

Teacher's Name:
Employee Number:
School:

Social Studies Lesson Plan- SS.5.C.2.1
Differentiate political ideas of Patriots, loyalists, “undecideds” during the American Revolution

1. **Title:** The Political ideas of Patriots, Loyalists and “Undecideds”- Fifth Grade

2. **Overview - Big Ideas:**

Enduring Understandings

- Understand the ideas of the Patriots on government during the American Revolution.
- Understand the ideas of the Loyalists on government during the American Revolution.
- Understand the ideas of the “undecideds” on government during the American Revolution.
- Differentiate viewpoints of patriots, loyalists and “undecided”.
- Recognize the impact of these views during the American Revolution.
- Recognize how the Enlightenment ideas influenced the Founding Fathers.
- Understand how the Rule of Law as set forth in the Magna Carta influenced the thinking of colonists during the American Revolutionary period.
- Analyze how the John Locke’s theory of government by “consent of the governed” impacted the views of colonists on government.

Essential Questions – (What provocative questions will you use to foster inquiry, understanding and transfer of learning?)

- How were the colonists views on government influenced during the American Revolution?
- What political views dominated the American Revolution?

- What were the different political views that shaped the American Revolution?
- How did the concept of “Rule of Law” as set forth in the Magna Carta affect political thinking regarding the rights of the British King?
- How did John Locke’s theory of government by “consent of the governed” impact the views of colonists on government?

3. Lesson Objectives:

Standards - (Next Generation Sunshine State Standards for Social Studies)

Fifth Grade NGSSS-SS Benchmarks

SS.5.C.2.1 Differentiate political ideas of Patriots, loyalists, “undecideds” during the American Revolution.

Tested Seventh Grade NGSSS-SS Benchmarks Relevant to this Lesson

SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.

SS.7.C.1.2 Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.

SS.7.C.1.9 Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.

4. Key Vocabulary:

bias, Common Sense , confiscated, congressionalist , consent of the governed, devout, English Bill of Rights , justified, loyalists, Magna Carta, , Mayflower Compact, neutral, pamphlet, patriots, peaceful resolution, propaganda, pacifist, quartering, rule of law, reconciliation, regiment, reluctant, Tories, treason, undecided,

5. Evidence of Student Understanding (Assessment) in this Lesson:

What key knowledge and skills will students acquire as a result of this lesson?

The students will acquire an understanding of the causes for the American Revolution. They will identify the different political views of that time. The students will also be able to compare and contrast the political views of the colonists that shaped the American Revolution. Students will analyze and interpret important documents that influenced the colonists during the American Revolution.

What will students be able to do as a result of such knowledge and skills?

After this lesson (s), students will be able to identify the 3 main political views of the colonists during the American Revolutionary Era. The students will apply their knowledge of these political views by analyzing biographies of the views of colonists at that time. Students will be able to interpret and summarize in their own words important documents that were written during the American Revolution that impacted the beliefs of the colonists at that time.

Both **formative and summative assessments** are included

6. Materials Needed:

Attachment A: Reading "Patriot, Loyalist, or Neutral?"
Attachment B: Graphic Organizer "Patriot, Loyalist, or Neutral?"
Attachment C: Venn Diagram "Patriot, Loyalist, or Neutral?"
Attachment D: Patriot, Loyalist or Neutral- You Decide!
Attachment E: Post Quiz

7. Steps to Deliver the Lesson:

A detailed, step by step description of how to deliver the lesson and achieve the lesson plan objectives.

- a. Lesson Opening: Introduce lesson by brainstorming on the board the vocabulary words: Patriots, Loyalists and Neutrals. Write all the information that the students know about each term.
- b. Have students come up with their own definition of these terms in their journal prior to starting the lesson activities.

