

BUILD A WEBSITE: TELL US HISTORY

Lesson Plan

Lesson 7

WEEKLY WORK:

Length: One or two approximately 5-10 -minute asynchronous video with virtual instructor each week, homework will be assigned for the rest of the week. The video will drop on Sunday nights.

LESSON 7: 1763 - 1775: Road to Revolution

Weekly Homework:

- Review the videos/materials
- Work on Website Task list Items. Plan for what three small things you can edit or add to your website this week. Talk to your teammates or guides if you need help deciding what to do next.
- In the materials, do the assignment: "Canva Pro Playbook: Revolutionary Art Assignment: 1763 - 1775".

Watch the Weekly Video:

- <https://logcabinschoolhouse.com/course-catalog>

Task List for Building a US History WordPress Website with a Detailed User Journey (See the entire document in the materials section on the course page.)

- 1) **Continue to Edit Homepage**
- 2) **Post and Schedule Blog Posts from cohort – Aim for minimally one post per Grogg Team member.**
- 3) **Keep editing the "Meet the Team" Page**

Materials:

- Your own curriculum (everyone should have chosen their own US History curriculum to read throughout the year by now.)
- Lesson Plan Week 7
- Playbook on Canva Pro and Revolutionary Art Assignment

Canva Pro Playbook: Revolutionary Art Assignment

Trailblazers, you have three exciting project options for your artwork assignment on the *Road to Revolution*. Choose one that interests you the most, and get ready to bring history to life with your creativity!

1. Revolutionary Event Posters

- **What You'll Do:** Design a digital poster for a key event leading up to the American Revolution, such as the Boston Tea Party, the Boston Massacre, or the signing of the Declaration of Independence.
- **Focus:** Capture the mood, symbols, and slogans from the time. Think about how you can represent the emotions and messages of the event to rally others to the cause!

2. Political Cartoon Creation

- **What You'll Do:** Create a political cartoon that offers commentary on an event or policy from the period, like the Stamp Act or the Intolerable Acts. You can choose to present a Patriot or Loyalist perspective.
- **Focus:** Use humor, irony, or exaggeration to communicate a strong viewpoint. Consider how your cartoon could persuade someone to your side or highlight the absurdity of the situation.

3. Famous Figures Portrait Gallery

- **What You'll Do:** Design a portrait of a notable figure from the Revolutionary era, such as George Washington, Abigail Adams, or Samuel Adams. Add symbols or background elements that represent their contributions.
- **Focus:** Think about how to portray both the likeness and personality of your chosen figure. What symbols can you include to show what they stood for?

Choose the project that speaks to you and let your creativity shine. I'm excited to see how you'll bring these historical moments and figures to life!

Step 1: Getting Started with Canva Pro

1. **Sign Up or Log In:**
 - Go to [Canva.com](https://www.canva.com) and either sign up or log in. If this is your first time, you can use the Canva Pro link provided in Microsoft Teams.
2. **Explore the Dashboard:**
 - Take a moment to familiarize yourself with the Canva dashboard. The main sections you'll use are **Templates**, **Elements**, **Text**, **Uploads**, and **Backgrounds**.

Step 2: Choose a Template

1. **Search for a Template:**

- Click on **Templates** in the left sidebar. In the search bar, type a keyword like "Poster," "Cartoon," or "Portrait" based on your project choice.
 - Browse the templates and select one that fits your theme. Remember, you can customize every element, so choose one with a layout you like.
2. **Start with a Blank Canvas (Optional):**
- If you prefer to start from scratch, click on **Create a Design** and select your preferred dimensions. Standard dimensions are:
 - **Poster:** 18 x 24 inches
 - **Cartoon:** 11 x 17 inches
 - **Portrait:** 8.5 x 11 inches

Step 3: Adding and Customizing Elements

1. **Search for Historical Graphics and Symbols:**
- Click on **Elements** in the sidebar. Use keywords like "Revolutionary War," "colonial," "scroll," or "vintage" to find images and icons that match your theme.
 - Drag elements onto your canvas and resize or move them as needed.
2. **Insert Photos or Illustrations:**
- Use **Photos** or **Illustrations** to find relevant images. For portraits, search for historical figures or look for vintage styles. For posters and cartoons, look for images that match the mood of the time period.
 - Customize images by clicking on them and using the **Edit Image** toolbar to adjust brightness, contrast, and saturation.
3. **Upload Your Own Images (Optional):**
- If you have specific images saved, click **Uploads** to add them to your design. Drag them onto your canvas and adjust as needed.

Step 4: Adding Text and Typography

1. **Add Text Boxes:**
- Click **Text** in the sidebar, then choose **Add a heading**, **Add a subheading**, or **Add a little bit of body text**.
 - Use **Text Effects** (like shadow, lift, or neon) to make your text stand out. This is especially useful for titles and key phrases in posters or cartoons.
2. **Select Fonts:**
- Pick fonts that match the historical theme. Serif fonts like **Libre Baskerville** or **Old Standard TT** work well for a classic look.
 - Adjust font size, color, and spacing to fit your design. Use bold text for emphasis and align text to guide the viewer's eye across your design.

Step 5: Customizing Colors and Backgrounds

1. **Choose a Color Palette:**
- Click on any element or text box, then use the **Color Picker** tool to change its color. Canva provides a color palette based on your design, or you can choose custom colors.

- For a historical theme, try using muted or earthy tones like browns, greens, and reds.
- 2. **Set the Background:**
 - Click on **Background** in the sidebar to choose from solid colors, gradients, or textures like aged paper or parchment.
 - For extra customization, go to **Elements**, search for "texture," and add it as an overlay. Adjust the transparency to create an aged effect.

Step 6: Fine-Tuning and Layering

1. **Organize Layers:**
 - Right-click on any element to bring it forward or send it backward. This helps you layer text, images, and other elements effectively.
 - Use the **Position** tool at the top to align elements to the center, edges, or other elements.
2. **Apply Filters and Effects:**
 - For photos, click on **Edit Image** and try filters like **Retro** or **Greyscale** for a historical feel.
 - Use **Adjust** to tweak settings like contrast and saturation, or try **Transparency** to blend images and backgrounds.

Step 7: Reviewing and Exporting

1. **Review Your Design:**
 - Step back and review your design for historical accuracy and visual appeal. Make sure the key details are clear and easy to read.
 - Use the **Zoom** tool to check small details and make final adjustments.
2. **Download Your Design:**
 - Click **Share** at the top right, then select **Download**. Choose **PNG** for high-quality images or **PDF** if you're creating a poster for printing.
 - Save your work in Canva by clicking **File > Save**, so you can make edits later if needed.

Step 8: Submitting Your Artwork

1. **Upload to Microsoft Teams:**
 - Once your design is saved, go to Microsoft Teams and attach it to a post in the general channel of your Website Design Team.
 - Include a short description explaining your design choices and how they reflect the historical theme.

LESSON TRANSCRIPT:

"Hello, Trailblazers! Today, we're exploring the 'Road to Revolution' and uncovering the events that sparked the American colonies' fight for independence. Before we dive into the major events, let's set the scene for where the American colonies stood around the mid-1700s.

In 1763, the thirteen colonies had been established for over 150 years. Although they were still under British rule, the colonists had developed their own identity, with local governments, thriving communities, and a spirit of independence.

[Image Prompt: Create an image of a vibrant colonial town with busy streets, a local government building, and ships in the nearby harbor, symbolizing the colonies' growth and self-reliance.]

However, after the costly French and Indian War, Britain emerged with a heavy debt and saw the colonies as a source of much-needed revenue. They began imposing new taxes and laws, hoping to cover their war expenses. This shift marked the beginning of rising tensions between the colonies and Britain.

[Image Prompt: Illustrate a map of the thirteen colonies in the 1760s, with symbols like stacks of gold coins over Britain and a dotted line leading to the colonies, indicating the flow of money back to Britain.]

One of the first major laws to anger the colonists was the **Stamp Act of 1765**. This law required them to pay a tax on all paper goods, from newspapers to playing cards. The colonists were outraged—they had no representation in Parliament, and they viewed this as 'taxation without representation.'

[Image Prompt: Create an image showing a colonial shopkeeper holding a newspaper with a visible stamp, while frustrated townspeople look on. Include signs of protest and perhaps a gathering crowd, showing their discontent with the Stamp Act.]

Then, in 1770, tensions erupted in Boston, leading to a tragic event called the **Boston Massacre**. British soldiers were stationed in the city to enforce British laws, but their presence only heightened the animosity. One night, a confrontation broke out between the soldiers and local colonists. Shots were fired, and five colonists were killed. This incident intensified anti-British feelings and united the colonists even further.

[Image Prompt: Depict a nighttime street scene of the Boston Massacre, with British soldiers facing a crowd of colonists. Show the moment after shots have been fired, with fallen colonists and shocked expressions, capturing the chaos and tension of the event.]

