



Lesson 5.1 “Why Did We Have a Revolution?”

Unit 5: New Hampshire and the American Revolution

Lesson Objectives

- Students will use image analysis and discussion to define the term revolution and consider forms it takes.
- Students will read and analyze non-fiction text to understand events from New Hampshire’s past that impacted the American Revolution.
- Students will map historic events and reflect on the connections between action and location.

Lesson Competencies

- I can analyze primary sources and secondary sources and draw appropriate conclusions. (Moose SS)
- I can determine the central idea of a text and explain how key details and text structure/ organization support the focus. (ELA 3)
- I can construct and analyze maps and other geographic representations to explain relationships between people and the environment. (Moose SS)

Essential Question

How have New Hampshire’s people shaped its government?

Focus Questions

Why did people in New Hampshire want to become independent from Great Britain?
How did the people of New Hampshire participate in the American Revolution?

Estimated Time

Two 40-minute class sessions

Materials & Equipment

“Stamp Master in Effigy” for printing or projection
“White Pine for Sale” for printing or projection
“Fort William and Mary” for printing or projection
“Mason Explains: Causes of the American Revolution” video for projection, if desired
Student Learn It! tab, “[New Hampshire Moves Toward Independence](#),” pages 2, 4, and 6, about the Stamp Act, the Pine Tree Riot, and the raid on Fort William and Mary
Class set of “Revolution Before the War” student worksheet
Class set of “Mapping Revolution in New Hampshire” student worksheet
Blue, green, and red colored pencils for each student



Educator Introduction & Rationale

The American Revolution started long before the battles at Lexington and Concord in 1775. As early as the mid-1760s, individuals and groups throughout the colonies expressed their displeasure with British rule through small and large acts of revolution. New Hampshire was no exception to this trend. From protests in Portsmouth over customs regulations, to riots against authorities claiming pine trees for the British Navy, to hundreds of men raiding a British fort in New Castle, New Hampshire, colonists made clear their sentiments about British rule. Please reference the [Educator Overview](#) for more information.

This is the first lesson in Unit 5: New Hampshire and the American Revolution. It examines the meaning of the word “revolution” by focusing on three events from New Hampshire’s past: the Stamp Act protests in 1765, the Pine Tree Riot in 1772, and the raid on Fort William and Mary in 1774. After creating a class definition of “revolution,” students watch a short video about the American Revolution, read student “Learn It!” selections to determine the causes and effects of these three events, and then plot the location of the events on a map of New Hampshire. Student understanding can be assessed with a brief summative response activity that asks them to explain how one of the three events meets their definition of “revolution” and how the event was part of the American Revolution. Please note, lesson vocabulary and definitions are at the end of this document. You may wish to preview these with your students.

Understanding the “what” and “why” of these events is enriched by making the connection to the “where.” Geography influenced the reasons behind and type of actions taken by the patriots, noted especially in the three events studied in this lesson. Portsmouth, the colonial capital of New Hampshire, was the site of many protests. It was where those in charge would see and hear dissent. When news arrived that a stamp master had been named to enforce the Stamp Act, the people of Portsmouth took to the streets to burn the man in effigy, burning a straw-filled mannequin. The sawmills of Hillsborough County, far from the capital and government oversight, had for many years been processing white pine timber, officially claimed by the King, for colonists’ personal use. When authorities started seizing illegally processed timber and imposing fines, colonists were angry that their way of life was disrupted and that the Crown was enforcing long-ignored policies. The location of Fort William and Mary, guarding the entrance to Portsmouth Harbor, was valuable to those who wished to either defend or control the colony.

It is suggested that this lesson be completed in two sessions, divided between the reading activity and the mapping activity. A reinforcement activity is provided for students who will benefit from more time with the concepts of the lesson. An extension activity is offered for students interested in further exploration of the perspectives of individuals involved with the raid on Fort William and Mary. Please adapt all the material in this lesson, as necessary, to meet the needs of the students in your classroom.

Learning Activity

Activation & Formative Assessment

Define revolution. Project or distribute print outs of “White Pine for Sale,” “Fort William and Mary,” and “Stamp Master in Effigy” sources. Ask students to choose the image that makes them think of the word “revolution.” Consider:

- What does that word mean to them?
- When have they heard or used it before?
- What details in the image helped them make their choice?

You may ask students to “turn and talk” to another classmate to share their thinking. Then, as a group discuss and record a definition of revolution.

