

Matt Gillespie

12/17/03

Unit: Colonial America and the American Revolution.

Lesson: Beginnings of the American Revolution.

AIM: How did the Revolution begin?

Goals/Objectives:

1. By practicing a cooperative learning activity and reading a variety of sources, students will learn that it is not certain who fired the first shot of the American Revolution.
2. Students will learn about the importance of geography in the Battle of Bunker Hill.
3. The study of people, places, and human-environment interactions assists students as they create their spatial views and geographic perspectives of the world beyond their personal locations. Students will discover how geography helped the colonists to win the Battle of Bunker Hill. (NCSS 3)
4. Students will be able to gather and organize information about accomplishments of individuals and groups, living in their neighborhoods and communities. Students will find that historians have a difficult job in trying to explain who exactly started the American Revolution. (NYS 1.3)

Main Ideas:

- Historians have not been able to exactly pinpoint who fired the legendary first shot on April 19<sup>th</sup>, 1775.
- It has been deemed important because it is at the root of which country officially started the War for American Independence.
- The Battle of Bunker Hill was a famous battle in Massachusetts.
- British defeat at Bunker Hill demonstrates that the British are not invincible and can be beaten.

Instructional Procedures:

Opening (5 minutes): A traditional motivation will be done. The students will be asked to discuss: “How did the steps we have discussed in previous lessons lead us up to Lexington and Concord?” and “Could the war have been avoided?”.

Teaching and Learning Activities (30 minutes):

1. The activity for this lesson will be a cooperative learning exercise.
2. Groups should not consist of more than four students each. The four roles will be as follows: Leader, Recorder, and two researchers.
3. After groups are formed, the students should be informed what they will be doing. They will be reporters for the day, attempting to complete a fair and balanced one-two page article on who fired the first shot at the skirmish at Lexington and Concord.
4. Packets of information will be given out at this point. The packet will contain the information needed to complete the assignment and the scoring rubric for the article.
5. The Groups should then go about reading the packets, taking notes, and generally preparing themselves to write the article.
6. Before starting the actual writing of the articles, a quick class discussion about the documents will be held to determine where everyone is and what they think.
7. The articles should then be started. The teacher should be walking from group to group to help out and monitor progress. Students should be made aware this will be collected at the end of class and graded according to the provided rubric.
8. Articles should be collected and the classroom should be placed back into the normal setting.

Closing (10 minutes): The above activity may take longer than expected. Time allowing, however, the students should complete a map analysis on the Battle of Bunker Hill. See the attached map analysis ditto.

Assignments: Students should continue reading their texts for the next lesson on the artwork in the American Revolution. They should also be encouraged to look at examples available on-line.

Evaluation: The students will be evaluated based on their articles provided on the scoring rubric.

Materials:

1. Map analysis ditto.
2. The map.
3. Packet of Lexington sources.
4. Scoring rubric.

Sources:

The idea for this lesson came from a college professor, Dr. James M. Johnson, who did a similar lesson in class.

The map was provided by:

<http://www.earlyamerica.com/earlyamerica/maps/bunkerhill/index.html>