Anthony M. Gates

Tems 302 Fri. 11:30-2:20

Dr. Gould

10-15-2011

NCATE Lesson (designed for 60 minute class period) on The Intolerable Acts- Fall 2011

**1.) Content focus/Grade Level/Content Standards & Benchmarks**

The Intolerable Acts/ 8th grade students/ Identify economic and political questions facing the nation (USA) during the period of the Articles of Confederation and the opening of the Constitutional Convention. (GLCE 8-U3.3.2)

**2.) Purpose/Relevancy**

The students will learn the causes and events that led to The Intolerable Acts as well as the Colonial and British atmosphere during the implementation of The Intolerable Acts. The students will benefit from gaining knowledge of the implementation of The Intolerable Acts as it will help frame why future legislation in the United States was signed and the reasoning behind such requests and/or policies. The students will want to learn this because it will help give them ideas to perform a role playing presentation based on the different aspects of The Intolerable Acts. (These will be hypothetical and done with tact to ensure nothing radical happens within the school)

**3.) Special Needs Considerations/Accommodations**

Students will be placed in groups after being given the foundational knowledge of The Intolerable Acts to develop ideas about what aspects and how they will approach the role playing presentation to be performed. This allows for students to share their body of knowledge and keep one another on the same level by being able to communicate any questions or misunderstanding within the peer group. All printed materials will also be available in larger fonts or pages with better contrast for easier reading. All online or computer materials, modules, etc. will be made available to the students outside of class as all links will be handed out on printed information sheets. Time will be allotted at the end of each class for clarification both in a class inquiry format and a personal one-on-one availability if the student does not feel comfortable asking the question aloud.

**4.) Resources**

The lesson will be accompanied by a Microsoft Office 2010 PowerPoint presentation of The Intolerable Acts which will be displayed by a DLP, or equivalent projector, onto a board, screen, etc. that allows the entire class to view the PowerPoint at once. An overhead projection system is required to display the letter sent by Samuel Adams so as to allow the entire class to view the letter at once. Three ring binders will also be necessary as each student will have a binder to use for daily writing prompts.

**5.) Performance Objectives**

The students (A) will be able to demonstrate knowledge of The Intolerable Acts on a unit test and the performance of a group skit that contains key aspects of The Intolerable Acts from both a Colonial and British perspective. (B) With the use of any class notes for the skit and their KWLS chart for the exam. (C) With a 90% proficiency on both the skit and the unit test. (D)

**6.) Content-Literacy Strategy**

A KWLS chart (Kane, 2007; Tovani, 2004) will be used to ensure the student possesses the appropriate writing abilities while at the same time allowing for prior knowledge to be exposed. In the case of the primary teacher being absent, KWLS is put into simpler terms for the visiting teacher in the PowerPoint.

**7.) Bell Work**

The PowerPoint will be running when students enter the class with the first slide prompting them to begin their KWLS chart. Students will begin class by filling out the K and W sections of their KWLS charts about the Intolerable Acts which they have copied from the board. They should write at least one K and two W’s in their class writing prompt three ring binder. When the students are finished (about 3-5 minutes) the teacher will ask for volunteers to share what they know and what they want to know about The Intolerable Acts.

**8.) Opening/Anticipatory Set (7-10 minutes)**

The teacher will play a short clip of the television series Liberty’s Kids that pertains to The Intolerable Acts. This video will act as a brief introduction to the initial implementation of The Intolerable Acts and provide the students with a visually appealing sense of the atmosphere during The Intolerable Acts. The clip provides only a small piece of the implementation and atmosphere in regards to The Intolerable Acts so as to spark student interest and reinforce the recall of past knowledge.

(<http://www.youtube.com/watch?v=oxbI9QSG_oQ>)

The teacher will then ask the students based on the video, *“How do you think the colonists felt about the arrival of the British troops?”* and *“What are your first impressions of the British troops intentions based on the video?”* This will first be done individually in their class binder/journal and then the class will be asked to share a few ideas briefly afterward.

**9.) Instructional Method (20-25 minutes)**

A.) Place letter sent by Samuel Adams to James Warren on the overhead projector (Have a student volunteer to read the letter).

B.) After the reading of the overhead students will be asked to please write down at least one “L” and share it with their neighbor(s)

C.) While students are sharing their “L’s” prepare to show the students the Liberty’s Kids video by clicking on the title of slide two. Inform the students to pay attention to the emotions of the colonists and the atmosphere that is present.

D.) Prompt the students to write down another "L" after viewing the video.

E.) The PowerPoint presentation will then be viewed in its entirety to help provide an overview and insight into the atmosphere and reactions caused by The Intolerable Acts of 1774. After viewing the PowerPoint students will write down another “L” before beginning the guided practice.

**10.) Guided Practice (20-25 minutes)**

A.) Students are first asked to take the position of a colonist and outline which of The Intolerable Acts they found the most intolerable and provide “2” justifications for their choice.

B.) Students are then asked to take the position of a member of the British parliament and rationalize which of The Intolerable Acts stands to be the most impactful in enforcing and preserving British authority.

C.) Students will then get into "popcorn session" groups of 4-5. The groups will then compare and contrast one another's ideas in a friendly and tactful manner. This will allow students to become aware of the different perspectives on the various aspects of The Intolerable Acts. Students will be asked to write down a final “L” as well as one “S” (one thing they would still like to know about The Intolerable Acts) before beginning the development of their skits.

