TEACHER'S GUIDE
Learning Goals
MISSION 1: "For Crown or Colony?"

Some educators may wonder whether or not MISSION 1: "For Crown or Colony?" will provide rich content, context, and learning experiences to students. In addition to supporting the standards listed in the National Standards Alignment document, the game has also been constructed to help students achieve the following learning goals.

MISSION US OVERALL LEARNING GOALS

- Learn the story of America and the ways Americans struggled to realize the ideals of liberty and equality
- Understand the role of ordinary men and women---including young people---in history
- Develop historical thinking skills that increase historical understanding and critical perception

MISSION 1: "FOR CROWN OR COLONY?" LEARNING GOALS

The coming of the American Revolution saw people in the thirteen colonies grow alarmed by British interference in their affairs ("tyranny") and begin a movement to secure their "liberty" that eventually led to the Declaration of Independence. Amid growing tensions and violence, apprentice Nat Wheeler must choose whether to join the Patriot cause, remain loyal to the Crown, or try to stay out of the conflict.

Historical Understandings & Skills	Key Related Vocabulary	Classroom Activities and Materials
Change and continuity: People in the colonies changed from taking pride in their relation to the mother-country and their place in the British Empire to wanting their independence and Revolution	empire/colony mother-country grievance Revolution rights liberty/tyranny King/Parliament	Background Historical Info Pre-Game Activity: Was The Principal of Empire Middle School Fair and Right? Post-Game Activity: What Are Rights? What Is Freedom?

TEACHER'S GUIDE
Learning Goals
MISSION 1: "For Crown or Colony?"

Historical Understandings & Skills	Key Related Vocabulary	Classroom Activities
Change and continuity: <u>Revolution was the result of a *social movement*</u> – ordinary people like printers, apprentices and women who expressed their anger at British control through different kinds of protest -- printing newspapers, boycotts, making homespun, tarring and feathering British officials.	protest tax import/export boycott homespun tarring and feathering pamphlet	Review Questions, Document-Based Activities, Vocabulary Activities, and Writing Prompts throughout game
Through their Eyes: People had different viewpoints on British authority, on the Patriot movement, and on the Boston Massacre. • Patriot vs. Loyalist arguments: (1) The *fairness & justice* of British authority vs. colonial self-rule; (2) The increasing violence on both sides • People's politics were influenced by their economic interests, social ties, and temperament. • People joined the Patriot movement for different reasons and disagreed about the methods for protesting the Crown	master apprentice journeyman Sons of Liberty Daughters of Liberty Patriot Loyalist	Political Perspectives Activity Review Questions, Document-Based Activities, Vocabulary Activities, and Writing Prompts throughout game
Cause and effect: Historical events have more than one cause. Parliament's tax policies, the presence of British soldiers in Boston, and colonial protests were all factors in the Boston Massacre.	Redcoats occupation Boston Massacre	Activities on Paul Revere print and propaganda Review Questions and Writing Prompts throughout game

Learning Goals
MISSION 1: "For Crown or Colony?"

Historical Understandings & Skills	Key Related Vocabulary	Classroom Activities
Turning Points: The Boston Massacre, and the stories and images Patriots made about it, helped build colonial opposition to the Crown; it was a key event on the road to Revolution.	Revolution rights liberty/tyranny propaganda	Activities on Paul Revere print and propaganda Review Questions and Writing Prompts throughout game
Historical Thinking Skills: Read and interpret primary sources (18th c. pamphlets, prints, newspapers).		Document-Based Activities including "The Liberty Song," accounts of Christopher Seider's murder, and the Paul Revere print