Causes of the American Revolution

Grade 5

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FLA 518
Content-based Instruction for English Language Learners
7/19/2011
Introduction
Title: Causes of the American Revolution

Grade Level: 5th grade

Target Group: Mainstream class with integrated ELL student (dual language)

Source of written reading materials: *Spotlight on America: American Revolution.*
Robert W. Smith
Teacher Created Resources Inc.
pgs. 10-13

*Magic Tree House Resource Guide - American Revolution*
Mary Pope Osborne and Natalie Pope Boyce
pgs. 37-50

Source of Original Lessons: Lesson 1: *Spotlight on America: American Revolution* (Reading material)
Lesson 2: self-created.
Lesson 3: *Spotlight on America: American Revolution* (Reading material)
     *Magic Tree House Resource Guide - American Revolution* (Modified Reading Material)

Learning Goals:

- I want my students to know the primary causes of the American Revolution.
- I want my students to know the three main taxes imposed on the colonists by King George III.
- I want my students to know the colonist reactions to the taxes that led up to the Revolution.

-- Following will be 3 lessons that have been significantly revised from the original plans.
Lesson 1
### Content Objectives:
1. To read about a specific act (Stamp Act, Sugar Act, Townshend Act, or Intolerable Acts).
2. To describe the main components of the specific act.
3. To present the details of the specific act.

### Language Objectives:
1. Using original or modified text, students will individually read about a specific act.
2. Using a graphic organizer, students will independently describe the main components of the specific act.
3. Students will present the details of the specific act to a small group using graphic organizers and discussion starters.

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Fluent Bridging Level 5</th>
<th>Expanding Fluency Level 4</th>
<th>Speech Emerging Level 3</th>
<th>Early Production Level 2</th>
<th>Preproduction Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading - about a specific act</td>
<td>Students will read about a specific act by reading the original text.</td>
<td>Students will read about a specific act by reading previously highlighted text provided by the teacher.</td>
<td>Students will read about a specific act by reading a list-like text provided by the teacher.</td>
<td>Students will read about a specific act by reading a list-like text with visuals provided by the teacher.</td>
<td>Students will read about a specific act by matching phrases with visuals.</td>
</tr>
<tr>
<td>Writing - main components of a specific act</td>
<td>Students will describe the main components of a specific act by writing a list in phrases or short sentences.</td>
<td>Students will describe the main components of a specific act by writing a list using sentence starters provided by the teacher.</td>
<td>Students will describe the main components of a specific act by writing phrases for visuals.</td>
<td>Students will describe the main components of a specific act by matching pictures to short phrases.</td>
<td></td>
</tr>
<tr>
<td>Speaking - present the details of a specific act</td>
<td>Students will present the details of a specific act by using complete sentences.</td>
<td>Students will present the details of a specific act by using phrases or short sentences.</td>
<td>Students will present the details of a specific act by listing these using sentence starters provided by the teacher.</td>
<td>Students will present the details of a specific act by reading short written phrases and pointing to visuals.</td>
<td>Students will present the details of a specific act by pointing to specific visuals and phrases.</td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Expressions</td>
<td>Vocabulary</td>
<td>Grammar</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td>Describe</td>
<td>What the act did</td>
<td>The _____ 1 placed a tax on _____ 2</td>
<td>1- Sugar Act, Stamp Act, Townshend Acts, Intolerable Acts</td>
<td>past tense verbs nouns</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2- sugar, coffee, wine, newspapers, playing cards, books, pamphlets, paper, paint, lead, glass, tea</td>
<td>plural nouns</td>
<td></td>
</tr>
<tr>
<td>List</td>
<td>When this act was passed</td>
<td>The _____ 1 was/were passed in _____ 2</td>
<td>1- Sugar Act, Stamp Act, Townshend Acts, Intolerable Acts</td>
<td>paragraph transitions</td>
<td></td>
</tr>
<tr>
<td>Report facts about an event</td>
<td>Why this tax was passed</td>
<td>The _____ 1 was/were passed because _____ 2</td>
<td>1- Sugar Act, Stamp Act, Townshend Acts, Intolerable Acts</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 - the Parliament did not like the defiant colonists, the Parliament needed to raise money, the Parliament wanted to punish Boston</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Introduction (15 mins):
- The teacher will begin the lesson by directing students attention to a NEW RULE written on the board. The rule reads: "If you use a piece of paper, you owe me a dime." (See Appendix Item A) The teacher has a sign on the front of his/her shirt that reads “King ____ (teacher's last name)___”
- The teacher will have students pair-share their thoughts about the new rule- (Is it fair? Is it unfair? Why?)
- The teacher will complete a T-chart (See Appendix, Item B)
  - As the students give examples of the problem and possible reactions, teacher quickly writes or draws the examples. For example, if a possible reaction is to stop using paper, the teacher can draw a piece of paper with a big “X” through it.
- The teacher will then frame the main idea of this lesson by telling the students that we will be studying the causes of the American Revolution and by writing “Causes of the American Revolution” on the white board.