- c. Reading: Distribute reading (Attachment A): *Patriot, Loyalist, or Neutral? What's the Difference?* Use jump in reading or other effective reading strategies appropriate for your class to read the background information contained in the article. Have students highlight important facts under each subheading.
- d. Have students define the highlighted vocabulary associated with the lesson.
- e. Distribute and discuss the graphic organizer (Attachment B): "Patriot, Loyalist, or Neutral?" Work with students to complete the graphic organizer.
- f. Distribute and discuss the graphic organizer (Attachment C): Venn Diagram "Patriot, Loyalist, or Neutral?" Work with students to complete the graphic organizer.
- g. Distribute Attachment D: Patriot, Loyalist or Neutral- You Decide! Have students apply their knowledge of the political viewpoints of the colonists by reading and analyzing the biographies on the attachment. Then ask students to decide if they think the person is a Patriot, Loyalist, or Undecided. Students should write why they made this choice in the space provided.
- h. Have students take the post-quiz associated with this lesson (Attachment E). Go over the quiz with students. Check for understanding and re-teach any concepts not understood.

8. Specific Activities: (From Guided to Independent)

Activities designed to facilitate the gradual release of teacher responsibility, from teacher-led to independent

- a. After students read Attachment A "*Patriot, Loyalist, or Neutral? What's the Difference?*", have students complete the graphic organizer PART1. "**Loyalist, or Neutral**" Who were they? What do they believe and want? (See attachment: B)
- b. Students will work in groups to complete Attachment C. Have students discuss and compare their notes in small groups. Then, have students complete the 3-circle Venn Diagram identifying the similarities and differences of the Patriots, Loyalists and Neutrals.

- c. After both graphic organizers are completed. Have students share their findings in small groups and add new information to their organizers if needed.
- d. An optional writing activity is available at the bottom of part 2 for additional enrichment activities.
- e. Students will complete the application assessment (attachment D) to monitor student understanding.

9. Differentiated Instruction Strategies:

How to accommodate a variety of student learning needs; remediation strategies as well as enrichment strategies

- a. Students with special needs and ELL (English Language Learners) can be paired up with a peer tutor to complete the readings and activities. Students can take notes and use the notes to complete the assessment.
- b. Challenge students to do internet research and find out if Native American Indians were Patriots, Loyalists or Neutral. Have students explain their findings by writing a persuasive speech from a Native American's point of view.

10. Technology Integration:

Activities incorporating technology; e.g., address lesson content through online resources.

- a. Have students access the PBS site: Liberty: the American Revolution. The site also contains a teachers' guide and resources section.
<http://www.pbs.org/ktca/liberty/>
- b. For more information and activities visit the "Revolutionary War for Kids site: <http://www.pocanticohills.org/revolution/revolution.htm>
- c. Have students access Kid's Info History of the American Revolution site: http://www.kidinfo.com/american_history/american_revolution.html

11. Lesson Closure:

Methods to draw ideas together, review concepts, etc

- a. After completing the lesson(s) hold a group discussion on the activities to clarify any misconceptions or questions. Have students choose which side they would be on if they lived during the American Revolution and write their feelings from that perspective in their journal.
- b. Have students share their journal entries aloud.

Attachment A: Patriot, Loyalist, or Neutral? What's the Difference?



During the American Revolution, the American colonists had to decide to support the War for Independence or remain loyal to the British and King George III. Some Americans could not decide which side to choose and remained “undecided” or neutral during the war.

Patriots

Those who supported complete independence from Britain were known as **Patriots**. Most Patriots supported independence because they felt that recent British laws on the American Colonies violated their rights as British citizens (e.g. taxing without consent, **quartering** soldiers in citizens’ homes, and denying colonists the right to a trial). Many of the patriots’ ideas on liberty came from the **Magna Carta**, an English document from the 13th century. The Magna Carta set forth the **rule of law** in which everyone must obey the law, even the king. The Patriots were also inspired by John Locke. From Locke came the belief that people have basic rights to life, liberty and property and the idea that government should be based on the **consent of the governed**. Many Patriots lived in the New England Colonies, especially Massachusetts. Colonists who were in debt with British creditors often became Patriots since they hoped winning the Revolution could get them out of paying back their debt. The Patriots were the largest group among the colonists.

