

# Causes of the Revolution

Complete By: \_\_\_\_\_

SS4H4: The student will explain the causes, events, and results of the American Revolution.

| Acquiring Knowledge          |   |   |  |
|------------------------------|---|---|--|
| <b>DOK</b><br><br><b>1</b>   | <b>Learning Target:</b> I can identify the causes of the Stamp Act, Quartering Act, and Townshend Act   |   |  |
|                              | <b>Key Vocabulary:</b> proclamation, rebellion, protest, boycott, repeal, tax, smuggling  |   |  |
|                              | I learn best with technology  | I learn best reading and writing  | I learn best by by reading and discussing  |
|                              | <p><b>Independent:</b><br/>Read and watch all videos on the causes of the revolution.</p> <p>Stamp Act <a href="#">Article</a><br/>Townshend Act <a href="#">Video</a><br/>Townshend Act <a href="#">Article</a><br/>Quartering Act <a href="#">Article</a></p> <p><b>Complete One:</b><br/>[ ] Complete anchor chart. At least two sentences in each box.<br/>[ ] Create an old fashion newspaper that explains the Stamp Act, Quartering Act, and Townshend Act. Include key vocabulary.</p>                        | <p><b>Independent:</b><br/>Select and read resources for each component of the learning target. Take notes.</p> <p><a href="#">Stamp Act of 1765</a><br/><a href="#">Townshend Act</a><br/><a href="#">Townshend Act</a><br/><a href="#">Stamp Act</a><br/><a href="#">Stamp Act</a><br/><a href="#">Quartering Act</a></p> <p><b>Complete One:</b><br/>[ ] Complete anchor chart. At least two sentences in each box.<br/>[ ] Create an old fashion newspaper that explains the Stamp Act, Quartering Act, and Townshend Act. Include key vocabulary</p> | <p><b>Teacher or Partners:</b><br/>Select and read resources for each component of the learning target.<br/><i>Discuss 4 (DOK 1) stems.</i><br/><i>Discuss 3 (DOK 2) stems.</i></p> <p><a href="#">Stamp Act of 1765</a><br/><a href="#">Townshend Act</a><br/><a href="#">Townshend Act</a><br/><a href="#">Stamp Act</a><br/><a href="#">Stamp Act</a><br/><a href="#">Quartering Act</a></p> <p><b>Complete One:</b><br/>[ ] Complete anchor chart. At least two sentences in each box.<br/>[ ] Create an old fashion newspaper that explains the Stamp Act, Quartering Act, and Townshend Act. Include key vocabulary.</p> |
|                              | <b>Checkpoint:</b> Socrative (CLASSCODE)  |   | <b>Action Step:</b> 0%-79% - Sign-up Session<br>80%-100% - Mastery   |
| Mastery                      |   |   |  |
| <b>DOK</b><br><br><b>2/3</b> | <p><b>Select One Question Set:</b><br/><i>Question 1</i><br/>How was the motivation for the Stamp and Quartering Act similar and different? (DOK 2) Did these acts squash or empower the colonists? (DOK 3)</p> <p><i>Question 2</i><br/>All events have a cause and an effect. Explain the cause and effect of the French and Indian War and the Quartering Act. (DOK 2) Could the Quartering Act have been prevented? (DOK 3) How might things have been different if the Quartering Act didn't happen? (DOK 3)</p> |   |  |
|                              | I show mastery through technology   | I show mastery through writing  | I show mastery through art   |
|                              | Create a Google Slides or Google Doc to show your answer.   | Answer the constructed response on reflection paper.  | Create and illustrate a book or cartoon to show your answer.   |

**Checkpoint:** Work checked by teacher. Student will revise as needed.