



Resistance and Rebellion

Colonial Resistance and Movement Towards 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

Students will analyze primary documents to better understand the colonial resistance to British rule and how this resistance influenced the American Revolution.

Snapshot

Engage

Students will answer the question "What are examples or forms of resistance?" as a Bell Ringer.

Explore

Students will Why-Light an excerpt of Patrick Henry's speech "Give Me Liberty or Give Me Death" and examine Paul Revere's "Engraving of the Boston Massacre."

Explain

Students will generate open-ended and thought-provoking questions about the colonist use of resistance techniques and their impact on the relationship between Britain and the Colonies as well as the Loyalists and Patriots. Students will use the given texts, "Give Me Liberty or Give Me Death" excerpt and the "Engraving of the Boston Massacre" to draw from.

Extend

Students will participate in a Socratic seminar about colonial resistance using the "Engraving of the Boston Massacre" and an excerpt of "Give Me Liberty or Give Me Death."

Evaluate

Students will answer reflection questions about colonial resistance and connect the content and discussion to their current lives/world.

Standards

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

- [Boston Massacre Engraving - Spanish.docx](#)
- [Boston Massacre Engraving - Spanish.pdf](#)
- [Boston Massacre Engraving.docx](#)
- [Boston Massacre Engraving.pdf](#)
- [Example Socratic Seminar Questions - Spanish.docx](#)
- [Example Socratic Seminar Questions - Spanish.pdf](#)
- [Example Socratic Seminar Questions.docx](#)
- [Example Socratic Seminar Questions.pdf](#)
- [Give Me Liberty or Give Me Death Excerpt - Spanish.docx](#)
- [Give Me Liberty or Give Me Death Excerpt - Spanish.pdf](#)
- [Give Me Liberty or Give Me Death Excerpt.docx](#)
- [Give Me Liberty or Give Me Death Excerpt.pdf](#)
- [Pictures for Bell Ringer - Spanish.docx](#)
- [Pictures for Bell Ringer - Spanish.pdf](#)
- [Pictures for Bell Ringer.docx](#)
- [Pictures for Bell Ringer.pdf](#)
- [Resistance and Rebellion.pptx](#)
- [Socratic Seminar Assessment - Spanish.docx](#)
- [Socratic Seminar Assessment - Spanish.pdf](#)
- [Socratic Seminar Assessment.docx](#)
- [Socratic Seminar Assessment.pdf](#)
- [Socratic Seminar Peer Observation Checklist - Spanish.docx](#)
- [Socratic Seminar Peer Observation Checklist - Spanish.pdf](#)
- [Socratic Seminar Peer Observation Checklist.docx](#)
- [Socratic Seminar Peer Observation Checklist.pdf](#)
- [Socratic Seminar Self-Assessment - Spanish.docx](#)
- [Socratic Seminar Self-Assessment - Spanish.pdf](#)
- [Socratic Seminar Self-Assessment .docx](#)
- [Socratic Seminar Self-Assessment .pdf](#)

Materials

- Lesson slides
- Paul Revere's "Engraving of the Boston Massacre" (handout)
- Patrick Henry's "Give Me Liberty or Give Me Death" excerpt (handout)
- Seminar Self-Evaluation Sheets (handout)
- Seminar Peer Evaluation Sheets (handout)

- Socratic Seminar Reflection Assessment (handout)
- Writing Utensils
- Paper
- Highlighters

50 minutes

Engage

Display **slide 3** with the questions: What are some examples/forms of resistance and three of the attached four images displayed. If you choose to distribute paper copies of the photos, students can view all four. These photos are examples of modern and historical acts of resistance to help students develop their answers to this first question. Students will answer the question as a [Bell Ringer](#) on paper or in a notebook. Once students have written their answers, call on several students to share their answers. 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.

Next, display **slide 4** and transition to the second question: What are some reasons that the colonies might resist British rule?

Teacher Note

Students can give examples of resistance that happen today or historical events they see as forms of resistance. They should bring up both violent and non-violent forms of resistance, as they will be looking at both forms in this lesson. For the second question, students should bring up the lack of representation in Parliament while Britain was passing laws regarding taxes and other issues in the colonies. Also clarify, if necessary, why the British believed the taxes were justified (protection and paying debts that were created from the French and Indian War).

