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The American Revolutionary War through Differentiated Instruction: A Series of 8th Grade Lesson Plans

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The American Revolutionary War through Differentiated Instruction:

A Series of 8th Grade Lesson Plans

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Bowling Green State University Honors Project

Completed: Summer Semester 2016

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Introduction

Just like no two people are exactly alike, no two students learn in the same ways. While using traditional teaching strategies seems to have worked well through the years in today's society, where children are surrounded by distractions, teachers are faced with the challenge of keeping their students' attention. Making class interesting and different is a way to not only keep the students engaged with the material they are being taught, but can also be used as an effective tool to tailor lessons to the ways the students learn best. While one lesson structure could work very well for one student, it may not work well for the person sitting next to him/her. Using differentiated instructional strategies, lessons can be created to appeal to a variety of learning styles and preferences.

This honors project, created by Danya Crow, uses an assortment of sources to help form a well-rounded unit that meets Ohio Content Standards for eighth grade Social Studies. Some sources were used to build background knowledge of the content that the instructor should have before teaching the class. While a teacher can never be expected to know everything, it is important that they are at least familiar with their content. Research on differentiated instructional strategies also can be found throughout the lessons. More detail will be explained in the short introductions to each lesson.

The unit will begin with the understanding of the original 13 colonies and will end with the tensions that led to the beginning of the American Revolutionary War. These lessons should be able to work in eighth grade Social Studies classrooms across Ohio.

Learning Objectives

- The students will learn about the time period leading up to the American Revolutionary War.
- The students will be able to combine all that they learn in the unit to complete the summative assessment to display their knowledge.
- The students will be evaluated by the quality of work they turn in after activities in class and their participation in class discussions.
- Various differentiated instructional strategies will be used by the teacher to enhance the learning experiences of the students.

Key Words

- American Revolutionary War
- Differentiated Instruction
- Choice
- Assessment
- Standards

Lesson 1

This lesson is the introduction of what the unit will be about as a whole. Before this class session, the students will probably have limited knowledge on the content that they will be exposed to. The pre-assessment gives the teacher a basis to understand where the students are with the content, but also activates their previous knowledge if they have some (Gregory & Parry, 42).

After the pre-assessment the teacher will be presenting to the class a short lecture. A lecture may not seem differentiated as a way of instruction, but how the teacher executes the lecture is important. This presentation is a minimal amount of the class time so the students have a chance to move on to their group activity. Having a shorter lecture will also be more likely to keep student attention (Carjuzza & Kellough, 247). This lecture should be executed as a formal teacher talk to demand complete attention at the beginning of the unit. In a formal teacher talk environment, the students should not be interrupting or interjecting during the lecture (Carjuzza & Kellough, 248).

This unit is focused on building group work skills for the students. While in group activities, students are not only learning the content of the class but also real team building strategies for their future (Daniels & Bizar, 115). This short, small group activity will help to prepare the students for the larger group project that lay ahead of them.

Teacher Intent Statement: In these lessons the students will learn about the events leading to the American Revolutionary war.

Learning Experience Day 1

Content: The Colonies

Topic: Events Leading to the American Revolutionary War

Materials:

PowerPoint

Lesson 1 Worksheets

School House Rock video

<https://www.youtube.com/watch?v=cAZ8QJgFHOg>

Standards:

CCSS. SS- U.S. Studies from 1492 to 1877: Exploration through Reconstruction.

Historical Thinking and Skills. 8. 1: Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

CCSS. SS- Modern World History. Age of Revolutions (1750-1914). 8: Enlightenment ideas on the relationship of the individual and the government influenced the American Revolution, French Revolution and Latin American wars for independence.

CCSS. SS- U.S. Studies From 1492 to 1877: Exploration Through Reconstruction.

8.13: Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.

Guiding Questions:

How did the colonies form differently?

Why would the colonies differences affect their view of the Revolution?

Where were each of the colonies located on North America?

Procedure:

Pre-assessment-

For the pre-assessment, the students will attempt to complete a blank map of the colonies by themselves. About 5 minutes will be given to complete their first attempt at the map.

Introduction-

As the introduction to the class, the instructor will show a completed map of the original 13 colonies on the board at the front of the class. The students will then tell their instructor how they did on their pre-assessment and will turn in their work. This will allow the teacher to know where the students are in their previous knowledge of the 13 colonies. This part of the lesson should take about 5-10 minutes.

Body-

After the introduction to the colonies the teacher will be taking the day to give a short explanation of each colony. This will be used as a small introduction to the activity that will be executed the next day. The lecture should take about 15 minutes. After this short teacher centered presentation, the students will be asked to put themselves in groups of about three. Here they will have to work together to place all the colonies on their new blank map for the group. Once they have placed all the colonies correctly, then they will be given three colors. The students will have to identify which colonies would be considered northern, middle, or southern. This worksheet will be a good reference for the remainder of the learning experience since the students will be able to visually place where the events leading to the Revolutionary War would have occurred. This activity should take about 15 minutes.

Conclusion-

The class will come back together to watch a short School House Rock video that introduces the colonies and how they chose to go to war with England. After the video any questions will be answered and a short explanation of the next day's activity will be given.

Next day-

A small group activity will happen in class to continue the discussion of the colonies. There will be no homework for the students to take home.

Differentiation:

Teacher Centered instruction

Small Groups

Digital Imagery

Formative Assessment:

The final maps produced in the groups will be used as the day's formative assessment and participation points will be given based on participation in the groups.

Goal towards Summative Assessment:

This lesson will give the students a base to understand the relations in the colonies before the Revolutionary era in American history.

Students will understand...

Where the colonies were placed in North America

A minimal difference between the colonies

Students will be able to...

Identify the different colonies on a map

Differentiate a colony by a northern, middle, or southern classification

Students will practice...

