

## **“The Shot Heard Around the World” Lesson Plan-Grade 5**

**Topic.** Revolutionary War: The Shot Heard Around the World.

**Theme.** Loss of personal freedoms leads to revolution.

### **Standards.**

#### **California State Standards:**

5.5 Students explain the causes of the American Revolution.

1. Understand how political, religious, and economic ideas and interests brought about The Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townsend Acts, taxes on tea, Coercive Acts).

#### **National History Standards:**

Standard 1A The student understands the causes of the American Revolution.

Reconstruct the chronology of the critical events leading to the outbreak of armed conflict between the American colonies and England. [Establish temporal order]

**Timeline.** This lesson is designed for a 3 day period. The first day will include the hook, content presentation, and map activity. The second day will involve the students in an analysis of a primary source cartoon. On day three, the students will use their textbooks to research the “Intolerable Acts”.

#### **Teacher Preparation.** Materials needed:

Lyrics and recording of “Revolution” by the Beatles

Lyrics <http://www.bbcarpet.com/revolutionbeatleslyrics.html>

Grade level History textbook

Map of Massachusetts, purchase online

[http://www.randmcnally.com/rmc/store/strProductDetail.jsp?BV\\_SessionID=@@@0388737089.1083714506@@@@&BV\\_EngineID=cccdadclghdmfhmcgencfhjdfiidfjg.0&cmtty=0&OID=1073840623](http://www.randmcnally.com/rmc/store/strProductDetail.jsp?BV_SessionID=@@@0388737089.1083714506@@@@&BV_EngineID=cccdadclghdmfhmcgencfhjdfiidfjg.0&cmtty=0&OID=1073840623)

Cartoon analysis sheet

[http://www.archives.gov/digital\\_classroom/lessons/analysis\\_worksheets/cartoon.html](http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/cartoon.html)

Cartoon-“Caged Bostonians” <http://www.si.umich.edu/spies/index-timeline.html>

Information retrieval chart

#### **Prior Content Knowledge and Skills.**

- **Content-** The students will need to be familiar with the fact that the colonists were unhappy with the limitations and requirements (taxes) that England placed upon them.
- **Skills-** Students need to know how to read a map and the how to determine whether a source is primary or secondary.

**Introductory “Hook.”** Students will read and listen to the lyrics of the Beatles song “Revolution”. Immediately following the song the students will turn to their partner and share what they think the term revolution means. After listening to the song there will be a whole class discussion regarding the term revolution. The whole class discussion should lead the students to the conclusion that revolution means a change in government.

## **Lesson Content.**

### **Day One**

Students are transitioned into the lesson while being reminded, “As we learn about the American Revolution it will be important for us to keep our definitions of revolution clear. It will be important for us to see if our definitions of revolution change as we learn more about the revolution and to think about our theme, “Loss of personal freedoms leads to revolution.”

**Whole Class-**There will be a whole class review/discussion of the Stamp Act, Quartering Act and Boston Port Act. The discussion will highlight the main points of each act.

- Stamp Act- The British placed a tax on all printed items.
- Quartering Act- When requested, the colonists were required to provide housing, food and transportation for British soldiers.
- Boston Port Act-The British would not allow anything in or out of Boston Harbor until the colonists had paid for the damage done during the Boston Tea Party.

After discussion of these items the topic of conversation will turn to the Massachusetts Government Act.

The colonies had conducted town meetings and governed themselves for 150 years. As long as the colonies brought profits to England, England did not need to interfere with the colonist’s rule making. After the Boston Port Act was passed, the British enacted the Massachusetts Government Act. The British Parliament had placed even more restrictions on the colonists in Massachusetts.