In response to the growing unrest, the British government passed a series of harsh measures in 1774, known as the **Intolerable Acts**. These laws punished the colonies for the Boston Tea Party by closing Boston Harbor, reducing Massachusetts' self-governance, and allowing British

officials to be tried elsewhere. The colonies viewed these acts as an assault on their rights and freedoms.

[Image Prompt: Create an image of Boston Harbor with British soldiers blocking ships from unloading, while colonists look on in despair. Show closed shops and anxious townspeople, reflecting the impact of the Intolerable Acts on daily life.]

These events created a surge of resistance across the colonies, as they began to rally together to fight for their freedoms. The American Revolution didn't happen overnight, but the seeds of rebellion were firmly planted. And from here, the colonies would soon be on their way to pursuing independence."

THINGS TO THINK ABOUT: The Road to Revolution (1763-1775)

Part 1: Seeds of Discontent

1. **The Aftermath of the French and Indian War**
 - How did the British victory in the French and Indian War create new challenges for the colonies?
 - What were the key reasons behind Britain's decision to impose new taxes on the American colonies?
2. **Colonial Perspective**
 - How did the American colonists view their rights as British subjects?
 - Why did the idea of "taxation without representation" become such a rallying cry for the colonies?

Part 2: Key Events Leading to Revolution

1. **The Stamp Act (1765)**
 - What items were taxed under the Stamp Act, and why did this anger the colonists?
 - How did the colonists organize to protest the Stamp Act, and what does this reveal about their emerging unity?
2. **The Boston Massacre (1770)**
 - What events led up to the Boston Massacre, and how did the colonists react to it?
 - How did Paul Revere's famous engraving of the Boston Massacre influence colonial opinion?

Part 3: Escalation and Consequences

1. **The Intolerable Acts (1774)**
 - What were the main components of the Intolerable Acts, and why did Britain implement them?
 - How did these acts impact daily life in Boston and increase solidarity among the colonies?
2. **Formation of the First Continental Congress**
 - Why did the colonies come together to form the First Continental Congress, and what were their goals?
 - How did this meeting set the stage for the eventual decision to seek independence from Britain?

Part 4: Perspectives on Revolution

1. **British vs. Colonial Views**
 - From the British perspective, were these new policies justified? Why or why not?
 - From the colonial perspective, were their protests and actions justified? Why or why not?
2. **Loyalists vs. Patriots**

- What were the main reasons some colonists remained loyal to Britain, while others became Patriots?
- How might the divide between Loyalists and Patriots have affected families and communities?

Part 5: Reflection and Modern Connections

1. Reflection

- What does the American Revolution teach us about the importance of representation in government?
- How do you think the events leading up to the Revolution might have felt to people living in the colonies?

2. Connection to Modern Times

- Can you think of any recent events where people have protested for their rights or against unfair treatment?
- How can we learn from the American Revolution about the power of unity and collective action?

Part 6: In-Person Discussion Activities

1. Debate: "Was the Boston Massacre an Act of Self-Defense or Murder?"

- Divide into groups to discuss both perspectives on the Boston Massacre. Was it an act of British self-defense, or an unjustified attack on colonists?

2. Role-Playing Activity: "Colonial Town Meeting"

- Assign roles to debate whether the colonies should seek independence from Britain or try to make peace. Discuss potential risks and benefits.

3. Colonial Protest Simulation: "No Taxation Without Representation"

- Create a simulation where each group represents different colonies. Plan and present a form of protest against the Stamp Act or Intolerable Acts, considering colonial unity and strategy.

4. Map Analysis: "Territorial Tensions and Trade Routes"

- Examine maps of colonial trade routes and territorial claims. Discuss how control over resources and land contributed to tensions with Britain.

5. Gallery Walk: "Life in the Colonies During the Road to Revolution"

- Set up stations with artifacts, propaganda, and documents. Reflect on how these materials show the changing views and daily lives of colonists during this period.

CCSS:

The Common Core State Standards (CCSS) do not have specific standards for U.S. History alone. However, U.S. History can be taught within the framework of the **Common Core Standards for Literacy in History/Social Studies** for grades 6-12. These standards focus on developing students' abilities to read, analyze, and write about historical texts.

Here's a breakdown of the relevant Common Core Literacy Standards for History/Social Studies for grades 6-12:

Grades 6-8:

1. Key Ideas and Details

- **RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- **RH.6-8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **RH.6-8.3:** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

2. Craft and Structure

- **RH.6-8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **RH.6-8.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- **RH.6-8.6:** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

3. Integration of Knowledge and Ideas

- **RH.6-8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **RH.6-8.8:** Distinguish among fact, opinion, and reasoned judgment in a text.
- **RH.6-8.9:** Analyze the relationship between a primary and secondary source on the same topic.

