

Events leading to the American Revolution
5th Grade
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Introductory Sheet

Typical Learner:

In fifth grade, students are about 11 years old. According to Jean Piaget, a child developmental theorist, children at this age are in the formal operational stage of development. In this stage, students are able to begin to think abstractly and perform mental tasks. In his theory Piaget says, “People in this stage can deal with alternatives to reality” (Walsh, 2010). This means students are able to think about something that might or could happen but has never really happened. During the unit, students are asked to think about what it would have been like if they lived during the war. Of course they cannot actually live through this, but students think hypothetically. Students who are in this stage are also able to “develop the ability to think in logical, systematic way” (Walsh, 2010). When given information, students are able to piece the information together in a way that makes sense.

Rationale:

Social studies in fifth grade focuses on the United States, mainly how the United States has developed. The students learn how the country was discovered and the events that led to the formation of the country and its government. During this unit, students learn about the Revolutionary War and the events that led to it, including the Declaration of Independence. It is important for students to understand how our country developed over the years and learn the hardships early Americans faced. The unit also allows students to explore multiple perspectives. During the war there were many sides people could take, and students learn about these sides of the war. The Revolutionary War itself is an Indiana Academic standard, and by participating in this unit, students are meeting the standards.

Goals: Students will:

- Learn how and why the colonists decided to fight the British
- Be able to list key people from British and American sides of the war
- Be able to list reasons why, according to the Declaration of Independence the colonists wanted freedom
- See multiple perspectives of the war

Objectives:

- Students will write at least a two paragraph letter to a newspaper, giving at least 4 reasons, with evidence, why they do or do not support independence for the 13 colonies.
- Students will make a cause and effect chart about what was learned in chapter 5, giving ten causes and effects.
- Students will answer 4 chapter review questions on a piece of paper at the end of the lesson, using answers that make sense with what the reading and video were about.
- Students will add 2 new dates to their timeline, writing the main event and one to two sentences about what happened at that event that helped cause the revolution.

- At the end of the reader's theatre performance, students will write on a piece of paper, three different things they have learned up to this point that helped cause the start of the revolution.
- While looking at a map of Colonial America in 1775, students will choose 1 Native American settlement and write 2 suggestions for why the group settled there.
- While looking at a map of Colonial America in 1775, students will choose 1 colonial settlement and write 2 suggestions for why the group settled there.
- Students will create a timeline that will be used throughout the unit to highlight major events and people during the American Revolution.
- Students will fill out a KWL chart about the American Revolution with 100% completion on the K and W parts of the chart.

Standards

Social Studies:

- **5.1.9 Analyze the causes of the American Revolution as outlined in the Declaration of Independence.**

Throughout the unit, students are learning the causes of the revolution. One lesson in particular has the students, in small groups, take a part of the Declaration and tell the class what that part was about. At the end as a class, we talk about what the Declaration said were the causes of the revolution.

- **5.1.17 Create and interpret timelines showing major people, events and developments in the early history of the United States from 1776-1801.**

During the entire unit, students are keeping a timeline of important dates and events that led to the revolution. The student textbook has a timeline but the students will create their own by discussing what they think should go on it.

- **5.3.4 Locate Native American Indian and colonial settlements on maps and suggest reasons for the locations of these places. (Individuals, Society and Culture)**

Students will look at a colonial map in their books and notice where Native American and colonial settlements are. As a class we will talk about why the people settled there, resources such as water, animals, etc... They will then choose one Native American tribe and one colonial settlement that is on the map and list reasons why the people settled there.

- **5.4.8 Analyze how the causes and effects of changes in price of certain goods and services had significant influence on events in United States history.**

During the introductory lesson to the unit, students are treated as if they are living in a Monarchy. The students will be given an envelope of fake money, and I will act as the Queen and tax the students for using their pencils, using the restroom, sharpening a pencil, etc... Students will learn the colonists were getting frustrated at the taxation the British King put on them. At the end of the lesson, we will have a class discussion about how the students felt being taxed and relate that to how the colonists were feeling.

- **5.1.10 Identify major British and American leaders and describe their roles in key events of the war for independence.**

Each student will become an expert on one key person from this time period. Students will research the person, make a poster about the learned information, and present the information to the class. The posters will be hung in the room so students can reference them at anytime. Throughout the lessons, these major leaders will be brought up. Whichever student was an expert on the person will remind the class who the person was and what they did.

- **5.1.20 Read and interpret **primary** and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States.**

Students will look at a primary source, the Declaration of Independence. The Declaration highlights the changes colonists wanted and what the colonists wanted from the British. In small groups, students will read a part of the Declaration and summarize the part for the class.

English/Language Arts:

- **5.4.5 Use note-taking skills when completing research for writing.**

When students research a key leader, they will be expected to use good note-taking skills. As a class we will talk about strategies to use when taking notes, such as reading all the information first, then going back to write down the most important information.

- **5.5.4 Write persuasive letters or compositions that:**

State a clear position in support of a proposal.

Support a position with relevant evidence and effective emotional appeals.

Follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last.

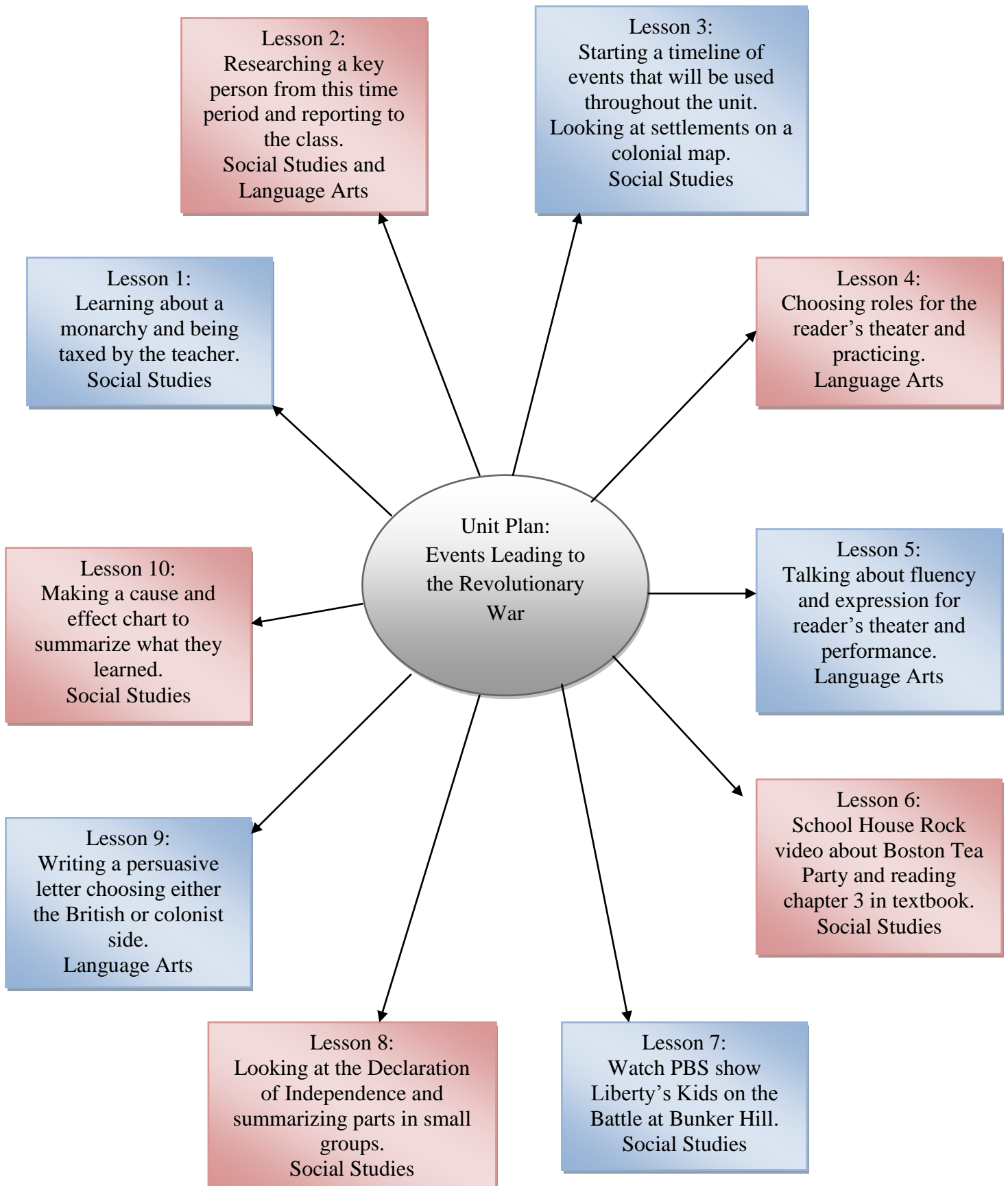
Address reader concerns.

Students will write a letter to a newspaper, telling what side of the war they are on, the British or the colonists. Students will be expected to use correct letter format, state exactly what side they are on, and use evidence as to why they have chosen that side.

- **5.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.**

Students will perform a reader's theater that is over the Boston Massacre and the Boston Tea Party. As a class, we will discuss what good actors/actresses that make the play or movie better. We will talk about facial and vocal expression and fluency.