- The colonists would no longer be able to conduct town meetings without the permission of the Crown appointed governor and if they did get permission to meet they would not be allowed to discuss topics that had not been approved by the governor.
- The colonists could no longer elect representatives to the legislature. Instead, the Crown would appoint governors, lawmakers, and officials of the court. The colonists had lost the power to govern themselves, a power that had been theirs for one hundred fifty years.
- The Crown selected all jurors for trials.
- *How do you think the colonists felt about this new act?*
- *Which of the Acts enacted by the British Parliament affected the most people?*

### **Day One**

**Center 1- Map Activity-** Students will examine a map of Massachusetts. The map of Massachusetts needs the cities of Great Barrington, Springfield, Worcester, Salem, Concord, Taunton, Barnstable, and Plymouth highlighted. The students will read the following passage from Founding Myths: Stories that Hide Our Patriotic Past “Chapter 4: The Shot Heard Around the World” by Ray Raphael. Students will read this passage as a whole class and will

need to be presented with some of the vocabulary prior to the reading. Suggestions for the preview of vocabulary words are: coercive, stipulated, disenfranchised, renounce.

*There is another story, although it has rarely been told in the past hundred and fifty years. According to this version, it was not the Boston Port Bill but one of the “other” coercive measures that turned most Massachusetts citizens into revolutionaries. The Massachusetts Government Act, passed a month after the Port Bill, dictated that people could no longer come together in their town meetings without permission from the Crown-appointed Governor, and they could not discuss any items the Governor had not approved. The act further stipulated that the people’s elected representatives would no longer determine the Council, which comprised the upper house of the legislature, the Governor’s cabinet, and the administrative arm of provincial government. Also, elected representatives no longer had the power to approve or remove judges, juries, or justices of the peace — the local officials who could put people in jail or take away their property.*

*After a century-and-a-half of local self-government, citizens of Massachusetts were suddenly deprived of the power of their votes. The Massachusetts Government Act affected not only the five percent of the populace who resided in Boston, but also the ninety-five percent who lived in towns and villages clear across the Province. Common farmers feared that judges, no longer responsible to the people, might be corrupted and foreclose on land for the slightest debts. The new act eliminated the sovereignty of the people of Massachusetts and threatened their economic solvency.*

*But the people would not allow it. They refused to be disenfranchised.*

*The Massachusetts Government Act was due to take effect on August 1, 1774. The first court under the new provisions was scheduled to sit in remote Berkshire County, on the western edge of the Province, but the court never met. When the Crown-appointed officials showed up for work on August 16, they found themselves shut out of the Great Barrington courthouse by 1,500 committed patriots. [iv]*

*Two weeks later, in Springfield, 3,000-4,000 patriots marched “with staves and musick” and again shut down the court. “Amidst the Crowd in a sandy, sultry place, exposed to the sun,” said one observer, the judges were forced to renounce “in the most express terms any commission which should be given out to them under the new arrangement.”*

*In Cambridge three days later, 4,000 patriots forced the Lieutenant-Governor of Massachusetts to resign his seat on the Council. Responding to rumors that the British army had fired and killed six patriots, an estimated 20,000-60,000 men from throughout the countryside headed toward Boston to confront the Redcoats. In some towns, nearly every male of fighting age participated in the “Powder Alarm,” as it was called.*

*Governor Thomas Gage, who was also Commander-in-Chief of the British forces in North America, had vowed to make a stand in Worcester, where the court was scheduled to meet the following week. After the Powder Alarm, however, Gage changed his mind and let the judges fend for themselves. On September 6, 4,622 militiamen from 37 surrounding communities gathered in Worcester (a town with fewer than 300 citizens) to depose the Crown-appointed officials. The insurgents lined both sides of Main Street as the officials, in a ritualistic display of humiliation and submission, were forced to walk the gauntlet, hats in hand, reciting their recantations thirty times each so all the people could hear.*

*As in Great Barrington, Springfield, and Worcester, patriots shut down the governmental apparatus in Salem, Concord, Barnstable, Taunton, and Plymouth— in every county seat outside Boston. From the time the Massachusetts Government Act was supposed to take effect, no county courts, which also functioned as the administrative arm of county governments, were allowed to conduct any business under British authority.*

The students will plot the resistance movement on the map from city to city, as the colonists blocked British authority. Observations will be made as to the breadth of the movement in the countryside as compared to the area of Boston.

