

SMU
Lesson Plan Framework

Name: Julie Fontenot Date Turned In: April 23 Date Taught: March 20

Subject/Grade: 5th Social Studies Time Limit: 65 minutes

Unit/Lesson
Topic/Essential
Question(s): Intolerable Acts

STATE STANDARDS

Reference TEKS # and TEKS being used. Highlight the part of the TEK(s) you will use for THIS lesson. Choose one or more concepts/content that could be appropriately taught in ONE lesson. Also include CCRS and ELPS (same format)

2 (A) identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party;

24 (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; (C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; (D) identify different points of view about an issue, topic, or current event; and (E) identify the historical context of an event.

STUDENT LEARNING OBJECTIVES

Objectives

SWBAT create a graphic organizer to analyze and describe the Intolerable acts including the impact on colonists, and their point of view as well as the motives and point of view of the British with 100% accuracy.

ASSESSMENT

Based on THIS lesson only, How you will assess your students? What do you want to them to know/be able to do for this particular lesson? Include ongoing/informal assessment you will use throughout the lesson as well as formal/summative assessments.

Think about ways you may modify your assessments (both informal and formal) for students with special needs and ELLs.

Initial assessment can be done by questioning the students during class discussion. Next, students can be informally assessed as they complete their graphic organizer to check for understanding and mastery. Finally, a final product can be turned in a graded for understanding and accuracy.

MATERIALS

List all the materials you will need for the lesson and include when possible. This will include websites you need to have, overhead, etc.

Article on Intolerable Acts
Journals
Pencil
Construction paper
Markers

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PROCEDURES

This is your step-by-step plan for the entire lesson. It should be written in enough detail so you could post it on the internet for other teachers to use.

Provide a time estimate as well as either a script or bulleted items of things you will say/do.

A. Introduction/Motivation (Set Induction/Anticipatory set)

Advanced Organizer: We are going to review what we have learned about the Boston Tea Party, watch a short video, and talk about how the British reacted to the Boston Tea Party, Then we will complete a chart in our journals describing the Intolerable Acts, and publish a final version of this chart to turn in for a grade.

B. Lesson Activities, Sequence, and Procedures:

First, I want to review the Boston Tea Party, who can tell me what happened? Why? Then how do you think the British are going to feel or react to the colonists destroying the tea?

Let's read this article together about the British reaction to the Boston Tea Party. Read article, checking repeatedly for understanding, and to ask the students for thoughts, analysis, and insights.

Go over each of the Intolerable acts and ask what the colonists think and feel about it, what was the impact of each one on their lives. Also discuss the British point of view, and what they were trying to achieve by passing each act.

Demonstrate how to create a chart describing the differing points of view on each act. Have students work on the analysis in small groups, while I walk around and check for understanding and ask and answer questions.

DOL: Individually have each student publish a final draft of the graphic organizer on construction paper.

C. Review/Closure

(TIME) What you do/say to summarize/wrap up lesson. How you will tie it into the next lesson? How is what students learned today relevant in a broader reading/writing context?

Ok to summarize, what were the Intolerable Acts? Why were they significant? What did the colonists feel about them? What about the British?

CONTINGENCY PLAN

What you will do if the lesson is runs long? Any work not completed in class can be done as homework.

What you will do if the lesson is runs short? Students can begin reading the next section in their textbooks.

DIFFERENTIATION/MODIFICATIONS/ACCOMMODATIONS

Think about whether you will include visuals, group students to facilitate learning, reword or repeat information, accept less than precise answers to questions, alter guided and independent practice assignments for some students, etc.

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What you will do for students with special needs? Provide more time, and spend more one on one attention.

What will you do for students who are English language learners? This project incorporates a lot of visuals, and at home time to research and work on the writing, so it is a good project for ELL.

How will you meet the needs of students at varied instructional levels?

Lower level students can receive more guided practice. The teacher can review their analysis with them and guide them, Higher level students can be asked more complex questions comparing points of view and cause and effect.