

STAGE 1 – DESIRED RESULTS

Grade Level: 3

Unit Title: The American Revolution Analysis

Established Goals:

Students will work with third grade curriculum to analyze the causes of the American Revolution as well as the sequence of events.

Understandings: Students will understand that...

Students will apply knowledge of revolutionary events when making judgments about its necessity.

Essential Questions:

- Should one person hold all authority?
What is fair?
- How far is too far when fighting for what you believe in? (Was the cost of freedom worth it?)

Common Core Standards

RI 3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text using language that pertains to time, sequence, and cause/effect.

RI 6: Distinguish their own point of view from that of the author of a text.

RI 7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

W 1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. (a)

Provide reasons that support the opinion (b)

Use linking words (e.g., *because, therefore, since, for example*) to connect to opinion and reasons. (c)

Provide a concluding statement or section. (d)

STAGE 2 – ASSESSMENT EVIDENCE

Performance Tasks:

Verbal debate between the two sides to hear from opposition. **This will be done in pairs.**

Final Project: Persuasive paragraph on the Revolutionary War

Students will create their persuasive paragraph using the OREO format.

Other Evidence:

Posters, tea bags, horseshoe sequencing all completed with supported opinions and factual accuracy.

Oreo is an acronym for **Opinion, Reason, Examples/Explanation, and Opinion**. This model will assist us in creating a persuasive writing piece. Using the graphic organizer below, students will be able to create their essay.

Purpose:

Audience:

Opinion: (Give your opinion)

Reason: (Give a reason for having this opinion)

Example: (Give an example/multiple examples that supports your opinion)

Opinion: (Restate your opinion)

***Remember: Giving two or three reasons and examples strengthens your argument and makes your writing more persuasive.**

This engraving of the Boston Massacre was created by Paul Revere, 1770, expressing point of view.



STAGE 3 – LEARNING PLAN

Learning activities

Teacher Directed, Collaborative Learning, Independent Learning

1. Display quote: “The die is now cast, the colonies must either submit or triumph” and analyze possible meanings. **TD**
2. Display art work “The Boston Massacre,” created by Paul Revere, to ask students their perspective on what’s occurring. Analyze picture’s content for effective leads or suggested point of view. **TD**
3. Inquire from students the perceived reasons for tension between the two groups represented. **TD**
4. Read from chapter six in MA, Our Home to further establish background information. **TD**
5. Students will create posters summarizing each act, using book’s information on new taxes (acts). These will be posted around the room as a reference. **TD/CL**
6. Read The Boston Tea Party by Russell Freedman. Use Turn N’ Talk structured discussion cards to guide conversation about this rebellion. **TD/CL**
7. Determine which act would have most upset you as a colonist, illustrate this act on a ‘tea bag’ to post on the board. **I**
8. Students will view a short clip via YouTube from show titled “Liberty’s Kids” on Intolerable Acts, discussing these acts as a punitive measure for the Boston Tea Party. **TD**
9. Students will view another YouTube video to hear “The Midnight Ride of Paul Revere” read aloud. This will provide practice with intonation and inflection. **TD**
10. Reread a printed copy in small groups, recording sequence of events that led up this vital journey (horseshoe activity using MA book for guidance). **TD/CL**
11. Review sequence for accuracy (whole class), formatively assessing students as they post horseshoes on board, discussing each shoe’s location. **TD/CL**
12. Students may use this horseshoe activity as a reference to create a sequencing book. **TD/I**

13. Teacher will introduce book titled George vs. George, written by Rosalyn Schanzer, modeling how to locate information within this non-fiction text using the ELMO camera. Students will be shown how to seek information on each man's choices and reasoning during the revolutionary time frame. **TD**
14. Students will count off by ones and twos to be equally divided. Half of the students will conduct 'research' on Washington and King George III using highlighting techniques. **I**
15. Located information will be placed onto two-columned paper, one side for choice, the other side would be the reason for the choice. **I**
16. Verbal debate between the two sides to hear from opposition. **This will be done in pairs. CL**
17. Students will officially select a side, loyalist or patriot. Students will view the rubric that will assess their persuasive writing. **TD/I**
18. Students will create their persuasive paragraph using the OREO format. **I**

Active learning strategies

Students will use Turn N' Talk cards for structured discussion of The Boston Tea Party.

Sequencing activity will allow students to review events that led to war using horseshoes.

Students will present arguments in support of both leaders' perspectives in a verbal debate with a partner.

Differentiation

For struggling students, final assessment could be one paragraph in length, rather than two or three.

Model topic and concluding sentences could be provided, as well as framed paragraphs depending upon the need of the students.

To challenge students, the final persuasive essay could be written in letter format as either Washington or King George III to the opposing side.

"Re-Teach" when non-mastery

Small group instruction to review sequencing of major events

Teacher review of poetic format

Second viewing of instructional videos

Students will be provided with simpler non-fiction text for activities.



<http://www.ushistory.org/declaration/related/massacre.htm>