When students have completed their second Bell Ringer responses, call on a few students to share their thoughts. Then, display **slide 5** and transition the conversation to explain to students that throughout this lesson they should consider the following essential questions: How does conflict create change and, how can resistance movements influence revolution?

Next, explain the Socratic Seminar process to students.

Socratic Seminar Introduction:

1. Explain what a Socratic Seminar is and its purpose. Seminars are used to give students control of their learning. They will be responsible for reading and looking at a historical document and generating thought-provoking questions. This enables the students to drive the discussion and bring in their own thoughts, beliefs, and interests that deal with a particular topic, in this case colonial resistance to British rule.
2. Display **slide 6** and show the YouTube video below and explain the key pieces to a Socratic Seminar.

Teacher Note

The YouTube video is attached below. You can either show it at this point or closer to the day of the seminar.

Embedded video

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

Prior to beginning the seminar, you will want to go over these important components on **slides 7 and 8**:

- **Partners:** Each student will be assigned a partner. (Partners will never be in the same circle at once.)
- **Inner circle:** The students in the inner circle are the ones who will be doing the speaking. They will be asking and responding to questions that have been generated prior to starting the seminar.
- **Outer Circle:** The students in the outer circle will be taking notes and evaluating their partner who is in the inner circle. It is important that these students not talk and that they pay close attention to the conversation going on in the inner circle.
- **Hot Seat:** There will be a dedicated seat in the inner circle for anyone to jump into. For instance, if someone from the outer circle wants to jump in quickly to 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 will evaluate both themselves and their partners using the attached evaluation sheets. These evaluations will factor into their final grade.
- **Question List:** Students will generate questions (in the EXPLAIN section) that will be used to drive conversation about colonial resistance.

Teacher Note

It is important to note that a Socratic Seminar is NOT a debate, but a discussion. This will help students frame their questions later in the lesson.

50 minutes

Explore

Display **slide 9**. After going over the basics of Socratic Seminars, students will be given copies of Paul Revere's "Engraving of the Boston Massacre" and Patrick Henry's "Give Me Liberty Give or Me Death" excerpt to engage in a [Why-Lighting](#) activity, annotating and analyzing what they see in the engraving and what they read in "Give Me Liberty or Give Me Death" excerpt.

Teacher Note

Explain to students that they are why-lighting parts of the speech and annotating the engraving and looking for signs of resistance and passages or parts of the image that might help them describe why the colonists were resisting and what the British reaction might have been and why. Remind them they will be using their annotations during the seminar to support their responses and comments.

After students are finished, bring the class together to discuss the significant parts they highlighted and discuss how these documents exhibit resistance.

Teacher Note

You can address one document a day instead of annotating them all at once. It will give the students more time to focus on each document.

50 minutes

Explain

After becoming familiar with the documents, the students will break into groups to generate questions to use during their Socratic Seminar.

1. Students will move into groups of four or five.
2. With their groups, students should discuss what facts they found that they thought were important or signified an act of resistance.
3. Introduce students to the construction of higher-level questions. You can use the [Bloom's Taxonomy model](#) to help them differentiate between a lower-level and a higher-level question. (Lower-level question: Who wrote and delivered the "Give me Liberty or Give Me Death" speech? Higher-level question: How might Paul Revere's engraving of the Boston Massacre have influenced rebellion in the Colonies?)
4. Display **slide 10**. Students will generate at least two higher-level questions. They should be questions that encourage both their peers and themselves to think beyond the text and outside the box. They should also be able to draw from the text in order to support their conclusions/discussion. Example: Does resistance have to be violent?
5. When each group has created two higher-level questions, they will add them to the class list. You can either create a list on the computer using an application such as Google Docs or simply write the questions out on the board and record them yourself. (You will be providing the question list to the students during the seminar.)
6. After you have compiled the list as a class, you will go through them to see if there are any questions that seem similar and can be combined or if some need to be reworded for clarity. Try not to have more than 10 questions; this helps focus the students' discussion and encourages them to answer each question to the fullest extent. Too many questions can make the seminar too choppy. See attached "Example Socratic Seminar Questions."
7. Finally, the students will take the completed class list and practice the Socratic Seminar by having mini seminars within their groups. This will give students an opportunity to think of possible answers while also hearing other perspectives before they participate in the larger group seminar. In addition, they can evaluate how use their annotated notes and image to support their claims and statements.