Loyalists

The colonists who opposed independence from Britain were known as **Loyalists** or “**Tories**”. Most Loyalists who opposed independence tended to be wealthy landowners, Anglican clergymen, or people with close cultural, business or political ties to Britain. They **justified** Britain’s taxation on the colonies. There was a high concentration of Loyalists in New York City and in the Southern Colonies. Many Loyalists agreed that the American colonists had suffered at the hands of the British but the Loyalists hoped that a peaceful **reconciliation** with British government was possible. However, loyalists believed that the Patriots were the enemy and any call for independence from England was an act of **treason**. During the Revolution taking a Loyalists stance was dangerous, especially in the Southern Colonies. Many Loyalists were brutally attacked and killed. Their property was destroyed or **confiscated**. Loyalists by thousands fled the American Colonies for their own safety. Some Loyalists moved to England and many more moved to nearby Canada.

Undecided/Neutral

Those colonists that did not agree with either side were neutral. They were undecided because they simply believed in peaceful resolution without having to choose a side. This group was willing to accept whatever the outcome of the war would be. Among this group were devout Quakers and other reluctant colonists who wanted no part in any fight for independence.



Attachment B

Patriot, Loyalist, or Neutral

Directions: Read "*Patriot, Loyalist, or Neutral? What's the Difference?*" (see attachment: A). Complete the following graphic organizer:

Who were they? What do they believe and want?

Patriots: (Who they were):

(What they believe and want):

Loyalists: (Who they were):

(What they believe and want):

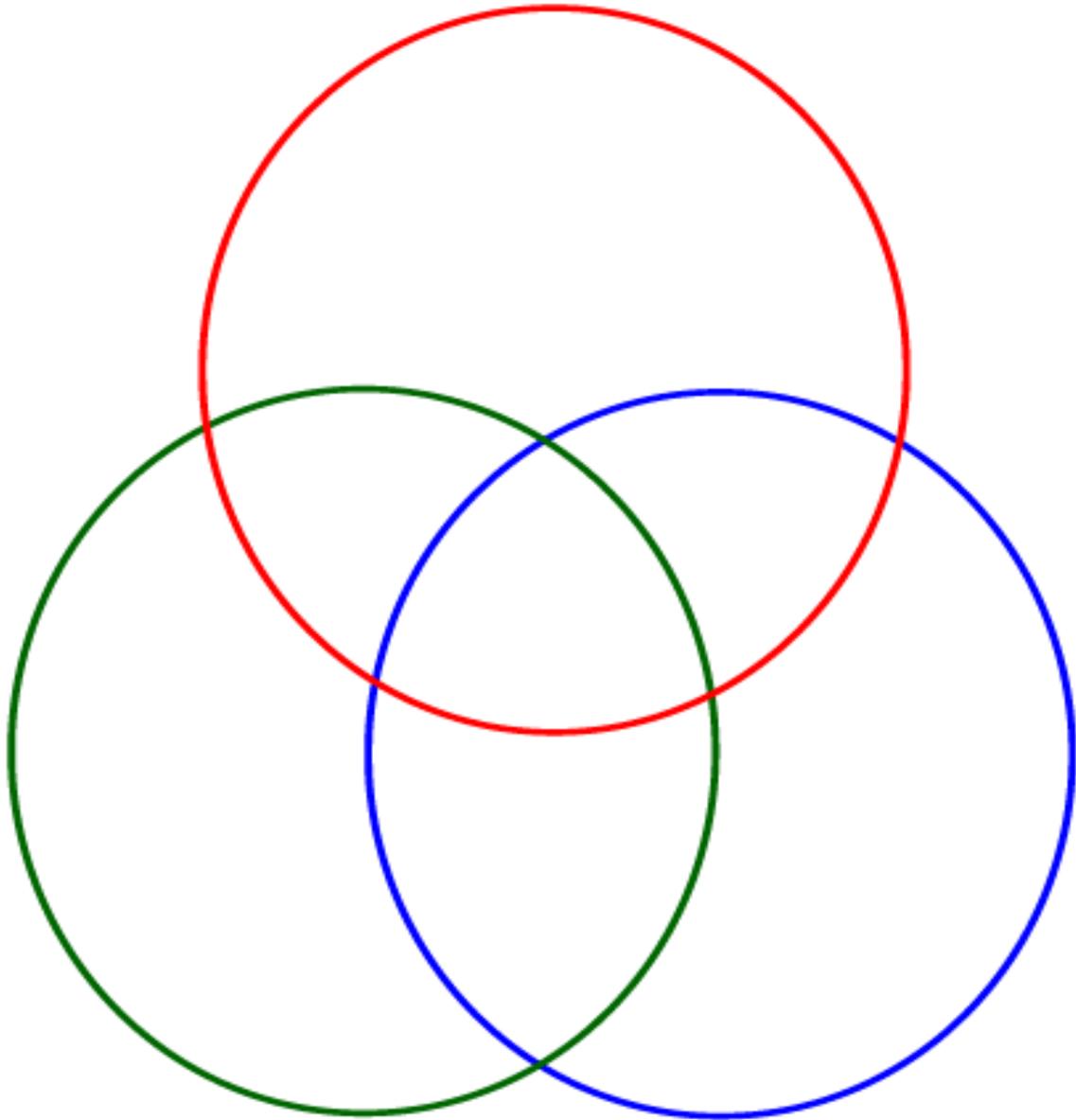
Neutrals: (Who they were):

(What they believe and want):

Attachment C

Directions: After completing the Part 1 of this lesson. Use the information you compiled to label and complete the Venn Diagram identifying the differences and similarities of the Patriots, Loyalists and Undecideds.

Different Political Ideas of Patriots, Loyalists and Undecideds



Optional Activity: On a separate piece of paper write a 5 paragraph essay explaining the ideas of these three political beliefs.

Patriot, Loyalist, or Neutral? You decide

Directions: Read the following story about each colonist during the American Revolution. After, circle whether the colonists would have been a Patriot, Loyalist or a neutral. Write a brief explanation for your decision.

Colonist A

Colonist A is a poor farmer in the Hudson Valley of New York. Colonist A has paid no attention to the trouble brewing in the colonies. His day to day struggle to maintain his farm and family is what worries him. His problems have recently become worse; his landowner, a Loyalist, has had some financial troubles and to get himself out of his enormous debts, his landowner raised Colonist A's rent three times in the last five months. Colonist A barely earns enough from selling his crops to pay the original rent amount and now with the raise in the rent, Colonist A will be evicted from his farm. He and his wife have six children and fear they will have nowhere to go if they are forced to leave the farm.

Patriot

Loyalist

Neutral

Reason for decision:

Colonist B

Colonist B is a wealthy woman from New York City. Her husband's business earns tremendous wealth and honor for the family. She frequently claims to be related to several members of the House of Lords in the British Parliament. She worries about the amount of violence being committed by mobs of men called the Sons of Liberty. She and her husband fear that their wealth and their connections to Britain may cause them to be targets of the mob.

Patriot

Loyalist

Neutral

Reason for decision:

Colonist C

Colonist C is a wealthy tea merchant in Boston. Colonist C's goal in life is to make money and he doesn't care if he violates the law. Since the Townshend Acts placed a tax on tea, Colonist C has been illegally importing tea from the Dutch. His ships frequently have to hide from the British navy and British customs officials who can board his ships whenever they please. Recently he was caught smuggling in tea, but fortunately he was able to buy off the official with a large sum of money. Friends have informed Colonist C that the Royal Governor of Massachusetts has issued an arrest warrant for Colonist C, and friends advise him to go into hiding.