Their spatial map skills

THE THIRTEEN COLONIES

DANYA CROW
HONORS PROJECT 2016
LESSON 1



MASSACHUSETTS

- Founded by John Winthrop in 1630
- Major Industries: Agriculture (fishing, corn, and livestock) and Manufacturing (lumbering and shipbuilding)
- Very active in the Revolutionary era as the home of Boston
- New England or Northern Colony

NEW HAMPSHIRE

- Founded by John Wheelwright in 1638
- Major Industries: Agriculture (potatoes and fishing) and Manufacturing (textiles and shipbuilding)
- New England or Northern Colony

RHODE ISLAND

- Founded by Roger Williams in 1636
- Major Industries: Agriculture (livestock, dairy, and fishing) and Manufacturing (lumbering)
- New England or Northern Colony

CONNECTICUT

- Founded by Thomas Hooker in 1636
- Major Industries: Agriculture (wheat, corn, and fishing)
- New England or Northern Colony

NEW YORK

- Founded by Peter Minuit in 1626
- Major Industries: Manufacturing (shipbuilding and iron) and Agriculture (cattle, grain, rice, indigo, and wheat)
- Middle Colony

NEW JERSEY

- Founded by English colonists in 1664
- Major Industries: Manufacturing (ironworking and lumbering)
- Middle Colony

PENNSYLVANIA

- Founded by William Penn in 1682
- Major Industries: Agriculture (wheat, corn, cattle, and dairy) and Manufacturing (textiles, papermaking, and shipbuilding)
- Middle Colony

DELAWARE

- Founded by Peter Minuit in 1638
- Major Industries: Agriculture (fishing) and Manufacturing (lumbering)
- Middle Colony

MARYLAND

- Founded by Lord Baltimore in 1633
- Major Industries: Manufacturing (shipbuilding and ironwork) and Agriculture (corn, wheat, rice, and indigo)
- Southern Colony

VIRGINIA

- Founded by John Smith in 1607
- Major Industries: Plantation Agriculture (tobacco, wheat, and corn)
- Southern Colony

NORTH CAROLINA

- Founded by Virginia colonists in 1653
- Major Industries: Plantation Agriculture (indigo, rice, and tobacco)
- Southern Colony

SOUTH CAROLINA

- Founded by English colonists in 1663
- Major Industries: Plantation Agriculture (indigo, rice, tobacco, cotton, and cattle)
- Southern Colony

GEORGIA

- Founded by James Oglethorpe in 1732
- Major Industries: Agriculture (indigo, rice, and sugar)
- Southern Colony

SCHOOL HOUSE ROCK VIDEO

- <https://www.youtube.com/watch?v=cAZ8QJgFHOg>

Group Member Names:

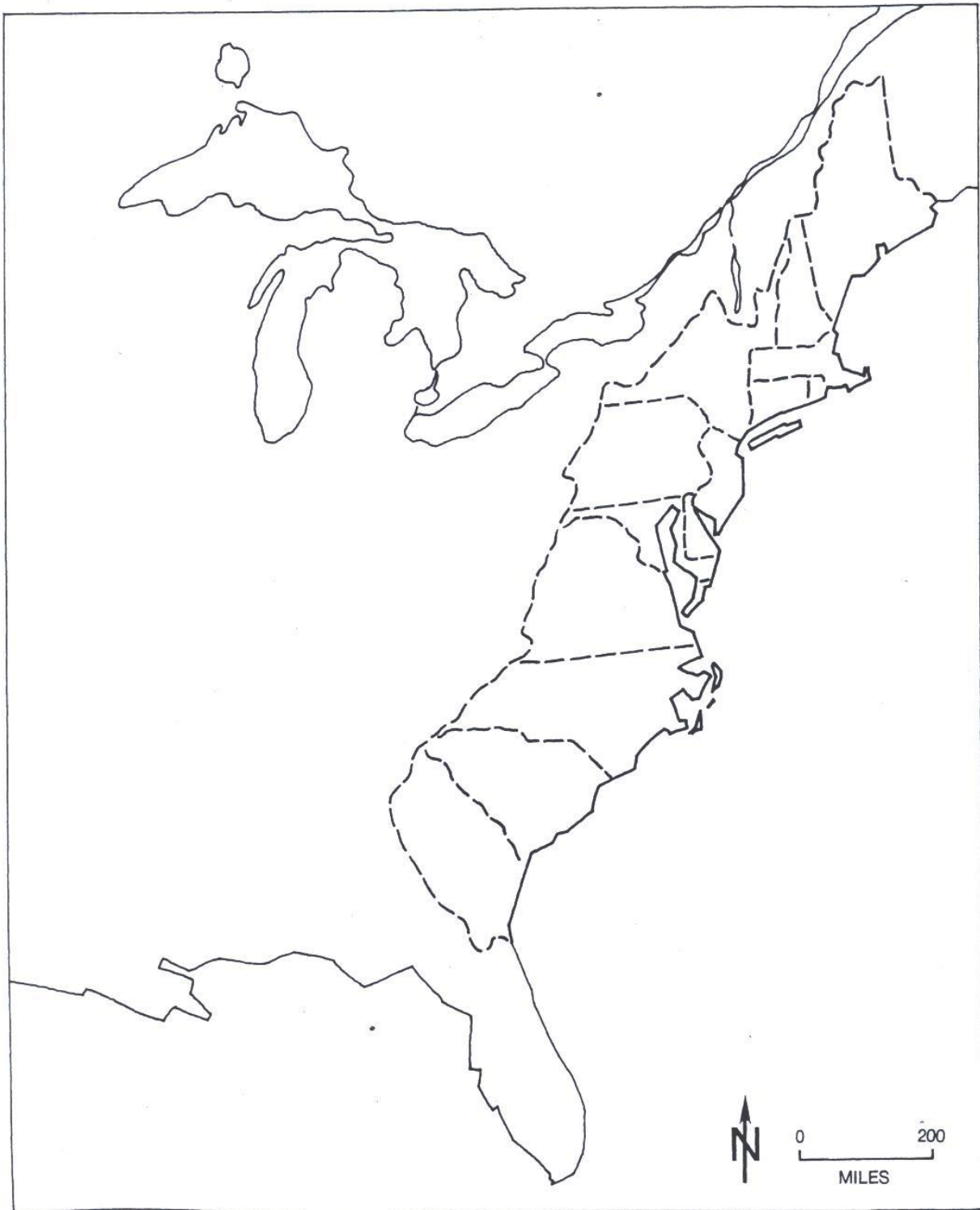
Directions:

Step 1- Work with your groups members to determine where each colony is placed in your blank map. Once you believe you are done raise your hand and the instructor will come and check your map. If you are correct, then you can move on to step 2. If you are not correct you will be told which colonies are incorrect and you will have to adjust accordingly.

Step 2- You will work with your group members to determine which colonies are considered the northern, middle, or southern colonies. Place a purple dot in the colonies you believe are northern. Place a green dot in the colonies you believe are middle. Place an orange dot in the colonies you believe are southern. Raise your hand and your instructor will come to check your map. If you are correct, fully color the colonies in with the color you dotted them. If you are incorrect, then the teacher will ask you to adjust your map accordingly.

Thirteen Colonies




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The Map Uses

The map shown on the last page will be used in two different activities in lesson 1. This map will be used first for the pre-assessment to see what previous knowledge of the thirteen colonies the students are bringing to the unit with them. The second use of this map is the group activity. In this activity the students will work in groups to accurately label the colonies on the blank map after the lecture from the teacher.

The map shown on the next page is an example of what the blank maps should look like once the students have completed their group activities. This map should only be used for the reference of the teacher and should not be shown to the students until after their activities are finished.

The Thirteen Original Colonies	
New England Colonies	
Middle Colonies	
Southern Colonies	



Lesson 2

Lesson 2 will be entirely student led. While the teacher will be there to explain the activity and to introduce the class topic, the students will then be responsible for how their groups work towards the goal of the assignment. In this lesson, the students will be learning how to team build and cooperate with others in a learning environment (Daniels & Bizar, 117). The teacher will be placing the students into groups to prevent them from choosing to only work with their friends in class. Cooperation skills can follow the students after their time in school and in their future professions. Many professions encourage people to work together in an open and understanding setting and students can begin to learn this in the classroom (Daniels & Bizar, 116).

Since the instructor will be handing the classroom over to the students for the majority of class, his/ her job will be to keep the students on task. The worksheets given to the students are a perfect way to keep track of their progress. If a student has nothing on their paper, the instructor should ask questions to get them thinking (Gregory & Parry, 44). The only way for this activity to work and be beneficial for the students is to be sure they are actually learning about their colonies.

Learning Experience Day 2

Content: The Differences of the Colonies

Topic: Events Leading to the American Revolutionary War

Materials:

The groups the students are divided into

*The students will be placed in groups of about 8. Four students will be in charge of researching while the others will be in charge of recording the information they find about their colonies (Northern, Middle, or Southern).

13 recording worksheets

13 laptops/ tablets

Timeline worksheet

Standards:

CCSS. SS- U.S. Studies from 1492 to 1877: Exploration through Reconstruction.

Historical Thinking and Skills. 8. 1: Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

CCSS. SS- U.S. Studies From 1492 to 1877: Exploration Through Reconstruction.

Spatial Thinking and Skills. 8.13: Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.

CCSS. SS- U.S. Studies From 1492 to 1877: Exploration Through Reconstruction.

Human Systems. 8.17: Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals.

Guiding Questions:

Why did the colonies develop differently?

How did the colonies evolve?

What are specific details about the colonies during the Revolutionary era?

Procedure:

Pre-assessment-

The information collected from the pre-assessment the day before will be used to determine the groups for this activity. The students who seem to know more about the colonies will be placed with the students who have minimal knowledge

on the colonies. This way the students will be able to work towards the goal of expanding their knowledge of their colony. The pre-assessment for the class will be to ask the students what they remember from the lesson the day before. This discussion should only be about 2-5 minutes to refresh the students' memories.

Introduction-

The introduction of the lesson will be presenting the map of the 13 colonies at the front of the classroom again for them to reference. The teacher will also be placing the students into their groups for the day and assigning them their group of colonies that they will be researching that day. This should take about 2-5 minutes.

Body-

The students will be given about 20 minutes to research their colonies. The teacher will provide a recording form for the students to place their findings. There will be minimal websites given to the students but the teacher will be there for assistance in determining if a source is reliable or not. This should be practice for the students in determining the reliability of the sources they use. Students are expected to be on task for the entire time. The internet should only be used to look up their specific colony and how it relates to the American Revolutionary War. If the students have been on task the entire class period, and still do not fully complete their recording form, it will be expected to be finished for homework. If the students are struggling to find information though, the teacher will be there to give minimal information to point the students in the correct direction. Once the groups are finished with their recording forms, the teacher will bring the class back to focus. Each group will explain to the rest of the class the importance of their colony. The teacher will answer any questions other students may have if information has not yet been found for a group of colonies. A recording form will be given to the students so they are able to write the information being given to them from their peers. The recording form will also be used for the students to write the similarities they see between the colonies as the Revolution was approaching. 10 minutes will be given for information sharing.

Conclusion-

The class will conclude with the students being given a blank time line of the events leading to the Revolutionary War. This will be expected to be done for homework and returned the next day.

Next day-

The next day in class the students will learn about how Boston was important in the events leading to the Revolutionary War.

Differentiation:

Teacher Centered Instruction

Small Group Activity

Use of Technology

Student Taught Lesson

Reading Workshop

Formative Assessment:

The colony recording forms will be used as the Formative Assessment for this learning experience.

Goal towards Summative Assessment:

This lesson will give the students a base to understand the relations in the colonies before the Revolutionary era in American history.

Students will understand...

How the colonies each contributed to the Revolutionary era

How the colonies had differences but were able to come together for the common goal of independence

Students will be able to...

Clearly explain their colony to the rest of their peers

Students will practice...

Their group work skills

Their researching skills

Their recording and reading skills

Researcher Names:

Recorder Names:

Colonies Assigned (Northern, Middle, or Southern):

Directions: You will be given a group of colonies to research. You will use this worksheet to record the answers you found through your research. The use of the internet is a privilege so please follow the school policy and only research what the activity calls for. At the end of the activity, one recorder will explain the group's findings about the colonies assigned to them.

Examples of websites that could be used:

<http://www.worldatlas.com/webimage/countrys/namerica/usstates/colonies.htm>

<http://www.history.com/topics/thirteen-colonies>

<https://www.landofthebrave.info/american-history-of-13-colonies.htm>

Were the majority of colonists loyal to the British government? Why were colonists in this area loyal?

Where are the colonies located in the "New World"?

Are they considered Southern, Middle, or Northern colonies?

Are your colonies a part of New England? If yes: which ones?

Were there any major riots started in your colonies? If so, please describe the riots. Are the riots well known? Were the riots a major contributor to the beginning of the American Revolution?

What kind of economy do your colonies have? (ex. Plantation, industrial, etc.)

What were the main industries of your colonies? In what ways were they tied back to Great Britain? Were the industries tied to any other countries?

How were the native relations in the colonies? Were the colonists peaceful with the natives in their area, or were they competing for land, trade, etc?

How did these colonies work together with other colonies during the American Revolutionary War era?

Were there any famous Revolutionary War battles fought in your colonies? Please list the battles and describe their importance.

If battles were fought in your colonies, what made the battles significant?

Name:

American Revolutionary Era Timeline Worksheet

Directions: Use resources from the internet, books, or both to fill in the blanks on this timeline. This worksheet will be due at the beginning of class tomorrow.

Word Bank

The French and Indian War	Sugar Act	Intolerable Acts
Townshend Acts	Boston Massacre	Boston Tea Party
First Continental Congress	British Tea Act	Stamp Act
John Locke	Reason	

1. This war that lasted from 1754-1763 also goes by the name of the Seven Year War. This war left Britain with a large national debt but also resulted in territorial gain.
2. This philosopher outlined Enlightenment ideals that colonists began following.
3. According to Enlightenment ideals, people have the right to natural rights, social contract, revolution, and...
4. This act provided for customs to have the ability to enforce imports of foreign molasses and other commodities. This act was a part of Navigation Acts that passed between 1660 and 1696.
5. This act is sometimes given credit for uniting the thirteen colonies against the British government in 1756. It required all legal documents, licenses, and other official papers (like playing cards) to have a tax stamp placed on them.