Procedure/Instruction (30 mins)

Activity 1:
- Teacher divides students into groups of 4. (Each student in the group should be representative of an ELL level: Fluent Bridging, Expanding Fluency, Speech Emerging, Early Production, and/or Pre-production.)
- Each group receives the text and their corresponding graphic organizer. There are 4 varying levels of text and graphic organizers (See Appendix, Items C-F).
  - Fluent Bridging: Appendix Item C
  - Expanding Fluency: Appendix Item D
  - Speech Emerging: Appendix Item E
  - Early/Pre-Production: Appendix Item F
- Give students time to read over their text and fill out their corresponding graphic organizers.

Activity 2:
- The corners of the classroom are labeled with “Intolerable Acts, Townshend Acts, Sugar Act, and Stamp Act.” Students go to corresponding corner and form temporary “expert groups”.
- In these groups, students discuss the information on their graphic organizers using the posted discussion starters (See Appendix, Item G).

Assessment/Wrap up (15 mins)
- Students return to original groups.
- Each student presents his/her segment to their group using discussion starters. (See Appendix, Item G)
- As students present to each other, the teacher walks around and ensures correct information is being given.
- When students have finished presenting to each other, teacher initiates a whole group discussion.
  - A ball is tossed around the room and students verbally respond to the following sentence starters:
    - I think.....
    - I wonder....
    - I feel....
    - I learned....
Appendix Item A

Lesson 1: Causes of the American Revolution

New Rule

If you use a piece of paper,
then you owe me a dime.
### Appendix Item B

**Lesson 1: Causes of the American Revolution**

**T-Chart**

<table>
<thead>
<tr>
<th>Problem</th>
<th>Reactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possible problems:</td>
<td>Possible reactions:</td>
</tr>
<tr>
<td>- We use paper for quizzes.</td>
<td>- I will stop using paper.</td>
</tr>
<tr>
<td>- We use paper in our notebooks.</td>
<td>- I will bring some paper from home.</td>
</tr>
<tr>
<td>- We use paper for worksheets.</td>
<td>- I will write a letter to the teacher/principal</td>
</tr>
<tr>
<td>- We use paper to do our work.</td>
<td>- I will talk to the teacher/principal</td>
</tr>
<tr>
<td></td>
<td>- I will organize a protest.</td>
</tr>
</tbody>
</table>
Life in the colonies was not always peaceful. For many years, the British, the French, and the American Indians fought over land in North America. These battles were called the French and Indian Wars.

The conflict was long. It cost the British a lot of money. The British Parliament, or government, decided to tax the American colonies. A tax is what people must pay the government.

The colonists had no say, or representation, in Parliament. They could not vote on these new taxes. They thought this was unfair. They complained about “taxation without representation”.

**Townshend Acts**

The British were determined to raise taxes and assert their authority over the increasingly defiant, independent Americans. The Declaratory Act was passed, stating that they had the right to make laws for the colonists in all instances. They soon followed up with the Townshend Acts in 1767, which were a series of taxes on paper, paint, lead, glass, and especially tea, the beverage of choice for both Americans and Englishmen of that day. The colonists immediately began to boycott these products. As with previous boycotts, British merchants complained because they were losing business. In 1768 British warships arrived in Boston harbor carrying two regiments of seasoned troops to maintain order and support the British tax collectors.
**Graphic Organizer**

Fill in each row with details to answer the questions. **Use complete sentences.**

<table>
<thead>
<tr>
<th><strong>Who</strong></th>
<th>passed this act?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What</strong></th>
<th>did this act tax?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Where</strong></th>
<th>did this act apply?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>When</strong></th>
<th>was this act passed?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Why</strong></th>
<th>was this act passed?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>How</strong></th>
<th>did the colonists respond?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix Item D

Lesson 1: Causes of the American Revolution
Emerging Fluency (4)

Text - Intolerable Acts

Life in the colonies was not always peaceful. For many years, the British, the French, and the American Indians fought over land in North America. These battles were called the French and Indian Wars.

The conflict was long. It cost the British a lot of money. The British Parliament, or government, decided to tax the American colonies. A tax is what people must pay the government.

The colonists had no say, or representation, in Parliament. They could not vote on these new taxes. They thought this was unfair. They complained about “taxation without representation”.

