

LESSON PLAN

Grade(s)	3
Content Area(s)	Reading
Topic of Lesson	Connection between children's stories and its characters to the Boston Tea Party and its historical figures
Three Objectives	<p>1. Students will be able to name, in writing, at least three important figures of the Boston Tea Party (King George III, Samuel Adams, Paul Revere, and Mohawks) and they will be able to write one or more sentences giving a description of the figure's role in the Boston Tea Party and that contains fewer than 5 grammatical or spelling errors.</p> <p>2. Students will be able to come up with inferences about characters in the complementary story (<u>Joining the Boston Tea Party (Time-Traveling Twins)</u>) that have similar character traits to Tea Party figures when discussed orally in reading group.</p> <p>3. Students will be able to match five key vocabulary words (colonist, taxes, patriots, loyalists, protest, and treason) to their respective definitions when given a five-question matching worksheet.</p>
Technology standard	<p><i>Standard 2. Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school, and in society.</i></p> <p>G3-5: 2.13 Recognize and demonstrate ergonomically sound and safe use of equipment.</p>
Curriculum Framework	<ul style="list-style-type: none"> ➤ Massachusetts History and Social Science Curriculum Framework ➤ Grade 3 Learning Standards ➤ New England and Massachusetts <p>3.5 Explain important political, economic, and military developments leading to and during the American Revolution. (H, C) B. the Boston Tea Party</p>
Materials needed	<ul style="list-style-type: none"> ▪ A computer with internet access and an LCD projector for teacher use ▪ Paper for students to write on for objective assessments ▪ Five-question matching worksheet for vocabulary practice ▪ Historical Figures worksheet with names of figures and lines for their biographies ▪ A copy of <u>Joining the Boston Tea Party (Time-Traveling Twins)</u> to be read and referred to

Lesson Procedure, Web Site Use, and Technology Standard Instruction	<p>The students will be sitting on the rug at the beginning of the lesson. I will read the supplementary children’s book to them while they infer about character’s personalities and predict the outcome of the book. I will stop throughout the book to ask the students how they view the characters and what clues from the story gave them that view. I will then have the students return to their desks and list the characters from the children’s books and their character traits on the pieces of paper.</p> <p>Students will have paper and a pencil in front of them. I will set up the projector and pull up my website. I will then discuss the website and the purpose of it in the day’s lesson. I will also take time to address the students about the different components, including audio and video, which are included on the website. Part of the explanation will include how they can use the website on their own and directions to make sure the computer is being used properly to view the website. I will explain that I will be controlling the website on the screen while they pay close attention to the information on the website.</p> <p>I will first open up the home page and ask the students about their previous knowledge of the Boston Tea Party. I will then open the content page on the causes of the Boston Tea Party and go over the basic facts of the protest. Once I am finished, I will ask if there are any questions about the war. Once all questions have been answered, I will go to the subpage on war vocabulary that reviews the vocabulary from the children’s book as well as introduces new vocabulary to the students. A voki representing a colonist will be used to share the definition of two words, loyalists and patriots. I will ask the students questions about all of the words and I will give them time to look at the pictures next to the words and look at the definitions. Then I will ask them to connect and orally share the given words to the Boston Tea Party or to the children’s book we read as a class.</p> <p>I will then ask the students if they know of any famous historical figures of the Boston Tea Party. I will give them time to think and then we will discuss as a class. Once every student has a chance to participate, I will direct them to the next subpage containing the people of the Boston Tea Party. Then we will read through the other information about the various historical figures together. I will then ask the students if any of the historical figures have similar qualities or personalities to the characters in the children’s book, and students will orally participate. Once many ideas have been shared, I will ask students to write down character traits that are seen in both a historical figure and a fictional character from the children’s book, and I will ask them to group the two names with the trait.</p> <p>Once the students have had time to begin writing some of their ideas, I will ask them to once again focus on the website in order to learn more about the events of the Boston Tea Party. I will ask students to make connections between how the characters in the book reacted to the events and how the historical figures reacted to the events. Students will participate in a think-</p>
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	<p>pair-share exercise with their partner and they will talk about how the characters and historical figures reacted to the events. I will walk around and facilitate any conversations that need guidance.</p> <p>I will give the students a chance to share ideas, and then I will bring the focus back to the website and the children’s book. I will ask the students how they would have reacted to Boston Tea Party, and I will have students orally participate.</p> <p>After students have a chance to share their ideas, we will continue on to the next subpage that contains information on the effects of the Boston Tea Party. The students will look at pictures of the Boston Tea Party and other famous portraits illustrating the event. I will ask the students if they have any questions and I will give them time to respond. I will ask the students how they feel about the protest and if they think it was necessary for the colonists to free themselves from England. I will also ask them what they would do in the same situation, and we will discuss what the characters in the children’s book would have done, as well.</p>
<p>How will students be assessed to make sure they are able to perform the objectives?</p>	<p><i>1. Students will be able to name, in writing, at least three important figures of the Boston Tea Party (King George III, Samuel Adams, Paul Revere, and Mohawks) and they will be able to write one or more sentences giving a description of the figure’s role in the Boston Tea Party and that contains fewer than 5 grammatical or spelling errors.</i></p> <p><u>Assessment 1:</u> Students will be asked to review the short biographies of the historical figures for homework for the first night. They will be required to create their own biography for the figure that is one or more sentence(s) long i.e. Paul Revere warned the colonists that the British were coming to fight. During class the next day, students will be given a sheet of paper containing a list of the discussed historical figures and a set of lines under each figure’s name. The students will be given 10 minutes to describe at least three of the historical figures in one or more sentence(s). Once the time has elapsed, the students will share their answers with the person next to them and the pair will try to fill in the rest of the sheet. I will walk around the room to make sure that students have gotten through at least figures within the first 5 minutes of discussion. The class will come together to fill in every space on the sheet.</p> <p><i><u>Objective 2:</u> Students will be able to come up with inferences about characters in the complementary story (<u>Joining the Boston Tea Party (Time-Traveling Twins)</u>) that have similar character traits to Tea Party figures when discussed orally in reading group.</i></p> <p><u>Assessment 2:</u> Students will continue to work on the sheet that was started during the class lesson for 10 more minutes during class, and the each group will have the name of a fictional character, the name of a historical figure, and a character trait that describes both of them. The sheets will be</p>

submitted at the end of the day. During class the next day, the students' sheets will be returned to them. Once they are finished, the class will meet on the rug and we will go over the words together while making connections back to the information on the website and the events in the children's book.

Objective 3: Students will be able to match five key vocabulary words (colonist, taxes, patriots, loyalists, protest, and treason) to their respective definitions when given a five-question matching worksheet.

Assessment 3: Students will look over the vocabulary on the Weebly site and then they will be given a worksheet that asks them to match the word with its definition. I will walk around while they fill out the worksheet to make sure I answer any questions. Once the worksheet is filled out, students will turn in their work and I will check it. We will go over the definitions as a class after grading and I will answer any other questions.