## Day Two Cartoon Analysis

The students will analyze the cartoon of “Caged Bostonians” accompanied a brief summary of the occupation of Boston at this time. Students will analyze the cartoon <http://www.si.umich.edu/spies/index-timeline.html> of the caged Bostonians using the analysis worksheet from the U.S. National Archives & Records Administration. [http://www.archives.gov/digital\\_classroom/lessons/analysis\\_worksheets/cartoon.html](http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/cartoon.html)

After the students analyze the cartoon, they will draw a cartoon of their own that illustrates some type of injustice they have observed in their life.

## Day Three

Study of the Quartering Act, Stamp Act, Massachusetts Government Act, and Boston Port Act.

Students will use their textbook to research the above acts. Students will use an information retrieval chart to record their findings. The students will share their findings during a whole class discussion on a larger version of the information retrieval chart that they have filled in with their information. After the discussion, each student will choose one of the acts to present on a poster. The poster will contain two forms of interpretation of the act: a pictorial representation of the act and a written interpretation of how the act affected the colonists.

**Conclusion.** After students have finished each of the activities, the focus of the lesson will then again be whole group for a debriefing of the activities. Discussion will be based on the behavior of the colonists in response to the Acts imposed upon them by the Crown. The conclusion may need to take place following day three depending upon time constraints.

Questions asked of the students may be: *What do you think would have happened if the colonists had been silent in response to the acts placed upon them by the Crown? Do you think that the King anticipated that the colonists would react in the manner that they reacted after the Massachusetts Government Act? If the colonists effectively blocked the Kings appointees from conducting business (performing trials, making laws, etc.) were they still under the direct authority of the King?*

**Evaluation.** The products from each of the activities will be used to evaluate the student’s understanding of the information presented during each of the lessons. The final evaluation will be based on the question: After you have examined all the events leading up to the war would you agree or disagree with the statement that “Loss of personal freedom leads to revolution”? How and why?

|  | Quartering Act | Stamp Act | Boston Port Act | Mass. Government Act |
|--|----------------|-----------|-----------------|----------------------|
| Restriction placed by England                |                |           |                 |                      |
| Loss of Freedom                              |                |           |                 |                      |
| Effect on colonists                          |                |           |                 |                      |
| Action taken by colonists to regain freedoms |                |           |                 |                      |

Ray Raphael's New Book  
Ch. 4

**Topic:** "Shot Heard Round the World"

**Theme:** Injustice feeds on the silence of the people.

**California History/Social Science Content Standard:** 8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

**United States History Standards for Grades 5-12, Era 3. Revolution and the New Nation (1754-1820s) Standard 1A** The student understands the causes of the American Revolution. Therefore, the student is able to:

5-12 Reconstruct the chronology of the critical events leading to the outbreak of armed conflict between the American colonies and England.

**Timeline:** 1-2 hours

**Prior Content Knowledge and Skills:** There was a Revolutionary War fought between Britain and the thirteen colonies in the late 1700s. Salutary Neglect had ended and Britain wanted to exert more control of its colonies.

**Introductory "Hook:"** 1) Tell students that the Superintendent has declared all recesses will be shortened by five minutes. School will begin five minutes earlier and get out five minutes later until test scores rise. Students need more class time. 2) Have students write their thoughts about this new bell schedule individually. 3) Get into groups of 3-4 and discuss what they are going to do. 4) Have groups list their thoughts on the board for all to see. What are the students going to do?

**Lesson Content:** Discuss the students' feelings over the changes in the increased minutes of schooling due to the bell schedule. The "Massachusetts Government Act" was one of the Intolerable Acts. It was passed by the British Parliament in 1774 and did this:

- \* Outlawed town meetings.
- \* Allowed the King to appoint 36 members to the Governor's Council without any input by the citizens.
- \* Allowed the Governor to appoint all Sheriffs, judges, and officials of the courts without any input by the citizens.
- \* Only King-appointed officials can select all jurors.

