

Resistance and Rebellion

Colonial Resistance and Movement Toward Revolution

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Grade Level	8th Grade	**Time Frame**	3-4 class period(s)
Subject	Social Studies	**Duration**	200 minutes
Course	U.S. History		

Essential Question

How does conflict create change? How can resistance movements influence revolution?

Summary

In this lesson, students analyze primary documents to better understand the colonial resistance to British rule and how resistance influenced the American Revolution. Students generate high-level questions to prompt each other to consider the many aspects of colonial resistance. All students then participate in a Socratic Seminar in which they discuss the previously generated questions and evaluate their peers' participation in the discussion. To conclude the lesson, students reflect on their perspectives on resistance in the context of the American Revolution and the greater world around them.

Snapshot

Engage

Students consider what resistance looks like and why the American colonists wanted to resist British rule.

Explore

Students analyze Paul Revere's engraving of the Boston Massacre and Patrick Henry's speech *Give Me Liberty or Give Me Death.*

Explain

Students generate questions about the colonists' use of resistance techniques and the impact of these techniques on the relationship between Great Britain and the colonies.

Extend

Students participate in a Socratic Seminar to deepen their understanding of colonial resistance using the previously generated questions.

Evaluate

Students respond to reflection questions about colonial resistance and make connections to the modern world.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR401: Locate important details in somewhat challenging passages
CLR402: Draw logical conclusions in somewhat challenging passages
IDT402: Identify a clear central idea or theme in somewhat challenging passages or their paragraphs
IDT403: Summarize key supporting ideas and details in somewhat challenging passages
REL402: Identify clear comparative relationships in somewhat challenging passages
WME401: Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages
WME402: Interpret most words and phrases as they are used in somewhat challenging passages, including determining technical, connotative, and figurative meanings
PPV301: Recognize a clear intent of an author or narrator in somewhat challenging passages

Oklahoma Academic Standards (Social Studies Practices (8th Grade))

8.1.3G: Boston Massacre
8.1.5: Analyze the ideological and propaganda war between Great Britain and the colonies including:
8.1.5C: use of Paul Revere's engraving of the Boston Massacre
8.1.5E: Give Me Liberty or Give Me Death,speech attributed to Patrick Henry
8.1.6: Examine the central ideas expressed in the Declaration of Independence, drafted by Thomas Jefferson and adopted July 4, 1776, and their intellectual origins including:
8.1.6A: John Locke's theory on natural and unalienable rights, including life, liberty and the pursuit of happiness
8.1.6B: the ideals of equality for all individuals, including the impact of the First Great Awakening.
8.1.6C: the purpose of government as a social contract requiring the consent of the governed

Attachments

- Bell Ringer—Resistance and Rebellion - Spanish.docx
- Bell Ringer—Resistance and Rebellion - Spanish.pdf
- Bell Ringer—Resistance and Rebellion.docx
- Bell Ringer—Resistance and Rebellion.pdf
- DOK Question Stems—Resistance and Rebellion - Spanish.docx
- DOK Question Stems—Resistance and Rebellion - Spanish.pdf
- DOK Question Stems—Resistance and Rebellion.docx
- DOK Question Stems—Resistance and Rebellion.pdf
- Example Socratic Seminar Questions—Resistance and Rebellion.docx
- Example Socratic Seminar Questions—Resistance and Rebellion.pdf
- Lesson Slides—Resistance and Rebellion.pptx
- Primary Sources and H.I.P.P. Analysis—Resistance and Rebellion - Spanish.docx
- Primary Sources and H.I.P.P. Analysis—Resistance and Rebellion - Spanish.pdf
- Primary Sources and H.I.P.P. Analysis—Resistance and Rebellion.docx
- Primary Sources and H.I.P.P. Analysis—Resistance and Rebellion.pdf
- Socratic Seminar Peer Observation Checklist—Resistance and Rebellion - Spanish.docx
- Socratic Seminar Peer Observation Checklist—Resistance and Rebellion - Spanish.pdf
- Socratic Seminar Peer Observation Checklist—Resistance and Rebellion.docx
- Socratic Seminar Peer Observation Checklist—Resistance and Rebellion.pdf
- Socratic Seminar Reflection—Resistance and Rebellion - Spanish.docx
- Socratic Seminar Reflection—Resistance and Rebellion - Spanish.pdf
- Socratic Seminar Reflection—Resistance and Rebellion.docx
- Socratic Seminar Reflection—Resistance and Rebellion.pdf
- Socratic Seminar Self-Assessment—Resistance and Rebellion - Spanish.docx
- Socratic Seminar Self-Assessment—Resistance and Rebellion - Spanish.pdf
- Socratic Seminar Self-Assessment—Resistance and Rebellion.docx

- Socratic Seminar Self-Assessment—Resistance and Rebellion.pdf

Materials

- Lesson Slides (attached)
- Bell Ringer handout (attached; one per student)
- Primary Sources and H.I.P.P. Analysis handout (attached; one per student)
- DOK Question Stems handout (attached; one per student)
- Example Socratic Seminar Questions document (attached; one per teacher)
- Socratic Seminar Peer Observation Checklist handout (attached; one per student)
- Socratic Seminar Self-Assessment handout (attached; one per student)
- Socratic Seminar Reflection handout (attached; one per student)
- Writing utensils
- Paper

20 minutes

Engage

Use **slides 2–3** to introduce the topic and objectives to the extent that you feel is appropriate. Display **slide 4** and pass out the Bell Ringer handout. Ask students to complete the Bell Ringer activity by responding to the question displayed on the slide either on the handout or on their own papers.