Possible Outcomes:

- Students may have heard of the Revolutionary War and assume that “Fort William and Mary” is the only image of revolution because of features such as the flag and the fort structure.
- Some students may connect “Stamp Master in Effigy” to revolution because of the group of people who appear to be acting together in some kind of protest.
- Few students, if any, will likely connect “White Pine for Sale” with the concept of revolution, though the logs described in the newspaper article are the very logs that sparked the Pine Tree Riot.
- Some students may not have enough background knowledge to know that “revolution” has something to do with seeking change through action.
- Explain to students that each image is in fact related to the American Revolution that resulted in the original 13 colonies becoming independent from Great Britain and joining together as the United States of America.

Direct Instruction

Re-evaluate definition. Based on the formative assessment of student understanding of revolution and what background knowledge they may have about the American Revolution, this might be an appropriate time to share the video “[Mason Explains: Causes of the American Revolution](#).” This short explainer video provides a general overview of why the American Revolution took place and how it played out across the colonies. Find the video on the Unit 5 [Find It!](#) page.

After watching the video together, return to the idea of defining revolution. Does the group definition need to be adjusted? Emphasize to students that the Revolutionary War was just part of the American Revolution. Colonists throughout the 13 colonies expressed their dissatisfaction with being ruled by a far-away king in many ways that did not involve battle before the fighting began. Explain that they will learn about three of these other types of revolutionary acts that happened in New Hampshire, each of which is represented by one of the images they viewed at the beginning of the lesson.

**Student
Reading**

What was New Hampshire's role in the events leading up to independence? Before you begin Independent Practice, have students read pages 2, 4, and 6 in Unit 5, Learn It!, "[New Hampshire Moves Toward Independence](#)."

**Independent
Practice**

Analyze the events. Distribute the "Revolution Before the War" student worksheet. Direct students to answer the questions about each event to complete the chart. Review responses as a whole group.

Teaching tip: You may wish to divide the reading among the class and have groups of three students, each one having completed the chart section for a different event, meet to teach each other; a teaching technique called "jig-saw" or "expert groups." Alternatively, have small groups work together to complete the chart after reading about all three events.

Teaching Tip: This is a good spot to pause to divide the lesson between two teaching periods.

**Direct
Instruction**

Geography of revolution. Explain to students that now that they understand *why* the three revolutionary events happened, they are going to investigate *where* they took place. The locations determined the kind of action taken by the colonists. Project the map section of the "Mapping Revolution in New Hampshire" worksheet and preview the map and tasks with students. Explain to students that this is a detail, just a small piece, of a 21st-century map.

A discussion might include the following questions:

- What is this map showing?
 - Towns in the southern portion of New Hampshire and the state's borders with Vermont, Massachusetts, Maine, and the Atlantic Ocean.
- What is it missing?
 - It is missing a title, a compass rose, a key, and does not show the northern part of the state.
- The three events took place in the southern part of New Hampshire. Why might that be? Why didn't these key events happen in the northern part of the colony?
 - The government was based in the colonial capital, Portsmouth.
 - Most of New Hampshire's people lived in the southern part of the colony at this time. There were more people in the south to act together and have an impact.

**Independent
Practice**

Create a historical map. Explain to students that they are going to make a historical map by adding information about past events to this modern map. Ask students to complete the mapping tasks and questions. Review answers in small groups or as a whole group.

Summative Assessment

What makes an act revolutionary? Revisit the group definition of revolution. Ask students to choose one of the three events and write a paragraph, using the response page if desired, explaining how it was an act of revolution. You may wish to display these reflections beneath print outs of the images used at the beginning of the lesson.

Reinforcement

1. **Timeline sort.** Have students cut the sections of the chart by event and tape them to a print out of the corresponding image from the Activation. Then ask students to arrange these in chronological order. Ask students how the actions of colonists changed over time.

Extension

1. **Town meeting.** Dig deeper into the drama of the raid on Fort William and Mary. What happened between the time Paul Revere arrived in Portsmouth with his warning about British reinforcements and the arrival of hundreds of angry colonists at the fort? Guide students through a reading of Governor John Wentworth's letter about the incident, identify key figures and problems, and then take on characters to debate, in a town meeting format, what the colonists should do.
2. **Literature connections.** The historical novel *The Portsmouth Alarm December 1774*, by Terri A. DeMitchell, tells the story of the raid on Fort William and Mary. The author created three fictitious boys, around 12 years of age, to participate in the true-life viewpoints and actions of the raid. It is well-researched and written; the reading level is middle school. Read as a class or individually and discuss the decisions and perspectives of the characters.
3. **Multiplying pines.** How valuable were the white pines that set off the Pine Tree Riot? Use the "Money Does Grow on Trees!" worksheet to examine "White Pine for Sale," a newspaper notice about white pine logs seized from sawmills in Goffstown and Weare in 1772. Then calculate the extraordinary monetary value of New Hampshire's white pines. Note: students may use the notice itself to complete the activity, or they may use simplified text found with the extension worksheet.

