

Voices: A Thematic Approach to Teaching the Road to the American Revolution

Title:	Day One: What is independence anyway?
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Subject:	Social Studies
Grade Level(s):	4 th or 5th grade
Duration:	1 hour
Unit Description:	This lesson is the first in a unit that will explore the voices and perspectives of colonial America leading to the varying beliefs and perspectives that lead to the American Revolution.
Lesson Description for Day:	Over a two day simulation intro, students will be given a task to accomplish as a whole group and will explore the problems and conflicts that arise.
PA Core Standards or Alternative Standards:	<p>Standard - 5.3.4.F Explain how different perspectives can lead to conflict.</p> <p>Standard - 8.3.4.D Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of the United States.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

Goals

Unit Goals:	Through primary sources and inquiry questions, students will be able to explain the road to the American Revolution through the perspectives of diverse voices and will be able to compare and contrast how different people might have felt about these events.
Lesson Objective(s):	At the conclusion of this simulation, fourth grade students will be able to define independence. They will be able to give examples of the benefits and drawbacks to independence in their own lives.

Methods

Anticipatory Set:	Ask the students if they prefer it when their grown-ups tell them exactly what they must do, or if they like to make choices for themselves.
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	<p>Give them one quiet minute to consider the question before sharing their answer with an elbow buddy. Remember that all perspectives are valid and can be useful for the conversation.</p> <p>After discussion, ask them to assign a number on their preference on a scale of 1-10. One is “I want my grown ups to tell me nothing. Total free choice for me!” and 10 would be “I want no free choice. Please tell me what to do always.”</p> <p>The teacher can make a quick continuum line on the board and the students can write their name based on their position. Select some students, one from each extreme and then 2 from the middle to share why they selected the spot they selected.</p>
<p>Introduce and Model New Knowledge:</p>	<p>Transition to the activity by reminding the students that everyone has different opinions on how much freedom they prefer. Ask them to keep that in mind throughout the activities today.</p> <p>Tell the students that today they will be working together as a whole class.</p> <p>They must decide on a theme to decorate the classroom door and then actually decorate the door.</p> <p>Tell the class that today you, as their teacher, are going to act a bit different than you usually do. You are going to let them do this task completely on their own, to see if they can work independently.</p> <p>Point out the prefix <i>in</i> the word independent means NOT. What does dependent mean? See if they have suggestions, and then go with a definition that resembles, “a person who relies on another for support.”</p> <p>Explain that they will have a total of 20 minutes to accomplish this task and may use any materials in their desks or in the student supply area of the classroom (markers, construction paper, glue etc.).</p> <p>While students are working, if there is conflict do not intervene for the full 20 minutes. (Unless it gets dangerous) Seeing the need for rules and some dependence on someone else is the point of the activity, so let the chaos occur and do not interfere.</p>

	<p>Observe and take note of what you notice as students work such:</p> <ul style="list-style-type: none"> o Does conflict occur? Between who? o Who emerges as a leader? Are they effective? o Do subgroups form? <p>After 20 minutes have passed, stop students wherever they are and ask them to return to their seats.</p> <p>Ask students what they noticed about the activity/ what did or did not go well.</p> <p>Give students 2 minutes to think and then ask them to talk as a group. After students have had a chance to talk, facilitate a whole group discussion on the subject. If needed use question prompts and the observations you took note of during the activity to guide the responses.</p> <p>If time allows, give the students a second opportunity to complete the door decorating, but this time with less independence and much more guidance. Debrief about the two different experiences.</p>
Provide Guided Practice:	<p>In small groups ask the students now how they would rate their preference for total independence vs total dependence based on the door decorating activity on the same scale from 1-10. Have them justify their position in small groups.</p>
Provide Independent Practice:	<p>Have the students record in their journals the benefits and drawbacks to independence as they just experienced it.</p> <p>They can expand their writing to include other insights they had from the experience.</p>
Wrap-Up	<p>Share your journal entry with your elbow buddy and add anything you hear that you also find interesting or important.</p>

Assessment

Formative/Ongoing Assessment:	<ul style="list-style-type: none">• As students are working on the simulation part of the lesson the teacher will float around the room making note of things students are saying or doing. The teacher will also need to circulate amongst the groups in the guided practice to ensure they know the terms <i>independent</i> and <i>dependant</i>.
Summative/End Of Lesson Assessment:	<ul style="list-style-type: none">• Student's journals will be collected and will be looked at by the teacher.

Materials

<ul style="list-style-type: none">• Social Studies journals• Basic craft supplies such as construction paper, markers, glue• Discussion question prompts• Independent/ Independence vocabulary card
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