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MISSION 1: "For Crown or Colony?"

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EDSITEment offers high-quality material on the Internet in the subject areas of literature and language arts, foreign languages, art and culture, and history and social studies for teachers, students, and parents. All websites linked to EDSITEment have been reviewed for content, design, and educational impact in the classroom. They cover a wide range of humanities subjects, from American history to literature, world history and culture, language, art, and archaeology, and have been judged by humanities specialists to be of high intellectual quality. EDSITEment is not intended to represent a complete curriculum in the humanities, nor does it prescribe any specific course of study.

The EDSITEment experience includes:

- a user-friendly website that offers easy homepage access to the latest offerings from EDSITEment and Thinkfinity partners
- NEH Connections: a feature that links to NEH-funded projects of particular relevance to educators
- user-defined lesson-plan searches that can be customized and filtered five different ways
- direct access to student resources and interactives from the homepage
- a rotating calendar feature with access to a full, yearly calendar

EDSITEment was selected as one of the top 25 websites for 2010 by the American Association of School Librarians and has been accepted into the Smithsonian Institution's Permanent Research Collection of Information Technology, the world's premier historical record of computing applications and innovations.

EDSITEment's [history and social studies search page](#) offers a full spectrum of resources related to US and global history.

EDSITEment resources related to the historical content of MISSION US "For Crown or Colony?" include:

- [Religion in 18th Century America](#)
This curriculum unit, through the use of primary documents, introduces students to the First Great Awakening, as well as to the ways in which religious-based arguments were used both in support of and against the American Revolution.
 - Lesson 1: [The First Great Awakening](#)
 - Lesson 2: [Religion and the Argument for American Independence](#)
 - Lesson 3: [Religion and the Fight for American Independence](#)
- [Common Sense: The Rhetoric of Popular Democracy](#)
This lesson looks at Tom Paine and at some of the ideas presented in *Common Sense*, such as



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national unity, natural rights, the illegitimacy of the monarchy and of hereditary aristocracy, and the necessity for independence and the revolutionary struggle.

- ["An Expression of the American Mind": Understanding the Declaration of Independence](#)
This lesson plan looks at the major ideas in the Declaration of Independence, their origins, the Americans' key grievances against the King and Parliament, their assertion of sovereignty, and the Declaration's process of revision. Upon completion of the lesson, students will be familiar with the document's origins and the influences that produced Jefferson's "expression of the American mind."
 - [The American War for Independence](#)
The decision of Britain's North American colonies to rebel against the Mother Country was an extremely risky one. In this unit, consisting of three lesson plans, students learn about the diplomatic and military aspects of the American War for Independence.
 - Lesson 1: [The War in the North, 1775-1778](#)
 - Lesson 2: [The War in the South, 1778-1781](#)
 - Lesson 3: [Ending the War, 1783](#)
 - [What Made George Washington a Good Military Leader?](#)
What combination of experience, strategy, and personal characteristics enabled Washington to succeed as a military leader? In this unit, students read the Continental Congress's resolutions granting powers to General Washington and analyze some of Washington's wartime orders, dispatches, and correspondence in terms of his mission and the characteristics of a good general.
 - Lesson 1: [What Made George Washington a Good Military Leader? What Are the Qualities of a Good Military Leader?](#)
 - Lesson 2: [What Made George Washington a Good Military Leader? Powers and Problems](#)
 - Lesson 3: [What Made George Washington a Good Military Leader? Leadership in Victory and Defeat](#)
 - Lesson 4: [What Made George Washington a Good Military Leader? Leadership in Victory: One Last Measure of the Man](#)
 - [Slavery and the American Founding: The "Inconsistency not to be excused"](#)
This lesson focuses on the views of the founders as expressed in primary documents from their own time and in their own words. Students see that many of the major founders opposed slavery as contrary to the principles of the American Revolution. Students gain a better understanding of the views of many founders, even those who owned slaves – including George Washington and Thomas Jefferson – who looked forward to a time when slavery would no longer mar the American Republic.
 - [Taking Up Arms and the Challenge of Slavery in the Revolutionary Era](#)
Was the American Revolution inevitable? This lesson is designed to help students understand the transition to armed resistance and the contradiction in the Americans' rhetoric about slavery through the examination of a series of documents.
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- [Choosing Sides: The Native Americans' Role in the American Revolution](#)
Native American groups had to choose the loyalist or patriot cause—or somehow maintain a neutral stance during the Revolutionary War. Students analyze maps, treaties, congressional records, first-hand accounts, and correspondence to determine the different roles assumed by Native Americans in the American Revolution and understand why the various groups formed the alliances they did.
- [Boycotting Baubles of Britain](#)
This lesson looks at the changes in British colonial policies and the American resistance through the topic of tea, clothing, and other British goods. Students analyze and interpret key historical artifacts as well as visual and textual sources that shed light on how commodities such as tea became important symbols of personal and political identity during the years leading up to the formal Declaration of Independence in 1776.