

Title: The American Revolution: Going Dutch, French and Spanish

Key Words:

Time Allotted:

Lesson/Activity Overview (Can be an activity that takes 15 mins, 30 mins, 60 mins, 90 mins....2 lessons, etc. Be mindful of classroom realities and time.)	<p>Why did several European colonial empires participate in the American Revolution? Which countries were actors in the American Revolution? What were their motives?</p> <p>Students will learn that even a domestic conflict can be a global issue. Students will examine the motives of various countries/areas involved in the American Revolution and apply their understanding to more current incident.</p> <p>2-60 minute classes</p> <p>9-12 American History class</p>
Guiding Questions	What are the various motives for countries to become involved in another country's conflicts (trade, resources maintain or gain territory, strategy to gain global/regional power)?
How will student understanding be assessed? (include assessment when appropriate)	<p>Create a map of involved countries/areas for the American Revolution</p> <p>Apply the motives to another historic or contemporary incident (American Civil War, Russian Revolution, Korean War, Vietnam War, Cuban Missile Crisis, Syria, Palestine, Ukraine/Crimea)</p>
Learning Objectives	<p>Student will be able to:</p> <ol style="list-style-type: none">1) Identify various countries that were involved in the American Revolution. The term "involved" may2) Explain the role of diplomacy and trade in conducting a war3) Synthesize the motives of countries involvement in another historic or contemporary incident.
Relevant Standards & Key Geographic Connections	<p>NC American History 1</p> <ul style="list-style-type: none">• AH1.H.1.1 Use Historical Comprehension to<ul style="list-style-type: none">• 1. Reconstruct the literal meaning of a historical passage• AH1.H.4.1 Analyze the political issues and conflicts that impacted the United States through Reconstruction and the comprises that resulted• AH1.H.4.2 Analyze the economic issues and conflicts that impacted the United States through Reconstruction and the comprises that resulted• AH1.H.6.1 Explain how national economic and political interests helped set the direction of United States foreign policy from independence through Reconstruction <p>Virginia United States History to 1877</p>

	<ul style="list-style-type: none"> US1.6 The student will demonstrate knowledge of the causes and results of the American Revolution by <ul style="list-style-type: none"> d) Explaining reasons why the colonies were able to defeat Britain <p>National Geography Standards</p> <ul style="list-style-type: none"> Geography Standard 1: How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information. <ul style="list-style-type: none"> 4. The uses of geographic representations and geospatial technologies to investigate and analyze geographic questions and to communicate geographic answers Geography Standard 11: The patterns and networks of economic interdependence on Earth's surface. <ul style="list-style-type: none"> 1. The scale and organization of economic activities change over time. 2. Patterns exist in the spatial organization of economic activities. 3. Economic systems are dynamic organizations of interdependent economic activities for the production, exchange, distribution, and consumption of goods and services Geography Standard 13: How the forces of cooperation and conflict among people influence the division and control of Earth's surface <ul style="list-style-type: none"> 1. The functions and consequences of territorial divisions 2. Cooperation between countries and organizations may have lasting influences on past, present, and future global issues. 3. Changes within, between, and among countries regarding division and control of Earth's surface may result in conflicts. Geography Standard 16: The changes that occur in the meaning, use, distribution, and importance of resources <ul style="list-style-type: none"> 2. The spatial distribution of resources affects patterns of human settlement and trade. Geography Standard 17: How to apply geography to interpret the past <ul style="list-style-type: none"> 1. Geographic contexts (the human and physical characteristics of places and environments) can explain the connections between sequences of historical events
Materials/ Resources (PPTS, Question Frames, Teacher Guides, Primary Sources, Etc.)	<p>Document Analysis questions Primary source documents – powerpoint of English letters Blank world maps Historical atlas Franklin announcing French treaty http://memory.loc.gov/cgi-bin/ampage?collId=lldc&fileName=002/lldc002.db&recNum=489 & http://memory.loc.gov/cgi-bin/ampage</p>
Modifications/	Modifications

Extensions	<ul style="list-style-type: none"> • Number the lines of text for each primary source document and align with Document Analysis questions. • Transcribe the documents • Pre-select the more current incident documents for the student <p>Extensions</p> <ul style="list-style-type: none"> • Students should determine motives for two other incidents • Remove the possible list of motives from the chart to allow students to evaluate the incidents and arrive at motives.
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Instructional Procedures/Process/Teacher Notes (Explain the instructional steps to your activity)

Opening Hook: *Introductory hook to the activity/lesson goes here.*

Please list all of the countries involved with the American Revolution. Students may only know the United States colonies, United Kingdom and maybe France.

Discuss the ways in which a country can be “involved” in a conflict. The list of the countries “involved” in the American Revolution may increase once students recognize that involvement can be defined as military support (like the French), diplomatic support, or willingness to trade. During the lesson, the groups involved can be expanded to include the Portuguese, Dutch, Spain and numerous Caribbean colonies.

Description of Lesson Procedure: Teacher notes/explanation/clear links to supporting materials	<i>Ways to check for Evidence of Understanding of Specific Objective</i>
Read selections from primary sources documents to determine countries involved in the American Revolution, determine motive for involvement	Map the countries/areas involved – label the area and identify their motive
Discuss the various motives for involvement, giving background information as necessary.	Categorize the motives as economic, political or territorial. or Evaluate the justification for the countries/areas participation
Investigate a more current incident to	Map countries involvement

determine the countries involved and their motives	in a more current incident – label the country and identify their motive
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Closure (Activity/Procedure that brings the /activity back to the guiding questions) –
Explain closure procedures here.

Ask students to compare the motives for the American Revolution to the more current incident. Determine similarities and differences for becoming involved in a war.

Help with Objectives

BLOOM'S TAXONOMY & ASKING QUESTIONS

Taxonomy Level	Definition	Question Prompts
Remembering	Can the student recall or remember the information?	Define, duplicate, list, memorize, recall, repeat, reproduce, state
Understanding/ Comprehension	Can the student explain ideas or concepts?	Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying	Can the student use the information in a new way?	Choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
Analyzing	Can the student distinguish between different parts?	Appraise, compare contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
Evaluating	Can the student justify a stand or decision?	Appraise, argue, defend, judge, select, support, value, evaluate
Creating/ Synthesizing	Can the student create a new product or point of view?	Assemble, construct, create, design, develop, formulate, write