Teacher Note

It is helpful to put in a few of your own questions to flesh out any points they may have missed when generating their list. There might be a key component that they are missing that you want to make sure they discuss.

50 minutes

Extend

Socratic Seminar

1. **Day before the Seminar:** Show the attached video (attached again below) that depicts a seminar in action. This will give your students an idea of what to expect.
2. **Day of the Seminar:** You will need to arrange your desks in two circles. These will be your inner and outer circles. You will reserve one seat in the inner circle as your hot seat.
3. **Before the Seminar:** Display **slide 11** and as students enter the room, give them a partner and assign one to the inner circle and one to the outer circle.
4. Next, you will hand out the attached evaluation sheets. Have students put both their names and their partner's name on the sheet.
5. It is important to go over some of the basic framework noted on the evaluation sheets with the students. They explain not only what the 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), but they also describe what to avoid (e.g., interrupting, dominating the conversation, not making eye contact).
6. **During the seminar:** Hand out copies of the question sheets that the students generated during the Explain activity. Outer-circle students should be making notes on the evaluation sheets while inner-circle students should be actively engaged in the conversation and can make notes on the given question sheets.
7. Halfway through the seminar, switch the inner-circle and outer-circle students, giving each student a chance to participate in both facets of the seminar.
8. **Following the Seminar:** Students will receive their peer evaluations back from their partner. Give students roughly 5-10 minutes to explain their evaluations. Following the explanations, students should fill out the self-evaluation.

Teacher Note

Although a teacher's role should be minimal during the seminar, if you feel your students have hit a "wall" with questions, you might hop into the "hot seat" to ask some probing questions. Be the devil's advocate. If the discussion has been one-sided or has lacked perspective, jump in with a question or statement that will encourage them to think about colonial resistance from a different viewpoint. For example, you could lead in with, "So you all have talked about why the Colonists were upset about being taxed without representation in Parliament, the British did support the Colonists through the French and Indian War. . ."

Embedded video

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

30 minutes

Evaluate

Display **slide 12**. Reflection questions and evaluations:

Using their annotated text and image and their notes from the Seminar, have students answer the following reflection questions. The self-reflection and evaluations will serve as the assessment for this activity.

1. Define "resistance." Explain why some of the colonists resisted the British government. (This 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 text evidence to support your answer. (This response should be at least six sentences.)
3. How is the concept of resistance still relevant today? Explain using an example. (This response should be at least five sentences.)

Resources

- Facing History and Ourselves. (n.d.). Socratic Seminar Rationale. <https://www.facinghistory.org/resource-library/teaching-strategies/socratic-seminar>
- Harris & Ewing. (1917). Woman suffrage picket parade10337v [Image]. In Wikimedia Commons. https://commons.wikimedia.org/wiki/File:WOMAN_SUFFRAGE_PICKET_PARADE10337v.jpg
- Henry, P. (1775). Give me liberty or give me death! <http://www.history.org/almanack/life/politics/giveme.cfm>
- Jennifer Madland. (2012). Walker Middle School Socratic seminar [Video]. https://youtu.be/6pGVR6ZF_2M
- K20 Center. (n.d.). Bell ringers and exit tickets. Strategy. <https://learn.k20center.ou.edu/strategy/125>
- K20 Center. (n.d.). Why-lighting. Strategy. <https://learn.k20center.ou.edu/strategy/128>
- Pax Ahimsa Gethen. (2016). Stand with Standing Rock SF Nov 2016. In Wikimedia Commons. https://commons.wikimedia.org/wiki/File:Stand_with_Standing_Rock_SF_Nov_2016_11.jpg
- Revere, P. (1770). Bloody massacre perpetrated in Kings Street in Boston [Image]. <http://www.paul-revere-heritage.com/boston-massacre-engraving.html>
- United States Marine Corps. (1963). I have a dream marines. [Image]. In Wikimedia Commons. <https://commons.wikimedia.org/wiki/File:IhaveadreamMarines.jpg>
- Vanderbilt University. (n.d.). Bloom's Taxonomy Model. <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>