TEACHING AMERICAN HISTORY PROJECT

Seeds of Revolution: A Visual Timeline

Ginny Viteri

Grade -5
Length of class period – 45 minutes

Note: This activity can be used as a review activity or an assessment.

Inquiry – What individual events contributed to the deterioration of the relationship between England and the American Colonies and how did these events lead to the American Revolution?

Objectives: Students will demonstrate an understanding of the important individual events that led up to the drafting of the Declaration of Independence. They will analyze a series of 9 primary and secondary source engravings to determine which key event is depicted in each engraving. They will then place the engravings in chronological order creating a visual timeline. They will also be asked to choose one event that they feel could be taken out of the timeline in terms of importance and they will also be asked what event they feel should have been included and why.

Materials:

- A Timeline of the major events leading up to the Declaration of Independence.
- Primary and Secondary Source engravings depicting 10 major events that lead to the Declaration of Independence
- Bibliography list of sources
- Image Analysis Graphic Organizer/Reflection Page
- Rubric

Activities:

- Prior knowledge: This activity may be used as a review activity or assessment following a study of the events leading up to the Declaration of Independence.
- Prior to the lesson the teacher will create packets of the engravings for each group and assign a letter to each engraving making sure that they are not in chronological order. (NOTE: PRINT IN FULL PAGE FORMAT AND IN COLOR)
- Teacher will have the students work in groups 4
- Teacher will distribute materials to each group
• Students will work with their group members to determine which event in the timeline correlates to each of the 9 engravings. They will explain which clues in the engraving helped them to make that determination.
• Students will place the engravings in chronological order.
• Students will complete the reflection sheet.

Assessment: Teacher will use the rubric.

Connecticut Framework Performance Standards –

1.1.4– Significant events and themes in United States history. Evaluate the relative influence of individual events that contributed to the American Revolution.

1.3.7 – Significant events and themes in world history/international studies. Trace the evolving relationship between England and its American Colonies.

1.11. 21– How different economic systems organize resources. Demonstrate examples of disagreements between government and citizens regarding taxation.

2.1.1-2 – Access and gather information from a variety of primary and secondary sources including electronic media. Locate and gather information from primary and secondary sources. Answer questions about content gathered from print and non-print sources.

2.1.5 – Interpret information from a variety of primary and secondary sources including electronic media. Compare and contrast information provided by primary and secondary resources.

2.4.10 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on social studies topics and texts, building on others’ ideas and expressing their own clearly.
Seeds of Revolution Timeline

1763
Treaty of Paris Signed that ends the French and Indian War

1764

1765
Quartering Act. The British further anger the American colonists with the Quartering Act, which requires the colonies to provide housing British soldiers.

Stamp Act. The is Parliament’s first direct tax on the colonists. It taxes newspapers, almanacs, pamphlets, broadsides, legal documents, dice, and playing cards.

Stamp Act Congress: Delegates from 9 colonies meet in New York as the Stamp Act Congress. The colonists state that they remain loyal to the king but that they must not be taxed without their consent or the consent of their representatives.

1766
Repeal of the Stamp Act.

1767
Townshend Acts. To help pay the expenses involved in governing the American colonies, Parliament passes the Townshend Acts, which initiated taxes on glass, lead, paint, paper, and tea.

1768
British Troops Arrive in Boston. British authorities request help from British troops after constantly being harassed by protesting colonists.

1770
Boston Massacre. After an angry mob of colonists harass British soldiers, the troops fire their muskets into the crowd killing 5.

1772
Committees of Correspondence. Samuel Adams calls for a Boston town meeting to create committees of correspondence to communicate Boston’s position to the other colonies. Similar committees are soon created throughout the colonies.
1773

**Tea Act.** By reducing the tax on imported British tea, this act gives British merchants an unfair advantage in selling their tea in America. American colonists condemn the act, and many plan to boycott tea.

**Boston Tea Party.** When British tea ships arrive in Boston Harbor, many citizens want the tea sent back to England without the payment of any taxes. The royal governor insists on payment of all taxes. On December 16, a group of men disguised as Indians board the ships and dump 342 containers of tea into the harbor.

1774

**Coercive Acts/Intolerable Acts.** In response to the Boston Tea Party, Parliament passes several acts to punish Massachusetts. One of them includes the closing of Boston Harbor.

**The First Continental Congress.** Twelve of the thirteen colonies send a total of fifty-six delegates to the First Continental Congress. Only Georgia is not represented. One accomplishment of the Congress is the Association of 1774, which urges all colonists to avoid using British goods. They also agree to form militias.

1775

**Lexington and Concord.** British troops plan to destroy American ammunition at Concord. When the Boston Committee of Safety learns of this plan, it sends Paul Revere and William Dawes to alert the countryside and gather the Minute Men. On April 19, Minute Men and British troops meet at Lexington, where several Americans are killed. The British march on to Concord and destroy some ammunition, but soon find the countryside swarming with militia. At the end of the day, many are dead on both sides but the British retreat to Boston.

**George Washington is named commander-in-chief.** On June 10, John Adams proposes that Congress consider the forces in Boston a Continental army, and suggests the need for a general. He recommends George Washington for the position. On June 15, Washington is nominated to lead the army; he accepts the next day.

**Bunker Hill.** On June 12, British General Gage puts martial law in effect, and states that any person helping the Americans will be considered a traitor and rebel. When Americans begin to fortify a hill against British forces, British ships in the harbor discover the activity and open fire. British troops -- 2,400 in number -- arrive. Although the Americans -- 1,000 in number -- resist several attacks, eventually they lose Bunker Hill.

**Olive Branch Petition.** Congress issues a petition declaring its loyalty to the king, George III, and stating its hope that he can prevent further hostilities against the colonies. Four months later, King George III rejects the petition and declares the colonies in rebellion.

1776

**The British Evacuate Boston.** American General Henry Knox arrives in Boston with cannons he had moved with great difficulty from Fort Ticonderoga, New York. Americans begin to entrench themselves around Boston, planning to attack the British. British General William Howe plans an attack, but eventually retreats from Boston.
Congress Calls for the Colonies to Adopt New Constitutions. In May, the Second Continental Congress recommends that the colonies establish new governments based on the authority of the people of the respective colonies rather than on the British Crown.

Congress Declares Independence. A committee is appointed to draft a declaration of independence, and Thomas Jefferson is chosen to write it. On July 2, Congress votes in favor of independence, and on July 4, the Declaration of Independence is approved. Copies are sent throughout the colonies to be read publicly.
<table>
<thead>
<tr>
<th>Image Name</th>
<th>Event Depicted/Date</th>
<th>Publication Info</th>
<th>Primary or Secondary</th>
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<tbody>
<tr>
<td>1 Join or Die</td>
<td>Call to Colonial unity during the French and Indian War 1754</td>
<td>Pennsylvania Gazette May 1754 Political Cartoon Benjamin Franklin</td>
<td>Primary</td>
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<td>2 Pennsylvania Journal and Weekly Advertiser: Masthead</td>
<td>Stamp Act 1765</td>
<td>Pennsylvania Journal and Weekly Advertiser October 1765</td>
<td>Primary</td>
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<tr>
<td>3 A View of Part of the Town of Boston in New England and British Ships of War: Landing Their Troops</td>
<td>British Troops dock in Boston Harbor October 1768</td>
<td>Engraving by Paul Revere 1770</td>
<td>Primary</td>
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<tr>
<td>4 The Bloody Massacre Perpetuated in King Street Boston</td>
<td>Boston Massacre, March 5, 1770</td>
<td>Engraving by Paul Revere 1770 Published by Revere, John Gill, and Benjamin Edes, 1770</td>
<td>Primary</td>
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<tr>
<td>5 Destruction of Tea in Boston Harbor in 1773</td>
<td>Boston Tea Party December 16, 1773</td>
<td>Engraving by George Loring Brown: Published by Prentiss Whitney 1835</td>
<td>Secondary</td>
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<tr>
<td>6 Battle of Lexington 1775</td>
<td>Battle of Lexington</td>
<td>Engraving by A. Doolittle 1775</td>
<td>Primary</td>
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<tr>
<td>7 View of the Attack on Bunker’s Hill, with the burning of Charlestown, June 17, 1775</td>
<td>Bunker’s Hill June 17, 1775</td>
<td>Engraving by John Lodge Published in Barnard’s <em>New Complete and Authentic History of England</em>, ca 1780’s</td>
<td>Secondary</td>
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<tr>
<td>8 Washington Taking Command of the Army</td>
<td>July 3, 1775</td>
<td>Engraving by Alonzo Chappel</td>
<td>Secondary</td>
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<td></td>
<td>Drafting of the Declaration of Independence: The Committee-Franklin, Jefferson, Adams, Livingston, and Sherman</td>
<td>June 1776</td>
<td>Engraving by Alonzo Chappel Published by Johnson, Fry &amp; Company, 1867</td>
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## Seed of Revolution: Images

<table>
<thead>
<tr>
<th>Image Letter</th>
<th>What historical event is depicted?</th>
<th>What if the year of this event?</th>
<th>Put images in chronological order (1-9)</th>
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Reflection

What image do you feel could be removed from this visual timeline in terms of importance? Why?

What event do you feel should be included in this visual timeline in terms of importance? Why?
# Seeds of Revolution: A Visual Timeline Rubric

**Group Members**

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<tr>
<td><strong>Visual Time Line</strong></td>
<td>Students correctly identified all 10 events and they are in chronological order</td>
<td>Students correctly identified at least 8 of the events and at least 8 of them are in chronological order</td>
<td>Students correctly identified between 6-7 events and 6-7 events are in chronological order</td>
<td>Students correctly identified 5 events or less and 5 or less are in chronological order</td>
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<tr>
<td><strong>Reflection</strong></td>
<td>Students chose one event to eliminate and one to add and their choices were well supported with reasons</td>
<td>Students chose one event to eliminate and one to add but only one choice was well supported with reasons</td>
<td>Students chose one event to eliminate and one to add but neither choice was well supported with reasons</td>
<td>Students chose only one event to eliminate or one event to add and neither was supported with reasons</td>
</tr>
</tbody>
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**TOTAL POINTS:** ______________________________