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Professor Cantos
CEDC 715
November 4, 2010

Social Studies Lesson: The American Revolution

Purpose: To teach students two perspectives on the American Revolution: 1) what caused the colonies to want to revolt? and 2) why did Britain believe the colonies should remain under their rule?

Materials: Copy of *George vs. George, The American Revolution as seen from Both Sides*. Five copies of the four pages that I will be reading from the book. 20 copies each of Writing Assignment A and Writing Assignment B. SMART Board. Chart paper with three sheets: 1) one with Revolution written on top; 2) one with American Revolution written on top; and 3) one with America written on one side and Britain written on the other.

BEFORE (20-25 Mins.): Assess prior knowledge, Create motivation

1. Explain that we will be talking about the American Revolution.
2. Start out defining what a revolution is – tie back to the word “revolt”.
3. Initial Prompting Questions:
 - What is a Revolution – how would you define it?*
 - What are some reasons why people would want to revolt?*
 - If class is struggling, try to get them to think about when they themselves felt like they were put in an unfair situation and they wanted to make a change.*
4. Write down student responses to Revolution on the chart paper.
5. Next, ask the class what they know about the American Revolution (steer them toward causes).
6. Next Prompting Questions:
 - Can anyone think back to Toliver’s Secret for an answer?*
 - *Why did the colonies revolt?*
 - *Who were they key people on both sides?*
 - How did it start?*
7. Write down student responses to American Revolution on chart paper.
8. Next, explain that I will be doing a Read Aloud of a few pages from a book.
 - Tell students to focus on reasons why the colonies felt like they were being treated unfairly and why the British felt like they had the right to tax and rule the colonies.
 - Show them the book cover and ask them who they think the two Georges are?
 - Put photocopied pages up on SMART board so that students can follow along as I am reading to them.
 - Stop at key vocabulary words to assess comprehension.
9. When finished with the reading, have students do a one-minute turn and talk. Half of the groups will talk about the reasons why the colonies felt like they were being treated unfairly and half of the groups will talk about why the British felt like they had the right to tax and rule the colonies.
10. After the turn and talk, I will ask students for the reasons they came up with and record them on the chart paper under America and Britain as appropriate.

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DURING (20 Mins.): Students apply new knowledge, Provide guidance, Assess progress.

1. Students get their core notebooks.
2. Give half of the students Writing Assignment A (writing a letter from George Washington to King George) and half of the students Writing Assignment B (writing a letter from King George to George Washington).
3. Leave chart paper with the information we discussed at front of the class for the student's reference as they are writing their letters.
4. Walk around to answer questions, provide guidance and assess performance.
5. Higher-level writers who finish early will be given opportunity to write a second letter (from the opposite perspective of their first letter).
6. Also, identify exemplary student examples that will be shown to the class (ask students for permission to show their work).

Note: Depending on time, this writing exercise may be continued by Theresa at a later date.

AFTER (time permitting): Students demonstrate understanding, answer Questions and Summarize lesson

1. Put an outstanding example of a letter up on the SMART Board.
2. Have student explain how he/she created their letter.
3. Allow other students to ask questions of the student who is sharing.
4. Summarize what we learned and see if there are questions.

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Writing Assignment A

Write a letter from George Washington to King George explaining the issues that the colonies had with British rule just prior to the Revolution.

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Writing Assignment B

Write a letter from King George to George Washington explaining why Britain should be able to tax and rule the colonies.