support understanding of regiments and companies. |  |  | | --- | | **LEARN MORE** | | “Regiments of foot” refers to infantry foot soldiers. For more information on British army structure of the time, go [here](https://revolutionarywarjournal.com/british-army-command-structure-in-the-american-revolution-grenadier-light-infantry-battalions/).  For more information on British field artillery of the day, go [here](https://www.facebook.com/fortnecessity/videos/674485886635700) and [here](https://www.nps.gov/york/learn/historyculture/revolutionary-war-artillery.htm#:~:text=Cannon%2C%20mortars%20and%20howitzers%20made,guns%20which%20had%20limited%20mobility.).  For additional information about the map, go [here](https://www.americanrevolutioninstitute.org/treasures-of-the-american-revolution/revolutionary-war-maps/). | |