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Lesson Plan
Ed Psych
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Context: I will assume that the classroom I will be teaching will be much like the classes I had in high school. This school, then, would be Lutheran and about 150 people. It would have mostly white students from middle class families. The class specifically would be a U.S. History class with about 25 juniors. The class will be 50 minutes in length. The lessons will be focused on learning about the events prior to the American Revolution; namely the Pre-Revolutionary war taxes and Boston Massacre.

Text: Call to Freedom Holt, Reinhart, and Winston

Day 1 – At the start of the day I would hand out the “Unit Project” worksheet. I would explain the assignment and my expectations for them. Then I would briefly review on the previous day’s material; in this case the French and Indian War. Then, to get the kids interested in the day’s subject matter I would enter into a very short discussion relating the subject matter to the matters of the present. This would help this make the subject matter applicable to the students. Then to transition I would remind the students of the massive debt the British incurred because of the French and Indian War. They should, then, see the point that the British wanted to tax the colonists because they were in debt. If they do not I will make it incredibly clear. Then, I would move into the heart of the lesson. I would use the powerpoint I have to give the students information on the pre-American Revolution taxes and acts of British Parliament. These would range from the Navigation Acts, which were passed in the 1600s but very relevant to the Revolution, to the Intolerable Acts, which were passed in 1774. I would also be sure to cover the important historical figures that played a role in these events, but mostly on the acts themselves and how they affected the colonists. I would also pay a lot of attention to the British motivation for passing these laws and why they felt justified passing the new laws and taxes. This would help the students with their unit project. They would be able to see how the British would have felt about the situation in the colonies and how they reacted to the American colonists. To transition I would try to get the students talking about how the American colonists would have felt about the taxes and why they would feel that way. Then, I would briefly introduce the ideas of taxation without representation and the American colonists’ response to taxes. Also, I would hand out the “Acts of Parliament” worksheet to give the students more practice and cement the base of knowledge they needed for the rest of the chapter.

Day 1

Goal: On this day I will teach the students about the taxes that were levied on the American colonists between the French and Indian War and the American Revolution and explain what the purpose of the taxes were, what each tax or act of Parliament was, and how they affected the colonists.

Objectives: When given a list of pre-American Revolution acts of Parliament students will be able to accurately describe 90% of those acts in two to five sentences and give the purpose of those acts in no less than three sentences.

Materials: Taxes powerpoint, Acts of Parliament handout, Unit Project Handout, pencil, paper for notes

Procedure:

Set/Hook: Review a little about the French and Indian War, the debt mostly. Ask students what happen when governments are in debt now. What do governments do to make money? Use this to foster discussion and move seamlessly into notes on taxes.

Transition: Ask students what the British government should have done about their debt as a result of the French and Indian War. Who should pay for the war? Then explain who the British thought should pay for the war.

Main Lesson: See powerpoint and hand out assignments.

Transition: Ask the students about how the colonists would be feeling. Get them to think how the colonists would have reacted.

Conclusion: Briefly introduce the ideas of Taxation with Representation and the colonists response to the taxes levied on them. Also Assign "Acts of Parliament" worksheet.

Assessment(s): Formal assessment: Homework sheet "Acts of Parliament", and "Newspaper Article" assignment. Informal Assessment: learning probes (see extra attachments).

Assignment: See "Unit Project" worksheet and "Acts of Parliament" worksheet.

Day 2 – This day would look fairly similar to the previous day. It would be a good amount of formal instruction because the students need a solid base of knowledge before they could move into the higher stages of comprehension. I would start the day by collecting their homework from the day before. I would grade those at night or in the planning period and get them back to the students so they would be of use when reviewing. To grab the students attention we would relate the taxes on the colonists to current activities in the American government. I could bring up recent news about new taxes or about any other government activity that citizens don't like. To transition I would get the students talking about what they would have done if they were the colonists. Would they have been angry? Would they have thought that the British were justified in their taxes? The goal would be to have students think about whether they would have been angry or not. The main lesson would include the colonists' response to the British taxes. This lesson and powerpoint would span from early colonial protests and boycotts to the Boston Massacre and then on to the British Tea party. Also covered would be committees of correspondence and the Sons of Liberty. I would paint a picture of the soap opera that was this era of history. A focus would be on how the British would have viewed the Colonial response. This would allow the students to incorporate that knowledge into their final unit project. To transition I would have the students explain to me what they would have done if they were the British. Would it have been ok for the colonists to act in the way they did and get away with it? To conclude I would hand out the homework assignment for the day, "Colonial Response" worksheet. Then, we would briefly review the material from the day and I would briefly explain what the activity for the next day in class.

Day 2

Goal: On this day I will teach the students about the American colonists' reaction to the taxes levied on them by the British government.

Objective: When asked, students will be able to adequately explain the response in the pre-American Revolution in a paragraph of no less than eight sentences and citing specific examples such as committees of correspondence, the Sons of Liberty, and Boycotts.

Materials: Colonial Response Worksheet, Colonial Response Powerpoint, pencil, paper for notes

Procedure:

Hook/Set: Review the taxes talked about the day before. Ask students how they would feel if the government started taxing them. Connect the taxes and feelings from the pre-Revolution with modern times. Ask the students what citizens do if they are angry about something the government does.

Transition: Ask students what they would have done if they were the colonists. What actions would have they taken? What actions would/should they take now if they were angry at their government?

Main Lesson: See powerpoint and assignments

Transition: Ask students what they think the British would have thought about the colonists' actions.

Have them brainstorm some ideas of what the British could do in response

Conclusion: Briefly review the colonists' response to the British taxes. Make a point to how the British would have felt. Introduce British response and debate topic for tomorrow's class.

Assessment: formal assessment: Colonial Response worksheet; informal assessment: see "learning probes" sheet.

Assignment: "Colonial Response" worksheet

Day 3 – This day would be much different from the other days in class. This class would be a classroom discussion regarding the justification of the anger of the colonists. To start off the class I would start students thinking about how protests work and what governments do to respond. This would be a fairly short discussion. There would not be much of a transition. Since the class would be a classroom discussion there would not be much of a transition. We would move into a discussion based on this question: “Were the American colonists justified in their anger towards the British? Why or why not?” This discussion would be very much student led. I would stop the discussion at the end of class and hand out the writing assignment in response to the classroom discussion. This would be due four days

Day 3

Objective: Today I will introduce the British response to the colonists' rowdiness, then, I will lead a discussion regarding whether the colonists were justified on their anger over the British taxes.

Goal: After a class discussion students will be able to write a two page paper about British taxes on the American colonists contrasting British and American viewpoints.

Materials: Writing assignment handout, scrap paper with "1" and "2" on separate pieces of paper, bucket

Procedure:

Intro/Hook: Review a little bit from the previous day, about the American response. Get students talking about how governments respond to protesting and revolt.

Transition: Ask students how they would have responded if they were the British.

Main Lesson: Have students draw numbers out of the bucket. They would be split up by number into pro-British and pro-colonists sides. Classroom discussion centered around this question: "Were the American colonists justified in their anger towards the British? Why or why not?".

Transition: Stop discussion. Make everyone focus the teacher.

Conclusion: Give students writing assignment summarizing their debate.

Assessment: formal assessment: writing assignment informal assessment: watch and listen to classroom discussion,

Assignment: Writing assignment after classroom discussion due in 3 days

Learning Probes

Day 1

Why would the British want to tax the colonists and not somewhere else in the empire?

What types of people would be most affected by the stamp act?

How would the tea act directly affect the colonists?

Day 2

How would committees of correspondence have helped the cause of the American colonists?

Why would taxation without representation have angered the colonists?

Did the British do anything wrong in this situation?

Day 3

There would be no learning probes for this day as it is a class led discussion.