Teacher's Note: Contextualizing the Images

The images are examples of modern and historical acts of resistance. These images are intended to help students develop their answers to the first question. If students do not bring up the colonial resistance movement against the British government, you can do so, linking their prior knowledge about resistance and rebellion in the colonies to other resistance movements.

Display **slide 5** and introduce the second question: "Why would the colonists want to resist British rule?" Have students respond to this question on the handout or on their papers.

Invite a few students to share out their thoughts.

Possible Student Responses

Students may offer examples of resistance that are happening today or historical events they see as forms of resistance. They should discuss both violent and non-violent forms of resistance, as both forms are discussed in this lesson.

In response to the second question, students should mention the American colonists' lack of representation in Parliament while Britain was passing laws regarding taxes and other issues in the colonies. Clarify, if necessary, why Britain believed the taxes were justified, explaining the protection and debt payments necessary from the French and Indian War.

Display **slide 6** and transition the conversation to introduce the following essential questions:

- How does conflict create change?
- How can resistance movements influence revolution?

30 minutes

Explore

Introduce the Socratic Seminar instructional strategy to students. Share with students that they are responsible for reading historical documents and generating thought-provoking questions. Encourage them to bring their own thoughts, beliefs, and interests, as they relate to the topic of colonial resistance to British rule, to the discussion. Ask students if they have additional questions before proceeding to the next activity.

Display **slide 7** and show students the video *Walker Middle School Socratic Seminar*. Use the video to point out key pieces of a Socratic Seminar.

Embedded video
https://youtube.com/watch?v=6pGVR6ZF_2M

Teacher's Note: Video Timing

You may choose to show the video either at this point in the lesson or later during the seminar.

Share with students that they will be assigned partners as part of the seminar, and partners will never be in the same circle at the same time. Prior to beginning the seminar, review the below components using **slides 8–9**.

- **Inner circle**: Students in the inner circle will speak, ask questions, and respond to questions generated prior to the seminar.
- **Outer Circle**: Students in the outer circle will observe, take notes, and evaluate their partners in the inner circle. Stress that these students should not talk and they should pay close attention to the conversation in the inner circle.
- **Hot Seat**: The hot seat is a dedicated seat in the inner circle that any student can take. For example, if someone from the outer circle wants to quickly offer a response to an additional question, they can get in the Hot Seat.
- **Peer and Self-Evaluation Sheets**: As students participate in the seminar, they should evaluate both themselves and their partners using given evaluation sheets. These evaluations will factor into their final grade.
- **Question List**: Have students generate questions that will be used to drive conversation about colonial resistance.

Teacher's Note: Key Understanding

Before moving on, ensure that students understand that a Socratic Seminar is not a debate, but a discussion. This will help students frame their questions later in the lesson.

Display **slide 10** and give each student a copy of the attached **Primary Sources and H.I.P.P. Analysis** handout. Explain the H.I.P.P. instructional strategy to students and provide any context you feel is appropriate for the two documents they will be analyzing, Paul Revere's engraving of the Boston Massacre and an excerpt from Patrick Henry's *Give Me Liberty or Give Me Death* speech.

Teacher's Note: H.I.P.P. Analysis

Consider emphasizing to students that, in their H.I.P.P. analysis, they should look for signs of resistance within the two works. Have them note specific passages or parts of the image that may help them describe why the colonists were resisting, what the British reaction may have been, and why the British may have reacted that way. Remind them that they will use these annotations during the seminar to support their responses and comments.

Have students use the H.I.P.P. strategy to analyze the documents and complete the table on the final page of their handouts. After students are finished, bring the class together to discuss the significant parts they highlighted and how these documents exhibit resistance.

50 minutes

Explain

Break students into groups of four or five. Ask students to discuss, within their groups, which details they found in the image and speech that they thought were important or signified an act of resistance.

After students have had time to discuss details within their groups, use the DOK Question Stems instructional strategy to help students formulate questions related to their analysis.

Pass out copies of the attached **DOK Question Stems** worksheet to students. Display **slide 11** and discuss the difference between the levels of questions. Review the examples on the slide then ask students to work within their groups to generate 1–2 questions from each level.

As students work in groups, create a designated class list that students can add questions to. You may consider creating a list using a digital application like Google Docs or a list in a physical location, like on a whiteboard.

Once all groups create two higher-level questions, have them add their questions to the class list. Make sure the list is recorded in a location that is accessible to all students so that students may reference it during the seminar. Review the list as a class and determine if any similar questions can be combined or if any questions should be reworded for clarity. As a class, decide on a final list of questions for the seminar.