Intolerable Acts

The Boston Tea Party made British Parliament furious. In 1774, they immediately passed a series of acts to punish the city of Boston and reestablish control. These Intolerable Acts, as the colonists named them, banned town meetings in Boston, closed the port of Boston until the tea was paid for, and stationed troops in Boston where colonists had to house and feed them. Closing the port put a lot of colonists out of work and threatened the city with starvation because much of the city’s food came by ship. A new governor of Massachusetts was also appointed with lots of powers to run the colony.
<table>
<thead>
<tr>
<th><strong>Graphic Organizer</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fill each row with details to answer the questions.</strong></td>
</tr>
<tr>
<td><strong>Who</strong> passed this act?</td>
</tr>
<tr>
<td><strong>What</strong> did this act do?</td>
</tr>
<tr>
<td><strong>Where</strong> did this act apply?</td>
</tr>
<tr>
<td><strong>When</strong> was this act passed?</td>
</tr>
<tr>
<td><strong>Why</strong> was this act passed?</td>
</tr>
<tr>
<td><strong>How</strong> do you think the colonists responded?</td>
</tr>
</tbody>
</table>
Appendix Item E

Lesson 2: Causes of the American Revolution

Speech Emerging (3)

Text - Sugar Act

There were many small battles over land in North America.
These battles cost the British a lot of money.
The British *Parliament* (parliament = government) wanted colonists to pay them extra money.
Colonists had to pay *taxes* (taxes = money to the government)
Colonists could not say anything about the taxes.
They could not vote.
They were mad because they had no representation.

**Sugar Act of 1764**

Tax on sugar, coffee, and wine.
Tax made store owners angry.
No one was buying sugar, coffee, or wine anymore.
Some colonists began boycotting sugar, coffee, and wine.
Other colonists began smuggling.
<table>
<thead>
<tr>
<th><strong>Who</strong> passed this tax?</th>
</tr>
</thead>
<tbody>
<tr>
<td>This tax was passed by the ________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What</strong> did this tax?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Sugar Tax put extra taxes on __________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Where</strong> did this tax apply?</th>
</tr>
</thead>
<tbody>
<tr>
<td>This tax was for __________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>When</strong> was this tax passed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Sugar Tax was passed in ________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Why</strong> was this tax passed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>This tax was passed to __________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>How</strong> did the colonists respond?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Store owners were ____________________ because __________________________</td>
</tr>
<tr>
<td>Colonists began to __________________________</td>
</tr>
</tbody>
</table>
Appendix Item F

Lesson 2: Causes of the American Revolution

Text - Stamp Act

The British Parliament has no money.

The colonists must pay more money.

Stamp Act passed in 1765

Tax on newspapers, books, and playing cards.

Colonists are very mad.
**Who passed this tax?**

____________________________ passed this tax.

**What did this tax do?**

This was a tax on __________________, __________________, and __________________.

**Where did this tax apply?**

The __________________ must __________________.

**When was this tax passed?**

The tax passed in __________________.

**Why was this tax passed?**

The tax passed because __________________ had __________________.

**How did the colonists respond?**

The colonists __________________.
Appendix Item G

*For Fluent Bridging, Emerging Fluency, and Speech Emerging*

My act is called ____________________________
It was passed on ____________________________
It was passed because _________________________
It taxed ________________________________
This tax made the colonists ___________________
Colonists responded by ______________________

*For Early Production and Pre-Production*

My act is called ____________________________
It was passed on ____________________________
taxed ________________________________
This tax made the colonists ___________________
Lesson 1 Narrative

In creating the next 3 lessons, I have modified several activities, texts and writing to make content more comprehensible to the ELLs. However, throughout the lessons, it is important for the teacher to remember a very important idea: making talk comprehensible.

In order to make talk comprehensible the teacher must:

- use gestures
- increase pauses
- be aware of the pace of discourse
- use visuals
- use graphic organizers (where needed)
- use proper enunciation
- use repetition

It is important for the teacher to include the above mentioned strategies in his/her discourse as ELLs need to have time to process the teacher's words and phrases. It is also highly valuable to incorporate the use of visuals, pictures and realia in explanations as students will visually begin making connections between a visual and a word or phrase. Repetition and enunciation are important as a student needs to be able to hear the pauses between words in order to later produce discourse of his/her own.

I have modified Lesson 1 for English Language Learners (ELLs) of different levels. These levels range from Pre-production to Fluent Bridging. This lesson is intended for a 5th grade, dual language mainstream classroom.

In Lesson 1, I have modified the text and graphic organizers in order to make the content accessible to all levels of ELLs. The highest level (Fluent Bridging) has an unmodified text. The next level (Emerging Fluency) has the original text with previously highlighted sections. These sections have been highlighted in order for the
student to be directed to the main ideas. The next level (Speech Emerging) has list-like summarized text that is simplified and easier to read, yet it conveys the important facts about a specific act. The next two levels (Early Production and Pre-Production) have modified text that is highly dependent on visuals. By the end of this lesson, they too will convey the main ideas of a particular act but will do so with the help of visuals and pre-created phrases and sentences.

Discussion starters have been included in this lesson since ELLs need a way to express their ideas. With the use of discussion starters, a teacher is making sure that the expectations of expressing ideas in complete sentences is used throughout all levels of ELLs.

