

Causes of the American Revolution

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Causes of the American Revolution

Calendar

Day 1	Day 2	Day3	Day 4	Day 5
Opening Activities	Opening Activities Making connections to history Venn-diagram	Visual Discovery	Reading Notes	Reading notes

Day 6	Day 7	Day 8	Day 9	Day 10
Reading Notes wrap-up and debriefing	Processing Assignment	Performance Assessment Plan and rough draft	Performance Assessment Peer Editing	Performance Assessment Final draft

Causes of the American Revolution

Social Studies TEKS – 5.12A, 5.13A, 5.2B, 5.25D, and 5.25E

Language Arts TEKS – 5.2D, 5.4A, and 5.5B

Unit Question – Are all laws to be followed without question?

Unit Opening Activity – Experiential Exercise
Preview

1. Announce to students they get to make their own classroom rules regarding:
 - Dress code
 - Recess
 - Drinks
 - Homework
2. Place students in groups of four. Allow groups 10 – 15 minutes to write their rules. Choose a scribe to record rules on chart paper. When groups have listed their rules, have a spokesperson from each group share their rules. Post the rules around the room. Have the class vote on one set of rules. Record a class set of rules on chart paper or overhead.
3. Dramatically find a memo or have one delivered that states that the principal has changed his/her mind about the students making the rules. He/She has now imposed restrictions on the rules.
4. Debrief the experience with students. After sufficient discussion, tell the students that this was pretend to help them understand the American Colonists' frustration with British legislative acts from 1763 to 1774. Hold a class discussion centering on these questions:
 - How did you feel when you were able to make your own class room rules?
 - How did you feel when you heard the principal was going to make restrictions on those rules?
 - Did the situation seem fair to you? Why or why not?
 - Pretend you had been told first you could have made your own rules but there would be restrictions made by the principal. Would you have felt as frustrated? Why or why not?
5. Make connections between the class experience and history. Explain that students' experience creating their own rules was similar to colonists' experiences with the British from 1754 to 1774. As a whole class, create a Venn diagram to show the students the similarities and differences between their experience and history. Students must make their own Venn diagram to include in their student notebooks.

Principal Memo

To: Teachers

From: The Principal

Re: Class room rules

This memo is to inform you that students will no longer be able to choose their own classroom rules unless they meet these specifications. Therefore, here is the list.

- Dress code – you may wear anything you want as long as your shirt is tucked in, it is plain white, has buttons and a collar, black pants with black belt, and you are wearing white tennis shoes with white laces.
- Recess - Everyone may have 15 minutes of recess as long as you play in the designated 12 x 15 foot space.
- Drinks – you may not bring any type of drink, including water, to school. If you want a beverage at lunch, you may buy only Nestea from the one vending machine that will now be located in the cafeteria.
- Homework – homework is mandatory or you will receive a zero for the assignment. Homework papers will cost you 10 cents per page.

Sections

- Major events leading to the American Revolution
- Choose historical events that parallel parent/child relationship illustrations
- Performance assessment – letter regarding recent events in Boston

Visual Discovery

Materials – color overhead of p. 102 in HA text

Allow students to study the picture in their book

Ask the following questions, have students touch the screen or use the magic paper technique:

- What do you see here?
- List the 10 most important details you see in the image.
- What do you think is happening in this scene? Be prepared to support your answer with three pieces of evidence.
- What do you hear?
- What words would you use to describe the expressions on their faces?
- How do you think the people were feeling at this time and place?

Special Ed modification – 5 important details

G/T modification – higher level questions

- As the artist, what are you thinking as you create this picture?
- Why are you painting this scene in this way?
- What are you trying to show?
- What are your opinions about the event or the people you are depicting?

Tell the students that these pictures show the relationship between Britain and the colonies in the 1700's.

Reading Notes

Teacher will create a placard for the Proclamation of 1763, the Quartering Act, the Stamp Act, the Boston Massacre, The Boston Tea Party, and The Intolerable Acts. Each section in the text can be copied as is or adapted by shortening and adjusting vocabulary for a more considerate text. Place placards around the room.

- Preview – have students take turns reading aloud sec. 10.1 and 10.2 on pages 103 and 104. Discuss with the students the fact that while victory in the French and Indian War gave Britain more land, it also left Britain with huge debts, which would eventually lead to conflict with American colonists.
- Introduce the activity – with a partner, students will visit each placard and record 2 or 3 important facts from the point of view of the British and the colonists on the graphic organizer.
- Give directions and model the activity on the overhead
- Arrange students in partners
- Pass out the hand outs
- Students visit placards, one at a time, recording facts.
- Check with the teacher after 2 placard events have been visited and recorded – points will be awarded
- Teacher monitors work
- Wrap – up – Expert groups – after all the events are recorded, create 6 groups. Each group will be the expert for one event. Assign a discussion leader, scribe, presenter, and materials person. Each group will discuss their event and choose 4 important points. Results will be recorded on chart paper and posted on the wall. The presenter will share information with the class. A brief discussion to answer questions will follow.
- Debrief – students will take a stand on the unit question for each event. Pass out 6 post-it notes per student. Each student will write yes or no for support or denial for each event and place it below each chart on the wall. After the vote, the teacher will tally yes and no votes. Determine overall consensus.

ESL and Special Ed modifications

- Students create vocabulary cards, vocabulary posters, and/or word walls before reading,
- Instead of using placards, provide copies of text allowing students to circle or highlight information to help with reading notes.
- Students may use bullet words or phrases instead of complete sentences.
- If any event has not been recorded, allow student to copy the remainder from a partner.
- Record the text on audio tape so students can listen and follow the text when completing reading notes.

G/T modifications

- Additional research on the Internet – check TCI's website for suggestions

**Causes of the American Revolution
Reading Notes**

Proclamation of 1763	(student drawn symbol)	The Quartering Act	(student drawn symbol)	The Stamp Act
British	Colonists	British	Colonists	British

Boston Massacre	(student drawn symbol)	Boston Tea Party	(student drawn symbol)	Intolerable Acts
British	Colonists	British	Colonists	British

Processing Assignment

Student handout 10 and Illustrations for Reading Notes 10 will be used for this assignment. Prepare an overhead transparency for both handouts. Students will choose parent/child illustrations that parallel historical events.

- Arrange students in groups
- Pass out hand outs and have students cut out the illustrations along dashed lines.
- Give directions – students will match a metaphorical illustration of a conflict between parent and child with the historical event it represents.
- Allow groups time to discuss the illustrations and place them in the appropriate section of the Reading Notes – do not glue at this time.
- Monitor student work
- Assign each group one of the historical events to present their choice to the class including details from the reading notes that support their decision. Two students from each group will come to the overhead and place the matching piece on the overhead chart.
- Wrap – up – discuss, allowing for disagreement and create a consensus within the class – have students glue illustrations in the appropriate section of the reading notes.

Performance assessment

Each student will write a letter to a friend or relative describing the recent events in Boston. Assignment letter is on a separate page. Scoring rubric will also follow.

ESL and Special Ed modifications

- Reduce number of events required
- Provide more writing time
- Student will illustrate response and label the drawing rather than writing about it

G/T Modifications

- Higher level writing – include point of view of the British and the Colonists.
- Use word processing program to type letter and find images for their illustrations from the Internet.

Performance Assessment

Writing a letter about your recent experiences in Boston

Pretend you are a colonist. Write a letter to a friend or relative in England about the recent events in Boston. Use your reading notes to help you complete the letter. Be sure to use correct grammar and spelling. Your letter must include these parts:

- A proper greeting
- A short paragraph that describes recent events, what you did, and how you are feeling about the current condition of Colonial America.
- A paragraph that describes one event. It should explain two important or interesting things about how this event has affected the colonists and how they were feeling.
- A paragraph that describes another event. It should explain two important or interesting things about how this event has affected the colonists and how they were feeling.
- A paragraph that describes another event. It should explain two important or interesting things about how this event has affected the colonists and how they were feeling.
- Include at least two “photographs” from these recent events. These can be original drawings or copies from a book. Make sure they show something you wrote about in your letter.
- A proper closing.

Peer Editing

Peer Read Around

- Create groups of 4 students. Place a strong writer in each group. Balance the group with students of mixed abilities. Create an overhead transparency showing who is in each group and where they are to sit.
- Review the list of qualities of an effective writing piece. Demonstrate how each segment fits into the rubric.
- Model how they are to mark papers. Use a different colored pencil/gel pen to identify what is to be edited. For example: green for organization and orange for mechanics and so on.
- Keep a transparency of the rubrics on the overhead for clarity of what they are to look for when editing.
- Teacher collects the papers without names and assigns a number to each. Keep record which number is assigned to each student.
- Pass out 4 papers per each group. Each student reads for one category at a time and marks for editing. (Suggestion: 5 minutes per rotation) At the end of the allotted time, student passes the paper to their right and begins editing for the next category. Continue this process until all students in the group has edited for all of the listed categories on the rubrics.

Rubric for Performance Assessment

	1	2	3
Historical Accuracy	Letter contains one or more inaccuracies concerning the causes, date, and where the injustices took place.	Letter includes adequate discussions of causes, dates, and where the injustices took place.	Letter includes thorough discussion of causes, dates, and where the injustices took place.
Description of Conditions	Letter does not address the living conditions experienced by the colonists. Addresses the following for one event: actions taken by the British, responses taken by the colonists, food and living conditions, and economics situations.	Letter adequately describes the living conditions experienced by the colonists. Addresses the following for two events: actions taken by the British, responses taken by the colonists, food and living conditions, and economic situations.	Letter thoroughly describes the living conditions experienced by the colonists. Must address the following for three events: actions taken by the British, responses taken by the colonists, food and living conditions, and economic situations.
Reflection of the emotions of the Colonists	Letter does not reflect the pressures endured by the colonists.	Letter adequately reflects the pressures endured by the colonists.	Letter reflects convincingly the pressures endured by the colonists.
Organization	Letter includes few of the elements and is not be in logical order. Information is unclear and not focused. Letter reflects little elaboration.	Letter includes some of the elements in a logical order. Information is somewhat accurate and focused. Letter reflects some elaboration of details.	Letter includes all elements in a logical order. Information is accurate and focused. Letter reflects elaboration of details.
Mechanics	No more than five grammatical or spelling errors. No more than five capitalization errors.	No more than four grammatical or spelling errors. No more than four capitalization errors.	No grammar or spelling errors. No capitalization or punctuation errors.

