

Unit: 5th Grade Curriculum – What Tensions did America Face During the Revolutionary War Period?

Lesson Plan:

Points of View

Time frame: forty-five minutes

AK. Standards addressed: Government and Citizenship. P. 25 A.2, Page 29-31, History, A. 7-8, B. 1a&e, C. 3-4, D. 3-4.

Social Studies Knowledge, Skills, and Dispositions: Students will analyze two contrasting points of view. Students will come to understand that history is a narrative told in many voices and expresses various perspectives of historical experiences. Students will learn to solve problems by using history to identify issues and problems, assess the merits of options, act, and evaluate the effectiveness of actions.

Cooperative skills addressed: Students can work with a partner, or groups when engaged in the lesson. (Kagan activity) Inside-Outside Circles.

Materials needed: Interactive Notebooks, Copy of activity sheet, (Points of View) from Scholastic; Quick & Easy Internet Activities . . . Overhead projector, crayon/color pencils.

Specific lesson:

Vocabulary: point, counterpoint, opinions, protest,

Lesson Design: Students are given the lesson question to answer telling you what they know about the lesson.

- 1. Prior assignment/preparation**—Students will have been exposed to: the different events that lead up to the massacre, the tension that had caused so much hostility among the British & the Colonist.
- 2. Opening Activity:** How would you react to having to quarter (house) soldiers from Ft. Richardson/Elmendorf AFB in your home? This will pre-assess the student prior knowledge.

3. Specific lesson design--Students are given a copy of activity sheet entitled “Point of Views”. In the bubbles they will give the points of view of the British soldier, and the Boston Citizen. Information coming from the reading shared orally by teacher and/or volunteers in the classroom from the reading in the History Alive sample book pages 108-109. Teacher leads whole group oral reading of the pages. Discuss the events in the reading. Students will record on the left side of their IAN their on points of view of how they feel about the situation that was going on during this time. Students are familiar with the vocabulary terms. They have been exposed to them during language arts time.

Assessment: Each student produces a product in the Interactive Notebook.

Daily - Teacher walks around the classroom and while students have conversations about the lesson small group and partner discussions. Teacher gives positive comments and helpful suggestions. Students will use a model of outstanding notes for a particular lecture or activity. In partner groups students will evaluate their notebooks according to the model provided. Allow students to use their notebooks to take a quiz. If their notes are good, their grade should reflect this.

Formal – Every three to four weeks the IAN should be assessed for quality and completeness of assignments, visual appearance and organization and extra credit assignments. Student should be given a notebook evaluation sheet to use for self-evaluation before turning them in for teacher evaluation.