

Date: 11/14/2020	Subject: 5th grade Social Studies	Topic/Theme/Unit: American Revolution – Day 6 “Boston Tea Party”
<p>ASLDE Standard(s):</p> <p>History:</p> <p>7. Determine causes and events leading to the American Revolution, including the French and Indian War, the Stamp Act, and the Intolerable Acts, the Boston Massacre, and the Boston Tea Party</p> <p>English:</p> <p>11. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>12. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>18. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>32. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building</p>	<p>Purpose/Central Focus: The purpose of this lesson is to introduce the topics that we will be discussing during the period of the American Revolution.</p> <p>Essential Question: “What does it mean to be independent?” “What happens when several cultures combine?” “What emotions, experiences, and events can lead up to a full-blown rebellion?”</p>	

<p>on others' ideas and expressing their own clearly.</p>	
<p>Objective:</p> <p>Students will discuss the causes and effects of the Boston Tea Party</p> <p>Students will explain why colonies were engaged in the Boston Tea Party</p> <p>Students will review the purpose of the Boston Tea Party.</p> <p>Students will discuss their prior knowledge on the Boston Tea Party.</p> <p>Students will identify the place of the Boston Tea Party in the events leading up to the American Revolution</p>	
<p>Materials: Teacher will need projector or smart board to show videos and class set of iPads (Chrome Books or computer station)</p> <p>Introduce the Boston Tea Party with Ted-Talk video</p>	<p>References:</p> <p>https://kids.kiddle.co/Boston_Tea_Party</p> <p>https://www.ducksters.com/history/boston_tea_party.php</p> <p>http://socialstudiesforkids.com/articles/ushistory/bostonteparty.htm</p>

<p>Stations:</p> <ol style="list-style-type: none"> 1. Quizlet “test” 2. Khan Academy and review on the effects taken from the Boston Tea Party with a word search 3. Worksheet on Boston Tea Party (cut and paste worksheet activity) 4. Crash course video reviewing events leading up to Boston Tea Party 5. Jeopardy review game <p>Students will need:</p> <ul style="list-style-type: none"> • Pencil, notebook paper, folder, worksheet distributed in class, scissors, and glue 	<p>https://kids.britannica.com/kids/article/Boston-Tea-Party/437988</p> <p>https://www.history.com/topics/american-revolution/boston-tea-party</p>		
<p>Cross Curricular Connection:</p> <ul style="list-style-type: none"> - Social Studies - English Language Arts 	<p>Literacy Connection:</p> <p>Reading: read about the story behind the Boston Tea Party</p> <p>Listening: watching video</p> <p>Writing: complete worksheet during class</p> <p>Speaking: Discussion among class and small groups</p>		
<p>Technology: projector for video and iPads (or laptop)</p>			
<p>Vocabulary:</p> <p>Academic: congress, patriot, parliament, rifle asses, discuss, evaluate, compare, contrast</p> <p>Content: Massachusetts Bay, printing press, redcoats, minute men, loyalist, tea act, Boston massacre</p>			
<p><input type="checkbox"/> How will you:</p> <p><input type="checkbox"/> Make lesson</p>	<p>Procedures:</p> <p>Detail specific steps and questions that will guide your instruction.</p>	<p>Assessment:</p>	
	<p>Previous Learning:</p> <ul style="list-style-type: none"> - Students were provided with an overview of the events leading to the American Revolution 		

<p>purposes clear to your students? By having thoroughly instructions in each station</p> <p><input type="checkbox"/> Ensure authenticity , relevance, and interest in the content? Each station is individually different and engaging</p> <p><input type="checkbox"/> Model and demonstrate? Step 3</p> <p><input type="checkbox"/> Notice what students are learning and still need to learn? Walking around the classroom and observing how students are reacting to the assignments</p> <p><input type="checkbox"/> Provide multiple explanations for new concepts?</p>	<div> <div> <ul style="list-style-type: none"> - Students were introduced to the timeline project - Students discussed the need for war </div> <div> <ol style="list-style-type: none"> 1. Welcome the class. "Hello students" Students respond, "Hello Miss Meyer". Introduce the new lesson for today's class. Teacher: "We are going to continue this lesson on the American Revolution. Today we will be learning about the Boston Tea Party". Teacher "Can I see a hand in the air if you have heard about the Boston Tea Party" *all students raise hands* "Great you all should remember hearing the name from the previous lessons". Teacher: "We are going to start today off with a Ted-Talk video, remember to have your listening ears on and bottoms staying in chairs" "If you have trouble seeing the board you may come up and sit on the rug". [close door and dim lights] Teacher will then press play on the video while students remain quiet. [after video Teacher will go back over about 3 key points the video talked about] 2. I will ask the students to take out their timeline. Teacher: "Everyone take out your timeline and add the Boston Tea Party with the year it started." I would give them a minute for everyone to return to their seats if needed and take the timeline out of their folders. Teacher: "Who can tell me when the Boston Tea Party started?" Student: "1773" Teacher: "Yes December 16th, 1773, so everyone you must have the correct event and year on your timeline for today" allow them to five minutes to complete this. 3. Teacher: "Okay class now everyone put up your timelines and we are going to work in stations today" [allow a minute for students to do this] "Everyone put your listening ears on because I am going to explain each station we are going to be working in" "First everyone take out your "daily work folder" (A folder that keeps up with their assignments throughout each day)" [if students do not have folder provide an extra folder they can use for the day] Teacher: "Hold on to your daily work folder and bring it with you. When I call your number find every member in your group and go to the station I assign your group to" Teacher: "Numbers 1 through 4 are group 1, you all will start out in the Khan Academy Station" [point and direct students where that station is] (instruct again) Teacher: "Take your daily work folder find your group members and sit at the Khan Academy Station in the right back corner" "Numbers 5 through 8 are group 2 and will start at the Crash Course Station" [point and direct students to locate this station] "Numbers 9 through 12 are group 3 and going to go to the Quizlet station" [point and direct students to locate this station] "numbers 13 through 16 are group 4 and will go sit on the rug </div> </div>	<p>Formative;</p> <p>-Students will work together in assigned groups to analyze different perspectives of the Boston Tea party while going to 5 different stations.</p> <p>-Students will complete two different worksheets, read articles, and watch videos the main points of the Boston Tea Party while discussing in their small groups</p> <p>-Students will take an overview Quizlet test, that can be taken multiple times until achieving over an 80%, and the Crash Course video to review the purpose of the Boston Tea Party and identify the buildup on the American Revolution.</p>
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<p>By having directions pinned up at each station and vocally instructing what to do</p> <p><input type="checkbox"/> Allow for student interaction? All stations they will be working together or watching a video together</p> <p><input type="checkbox"/> Know that each student though through and formulated a response to each question? By checking their work after they turn it in</p> <p><input type="checkbox"/> Provide questions that promote higher levels of thinking (DOK)? Station Quizlet test station</p> <p><input type="checkbox"/> Prompt and cue as needed? Step 1, 2, 3</p>	<p>for the Jeopardy Station” [point and direct students to locate this station] “and numbers 17 through 20 are in group 5 and will go to Cut and Paste station” [point and direct students to locate this station] Teacher: “We have five different groups meaning we have five different stations today” [talk about each station and show the described instructions listed on or by each station]</p> <p>4. Teacher: “The first station is the Khan Academy Station, here each of you will get an iPad [all iPads would be previously charged and at full compacity] , go to the Khan Academy app, log into your account, and click and review “The Boston Tea Party” I have pinned and saved to our classroom folder” Teacher: “Does everyone remember or know their log in information” Students: [nods heads] [assist students if having trouble logging in and at the station have in the instructions a guest log in available for each student to use] Teacher: “Once you click the classroom folder there will be an article called “Boston Tea Party”, here you will read the article and complete the word search provided at the station. These papers are under the instruction page, each student must fill and complete their own sheet” Teacher: “You can read the article independently and work on the word search together as a group but on your own paper” Teacher: “I want you to keep up with all of your assignments today by keeping it in your “daily work folder”. Teacher: “Does everyone understand the instructions for this station and understand each one of you are filling out your own cross-word. I am going to collect all the work in your folder at the end of class, so you need to have your own cross-word puzzle in each of your folders.” Students: [nods their head yes]</p> <p>5. Next, I am going to describe the second station. Teacher: “The next station is “Crash Course station” here you will go sit at the computers, plug in the headphones or if you brought your own headphones you may use them, and press play on the crash course video. This video reviews all of the events we have talked and learned this week.” “You will watch the video individually.” “if your whole group or you and another member in your group finish early you may talk about the related video topic by discussing the material or ask and answer questions to one another”. Teacher: “Does everyone understand this station?” “Can everyone show me a thumbs up if you understand” Students: [forms a thumbs up with their hand and raises it] Teacher: “Awesome!”</p> <p>6. Teacher: “The third station is the Quizlet station” “Each of you will grab an iPad and open up the Quizlet app, log in, click on “Boston Tea Party” and take the formed test.” “Each of you need to take the test until you make an 80% or above and screenshot to show me your completion” “Does everyone understand this station” Students: [nods heads]</p> <p>7. Teacher: “The fourth station is the jeopardy station and located by sitting on the rug and playing on the touch smart board” “Here your group will split up into partners and work together on answering the jeopardy questions.” “when playing this jeopardy, you will pick “two</p>	<p>Summative: Students will continue to work on their gradual timeline project with dress-up presentation</p> <p>Goals</p> <p>Short Term: Students will be introduced to the Boston Tea Party and will be able to explain the causes and effects towards the American Revolution.</p> <p><u>Long Term:</u> Students will be able to recognize the importance of the Boston Tea Party as one of the major events that led to the American Revolution.</p>
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<div> <input type="checkbox"/> Provide effective descriptive feedback? Step 2 (responding to students answers to questions) </div> <div> <input type="checkbox"/> Assist students in processing information ? students will learn about the event and demonstrate their understanding of the material through the different stations </div> <div> <input type="checkbox"/> Implement supports for learner literacy development across content areas? students will be provided with 2 different perspective readings and 3 different videos </div> <div> <input type="checkbox"/> Determine the complexity of the task? teacher will </div>	<p>teams” and select a team character. You will then rock-paper-scissors one time for which team goes first. The team who wins will pick a category or square to pick first while the other team becomes the host and clicks the square they choose and ask them the question shown on the board. The team answering the question must answer the correct answer in the timed amount to get points towards their team. [This alternates each question] After the first team is done answering, it is the next team’s turn and will continue to alternate until the station time is over.” [assuming we have already played this game as a whole class, letting them understand what to do easier on their own] “Does everyone remember this game and/or understand these instructions?” Students: “YES!”</p> <p>8. Describe the last station. Teacher: “The last station is called Cut and Paste station” “Here you will each pick up a worksheet, a pair of scissors, and glue stick.” “If you want to use your own scissors and glue stick you can” [hold up the worksheet for all students to see] “On this worksheet you are going to cut out these terms at the top [points at terms] and match them up with the correct sentences they match or go with.” “Does everyone understand this station?” Students; [nods heads] Teacher: “The order of the stations are Khan Academy, Crash Course, Quizlet, Jeopardy, Cut and Paste. These stations are in order and form a circle around the room” [each station tells where to go next on the instruction sheet provided at each station] Teacher: “Does anyone have any questions about a station or where to go” Students: [has no questions] Teacher: “Show me a thumbs up if you understand all of the stations.”” Students: [forms a thumbs up with their hand and raises it] Teacher: “Okay you all will have 10 minutes at each station. I will start the timer now” *teacher starts timer* *students start their stations*</p> <p>9. After every 10 minutes students will have 1 minute to go or head to the next station. Station overviews include:</p> <ol style="list-style-type: none"> 1. Khan Academy website https://www.khanacademy.org/humanities/us-history/road-to-revolution/the-american-revolution/a/the-boston-tea-party with Word Search file:///C:/Users/andre/Downloads/Boston Tea Party.pdf and answer key: file:///C:/Users/andre/Downloads/Boston Tea Party answer key.pdf 2. crash course video reviewing all of the days up to the Boston Tea Party. https://www.youtube.com/watch?v=Eytc9ZaNWyc 3. Quizlet test : https://quizlet.com/78533884/boston-tea-party-flash-cards/ take until student makes an 80% or higher 4. Jeopardy Review game: https://www.playfactile.com/thebostonteparty , 5. Cut and paste worksheet: https://docs.google.com/document/d/1XKOifLH0rN5IB7hrpo6jq0c53EluhNTI1okhaHG1HAE/edit?usp=sharing 	
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<p>be able to determine how complex the task is by seeing how students do with each station</p> <p><input type="checkbox"/> Provide students with hands-on experiences and practice (can be tangible or digital)? Quizlet, word search, and worksheet</p> <p><input type="checkbox"/> Determine grouping (pairs, groups)? Groups of 4 when at stations</p> <p><input type="checkbox"/> Hold students accountable for their learning? On Quizlet each student must make an 80 percent on the Quizlet "test" to advance to the next station</p>	<p>10. While students are at each station, I will walk around checking to make sure everyone stays on task and will answer any questions that are asked.</p> <p>11. After all stations are complete students will return back to their assigned seats and with their "daily folders" on top of their desk. *last timer goes off* Teacher: "okay everyone close out or log out of everything, plug the iPads back into the charging station, throw away all trash around your area, place all of your hard copy work into your daily folders, and go back to your desk while sitting on your bottom with mouths closed." Teacher: "Keep your "daily folders" out and I will come by and collect them.</p>	
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<p><input type="checkbox"/> Provide effective descriptive feedback? Step 2 (responding to students answers to questions)</p> <p><input type="checkbox"/> Provide opportunities for students to master academic language? students will use terms from the readings to answer the comprehension questions; students will utilize language from the lesson in order to answer the Jeopardy questions</p> <p><input type="checkbox"/> Intervene with students who are not ready to move on? Allow other students to help each other if struggling and notice and review with</p>		
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<p>student to provide work to help them catch up or more materials if needed.</p> <ul style="list-style-type: none">❑ Assess at the close of the lesson to determine who has mastered content and who needs further assistance? Jeopardy game❑ Challenge or extend the lesson for those who are ready to move on? Step 5 Quizlet “test”❑ Support students in connecting concepts to future lessons and in exploring real-life, authentic applications ? The Ted-talk explains the Boston Tea Party explained why and		
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<p>what happened in the past</p> <p><input type="checkbox"/> Provide opportunities for students to self-assess? students will be able to realize what material they need to focus on more at each station</p> <p><input type="checkbox"/> Offer opportunities for students to extend their learning? By exploring the khan academy page/app</p> <p><input type="checkbox"/> Endorse independent learning or more in-depth study of content by students? Students will independently take the Quizlet "test"</p>		
<p>Accommodation(s)-</p> <ul style="list-style-type: none"> • For the student that reads 2 grade levels below allow them extra time to read, make sure he is challenged during the instruction, and provide help if needed with another member of their group. • For a student who shows high ability during this lesson, let them brainstorm ideas for their gradual timeline and write them down. If they finish their work have them help another person in their group who is falling behind. 		