4. Range of Reading and Level of Text Complexity

- **RH.6-8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Grades 9-10:

1. Key Ideas and Details

- **RH.9-10.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

- **RH.9-10.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
 - **RH.9-10.3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- 2. Craft and Structure**
- **RH.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
 - **RH.9-10.5:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
 - **RH.9-10.6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- 3. Integration of Knowledge and Ideas**
- **RH.9-10.7:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
 - **RH.9-10.8:** Assess the extent to which the reasoning and evidence in a text support the author's claims.
 - **RH.9-10.9:** Compare and contrast treatments of the same topic in several primary and secondary sources.
- 4. Range of Reading and Level of Text Complexity**
- **RH.9-10.10:** By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Grades 11-12:

- 1. Key Ideas and Details**
- **RH.11-12.1:** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
 - **RH.11-12.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
 - **RH.11-12.3:** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- 2. Craft and Structure**
- **RH.11-12.4:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
 - **RH.11-12.5:** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
 - **RH.11-12.6:** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

3. **Integration of Knowledge and Ideas**

- **RH.11-12.7:** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **RH.11-12.8:** Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
- **RH.11-12.9:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

4. **Range of Reading and Level of Text Complexity**

- **RH.11-12.10:** By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

These literacy standards help guide the integration of U.S. History content within the Common Core framework by ensuring students develop critical reading, writing, and analytical skills relevant to understanding historical texts and contexts.

AP US History by the College Board:

Yes, there are standards for Advanced Placement (AP) U.S. History (APUSH). However, these standards are developed by the College Board, not the Common Core State Standards. The AP U.S. History course framework outlines the skills and knowledge students should acquire to be successful on the AP exam and in future college-level history courses.

AP U.S. History Course Framework:

The APUSH framework is organized into nine historical periods, each with key concepts, themes, and historical thinking skills:

1. **Historical Thinking Skills:**

- **Analyzing Evidence:** Ability to analyze and interpret primary and secondary sources.
- **Argument Development:** Crafting coherent historical arguments using evidence.
- **Contextualization:** Placing historical events within a broader context to understand their significance.
- **Comparison:** Comparing historical developments across time, geography, and cultures.
- **Causation:** Understanding cause-and-effect relationships in history.
- **Continuity and Change Over Time:** Identifying patterns of continuity and change over time.
- **Synthesis:** Connecting insights from different historical events or processes to develop new understandings.

2. **Thematic Learning Objectives:** APUSH is structured around seven themes that help students make connections between different historical periods:

- **American and National Identity (NAT)**
- **Work, Exchange, and Technology (WXT)**

- **Geography and the Environment (GEO)**
 - **Migration and Settlement (MIG)**
 - **Politics and Power (PCE)**
 - **America in the World (WOR)**
 - **American and Regional Culture (ARC)**
 - **Social Structures (SOC)**
3. **Key Concepts by Period:**
- **Period 1 (1491-1607):** The development of indigenous societies in North America before European contact and early European exploration and colonization.
 - **Period 2 (1607-1754):** European colonization, regional differences, and conflicts with indigenous peoples.
 - **Period 3 (1754-1800):** The American Revolution, the creation of the U.S. Constitution, and the early Republic.
 - **Period 4 (1800-1848):** The rise of American democracy, market economy, and social reforms.
 - **Period 5 (1844-1877):** Manifest Destiny, the Civil War, and Reconstruction.
 - **Period 6 (1865-1898):** Industrialization, urbanization, and the Gilded Age.
 - **Period 7 (1890-1945):** The Progressive Era, World Wars, and the Great Depression.
 - **Period 8 (1945-1980):** The Cold War, civil rights movements, and postwar prosperity.
 - **Period 9 (1980-present):** Contemporary U.S. history, including globalization, technological change, and shifts in social and political dynamics.

AP U.S. History Exam Format:

The APUSH exam assesses students' understanding of these periods, their ability to think critically, and their skills in analyzing historical evidence. The exam includes multiple-choice questions, short-answer questions, a document-based question (DBQ), and a long essay question (LEQ).

APUSH Skills and Practices:

- **Practice 1:** Analyzing and interpreting primary and secondary sources.
- **Practice 2:** Making historical arguments.
- **Practice 3:** Using historical evidence.
- **Practice 4:** Contextualization.
- **Practice 5:** Making connections across periods, regions, and themes.

These standards ensure that AP U.S. History students are prepared to engage in college-level historical analysis and develop a deep understanding of U.S. history across different periods and themes.