Patriot

Loyalist

Neutral

Reason for decision:

Colonist D

Colonist D is a merchant from rural Virginia. He follows the British laws and sells all of his goods, mainly tobacco to the British. Colonist D's lifestyle is extravagant and spends large amounts of his money purchasing the finest clothes and furnishings from Europe. As a young boy, his father sent him to study in Britain and he hopes that next year, he too will send his son to Britain, the only place in his mind one can get a decent education. Due to his rich lifestyle, Colonist D is in heavy debt with several British banks. He fears that the people he owes money to will foreclose his property.

Patriot

Loyalist

Neutral

Reason for decision:

Colonist E

Colonist E is originally from Germany and lives on the Pennsylvania Frontier. Colonist E decided to move his family out of the Pennsylvania colony into the fertile Ohio Valley. He plans to move near a British fort in the Ohio Valley which can provide protection from Indians. As Colonist E and his family moved towards the Ohio Valley, British soldiers stopped him and informed him that the Proclamation of 1763 prohibits him from moving into the Ohio Valley.

Patriot

Loyalist

Neutral

Reason for decision:

Colonist F

Colonist F is a merchant in New York City. His business imports many products from Europe, especially Britain. Colonist F has secretly grown concerned over the recent talk of independence from Britain. He fears an independent America could not protect his ships at sea; the British navy escorts colonial ships as they cross the Atlantic to protect the ships from pirates or foreign ships wanting to steal goods. Since the Townshend Acts, the Sons of Liberty have been bullying storeowners into removing British goods from their shelves. A store owner friend of his was badly beaten up by a mob of Son's of Liberty for selling British products. Since hearing of his friend's attack, Colonist F has participated with the boycotts.

Patriot

Loyalist

Neutral

Reason for decision:

Colonist G

Colonist G lives close to Boston's waterfront. He has very little money and cares little about politics. He works on docks loading and unloading the ships and at night he hangs out and plays cards in one of the many taverns along the waterfront. He has been known to spend a few nights in jail after fighting in the taverns. His toughness has caught the eye of the Sons of Liberty and for months they have been trying to recruit him. Colonist G accepted their rum and ale but refused to join the Sons of Liberty. Yesterday, Colonists G was informed that he was out of a job because the British passed a series of acts called the Intolerable Acts which closed Boston Harbor to trade.

Patriot

Loyalist

Neutral

Reason for decision:

Attachment E Patriots, Loyalists, or Undecideds? - Post Quiz

Low Complexity Items:

1. What was the name given to the group of colonists who wanted complete independence from Britain:
 - a. The Undecideds
 - b. The Conservatives
 - c. The Patriots
 - d. The Loyalists

2. What was the name given to the group of colonists who opposed independence from Britain?
 - a. The Loyalists
 - b. The Patriots
 - c. The Independents
 - d. The Undecideds

3. What was the name given to the group of colonists who didn't agree with either side, and wanted peaceful resolution?
 - a. The Loyalists
 - b. The Undecideds
 - c. The Tories
 - d. The Patriots

Moderate Complexity Items:

4. Which of the following statements about the Patriots is true?
 - a. Most of the Patriots were mostly poor, unskilled workers.
 - b. Most of the Patriots were British soldiers.
 - c. The Patriots were loyal to King George.
 - d. The Patriots were inspired by John Locke and the Magna Carta.

5. Which of the following statements about the Undecideds is true?
 - a. The Undecideds were mostly large plantation owners.
 - b. The Undecideds were neutral and didn't want to choose a side.
 - c. Most of the Undecideds were loyal to King George.
 - d. Most of the Undecideds were British Soldiers.

6. In which of the following groups might you find members of the Quaker faith?
 - a. The Undecideds
 - b. The Radicals
 - c. The Minute Men
 - d. The Patriots

High Complexity Items

7. The statement below is an historical quote by Patrick Henry. The statement clearly demonstrates Henry's position as what?

Quote "Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, Give me Liberty, or give me Death!"

- a. An Undecided
 - b. A Conservative
 - c. A Patriot
 - d. A Loyalist
8. Based on the statements below, which of the colonists is most likely to be a loyalist?