- For the 2 ELL students, give them extra time to read and have them underline any words they do not understand and offer a worksheet or vocabulary sheet in their preferred language and I will provide closed captioning on the videos shown with the whole class as well as the individual video. While also looking and watching over the other students who look confused and questioned.

Modification(s)- Students who have vision impairments sit closer to front as well as students that behave less well, having extra activities for high ability students, giving ELL's and students with learning disabilities more time to complete assignments and making sure there is a helpful student in each group. Provide students with lower reading levels a less challenge perspective reading, allowing students to work together in their groups, and allowing students to orally respond/discuss the perspective activities

Differentiation- giving students the option to create their gradual timeline on different platforms, rearranging the desks into groups of four for easy classroom discussion, changing the group pairing every group project, and having online (technology) assignments and written assignments.

Possible Instructional Models:

Gradual Release:

I Do- Introduce the lesson with video and going over key factors

We Do- Timeline

You Do Together- Jeopardy station, crossword puzzle, cut and paste worksheet station, and discussing crash course video

You Do Alone- Quizlet "test", watch crash course video, and read Khan Academy article

Possible Instructional Strategies:

Graphic Organizer

Choice Menu

Cornell notes

Brain Dump/Mind Map

K-W-L

Carousel Brainstorming

3 Facts & a Fib

Think-Pair-Share

Think-INK-Pair-Share

Think-Tac-Toe

Turn &Talk

Jigsaw

Choice Boards

Literature Circles

Centers/Stations

Virtual Field Trip

Experiment

Four Corners

Concept Maps

Learning Contracts

RAFT

Reader's Theater

Journals

Simulation

Story Mapping

Error Analysis

Inside-Outside Circle

Numbered Heads Together