

# Old North Foundation

## REVOLUTION MIX & MATCH TIMELINE

### *Pre-visit Lesson Plan*

#### Learning Goal

The goal of this activity is provide students with *context* in understanding where the Old North and its role in the Revolution fall in relation to other important events leading up to the war.

#### Resources

The following resources are needed to complete this lesson. All starred handouts, worksheets, images, etc. are available as a separate PDF file “Timeline Resources” on the Old North Foundation education website.

\***Handout 1:** Date • Event • Object • Picture Mix & Match Cards

\***Worksheet 1:** Revolution Mix & Match Timeline

\***16 Large Mix & Match Display Cards**

\***Image 1:** Old North Church

\***Image 2:** Lanterns in the Steeple

**Scissors**

**Glue Sticks**

#### Time

30 minutes to 1 hour, depending on how long you choose to spend on class discussion.

#### Procedure

- ① Before class, decide if you would like students to work on their own, with a partner, or in small groups and make one photocopy of **Handout 1** and **Worksheet 1** for each student or group. If possible, make an overhead image of **Worksheet 1** or plan to project it onto a whiteboard in order to fill it in with the students as they complete the activity. Print out copies of the **16 Large Mix & Match Display Cards**, ideally on card stock if you plan to do this activity with more than one class.
- ② Begin the lesson by reminding the class that they will be going on a fieldtrip to the Old North Church in Boston. Display **Image 1**. Ask students if they remember why the Old North is famous and why they might be going there on a fieldtrip. Tell them that during this lesson they will be building a timeline of important events leading up to the start of the American Revolution, including the events that took place at the Old North, in preparation for their fieldtrip.
- ③ Divide students into their groups (if you planned to) and distribute copies of **Handout 1** and **Worksheet 1** as well as a pair of **scissors** and **glue stick** to each. Have students cut out the 16 Mix & Match Cards from Handout 1 and organize them into groups of dates, events, objects, and images. There are four of each type and have matching borders. Ask for volunteers and distribute the **16 Large Mix & Match Display Cards** amongst members of the class.
- ④ Display **Worksheet 1** on the board. Examine the timeline that runs across the top as a group and identify the first bolded year: *1765*. Ask the student with the Large Display Card that corresponds to this *date* to hold his/her card up for the class to see and read the date aloud: *November 1, 1765*. Students then find this date among the Mix & Match Cards they cut out earlier and use the glue stick

to paste it in the “date” row above the year 1765 on Worksheet 1. Write the date on the Worksheet displayed on the board.

- ⑤ Ask the four students with the Large Display Cards featuring *events* to hold their cards up for the class to see and read them aloud. Have the class identify which of these historic events occurred on November 1, 1765: *Stamp Act Crisis*. Ask for a volunteer to explain what the Stamp Act was. Students then find this event among the Mix & Match Cards they cut out earlier and use the glue stick to paste it in the “event” row below the year 1765 on their worksheet. Write “Stamp Act” on the Worksheet displayed on the board.
- ⑥ Ask the four students with the Large Display Cards featuring images of *objects* to hold their cards up for the class to see. Have the class identify which of these objects is related to the Stamp Act: *image of a stamp*. Explain that this is what the stamps that were required on legal documents, newspapers, playing cards, etc. looked like. Students then find this object among the Mix & Match Cards they cut out earlier and use the glue stick to paste it in the “object” row below the year 1765 on their worksheet. Write “stamp” on the Worksheet displayed on the board.
- ⑦ Ask the four students with the Large Display Cards featuring *pictures* to hold their cards up for the class to see and briefly describe what they see. (You may also want to make overhead images of these pictures to display to make them easier to examine as a class.) Have the class identify which of these pictures corresponds with the Stamp Act: *tarring and feathering the tax collector*. Discuss the image as a class and what it suggests about colonists’ feelings about the Stamp Act. Students then find this picture among the Mix & Match Cards they cut out earlier and use the glue stick to paste it in the “picture” row below the year 1765 on their worksheet. Write “attacking the tax collector” on the Worksheet displayed on the board.
- ⑧ Finally, work together as a class to fill in the space in the “so what?” area below 1765 on the worksheet. There is no Mix & Match Card for this category. Instead the class must discuss and decide why the Stamp Act was a significant event on the road to the American Revolution.
- ⑨ Follow the same procedure with the remaining dates on the timeline; it goes more quickly as there are fewer choices as you fill in the worksheet. The following chart displays the “correct” answers:

	1765	1770	1773	1775
<b>DATE</b>	November 1, 1765	March 5, 1770	December 16, 1773	April 18, 1775
<b>EVENT</b>	Stamp Act Crisis	Boston Massacre	Boston Tea Party	Two if by Sea
<b>OBJECT</b>	stamp	snowballs	tea cup	lanterns
<b>PICTURE</b>	tarring and feathering the tax collector	Revere’s engraving of the Bloody Massacre	“mohawks” dumping tea in the harbor	Revere’s midnight ride
<b>SO WHAT?</b>	Colonists formally organize against “taxation without representation” and protest increased involvement in colonies by Parliament.	First violence of the Revolution; five colonists die.	Bostonians going beyond boycotting and actually breaking the law to express their dissatisfaction.	Events on the eve of the Battles of Lexington and Concord—the “official” start of the Revolution.

- ⑩ Conclude the lesson by displaying **Image 2** and telling students that where this lesson ends, with the hanging of two lanterns in the Old North Church steeple, their field trip at the Old North begins. They will be exploring the mystery of who was responsible for displaying those lanterns.

### **Resource Credits**

Old North Church, *image*: courtesy of Ann Beha Architects.

Lanterns in the Steeple, *image*: courtesy of Mirage Design.

Stamp Act Crisis, *picture*: *The Bostonians paying the Excise Man*, engraving attributed to P. Dawe, 1774.

Boston Massacre, *picture*: *The Bloody Massacre Perpetrated in King Street Boston on March 5th, 1770 by a party of the 29th Reg.*, engraving by Paul Revere, 1770.

Boston Tea Party, *picture*: *Boston Tea Party*, lithograph by Sarony & Major, 1846.

Two if by Sea, *picture*: courtesy of [www.ushistory.org](http://www.ushistory.org).