

LESSON PLAN

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Grade Level 8th

Pennsylvania Academic Standards and Common Core Standards

8.1.8.B - Analyze historical documents and artifacts.
8.3.8.A - Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.
8.3.8.B: Evaluate the importance of historical documents, artifacts, and places critical to United States history.

Objectives

Students will:

- Understand the concept of taxation and its significance in the colonial context.
- Analyze primary and secondary sources to identify colonial reactions to British taxation policies.
- Evaluate whether the taxes imposed by the British government on the colonies were fair.
- Create a visual or written representation summarizing the colonial perspective on taxation.

Vocabulary

Tier 1: - *Tier one consists of the most basic words.*

- Tax
- Petition

Tier 2: – *Tier two consists of high frequency words that occur across a variety of domains.*

- Representation
- Boycott
- Repeal
- Tyranny

Essential Question(s)

- Were the taxes imposed on the colonies justified (fair)?
- How did taxation contribute to growing tensions between the British and the American colonies?

Materials and Resources

1. Documents:

- "Taxes Notes"
- "Taxes Graphic Organizer"
- Primary and secondary sources on the Sugar Act, Stamp Act, and Quartering Act.

2. Presentations:

- PowerPoint slides on taxation policies.

3. Handouts:

- Primary source analysis card.

4. Supplies:

- Highlighters, markers, and graphic organizers.

Instructional Procedure/Activities

What is the general outline of your lesson and what activities will you use to engage students?

Instructional Procedures (WHERE TO):

1. Do First (5 minutes):

- Entrance Ticket: "Why did colonists oppose the Sugar Act?"
- Review responses to connect with prior knowledge.

2. Hook (10 minutes):

- Display the slogan "No Taxation Without Representation" on the board.
- Discuss its meaning using context from the notes.

3. Equip (20 minutes):

- Whole Group: Model analyzing a primary source document (e.g., the Boston Merchants' Appeal) using the primary source card.
- Partner Activity: Students use the graphic organizer to record British actions and colonial reactions for the Sugar Act, Stamp Act, and Townshend Acts.

4. Rethink (15 minutes):

- Small Group Discussion: Evaluate whether British taxation policies were fair based on evidence gathered.
- Each group presents one taxation policy, its colonial reaction, and their verdict on fairness.

5. Closure (5 minutes):

- Exit Ticket: "What was the colonists' biggest objection to British taxation policies?"

Differentiation

Think about the different types of learners and how parts of your lesson meets them:

- **Visual Learners:** Use PowerPoint slides and graphic organizers.
- **Linguistic Learners:** Focus on primary source analysis and written reflections.
- **Kinesthetic Learners:** Create posters summarizing colonial reactions.

Higher-Order Thinking

- **Level 1 (Recall):** Define key terms (e.g., tax, boycott).
- **Level 2 (Skill):** Analyze primary sources for evidence of colonial attitudes.
- **Level 3 (Strategic Thinking):** Compare different colonial reactions to taxation policies.
- **Level 4 (Extended Thinking):** Develop an argument for or against the fairness of British taxes.

Assessment(s)	
Formative: Observation of group discussions and completion of the graphic organizer.	Summative: Presentation and written reflections on taxation policies.
Closure/Follow-up/Homework	
Closure: Summarize key takeaways from the lesson in a class discussion. Homework: Write a letter to the British Parliament from the perspective of a colonist, arguing for or against the taxation policies.	