

Causes of the American Revolution Project

Objective: Students will analyze the causes that led the colonists to declare independence from England.

Purpose: Students will use their comprehension and analysis skills to argue what the main causes of Colonists seeking independence were and the effects of each cause that led to declaring independence.

Research: Students will use a variety of sources (videos, articles, timelines, class knowledge, and textbooks) to gather information about each cause.

Student output: 1-page analysis/argument of which three events played the biggest role in causing the Colonists to seek independence from the British. **Students will be expected to focus on defining the terms accurately and thoroughly explain how the event caused the colonists to seek independence.**

Causes of the American Revolution:

The French and Indian War
Proclamation Line of 1763
Stamp Act and Sugar Act
Quartering Act
Tea Act
Boston Massacre
Boston Tea Party
Intolerable Acts
Enlightenment Period and Thinkers
Salutary Neglect
Writs of Assistance

Information to Research and Include in Presentation:

- 1) **What** was it and what did it do?
- 2) **Why** was it passed/happened? **Who** was impacted?
- 3) **How** did it encourage Colonists to revolt? Were the colonists fair or unfair in their reaction to the event?
- 4) **Create-** A one page argument paper, using 3 of the causes of the American Revolution, as main points of discussion as to why the colonists sought independence from Britain

Paper

- MLA Heading left corner
- Page numbers top right corner
- Title for paper
- 12 Pt. Font
- Times New Roman
- 1 to 1 ½ pages (no more, or less)

Project-based Learning Rubric

	Thoroughly answered the Informational Questions.	Answered the Informational Questions	Has not answered the Informational Questions
Who was involved and impacted?	Student has included specific person involved as well as what groups of people were impacted by the law, tax, or event. (2 points each for 20 points total)	Student has included groups of people who were involved or impacted.	Student has not included groups of people who were involved.
Description of the event.	Student has included a detailed description of laws, taxes and events. (3 points each for 30 points total)	Student has included what the law, tax, or event was, but did not go into detail of what the law prohibited, what the tax taxed, or what happened at the event.	Student has not provided a description of the law, tax, or event.
How did this law, tax, or event, caused the colonists to want to revolt.	Student has analyzed the information about the law, tax, or event and provided an in-depth response about its cause of the Revolution. (4 points each for 40 points total)	Student has provided a basic understanding of how this law, tax, or event led to the Revolution.	Student did not provide an answer to how this law, tax, or event led to the Revolution.

	1-2	3-4	5-6	7-8
Knowing and Understanding	i. makes limited use of terminology ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.	i. uses some terminology accurately ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and examples.	i. uses considerable and relevant terminology accurately ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.	i. consistently uses a range of terminology accurately ii. demonstrates excellent knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples.
Thinking Critically	i. begins to analyse concepts, issues, models, visual representation and/or theories in a limited way ii. begins to identify connections between information to make simple arguments	i. completes a simple analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information to make some adequate arguments	i. completes a suitable analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information in order to make usually valid arguments	i. completes a detailed analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information to make consistent , well-supported arguments