

***Lesson Title – Plainfield’s Response to the Intolerable Acts (Blockade of Boston)***

Grade - 8

Length of class period – **90 minutes block period**

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

**What role did Plainfield play during the Revolutionary time period?**

Objectives (What content and skills do you expect students to learn from this lesson?)

**Content**

**How effective were the committees of correspondence.**

**Compare Plainfield’s prosperity with surrounding communities.**

**Gauge Plainfield’s and surrounding town commitment to the Revolutionary cause.**

**Skills**

**Analyze primary source documents, sequencing, speech writing**

Materials (What primary sources or local resources are the basis for this lesson?)

**The Boston Port Act: March 31, 1774 (The Avalon Project at Yale Law)**

**Circular Letter of the Boston Committee of Correspondence; May 13, 1774 (The Avalon Project at Yale Law)**

**Chart: “Boston In Need”**

**Plainfield Town Meeting Minutes 7/6/1774 (Transcription)**

**Document Analysis Questions for Plainfield Town Meeting 7/6/1774**

**Larned, Ellen. *History of Windham County, Connecticut, Vol. 2 1760-1880.* (Worcester 1880) pps. 125-130 (pages scanned and attached Windham County town resolutions to support Boston and send provisions, June 17-29)**

Activities (What will you and your students do during the lesson to promote learning?)

- 1. Teacher will provide a summarized background of the Intolerable/Coercive Acts, through lecture or reading assignment. The Boston Port Act: March 31, 1774 (The Avalon Project at Yale Law)**
- 2. Identify hardships faced in Boston as a result of the blockade.**
- 3. Introduce and read “Circular Letter.” Circular Letter of the Boston Committee of Correspondence; May 13, 1774 (The Avalon Project at Yale Law)**

4. **Students will read Town meeting Minutes of Plainfield, CT 7/6/1774 and answer questions 1-4, reserving questions 5 and 6 to be completed after the next activity. (Question 2-CMT format A2.5, Question 5-CMT format A2.8)**
5. **Students will examine resolutions/responses from various Windham County towns. Windham County town resolutions to support Boston (identifying examples in language or actions) and send provisions (identify specific products and quantities), June 17-29 (Larned, pages 125-130), Chart: “Boston In Need”**
6. **Whole class discussion about the needs of Boston, contributions from Windham County, effectiveness of the Committees of Correspondence, and the commitment of Windham County (Plainfield in particular) to the Revolutionary cause.**
7. **Answer questions 5 and 6 at this point or include in whole class discussion.**
8. **Each student will then create a possible speech that a Plainfield citizens may have made at a town meeting in order to convince the community to pass a resolution to support Boston in its time of need.**

How will you assess what student learned during this lesson?

**Each student will create a possible speech that a Plainfield citizens may have made at a town meeting in order to convince the community to pass a resolution to support Boston in its time of need. The essay should identify complaints of the colonists and identify the level of support Boston could expect from Windham County, Connecticut.**

Connecticut Framework Performance Standards –

**1.1 – Demonstrate an understanding of significant events and themes in United States history.**

1. Compare and contrast the causes and effects of the American Revolution and the Civil War.

**1.2 – Describe the importance of significant events in local and Connecticut history and their connections to United States history.**

Analyze the connections among local, state and national historical events (e.g., immigration, Civil War participation, trade, manufacturing).

**2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (e.g., maps, charts, graphs, images, artifacts, recordings and text).**

2. Compare information about the same event using a variety of primary sources.

**2.3 – Create various forms of written work (e.g., journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.**

Organize and cite evidence from primary and secondary sources to support conclusions in an essay.

**2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.**

9. Orally present information on social studies events or issues and support with primary and secondary evidence.