Curriculum Map



Dear Parents/Guardians,

Our fifth grade class is getting ready to start a two and a half week unit in social studies on the events that led to the American Revolution. If you remember, your child learned about the state of Indiana last year. This year in fifth grade, your child is learning about the United States. The Indiana academic standards say students in fifth grade should know how the United States became a country, when and by whom it was founded, and the events that led to country being a free independent nation. During this particular unit, students will be learning about key leaders on the British and colonist sides, why the colonists wanted to be free of British rule, and the role the Declaration of Independence played in starting the revolution.

The kick off lesson the students will take part in is a mock version of a Monarchy. Students will be given fake money and I will act as the King of England, taxing the students for using things such as the pencil sharpener or drinking fountain. This lesson will help students start thinking about reasons why the colonists were upset. Other activities students will be involved in are becoming an expert on a key person, having a role in a reader's theater, and creating a timeline of important events.

I am looking forward to going through this unit with your child. We will both learn new things about our country's origin. Please feel free to contact me with any questions or concerns you may have about this unit in social studies. Please talk with your child daily about their new knowledge and experiences in social studies.

Thank you,

Miss Whitaker

Trade Books

Fritz, J. (1996). *Can't you make them behave King George?*. New York: Puffin.

This book tells the life of Britain's King George, starting when he was a young boy through his part in the war. During the start of the war, the author gives the reader insight into what the King was feeling and thinking. The story highlights King George was known as good King George until the war. Students learn about King George's life, how he became king and the role he played in the war. Multiple perspectives can easily be taught from this book.

Gauch, P. (2003). *This time, Tempe Wick?*. Pennsylvania: Boyds Mill Press.

Tempe Wick is a young girl living during the American Revolution. Tempe's father dies, her mother becomes sick, and two soldiers take over their house. In order for the soldiers to not take Tempe's horse, she hides the horse in her bedroom. She takes the horse food and water and has to give the soldiers reasons why she is taking hay into her room. The story gives a child's perspective of the revolution. Students learn what the war was like for someone around their own age.

Kirkpatrick, K. (1999). *Redcoats and petticoats*. New York: Holiday House.

Thomas' small village gets taken over by Redcoats and becomes a British fort. British soldiers move into Thomas' house and his father is arrested. His mother starts acting funny and sends Thomas on many strange and dangerous errands. He later learns his family has become spies for George Washington. This story shows how children played a role in the war and what dangers were present during this time.

Kroll, S. (2000). *Boston tea party*. New York: Holiday House.

The book describes events that led to the Boston Tea Party. Students read about how the colonists were frustrated with the taxation and eventually dumped the tea into the harbor. The book begins with the end of the French and Indian War and moves into describing the Stamp and Sugar acts. Parliament, John Hancock, Paul Revere and Samuel Adams are also mentioned. During the unit, students learn about the French and Indian War, the Boston Tea Party, and the taxation acts. This book reiterates the information for students in a fun way.

Longfellow, H. (1996). *Paul Revere's ride*. New York: Puffin.

The book uses postcard type pictures that show Paul Revere's midnight ride. Longfellow's poem is added to each page to describe the ride. The words chosen from the poem and the pictures make the reader want to keep reading to find out the resolution. The full poem is written in the back of the book. During the unit, the poem is not read, so this book is great for students to learn about Paul Revere. The pictures and poem go hand in hand to teach students how important the ride was.

Moore, K. (1998). *If you lived at the time of the American Revolution*. New York: Scholastic.

Points given from both Loyalist and Patriot sides help students see the war from both sides. The book discusses what schools were like during this time, how families got food, and how to identify if a person was a loyalist or patriot. Students learn that children also fought in the war and that not all colonists took a side. Many effects the war had on both sides are also mentioned. When reading the book, students learn about multiple perspectives during the war. The book is a good summary of the unit and would be used at the end to reiterate material learned.

Osornio, C. (2010). *Declaration of independence from a to z*. New Orleans: Pelican Publishing.

The book is written in alphabetic form, giving information that led to the creation of the Declaration of Independence and the impact the document had. The information is put in chronological order so readers can develop a timeline of events. People, battles, and other events are highlighted in the book. Learning about the Declaration of Independence is important for students and this book helps students better understand how the declaration was developed and who had a hand in it.

Penner, L. (1998). *Liberty tree: the beginning of the American Revolution*. New York: Random House Books for Young Readers.

The book starts off showing a picture of the Liberty Tree that was a symbol of freedom for the colonists. Next the book has different sections about events leading up to the American Revolution. Events such as Boston Massacre, Boston Tea Party, French and Indian War, and Stamp Acts are used. This book helps students better understand the events that led to the American Revolution. The events in the book are the same ones talked about throughout the unit.

Smith, L. (2006). *John, Paul, George, & Ben*. New York: Hyperion Publishing.

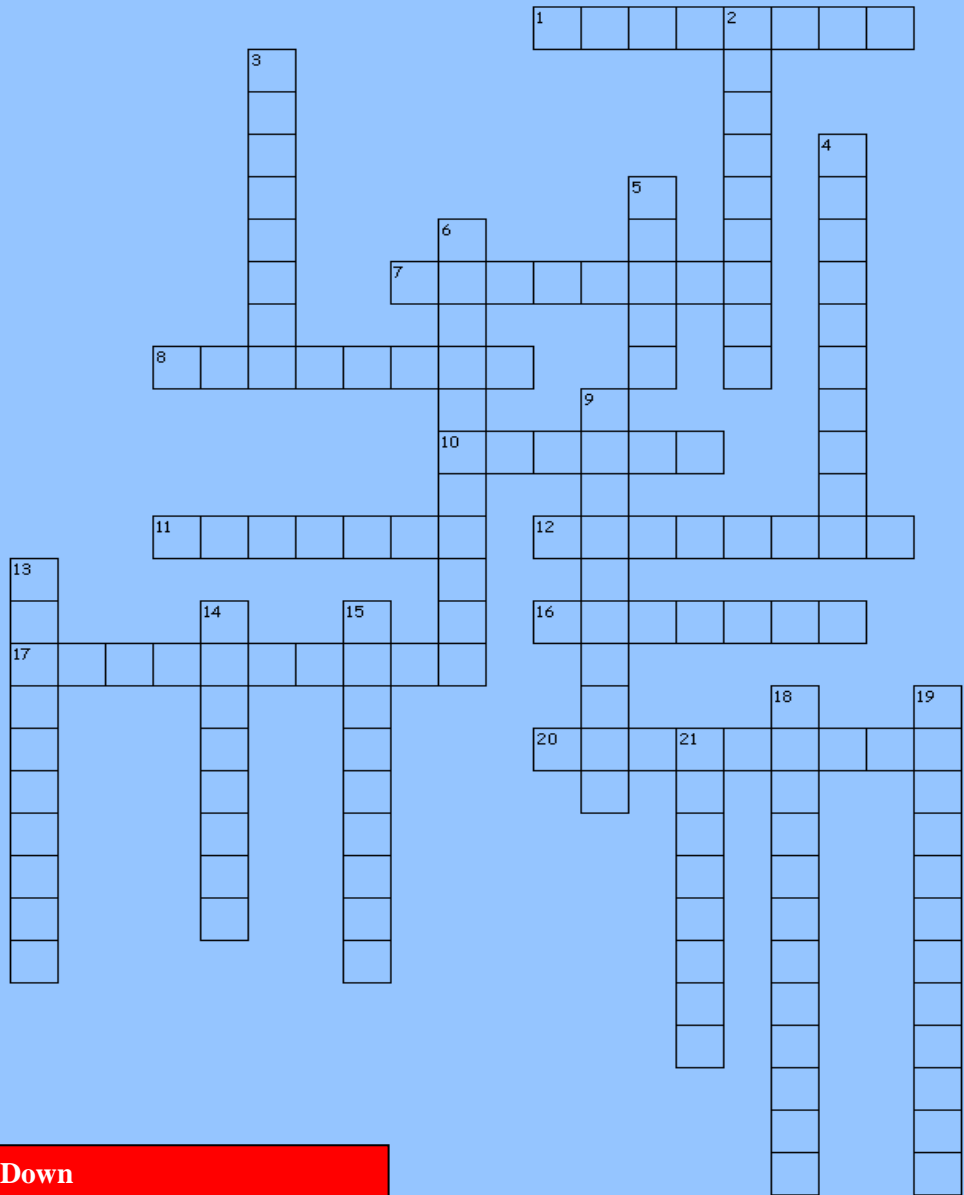
This cartoon styled book reveals information about the founding fathers. Starting when the men were young, readers learn about their lives leading into the war. The author highlights things the men did when they were little that helped them become the founding fathers. During the unit, students become an expert on important people during the war. This book reiterates the information learned about these men.

Turner, A. (1997). *Katie's trunk*. Texas: Aladdin.

Katie's family has decided to be loyal to England. The family's neighbors begin to ignore the family and yell names at them. One day rebel soldiers come to the house and the family hides in the woods. However, Katie decides to try to defend her house and goes back. She ends up having to hide in her mother's trunk but is discovered by one of the soldiers. The soldier decided to ignore Katie's and tells the other soldiers no one is in the house. Students see the war from a loyalist's point of view and can see that each side of the war had both nice and mean people.