Supporting Materials

New Hampshire Historical Society Resources

1. Stamp Master in Effigy, 1829
2. White Pine for Sale, 1772
3. Fort William and Mary, 1704
4. Letter from John Wentworth to General Gage, December 14, 1774

Standards

“Moose on the Loose” Content:

- ✓ Students will understand that growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution. They will understand that people in New Hampshire played a part in both sides of the revolution. (3-5.T3.1)

“Moose on the Loose” Skills:

- ✓ Gathering, Interpreting, and Using Evidence (3-5.S1.1)
- ✓ Effective Historical Thinking (3-5.S3.1)
- ✓ Comprehensive Geographic Reasoning (3-5.S4.1)

New Hampshire Social Studies Frameworks:

- ✓ US / NH History: Political Foundations and Development (SS:HI:4:1.2)
- ✓ US / NH History: Social/Cultural (SS:HI:4:5.2)

NCSS Themes:

- ✓ Theme 2: Time, Continuity, and Change
- ✓ Theme 3: People, Places, and Environments
- ✓ Theme 6: Power, Authority, and Governance

C3 Frameworks:

- ✓ Geographic Representations: Spatial Views of the World (D2.Geo.1.3-5)
- ✓ Perspectives (D2.His.4.3-5)
- ✓ Causation and Argumentation (D2.His.14.3-5)

Common Core ELA Grade 3:

- ✓ Key Ideas and Details in Informational Text (RI.3.1, RI.3.2, RI.3.3)
- ✓ Range of Reading and Level of Text Complexity in Informational Text (RI.3.10)
- ✓ Fluency in Foundational Skills (RF.3.4, RF.3.4a)
- ✓ Production and Distribution of Writing (W.3.4)
- ✓ Comprehension and Collaboration in Speaking and Listening (SL.3.1c, SL.3.1d)
- ✓ Conventions of Standard English (L.3.1)
- ✓ Knowledge of Language (L.3.3)
- ✓ Vocabulary Acquisition and Use (L.3.4a, L.3.6)

Common Core ELA Grade 4:

- ✓ Key Ideas and Details in Informational Text (RI.4.1, RI.4.3)
- ✓ Craft and Structure in Informational Text (RI.4.5)
- ✓ Range of Reading and Level of Text Complexity in Informational Text (RI.4.10)
- ✓ Fluency in Foundational Skills (RF.4.4a)
- ✓ Text Types and Purposes in Writing (W.4.1a, W.4.1b)
- ✓ Production and Distribution of Writing (W.4.4)
- ✓ Comprehension and Collaboration in Speaking and Listening (SL.4.1c, SL.4.1d)
- ✓ Vocabulary Acquisition and Use (L.4.4a, L.4.6)

Common Core ELA Grade 5:

- ✓ Key Ideas and Details in Informational Text (RI.5.1, RI.5.3)
- ✓ Range of Reading and Level of Text Complexity in Informational Text (RI.5.10)
- ✓ Fluency in Foundational Skills (RF.5.4a)
- ✓ Text Types and Purposes in Writing (W.5.1a, W.5.1b)
- ✓ Production and Distribution of Writing (W.5.4)
- ✓ Comprehension and Collaboration in Speaking and Listening (SL.5.1c, SL.5.1d)
- ✓ Vocabulary Acquisition and Use (L.5.4a, L.5.6)

Lesson Vocabulary

act	(noun) A document that explains a new rule or decision made by a government
Britain	(noun) The country, also known as England or Great Britain, that governed the original 13 colonies
colonist	(noun) A person living in an area governed by another, often distant, country
colony	(noun) An area governed by another, often distant, country
loyalist	(noun) A person who believed the colonies should remain part of Britain and ruled by the British
patriot	(noun) A person who believed the colonies should become a country separate from Britain
petition	(noun) A formal written request made to an official person or group
protest	(noun) A statement or action that expresses disapproval of something
revolution	(noun) Actions taken with the goal of making major changes in a government
riot	(noun) A violent disturbance of the peace by a crowd
tax	(noun) An amount of money, added to the regular cost of an item, that goes to the government