FACILITATION GUIDE · 60-MINUTE LESSON · GRADE 5 · 5.H.7-5.H.13

Escape from 1776

The American Revolution: Explain how political, religious, and economic ideas brought about the American Revolution, analyze its causes as outlined in the Declaration of Independence, and describe key leaders, events, contributions, and consequences of the war.

Learning target: I can explain the causes, key events, and results of the American Revolution in the order they happened.

Success looks like: Students use the vocabulary correctly, complete the escape room, and score 80% or higher on the evidence-based exit ticket.

Materials: Student devices, the printed lesson worksheet (one per student), projector for the mini-lesson presenter.

LESSON AT A GLANCE — 60 minutes

Time	Part	Teacher does	Students do
0:00-0:08	Warm-up	Project the warm-up. Circulate, then call on 2-3 students. Save question 3 for the debrief.	Answer Part 2 of the lesson worksheet; share with a partner.
0:08-0:20	Mini-lesson	Teach with the 4-step presenter. Run each quick check with the whole class.	Complete worksheet Parts 4-11 as each slide appears; answer checks with fingers.
0:20-0:48	Escape Room	Launch Escape from 1776. Assign mission levels; circulate with the answer key.	Play solo or in pairs; record code pieces; complete any written evidence task.
0:48-0:52	Debrief	Ask 2 debrief questions and revisit warm-up question 3.	Finish worksheet Part 13 (prediction check + one thing learned).
0:52-1:00	Exit ticket	Hand out the exit ticket. Collect and sort with the mastery guide.	Answer with evidence independently.

Key vocabulary

Word	Student-friendly definition
Tax	Money people must pay to a government.
Boycott	Refusing to buy goods as a protest.
Patriot / Loyalist	A colonist who supported independence / a colonist loyal to the king.
Declaration of Independence	The 1776 document explaining why the colonies were breaking from Britain.
Treaty of Paris (1783)	The agreement that ended the war and recognized U.S. independence.

1. WARM-UP

0:00–0:08 · 8 min

Warm-up expectations (post these): Answer in Part 2 of the lesson worksheet (or on this sheet). Number each answer to match the question. Answer in complete sentences. For math, show your work. Work silently for 5 minutes, then share with a partner for 2 minutes. Be ready to share one answer with the class.

#	Question	Look for
1	What does it mean to be treated fairly? Give an example of a rule that felt unfair to you.	Answers vary. Look for a clear example and a reason it felt unfair.
2	What is a tax?	Money people must pay to the government.
3	Why might people protest a rule if they had no say in making it?	Because they had no voice or vote, so the rule might not be fair to them.

2. MINI-LESSON

0:08–0:20 · 12 min

Project the Lesson presenter from the room page. It runs the whole hour: target and agenda, warm-up with timer, hook vote, 4 teaching steps (key idea, interactive tool, turn and talk, check for understanding), I do / we do / you do, a work-time screen with a timer and expectations, debrief, and the exit ticket. Press N for teacher notes, T to pause the timer, and P to pick a student.

Hook (1 min): Imagine a new 10-cent tax on every pencil, and you get no vote about it. Is that fair? Class vote: Fair / Unfair / It depends

Step 1 (3 min): Taxes after the war

Teach	After the French and Indian War (1754-1763), Britain was deeply in debt. Parliament taxed the colonies with the Stamp Act (1765), Townshend Acts, and Tea Act.
Interactive tool	Visual: Road to Revolution timeline
Students do	Start a timeline from 1760 to 1785. Add 1763 (war ends) and 1765 (Stamp Act).
Turn and talk	Britain said the taxes paid for protecting the colonies. Was that fair? Argue one side.
Worksheet Part 5A	After the FRENCH AND INDIAN WAR, Britain taxed the colonies to pay its DEBT.
Check for understanding	Why did Britain tax the colonies? Answer: (D) To pay debts from the French and Indian War

Step 2 (3 min): No taxation without representation

Teach	Colonists had no vote in Parliament, so they protested "no taxation without representation." They boycotted British goods and formed the Sons of Liberty.
Interactive tool	Board and notes
Students do	Write "No taxation without representation" in your own words.