Bulletin Board

American Revolution Vocab



Down

- 2. a complaint
- 3. to use warships to prevent other ships from entering or leaving a harbor
- 4. a wall made of earth and stone
- 5. an ancient symbol of peace
- 6. an official statement
- 9. a formal group statement
- 13. the lawmaking branch of the British government
- 14. formal agreement among groups or individuals
- 15. a member militia who could quickly be ready to fight the British
- 18. the freedom to govern on one's own
- 19. a public announcement
- 21. the complete control of a product by one person

Across

- 1. a representative
- 7. a signed request made to an official person or organization
- 8. an introduction or first part
- 10. to cancel or undo a law
- 11. to refuse to buy or use goods or services
- 12. a formal meeting of government representatives
- 16. to provide or pay for housing
- 17. a sudden complete change
- 20. in chief a person who is in control of all the armed forces of a nation

The bulletin board I created above is a crossword puzzle students will fill out during the unit. There are enough clues for each student to have a turn. Each day after the reading or lesson, students will reflect on the new vocabulary words we talked about. Then at a random draw, I will choose students to find that day's vocabulary definition on the bulletin board and have the students write in the letters on the puzzle. To make the bulletin board, I would copy the puzzle I made onto a large sheet of white paper, using an overhead projector.

Field Trip/Guest Speaker

In terms of a field trip or guest speaker, I would have someone come in dressed up as one of the key figures, such as George Washington, Paul Revere, or Martha Washington. There is a man from Wabash who dresses up as Abraham Lincoln but if he wasn't available and I could not find anyone else, I would do it myself. I would dress as Martha Washington for a day and take on her roll. I would tell my students about "my husband" and talk about what it was like living during this time. In order to take on the roll, I would need to make a script and know what I would talk about with my students. Not only would I talk about George Washington and what he did, but as Martha, I would talk about what my (her) roles were during this time. I would show the students a slideshow of pictures of Martha and George and any other pictures I find that pertain to this time period.

Pre-Test Assessment

Events Leading to the American Revolution

Name _____

Date _____

Directions: Fill in the blank lines as best you can. Where you see this: (**The colonists or The English**) either choose the colonists or English to write on the line then give a reason that group fought in the war.

The American Revolution was a war between the 13 colonies and

England. _____ (The colonists or The English) thought they

were right in fighting this war for many reasons. One

reason _____ (The colonists or The English) fought in

the American Revolution was because _____.

Another reason was because _____.

A third reason _____ (The colonists or The English)

fought in the war was because _____.

Pre-Test Assessment

Events Leading to the American Revolution

Name _____ Answer Key _____

Date _____

Directions: Fill in the blank lines as best you can. Where you see this: (**The colonists or The English**) either choose the colonists or English to write on the line then give a reason that group fought in the war.

**Possible answers if students chose the Colonists:*

The American Revolution was a war between the 13 colonies and

England. Colonists _____ (The colonists or The English)

thought they were right in fighting this war for many reasons. One

reason Colonists _____ (The colonists or The English)

fought in the American Revolution was because they didn't want to pay British any more taxes _____.

Another reason was because they were not represented in government _____.

A third reason Colonists _____ (The colonists or The English) fought in the war was because England wouldn't allow colonists to move west _____.

Pre-Test Assessment

Events Leading to the American Revolution

Name _____ **Answer Key** _____

Date _____

Directions: Fill in the blank lines as best you can. Where you see this: (**The colonists or The English**) either choose the colonists or English to write on the line then give a reason that group fought in the war.

***Possible answers if students chose The English:**

The American Revolution was a war between the 13 colonies and
England. _____ **English** _____ (The colonists or The English)
thought they were right in fighting this war for many reasons. One
reason _____ **English** _____ (The colonists or The English)
fought in the American Revolution was because _____ **needed**
money to pay off debt _____.

Another reason was because _____ **wanted to keep the colonies and**
the land _____.

A third reason _____ **English** _____ (The colonists or The
English) fought in the war was because _____ **strengthen their**
power _____.

Students will not be graded on this but will provide the teacher with what the students know about the causes of the war.

Post-Test Assessment

Events Leading to the American Revolution

Name _____

Date _____

Directions: Using what you have learned throughout this unit, complete the following writing prompt. You may use your timelines and the key figures posters. The rubric I will grade you on is attached to this page.

Writing Prompt: Pretend you are a colonist living right before the American Revolution started. You have decided to fight with your fellow colonists for independence. Write about why you have chosen to fight for freedom. Think about what we read about in the Declaration of Independence. When writing you must give **4** reasons for why you are fighting for independence and give 4 events that led to the war. Again, you may use your timelines and the posters.

*Use the back of this sheet if you need more space.

Post-Test Assessment

Events Leading to the American Revolution

RUBRIC

Directions: Using what you have learned throughout this unit, complete the following writing prompt. You may use your timelines and the key figures posters. The rubric I will grade you on is attached to this page.

Writing Prompt: Pretend you are a colonist living right before the American Revolution started. You have decided to fight with your fellow colonists for independence. Write about why you have chosen to fight for freedom. Think about what we read about in the Declaration of Independence. When writing you must give **4** reasons for why you are fighting for independence and give and describe 4 events that led to the war. Again, you may use your timelines and the posters.

	10-8	7-5	4-2	1-0
4 Reasons	Student provides 4 reasons from the colonist's side.	Student provides 3 reasons from the colonist's side.	Student provides 2 reasons from the colonist's side.	Student provides 1 to no reasons and the taken side is not clear.
4 Events	Student provides and clearly describes 4 events that led to the war.	Student provides and kind of describes 3 events that led to the war.	Student provides and kind of describes 2 events that led to the war.	Student provides 1 to no event and does not describe the events accurately.

Technology and Literature

Students will use a computer to research one key figure from the American Revolution. Students will go online to a specific website to find the information. Later on in the unit, students will watch a couple short video clips online about the Boston Tea Party and the Battle at Bunker Hill. In regards to literature, students will be using their *Indiana Social Studies* textbooks to learn more about the topics covered. Students will also be performing a reader's theater, in which each student has a part they must read from a script.

Lesson 1

Lesson: American Revolution KWL Charts and Monarchy Activity

Length: One hour

Age or Grade Level Intended: 5th grade

Academic Standard(s):

Social Studies:

5.4.8 Analyze how the causes and effects of changes in price of certain goods and services had significant influence on events in United States history.

Performance Objective(s):

1. Students will fill out a KWL chart about the American Revolution with 100% completion on the K and W parts of the chart.

Assessment: Assessment for this is observation to see if students are participating and filling out their KWL charts. When the lesson is over look through the student's KWL charts to make sure all students have something written under the K and W parts.

Advance Preparation by Teacher:

- Legal size pieces of construction paper, enough for each student
- Fake money, enough so each student has \$5.00 worth
- Envelopes for the money
- Money already in the envelopes (easy to hand out)
- A cup or small basket to put the money in students will give you

Procedure:

Introduction

1. Transition into social studies by telling the students this is our kick off on a unit about the American Revolution.
2. Tell them today we are going to talk about what we already know and what we want to know about the American Revolution.
3. Say, but first we need to pass out some envelopes to each person.
4. Start passing out the envelopes with the money.
5. Do not tell them what is going to happen with the money.
6. Tell them they may count the money that is in their envelope.
7. Have students tell each other how much money they have, that way they see they all start with the same amount.
8. After this have the students put all their money back into the envelopes and leave the envelopes on the corner of their desk.
9. Tell them today throughout our social studies time, we will be using the money.

Step by Step:

1. Pass out the construction paper to each student and have them write their names on the back.
2. When all students have a sheet of paper, show/tell them to fold their paper into thirds
3. Tell the students we will begin to make a KWL chart on the American Revolution
4. Before they start writing, tell the students you have decided to tax them on using their pencils.
5. Have each student give you \$0.50.
6. Go around the room collecting the money in the cup or basket.
7. Do not tell students why you are doing this.
8. Once all the money is collected, tell the students they can now use their pencils.
9. In the first blank spot, the top far left of the paper, have students write a **K**
10. Next have students make a list of things they know about the American Revolution (Gardner Intrapersonal)
11. Tell them it is okay if they only know a few things or if they know nothing. This is a way for us to see what they do know. Tell them to try their best.
12. If they need some help with getting started, give them some ideas, such as the declaration of independence, George Washington, Boston Tea Party...
13. Once all the students are done, tell them we will now brainstorm as a class things we want to learn about the American Revolution. This part goes in the middle of our papers and we need to write a **W** for what we want to learn. (Gardner Interpersonal)
14. You will write what students tell you on the board, and students will write the things on their paper under the W.
15. During this time, students will need to raise their hands to give suggestions.
16. When you are ready to call on the first student, say the child's name so they know you are talking to them, but before they can give you an answer tell the student you need to tax them \$1.00 for their answer.
17. Collect the money from that student and then allow them to give you their answer.
18. Write their answer on the board and continue calling on students to give you answers on what they want to learn about the American Revolution.
19. Do not tax every student for their answer, but tax a few more students throughout the answers they give for the **W** part of their charts.
20. Once all students are done giving answers and filling out the **W** part, have them write a **L** in the last place on their chart.
21. Tell them this part is the new information we will learn throughout our unit on the American Revolution, so we cannot fill out the **L** part yet. We will fill it out when the unit is over.
22. Have the students bring up their charts to you, but tell them you feel you need to tax them for you taking their charts from them.
23. So when students bring their chart to you, have them put a \$1.50 into the cup or basket.
24. When all students have handed in their charts and given you the money, have them count the money that is left in their envelopes. (Gardner Bodily Kinesthetic & Logical Mathematical)
25. Let students talk with each other about how much money they have left.
26. Bring the students back together and ask students if they all have the same amount of money left? (Bloom Knowledge)

K	W	L
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27. Allow a few students to tell how much they have left and how much their neighbor has.
28. Next ask students if they thought it was fair that you taxed them and took their money?
29. Ask them why they think you taxed them? (Bloom Evaluate)
30. Tell the students you taxed them because you are the queen and they are your people.
You needed and wanted money so you decided to tax them.
31. Introduce the word monarchy. Ask if any student knows what a monarchy is? (Bloom Knowledge)
32. Accept answers and then write the definition on the board. (Monarchy-supreme power or sovereignty held by a single person.)
33. Ask students if we just acted out what a monarchy is? Answers should be yes.
34. Tell them you held all the power so our classroom just showed what a monarchy is like.
35. Tell the students this is one of the major reasons the American Revolution started. The colonists were unhappy because the monarchy in England was taxing them. Some goods that were taxed are tea, paper, glass, molasses, sugar, and newspaper.
36. Talk with students about cause and effect. The English monarchy taxed the colonists, which made the colonists mad enough to want to start fighting for their freedom. Taxing the goods caused the colonists to want to be free of the English monarchy. The effect was

Closure

1. Ask students if they would want to live under a monarchy? (Bloom application)
2. Tell them tomorrow we will look at more reasons the American Revolution started. We will also be learning new things we can put under the **L** part of our KWL charts.

