Using Debate to Promote Argument

How to Use the Causes of the American Revolution to Create Viable Arguments

Developed by Maricela Krickovic
Debates have been used throughout history to not only express one’s point of view, but also to help shape the minds of others. Through this presentation, we will view different activities that help students not only learn about the causes of the American Revolution, but also enhance students’ formation of arguments.

**Unit Topic:** Causes of the American Revolution

**History-Social Science Content Standard:** 5.5.1 Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g. resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).

**Unit Focus Question:** What were the political and economic causes of the American Revolution?

**Teaching Thesis:** In order to pay off the debt incurred from the French and Indian War, the English government, under the rule of King George III, began heavily taxing the colonists. Because many colonists did not agree with living under English rule and not having any representation in Parliament, they began rebelling against the different taxes and laws that they were forced to endure.

**Historical and Social Sciences Analysis Skills:** Debate

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**Lesson Plan**

**Lesson Focus Question:** How did the actions of the English government cause the colonists to rebel?

**Lesson Thesis:** After the French and Indian War, the English government incurred a great amount of debt. Along with Parliament, King George III decided that as English citizens, it was the duty of the colonists to help pay for the war. Because of this need to raise money and the need to get the colonists involved, King George III began to heavily tax the colonists, leading to a lot of unhappiness within the colonies. Due to their discontent, the colonists began to take action, and began to voice their opinions in various ways.

**Text:** Our Nation (Scott Foresman) Unit 5 lesson 1
  Freedman, Russell, *The Boston Tea Party*
  Paul Revere’s Engaving of the Boston Massacre, *The Bloody Massacre in King Street, March 5, 1770*, 1770
  Benjamin Franklin’s political cartoon, *Join or Die*, May 9, 1754

**Reading Instruction:**
- Freedman, Russell, *The Boston Tea Party*
  - Reading comprehension
- Scott Foresman Textbook
• Visual text mapping
• Benjamin Franklin’s *Join or Die* political cartoon or Paul Revere’s Engraving of the Boston Massacre, *The Bloody Massacre in King Street, March 5, 1770*, 1770 art analysis
  • Inference

**Writing Instruction:**

**Writing/Reading Strategy:**

• **Writing Prompt:**
  • Create an invitation that includes key information that persuades people to participate in the Boston Tea Party.
    • Persuasive response to literature
  • Students will use their background knowledge and their knowledge from the textbook, persuading the English government to stop taxing the colonists.
    • Persuasive Writing

**Context of the lesson in the unit:**
This lesson will come 2/3 of the way through the school year. It is chapter 1 of Unit 5 in Scott Foresman.

**Common Core Standards addressed:**
• RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
• RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
• RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
• W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information
• SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
Activity 1: Visual Text mapping of textbook

**This activity should be done prior to reading the chapter to help students preview the lesson, and help them make sense of the chapter and aid them in understanding what they should focus on when reading the chapter.**

1. Have students draw a box around the introduction, and review section in purple.
2. Before beginning the chapter, have students draw a box around the main body of the text in black.

**Steps 3-7 help add rigor to the text-mapping**

3. Have them circle the main headings and draw a box around their text in green.
4. Have students circle the sub-headings in yellow.
5. Have students draw a box around any illustrations in red.
6. Draw a box around all the questions in blue.
7. Highlight any vocabulary in orange.

Activity 2: M&M tax activity (20 minutes)

1. Give each student 20 M&Ms
2. Begin taxing students charging them various amounts of M&Ms. For example, “Because now there is a tax on glass, anyone who wear glasses must pay 2 M&Ms.” “Because there is now a tax on cloth, anyone with a hoodie must pay 1 M&M, since it takes more materials to make a hoodie.” Try to link the specific taxes to something that can be found in today’s society.
3. Continue to tax students. Some of the actions that the students may display are hiding their goods, telling on others, or protesting.
4. After the activity, have a whole class discussion that talks about the different actions that were observed when they were paying taxes.
5. This activity can then be used to lead into reading about the taxes in the textbook and watching Brainpop.
6. As a summative activity, students can write a persuasive essay to have the government end taxes.
Activity 2: Persuasive Essay:
Use the writing frames below to write an essay to persuade the English government to stop taxing the colonists.

We should _________________________________.

_____________ may think that ________________, but ___________________.

Furthermore, _______________ may assume that ________________, but in reality _________________.

Finally, _______________ may be convinced that ________________, yet _________________.

Words to use for concluding sentence

Clearly, Without question, To summarize, With this in mind,
Undoubtedly, For these reasons, Undeniably, Obviously,
Activity 3: Art Analysis

1. Go over key vocabulary with students, using visuals when possible.
2. Display the *The Bloody Massacre in King Street, March 5, 1770*, 1770 or Benjamin Franklin’s *Join or Die* political cartoon image for the students.
3. Distribute visual analysis worksheet for students.
4. Teacher will review the name of the painter, date, and media type for students.
5. With a partner, have students talk about what are some of the things that they observe in the painting. Remind students that in this part, they are only describing what they are visually seeing (i.e. buildings, people, dogs, rifles, etc.).
6. As a whole group, ask students to talk about what they saw. Encourage students to add more details about their previous observations (i.e. soldiers shooting, people falling down, a clear sky, a dog observing nonchalantly).
7. With a different partner, have students discuss what their observations tell them (i.e. The soldiers are shooting at the unarmed crowd, people are helping shield those shot at, the people look scared because the soldiers are hurting them). 
8. After their discussion, students will complete remainder of worksheet independently.
9. When students have completed worksheet, have them partner up with a different person and use the sentence frames to discuss with their partner about their observations.
10. As an extension activity, students can create their own political cartoons about a cause of the American Revolution.
Paul Revere, 1770, "The Bloody Massacre in King Street, March 5, 1770"

Title of Image: ___________________________________ Artist: ___________________________________________________

Media: ___________________________________________ Date: ___________________________________________________

_________________________ suggests/shows that ________________________________

(name, title of source)                                           (WHO? Artist)

portray _____________________________________________

(WHAT? message regarding a person, place, event, idea)

because _____________________________________________

(SPECIFIC DETAILS - images)
Benjamin Franklin, May 9, 1754, "Join or Die"

Title of Image: ___________________________________ Artist: ___________________________________________________

Media: ___________________________________ Date: ___________________________________________________

suggests/shows that _________________________________________________________

(name, title of source) (WHO? Artist)

portray _____________________________________________________________________________________________________

(WHAT? message regarding a person, place, event, idea)

____________________________________________________________________________________________________________

because _____________________________________________________________________________________________________

(SPECIFIC DETAILS - images)
Visual Analysis Worksheet

<table>
<thead>
<tr>
<th>I see …</th>
<th>Definitions/Explanation of Images</th>
<th>It tells me…..</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Name one thing that you see in the painting)</td>
<td>(Describe what you see with details)</td>
<td>(What can you infer)</td>
</tr>
<tr>
<td>1 ____________________________</td>
<td>1 ____________________________</td>
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</tbody>
</table>

With another classmate, use the sentence starters below to discuss the image.

<table>
<thead>
<tr>
<th>I noticed …</th>
<th>It looks like …</th>
<th>represents</th>
<th>is a symbol of</th>
<th>It shows …</th>
<th>This piece suggests ….</th>
<th>The painting describes</th>
</tr>
</thead>
<tbody>
<tr>
<td>It shows …</td>
<td>Representing</td>
<td>_______ represents _______</td>
<td>_______ is a symbol of _______</td>
<td>It shows …</td>
<td>This piece suggests ….</td>
<td>The painting describes</td>
</tr>
</tbody>
</table>
Activity 4: Boston Tea Party book
1. Read Russell Freedman’s book, *The Boston Tea Party*, aloud to students. If you have access to a document camera, project the pages underneath so that all students can see the illustrations.
2. As you read the story aloud, ask the students comprehension questions that will lead them to answering who was at the event, what happened at the event, where did the event take place, when did the event take place, why did the event happen, and how did the event happen.
3. As an extension activity, have students create invitations to the Boston Tea Party that uses the information from both the textbook and the picture book. The invitation should include the information from step 2, and it should also include information persuading someone to participate in the Boston Tea Party, and give the audience a list of materials that they will need to bring to participate in the Boston Tea Party.

Activity 5: Ethics vs. Laws Debate: Causes of the American Revolution
1. Go over the words, *Ethics* and *Laws*, with students. Discuss how both George Washington and James Adams used their ethics to make important career decisions.
3. Teacher will review each cause of the American Revolution with students.
4. In groups of four, have students sequence the causes of the American Revolution in sequential order.
5. Once students have sequenced the events, have them discuss each cause of the American Revolution and determine if each cause was a result of an ethical decision or a lawful decision. (about 15-20 minutes).
6. Discuss the results as a whole group.