A further modification in this lesson has been that of forming small groups where students are able to express their opinions and convey information in the least restrictive environment possible.
## Content Objectives:
1. To identify and describe the main elements of a specific act (e.g., Sugar Act, Stamp Act, Intolerable Acts).
2. To name reasons discussing the unfairness of the specific act.
3. To describe solutions to the specific act.
4. To write a letter to the King expressing the reasons for unfairness and solutions to the specific act.

## Language Objectives:
1. During a small group discussion, students will orally list and describe the main elements of a specific act.
2. In an independently written list, students will name reasons discussing the unfairness of the specific act.
3. In an independently written list, students will describe actions they will take against the specific act.
4. In an independently written letter to King George III, students will express reasons for unfairness and solutions to the specific act.

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Fluent Bridging Level 5</th>
<th>Expanding Fluency Level 4</th>
<th>Speech Emerging Level 3</th>
<th>Early Production Level 2</th>
<th>Preproduction Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking - List and describe the main elements of a tax act</td>
<td>Students will identify the main elements of a specific tax act by orally participating in a small group discussion using complete sentences.</td>
<td>Students will identify the main elements of a specific tax act by orally participating in a small group discussion using phrases and short sentences.</td>
<td>Students will identify the main elements of a specific tax act by orally participating in a small group discussion using language prompts provided by the teacher.</td>
<td>Students will identify the main elements of a specific tax act by orally participating in a small group discussion by giving one or two word responses to teacher questions about the tax act.</td>
<td>Students will identify the main elements of a specific tax act by orally participating in a small group discussion by pointing to the elements of the tax act in response to teacher questions.</td>
</tr>
<tr>
<td>Writing - Reasons for unfairness of the tax act</td>
<td>Students will identify 3 reasons why the tax is unfair by writing a list using complete sentences.</td>
<td>Students will identify 3 reasons why the tax is unfair by writing a list using phrases or short sentences.</td>
<td>Students will identify 3 reasons why the tax is unfair by writing a list using sentence starters provided by the teacher.</td>
<td>Students will identify 3 reasons why the tax is unfair by writing headings for pictures using words from a word bank.</td>
<td>Students will identify 3 reasons why the tax is unfair by matching pictures to short phrases.</td>
</tr>
<tr>
<td>Writing - Solutions for the specific tax act</td>
<td>Students will identify 3 actions they will take against the act by writing a list using complete sentences.</td>
<td>Students will identify 3 actions they will take against the act by writing a list using phrases or short sentences.</td>
<td>Students will identify 3 actions they will take against the act by writing a list using sentence starters provided by the teacher.</td>
<td>Students will identify 3 actions they will take against the act by writing headings for pictures using words from a word bank.</td>
<td>Students will identify 3 actions they will take against the act by matching pictures to short phrases.</td>
</tr>
<tr>
<td>Writing - Letter</td>
<td>Students will write a 5 paragraph letter (introduction and conclusion, plus, above mentioned elements) to King George III using complete sentences.</td>
<td>Students will use their lists to write 3 paragraphs using phrases or sentences from previous steps to write a letter to King George III.</td>
<td>Students will use sentence starters provided by the teacher and their short lists from previous steps to write 3 list-like &quot;paragraphs&quot; in a letter for King George III.</td>
<td>Students will use their pictures and words from the word bank to complete cloze sentences provided by the teacher to write a letter to King George III.</td>
<td>Students will use their pictures and short phrases and arrange them to form a letter for King George III.</td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Expressions</td>
<td>Vocabulary</td>
<td>Grammar</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>------------------------------</td>
<td></td>
</tr>
<tr>
<td>Explain</td>
<td>Why the (Sugar, Stamp, Townshend) Act is unfair.</td>
<td>I think the __ 1__ is unfair because of 3 main reasons.</td>
<td>1- Sugar Act, Stamp Act, Townshend Acts, Intolerable Acts</td>
<td>I think.....because...</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The __ 1__ reason it is unfair is because __ 2__ is/are needed for __ 3__</td>
<td></td>
<td>If .....then.... (conditional)</td>
<td></td>
</tr>
<tr>
<td>List</td>
<td></td>
<td></td>
<td>1- first, second, third, final</td>
<td>-ing verbs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2- sugar, coffee, wine, newspapers, playing cards, books, pamphlets, paper, paint, lead, glass, tea</td>
<td>nouns</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3- cooking, making breakfast, knowing the news, playing, reading, distributing knowledge, advertising, writing</td>
<td>paragraph transitions</td>
<td></td>
</tr>
<tr>
<td>Predicting</td>
<td>What will happen if King George III does not repeal the tax</td>
<td>If King George does not repeal (take this tax away), then I will __ 1__</td>
<td>1- boycott, smuggle, steal, organize a protest</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 2

*Note that at the end of lesson 1, Early Production and Pre-production ELLs will be given the word bank, see Appendix, Item F.*

**Note that Early Production and Pre-production ELLs will be placed in the Stamp Act group.

**Introduction (5 mins):**
- Students get into their “expert groups” (Stamp Act, Sugar Act, Townshend Acts, Intolerable Acts) with their filled out graphic organizers from Lesson 1.
- Pair-Share with a partner from expert group and review the main ideas of the tax act.
- Teacher walks around and makes sure that students have grasped main ideas of their tax act.

