

Heading:

Date:

Time & Setting: 1-155 pm (55 minutes)

Standard:

HCPS 5.8.2- I can recognize that government raise money to pay for goods and services (i.e.,taxes) and describe why the American Revolution.

HCPS 5.3.12- I can describe the major events of the Revolutionary War, including key battles, key alliances, and the roles played by key figures.

Objectives:

1. Students can explain how the passing of new laws and taxes by the British Government directly affected the American Colonist, leading to the Revolutionary War.
2. Students can summarize the series of events that occurred during the Revolutionary War.

Learning Targets:

1. I can explain how the events prior to the Revolutionary War caused the breakdown of relations between the British and American Colonist led to the Revolutionary War.
2. I can summarize the things that happened during the Revolutionary War.

Procedures:

15	<p>Review & discuss extended writing response, <i>“How would history be different if the Intolerable Acts did not occur?”</i></p> <ol style="list-style-type: none">1. Paper-passers will distribute students extended writing response.2. I will read Student Sample3. Students will have the opportunity to examine the notes written on their response4. I will set the class up for small group discussion by posing that there are two ways to thinking about the writing prompt.<ol style="list-style-type: none">a. This will be posted on the board as a “What do you think?”b. “If the Intolerable Acts did not occurc. History would be different because the American Colonists would not feel pushed over the ledge, therefore the Revolutionary War would have been avoided altogether.d. History would not be all that different because if the Intolerable Acts were not passed then the British would’ve found a different way to “punish” the American Colonist for the Boston Tea Party. Whatever the new “punishment” is the Colonist would’ve felt pushed to the edge making them feel like they should fight for their freedom.5. Students will get “think time” to consider the two options, and possibly another way of thinking.6. In their pods they will share what they think and why.7. I will get their attention and have them do a variation of “This or That?”<ol style="list-style-type: none">a. Students will stand up and move to the designated side of the room based on how they would answer the question.b. Once there, students will be picked to share out why they think what they thinkc. After the student shares out their reasoning, the rest of the group will “show me”if they <u>same</u> reasoning or a <u>different</u> reasoning.d. Those who had a <u>different</u> reasoning will share out.
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15	KAHOOT! https://play.kahoot.it/#/?quizId=d3614af5-e053-45af-be54-25856d0e7430
15	<p>Introduce overview of the up-and-coming unit</p> <ol style="list-style-type: none">1. I will explain that now that we know the different events and how they caused the Revolutionary War.2. Now we will be exploring the actual time period of the Revolutionary War.3. There are key events, battles, alliances and people that were involved in the Revolutionary War.4. I wonder....<ol style="list-style-type: none">a. Students will have the opportunity to come up with "I wonder question about the up and coming unit. They will jot their question down on a post-it note and place it on the "I wonder" board. As the unit progresses, if there question gets answer they will re-write their question in the form of a statement and add it to the "I know" board.
10	BrainPop Video, https://www.brainpop.com/socialstudies/ushistory/americanrevolution/

Assessment:

5	"Exit Pass" - Students will answer the following writing prompt: <i>"What was the American Revolution like?"</i>
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Overview:

Before they go to lunch, have students take out computers and place it at their desk.

1. Paper passer-outters will hand back writing responses
2. Read “good responses” aloud
3. Small group discussion about the response and the different possibilities
4. Show PPT, “This or that”
5. “Think time”
6. Write which one they think would’ve happened and why
7. Share with pod members
8. “This or that” movement break
9. Pick student to share out
10. Others will “show” if they agree or disagree
11. Those who have a different reasoning will be given an opportunity to share out
12. KAHOOT
13. Introduce overview of up and coming unit
14. Brainpop video
15. Exit pass