Turn and talk	Why might a boycott be more powerful than one person complaining?
Worksheet Part 6A	Colonists protested "no taxation without REPRESENTATION." A BOYCOTT means refusing to buy goods.
Check for understanding	What does "no taxation without representation" mean? Answer: (A) Only lawmakers you vote for should tax you

Step 3 (3 min): From protest to war

Teach	Tensions grew: Boston Massacre (1770), Boston Tea Party (1773), Intolerable Acts (1774), and the first battles at Lexington and Concord (1775).
Interactive tool	Board and notes
Students do	Add 1770, 1773, and 1775 events to your timeline.
Turn and talk	Which event do you think made war most likely? Defend your choice.
Worksheet Part 7A	The first battles of the war were at LEXINGTON and Concord in 1775.
Check for understanding	Put these events in order. Answer: Stamp Act (1765) -> Boston Massacre (1770) -> Boston Tea Party (1773) -> Lexington and Concord (1775)

Step 4 (3 min): Independence and victory

Teach	On July 4, 1776, Congress adopted the Declaration of Independence. Saratoga (1777) brought French help, Yorktown (1781) ended major fighting, and the Treaty of Paris (1783) made independence official.
Interactive tool	Board and notes
Students do	Circle the battle that brought France into the war: Saratoga (1777).
Turn and talk	Why was help from France so important to winning the war?
Worksheet Part 8A	The DECLARATION OF INDEPENDENCE was adopted on July 4, 1776. The Treaty of PARIS ended the war in 1783.
Check for understanding	Which battle convinced France to help the Americans? Answer: (A) Saratoga

I do: worked example (shown one step at a time)

1. Cause-and-effect chain:
2. Debt: Britain owed money after the French and Indian War.
3. -> Taxes: the Stamp Act, Townshend Acts, and Tea Act.
4. -> Protests: boycotts and the Boston Tea Party.
5. -> Punishment: the Intolerable Acts.
6. -> Battles: Lexington and Concord, then the Declaration of Independence (1776).

What to say on every slide is in the presenter script PDF.

We do: guided practice

Put these in cause-and-effect order and explain the link: Tea Act, Intolerable Acts, Boston Tea Party.

1. First: the Tea Act (1773) gave one British company control of tea sales.
2. Colonists protested by dumping tea into Boston Harbor: the Boston Tea Party.
3. Britain punished Boston with the Intolerable Acts (1774).
4. Each event caused the next, raising tensions toward war.

Answer: Tea Act -> Boston Tea Party -> Intolerable Acts

You do: independent check (2 min)

Why did colonists say "No taxation without representation"? (A) They wanted no taxes ever (B) The king was not British (C) France was taxing them (D) They had no vote in Parliament, which made the tax laws

Answer: (D) They had no vote in Parliament, which made the tax laws. Students who miss it: 3-minute reteach at the teacher table, then start the room at the Explorer level.

> **Misconception:** "The war started with the Declaration of Independence." Fighting began at Lexington and Concord more than a year earlier.
>
> **Misconception:** "All colonists wanted independence." Many were Loyalists or neutral.
>
> **Misconception:** "The colonists won alone." French money, troops, and navy were essential.

3. ESCAPE ROOM: ESCAPE FROM 1776 — 0:20–0:48 · 28 min

Launch: project the start screen, read the story aloud, and assign mission levels (Explorer = extra support, Agent = on level, Legend = challenge). Students can open Supports any time for read-aloud, bigger text, a word bank, and a scratch pad.

- Locks open in order, so every student moves through the same sequence. Circulate and listen for which lock is causing a traffic jam.
- Pairs work well: one student reads the clue card aloud, the other controls the device. Switch roles at every lock.
- If a group is stuck for more than 3 minutes, ask "What does the clue card say about this?" before giving the hint.