6. As an attempt to exert total authority over the colonies, these acts were put in place by the British government in 1767. These acts resulted in major resistance from the colonists.
7. This deadly skirmish happened in 1770 on the streets of Boston.
8. This act of 1773 monopolized the importation of tea to the colonies. This resulted in the success of the East India Company at the expense of the colonial tea traders.
9. The Tea Act led to resistance in the colonies which erupted in this 1773 event in the Boston Harbor.
10. The acts passed by British Parliament in response to the colonists' actions in the Boston Tea Party. Passed in 1774, these acts were meant to be a punishment to the colonies and to enforce power upon them.
11. At least one representative from every colony (except Georgia) came to this meeting in 1774 to discuss a colonial response to the Intolerable acts.

Timeline Answer Key

1. The French and Indian War
2. John Locke
3. Reason
4. Sugar Act
5. Stamp Act
6. Townshend Acts
7. Boston Massacre
8. British Tea Act
9. Boston Tea Party
10. Intolerable Acts
11. First Continental Congress

Lesson 3

Lesson 3 begins with the assumption that all of the students completed their homework assignment the night before. The teacher will provide a lecture that elaborates on the information introduced in the worksheet.

This class period would be considered an informal teacher talk. This means that the students will be able to interject their questions, thoughts, and opinions during the class time as long as it is relevant to the topic being discussed (Carjuzza & Kellough, 248). This lecture will take up the entire 45 minutes though, which the students could easily get distracted from. Using differentiated teaching techniques, activities to keep the students focused have been included in this lesson. First, there will be a guided notes page for the students to fill in. It will follow the lecture slides so the students will be given the answers to their page as long as they are paying attention to the teacher. According to Carjuzza and Kellough, advanced organizers help the students make connections to the material that is being presented to them (247). This worksheet is included with the answers italicized and underlined. Second, digital imagery will be used throughout the lecture. Videos and pictures are placed in the presentation in order to give the students a better visual image of what the different events may have looked like (Carjuzza & Kellough, 250). The videos will also replace the teacher for a couple minutes each. This way the students are hearing the facts of the class from someone else to spark more interest.

While traditional lecturing is often frowned upon in modern classroom settings, it can still be an effective teaching technique. In order for it to work though, it is the teacher's responsibility to make his/her lecture interesting and interactive. Engaging the students in the content is key in lecture settings.

Learning Experience Day 3

Content: Boston in the Revolutionary War

Topic: Events Leading to the American Revolutionary War

Materials:

PowerPoint Presentation

Guided Notes Worksheet

Boston Massacre videos

https://www.youtube.com/watch?v=m2QNZf_8V_w

https://www.youtube.com/watch?v=IDbJYflfQ_8

Boston Tea Party video

<https://www.youtube.com/watch?v=-xSrZaze14k>

Standards:

CCSS. SS- Modern World History. Age of Revolutions (1750-1914). 8: Enlightenment ideas on the relationship of the individual and the government influenced the American Revolution, French Revolution and Latin American wars for independence.

CCSS. SS- U.S. Studies from 1492 to 1877: Exploration through Reconstruction. Colonization to Independence. 8. 5: The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.

CCSS. SS- U.S. Studies From 1492 to 1877: Exploration Through Reconstruction. Human Systems. 8.17: Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals.

Guiding Questions:

Was the American Revolutionary War inevitable?

How did events in Boston effect the Revolutionary Era?

What do you think of the events in Boston during this time?

What do you think of the acts enforced by Britain?

Procedure:

Pre-assessment-

The pre-assessment for the day will be the homework the students will turn in at the beginning of class. The teacher will look over these quickly but will more importantly have guiding questions ready to ask the students about what they learned from the homework. The pre-assessment should only take about 2 minutes of class time.

Introduction-

The introduction to class will be the guiding questions the instructor will have prepared based on the homework from the night before. These will all be either from or based on the homework. This will give the teacher an idea how well the students paid attention as they did their work the night before and how prepared the students are for class that day. This portion of class should be 5-10 minutes long.

Body-

The main part of this lesson will be a teacher centered lecture with guided notes for the students to follow along. The presentation will be about the timeline that was given for homework the night before but explained in further depth. Three videos will also be shown to give the students a digital image of what the Boston Massacre and Boston Tea Party may have looked like. The main idea of the presentation will be how the events that occurred in Boston, Massachusetts, combined with the ideological arguments that rose during the Enlightenment, altered this time period and pushed towards the American Revolutionary War. This part of the lesson will be 30 minutes long.

Conclusion-

The conclusion will include the teacher opening up the class to questions they may have from the lecture. The students will have been presented with a lot of information in the lecture and may need clarification on the events or how they all connected together. This will take the remaining 5 minutes.

Next day-

There will be no homework to lead the students into the next day but they will be asked to review their materials for the activity that they will be doing in class. The students will be divided between the British and the Colonists. In these groups they will be given a point to argue on Friday where a debate will be held in class.

Differentiation:

Digital Imagery

Teacher Centered Instruction

Guided Notes

Visual Aid

Class Discussion

Formative Assessment:

The Formative Assessment used for this lesson will be the homework turned in at the beginning of class and the guided notes worksheet the students will be completing in class. While the notes will not be collected, the instructor will walk around the classroom to make sure the students are on task and filling out their papers.

Goal towards Summative Assessment:

The goals towards the summative assessment that will be met are that the students will be learning the basics of the events that led to the American Revolutionary War. The topics covered in this lesson will also be a part of the summative assessment itself.

Students will understand...

How the events leading up to the American Revolutionary War were interconnected

Why both the British and the Colonists had grievances during the Revolutionary era

Students will be able to...

Make a basic timeline of the events leading to the American Revolutionary War

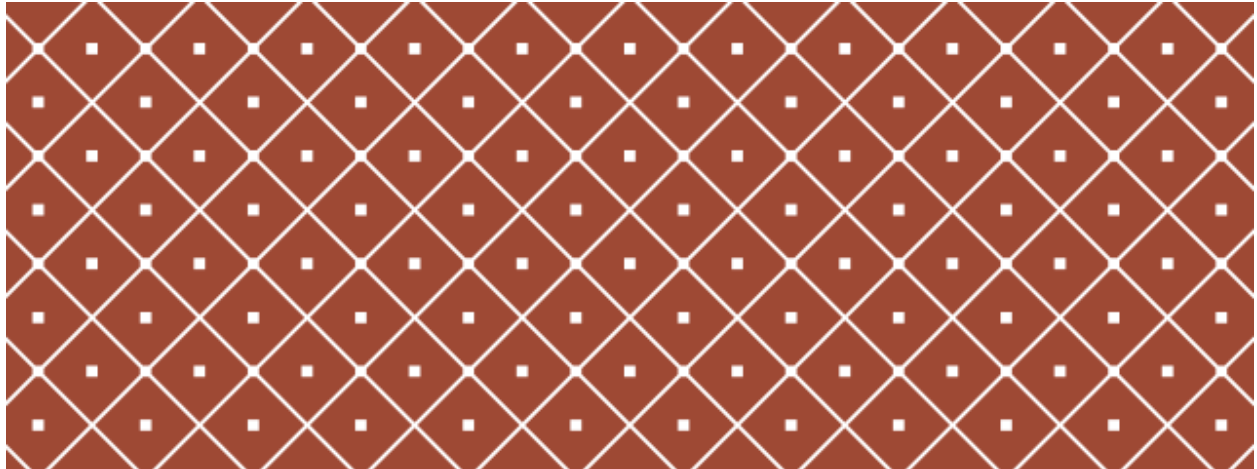
Discuss certain events and how they were important leading up to the American Revolutionary War

Students will practice...

Their listening and following along skills

Inquiry skills

Staying on task during a lecture



THE PATHWAY TO THE AMERICAN REVOLUTION

Danya Crow
Honors Project 2016
Lesson 3

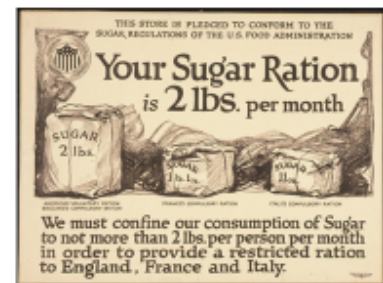
TENSIONS BEGIN...THE FRENCH AND INDIAN WAR

- The French began intruding into British controlled colonies
 - Native Americans allied with the French in this conflict to protect their own land
- Britain had let the colonies govern and control themselves for many years before this threat appeared: Benign Neglect
- The British sent troops over to protect their colonial interests; colonists were accepting of this assistance in the current situation
- The war goes by and Britain is successful in protecting the colonies
- A lot of British money and resources were used in this war
- Colonists opposed the British government wanting to have more control in the colonies than they had ever shown interest in having before



HELP TO PROTECT YOURSELF: THE SUGAR ACT

- After the French and Indian war had concluded, Britain was in debt
- The British believed the colonists should help pay for the protection they had been given
- Since Britain had been so absent for so long, the colonists did not believe they should be taxed without being represented in Parliament
 - Britain had not shown much interest in the colonies and the colonists were not accepting of the continuing presence of the British troops after the war
- Britain asserted their control over the colonies and passed The Sugar Act
- Sugar Act:** This act provided for customs to have the ability to enforce imports of foreign molasses and other commodities. This act was a part of Navigation Acts that passed between 1660 and 1696.



ENLIGHTENMENT AND THE REVOLUTION

- The world was a changing place during this time in history and with change comes new ideas
- Enlightenment ideas as outlined by philosopher John Locke state that all people deserve:

Natural Rights- All people are born with rights that the government cannot take away

Social Contract- The people and the government have a contract where the government protects the natural rights of the people and the people allow the government to stay in power

Revolution- The people should revolt if the government is no longer protecting their rights

Reason- People should make decisions based on reason

MORE ACTS: STAMP ACT AND TOWNSHEND ACTS

-The acts did not end with the Sugar Act, and British continued to exert their power over the colonists

-**Stamp Act:** This act is sometimes given credit for uniting the thirteen colonies against the British government in 1756. It required all legal documents, licenses, and other official papers (like playing cards) to have a tax stamp placed on them.

-**Townshend Acts:** As an attempt to exert total authority over the colonies, these acts were put in place by the British government in 1767. These acts resulted in major resistance from the colonists.

BOSTON MASSACRE

Videos:

https://www.youtube.com/watch?v=m2QNZf_8V_w

https://www.youtube.com/watch?v=IDbJYflfQ_8

Why do you think British troops were there since the war had not begun yet?

Why do you think having the troops stationed was controversial?

*Please turn your attention to the image in the corner of the slide



ANOTHER ACT! THE BRITISH TEA ACT

-Though the rising tensions became very clear during the Boston Massacre, the British continued to pass acts that the colonists had to pay

-**The British Tea Act** of 1773 monopolized the importation of tea to the colonies. This resulted in the success of the East India Company at the expense of the colonial tea traders.

-Colonial traders lost most of their business with the enforcement of this act.

THE BOSTON TEA PARTY

Video:

<https://www.youtube.com/watch?v=-xSrZaze14k>

THE FINAL ACTS: THE INTOLERABLE ACTS

- The Intolerable Acts were a direct punishment from the British Parliament to the colonists after the Boston Tea Party
- The British wanted to show that they were still directly in power over the colonies
- The Intolerable Acts were:

The Boston Port Act- This closed the Boston port

The Massachusetts Government Act- Positions in the colonial government must be appointed by British officials

The Administration of Justice Act- Royal officials can get a trial out of Massachusetts if it is believed they will not get a fair trial in that colony

The Quartering Act- This act was for all colonies and related to better and more housing for British troops. The troops were to be able and welcomed into any building (abandoned, private homes, etc.) if they needed a place to stay while they were protecting the colonies.



THE FIRST CONTINENTAL CONGRESS

- It was time for the colonies to form a united front against Great Britain in order to protect their natural rights
- At least one representative from every colony (except Georgia) came to this meeting in 1774 to discuss a colonial response to the Intolerable acts.



WHAT DID YOU LEARN TODAY?



Name:

The Pathway to the American Revolution

TENSIONS BEGIN...THE FRENCH AND INDIAN WAR

The French began intruding into British controlled colonies but Britain had let the colonies govern and control themselves for many years before this threat appeared. The Native Americans allied with the French in order to protect their land that was being intruded on by the colonists trying to expand westward. As a response, the British sent troops over to protect their colonial interests. The war goes by and Britain is successful in protecting the colonies but a lot of British money and resources were used in this war. Britain also worked to keep the colonists from continuing to expand west to keep the peace with the Native Americans. This contributed to the growing resentment colonists were feeling towards the British government.

HELP TO PROTECT YOURSELF: THE SUGAR ACT

After the French and Indian war had concluded, Britain was in debt. The British believed the colonists should help pay for the protection they had been given but since Britain had been so

absent for so long, the colonists did not believe they should be taxed without being represented in Parliament. Britain asserted their control over the colonies and passed The Sugar Act.

Sugar Act: This act provided for customs to have the ability to enforce imports of foreign molasses and other commodities. This act was a part of Navigation Acts that passed between 1660 and 1696.

ENLIGHTENMENT AND THE REVOLUTION

The world was a changing place during this time in history and with change comes new ideas.

Enlightenment ideas as outlined by philosopher John Locke state that all people deserve:

Natural Rights- All people are born with rights that the government cannot take away

Social Contract- The people and the government have a contract where the government protects the natural rights of the people and the people allow the government to stay in power

Revolution- The people should revolt if the government is no longer protecting their rights

Reason- People should make decisions based on reason

MORE ACTS: STAMP ACT AND TOWNSHEND ACTS

The acts did not end with the Sugar Act, and British continued to exert their power over the colonists.

Stamp Act: This act is sometimes given credit for uniting the thirteen colonies against the British government in 1756. It required all legal documents, licenses, and other official papers (like playing cards) to have a tax stamp placed on them.

Townshend Acts: As an attempt to exert total authority over the colonies, these acts were put in place by the British government in 1767. These acts resulted in major resistance from the colonists.

BOSTON MASSACRE: WRITE IN FOUR NEW FACTS YOU LEARNED ABOUT

THIS TURNING POINT IN THE REVOLUTIONARY ERA FROM THE VIDEOS. (WHAT LESSONS MAY HAVE BEEN LEARNED FROM THIS EPISODE IN HISTORY ON EITHER THE COLONIAL OR BRITISH SIDE?)

PAUL REVERE ILLUSTRATED THE ENGRAVING YOU SEE IN THE UPPER RIGHT CORNER OF THIS SLIDE. WHAT MESSAGE DO YOU BELIEVE THIS ILLUSTRATION CONVEYS? WHAT WOULD YOUR REACTION BE TO SEEING THIS IMAGE IN THE LOCAL NEWSPAPER?

ANOTHER ACT! THE BRITISH TEA ACT

Though the rising tensions became very clear during the *Boston Massacre*, the British continued to pass acts that the colonists had to pay. **The British Tea Act** of 1773 monopolized the importation of tea to the colonies. This resulted in the success of the *East India Company* at the expense of the colonial tea traders. *Colonial traders* lost most of their business with the enforcement of this act.

THE BOSTON TEA PARTY: WRITE IN TWO NEW FACTS YOU LEARNED ABOUT

THIS TURNING POINT IN THE REVOLUTIONARY ERA FROM THE VIDEOS. (WHAT LESSONS MAY HAVE BEEN LEARNED FROM THIS EPISODE IN HISTORY ON EITHER THE COLONIAL OR BRITISH SIDE?)

THE FINAL ACTS: THE INTOLERABLE ACTS

The *Intolerable Acts* were a direct punishment from the British Parliament to the colonists after the *Boston Tea Party*. The British wanted to show that they were still directly in power over the colonies.

The Intolerable Acts were:

The Boston Port Act- This closed the Boston port

The Massachusetts Government Act- Positions in the colonial government must be appointed by previously elected British officials.

The Administration of Justice Act- Royal officials can get a trial out of Massachusetts if it is believed they will not get a fair trial in that colony.

The Quartering Act- This act was for all colonies and related to better and more housing for British troops. The troops were to be able and welcomed into any building (abandoned, private homes, etc.) if they needed a place to stay while they were in the colonies. While the British saw this time as the troops protecting the colonies, the colonists saw this time as the troops coercing them to pay the taxes and follow the British government.

THE FIRST CONTINENTAL CONGRESS

It was time for the colonies to form a united front against Great Britain in order to protect their *natural rights*. At least one *representative* from every colony (except Georgia) came to this meeting in 1774 to discuss a colonial response to the Intolerable acts.

Place Extra Notes from the lecture here in the remaining space:

Lesson 4

This lesson is the third small group project demonstrated in this unit. While all small groups may seem as if they are the same, it is important that a teacher varies the kinds of activities the students are doing in their groups. The groups used in this lesson are going to be much larger than in the other two so that the students are being exposed to different group settings. The key to make this lesson work is having the students cooperate with each other. The jobs were made to keep the students on task, but to also show that in a group the work can be evenly divided around the people.

According to Gregory and Parry, the teacher's role in this kind of classroom setting is to be sure that the students are aware of what their activity is and what the goal of the class is that day. The teacher should be there to guide the students in the correct direction and then let the students finish their activity as they see fit. If the teacher is constantly trying to take control of the large groups, then they will not be learning anything about working with that many people. Instead the students will learn that someone will always be watching over a large group which will probably not always be the case in their future careers.

This lesson can also be considered an in-class workshop for the students. Daniels and Bizar explain that this hands on approach can connect the students to their work in a way a teacher would not be able to. They choose overall how they will approach their assignment, but are given guidelines of what needs to be finished in class (Daniels & Bizar, 153). Short conferences with the teacher could also be added to the lesson in order

to be sure the students are grasping the meaning of the assignment and are working well with each other. The teacher can give some guidance in these short conferences, but the students are responsible for finishing their own workshop (Daniels & Bizar, 155). The students know that they have a set due date for their assignment, but otherwise this is an example of a student-led class with minimal teacher interruption.

Learning Experience Day 4

Content: Grievances of the British and the Colonists

Topic: Events Leading to the American Revolutionary War

Materials:

10 Laptops

10 Recording Worksheets

6 Information Compiled Worksheets

Standards:

CCSS. SS- U.S. Studies from 1492 to 1877: Exploration through Reconstruction.

Historical Thinking and Skills. 8. 1: Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

CCSS. SS- Modern World History. Age of Revolutions (1750-1914). 8: Enlightenment ideas on the relationship of the individual and the government influenced the American Revolution, French Revolution and Latin American wars for independence.

CCSS. SS- U.S. Studies from 1492 to 1877: Exploration through Reconstruction.

Colonization to Independence. 8. 5: The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.

CCSS. SS- U.S. Studies From 1492 to 1877: Exploration Through Reconstruction.

Human Systems. 8.17: Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals.

Guiding Questions:

Why are the British/ Colonists upset about the events leading up to the American Revolution?

Would there have been a way for the sides to discuss their grievances?

Why do you think grievances were not discussed effectively?

What event do you think set the Revolution in action?

Procedure:

Pre-assessment-

The pre-assessment that will be used for this lesson will be how the students did on the homework they turned in the day before. The students will be paired by their apparent knowledge or lack thereof about the events leading up to the Revolutionary War.

Introduction-

The instructor will place the students in their two groups. There will be 13 students in two different groups. The groups will be divided by the Colonists and the British. Within the groups, there will be 5 students who are researchers, 5 who are recorders, and 3 who will work together to compile all the information together. The students will then be introduced to their activity for the day. This should take about 2-5 minutes to get the students settled in the activity.

Body-

Once the teacher gives each group 5 laptops, 5 recording worksheets, and 3 information compiling worksheets the groups will have all the materials needed to complete their activity for the day. Each student will be given one job to complete in their group. Each group represents a side of the conflict between the British and the Colonists as tensions were rising in the Revolutionary War era. The students will have 35 minutes to complete their research and worksheets.

Conclusion-

The lesson will conclude with the students asking any questions they may still have lingering after their day of research. The instructor will explain that for homework the students are to be sure that their arguments are ready for the debate the next day. 6 speakers will also be chosen from each group at the end of the class. As the students leave they will turn in the laptops but will be able to take their worksheets for reference if needed.

Next day-

The debate between the two groups will occur the next day. The students will need to be sure that their arguments are solid for the next day before they come into class. Everyone in the group needs to agree on what their speakers will say. It should also be recognized that students from the groups who are not assigned as speakers will be able to speak up during the debate if they feel inclined.

Differentiation:

Small Group Activity

Technology use

Formative Assessment:

The notes that will be taken in each group will be used as the formative assessment for the lesson.

Goal towards Summative Assessment:

This engages the students in the material that they will be evaluated on in their summative assessment.

Students will understand...

Why their side of the conflict felt the way they did

How the events leading to the American Revolutionary War directly affected the British/ Colonists

Students will be able to...

Articulate why their side felt the way they did

Students will practice...

Their team building skills

Their researching and recording skills

Being polite and respectful to fellow students

Information Compiling Worksheet

Name:

Directions: Please use this worksheet to compile all of your research. Remember the research you are doing with your group members has to be put together to make an argument for your side of the American Revolutionary War strong and persuasive. If you need guidance or have any questions please do not hesitate to ask.

Research Recording Form

Name:

Directions: Please use this worksheet to place your notes while researching the British/American side of the American Revolutionary War. The information from these worksheets will be put together on the Information Compiling worksheets to form your arguments for the debate. If you need guidance or have any questions please do not hesitate to ask.

Possible useful websites:

http://www.ducksters.com/history/american_revolution.php

<http://mrnuusbaum.com/american-revolution/>

Questions to consider:

What does the Declaration of Independence have to say about your side of the debate?

Why does your side want to stay in control of the colonies or to leave the British government? Ex. Economy, alliances, enlightenment ideals, etc.

What did your side think the American Revolution was all about?

Primary Sources to consider:

Thomas Paine's *Common Sense*

The Declaration of Independence

The Federalist Papers

Lesson 5

This lesson is the conclusion of the entire unit. This class is mainly led by the students as opposed to the teacher. The teacher is to be there to keep the debate on track, but the students are supposed to be learning from one another. Daniels and Bizar explain that the “assembly line of education” is no longer the most effective way to educate students (116). Keeping the students in their seats with little interaction with one another helps build the toxic environment of “competition in American classrooms obviously reflects our school system’s role as a socioeconomic screening mechanism” (Daniels & Bizar, 116). With a traditional structure in schools students are learning the content but also learning to keep each other down and to constantly work against each other instead of with each other. This lesson is designed to have students who rarely interact with each other talk in class and hear what everyone has learned in this unit.

The reflection at the end of the class is very important to lead into the summative assessment. The students need the chance to look at what they have learned in the unit. Some students may not comprehend how much knowledge about the events leading up to the American Revolutionary war they have actually absorbed. This reflection is one last glance of what stuck out most to them in the unit and could help them decide on what topic to choose in their summative assessment.

Learning Experience Day 5

Content: A Debate of the Grievances of the British and the Colonists

Topic: Events Leading to the American Revolutionary War

Materials:

Worksheets from the day before

School House Rock video

<https://www.youtube.com/watch?v=cAZ8QJgFHOg>

Reflection Paper Worksheet

Text Books

Standards:

CCSS. SS- Modern World History. Age of Revolutions (1750-1914). 8: Enlightenment ideas on the relationship of the individual and the government influenced the American Revolution, French Revolution and Latin American wars for independence.

CCSS. SS- U.S. Studies from 1492 to 1877: Exploration through Reconstruction. Colonization to Independence. 8. 5: The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.

CCSS. SS- U.S. Studies From 1492 to 1877: Exploration Through Reconstruction. Human Systems. 8.17: Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals.

Guiding Questions:

What are the grievances of the side of the conflict you did not research?

Are there any facts about the events leading up to the American Revolutionary War that surprise you?

What new information have you learned about the American Revolutionary War through this activity?

Procedure:

Pre-assessment-

The pre-assessment for this lesson is the activity from the day before. All the work that the students did in class in the last lesson will be needed for the debate they will participate in in this lesson.

Introduction-

To introduce the debate, the instructor will explain some basic rules for the exercise. The students will be respectful of each other through this entire process. There is no winning or losing in the debate so there is no need for the discussion to become heated. Each group will have 6 minutes to express their grievances. While one student is speaking the rest are listening or taking notes. The introduction of the lesson should be about 5 minutes of the class period.

Body-

The debate will be the main part of class. Rock, paper, scissors will be played to determine which group will begin their argument. Whoever wins best two out of three games will go first. Each group will have 6 minutes to express their grievances in an organized manner. If they do not take up 6 minutes then the group can choose to open to class to questions about their view points. At the end of the 12 minute debate, the teacher will be able to ask questions of the students. After the debate is over, the School House Rock video from the beginning of the week will be shown again. The class will then be open to discussion about how their view of the video's depiction has either stayed the same or changed. This activity should take about 8 minutes. As the discussion wraps up, the teacher will instruct the students to write a reflection of the activity and of what they have learned that week. This reflection is expected to take about 15 minutes of class time. If the students finish their reflections early, then they are able to start their reading from the text book that will be assigned to them for review.

Conclusion-

To conclude the class and the unit, the instructor will explain the summative assessment the students will have about a week and a half to complete. This will be a main grade for the class as a whole so the students are expected to do their best work.

Next day-

The next day in class the students will be given a work day to begin their summative assessment. This will also be a day where the students can ask the teacher any questions they may have about their project.

Differentiation:

Student led discussion

Student led lesson

Writing workshop

Formative Assessment:

The formative assessment for the lesson will be the reflection paper the students will be completing at the end of the class period. The students will also be evaluated on how their group did overall in the debate portion of class.

Goal towards Summative Assessment:

This learning experience is the last lesson before the summative assessment is assigned to the students. This last class is to help them connect everything they have learned this week together to be able to confidently begin their projects.

Students will understand...

How the grievances were built up as events occurred leading to the American Revolutionary War

How to discuss with other students without interrupting and being disrespectful

Students will be able to...

Discuss openly with each other

Keep an open mind during class debate

Students will practice...

Discussion techniques

Respectful debate

Unit Reflection

Name:

Directions: You will be given about 15 minutes to write a reflection of what you have learned in the past week. Think back to the beginning of the week and the colonies all the way to what you just learned in the class debate. Use as much detail as possible. These reflections will be turned in to the teacher at the end of class for a grade.

The Summative Assessment

It can be easy for a teacher to make a test and give it to every student. From this test, in theory the teacher would be able to collect data of how well the students learned the content of the class. The reality is not all students are good testers though and the test then would not be an accurate depiction of what they have learned. While some children may do their best work on a test, others may be able to present what they learned better in different ways. This unit plan demonstrates an alternate way for students to showcase their new knowledge.

According to Daniels and Bizar, students do some of their best work when they are given choices (26). This summative assessment is an example of an activity called a choice board. In a choice board the students are able to tell their teacher the way they would rather be assessed. Many different kinds of assessments could be placed in a choice board including a possible test for the good test takers in the class.

In a choice board it is important to consider the different ways the students may learn. The students need to be given the opportunity to show their different intelligences throughout their time in the classroom and giving them choices gives them the chance to decide what they would like to showcase in that particular assessment (Gregory & Parry).

Tell me about the American Revolutionary War

Final Project for the Unit

/60

For this final you have the choice of how you would like to display your knowledge of the events leading to the American Revolutionary War. Only one option can be chosen and once you have told the teacher what you would like to do, you cannot switch to another choice. You have one day to make the decision as to what choice you would like to do and a week and a half to complete the project. If you do not make a decision, the teacher will place you in the choice she thinks is best. For each choice, 2 primary sources and 3 secondary sources (at minimum) should be used. Choose wisely and have fun!

Topic options:

The distinct differences between the colonies

Sugar Act

Stamp Act

Townshend Acts

Tea Act

Boston Tea Party

Boston Massacre

Choice 1:

Write a 3 page research paper about a topic of your choice. Answer who, what, where, when, why, and how in your writing. Use APA citations in your writing; a bibliography is required.

Choice 2:

Make a collage of pictures and/ or words that you think represents a topic of your choice. This collage can either be traditional or electronic. No matter which option chosen, a physical copy must be turned into the teacher. A one paragraph explanation of your choices in your collage must also be turned in along with your bibliography.

Choice 3:

Make a 5 minute presentation about a topic of your choice. Answer who, what, where, when, why, and how in your PowerPoint. This will be presented to the class on the project due date. Include your bibliography in the presentation.

Rubric

Category	10-8	7-5	4-2	1-0
Preparation	Student comes to class with assignments done and ready to learn.	Student comes to class with assignments attempted and ready to learn.	Student comes to class after looking at the assignments and ready to learn.	Student has not done the assignments and is not ready to learn.
Content	Student shows strong knowledge and understanding of the content.	Student shows good knowledge and understanding of the content.	Student shows some knowledge and understanding of the content.	Student shows little or no knowledge and understanding of the content.
Quality	Student shows great quality and effort in his/her assignment.	Student shows good quality and effort in his/her assignment.	Student shows some quality and effort in his/her assignment.	Student shows poor quality and effort in his/her assignments.
Timeliness	Student shows up to class and finishes all assignments on time.	Student shows up and finishes most assignments on time.	Student shows up and finishes some assignments on time.	Student misses a number of classes and finishes little to none of the assignments on time.
Participation	Student is being strong an active learner for all assignments.	Student is being good active learner for a majority of assignments.	Student is being an active learner for a few assignments.	Student is not being an active learner for any of the assignments.

Conclusion

This unit was crafted to demonstrate differentiated instructional strategies that can be used in the classroom. Being willing to take the risk to form creative lesson plans could pay off for the students of the class. Students are young individuals who are still trying to figure out their best way of learning is. The teacher is a fantastic resource for students to gain confidence in the classroom. If the teacher is willing to provide students the opportunities to show their different talents, then the students will be given a place to discover what they can really accomplish in academics.

Resources

Pedagogy research:

Carjuzza & Kellough. (2013). “Teacher-Centered Instructional Strategies”. *Teaching in the middle and secondary schools, 10th edition*. New York City, NY: Pearson Publishing.

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Gardner, H. (1983). *Frames of mind: the theory of multiple intelligences*. New York City, NY: Basic Books Inc.

Glover, J, R. Ronning & R. Brunning. (1990). *Cognitive psychology for teachers*. New York City, NY: Macmillian Publishing Company. ,

Gregory, G, & Parry, T. (2006). *Designing brain-compatible learning* (3rd ed.). New York City, NY: SAGE Publications.

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Wiggins, G. & McTighe, J. (2001). “What is Backward Design?”. *Understanding by Design* (Expanded 2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

History Research:

(2014). *Time chart of American history: A chronological history of the United States*. New York City, NY: Metro Books.

Davidson, J., DeLay, B., Heyrman, C., Lytle, M. & Stoff, M. (2011). *Experience history: Interpreting America's past* (Volume 1). New York City, NY: McGraw Hill Companies.

Middlekauff, R. (1982). *The glorious cause: The American revolution, 1763-1789*. New York City, NY: Oxford University Press.

Schaller, M., Schulzinger, R., Bezis-Selfa, J., Greenwood, J. T., Kirk, A., Purcell, S. J. & Sheehan-Dean, A. (2016). *American horizons: US history in a global context* (Volume 1). New York City, NY: Oxford University Press.

Lesson Videos:

Schoolhouse Rock. (1973-2009). *No More Kings*. American Broadcasting Company.

<https://www.youtube.com/watch?v=cAZ8QJgFHOg>

History Channel. (2009). *Boston Massacre*. A+E Networks.

https://www.youtube.com/watch?v=m2QNZf_8V_w

History Channel. (2015). *Sons of Liberty*. A+E Networks.

https://www.youtube.com/watch?v=IDbJYflfQ_8

History Channel. (2009). *The Boston Tea Party*. A+E Networks.

<https://www.youtube.com/watch?v=-xSrZaze14k>

Lesson Materials:

Lesson 1-

Social Studies for Kids. (2016). *The thirteen American colonies*.

<http://www.socialstudiesforkids.com/articles/ushistory/13colonies2.htm>

Rainbow Resource Center. *Thirteen original colonies laminated card.*

[https://www.rainbowresource.com/proddtl.php?id=016896&subject=History%2F
Geography/14&category=U.S.+History++Colonial%2FRevolutionary+War%2FE
arly+American+Informational+%2F+Textual/4515](https://www.rainbowresource.com/proddtl.php?id=016896&subject=History%2FGeography/14&category=U.S.+History++Colonial%2FRevolutionary+War%2FEarly+American+Informational+%2F+Textual/4515)