This caused much civil unrest. The colonists were being forced to give up their self governing traditions. Many of the colonists felt that a series of laws passed after the French and Indian War – The Coercive Acts – were unjust. They called them the Intolerable Acts. Some decided they

could not be silent about this injustice – so they began to examine their grievances much the same way you examined the injustice you felt over this morning’s announcement. It was their anger over injustice that led to the American Revolution. Do any of you know what actually began the War? Some of the other causes and effects include:

| Causes                                    |                 | Effects                            |
|---|-----------------|------------------------------------|
| * Colonists had self governing traditions | <b>Colonies</b> | * Battles of Lexington and Concord |
| * Proclamation of 1763                    |                 | <b>Declare</b> * self              |
|   |                 | government resumed                 |
| * Coercive (Intolerable) Acts             |                 | <b>Independence</b> *              |
|   |                 | Revolutionary War                  |

Have students break into groups and research the following nine events and report their findings to the class. Students should include the year of the event, how it affected the colonists, and what Britain thought about it. **Proclamation of 1763, Stamp Act, Quartering Act, Townsend Act, Boston Massacre, 1773 Tea Tax, Boston Port Act, MA Government Act, March on Lexington-Concord..**

After groups report back to the class and students have a better understanding of these events, have each group put a 1,2,and 3 on each event based on the top three events that would cause you to fight for your new republic. Students should be able to defend their answers. Discuss any patterns of responses if there are any.

**Conclusion:** Show the video segment “Shot heard ‘round the world” by Schoolhouse Rock, 8 minutes long. This cartoon shows the myth of a shot being fired as the start of the Revolution. It was the British that passed a series of laws that took away freedoms that the colonists had become used to that triggered military resistance. The British enforcement of these laws was met with violent resistance by the colonists. Everyone has a different tolerance level of injustices before they are willing to resort to violence and possibly die for what they believe in.

Discussion questions–Schoolhouse Rock Video.

- 1 - What two nations helped the Americans defeat the British in the Revolutionary War?
- 2 - Who led the American forces?
- 3 - Who led the British forces?
- 4 - How did the Americans defeat the British at Yorktown?

**Evaluation:**

Traditional

- Short answer and multiple choice quiz based on the nine events leading up to Lexington/Concord incident. (Below)
- Essay Question, Choose one event that led up to the Revolutionary War and write about how your family was affected by the event.

Non-traditional

– List the nine events leading up to the Revolutionary War in chronological

order.  
going – List the nine events from most likely to make me want to fight to not  
to fight.

**Video Ordering Information:** America Rock by Schoolhouse Rock can be ordered at <http://Amazon.com> for \$10.99.

Evaluation questions:

1. Why did the colonists oppose the Tea Act?
2. Why did the American colonists object to the new British laws?
3. Do you think the Boston Tea Party was a turning point in the relationship between the British and the colonists? Explain.
4. List the following events in chronological order:
  - Lexington/Concord Battle
  - Coercive Acts
  - Revolutionary War
  - Proclamation of 1763
5. The American colonists referred to the Coercive Acts as the
  - Oppressive Acts
  - Intolerable Acts
  - Illegal Acts
  - King George’s Acts
6. The **Stamp Act** put a tax on all of the colonist’s
  - printed material
  - sugar
  - whiskey
  - shovels
7. Britain’s **Proclamation of 1763** prevented colonists from migrating
  - to Florida
  - West of the Appalachian Mts.
  - back to Britain
  - to Canada
8. The colonial name for laws that prohibited town meetings in Massachusetts was
  - Suspension Acts
  - Proclamation of 1763
  - Boston Tea Party
  - Coercive Acts
9. Some colonists celebrated in the streets when this event happened.
  - Boston Massacre
  - Boston Tea Party
  - Coercive Acts
  - Intolerable Acts
10. The Quartering Act forced colonists to
  - house British Troops
  - pay a tax on tea
  - pay a quarter tax each month
  - give a quarter of their crops to Britain

Eleventh Grade Lesson Plan  
The Shot Heard Around the World  
Ray Raphael

Topic: American Revolution.

Theme: The American Revolution started with local farmers overthrowing the crown appointed officials in Massachusetts a year and a half before the “shot was heard around the world” at Lexington/Concord.

California Standards: Eleventh Grade

- 11.1.2 Students will analyze the ideological origins of the American Revolution.

Timeline: This lesson is designed to take 3 days. On the first day, the teacher will introduce the subject through a hook. There will be a written comment to the hook, a discussion and an introduction into the events of the revolutionary war. On the second day, students will research from three to five sources via internet, books in the library about the American Revolution and they will write down key points and events. For in-class reading they will read Raphael’s chapter “The Shot Heard Round the World”. On the third day they will discuss the findings from their own research and compare it to their new knowledge after reading the chapter.

Prior Content Knowledge and Skills:

- The teacher will give an appropriate time-line until the shots were fired, including The Coercive Acts, Stamp Act, Townshend Acts, Boston Tea Party and finally the Lexington/Concord “shot heard around the world”.
- Students will have prior knowledge about and how to access primary documents and will know how to access appropriate maps.

Introductory “Hook”: The teacher will tell the class that a new school rule has taken effect that no more than two people can be together at breaks and at lunch to avoid gang activity. Teachers will be watching the students to ensure that this rule is enforced. All group meetings must be approved by the principal. The students can write down their feelings and discuss the rule with each other in class. Finally, the teacher will explain that this is how the patriots felt in the days of 1774 as British rule outlawed town meetings with the passing of The Massachusetts Government Act. After discussing The Massachusetts

Government Act you can segue into the other acts such as the Coercive Acts, Stamp act, Townsend Act and finally the Lexington/Concord battle. The hook will plant the seed that the revolution started with the Massachusetts Government Act and not with the actual battle.

### Lesson Content:

- After the hook, the teacher will read a summary of the revolution from a text book, and an excerpt from a primary document and then the teacher will make a challenge that the beginning of the revolution was with the Massachusetts Government Act and not with the Lexington/Concord battle. However, the teacher should not discount any prior knowledge about the revolution but understand that there is a larger picture and more to the story.
- Students need to know the definition of revolution as defined in the dictionary “the overthrow or renunciation of one ruler or government and substitution of another by the governed.”- Merriam-Webster Dictionary.
- In-class activities – The students will then become history detectives and gather more information on the revolution. Before any research begins, the teacher should encourage them to find evidence that the revolution began before any shots were fired. The teacher will have them go to the library and suggest these sites to look up on the revolution. They need to find out what led up to the revolution, causes, and did the events match up to the very definition of revolution. They should also look at maps so they get a sense of place and where the uprisings occurred.
- Web sites to research: for maps  
<http://memory.loc.gov/ammem/gmdhtml/armhtml/armhome.html>
- Primary source sites of the acts themselves can be found at:  
<http://www.gaspee.org/18thCenturyPrimSrc.htm>  
<http://www.archives.gov>
- If time permits, an American Experience documentary called “Patriots Day” is centered on the yearly reenactment of the “shot heard around the world” at Lexington/Concord. The web site provides a teaching guide to active learning; it contains maps and primary documentation.  
<http://www.pbs.org/wgbh/amex/patriotsday/index.html>

Conclusion: The teacher should conclude the lesson by having the students read Raphael's chapter "Shot Heard around the World" in class. They can then compare/contrast what they learned via research and what they learned from Ray's book and have a class discussion. The teacher will then ask if the revolution we were taught in elementary school differs from what we know today. Hopefully they will understand that the revolution was not an event that started in one day but know that American farmers were the key players in overthrowing British rule a year and half before any shots were fired. It's also important that the students know Americans were not the victims during the revolution.

Evaluation:

\_ The students will discuss what they learned via research and what they learned from Ray's book and have a class discussion. The teacher will then ask if the revolution we were taught in elementary school differs from what we know today.

\_ A multiple choice exam and essay should be administered for an accurate evaluation of the students knowledge. Multiple choice questions can be used for the various acts and the key points leading up to Lexington/Concord. Essay questions could include the incorporation of their initial shock when told the new school rules opposed to the reality of the Massachusetts Government Act.