Students turn in: the completion code plus their copied "turn in your work" block (Canvas Text Entry).

4. DEBRIEF — 0:48–0:52 · 4 min

1. Which cause of the Revolution do you think mattered most? Why?
2. How was the Declaration of Independence both a list of complaints and a statement of ideas?
3. Was the Revolution "revolutionary" for everyone? Who was left out?

Close the loop: return to warm-up question 3. Answer: Because they had no voice or vote, so the rule might not be fair to them.

5. EXIT TICKET — 0:52–1:00 · 8 min

Print the exit ticket PDF (page 2 is the key and mastery guide). Every item requires evidence: Part A asks

students to justify each choice, Part B asks for an explanation, and Part C applies the standard to a new situation using Historian's Claim (Claim, Evidence, Source, Explain). Sort results into Mastered, Approaching, and Beginning to plan tomorrow's groups.

LESSON RESOURCES

Resource	How it fits the lesson
Warm-up worksheet (PDF)	Optional standalone warm-up (also Part 2 of the lesson worksheet), with a key.
Mini-lesson presenter	Projectable, step-by-step interactive lesson with tools and quick checks (room page).
Lesson worksheet (PDF + key)	One printable packet students complete during the whole lesson: short fill-ins and quick checks in 13 small parts that match the presenter slides.
Escape from 1776 (.html)	The escape room for Canvas, with differentiated levels, supports, and a turn-in.
Exit ticket (PDF + key)	Evidence-based check with a rubric and a mastery sorting guide.
National Archives: DocsTeach (extra)	Revolution-era documents with ready-made activities. https://www.docsteach.org/
George Washington's Mount Vernon: Education (extra)	Videos, virtual tours, and primary sources. https://www.mountvernon.org/education
Library of Congress: Classroom Materials (extra)	Primary source sets on the Revolution. https://www.loc.gov/programs/teachers/classroom-materials/
iCivics (extra)	Free civics games and lesson plans. https://www.icivics.org/

ANSWER KEY: ESCAPE FROM 1776

Lock 1: The War That Started It All (code piece: R)
1. Why did Britain begin taxing the colonies after 1763? -> To pay debts from the French and Indian War
2. What did the Proclamation of 1763 do? -> Banned colonists from settling west of the Appalachian Mountains
Lock 2: Taxes and Protests (code piece: I)
1. What did "No taxation without representation" mean? -> Colonists should not be taxed by a Parliament they could not vote for
2. What is a boycott? -> Refusing to buy certain goods as a protest
3. Match each act to what it taxed or controlled. -> Stamp Act = Newspapers and legal papers; Townshend Acts = Glass, paint, paper, and tea; Tea Act = Control of tea sales
Lock 3: Rising Tensions (code piece: G)
1. Restore the timeline. Put these events in order. -> Stamp Act -> Boston Massacre -> Boston Tea Party -> Intolerable Acts -> Battles of Lexington and Concord
2. Why did Britain pass the Intolerable Acts? -> To punish Boston for the Boston Tea Party
3. One event fell off the timeline! Place the Boston Tea Party (1773) where it belongs. -> Point at 1773
Lock 4: The Declaration (code piece: H)
1. On what date was the Declaration of Independence adopted? -> July 4, 1776
2. Who was the main author of the Declaration of Independence? -> Thomas Jefferson
3. Tap the THREE unalienable rights named in this famous sentence. -> “Life,” + “Liberty” + “and the pursuit of Happiness.”

Lock 5: Winning the War (code piece: T)

1. Why was the Battle of Saratoga a turning point? -> It convinced France to join the Americans
2. What happened at Vincennes, Indiana, in 1779? -> George Rogers Clark captured a British fort
3. Which document officially ended the war in 1783? -> Treaty of Paris
4. Restore the rest of the timeline. Put these events of the war in order. -> Washington crosses the Delaware (1776) -> Victory at Saratoga (1777) -> Clark captures Vincennes (1779) -> British surrender at Yorktown (1781) -> Treaty of Paris (1783)

Final code: RIGHT