LESSON MAKER PRO

Colonial Connections

Trace how colonial life set the stage for the Revolution

GRADES 6-12 · 6-12.US1.7

6-12.US1.7 "Trace and analyze the colonial social, religious, political, and economic developments that provided context for the American Revolution, including, but not limited to a discussion of: • Mercantilism • Royal, Joint Stock..."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1. Use facts you know, and say when you are unsure.
2. Give everyone room to speak. You do not have to agree.
3. Play a MOVE card only when its starter fits what you say.
4. Keep any card you cannot use.

HOW TO PLAY Teams of 3 or 4

1. Form a group of three or four. Choose one TOPIC card.
2. Each person takes one ROLE card. With three players, share the fourth role's job.
3. Shuffle two copies of the eight MOVE cards. Deal four to each person and set any extras aside. Set a 10-minute timer.
4. Discuss the topic and do your role's job. When you use a MOVE card's starter in what you say, place that card in the middle.
5. Stop when the timer rings, even if cards remain. Check the reflection statements that describe what you did.

AFTER THE ROUND Check what you did

- [ ] I connected a colonial development to views of British rule.
- [ ] I used a fact about colonial trade, government, law, or religion.
- [ ] I noticed who held power in a colonial example.
- [ ] I described agreement, an open question, or why my view stayed the same.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Who Makes Rules

How did royal, joint-stock, and proprietary charters affect control of colonies, and how did colonial legislatures or town meetings give colonists a say?

TOPIC

Trade and Rights

How could trade rules under mercantilism clash with colonists' ideas about rights from Magna Carta, common law, and juries?

TOPIC

Faith and Authority

How might the First Great Awakening have shaped some colonists' ideas about authority before the Revolution?

ROLE CARDS · one per player

ROLE

Time Tracker

Watch for links between what happened in colonial life and what colonists later questioned about British rule.

ROLE

Power Spotter

Watch who could make decisions and who had to live with them.

ROLE

Fact Finder

Ask the group to name a colonial rule, practice, or belief that supports a claim.

ROLE

Link Builder

Help the group connect its facts to the topic question without forcing everyone to agree.

MOVE CARDS · deal 4 to each player

MOVE CARD

TRACE CHANGE

"Before the Revolution, this development shaped colonial life by ____."

MOVE CARD

TRACE CHANGE

"That earlier change could affect views of British power because ____."

MOVE CARD

NAME EVIDENCE

"One fact about a colonial rule or practice that supports this is ____."

MOVE CARD

NAME EVIDENCE

"A detail from colonial trade, government, law, or religion that supports this is ____."

MOVE CARD

COMPARE EFFECTS

"Compared with another colonial development, this gave colonists ____."

MOVE CARD

SPOT POWER

"Power in this example belonged to ____."

MOVE CARD

SUM UP

"Our group's current thinking is ____."

MOVE CARD

CHECK POSITION

"My view stayed the same or changed because the evidence suggests ____."

Cards last longer on thick paper.

Colonial Connections

RUNNING THE ROUNDS

Print two copies of the eight MOVE cards for each group, and use a fresh topic for another round. If participation is uneven, invite quieter players to speak first on the next turn without requiring them to use a card or change their view.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	Before the Revolution, this development shaped colonial life by making trade rules favor Britain under mercantilism.
Noah	One fact about a colonial rule or practice that supports this is that British laws restricted some colonial trade with other countries.
Lila	Power in this example belonged to British lawmakers who set trade rules and officials who enforced them.
Maya	That earlier change could affect views of British power because some colonists objected when trade cases went to courts without local juries.
Noah	Our group's current thinking is that trade rules gave Britain control, while courts without local juries raised questions about colonists' legal rights.

LISTEN FOR

- Links from a specific colonial development to later questions about British rule
- Accurate distinctions among royal, joint-stock, and proprietary control
- Specific evidence about trade, local government, English legal traditions, or religious authority
- Summaries that state actual agreement or uncertainty without inventing conflict

There are no right answers to the topic cards. Score the moves students make, not their opinions.