Teacher's Note: Socratic Seminar Questions

You may want to emphasize to students that their Socratic Seminar questions should encourage both their peers and themselves to think beyond the text and outside the box. Students should also be able to draw from the text and image in order to support their conclusions and discussion.

Consider limiting the final list to 10 or fewer questions. A shorter list helps focus the discussion and encourages each student to thoroughly respond to each question. The attached **Example Socratic Seminar Questions** document is an example of a balanced list of questions. Consider using these model questions to guide students in writing or editing their questions. It may also be helpful to write your own questions and add them to the list to address any other key components you feel students should discuss.

Once the class list is complete, have students practice the Socratic Seminar process by leading mini seminars within their groups. This will give students the opportunity to practice thinking of possible responses while also hearing other perspectives before the larger group seminar. The mini seminars will also allow students to evaluate how to use their annotated notes and image to support their claims and statements.

30 minutes

Extend

Teacher's Note: Socratic Seminar Preparation

This phase includes the day of the Socratic Seminar.

To prepare for the seminar, arrange the desks in two concentric circles. These two circles will be the inner and outer circles. Reserve one seat in the inner circle as the Hot Seat. If it has been more than one class period since showing the *Walker Middle School Socratic Seminar* video, consider showing it to students again to remind them what a Socratic Seminar should look like.

Display **slide 12** as students enter the room. As students arrive, assign each one a partner. Direct one partner to sit in the inner circle and one partner to sit in the outer circle.

Give each student one copy of the attached **Socratic Seminar Peer Observation Checklist** and the attached **Socratic Seminar Self-Assessment** handout. Have students put both their name and their partner's name on the Socratic Seminar Peer Observation Checklist and only their own name on the Socratic Seminar Self-Assessment.

Review the basic framework noted on self-assessment handout and the checklist. These documents explain what students should do during the seminar (e.g., encourage others to talk, offer insight to the questions being posed, add on to another students' responses) and describe which actions to avoid (e.g., interrupting, dominating the conversation, not showing signs of nonverbal engagement).

To begin the seminar, hand out copies of the question sheets that students generated during the Explain activity. Explain that outer-circle students should make notes for their partners on the Socratic Seminar Peer Observation Checklist while inner-circle students should be actively engaged in the conversation and should be making notes notes on the question sheets.

Halfway through the seminar, switch the inner-circle and outer-circle students to give each student a chance to participate in both aspects of the seminar.

After the conclusion of the seminar, have students give their peer evaluations to their partners. Give students approximately 5–10 minutes to explain their evaluations, then have each student complete the Socratic Seminar Self-Assessment.

Teacher's Note: Your Role

A teacher's role should be minimal during the seminar, but if you feel students get stuck or run out of questions, you may consider taking the Hot Seat to ask probing questions. If the discussion has been one-sided or has lacked a specific perspective, ask a question or make a statement that will encourage students to think about colonial resistance from a different viewpoint. For example, you could lead with a statement like, "So you all have talked about why the American colonists were upset about being taxed without representation in Parliament, but the British did support the colonists during the French and Indian War..."

15 minutes

Evaluate

Display **slide 13**. Pass out one copy of the attached **Socratic Seminar Reflection** handout to each student.

Have students use their annotated texts, annotated image, and notes from the Socratic Seminar to answer the reflection questions below.

1. Define *resistance*. Explain why some of the colonists resisted the British government. Your response should be at least four sentences.
2. Explain how the Boston Massacre engraving and the "Give Me Liberty or Give Me Death" speech are examples of colonial resistance. Use evidence from the texts to support your response. Your response should be at least six sentences.
3. How is the concept of resistance still relevant today? Explain using an example. Your response should be at least five sentences.

Use the reflection, self-assessment, and peer observation to evaluate the lesson.

Resources

- Facing History and Ourselves. (2020, May 12). *Socratic seminar*. https://www.facinghistory.org/resource-library/socratic-seminar
- Fairey, S. (2017). *We the people – "Greater than fear"* [Image]. Amplifier. https://amplifier.org/free-downloads/
- Harris & Ewing. (1917). *Woman suffrage picket parade* [Image]. Wikimedia Commons. https://commons.wikimedia.org/wiki/File:WOMAN_SUFFRAGE_PICKET_PARADE10337v.jpg
- Henry, P. (n.d.). *Give me liberty, or give me death!* [Speech transcript]. The White House. https://www.whitehouse.gov/patrick-henry-speech-give-me-liberty-or-give-me-death/ (Original work published 1775)
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- Pax Ahimsa Gethen. (2016). *Stand with Standing Rock SF Nov 2016* [Image]. Wikimedia Commons. https://commons.wikimedia.org/wiki/File:Stand_with_Standing_Rock_SF_Nov_2016_11.jpg
- Revere, P., Jr. (1770). *The Boston Massacre, or, the bloody massacre perpetrated in King Street, Boston on March 5, 1770 by a party of the 29th Regiment* [Print]. The Metropolitan Museum of Art. https://www.metmuseum.org/art/collection/search/365208
- United States Marine Corps. (1963). *View from Lincoln Memorial, August 28, 1963* [Photograph]. Wikimedia Commons. https://commons.wikimedia.org/wiki/File:IhaveadreamMarines.jpg