



Lesson Title		Teacher	Janet Moody
Grade Level	4th	Duration of Lesson	4 days

Lesson Topic	Political and economic factor leading to the American Revolutionary War
SC Standards and Indicators	4-3.1 (Explain the political and economic factors leading to the American Revolution, including the French and Indian War; British colonial policies such as the Stamp Act and the Tea Act and the so-called Intolerable Acts; and the American colonists' early resistance through boycotts, congresses, and petitions)
Academic Vocabulary	Political, economic, chronology, Parliament, Colonial Assemblies, debt, Ohio River Valley, tax, intolerable, petition, boycott, direct taxes, indirect taxes, protest, monopoly, delegate
Lesson Materials	What Started All the Trouble power point, textbook, Can't You Make Them Behave, King George, "Political and Economic Factors Leading to the American Revolution" booklet, Causes and Effect of American Revolution worksheet, outline, Taxation Without Representation reading and questions, exit slips, French and Indian War Reading and Questions, Smart board, writing tool, paper, Discovery Streaming Video access, Boston Tea Party and Patrick Henry images

Lesson Set

Content Objective(s)	<p>Explain the French and Indian War and how it led to the American Revolution</p> <p>Explain the Stamp Act, "Taxation Without Representation", Stamp Act Congress, Sons of Liberty, Daughters of Liberty, and the Townsend Act and how they led to the American Revolution</p> <p>Explain the Tea Act, Boston Tea Party, and Intolerable Acts and how they led to the American Revolution</p>
Literacy Objective(s)	<p>Analyze the details that support the expression of the main idea in a given informational text</p> <p>Analyze cause and effect relationships in informational text</p>
Lesson Importance	The importance of this lesson is for students to understand what drove America to fight to become an independent Nation
Connections to prior	The previous lesson was the understanding of the French and Indian War.

and future learning	These lessons connect in that the American Revolutionary War was fought as a direct result of the effects of the French and Indian War. These lessons connect to the next set of standards in that it explains that gaining independence is one thing, but developing a working government would prove to be more trying.
Anticipatory Set/ Hook (Engage)	<p>Day one: Read pgs. 7-11 in Can't You Make Them Behave, King George? As background on King George</p> <p>Day two: Read pgs. 12-16 in Can't You Make Them Behave, King George? And continue discussing King George/ Show Boston Tea Party image and discuss</p> <p>Day three: Read pgs. 18-21 in Can't You Make Them Behave, King George? And continue discussing King George/Show Patrick Henry image and discuss</p> <p>Day four: Read pgs. 22-27 in Can't You Make Them Behave, King George? And continue discussing King George</p>

Skill Development

Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.

The content portion is only a brief introduction; the bulk of the student learning will take place during the guided practice activity.

Introduce content components	Discovery Streaming Video: ‘Causes of the American Revolutionary War : The Seeds of Liberty’
“I do” Skill from literacy objective introduce/explain/model	<p>Day one: Review map of French, English, and Spanish settlements in North America. Read and discuss pg. 247-249 in textbook (French and Indian War)</p> <p>Days two and three: Read pages 269-272 in textbook and discuss Stamp Act, “Taxation Without Representation”, Stamp Act Congress, Sons of Liberty, Daughters of Liberty, and the Townsend Act</p> <p>Day four: Read pages 279-280 in textbook and discuss Tea Act, Boston Tea Party, and Intolerable Acts.</p>

Guided Practice

This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as *Explore*.

“We do” Activity	Day One: Complete Introduction page in “Political and Economic Factors Leading to The American Revolution” booklet together
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Description Include student "explore" components and opportunities for them to explain their learning.	<p>Day two: Complete The French and Indian War page in "Political and Economic Factors Leading to the American Revolution" booklet together</p> <p>Day three: Complete Townsend Act and Stamp Act pages in "Political and Economic Factors Leading to The American Revolution" booklet together</p> <p>Day four: Complete Intolerable Acts page in "Political and Economic Factors Leading to The American Revolution" booklet together</p>
Checking for Understanding- "Informal" Assessment	<p>Day one: Exit Slip: "Why was the war between the British and the French called the French and Indian War?"</p> <p>Day two: Exit Slip: "What area of land were the British and French arguing over?"</p> <p>Day three: Whole class discussion to review information on Stamp Act and Townsend Act</p> <p>Day four: Whole class discussion to review information on taxes</p>

Closure

Teacher will re-visit content and answer students' questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.

Content Solidified	
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Independent Practice

"You Do"	<p>Day one: Students work on the French and Indian War portion of outline in cooperative learning groups based on classroom discussion</p> <p>Day two: Students complete work on the French and Indian War portion of outline in cooperative learning groups based on classroom discussion</p> <p>Day three: Students work on the remaining portions of outline in cooperative learning groups based on classroom discussion and discovery streaming video</p> <p>Day four: complete work on the remaining portions of outline in cooperative learning groups based on classroom discussion and discovery streaming video segments seen</p>
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Summative/ "Formal" Assessment

Assessment	<p>Students will write a minimum of 3 paragraphs to explain the political and economic factors leading to the American Revolution.</p> <p>Students writing needs to be written to demonstrate an understanding for the correct order of events leading up to the American Revolutionary War and include at least 1 accurate facts and on each of the following: the French and Indian War; British colonial policies such as the Stamp Act and the Tea Act and the so-called Intolerable Acts; and the American colonists' early resistance through boycotts, congresses, and petitions)</p>
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Differentiation

During Lesson	During the lesson advanced students may be asked to summarize given information for the class or a partner and students that find this content challenging may be asked locate facts in the text that support the content or recall facts from the discovery streaming video and paraphrase them.
Assessment	<p>In addition to the assessment above advanced students will be asked to explain what they think the most successful act was on the behalf of the colonist and why.</p> <p>Students that find this content challenging will be assessed on the accuracy of the information presented rather than the correct order of events.</p>



Boston Tea Party Image

Boston Tea Party: Colonist dressed as Native Americans dumping chest of tea into the Boston harbor.



Patrick Henry Image

Patrick Henry in 1775 urging independence with “Give me Liberty or Give Me Death.”

6+1 Trait Writing Model : American Revolutionay War

Teacher Name: **Ms. Moody**

Student Name: _____

CATEGORY	4	3	2	1
Sequencing (Organization)	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Sentence Structure (Sentence Fluency)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.
Accuracy of Facts (Content)	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	NO facts are reported OR most are inaccurately reported.
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.

References

- Archiving Early America: Primary Source Material from 18th Century America. (n.d.). *Archiving Early America: Primary Source Material from 18th Century America*. Retrieved July 14, 2011, from <http://www.earlyamerica.com>
- CCSD - Charleston County School District. (n.d.). *CCSD - Charleston County School District*. Retrieved July 14, 2011, from <http://www.charleston.k12.sc.us>
- Fritz, J. (1977). *Can't you Make Them Behave, King George?*. New York: Coward, McCann & Geoghegan.
- Growth of a nation* . (2005). Glenview, Ill.: Scott Foresman.