

## Lesson Plan

Dawn L. Mahan

Wednesday, September 25, 2002

Time: 8:10-8:40

Content Area: Language Arts and Social Studies

Today's Lesson: Pre-revolution, loyalist, patriot, and Paine      Grade Level: 11

### Lesson Rationale:

#### New York State English Language Arts:

**Standard 1:** Students will read, write, listen, and speak for information and understanding

Key Idea: As listeners and readers, students will collect data, facts, and ideas, discover relationships, concepts, and generalizations. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

#### New York State Social Studies:

**Standard 1:** History of the United States and New York.

Key Idea: Students will explore the meaning of American culture by identifying the key ideas, beliefs, and traditions that help define it and unite all Americans.

#### New York State Math, Science, and Technology:

**Standard 5:** Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Key Idea: Students will use a computer system to connect and access needed information from an internet site.

### Instructional Objectives:

1. Students will identify when events took place that lead to the revolution.(knowledge)
2. Students will evaluate how certain events would affect a patriot or a loyalist.(evaluate)
3. Students will apply their knowledge of the pre-revolution time by playing hangman on the computer with select terms and people from this era.(application)

### Adaptations:

Tom and Scott will need clear, concise directions. They may also need guided practice to aid them in understanding expectations. Tom is diagnosed with Aspergers syndrome and often makes negative or not appropriate comments and will need to be re-directed and directed back to focus on the lesson.

## **Materials:**

Revolution packet from Humanities class  
paper, markers, and tape  
loyalist and patriot sheet  
Flash cards  
Computer access and direction sheet for web-site.

## **Lesson Opening:**

Anticipatory Set:

“Today we are going to talk about some of the events that took led up to the revolution. I know that you have been discussing some of these events in Humanities, so this may be a review for you. First, we are going to do a time line to show when these events happened. If you look on the board, there are some dates and here are some events- I have :**The Sugar Act, The Beginnings of Colonial Opposition, The Quartering Act, Stamp Act, Repeal of the Stamp Act, Townsend Acts, Boston Massacre, Tea Act, Boston Tea Party, Coercive Acts, Quartering Acts, and The First Continental Congress.** You can use your packet from class to help me put these events on the time line and after we have finished the time line we will discuss these events.”

## **Lesson Body:**

Activities:

Before the lesson:

- a. Set up the time line on paper with tape. Put the dates on the board.
- b. Create a worksheet for loyalist/patriot.
- c. Create the hang man with terms on the computer.

1. Have the students help put events on the time line.
2. When the time line is finished begin talking about the events with the students. Go through the events on the time line and have students help explain briefly what happened at each event.

Guided Questions:

- a. Why do you think that Britain began to tax the colonies? How did the people feel in the colonies? Did they all feel the same? There were often people who felt strongly that they should follow what ever Britain dictated -what were those people called? And if you were loyal to the colonies what were you called? Why would this separate some of the colonists?

3. Read the brief section from American History about patriots and loyalists. Give out the worksheet and explain that one student is a Loyalist and one is a

Patriot and they will need to go through the events on the sheet and decide whether they would agree or disagree with the event and why. Walk through one event with them (modeling). Have students discuss this sheet when they have finished.

4. Discuss how did the colonist unite with such different beliefs. Discuss the term propaganda and how this was important in uniting the colonists. Discuss Thomas Paine briefly.

5. Explain to the students that they are going to go on the computer next and do an activity using some of the terms from the pre-revolution.

**Closure:**

\_\_\_\_\_ “You both did a great job today. Understanding what lead to the revolution is crucial to understanding our history and it helps us appreciate the government we have now. You are going to be learning more about the making of our country this year and how our government was developed.”

**Lesson Follow-up:**

Evaluation:

What did I want the students to learn?

1. Ability to interpret revolution causes
2. To define what a patriot/loyalist role was and interpret their reactions to some of the events discussed..
3. To apply their knowledge of this era in playing a word game (hangman)

How will I know they learned it?

1. Through discussion in the lesson.
2. I will collect the patriot/loyalist work sheet to see if they understood important concepts.
3. The game will help me see if they understood and remembered the terms.

References for the student use:

1. The packets they have from Humanities class.

References for teacher use:

1. Williamson, R. (1999). American History. Indonesia: Parragon Publishing.
2. Time line from internet- <http://rs6.loc.gov/ammem/bdsds/timeline.html> (sheet included)
3. Text summary worksheet (included).