Natalie Andrade **Grade 5**

**Lesson 2**

Subject: American Revolution – **What were the effects of the Boston Tea Party and how did it lead to the First Continental Congress?**

Resources used to create lesson: textbook Our Nation by Macmillan/McGraw-

Hill, 2003, graphic organizer

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| State Standards: GRADE 5 ELA  Common Core Informational Text  Read with sufficient accuracy and fluency to support  comprehension.  a. Read grade-level text with purpose and understanding.  c. Use context to confirm or self-correct word  recognition and understanding, rereading as necessary  Writing Standards:  Write informative/explanatory texts to examine a topic  and convey ideas and information clearly.  a. Introduce a topic clearly, provide a general observation  and focus, and group related information logically;  include formatting (e.g., headings), illustrations, and  multimedia when useful to aiding comprehension.  b. Develop the topic with facts, definitions, concrete  details, quotations, or other information and examples  related to the topic.  Speaking and listening  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 on others’ ideas  and expressing their own clearly.  c. Pose and respond to specific questions by making  comments that contribute to the discussion and  elaborate on the remarks of others.  d. Review the key ideas expressed and draw conclusions  in light of information and knowledge gained from the  discussions.  e. Seek to understand and communicate with individuals  from different perspectives and cultural backgrounds.  f. Use their experience and their knowledge of language  logic, as well as culture, to think analytically, address  problems creatively, and advocate persuasively.  **Social Studies:**  **Standard 2:World History**  use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives  **Standard 4: Economics**  use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.  **Standard 5: Civics, Citizenship, and Government**  use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation. |
| Unit Essential Question:  How can speaking our minds start a revolution?  How can a revolution change the world? |
| Aim of lesson: What were the effects of the Boston tea Party? |
| Objectives: Students Will Be Able To:   * Analyze the causes and effects of the Intolerable Acts by using a graphic organizer * Write down new vocabulary in their S.S notebooks * Recognize sequence of events using a visual timeline * Examine a political cartoon depicting the Intolerable Acts and Boston Tea Party * Work independently and with a partner |
| Assessment: Students will fill in the blanks to identify the causes and the effects of the Boston Tea party. |
| Prerequisite skills, knowledge: Students will recall that the colonists were angry with Britain because they were being taxed without representation. Colonists were already riled up because the Sugar Act of 1764 was the first of many laws that took away the colonists’ rights as Englishmen. These included the right to be considered innocent until proven guilty and the right of trial by jury. |
| Key guiding questions: Why did many colonists oppose the Stamp Act?  What Acts of the British Parliament caused the colonists to rebel?  What were the Intolerable Acts? |
| Hook -MCj02874820000[1] Beginning of lesson: Did we ever find out what happened to the colonist who dressed up as Native Americans and dumped tea into the Boston Harbor? |
| Development of lesson:   * We will begin by reviewing from our previous lesson. Then talk about where we last left off (The Boston Tea Party). Begin reading the text book as a class. Distribute the graphic organizer, students will fill in information as we read. * The colonists dumped the tea as a form of protest. * They were punished by the king. Parliament closed the port of Boston until the colonists paid for the tea. Town meetings were banned. These were the Intolerable Acts. * Show wiki page with the Intolerable Acts.   Boston Port Act- Trade between Boston and Britain was ceased (stopped).  Massachusetts Government Act- Britain gained more control over the colony’s government (ended most town meetings).  Quartering Act- British soldiers returned to Boston. Bostonians were forced to house and feed the soldiers.  Quebec Act- Land from the colonies was given to Quebec, Canada   * On September 5, 1775 delegates from every colony except Georgia met at Carpenter’s Hall in Philadelphia. This was the First Continental Congress. They met to discuss how they should respond to the Intolerable Acts. The delegates decided to stop trade with Britain and write a formal petition to King George III asking him to repeal the Act. * They decided to gather minutemen to defend cities. Minutemen had to be ready within a minute’s notice and prepare to fight. * By 1775 able-bodied men (men that were able to fight) in every colony had to join the militia. A militia was made up of volunteers; they were farmers, craft workers, business owners and wealthy men. At first some militias allowed both free and enslaved African Americans to join. Later they refused to accept an African Americans. * The First Continental Congress decided that if Britain did not change its policies at the end of one year it would stop all exports to Britain. They also agreed to meet again if Britain refused their demands. |
| Closure of lessonj0078624 Sum it up by reviewing as a class our graphic organizers. |
| Adaptations for Special Need & differentiation  I would allow partner work for students who wished to work together. I would also use repetition to emphasize the key term in the graphic organizer. I would also elicit responses from other students, sometimes having something explained in a different way might help students to understand a concept. For visual and auditory learners, I would have a copy of the graphic organizer on the board and we would fill it in as a class when they share their answers. |
| Follow-up Assignments: Briefly review what a political cartoon is (they have analyzed cartoons before). Show on our class wiki the two political cartoon they have to interpret for homework. |
| Reflection and Revision: Was my graphic organizer clear and efficient?  Did my students understand the role of the First Continental Congress? |

**The Causes and effects of the Boston Tea Party**

Complete this graphic organizer as we read through the textbook. Keep this as a helpful study guide.

Boston Massacre

The Stamp Act

The Sugar Act

The First Continental Congress

The Intolerable Acts

The Boston Tea Party