Enrichment/Adaptation:

1. **Listening and comprehension disability:** Tell the directions one at a time and repeat when necessary. Wait for him/her to complete one task and move onto the next directions.

2. **Autism:** Repeat all directions to ensure the student understands what is expected. Set rules at the beginning of the lesson. If anyone is playing with the money when not asked to, their money will be taken away.

3. **Physical impairment such as a broken arm:** The student will use his/her good arm as much as possible. If need be, the student can verbally tell the teacher what they want written on their KWL chart.

Self-Reflection:

1. Did the lesson go as planned?
2. What can I do to better teach this lesson?
3. Did students understand why the money was used?
4. Was the talk at the end about monarchies understood?

Resources: After looking at this website:

http://www.lites.lth5.k12.il.us/final_units/5th/revolution/template.pdf, I used some of the ideas and added my own.

Lesson 2

Lesson: Research key figures and report on them

Length: 1.5 to 2 hours

Age or Grade Level Intended: 5th grade

Academic Standard(s):

Social Studies:

5.1.10 Identify major British and American leaders and describe their roles in key events of the war for independence.

English/Language Arts

5.4.5 Use note-taking skills when completing research for writing.

Performance Objective(s):

1. Students will research one key figure from the American Revolution, making a poster listing at least 5 key facts about that person, such as what side they were on, their role in the revolution, and what their contribution(s) was.
2. When researching the key figure, students will keep a bulleted list or make a web of at least 5 important facts.

Assessment: Making sure students are taking notes about their one key figure. The notes the students took will be collected to see that all students took appropriate notes. The poster the students make must have at least 5 facts that will tell the rest of the class what the person's role/roles in the revolution were and one picture of the person.

Advance Preparation by Teacher:

- Legal size pieces of construction paper, enough for each student
- Access to a computer lab
- Key figures from both sides of the revolution
 1. John Adams
 2. Abigail Adams
 3. Ben Franklin
 4. George Washington
 5. King George William Frederick the 3rd
 6. Patrick Henry
 7. Samuel Adams
 8. Paul Revere
 9. John Hancock
 10. John Dickinson
 11. Thomas Paine
 12. Richard Henry Lee
 13. Thomas Jefferson

14. Benedict Arnold
 15. Cybil Ludington
 16. Nathanael Greene
 17. Phillis Wheatley
 18. Mercy Otis Warren
 19. Crispus Attucks
 20. Deborah Sampson
- Markers
 - One picture of each of the key people listed above, cut out and ready to be glued
 - Glue for students to glue the picture onto the poster

Procedure:

Introduction

10. Ask students if they remember what unit we are starting? (Bloom Knowledge)
11. Remind the students about the taxes I took from them last class.
12. Ask students why taxes were a significant cause of the revolution? (Bloom Comprehension)
13. Remind students about the KWL charts and how we talked about the things we already knew about the American Revolution and things we want to know. We also left the last column blank for things we have learned once the unit is over.
14. Tell the students today we will start learning things to put into the L part of our charts.

Step by Step:

1. Tell the students, “You will become an expert on one key person from the Revolutionary War. You will research the person, make a poster listing important things about the person and tell the class about the person.”
2. Tell the students:
 - “We are learning about key people now so when we come across the people in later lessons, we will already have some background knowledge of them.”
 - “We will put the posters up in the room so we can look at them at anytime.”
 - “I have scheduled the computer lab so we can research our one person.”
 - “I will give you the name of your person in a little bit. But first, in order to become an expert on a person, we have to take notes about the person.”
3. Ask students what they think good note taking strategies are? (Bloom Evaluation)
 - Answers should be: making a list or web, not putting facts just randomly on their paper, notes should be key words and short sentences, not paragraphs, read through all the information first and then go back and take notes
4. Write the answers students give on the board and write any from the above list the students left out.
5. Tell them, “You can decide if you want to make a list, or make a web. If you make a list you can make a list of numbers or bullets.” Show on the board a list using numbers and a list using bullets. (Gardner Visual/Spatial)
6. Next have the students get out a notebook.
7. Start giving students the name of one person they will report on. It doesn’t matter what key figure is given to the students. Call on one student at a time and have them write the

name of the key person you give them in their notebook. (There will most likely/hopefully be 1 key person left over. The teacher will make a poster just like the students.)

8. Ask students what information they think should go onto the posters, remind students we will be learning about the American Revolution. Answers should include:
 - What side, British/American, the person was on
 - What contributions the person made to the revolution
 - What their role was in the revolution
 - Any other important facts the student might think is helpful to know about the person
9. Have the students write this in their notebook and also tell them their poster must include the above things and have at least 5 facts on it.
10. Tell the students birth/death dates, family history, husband/wife, or children really aren't necessary facts to know unless the information pertains exactly to the Revolutionary War.
 - For example if the persons husband/wife also played a role in the revolution such as John and Abigail Adams, then the student can mention this
11. Once you have gone over the above information with the students, go over computer lab procedures.
 - Students will sit down at a computer but not touch anything until the teacher gives instructions.
 - The teacher will give all students the same website to type into the web browser.
 - Students will stay at the given website and not go to any other site.
 - If they go to anything else they will have to get off and sit without anything to do until all other students have finished.
12. After talking about the rules mentioned above, take the students to the computer lab.
13. Write the following web address on the board in the lab:
<http://library.thinkquest.org/TQ0312848/people.htm> (This website provides information on each of the key figures. There is enough information for students to be able to do the poster, but not enough that students will become overwhelmed with reading all of the info.)
14. Have the students type in the above address into the internet browser on their computer.
15. Tell them they should all see a table of key people and pictures. Have them click on the person you gave them.
16. Before they get started, remind them to read all the information first and then take notes. Also their notes should either be in list form or a web.
17. Tell them they will have about 20 minutes to read and take notes.
18. As students work, walk around to make sure they are taking notes correctly, are on the correct website, and answer any questions they may have. (Don't forget to take notes about your person as well.)
19. Tell students when there is about 5 minutes left.
20. When students are done have them close out of the internet and take their notes back to the classroom.
21. Tell them we will now make our posters. (Gardner Intrapersonal) Tell them you (teacher) will also be making one. In front of the class, demonstrate how you want the posters to look:
 - Hang your piece of construction paper on the board.
 - Write with a marker across the top the name of the key person

- Glue the picture right by the name or under the name
 - Then start making a bulleted list of the facts learned
22. Tell the students they must write the name and put the picture just like you have done, but then they can decide how they write the information.
 23. The poster must be neat and the information must be written neatly for everyone else to read.
 24. Next hand out the construction paper, markers, and pictures to students.
 25. Have them first write the name and glue the picture. Then they can start writing the information. Tell them they will have about 15 minutes to write the information.
 26. While students are working finish your own poster.
 27. When all students are finished collect their notes and have them put all supplies away except leaving their poster on their desk.
 28. Tell them we will now tell the class about the person we researched.
 29. Remind students when one person is talking, everyone else should be quiet and give the person all of their attention.
 30. You (teacher) will go first to demonstrate. Hold your poster up and give them the name of the person, start giving the information. (Gardner Visual/Spatial & Linguistic)
 31. Have all students get up and tell about their person. When one student has gone, have them hand you their poster.
 32. When everyone is finished begin to close the lesson.

Closure

3. Ask students why we learned small bits about these people before we learn anything about the Revolution? (Bloom analysis)
4. Ask students why they think it is important to know about people from the Revolutionary War, instead of just learning about what happened? (Bloom synthesis)
5. Say now that we know about key figures and their contributions to the revolution, we can really dig into the causes and effects of the revolution, which will start tomorrow.

Enrichment/Adaptation:

1. **Listening and comprehension disability:** Tell the directions one at a time and repeat when necessary. I could also write out specific directions if need be.

2. **Autism:** Repeat all directions to ensure the student understands what is expected. Set rules at the beginning of the lesson.

3. **ADHD:** When students are in the computer lab try to sit this student at the end of a row. That way he is only sitting by one student and may have less of a distraction.

Self-Reflection:

1. Did the lesson go as planned?
2. Did students have enough time in the lab?
4. Did students pay attention when others were reporting?
5. Was there enough time for the entire lesson or should this be split into another day?

Resources: The idea for this lesson came from the website:

http://www.mce.k12tn.net/revolutionary_war/american_revolution.htm

Lesson 3

Lesson: Timelines, Map of Colonial America, and reading chapter 1

Length: One and a half hour

Age or Grade Level Intended: 5th grade

Academic Standard(s):

Social Studies:

5.1.17 Create and interpret timelines showing major people, events and developments in the early history of the United States from 1776-1801.