**Procedure/Instruction (20 mins):**

*Activity 1 (10 mins):*
- Students switch partners (staying within their expert groups).
- Teacher distributes Problem-Action handout (see Appendix, Items A through E) to all students.
  - Fluent Bridging: Appendix Item A
  - Expanding Fluency: Appendix Item B
  - Speech Emerging: Appendix Item C
  - Early Production: Appendix Item D
  - Pre-Production: Appendix Item E

- Students use this handout to write 3 reasons why they think the tax is unfair (Problem).
- These three reasons are written in the left-hand column of the Problem-Action handout labeled “Problem”.
- ELLs in the Early Production and Pre-Production levels will have received the word bank (See Appendix, Level F) with relevant vocabulary the night prior to this lesson.

*Activity 2 (10 mins):*
- Students switch partners and work with anyone in the class. They are not required to remain within their expert groups.
- Students use the Problem-Action handout to write 3 possible actions they would take as colonists against the unfairness of the tax.
- These 3 possible actions are written in the right-hand column of the Problem-Action handout labeled “Actions”. (10 mins)

**Assessment (20 mins):**
- Students return to their seats.
- Teacher distributes Write a letter to King George III handout.
  - Fluent Bridging: Appendix Item G
  - Expanding Fluency: Appendix Item H
  - Speech Emerging: Appendix Item I
  - Early Production: Appendix Item J
  - Pre-Production: Appendix Item K

- Students must write a letter to King George III explaining why they think the tax is unfair and what possible actions they would take against the unfairness of the taxes. (20 mins)
Appendix Item A

Lesson 2: Causes of the American Revolution

Fluent Bridging (5)

Problem/Action handout

_____________ Act

Use your graphic organizer to complete the following chart using complete sentences.

As a colonist, you think the _______ Act is unfair.
- In the Problem section, write down 3 reasons why this Act is unfair.
- In the Action section, write down 3 possible actions you will take against this Act.

<table>
<thead>
<tr>
<th>Problem (Why is the tax unfair?)</th>
<th>Action (What will you do about it?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
Use your graphic organizer to complete the following chart.

As a colonist, you think the ________ Act is unfair.
- In the Problem section, write down 3 reasons why this Act is unfair.
- In the Action section, write down 3 possible actions you will take against this Act.

<table>
<thead>
<tr>
<th>Problem (Why is the tax unfair?)</th>
<th>Action (What will you do about it?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The tax is unfair because _______</td>
<td>1 If King George III does not change this, I will _______</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2 The tax is unfair because _______</td>
<td>2 If King George III does not change this, I will _______</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3 The tax is unfair because _______</td>
<td>3 If King George III does not change this, I will _______</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As a colonist, you think the **________ Act** is unfair.
- In the Problem section, write down 3 reasons why this Act is unfair.
- In the Action section, write down 3 possible actions you will take against this Act.

<table>
<thead>
<tr>
<th>Problem (Why is the tax unfair?)</th>
<th>Action (What will you do about it?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The tax is unfair because my family uses __________ to __________</td>
<td>1 If King George III does not change this, I will __________</td>
</tr>
<tr>
<td></td>
<td>1 If King George III does not change this, I will __________</td>
</tr>
<tr>
<td></td>
<td>1 If King George III does not change this, I will __________</td>
</tr>
<tr>
<td>2 The tax is unfair because my family uses __________ to __________</td>
<td>2 If King George III does not change this, I will __________</td>
</tr>
<tr>
<td></td>
<td>2 If King George III does not change this, I will __________</td>
</tr>
<tr>
<td></td>
<td>2 If King George III does not change this, I will __________</td>
</tr>
<tr>
<td>3 The tax is unfair because my family uses __________ to __________</td>
<td>3 If King George III does not change this, I will __________</td>
</tr>
<tr>
<td></td>
<td>3 If King George III does not change this, I will __________</td>
</tr>
<tr>
<td></td>
<td>3 If King George III does not change this, I will __________</td>
</tr>
</tbody>
</table>
Use your graphic organizer to complete the following chart.

You are a colonist. You think the Stamp Act is unfair.

- **Problem:** Label the pictures.
- **Action:** Write 3 actions you will take.

<table>
<thead>
<tr>
<th>Problem (Why is the tax unfair?)</th>
<th>Action (What will you do about it?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 There is an unfair tax on</td>
<td>1 I will protest this tax by</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>this product if King George III does not change this.</td>
</tr>
<tr>
<td>2 There is an unfair tax on</td>
<td>2 I will protest this tax by</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>this product if King George III does not change this.</td>
</tr>
<tr>
<td>3 There is an unfair tax on</td>
<td>3 I will protest this tax by</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>this product if King George III does not change this.</td>
</tr>
</tbody>
</table>
Problem/Action handout

**Stamp Act**

Use your graphic organizer to complete the following chart.

As a colonist, you think the Stamp Act is unfair:
- In the Problem section, write down 3 reasons why the Stamp Act is unfair.
- In the Action section, write down 3 possible solutions you can give to fix the unfairness of the Stamp Act.

<table>
<thead>
<tr>
<th>Problem (Why is the tax unfair?)</th>
<th>Action (What will you do about it?)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Stamp" /> 1 There is an unfair tax on N...</td>
<td>1 I will protest this tax by (boycotting, stealing, smuggling, organizing a protest against) this product.</td>
</tr>
<tr>
<td><img src="image2" alt="Book" /> 2 There is an unfair tax on B...</td>
<td>2 I will protest this tax by (boycotting, stealing, smuggling, organizing a protest against) this product.</td>
</tr>
<tr>
<td><img src="image3" alt="Playing Cards" /> 3 There is an unfair tax on P...</td>
<td>3 I will protest this tax by (boycotting, stealing, smuggling, organizing a protest against) this product.</td>
</tr>
</tbody>
</table>

...
Appendix Item F

Word Bank

unfair = not right; not just

<table>
<thead>
<tr>
<th>Stamp Act taxed items</th>
<th>Item Uses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspapers</td>
<td>reading, reading the news, reading about other places.</td>
</tr>
<tr>
<td>Books</td>
<td>reading, learning, school</td>
</tr>
<tr>
<td>Playing cards</td>
<td>playing, relaxing</td>
</tr>
<tr>
<td>Pamphlets</td>
<td>sharing information, reading, learning</td>
</tr>
</tbody>
</table>

Actions:

boycott /boycotting/  smuggling (smuggling)

steal (stealing)  organize a protest (organizing a protest)
Write a letter to King George III

Write a letter to King George III using your graphic organizers.

Paragraph 1: Introduction (Introduce yourself and the act)

Paragraph 2: 1st Problem (First reason why it is unfair and possible actions)

Paragraph 3: 2nd problem (Second reason why it is unfair and possible actions)

Paragraph 4: 3rd problem (Third reason why it is unfair and possible actions)
Write a letter to King George III

Write a letter to King George III using your graphic organizers.

- 1st Problem (First reason why it is unfair and possible actions)
- 2nd problem (Second reason why it is unfair and possible actions)
- 3rd problem (Third reason why it is unfair and possible actions)

Dear ____________________.

The ________________ reason the tax is unfair is because
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

If King George III does not change this, I will ______________________________________
_____________________________________________________________________
_____________________________________________________________________

The ________________ reason the tax is unfair is because
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

If King George III does not change this, I will ______________________________________
_____________________________________________________________________
_____________________________________________________________________

The ________________ reason the tax is unfair is because
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

If King George III does not change this, I will ______________________________________
_____________________________________________________________________
_____________________________________________________________________

Sincerely,

__________________________________________
Appendix Level I

Lesson 2: Causes of the American Revolution

Speech Emerging (3)

Write a letter to King George III

Write a letter to King George III using your graphic organizers.
- 1st Problem (First reason why it is unfair and possible actions)
- 2nd problem (Second reason why it is unfair and possible actions)
- 3rd problem (Third reason why it is unfair and possible actions)

Dear King George III,

The ___________ Act is unfair because my family uses ___________ to ___________

________________________________________________________________________

________________________________________________________________________

If King George III does not change this, I will ________________________________________________________________________________

________________________________________________________________________

The ___________ Act is unfair because my family uses ___________ to ___________

________________________________________________________________________

________________________________________________________________________

If King George III does not change this, I will ________________________________________________________________________________

________________________________________________________________________

The ___________ Act is unfair because my family uses ___________ to ___________

________________________________________________________________________

________________________________________________________________________

If King George III does not change this, I will ________________________________________________________________________________

________________________________________________________________________

Sincerely,
Appendix Level J

Lesson 2: Causes of the American Revolution

Early Production (2)

Write a letter to King George III

- 1st Problem and your Action
- 2nd problem and your Action
- 3rd problem and your Action.

Dear _______________ George III,

The Stamp Act is making us pay extra $_____________ for

n _______________ b _______________ and

p _______________ c _______________. We think this is unfair!

If you don't change this I will _______________ the

u _______________.

If you don't change this, I will _______________ the

b _______________.

If you don't change this, I will _______________ the

p _______________ c _______________.