Colonist A: *I can't believe the King wants us to quarter his troops. No British soldiers are staying in my house!*

Colonist B *I plan to join others in protesting the tax against tea. We will throw the tea into Boston Harbor.*

Colonist C *I agree with Thomas Paine- people should rule themselves. It is time to cut the ties!*

Colonist D *The king has protected us for many years. It would be treason to go against him.*

- a. Colonist A
- b. Colonist B
- c. Colonist C
- d. Colonist D

9. Which idea from the Magna Carta influenced the Patriots?
- a. That the nobles have a right to their property
 - b. That the Mayflower Compact was an illegal document
 - c. That kings, as well as the people, had to obey the law
 - d. That only the people had to obey the laws (kings and nobles were exempt)
10. Which belief, held by Patriots, is expressed in the statement below?
“we... will not hold ourselves bound by any laws in which we had no voice or representation”
- a. Belief in the fairness of the King
 - b. Belief that the stamp act will solve problems of government
 - c. Belief that government should be conducted by nobles
 - d. Belief that government should be by consent of the governed

Answers

1. C
2. A
3. B
4. D
5. B
6. A
7. C
8. D
9. C
10. D

Civic Integration
Lesson Plan Quiz Blueprint
NGSSS-SS Main Benchmark: SS.5.C.2.1
Title of Lesson: The Political ideas of Patriots, Loyalists and “Undecideds”
Grade Level: 5th
Pacing Guide Connection: 5th Grade United States History 3rd Nine Weeks- Topic 10: The Constitution

Question #	Benchmark Grade Level	Benchmark 7th Grade Tested	Answer	Complexity Level
1	SS.5.C.2.1 Differentiate political ideas of Patriots, loyalists, “undecideds” during the American Revolution.	SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu’s view of separation of power and John Locke’s theories related to natural law and how Locke’s social contract influenced the Founding Fathers. SS.7.C.1.2 Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine’s “Common Sense” had on colonists’ views of government.	C	Low
2	SS.5.C.2.1 Differentiate political ideas of Patriots, loyalists, “undecideds” during the American Revolution.	SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu’s view of separation of power and John Locke’s theories related to natural law and how Locke’s social contract influenced the Founding Fathers. SS.7.C.1.2 Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine’s “Common Sense” had on colonists’ views of government.	A	Low
3	SS.5.C.2.1 Differentiate political ideas of Patriots, loyalists, “undecideds” during the American Revolution.	SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu’s view of separation of power and John Locke’s theories related to natural law and how Locke’s social contract influenced the Founding Fathers.	B	Low

		SS.7.C.1.2 Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.		
4	SS.5.C.2.1 Differentiate political ideas of Patriots, loyalists, "undecideds" during the American Revolution.	SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers. SS.7.C.1.2 Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.	D	Moderate
5	SS.5.C.2.1 Differentiate political ideas of Patriots, loyalists, "undecideds" during the American Revolution.	SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers. SS.7.C.1.2 Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.	B	Moderate
6	SS.5.C.2.1 Differentiate political ideas of Patriots, loyalists, "undecideds" during the American Revolution.	SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers. SS.7.C.1.2 Trace the impact that the Magna Carta, English Bill of Rights,	A	Moderate

		Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.		
7	SS.5.C.2.1 Differentiate political ideas of Patriots, loyalists, "undecideds" during the American Revolution.	SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers. SS.7.C.1.2 Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.	C	High DBQ
8	SS.5.C.2.1 Differentiate political ideas of Patriots, loyalists, "undecideds" during the American Revolution.	SS.7.C.1.2 Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.	D	High DBQ
9	SS.5.C.2.1 Differentiate political ideas of Patriots, loyalists, "undecideds" during the American Revolution.	SS.7.C.1.2 Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government. SS.7.C.1.9 Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.	C	High DBQ
10	SS.5.C.2.1 Differentiate political ideas of Patriots, loyalists, "undecideds" during the American Revolution.	SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.	D	High DBQ