5.3.4 Locate Native American Indian and colonial settlements on maps and suggest reasons for the locations of these places. (Individuals, Society and Culture)

Example: Near bodies of water, on lowlands, along a transportation route and near natural resources or sources of power

Performance Objective(s):

1. While looking at a map of Colonial America in 1775, students will choose 1 Native American settlement and write 2 suggestions for why the group settled there.
2. While looking at a map of Colonial America in 1775, students will choose 1 colonial settlement and write 2 suggestions for why the group settled there.
3. Students will create a timeline that will be used throughout the unit to highlight major events and people during the American Revolution.

Assessment: When the lesson is over, the teacher will collect the paper students wrote their total of 4 suggestions on from the map activity and the timelines. Both of these tasks are just looking for participation. The 4 suggestions have to be relevant to the time-period and relevant to the area the students chose on the map. For example a student should not write about the ocean if the Native American tribe was located in the Central Plains region.

Advance Preparation by Teacher:

- Legal size pieces of construction paper, enough for each student
- Social Studies Textbooks

Procedure:

Introduction:

1. Ask for one student to remind the class what we did yesterday in social studies? (Became an expert on a person from the American Revolution) (Bloom's knowledge)
2. Next tell the students today we are going to look at a map from 1775 and create a timeline.

3. Ask students how looking at maps and making timelines help us learn a topic better? (Blooms analysis)

Step by Step:

1. Have students get out their social studies textbooks and turn to page 284.
2. Ask a student to read the title of the map *Colonial America, 1775*.
3. Next have students find the map key and discuss what the different keys represent
 - Orange-13 British Colonies
 - Yellow-New Spain
 - Any word in red- Name of Native American tribe
4. Ask students how this map looks different than the map we have today? (Blooms analysis)
 - Only 13 states that have borders and the rest of the country isn't put into states
5. Next have students find the Native American tribe Navajo (present day Arizona area)
6. Ask students by looking at the map, why they think the Navajo tribe decided to settle where they did? (Blooms analysis)
 - In between the Colorado River and Rio Grande
 - Rocky Mountain provides low and high lands, water, animals...
7. Next have students find the colonial settlement of Montreal and again ask them why they think the colonials settled Montreal where they did?
 - On a river
 - Near Lake Ontario and close to the ocean
8. Have students get out a sheet of paper
 - On this paper have them choose 1 Native American tribe and 1 Colonial settlement to look at on the map
 - On the paper they will list 2 reasons why the Native Americans settled where they did and 2 reasons why the Colonial settlement settled where they did
9. Give the students about 10 minutes to do this and collect the pages when they are done.
10. Next tell students we will start reading the first lesson in our textbook and start making our timeline.
11. Ask students what we should put on our timelines? Should we put everything we read about?
12. Tell the students after we read we will talk about what we should put on our timelines and I will make the deciding factor whether we need that information on our timeline.
13. Have the students turn to page 294. Point out the far left hand column on this page that lists vocabulary words, people, and places.
14. Have the students who are experts on Benjamin Franklin, George Washington, and King George the 3rd remind the class who and what these people did. They can reference the posters on the wall if need be.
15. Next, read the YOU ARE THERE section out loud to the students on page 294.
16. Ask the students what we can tell is going on from hearing this short paragraph? (Blooms comprehension)
 - The French is attacking a group of Pennsylvania soldiers
17. Next have three students volunteer to read the three short paragraphs on page 295. (Gardner visual/spatial & verbal/linguistic)

18. Have the students look at the map also on page 295.
 - Have them locate the Ohio Valley and tell them Britain and France both wanted this area of land and in 1750, like the textbook says, France sent soldiers to drive out the British.
19. Turn to page 296 and have five more students volunteer to read this page.
 - Discuss how Native Americans fought on both the British and French sides
20. Ask a student to summarize, from the reading on this page, what Benjamin Franklin wanted the colonists to do?
 - Unite to fight the French
21. Ask the class what started the French and Indian War?
 - The attack at Fort Necessity and the Virginians surrendering
22. Next read page 297.
 - Discuss how the battles moved to also happening in Europe, who Spain joined forces with (France), and the effects of the Treaty of Paris (Britain got most of Canada, all French lands east of the Mississippi River, and Florida. France lost nearly all of its lands in North America.
23. Have students look at the map on page 297 that shows where French and British Forts were and major battles.
24. Next read pages 298 and 299.
 - Discuss the proclamation of 1763 King George the 3rd made that gave Native Americans land west of the Appalachian Mountains.
 - The colonial settlers thought they were fighting the French so they could be able to cross to the western frontier but now Britain was telling them they couldn't cross. So, fighting between settlers and Native Americans continued.
25. Remind the students about how I taxed them the first day which links to the Sugar Act in 1764.
26. Ask students why British parliament passed new taxes for the colonists? (Blooms comprehension)
27. Ask what they think the colonists were feeling about the proclamation of 1763, and the Sugar Act? (Blooms synthesis)
28. Pass out the construction paper to each student.
29. On the chalkboard, draw a timeline and have the students do the same on their paper. (Gardner Visual/Spatial)
30. On the far left end put the date 1750 and have the students do the same.
31. Next ask for suggestions as to what we should put on our timeline from what we just learned from the reading.
32. After hearing answers put the following on the time line and have students write them on their timeline as well:
 - 1754 Battle of Fort Necessity fought
 - 1763 French and Indian War ends
 - 1763 Proclamation of 1763
 - 1764 Sugar Act
33. Tell the students in order for us to remember why these things are important, we should write a short blurb or note about it.
34. Ask students to say what they think is important to remember about the things on our timelines.

35. When all students are done write the following on the timeline that is on the board:
- 1754 Battle of Fort Necessity fought: start of the French and Indian War which was a fight over the Ohio Valley
 - 1763 French and Indian War ends: Treaty of Paris that gave Britain most of Canada, all French lands east of Mississippi River, and Florida
 - 1763 Proclamation of 1763: said all lands west of the Appalachian Mountains belonged to Native Americans, colonists not allowed to cross
 - 1764 Sugar Act: taxed colonists for using sugar and molasses
36. When all students are done filling out the above on their timeline, collect the timelines.

Closure

6. Ask students what Britain did that made the colonists mad? (Blooms comprehension)
 - Said they couldn't cross the Appalachian Mountains
 - Taxed sugar and molasses
7. Tell them tomorrow we will look at more acts Britain passed and why the colonists became even angrier.

Enrichment/Adaptation:

1. **Listening and comprehension disability:** Tell the directions one at a time and repeat when necessary. Wait for him/her to complete one task and move onto the next directions.

2. **Autism:** Repeat all directions to ensure the student understands what is expected. Set rules at the beginning of the lesson. If anyone is playing with the money when not asked to, their money will be taken away.

3. **Physical impairment such as a broken arm:** The student will use his/her good arm as much as possible. If need be, the student can have help writing on their timeline.

Self-Reflection:

1. Did students understand why to use a timeline?
2. Did reading the lesson in the book go well?
3. Were students understanding the reading and paying attention?
4. Will the timeline be helpful throughout the unit?

Resources: None

Lesson 4

Lesson: Begin Reader's Theatre

Length: One and a half hour

Age or Grade Level Intended: 5th grade

Academic Standard(s):

Language Arts:

5.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.

Performance Objective(s):

1. Students will practice reading out loud a part in a reader's theater for twenty minutes.

Assessment: Participation and looking at the timelines to make sure all students have the correct information written down.

Advance Preparation by Teacher:

- Social Studies Textbooks
- Student's Timelines
- Copy of the Reader's Theatre for each student
- Write each of the characters in the theatre on small cards for students to randomly draw from. All the parts are shown below, and some students will have 2 parts.
 - Narrator 1
 - Narrator 2
 - Narrator 3
 - George Washington and Hugh Montgomery
 - French Commander and Captain Preston
 - Troops and Little Boy
 - Benjamin Franklin and Crowd Member
 - Assembly and Patriot #2
 - Colonists and Patriot #1
 - Colonist #1
 - Colonist #2
 - Colonist #3
 - Colonist #4
 - Colonist #5
 - Colonist #6 and Crispus Attucks
 - Colonist #7 and John Adams
 - Colonist #8 and Colonial Leader
 - Sons of Liberty and Soldier
 - England

Procedure:

Introduction:

4. Hand out the timelines and ask students what they have written on the timeline. (Bloom's knowledge)
5. Discuss with students the cause and effects of the
 - a. French and Indian War,- fight over the Ohio Valley,
 - b. Proclamation of 1763-settlers not allowed to cross the Appalachian Mts.
 - c. Sugar Act- tax on sugar and molasses
- i. Tell them today we are going to begin a reader's theatre that will have facts about the Revolutionary War we have already talked about, and it will have new facts we will talk about.

