

# Lesson 2: Dealing with Disagreements

Grade 5  
(1 day: 50 minutes)

## Academic Standards

### **Social Studies 5.1.9 Analyze the causes of the American Revolution as outlined in the Declaration of Independence.**

English/Language Arts 5.5.6 Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as appropriate.

English/Language Arts 5.7.7 Identify, analyze, and critique persuasive techniques, including promises, dares, flattery, and generalities; identify faulty reasoning used in oral presentations and media messages.

**Performance Objectives:** After examining historical examples of dealing with disagreement, the students will write an essay describing their personal plan of action for dealing with disagreements (3 arguments — each with one supporting point or example).

**Assessment:** Students will write an essay describing 3 effective ways to deal with disagreements they might experience as young people. 8 points possible: 4 points for each argument with support coming from multiple lessons; 2 points for organization; 2 points for mechanics. (See rubric) Students will work on this essay over several class periods.

**Advanced Preparation by Teacher:** stamps, sound recording of Patrick Henry’s 1765 speech, Social Studies textbook, rubric, videos — check to make sure they work

- Occupy Wall Street: <http://www.5min.com/Video/The-Occupy-Wall-Street-Legacy-517217789>
- Egypt demonstrations in Egypt: <http://www.5min.com/Video/The-Occupy-Wall-Street-Legacy-517217789>

## Procedure:

### **Introduction/Motivation:**

Distribute a stamp for each person (e.g., a free Christmas stamp or Easter seal). Have them affix it to their notebooks. Ask: How would you feel if you had to pay for a stamp just to own a book, paper, or card game? How would you feel if you had to pay a new tax on anything you buy from Great Britain? (Bloom: Analysis) This is what the colonists faced in 1765 (Stamp Act) and 1766 (Townshend Act). Referring to the previous day’s experience of building the Lego town in the face of unjust and changing rules, ask: How could you communicate your frustrations? (Bloom: Synthesis) (5 minutes)

### **Step-by-Step Plan:**

1. Instruct students to create a continuum (horizontal line with ends labeled “Least violent” and “Most violent”). Tell students: As we explore ways the colonists expressed their frustrations, you will make a running list of strategies for dealing with disagreement. After making the list, you will be asked to place the strategies on the continuum from least violent to most violent. Examine approaches of the colonists: (10 minutes)

- Listen to excerpt from Patrick Henry’s 1765 speech at <http://www.history.org/almanack/life/politics/giveme.cfm>. (Ideas: verbal threats, appeals to emotion)

- Ask students to read silently from textbook. Then ask a student to summarize the reading and as a class develop the strategy that is suggested in the textbook
  - Leaders from 9 colonies joined together. They urged the British Parliament to repeal the Stamp Act. (Ideas: join forces with others, request or urge a certain action)
  - Sons of Liberty (organized by Samuel Adams) led protests against the Stamp Act, including burning stamps, attacking the homes of stamp agents, hanging a life-sized puppet of the local stamp agent from a tree. (Ideas: public demonstrations, intimidation)
  - Daughters of Liberty and others boycotted imported items and began making their own tea and cloth. (Ideas: boycott)
  - First Continental Congress voted that each colony should begin training militias and be ready to fight Britain if necessary (Ideas: prepare for battle)

3. What are other examples of dealing with disagreement? (Bloom: Comprehension) Discuss student answers, then connect the following current events: (10 minutes)

- Discuss Rosa Park and the Montgomery bus boycott. (Idea: boycott)
- Show a short video clip of Occupy Wall Street. (Ideas: join forces, public demonstrations) (Gardner: Visual-Spatial)
- Show a short video clip of the street demonstrations in Egypt (Idea: intimidation)

4. Separate students into groups. Ask them to list some ways they experience disagreements (e.g., with friends, family, teachers). Have them discuss ways to deal with disagreements, including ideas gleaned from the events surrounding the Stamp Act and Townshend Act. Have them write the strategies on their continuums at points that represent the degree of violence involved. (Gardner: Interpersonal) (5 minutes)

5. Invite a student to come forward and explain and even role play an idea from his or her list. (Gardner: Bodily-Kinesthetic) Briefly discuss (5 minutes)

6. Assign students to begin drafting an essay describing 3 effective ways they might deal with honest disagreements in their personal lives. The essay should have an introduction, 3 paragraphs (one strategy with supporting evidence/example from history or experience in each paragraph), and a conclusion. Give them 5 minutes to create the outline. They will add to this assignment during the next few class periods, as they learn more about the *effects* of various strategies. (Bloom: Synthesize, Evaluate) (Gardner: Verbal-Linguistic) (5 minutes)

**Closure:**

Show a copy of a painting of the celebrations following the partial repeal of the Townshend Act (tax removed on everything except tea). The nonviolent methods mostly worked! Then generate interest in the next lesson by showing a period painting of the Boston Massacre (from textbook) along with a picture of Crispus Attucks. Ask students what happens when nonviolent approaches are not followed or do not work. (Bloom: Analysis) Tell them that unfortunately, these two events occurred on the same date: March 5, 1770. (5 minutes)

**Adaptations/Enrichment**

Hearing impairment: Ensure that the student with the cochlear implant has a transcript of the videos and the audio clips. Provide this student with a list of lesson vocabulary words and short definitions (suggested in IEP).

ADHD: Ask this student to hand out the stamps and papers. Give this student a copy of the video and audio transcripts.

**Self-Reflection**: Were students able to think of examples of relevant personal disagreements? What if students reveal something disturbing? Was there too much lecturing?