Sincerely,

________________________
Appendix Level K

Lesson 2: Causes of the American Revolution

Write a letter to King George III

- Match your Problem with your Action.

Dear ____________________________ George III,

I will...

**PROBLEM:**

I do not want to pay extra for ____________________________

I do not want to pay extra for ____________________________

I do not want to pay extra for ____________________________

**ACTION:**

I will boycott.

I will smuggle.

I will steal.

I will organize a protest.

Sincerely,
Lesson 2 Narrative

I have modified Lesson 2 for English Language Learners (ELLs) of different levels. These levels range from Pre-production to Fluent Bridging. This lesson is intended for a 5th grade, dual language mainstream classroom.

In Lesson 2, where the overall goal is to have students write a letter to King George III, graphic organizers play a significant role in aiding students. During the first part of the lesson, students review the graphic organizers they have filled out during Lesson 1 that allows them to focus on main ideas and events of each tax act. During the second part of the lesson, students use a new graphic organizer that allows them to clearly visualize their main ideas and thoughts. This graphic organizer is modified for the different ELL levels and the modifications range from matching pictures with headings to writing complete sentences. It is important to note that students who are in the pre-production and early production stage will also receive a word bank the night prior to Lesson 2 that will allow them to familiarize themselves with key vocabulary and concepts.

Interaction is also very important in developing language for ELLs. During Lesson 2, students are constantly interacting with partners. Having this interaction gives lower level ELLs a discourse model and gives higher level ELLs a chance to practice their words and phrases and serve as examples for other students. All this is done in an environment where the student feels safe and confident given that they have all the vocabulary they need in front of them, modified, and ready for them to use.
Lesson 3
Content Objectives:
1. To read about a specific colonist reaction to a tax (Sons of Liberty, Boston Massacre, First Continental Congress, Boston Tea Party).
2. To summarize the main events of the colonist reactions.
3. To present the details of a specific colonist reaction.

Language Objectives:
1. Using original or modified text, students will individually read about a specific colonist reaction to a tax.
2. Using a graphic organizer, students will independently describe the main events of the colonist reactions.
3. Students will present the main events to a small group using their independently created cartoon strips.

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Fluent Bridging Level 5</th>
<th>Expanding Fluency Level 4</th>
<th>Speech Emerging Level 3</th>
<th>Early Production Level 2</th>
<th>Preproduction Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading - about a specific colonist reaction to a tax</td>
<td>Students will read about a specific colonist reaction to a tax by reading the original text.</td>
<td>Students will read about a specific colonist reaction to a tax by reading previously highlighted text provided by the teacher.</td>
<td>Students will read about a specific colonist reaction to a tax by reading a list-like text with visuals provided by the teacher.</td>
<td>Students will read about a specific colonist reaction to a tax by reading a list-like text with visuals provided by the teacher.</td>
<td>Students will read about a specific colonist reaction to a tax by reading a list-like text with visuals provided by the teacher.</td>
</tr>
<tr>
<td>Writing - main events of the colonist reactions</td>
<td>Students will summarize the main events of a specific colonist reaction by writing complete sentences.</td>
<td>Students will summarize the main events of a specific colonist reaction by writing a list in phrases or short sentences.</td>
<td>Students will summarize the main events of a specific colonist reaction by writing phrases for visuals provided by the teacher.</td>
<td>Students will summarize the main events of a specific colonist reaction by writing phrases for visuals.</td>
<td>Students will summarize the main events of a specific colonist reaction by writing phrases for visuals.</td>
</tr>
<tr>
<td>Speaking - present the details of a specific colonist reaction</td>
<td>Students will present the details of a specific colonist reaction by using complete sentences.</td>
<td>Students will present the details of a specific colonist reaction by using phrases or short sentences.</td>
<td>Students will present the details of a specific colonist reaction by listing these using sentence starters provided by the teacher.</td>
<td>Students will present the details of a specific colonist reaction by reading short written phrases and pointing to visuals.</td>
<td>Students will present the details of a specific act by pointing to specific visuals and phrases.</td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarize</td>
<td>Main events in a specific colonist reaction (Sons of Liberty, Boston</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Massacre, First Continental Congress, Boston Tea Party)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expressions</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The <strong>1</strong> main event that happened was that <strong>2</strong></td>
<td>1 - first, second, third, fourth, next, final</td>
<td>past tense verbs, -ing verbs, transitions</td>
</tr>
<tr>
<td>2 - the colonists were mad, the British Parliament sent extra troops, the delegates met to protest the act, the British soldiers began firing into the crowd, the colonists dumped the tea into the harbor...</td>
<td>paragraph</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 3

Introduction (5 mins)
- Using the “Problem/Reaction T-chart” created at the beginning of Lesson 1, the teacher will point out the different reactions that students would have to an unfair rule.
- The teacher will then frame the main idea of this lesson by telling the students that we will find out what the colonist reactions were to the acts we learned about in the prior lessons.