Step by Step:

37. Begin by handing out to every student a copy of the reader's theatre.
38. Look at the first page and ask students if they recognize any of the names.
 - a. They should recognize Ben Franklin, George Washington, John Adams, Cripus Attucks, Mercy Otis Warren, and Patrick Henry
39. Have the students who are experts on the people mentioned above remind the class who/ what the person did. These students can look at their poster on the wall if they need to.
40. After all the students have told about their person, have students randomly draw what role they will have in the reader's theatre.
41. When all students have a part, have the students go through the pages of the reader's theatre and highlight all of their parts.
42. Have students sit in a circle, whether on the floor, move desks into a circle, or move chairs. (Gardner's Interpersonal)
43. Tell students to notice there are 6 acts in this reader's theatre. That means the only people that will be up in front of the class reading their lines will be the people in each act. All other students will be the audience.
44. Next start at the first page of the reader's theatre and read out loud to the class all the characters, making sure each character is taken by a student.
45. Turn the page and have students begin reading out loud the reader's theatre. (Gardner's Verbal/Linguistic)
46. This is a practice and gives students time to know what the story/play is about.
47. When reading stop at the following lines and discuss:
 - Line 15: how the French and Indian War started, why it was fought, what the sides of the war wanted (Britain, France, Native Americans, and Settlers), the outcome
 - Line 29: why colonists were angry, the Sugar Act, Stamp Act, and Quartering Act
 - Line 40: who/what the Sons of Liberty were, boycotting
 - Line 46: Boston Tea Party
 - Line 69 (end): Boston Massacre
48. After all students have read their lines, and you have discussed the above things, have students go back to their desks.

49. Have them pull out their timelines again.
50. Ask them now that we have read a little more about what caused the revolution, what should we add to our timelines? (Bloom's Comprehension)
51. Let students answer as you write on the board what they say.
52. They should have the following added to their timelines when finished:
 - a. 1765: Stamp Act- tax on paper items in the colonies, newspapers and playing cards
 - b. 1770: Boston Massacre- angry colonists knocked down some British soldiers who then opened fire, killing 5 colonists, including Crispus Attucks
 - c. 1773: Boston Tea Party- Sons of Liberty members dumped tea into the ocean as a protest
53. When students have finished with their timelines, have them turn to the back of their timeline papers and start a list of vocab words.
54. Write the following vocab words on the board and have students look them up in their social studies book:
 - a. Alliance
 - b. Proclamation
 - c. Parliament
 - d. Treason
 - e. Congress
 - f. Boycott
 - g. Repeal
 - h. Protest
55. If students do not have enough time to finish with the timeline and vocab words, they can finish it tomorrow after the reader's theatre.
56. Collect the timelines again to look at.

Closure

2. Ask students why they think performing a reader's theatre will help them to better understand and remember the causes of the revolution? (Bloom's Evaluation)
3. Tell the students tomorrow we will have time to practice the reader's theatre and then present the reader's theater.

Enrichment/Adaptation:

1. **Listening and comprehension disability:** Tell the directions one at a time and repeat when necessary. Wait for him/her to complete one task and move onto the next directions.

2. **Autism:** Repeat all directions to ensure the student understands what is expected. Set rules at the beginning of the lesson. If anyone is playing with the money when not asked to, their money will be taken away.

3. **Enrichment:** These students can add lines to their reader's theater part. In order to do this, they will have to look at their textbooks at what we have read in class and add any other important information they think should be in the reader's theater.

Self-Reflection:

1. Was there enough time to read through the theater and do the timeline and vocab?
2. Will doing this reader's theatre better help students understand the material?
3. Should students have more time to practice the reader's theatre and have it longer than 2 days?

Resources:

Reader's theatre script: <https://teachingamericanhistorync.org/Documents/LessonPlans/6-8/6-8%20Revolution/The%20Drama%20of%20the%20Revolutionary%20War.Christine%20Velazquez/Readers%20Theater%20of%20the%20eventsleading%20up%20to%20the%20Revolutionary%20War.doc>

Readers Theater of the events leading up to the Revolutionary War

Characters:

Narrator #1
Narrator #2
Narrator #3
George Washington
French Commander
Troops
Ben Franklin
Assembly
Colonists
England
Colonists
Colonist 1
Colonist 2
Colonist 3
Colonist 4
Colonist 5
Colonist 6
Colonist 7
Colonist 8
Sons of Liberty
Crispus Attucks
John Adams
Colonial leader
Soldier
Patriot 1
Patriot 2
Little Boy
Captain Preston
Crowd Member 1
Hugh Montgomery

ACT 1

- 1) **Narrator #1:** We begin our scene with George Washington on a mission.
- 2) **George Washington:** (*speak to French Commander*) I have been sent here to give you this letter. (*give letter to French commander*)
- 3) **French Commander:** (*read letter*) Leave the Ohio River Valley. (*Look at Washington*) No way, it belongs to the French and that's it. End of discussion.
- 4) **Narrator #1:** But that wasn't the end of the discussion. England and France were going to fight.
- 5) **Washington:** Troops we are going to attack the band of French troops. This will be the beginning of the French and Indian War. Who is with me?
- 6) **Troops:** (*enthusiastically*) WE ARE!!!!
- 7) **Narrator #1:** Washington got beat. He was sent back to Virginia with a message to stay out of French Territory. Now it's on. Now we are at the Albany Congress. The purpose of the Albany Congress was to form an alliance with the Iroquois. It didn't happen though but another proposal was put out there.
- 8) **Ben Franklin:** (*Loudly*) We should unite! Listen to me, if we ever have any chance for winning we should unite!
- 9) **Assembly:** (*look at Franklin but completely ignore him*)
- 10) **Franklin:** Hello? I said we should UNITE!
- 11) **Assembly:** I don't think so.
- 12) **Franklin:** (*angry*) Everyone cries a union is necessary but when they come to the manner and form of the union, their weak noodle heads are perfectly distracted.
- 13) **Narrator #1:** The British won the war even if the colonists didn't unite. The war ended with the Treaty of Paris. The Treaty of Paris officially ended the war with France. The English would receive Canada and most of French land east of the Mississippi.

14) **Colonists:** (*looking around*) Wow, look at all that land. It is all ours.

15) **Narrator #1:** The colonists were happy for awhile because they saw new land for the taking. But like all good things it had to come to an end.

ACT 2

16) **Narrator #2:** As you will recall the colonists thought that since England won all that land that they could move onto it. WRONG! They are taking Native American land and the Natives didn't like it. Chief Pontiac got 40 different Native American groups together to get back their land. To end the rebellion, King George drew an imaginary line down the spine of the Appalachian Mountains that closed the land west of the line off to colonists. Since this cause some conflict in the colonies, Britain decided to keep an army in North America. At this time Britain decided to unveil its new colonial policy.

17) **England:** Listen up. (*enthusiastically*) We have the New Colonial Policy! Yippee!!! Hip Hip Hooray for the New Colonial Policy!

18) **Colonists:** (*look around at each other*) What? What did they just say?

19) **England:** We have a few new laws and taxes to help pay for the war. So get your ears on and listen to what we have to say.

20) **Colonists:** (*questioning, act like the teacher just said pop quiz*) Wait, what? Pay for what? Are we paying for ears? What's going on?

21) **England:** (*angry*) Shush! (*mean and loud*) There is going to be three new big acts. The Sugar Act, Stamp Act and Quartering Act. You will abide by these rules.

22) **Colonists:** When did we vote on this law?

23) **England:** You didn't. (*evil smile*) We have the power. Read over the new laws so you can be familiar with them. (*pass out papers*)

24) **Colonist 1:** (*read paper*) The Sugar Act raises duties on luxury items such as wine and silk that Britain sold to the colonies. It will also put a tax on molasses. To make sure people are not smuggling in goods, royal tax collectors will have writs of assistance to look.

25) **Colonist 2:** What are they assisting with their writs?

26) **Colonist 1:** It's a search warrant.

27) **Colonist 2:** Oh okay. Well there is another act, the Quartering Act. It says we must feed and shelter British troops stationed in the Americas. (*shocked*) Oh no! They are not going to be living with us and that's one more person at the dinner table.

28) **Colonist 3:** Wait there's more; the Stamp Act is also being enacted. The Stamp Act says that we must pay for stamping of paper items to prove that the tax had been paid.

29) **Colonist 1:** (*angry, outraged*) We have to pay for paper! Oh my, this is getting out of hand but we are not getting the full impact of these laws. (*Smile*) Since we are from North Carolina we don't have a major port so we will escape the full weight of these laws. I feel sorry for my brother in the North who has to deal with the royal tax collectors constantly searching his warehouse and have to have a British soldier in his home. It must be tough.

30) **Narrator #2:** It was tough. The colonists were not represented in Parliament they felt that they should not be taxed without having a say. Colonists had peaceful and non-peaceful protests against the Stamp Act. Patrick Henry delivered heated speeches against taxing without representation. Mercy Otis Warren wrote plays that accused British leaders of being greedy. Next came the Sons of Liberty from Boston.

31) **Sons of Liberty:** (*loud and cheerleading*) We are the Sons of Liberty! Anyone who tells the colonists to obey the Stamp Act is an enemy of liberty. We looted the homes of royal governor and the colonial stamp agent. We are for liberty and against the enemy of liberty!

32) **Narrator #2:** The Sons of Liberty were not just in Boston. In North Carolina, citizens organized their own Sons of Liberty group.

33) **Sons of Liberty:** (*Loud with energy*) We are from North Carolina! We want Liberty, Property, and no Stamp Duty!!! We will do anything to get the Stamp Act repealed.

34) **Narrator #3:** They did too. A ship arrived off the coast of Brunswick, North Carolina and the Sons of Liberty prevented the paper items from being unloaded. It wasn't just the Sons of Liberty acting out against the Stamp Act. After a British ship named Viper prevented two colonial ships without stamped clearance papers from sailing down the Cape Fear River, colonists refused to sell supplies to British ships. North Carolina wanted no part of the Stamp Act. Finally in March 1766, it was repealed. The colonists were thrilled.

