**Lesson Plan Sheet**

Name: Time Allotted: 35 min

Subject: Grade Level: Date

**Instructional Objectives: (The student will be able to…)**

-compare the Whiskey and Fries Rebellion

-explain conditions that led to rebellions after the Rev War

-describe the Lewistown Riot of 1791

**Materials Needed:**  *It Happened in Mifflin Co*

**Scope and Sequence of the Lesson**

**Introduction**:

The states had rebelled against the gov of Britain because they were unhappy with some of its policies

-had gained their independenc

-had set up a new government

-what if someone became unhappy with the NEW government

-could they rebel against it? would the revolution go on…?

**Today we look at 2 rebellions and a riot in Lewistown**

**Lesson:** (Verbal input and visual modeling)

**The rebellions were over taxes**

*-there was no income tax; needed other ways to raise revenue*

**Whiskey Rebellion**

**-**tax put on whiskey

-*this was hard on western farmers*

-whiskey used by western farmers

*-could make more money by converting corn to whiskey and taking it back east to sell*

*-easier than taking all the corn since it took bushels of corn for a gallon of whiskey*

*-also used for barter since the was few coins or paper money*

-frontiersmen protested

*-petioned the gov; gov didn’t listen to them*

*SEE petition*

*-these guys had gone through this before…*

-David Bradford called for a march on Pittsburgh

-GW sent an army of 12,000 men to put down the rebellion

*-tried to work out peaceful solution first*

*-then sent in the troops to fight those who were doing what he had just done!!!!*

-“ended” the American Revolution

*-the rebelling had to stop sometime*

*-whenever huge political changes made, it can be hard to know when to stop*

*-same for religious changes*

**Fries Rebellion**

**-**tax put on houses

*based on the number of windows—larger houses with more windows, higher tax*

*-gov thought this would tax those who could afford*

-German Americans in eastern PA revolted

*-harassed tax collectors*

*-some of leaders imprisoned*

-protest leaders freed by John Fries’s group

*-a militia captain—he knew how to fight; had fought the unjust British, now fight the unjust…*

-government put down the rebellion and sentenced John Fries to death

-pardoned by John Adams

**Lewistown Riot of 1791**

**-**there was a dispute on where the county seat should be

*-Juniata part of Miffco; Miffco almost 2 years old*

*-above or below the narrows*

*READ from pg 101*

-Lewistown chosen though deceitful means

-Samuel Bryson appointed judge

*READ in 102-103 -had offended people earlier*

-on Tuesday, Sept 13, 1791, a mob tried to prevent him from being seated as judge

*READ pg 103 –court had met on Monday, not everyone there, planned to meet on Tue at 10:00*

*-by 9:00 heard a large mob had gathered….*

*-eventually reached agreement not to let Brown be judge this session*

-Bryson and the sheriff scuffled and the sheriff was arrested

*-was a brother to the leader of the mob*

*-imprisioned downstairs*

*-a group of 70 men gathered; sheriff refused to be rescued by them*

*-10:00pm express riders were sent down narrows to collect men to rescue the sheriff*

*-next morning Clark, heard 300 men were ready to come*

-sheriff was released and the riot was over

*-these men had just got done fighting in Rev War—they were dangerous*

**Guided Practice:** (Teacher assisted Practice)

**Closure:** (check for understanding)

Write a paragraph each on Fries Rebellion and Whiskey Rebellion

**Independent Practice:** (Assignment-seat work/homework)

READ 94b-96; *write paragraphs (didn’t do 12-13*

**Evaluation:**

Of teacher and lesson- Evaluate on a scale of 1 (low) to 10 (high)

\_\_\_\_\_\_ My degree of success in reaching my goal

\_\_\_\_\_\_ Student interest / motivation / participation

\_\_\_\_\_\_ Classroom management skills

\_\_\_\_\_\_ Meeting the special needs (learning style, handicapped)

Something(s) I’d do differently, or do again if I taught this lesson another time: