



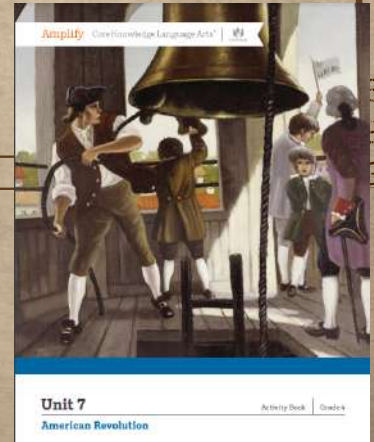
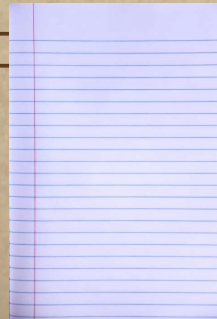
Unit 7 American Revolution: The Road to Independence

Lesson 3: Voices of Discontent



MATERIALS NEEDED

- *The Road to Independence* Reader
- Unit 7 Activity Book
- Establish how to reread (independent or paired)
- Pencil





TODAY'S OBJECTIVES

K-We will **KNOW** about the anger between the colonists and Great Britain.

U- We will **UNDERSTAND** how different people played a part in the colonists growing anger with Great Britain.

B- We **BE ABLE TO** demonstrate understanding of the colonists growing anger towards Great Britain by writing interpretations of idioms from chapter 2 of of the reader



Review Chapter 2 (5 min.)

Today we will reread Chapter 2, “Trouble Is Brewing.”

Remember- tensions are growing between British subjects living in Boston, Massachusetts, and the British government in London, England. The Boston Massacres and Boston Tea Party are examples of discontent.

Today you will read to understand the roles various people played as the colonists’ discontent with Great Britain grew.

We will briefly review the vocabulary words and the Big Question.

1. **liberty, *n.*** freedom (10)
2. **repeal, *v.*** to undo or withdraw a law (**repealed**) (10)
3. **eliminate, *v.*** to get rid of something (**eliminated**) (10)
4. **indirectly, *adv.*** not having a clear and direct connection (11)
5. **boycott, *v.*** to protest something by refusing to buy, use, or participate (11)
6. **musket, *n.*** a long, heavy gun that is loaded at the muzzle (13)
7. **engraving, *n.*** a design or lettering made by cutting into the surface of wood, stone, or metal (13)
8. **accurate, *adj.*** without mistakes; having the right facts (13)
9. **patriot, *n.*** a person who supports and defends his or her country (**patriots, patriotism**) (14)

Who were the

n of protest did

Reread “Trouble Is Brewing” (25 min.)

As you reread Chapter 2, “Trouble Is Brewing” take notes in your notebook to answer the following questions:

If you finish early, start Activity Page 3.1.
Unfinished work will be completed at home.

NAME: _____

3.1

ACTIVITY PAGE

DATE: _____

Trouble Is Brewing

Complete this activity page with your partner after reading “Trouble Is Brewing.”

- Whose names were mentioned in the chapter?
- Why is each remembered?
- Do you agree with their actions?
- Why or why not?

Discuss the Chapter and Wrap-Up (5 min.)

Would anyone like to share their answers to the assigned questions in their notebook?



Check for Understanding

Using a sheet of notebook paper, you have one minute to identify an American Revolutionary described in the chapter that you strongly agreed with or strongly disagreed with and justify your opinion, referring to the text for factual accuracy.

I will collect and review your opinions.

Now we will check and correct your answers to Activity Page 3.1 as a class. I will call on a student to read each question and share their response, including the page number where the answer was located


Each of the following sentences contains an underlined idiom. Follow these steps for each one:

- *Find the sentence in your Reader and write the page number.*
- *Explain the idiom in your own words.*

1. There, angry crowds took their frustration out on tax collectors.




2. And they thought the new tax on tea was every bit as unfair as the old tax on paper.




3. In 1768, in response to the protests about the new taxes, the British government sent soldiers to Boston to keep an eye on the Sons of Liberty.



4. The situation became more serious when even more people poured into the streets.



5. Soon a crowd of 300 angry Bostonians was pressing in on the outnumbered British soldiers.



Take home Activity Page 3.2 to complete for homework.



NAME: _____

DATE: _____

3.2

TAKE-HOME

Excerpt from “Trouble Is Brewing”

Read the following excerpt aloud to a family member.

Chapter 2

Trouble Is Brewing

THE BIG QUESTION
Who were the Sons of Liberty, and what form of protest did they lead in Boston Harbor?

Some of the most **passionate** protests against the Stamp Act took place in Boston, Massachusetts. There, angry crowds took their frustration out on tax collectors.

A new group of protestors formed in Boston in response to the Stamp Act. The group met under a tree that they called the **Liberty Tree**. They made public speeches against taxes and the British government. They cried, “No taxation without representation!” This group became known as the Sons of Liberty.

Word Work: *Accurate* (5 min.)

In the chapter you read, “It was not an entirely accurate picture of what had happened, but many colonists thought it was.”

Say the word *accurate* with me: accurate

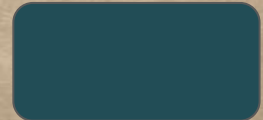
Accurate means “without mistakes,” or “having the right facts,” as in:

Sam gave accurate answers to all 10 of his math problems.




What are some other examples where it is important to provide accurate information?

What part of speech is the word *accurate*?


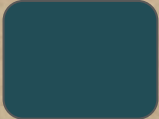

adjective



What does accurate mean? What are some synonyms of, or words that have a similar meaning to, accurate? I have given you some hints.

Ex   cise  Right

What are some antonyms, or words that have the opposite meaning, of accurate? I have given you some hints.

Incorrect  Wrong  Invalid  Faulty



TODAY'S OBJECTIVES

We will **KNOW** how to use transition words.

We will **UNDERSTAND** how to draft a cause and effect statement using the appropriate transition words.

We will **BE ABLE** to use appropriate transition words to write a cause-and-effect draft paragraph explaining the colonists' protests



Review Cause and Effect (5 min.)

Remember we learned about cause and effect in the previous lesson.

CAUSE AND EFFECT POSTER	
Cause	An event or circumstance that makes something happen The reason something happens Answers the question why?
Effect	Something that happens as a result of, or because of, a cause Tells what happened

Today we will use the content from Chapter 1 of the Reader to identify the causes and effects surrounding Britain's imposition of the Stamp Act.

Turn to part one of Activity Page 3.3, "Cause and Effect Paragraphs." We will sequence events from Chapter 1.

NAME: _____

DATE: _____

3.3

ACTIVITY PAGE

Cause and Effect Paragraphs

Sequencing Events

Sequence the following events from first to last. The first event, the French and Indian War, is already labeled. Number the remaining events 2–5.



Parliament passed the Stamp Act, taxing colonists to raise money for Great Britain.



Great Britain was left with enormous debts after the war and needed additional funds to maintain the new lands it acquired from France.

1

The British fought and defeated the French in the French and Indian War to gain control of land in North America.



The colonists protested the Stamp Act with meetings, pamphlets, and petitions to London.



The colonists felt the Stamp Act was unfair because they had no representation in the British Parliament where the laws were made.

Model a Cause and Effect Paragraph (15 min.)

I will use the event statements that we ordered, the Transition Words Poster, and the rubric found on Activity Page SR.2 to model how to draft a cause-and-effect paragraph.

TRANSITION WORDS POSTER

Cause Transition Words	Effect Transition Words
because	consequently
due to	as a result
one cause is, another is	thus
since	resulted in
for	one reason is, another is
first, second	so

	Exemplary
Introduction	Opening paragraph clearly states the main idea of the essay—the causes and effects leading up to the American Revolution



Look for the events and the transition words.

The British fought and defeated the French in the French and Indian War to gain control of lands in North America. Due to the war, Great Britain was left with enormous debts and needed additional funds to maintain the new lands acquired from France. Thus, parliament passed the Stamp Act, taxing colonists to raise money for Great Britain. The colonists felt the Stamp Act was unfair because they had no representation in the British Parliament where the laws were made. As a result, the colonists protested the Stamp Act with meetings, pamphlets, and petitions to London.

You will complete the rest of Activity Page 3.3 in Schoology. I will review the instructions and completed example to ensure you understand.

Identify Causes and Effects

The chronology, or order, of events is very important when writing a cause and effect essay because it helps the reader understand both what happened and why. One event often causes another to happen.

Each sentence below tells about one of the events you have just sequenced. Each sentence includes both what happened (effect) and why it happened (cause).

Read the sentence fragments beneath each complete sentence and identify which one describes the cause and which one describes the effect of each event. Underline either cause or effect after each sentence fragment. The first one has been completed for you.

1. Because the British and the French wanted to gain control of land in North America, they fought each other in the French and Indian War.
 - because the British and the French wanted to gain control of land in North America (cause / effect)
 - they fought each other in the French and Indian War (cause / effect)



Draft (20 min.)

Turn to Activity Page 3.4 and I will review the directions. I will display the cause-and-effect transition words, rubric, and timer on the next slide. This is a first draft and you will have additional time during the next lesson to complete the draft and revise and edit. This paragraph will become your introductory paragraph in your cause and effect essay.

NAME: _____

3.4

TAKE-HOME

DATE: _____

Draft a Paragraph

Use the space below to write a cause and effect paragraph, explaining how the French and Indian War eventually led to the Stamp Act and colonial protests.

- Use Activity Page 3.3 to draft your paragraph.
- Use your own words.
- Use cause and effect transition words whenever possible.

Introduction

Body Paragraph 1

Body Paragraph 2

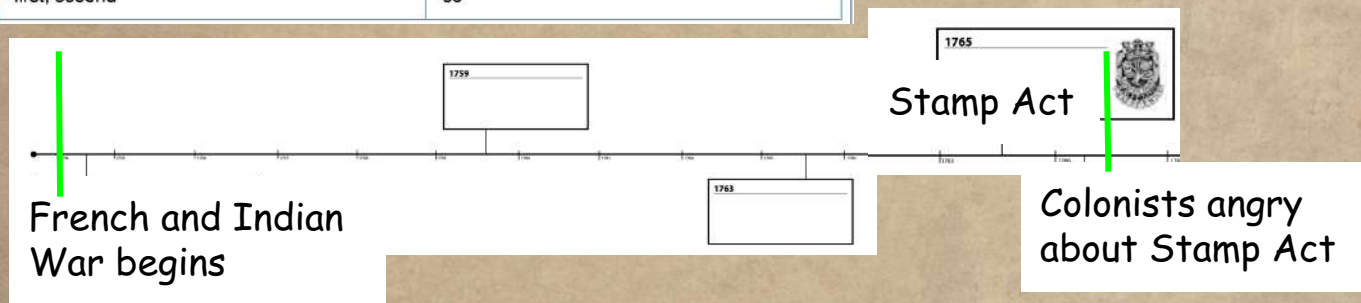
Body Paragraph 3

Conclusion

Cause Transition Words	Effect Transition Words
because	consequently
due to	as a result
one cause is, another is	thus
since	resulted in
for	one reason is, another is
first, second	so

	Exemplary
Introduction	Opening paragraph clearly states the main idea of the essay—the causes and effects leading up to the American Revolution

*The first body paragraph will cover the repeal of the Stamp Act, Boston Massacre, and Boston Tea Party so you do not need to include these events in the introduction.



You may use another source in addition to the Reader to inform your writing if your teacher allows. You need to cite your source (formally or title/author/ page number for a book and website/date accessed for website).

Wrap- Up (5min.)



Check for Understanding

Think about the skills we practiced during this lesson:

cause and effect

transition words

commas

finding information in the chapter

using additional

sources

Using a new sheet of notebook paper, draw a T-Chart labeled hard/easy. Sort the above terms according to how you feel about them.

I will collect when you are finished.

[illegible]

Schoology Assignments

Complete AP 3.3 and the Editing Practice assignment



GREAT WORK TODAY!