- 35) **Colonists:** (*excited*) Yippee! I am so excited that the Stamp Act is done. Words can't express how...
- 36) **England:** Yeah now there is a tax on tea.
- 37) **Colonist 5:** (*confused*) What? A tax on tea? I'm not buying certain items until they stop putting taxes on us without representation
- 38) **Colonist 4:** Yeah, I'll boycott too. I say no taxation without representation!
- 39) **Colonist 5:** I think that's fair. No Taxation without Representation!
- 40) **Narrator #3:** North Carolina would support other colonies in protesting unjust laws. Plans were drawn up for a Non-Importation Association which the colonists would refuse to buy any British goods. North Carolina would be the first to approve the Non-Importation Association without the governor. It worked! Parliament repealed all taxes but the one on tea.
- 41) **Colonist 3:** (*excited*) Hooray all the taxes are gone! Great times for all who live in the colonies.
- 42) **Narrator #3:** It was good times but only for a little bit. In Boston, colonists surrounded a soldier. They hurled insults at the soldier. This caused the town to come and in the confusion, shots rang out. Five colonists were dead. It became known as the Boston Massacre. Over the next few years, people traded with England for most good except tea. Parliament responded to British tea merchants request with the Tea Act. It cut the price of tea but carried a tax. As we remember from earlier the colonists don't like Taxation without Representation.
- 43) **Colonist 6:** (*to colonist 7*) Did you hear that there were two tea parties? One was the Boston Tea Party and the other was the Edenton Tea Party in North Carolina.
- 44) **Colonist 7:** (*to colonist 6*) Yes, I heard that a group of men disguised as Native Americans threw over more than 300 chests of tea into the water. (*looking at colonist 8*) What did you hear about the Edenton Tea Party?
- 45) **Colonist 8:** I heard that the women of North Carolina would do and I quote everything as far as lies in our power to promote the public good. Those women are pretty brave plus without them the colonial boycotts would not have succeeded.

46) **Narrator #3:** All actions have consequences. For the colonists throwing tea in the harbor they would pay. The harbor was closed until they paid for the damage. They would also be placed under military control. It would be known as the Intolerable Acts. The colonies would organize a meeting known as the Continental Congress. North Carolina's governor tried to prevent North Carolina from attending the meeting. North Carolina held a Provincial Congress without Martin. The decision placed North Carolina squarely on the road to revolution and sent Martin running for his life from the governor's palace.

ACT 3

Boston Massachusetts 1770

At the docks by Boston Harbor while waiting for a friend...

47) **Colonist 1:** This is so unfair! First the King doesn't ask us what WE want! He doesn't give us any rights.

48) **Colonist 2:** Then he makes us pay for taxes to pay off the French and Indian War! England is not being fair!

49) **Colonist 3:** And what about these soldiers that he has sent to enforce his laws! This is ridiculous.

50) **Colonist 5:** Well, at least he repealed the Stamp and Sugar Act.

51) **Colonist 2:** Yeah, but we STILL have to pay a tax on tea!

52) **Colonist 1:** Look there is Crispus Attucks getting off the ship!

53) **Colonist 4:** Mr. Attucks! We are over here! How have you been?

54) **Crispus Attucks:** It is good to see you. Fine thank you. How have things been here in the colonies?

55) **Colonist 4:** Better, if it wasn't for those redcoats!

ACT 4

Meeting in a home between colonial leaders

55) **John Adams:** This is disgraceful! There was a fight this weekend between the townspeople and the soldiers. Several soldiers and colonist were hurt!

56) **Captain Thomas Preston:** Your townspeople are acting like barbarians!! It is your job to keep them under control!

57) **Colonial leader:** This must end! Blood will surely flow now.

ACT 5

Town Square, Attucks is speaking to a crowd

58) **Crispus Attucks:** the way to be free is to strike out against those who would enslave you! You must stick together! You are right and must not be afraid! You must have courage.

59) **Patriot 1:** We will not be taxed by a government that is 300 miles away!

60) **Patriot 2:** Yes! Samuel Adams stated our rights as Americans some time ago, but the King ignored his letter!

61) **Little boy:** Hey look! The redcoats are coming!!

62) **Solider:** What's going on here?

63) **Attucks:** Go home and get some rest! Tomorrow things may clear up.

The crowd begins to drift away talking among themselves.

ACT 6

9:00 pm at night. Fire bells are ringing. People rush out of their homes to find Attucks marching toward the square at the head of a small group.

Attucks- There is no fire. The bells are calling all patriots out to help those who are already out.

64) **Crowd member 1:** What is the trouble?

65) **Attucks:** Too many people are being hurt. This is a bad situation.

The crowd is growing as more patriots join to protest.

Captain Preston and eight soldiers show up.

66) **Captain Preston:** Go home! These guards are only doing their jobs!

Crowd members start throwing rocks, snowballs and oyster shells at the soldiers.

67) **Captain Preston:** FIRE!!!!

68) **Hugh Montgomery:** Firing, sir!

Several soldiers begin shooting. Crispus Attucks falls dead, several others fall. Hearing the shots Samuel Adams races out in to the streets.

69) **John Adams:** (shouting) Stop this disgraceful show!!
(saying quietly to himself) What is going to happen after this?

Lesson 5

Lesson: Reader's Theatre

Length: One and a half hour

Age or Grade Level Intended: 5th grade

Academic Standard(s):

Language Arts:

- 5.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.

Performance Objective(s):

1. Students will recite a reader's theater out loud using vocal and facial expression when reading.

Assessment: Participation and listening to students recite their lines from the reader's theater. Listen to each student to see if they use facial and vocal expression when reading their lines.

Advance Preparation by Teacher:

- Make sure each student has their copy of the reader's theatre script.

Procedure:

Introduction:

1. Have students pull out their reader's theatre scripts.
2. Tell students today we are going to become actors and actresses.
3. In order to be good actors/actresses we have to know what makes a good performer.

Step by Step:

1. Ask students what they think good actors/actresses do when performing? (Bloom's Analysis)
2. Have them think about any plays or movies they have watched.
3. Make a list on the board of what students say.
4. Introduce the ideas of vocal and facial expressions.
5. Tell the students vocal expression is just like when reading and when we see a question or exclamation mark we change our voices.
6. Write the following sentence on the board: *The soldiers started coming towards us faster and faster!*
7. Ask students to volunteer to read the sentence how they think it should be read.
8. The sentence should be read with a small tinge of excitement and fear.
9. Next ask students what their face would look like if they said that sentence.

10. Have students show their facial expression to a neighbor.
11. Have volunteers show the class their facial expressions.
12. Tell students today during the reader's theater they will need to use vocal and facial expressions when reading their lines.
13. Tell them they will have time to practice before we perform.
14. Separate students into the groups that are in reading in Acts 1 and 2.
15. Allow these groups to practice their lines together for about 10 minutes.
16. When the 10 minutes is up have students split into the groups that are in Acts 3 and 4 and also give them 10 minutes.
17. Again, when the 10 minutes is up split the group into the final Acts (5 and 6) and give them 10 minutes.
18. When the 30 minutes of practice time is up, have students go back to their desks.
19. Talk with students about the etiquette of an audience.
 - a. Good listening
 - b. Not playing with anything
 - c. Applauded at the end
20. Invite students in Act 1 to the front of the room to start the reader's theatre.
21. Continue having students come up to the front and act out their parts.
22. When everyone is finished, have students get into small groups of 2-3 to discuss what they would have felt if they had been a colonist at this time. A British soldier/commander? (Bloom's Synthesis) (Gardner's Interpersonal)
23. Have students volunteer answers.

Closure

8. Have students go back to their desks and get out a piece of paper.
9. Have them write down 3 things they have learned up to this point that played a hand in the start of the revolution.
10. Collect these papers and tell them tomorrow we will look at even more events that played a part in the start of the revolution.

Enrichment/Adaptation:

1. **Listening and comprehension disability:** Tell the directions one at a time and repeat when necessary. Wait for him/her to complete one task and move onto the next directions. Type out a set of the directions for this student.

2. **Autism:** Repeat all directions to ensure the student understands what is expected. Set rules at the beginning of the lesson.

Self-Reflection:

1. Were students good listeners when others were performing?
2. Did students understand what happened in the reader's theatre?
3. Can students explain through writing what they have learned up to this point?
4. Did students understand the vocal and facial expression part of this lesson?

Resources:

Reader's theatre script: <https://teachingamericanhistorync.org/Documents/LessonPlans/6-8/6-8%20Revolution/The%20Drama%20of%20the%20Revolutionary%20War.Christine%20Velazquez/Readers%20Theater%20of%20the%20eventsleading%20up%20to%20the%20Revolutionary%20War.doc>

Lesson 6

Lesson: Reading Chapter 3, short video about Boston Tea Party

Length: One hour

Age or Grade Level Intended: 5th grade

Academic Standard(s):

Social Studies:

5.1.17 Create and interpret timelines showing major people, events and developments in the early history of the United States from 1776-1801.

Performance Objective(s):

1. Students will add 4 new dates to their timeline, writing the main event and one to two sentences about what happened at that event that helped cause the revolution.

Assessment: Collecting the timelines to make sure students are putting the correct dates and events. Their sentence(s) should be relevant to the main event and give a brief but thorough summary.

Advance Preparation by Teacher:

- Computer and technology to show the short clip from this website:
<http://www.youtube.com/watch?v=t-9pDZMRCpQ>
- Student's timelines

Introduction:

1. Ask students to remind the class what we learned from the reader's theater.
2. Tell the students today we are going to look at the Boston Tea Party more in depth and talk about other events that led to the war.

