Natalie Andrade  **Grade 5**

**Lesson 3**

Subject: American Revolution: **Which side are you on? Patriot or Loyalist debate**

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

Hill, 2003

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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.  b. Read grade-level prose and poetry orally with  accuracy, appropriate rate, and expression on  successive readings.  c. Use context to confirm or self-correct word  recognition and understanding, rereading as necessary  Writing Standards:  Write opinion pieces on topics or texts, supporting a point  of view with reasons and information.  a. Introduce a topic or text clearly, state an opinion, and  create an organizational structure in which ideas are  logically grouped to support the writer’s purpose.  b. Provide logically ordered reasons that are supported  by facts and details.  c. Link opinion and reasons using words, phrases, and  clauses (e.g., *consequently*, *specifically*).  d. Provide a concluding statement or section related to  the opinion presented.  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.  c. Link ideas within and across categories of information  using words, phrases, and clauses (e.g., *in contrast*,  *especially*).  d. Use precise language and domain-specific vocabulary  to inform about or explain the topic.  e. Provide a concluding statement or section related to  the information or explanation presented  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.  a. Come to discussions prepared, having read or studied  required material; explicitly draw on that preparation  and other information known about the topic to  explore ideas under discussion.  b. Follow agreed-upon rules for discussions and carry  out assigned roles.  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.  SS State Standard:  **Standard 1: History of the United States and New York**  use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.  **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 a revolution change the world?  How can speaking your mind start a revolution? |
| Aim of lesson: Which side are you on? Patriot or loyalist debate! |
| Objectives:  Students will be able to:   * Distinguish the difference between a loyalist and a patriot * Write from their own point of view as a patriot or a loyalist regarding the war * State orally reasons why the patriots were just in their choosing to fight * Identify reasons why the loyalists were against independence from Great Britain * Work in cooperative groups in the form of a town hall |
| Assessment: Students will write from the perspective of a patriot or a loyalist. They will be assigned roles of farmers, bankers, business people, carpenters, wealthy and poor people. Using their assigned role they must state details and facts as to why they are right. They will also explain why they feel the other side is wrong and support their point of view using facts. We will meet in the form of a town hall and debate taking turns to hear each point made. |
| Prerequisite skills, knowledge  Students will recall the intolerable acts and events leading up to the beginning of the revolution (stamp act tea act). Review the rules of a debate. |
| Key guiding questions: Do you think all Americans wanted to break ties from Britain?  If you were a loyalist and the rest of your family was on the side of the patriots, how would you feel? |
| Hook -MCj02874820000[1] Beginning of lesson: Do you think all Americans wanted to break ties from Britain? |
| Development of lesson:   * Students will be asked if they think all Americans wanted to break ties with Britain. The reality was that most colonists spoke English, shared English customs and laws, and still had relatives/family in Britain. British ships protected colonial trade routes. The British were the colonists’ major trading partner. * About 1/3 colonists were loyalists. Identify new vocab: Loyalists were people who remained loyal to Britain. About 1/3 were patriots – people who supported the fight for independence from Britain. The remaining 1/3 did not take sides they were neutral. These people were usually Quakers who were peaceful people opposed to all wars. * Loyalists were against many unfair British policies but favored peaceful forms of protest. They believed independence would mean the loss of economic benefits with Britain. May loyalists would lose their jobs * Everyone was being affected by the war. Wherever battles were fought people had to leave behind their farms and homes. Everything would be destroyed from the musket fire. Prices of food, clothing and supplies increased due to inflation. New vocabulary inflation is caused by higher prices of goods which would make it harder to afford them. Some farmers and merchants would not even sell their goods they would wait for the prices to get higher to make more money. * Students will be assigned roles (farmer, carpenter, bankers, shop keeper etc.) keeping true to their role they will write 3-5 reasons why choosing to be a patriot or loyalist is the best choice. * Students will be able to work with their “side” of students to gather statements and counterpoints. * After 10 minutes the class will stay on their sides and form a town hall. * Points will be heard, active participation from each student is required. * I will make a T chart with points made by each side.   MOs  Yhr |
| Closure of lessonj0078624 Ask the students if they enjoyed this “town hall”. Sum it up not everyone wanted to go to war but they were upset because their rights were ignored. |
| Adaptations for Special Need & differentiation: Group work, role play, visual, auditory and kinesthetic learners addressed. Students will stand and deliver their point (statement) in their assigned roles. |
| Follow-up Assignments: For Homework students will visit our class wiki and answer the question What else might the colors of the flag have stood for? They will also watch the School House Rock video clip. |
| Reflection and Revision: Did my students like role playing?  Was this an effective way to discuss how the colonists were split at the time? |