D.) Students will then be asked in the same groups as the popcorn sessions to begin to develop a skit in which a minimum of 2-3 members are colonists arguing for the repeal of The Intolerable Acts and a maximum of 2 members are to act as members of parliament listening to the pleas of the colonists and stating why The Intolerable Acts should not be repealed and how the colonists should be acting as subjects of King George III.

F). Students will be provided a grading rubric for the skit (see attachment) that asks for a written outline of their skit at the beginning of next class so that the teacher can briefly review each skit before the group presents in order to ensure that the skit is appropriate and that each group member properly plays their role in the skit. The grading rubric also provides the students with an advanced notice of the expectations of the skit and how they will be individually assessed.

G.) The teacher will drift around the room answering any questions the students may have and discussing each groups plan for the skit in regards to what they plan to discuss and argue during the skit in order to make sure everyone is approaching the skit appropriately and has the essential foundational knowledge to perform the skit effectively.

**11.) Lesson Closure (5 minutes)**

The following questions are given with the expectation that the students will provide clear answers to ensure that the students understand the key elements of The Intolerable Acts and the expectations for the skit. After asking these questions and hearing appropriate responses remind the students to turn in their KWLS paper as they exit the classroom.

A*.) Does everyone understand the key aspects of The Intolerable Acts? (Multiple students will answer)*

B.) *Does everyone understand the expectations of the skit and the grading rubric that has been provided? (At least 2 students should respond)*

**12.) Formative Assessment**

Students will demonstrate their fresh knowledge covering the materials of The Intolerable Acts by performing a group skit that encompasses key foundational knowledge of The Intolerable Acts. After the students have completed their skits, there will be a period of class discussion in groups of 4-5 where students are asked to share *how they felt The Intolerable Acts impacted the social, political, and economic atmosphere of Colonial America and how the results of this atmosphere led to varying decisions that critically impacted the course of The American Revolution.* After the small group discussions, one spokesperson from each group will write the group’s main ideas up on the board. This is to be followed by a class discussion comparing the individual group responses. After the discussion, students will take a quiz (10 minutes) addressing the key ideas surrounding The Intolerable Acts and the impact these acts had on The American Revolution.

**13.) Further Practice / Re-Teaching**

a. Re-Teaching Plan:

The teacher will evaluate the key concepts that were misunderstood/missed by 20% (or more) of the class from the quiz. A PowerPoint review will be used to provide a visual learning experience pertaining to the misunderstood/missed information. After viewing the PowerPoint students will be asked to get into groups and create a frayer model (see attachment) that incorporates both understood and missed/misunderstood concepts regarding The Intolerable Acts to provide a differentiated approach to the learning process. The frayer models will be presented in front of the class by each group during the class period for participation points.

b. Independent Practice:

The teacher will instruct students to write a one page double spaced paper in the form of a diary entry allowing the students to approach the information from different perspective while still incorporating the key concepts that pertain to the fundamental aspects of The Intolerable Acts that the students are misunderstanding. All of the essential information for the diary entry will be provided through the PowerPoint and the presentation of the frayer models.

c. Extension Activity:

The teacher will instruct the students to use their notes to create a timeline of key events that have been covered in class from 1763 to 1774 providing a brief description of the significance of each point on the timeline. Students will then write a 1-2 page paper discussing how Colonial America was pushed toward revolution based on the events from 1763-1774 paying particular attention to the tension created by The Intolerable Acts.

**14.) Summative Assessment**

Students will complete two forms of summative assessment to test their retention of the key concepts of The Intolerable Acts. One form of summative assessment will come by way of a test covering all material from 1763 to the signing of The Declaration of Independence in 1776. A unit exam will be given at the end-of-the-unit following all class discussion on The American Revolution as an end of the marking period summative assessment covering all the content discussed regarding The American Revolution.

**15.) Reflection**

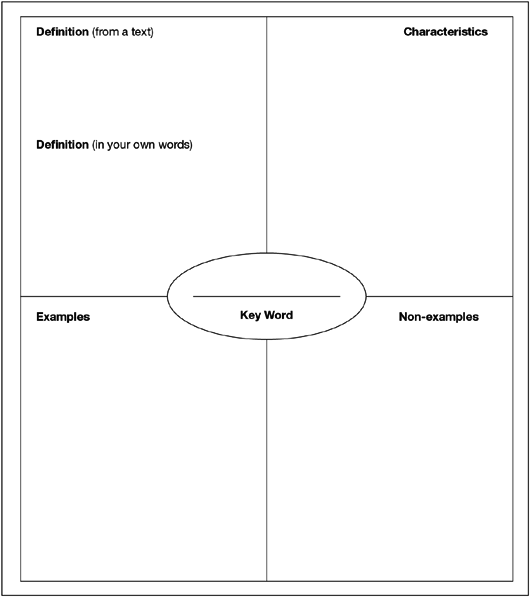
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OVERHEAD FROM 9A

This Town has received the Copy of an Act of the British Parliament, wherein it appears that we have been tried and condemned, and are to be punished, by the shutting up of the harbor and other marks of revenge, until we shall disgrace ourselves by servilely yielding up, in effect, the just and righteous claims of America....The people receive this cruel edict with abhorrence and indignation. They consider themselves as suffering the stroke ministerial...I hope they will sustain the blow with a becoming fortitude, and that the cursed design of intimidating and subduing the spirits of all America, will, by the joint efforts of all, be frustrated.

– Samuel Adams, letter to James Warren (May 14, 1774)

FRAYER MODEL EX. 13A (Key Word is The Intolerable Acts)



GRADING RUBRIC FOR SKIT 10F

**Please Note: A copy of your group skit is required before your group can present**.