**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: