

TEACHING AMERICAN HISTORY PROJECT

Lesson Title – The Road to the Revolution 1763 – 1775 from Carol Goulart

Grade – 6

Length of class period – 45 min.

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

- Students will answer the question: How did these acts and historical events put a strain on the “Relationship” between Britain and the Colonies/Colonists
- Students will be able to discuss these acts and what they would look like now, what they would look like in the present times.

Objectives (What content and skills do you expect students to learn from this lesson?)

- Students will have to make/draw a contemporary interpretation, with dialogue about a specific historical event - that leads up to the Revolution
- Students will explain their present day, contemporary cartoon and how it relates to the historical event.

Materials (What primary sources or local resources are the basis for this lesson?)

- We are using History Alive text chapter 10
- The historical events and acts leading up to the Revolution (students are using their “packets” they put together that explain the different acts we covered in class):

Group A – The Proclamation Act of 1763

Group B – The Quartering Act

Group C – The Stamp Act

Group D – The Boston Massacre

Group E – The Boston Tea Party

Group F – Townshend Act – another tax

Activities (What will you and your students do during the lesson to promote learning?)

- Students will work in groups. Each group will be given an act or a historical event that they have background knowledge on. There will be about 6 historical events.
- Students will be making a drawing/cartoon (interpretation) of one of the historical events/or acts
- Students have to “discuss” what they want their drawing/cartoon to look like in their group. Then draw it.
- The teacher will be showing them examples of how a cartoon might look like (show examples) on overhead that explains a historical event. (For example, the teacher could show a picture of a parent and a child, explaining that the parent will represent Britain and the child the colonies. We will discuss what can happen to a child if they disobey - punishes a child - what happens to their relationship - when new rules are made.

- The teacher will review the 1700's leading up to the historical events and acts by the British.

How will you assess what student learned during this lesson?

- Completion of contemporary-interpretations i.e., drawing.
- Observe class discussions, thinking process and participation
- How the groups put the puzzle-events – in chronological order.
- How well students understand these acts.

Connecticut Framework Performance Standards and content strands

- Examine historical events identify principle conflicting ideas between historical events.
Use higher level thinking skills.
- Demonstrate an understanding of historical events in American History
- Students will develop historical chronological thinking
- Locate events and place them in a time line.