

Unit 6, Lesson 15: Time to Choose Sides - Patriot, Loyalist, or Neutral

Lesson Overview

In this lesson, students evaluate events spanning the period between 1763-1775 that have caused tensions between the colonists and their mother country, then draw conclusions about whether they would have been Patriots, Loyalists, or remain neutral in 1775.

Delaware Content Standards:

- History Standard 1, 4-5 [Chronology]: Students will study historical events and persons within a given time frame in order to create a chronology and identify related cause-effect factors.
- History Standard 2a, 4-5 [Analysis]: Students will draw historical conclusions and construct historical accounts from primary and secondary source materials
- History Standard 2b, 4-5 [Analysis]: Students will examine historical materials relating to a particular region, society, or theme; chronologically arrange them; and analyze change over time.

Big Ideas: cause-effect

Essential Question:

- Why did they become who they became?

Enduring Understandings:

Students will understand that reactions to British policies and Colonists' responses to those policies caused colonists to choose sides as Patriots, Loyalists (Tories), or Neutrals during the American Revolution.

Resources:

- [Google Slides](#)
- [Resource 1: Time to Choose Sides](#)
- [Resource 2: Timeline of a Revolution](#)
- [Resource 3: Reasons for Becoming Who They Became](#)
- [Resource 4: Teachers - Reasons for Becoming Who They Became](#)

Procedures:

1. **Warm-Up:** Ask students to identify a group or team that they belong to or identify with and explain to a partner why you belong to or support that group.
2. **Introduce the Lesson:** Tell students that the conflict between colonists and their mother country has forced colonists to take sides. In this lesson, they will be asked to review many of the key events that occurred between the French & Indian War (1763) and the Battle of Lexington (1775) to draw conclusions about why people choose different sides. They will also be asked to decide which side they would have supported if they had lived during the time of the American Revolution.
3. **Reading for Understanding:** distribute copies of [Resource 1 - Time to Choose Sides](#). Have students read Resource 1 then pose the following questions.
 - a. Why is the French & Indian War considered a turning point in American history?
 - b. What changed after the French & Indian war and why did it change?
 - c. Which sides could colonists have chosen during the American Revolution?
 - d. How were the sides different?

4. **Timeline Analysis:** distribute copies of [Resource 2 - Timeline of a Revolution](#). Read the directions on the timeline aloud as students follow along. Give students time to review the timeline then work with a partner or in small groups to identify reasons why colonists might choose to become a Patriot, a Loyalist, or a Neutral. Distribute copies of [Resource 3 - Reasons for Becoming Who They Became](#) so students can use this to record their reasons.
 - a. Have students share reasons in the whole group. You may want to record sound class responses for all to see.
 - b. [Resource 4](#) is provided so that you can share reasons that students overlooked after they have had time to do their own analyses and draw their own conclusions.
5. **Poll Students:** ask how many would have chosen to become Patriots, Loyalists, or Neutrals. Consider having students from the same sides sit in 3 different sections of the room and facilitate a discussion around their reasoning while allowing students to switch sides if information presented by other sides is persuasive.
 - a. It is important for students to develop “empathy” as they study the past. This refers to the idea of understanding why people did what they did (not necessarily agreeing with what they did). They should leave this lesson being able to explain why colonists chose to align with all three sides