Step by Step:

1. Show the clip from the above website. The clip is from a School House Rock on the Boston Tea Party.
2. After the video have a short discussion about what they watched.
3. Students who are experts on Samuel Adams, Thomas Gage, and John Hancock will remind the class about these people.
4. Hand out timelines and have students write the following words on their vocab list (on the back of their timelines): monopoly, blockade, quarter, petition, minutemen, and revolution.
5. Start reading chapter 3 as a class, and when students come to one of the vocab words in the reading, have them write the definition on their papers.
6. Throughout the reading, stop and have discussion about what was read, highlighting major points.
7. After reading, ask students what they think should be added to the timeline?
8. They should add the following with 1-2 sentences describing each event:

9. 1773 Boston Tea Party
10. 1774 Coercive Acts
11. 1774 First Continental Congress
12. 1775 Battles of Lexington and Concord
13. Replay the School House Rock video and have a discussion about what they just read and what they watched
14. They should make connections and even talk about things that might not have been in our book or on the video.
15. Collect the timelines to check for understanding

Lesson 7

Lesson: Reading Chapter 4, video about Battle of Bunker Hill

Length: One and a half hour

Age or Grade Level Intended: 5th grade

Academic Standard(s):

Social Studies:

- 5.1.17 Create and interpret timelines showing major people, events and developments in the early history of the United States from 1776-1801.
- 5.1.9 Analyze the causes of the American Revolution as outlined in the Declaration of Independence.

Performance Objective(s):

1. Students will add 2 new dates to their timeline, writing the main event and one to two sentences about what happened at that event that helped cause the revolution.
2. Students will answer 4 chapter review questions on a piece of paper at the end of the lesson, using sound answers that make sense with what the reading and video were about.

Assessment: Collecting the timelines to make sure students are putting the correct dates and events. Their sentence(s) should be relevant to the main event and give a brief but thorough summary. Collecting the question sheets to ensure student's answers make sense for each question and are correct. Whole group discussion answering the questions once all students have answered the questions individually.

Advance Preparation by Teacher:

- Computer and technology to show the two clips from these websites:
<http://www.youtube.com/watch?v=yaAlk6ydRwg&feature=related>
<http://www.youtube.com/watch?v=eh0onAEk0p0&feature=related>
- Student's timelines

Introduction:

1. Ask students to remind everyone what we read about and added to our timelines during last class.
2. Talk about the movie and the reading.

Step by Step:

1. Students who are experts on John Dickinson, John Adams, Phillis Wheatley, and King George the 3rd will remind the class about these people.
2. Have students add commander in chief to their list of vocab words, when students come to this word in the reading, they will write the definition

3. As a class read chapter 4 (only 2 pages) and read the page on Phillis Wheatley at the end of the chapter
4. While reading discuss the main points and answer any questions students have
5. After the reading have students write the following 2 dates on their timeline along with 1-2 sentences summarizing the events:
 6. 1775 Second Continental Congress
 7. Battle of Bunker Hill
8. Introduce the videos as an episode from the PBS show *Liberty's Kids* about the Battle of Bunker Hill
9. Tell students to make connections between what we read and what they see in the videos
10. After the video discuss what students watched and make connections between the reading and video
11. Hand out the question sheet below and have students fill out individually
12. Collect the sheets, and have a whole class discussion answering the questions

Chapter 4 review

1. How did the colonists prepare for war with Britain?
2. What did King George the 3rd do after the Battle of Bunker Hill?
3. Why do you think the colonists were proud of their actions at the Battle of Bunker Hill?
4. How did Phillis Wheatley express her patriotism?

Lesson 8

Lesson: Chapter 5 and Declaration of Independence

Length: One and a half hour

Age or Grade Level Intended: 5th grade

Academic Standard(s):

Social Studies:

- 5.1.9 Analyze the causes of the American Revolution as outlined in the Declaration of Independence.
- 5.1.20 Read and interpret **primary** and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States.

Performance Objective(s):

1. In small groups, students will be given a short piece out of the Declaration of Independence to read out loud and then summarize.
2. On a piece of paper, students will write down 5 ideas stated in the Declaration that caused the revolution.

Assessment: Listening to groups present their section of the declaration and collecting their pages to make sure their list of 5 things were in the declaration.

Advance Preparation by Teacher:

- Student textbooks

Introduction:

1. Ask students to talk about what we have learned so far were the causes of the war,
2. What did we read the colonists wanted and what were they mad about?
3. Tell them today we are going to look at a document the colonists themselves wrote.
4. In this document they give their reasons for wanting freedom from Britain.

Step by Step:

1. Students who are experts on Thomas Paine, Richard Henry Lee, and Thomas Jefferson will remind the class about these people.
2. In the textbook, read pages 324, 325, and 326.
3. Have students look at the Declaration of Independence on page 327, discuss the different parts of the document (preamble, date, statement of rights, statement of independence, signatures)
4. Have students turn to page R23 in their textbooks
5. Split the students into 5 groups
6. Each group will take a section of the Declaration to summarize for the class

7. Tell the students when reading their part of the Declaration, they should look in the matrix for help. Their textbook provides help with understanding the Declaration.
8. The sections will stop before the following sentences:
 - Such has been the patient sufferance of these colonies
 - He has endeavored to prevent the population of the States
 - For depriving us in many cases, of the benefits of Trial by Jury
 - In every stage of these Oppressions We have Petitioned
9. Give students 15-20 minutes to read their section and pull out main ideas, remind them to look in the margins for help
10. Walk around to each group to make sure students are doing okay and help them with understanding.
11. Have each group come up, read their section out loud and then summarize
12. When all groups are done, have each student pull out a piece of paper and have them write 5 things they read in the Declaration that caused the revolution.
13. Collect these pages

Lesson 9

Lesson: Rest of Chapter 5 and Persuasive Letter

Length: One and a half hour

Age or Grade Level Intended: 5th grade

Academic Standard(s):

Social Studies:

5.1.9 Analyze the causes of the American Revolution as outlined in the Declaration of Independence.

English/Language Arts:

5.5.4 Write persuasive letters or compositions that:

- state a clear position in support of a proposal.
- support a position with relevant evidence and effective emotional appeals.
- follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last.
- address reader concerns.

Performance Objective(s):

1. Students will write at least a two paragraph letter to a newspaper, giving at least 4 reasons, with evidence, why they do or do not support independence for the 13 colonies.

Assessment: Collecting the letters to make sure students have two paragraphs and give at least 4 reasons for why they do or do not support the colonies independence. This is just a quick letter, not something that will be heavily graded. It is a way to see if students are understanding what was read and taught in chapter 5.

Advance Preparation by Teacher:

- Student textbooks

Introduction:

1. Ask students what we read about in the Declaration of Independence?
2. Ask students who wrote the Declaration?
3. Tell them today we are going to finish reading that chapter and look at other ways the colonists pushed for their freedom.

Step by Step:

1. Have students tell what they remember reading/what they learned about in the Declaration of Independence.

2. Summarize what was read in chapter 5 in the student textbook the day before and finish reading chapter 5 starting on page 328
3. Discuss the Articles of Confederation-the country's first plan of government
4. What did the articles mean and consist of? What weaknesses did the articles have?
5. Have students write a persuasive letter to a newspaper telling why they do or do not support independence for the 13 colonies. Are they on the British side or the colonies side?
6. The letter must have at least 2 paragraphs and give at least 4 reasons with evidence why they do or do not support independence for the colonies.
7. If there is time have students volunteer to read their letters.
8. Collect all the letters.

Lesson 10

Lesson: Review of Chapter 5 and Cause and Effect

Length: One and a half hour

Age or Grade Level Intended: 5th grade

Academic Standard(s):

Social Studies:

- 5.1.9 Analyze the causes of the American Revolution as outlined in the Declaration of Independence.
- 5.1.17 Create and interpret timelines showing major people, events and developments in the early history of the United States from 1776-1801.

Performance Objective(s):

1. Students will make a cause and effect chart about what was learned in chapter 5, giving ten causes and effects.
2. Students will review their timelines by talking about what is written on them and why timelines are important to use in small groups.

Assessment: When students are talking in small groups, walk around the room and listen to what is being said about their timelines. Collect the cause and effect charts to make sure the information is from chapter 5 and makes sense.

Advance Preparation by Teacher:

- Student textbooks
- Student timelines
- 11x17" construction paper for each student

Step by Step:

1. Have students get into small groups and talk about what is written on their timelines.
2. Come back as a class and talk about what a cause and effect are.
3. Given an example:
4. **Cause:** Britain needed to pay for the French and Indian War.
5. **Effect:** Parliament passed new laws such as Sugar Act, Stamp Act, and Tea Act.
6. Hand out the construction paper to each student. On this paper students will make their own cause and effect chart.
7. With a partner, have them go through their textbooks and find 10 causes and effects in chapter 5.

8. When students are done, start a large cause and effect chart on the board, by having students tell what is written on their charts. Write down what the student say.
9. If what they say doesn't fit a cause and effect, talk about how to make it fit or why it doesn't fit.
10. Collect the timelines and cause and effect papers at the end.

References

Walsh, K. (2010, April 23). Piaget's theory of cognitive development. Retrieved from <http://alevelpsychology.co.uk/a2-psychology-aqa-a/unit-3/cognition-development/cognitive-development/piaget-s-theory-of-cognitive-development.html>