

# GALE LESSON PLAN: AMERICAN REVOLUTION DBQ PROJECT

*Gale In Context: High School*

**GRADE LEVEL:** 11-12

**SUBJECT/CONTENT:** American History, American Revolution

**ESSENTIAL QUESTION:** Was the American Revolution justified or an overreaction?

**RESOURCE:** *Gale In Context: High School*

**LEARNING EXPECTATION:** Students will evaluate various primary and secondary documents related to the causes of the American Revolution and build an argument to answer the essential question using the evidence they discovered.

## Materials Needed:

- Computer with internet access
- Copies of the provided handouts (virtual or printed)

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## PROCEDURES:

### Steps/Activities for the Teacher:

- **Optional:** Provide some base knowledge around Mercantilism and the French and Indian War through your own document collection, or using the documents below (you can utilize the link and sign into your resource, or utilize Advanced Search to search for the Document Number). Be sure to sign into *Gale In Context: High School* before clicking the links:
  - **Mercantilism:** [https://link.gale.com/apps/doc/EJ1667500401/SUIC? Document Number: EJ1667500401](https://link.gale.com/apps/doc/EJ1667500401/SUIC?DocumentNumber=EJ1667500401)
  - **Consequences of the French and Indian War:** [https://link.gale.com/apps/doc/MTAGZW214161089/SUIC? Document Number: MTAGZW214161089](https://link.gale.com/apps/doc/MTAGZW214161089/SUIC?DocumentNumber=MTAGZW214161089)
- Write the main essential question on the board and keep it up for the duration of the lesson.
  - Explain that each activity question they will be answering will build up to a full essay answering the essential question (rubric on the next page). To help with essay structure, you may want to share this organizer: <https://support.gale.com/doc/organize-argue>
- Distribute the student research T-charts either together as a packet or one at a time.
- Facilitate a class discussion after each activity to review the materials and discussion opinions.
- Allow students to keep their T-charts in order to complete a full essay answering the essential question at the end of the unit.

### Steps/Activities for the Student(s):

- Read each article as assigned, and write the evidence for both sides' answers about the activity question.
- Write a thesis for each activity.
- Construct a document-based essay answering the essential question at the end of the unit.

# GALE LESSON PLAN: AMERICAN REVOLUTION DBQ ESSAY RUBRIC

*Gale In Context: High School*

	4- Above Standards	3- Meets Standards	2- Near Standards	1- Below Standards	Score
Thesis Statement/ Focus	The thesis Statement outlines the main points of the essay and accurately answers the question	The thesis statement addresses some of the points in the essay and addresses the question	The thesis statement address some of the points in the essay but does not address the question	The thesis statement does not address the points in the essay and does not address the question	
Support for Position	Includes 3 or more piece of evidence found in the documents and uses them to support their argument and provides at least one counter argument to the question	Includes 3 or more piece of evidence found in the documents and uses them to support their argument to the question	Includes some pieces of evidence found in the documents but does not use them to fully support their argument to the question	Evidence is not relevant to the question or not used to support their answer	
Accuracy	All facts and evidence are reported accurately	Almost all supporting facts are reported accurately	Most supporting facts are reported accurately	Most supporting facts are reported inaccurately	
Grammar and Spelling	No errors in grammar or spelling that distract the reader from the content	1-2 errors in grammar or spelling that distract from the content	3-4 errors in grammar or spelling that distract from the content	More than 5 errors in grammar or spelling that distract from the content	

# ACTIVITY QUESTION:

## WERE THE BRITISH TAXES EXORBITANT OR NECESSARY?

**Directions:** Read and analyze the activity documents (and images) and write three or more pieces of evidence pertaining to this lesson’s question in the chart below. **Be sure to sign into Gale In Context: High School BEFORE clicking any link.** Using your evidence, create a thesis statement that answers the question.

Your thesis should include your claim, your evidence, and your reasoning behind how the evidence supports your claim.

**Activity Documents:**

- **Taxation Without Representation:** <https://link.gale.com/apps/doc/CX3401804134/SUIC?>
- **Stamp Act:** <https://link.gale.com/apps/doc/EJ3048500012/SUIC?>
- **Objection to Taxation:** <https://link.gale.com/apps/doc/EJ2153000144/SUIC?>
- **Taxation and Colonial Protests:** <https://link.gale.com/apps/doc/EJ2153000528/SUIC?>
- **Protest Image:** <https://link.gale.com/apps/doc/PC3048987365/SUIC?>
- **Townshend Acts:** <https://link.gale.com/apps/doc/CX3611000906/SUIC?>

Exorbitant	Necessary

Thesis:

# ACTIVITY QUESTION:

## WAS KING GEORGE III A TYRANT OR A REASONABLE RULER TO THE COLONIES?

**Directions:** Read and analyze the activity documents (and images) and write three or more pieces of evidence pertaining to this lesson’s question in the chart below. **Be sure to sign into Gale In Context: High School BEFORE clicking any link.** Using your evidence, create a thesis statement that answers the question.

Your thesis should include your claim, your evidence, and your reasoning behind how the evidence supports your claim.

**Activity Documents:**

- **King or Tyrant?:** <https://link.gale.com/apps/doc/A696124994/SUIC?>
- **Was King George III Really so Bad?:** <https://link.gale.com/apps/doc/A687230533/SUIC?>
- **King George III:** <https://link.gale.com/apps/doc/K1631002478/SUIC?>
- **Patrick Henry Speech:** <https://link.gale.com/apps/doc/EJ2153000041/SUIC?>
- **Repeal of Stamp Act:** <https://link.gale.com/apps/doc/EJ2153000057/SUIC?>
- **Olive Branch Petition:** <https://link.gale.com/apps/doc/CX3401803076/SUIC?>

Tyrant	Reasonable

Thesis:

ACTIVITY QUESTION:

WAS THE BOSTON TEA PARTY AN ACT OF PATRIOTISM OR TERRORISM?

**Directions:** Read and analyze the activity documents (and images) and write three or more pieces of evidence pertaining to this lesson’s question in the chart below. **Be sure to sign into Gale In Context: High School BEFORE clicking any link.** Using your evidence, create a thesis statement that answers the question.

Your thesis should include your claim, your evidence, and your reasoning behind how the evidence supports your claim.

Activity Documents:

- **Boston Tea Party:** <https://link.gale.com/apps/doc/ASVLBS264295988/SUIC?>
- **Continuing Unrest:** <https://link.gale.com/apps/doc/EJ2153000530/SUIC?>
- **Causes of the Boston Tea Party:** <https://link.gale.com/apps/doc/FEVRUB050952624/SUIC?>
- **First Hand Account:** <https://link.gale.com/apps/doc/EJ2153000162/SUIC?>
- **Image of the Boston Tea Party:** <https://link.gale.com/apps/doc/PC3622587047/SUIC?>

Patriotism	Terrorism

Thesis:

# ACTIVITY QUESTION:

## WAS THE BOSTON MASSACRE ACTUALLY A MASSACRE?

**Directions:** Read and analyze the activity documents (and images) and write three or more pieces of evidence pertaining to this lesson’s question in the chart below. **Be sure to sign into Gale In Context: High School BEFORE clicking any link.** Using your evidence, create a thesis statement that answers the question.

Your thesis should include your claim, your evidence, and your reasoning behind how the evidence supports your claim.

**Activity Documents:**

- **Boston Massacre:** <https://link.gale.com/apps/doc/CX3048900081/SUIC?>
- **Eye-witness Description:** <https://link.gale.com/apps/doc/EJ2153000060/SUIC?>
- **Boston Massacre Trials:** <https://link.gale.com/apps/doc/A145480785/SUIC?>
- **Boston Massacre Print Image:** <https://link.gale.com/apps/doc/PC3401887180/SUIC?>
- **Crispus Attucks:** <https://link.gale.com/apps/doc/EJ2116100001/SUIC?>

Massacre	Not a Massacre

Thesis:

# ACTIVITY QUESTION:

## WAS PARLIAMENT PUNISHING THE COLONISTS OR REACTING JUSTLY TO PROTESTS?

**Directions:** Read and analyze the activity documents (and images) and write three or more pieces of evidence pertaining to this lesson’s question in the chart below. **Be sure to sign into Gale In Context: High School BEFORE clicking any link.** Using your evidence, create a thesis statement that answers the question.

Your thesis should include your claim, your evidence, and your reasoning behind how the evidence supports your claim.

Activity Documents:

- **Stamp Act Sparks Public Outrage:** <https://link.gale.com/apps/doc/CX3611000854/SUIC?>
- **Stamp Act Riot Image:** <https://link.gale.com/apps/doc/EJ2210007236/SUIC?>
- **Townshend Acts:** <https://link.gale.com/apps/doc/CX3611000906/SUIC?>
- **Coercive Acts:** <https://link.gale.com/apps/doc/EJ3048400063/SUIC?>
- **On Conciliation with America:** <https://link.gale.com/apps/doc/EJ2153000123/SUIC?>

Punishing	Reacting Justly

Thesis: