TCH 347 Social Studies Methods

Microteaching Lesson Plan Template

(30 points)

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***Lesson/Unit Title: The American Revolution***

***Subject Area(s): US History***

***Grade Level: 4th***

***Time Required (in class periods): Week long***

**1. PA State Standards**

8.3.4.B: Locate historical documents, artifacts, and places critical to United States history.

8.3.4.C: Explain how continuity and change in U.S. history have influenced personal development and identity.

* Belief systems and religions
* Commerce and industry
* Technology
* Politics and government
* Physical and human geography
* Social organizations

8.3.4.D: Distinguish between conflict and cooperation among groups and organization that impacted the history and development of the United States.

* Ethnicity and race
* Working conditions
* Immigration
* Military conflict
* Economic stability

**2. NCSS Themes:**

**1. People, Places, and Environments**

**2. Power, Authority, and Governance**

**3. Production, Distribution, and Consumption:**

**3. Essential Questions:**

What are the main causes of the American Revolution?

**4. Learning Objectives:**

1. Cognitive:
   1. After this unit, students will understand the causes of the American Revolution, and how these causes lead to America’s fight for independence.
   2. After this unit, students will understand the reactions of the colonists to these causes.
2. Behavioral
   1. Students will create posters to demonstrate their knowledge of the main themes of the cause of the American Revolutionary War and present their new knowledge to the class.

**6. Concepts and Vocabulary:**

Key Concepts:

* Authority/power
* Cause and effect
* Conflict
* Independence

Vocabulary:

* Rebellion
* Revolution
* Boston tea party
* Constitution
* American Revolution/Revolutionary war
* Boston Massacre
* French and Indian war

**7. Materials:**

1. **Traditional materials**
   1. Poster paper
   2. Markers
   3. Bound lined journal
2. **Technology resources** –
   1. Computer lab
   2. <http://www.youtube.com/watch?v=0rZKCegwnCU>
   3. [www.glogster.com](http://www.glogster.com)
   4. <http://docsteach.org/activities/1796/detail?mode=browse&menu=closed&era%5B%5D=revolution-and-the-new-nation>
   5. <http://www.brainpop.com/socialstudies/ushistory/declarationofindependence/>
   6. [http://docsteach.org/activities/5417/detail?mode=browse&menu=closed&era[]=revolution-and-the-new-nation&page=3](http://docsteach.org/activities/5417/detail?mode=browse&menu=closed&era%5b%5d=revolution-and-the-new-nation&page=3)
   7. <http://www.ushistory.org/declaration/document/index.htm>
   8. <http://www.ushistory.org/declaration/document/rough.htm>

**8. Instruction Procedures/Activities:**

Engaging learner:

*Warm-up activity*:

* + Anticipatory Set (Demonstration with two sets of pairs at the front of the room)
    - First set of students: One will be “Britain” and the other with be “America”. America will be blind folded, and Britain will physically lead America to a rolled up ball of paper at the other side of the room. Ask questions about how easy/hard it was and why. Demonstrates that when one person can physically lead someone or be close to them they can easily accomplish a task and control the other person.
    - Second set of students: One will be “Britain” and the other will be “America”. This time America will be blind folded but left alone at the front of the room, while Britain attempts to lead the students to the ball of paper, but using only oral directions. Ask questions about how hard/easy it was, and why.
    - Finally summarize the activity (When far from someone it is difficult to control someone. Just like Britain being an ocean away from America and trying to control them.

Teaching Content:

1. Day 1: French and Indian War and post war conflict
   1. Ask Students:
      1. Watch YouTube video: <http://www.youtube.com/watch?v=0rZKCegwnCU>
      2. Based on the YouTube video, what are some of the conflicts that have arisen after the French and Indian War??
         1. write conflicts up on the board
   * <Make SS Value Based>:
     + As pairs students will write two letters. One from the perspective of the colonists, and one from the perspective of King George III. Students will understand the two sides of conflict, and the point of view taken by both nations.
2. Day 2: Revolutionary War Acts
   1. Ask Students:
      1. What were the sugar, stamp, Townshend, intolerable and tea acts, and how did they affect the colonists

1. Activity: In groups students will research 1 of the 5 acts and find the who/what/where/when. Create a list and once completed students will rotate to each other’s groups to see each groups list. <Make SS-Challenging>

1. Day 3: Boston Massacre
   1. Ask students:
      1. What was the cause of the Boston Massacre?
         1. Activity: Got to [www.glogster.com](http://www.glogster.com) <Make SS-Meaningful>
         2. Students will create an online poster informing the colonist about what caused and what happened at the Boston Massacre on March 5th 1770.
2. Day 4: Boston Tea Party:
   1. Ask students:
      1. Why was the Boston Tea Party a cause of the American Revolution?
   * Go to the website, and analyze the picture, and answer questions at the bottom of photo. Click “I’m done” and submit to your teacher.
   * <http://docsteach.org/activities/1796/detail?mode=browse&menu=closed&era%5B%5D=revolution-and-the-new-nation>
3. Day 5: Declaration of Independence:
   1. What is the Declaration of Independence and why is it important?
      1. Students will compare the Rough Draft of the Declaration of Independence and the final. <Make SS-Integrative>
         1. <http://www.ushistory.org/declaration/document/rough.htm>
         2. <http://www.ushistory.org/declaration/document/index.htm>
      2. As a class we will look over the first 2 paragraphs of the rough draft and final draft of the Declaration. They will compare and contrast the documents and analyze the meaning of the Declaration.
      3. Finally, students will watch this video.

<http://www.brainpop.com/socialstudies/ushistory/declarationofindependence/>

**9. Assessment**

1. Keep colonial journals throughout the week. Pretend you are a colonist and write back home to family and friends. Use vocabulary words and new concepts reviewed and talked about in this unit. <Make SS-Integrative>
2. For the first part of the project, everyone in the class will be working on a Poster Project to wrap up our unit. The poster project allows students to be as creative as they want and as different as they want. Teacher will be very flexible in what the students can create on the poster. The following are a few guidelines that the students must following in creating their posters: <Make SS-Active>

* The posters will be created based on any of the major events or major people discussed during the American Revolution Unit (Ex. Boston Tea Party, King George, Stamp Act, etc)
* On the poster there must be a small summary about the specific event or person that they chose.
* They may draw illustrations of the event or person or may make copies of pictures from textbook, get pictures from the internet, etc.
* Along with the illustrations and summary, each poster should have at least 3 interesting facts that they have learned involving the specific event or person.
* Be creative and unique as possible.

1. Visit the following website and go though the slides. Follow the prompts that tell you to answer questions, or go to other sites. Complete the project in its entirety, and then submit at the end of the assignment. [http://docsteach.org/activities/5417/detail?mode=browse&menu=closed&era[]=revolution-and-the-new-nation&page=3](http://docsteach.org/activities/5417/detail?mode=browse&menu=closed&era%5b%5d=revolution-and-the-new-nation&page=3)