Procedure/Instruction (30 mins)

Activity 1
- Students sit with their 4 person jigsaw groups again.
- Each group receives the text, their corresponding graphic organizer, and their corresponding cartoon strip handout. There are 4 varying levels of text and graphic organizers (See Appendix, Items A-D).
  - Fluent Bridging: Appendix Item A
  - Expanding Fluency: Appendix Item B
  - Speech Emerging: Appendix Item C
  - Early/Pre-Production: Appendix Item D
- Give students time to read over their text and fill out their corresponding graphic organizers. **They do not fill out the cartoon strip yet.**

Activity 2
- The corners of the classroom are labeled with “Boston Tea Party, First Continental Congress, Boston Massacre, and Sons of Liberty”
- Students go to their corresponding corner and form temporary “expert groups”.
  *Note that all groups will remain the same as expert groups from Lesson 1 and 2.
- In these groups, students discuss the information on their graphic organizers.
- Students work together to fill out their individual cartoon strip handouts.

Assessment/Wrap up (15 mins)

Activity 1
- Students return to original groups.
- Each student presents his/her cartoon strip to their group.
- As students present to each other, the teacher walks around and ensures correct information is being given.

Activity 2
- Students must now place their cartoon strips on a large piece of construction paper.
- They must order the events as a timeline and correctly label each cartoon strip.
- These will then be hung up in the classroom.
Appendix Item A

Lesson 3: Causes of the American Revolution

Text

**BOSTON TEA PARTY**

Many colonists liked to drink tea. When the British Parliament placed a new tax on tea, the colonists were very angry. In November 1773, three British ships sailed into the Boston Harbor. These ships were loaded with tea.

Sam Adams, Paul Revere, and John Hancock were three colonists who encouraged colonists to protest the Townshend Acts. Sam Adams tried to send the tea back to England and get the British tea agents to quit.

The king had ordered the tea in the Boston Harbor to be unloaded by British soldiers on December 17, 1773.

On December 16, a large crowd gathered at the Old South Church in Boston. They met to protest the tax. When it was dark, some men painted their faces like Mohawk Indians. They didn’t want anyone to know who they were. The men headed down to the harbor. Quickly, they slipped into rowboats and rowed out to the ships. Then they leapt aboard and dumped tons of tea into the harbor.

The tea they dumped would be worth about $90,000 today!

The British were furious with them. King George III ordered Boston Harbor closed and he sent more troops to Boston.
Graphic Organizer

Write down the main events in order.
Cartoon Strip

Draw a cartoon strip representing the main ideas from the Boston Tea Party. Under each picture, write a short sentence describing what is happening.
In September 1774, 56 delegates from 12 colonies traveled to Philadelphia. (A delegate is someone chosen to speak for a group). They came from all the colonies except Georgia. The delegates met to protest the Intolerable Acts. They called this meeting the First Continental Congress.

The First Continental Congress passed a declaration of the colonists' rights. They also promised to boycott all British goods and to avoid selling products to Britain. The Congress wrote a letter to King George III. They told him all the unfair things Britain had done to the colonies.

As they talked, the delegates began to feel more united. Patrick Henry from Virginia declared "I am not a Virginian but an American!"

The colonists prepared to fight for their freedom. People began to store guns and ammunition and organize groups of soldiers ready to fight in an emergency.
Cartoon Strip

Draw a cartoon strip representing the main ideas from the First Continental Congress. Under each picture, write a short phrase describing what is happening.
Appendix Item C

Lesson 3: Causes of the American Revolution

Speech Emerging (3)

Text

BOSTON MASSACRE

1. The British sent an extra 4,000 troops to Boston. The colonists did not want the soldiers in Boston.

2. In 1770, a crowd gathered around a British soldier guarding a house where Britain collected taxes.

3. The mob (mob=crowd) began to throw snowballs filled with rocks. Other British soldiers rushed to defend him. Someone in the crowd yelled "Fire!" The British soldiers panicked. They began shooting into the crowd.

4. Five colonists were killed. The colonists called this the Boston Massacre. A massacre is the killing of a group of people.
Graphic Organizer
Summarize each paragraph in one sentence and place this sentence in the boxes.

First....

Then......

After that.....

Finally....
Cartoon Strip
For each sentence from your graphic organizer, draw a cartoon. Write the sentence under each box.
Appendix Item D

Lesson 3: Causes of the American Revolution

Early/Pre Production (2) and (1)

Text - **SONS OF LIBERTY**

American Colonists were **angry** at the **Stamp Act**.

Men formed **groups** called **Sons of Liberty** in 1765. These groups met in **secret**.

The groups communicated with **letters**.

The groups **refused to pay the tax** or buy stamps.

The groups **chased tax collectors** out of town.

The groups even **burned British offices** in Boston.
Graphic Organizer

Label the pictures.

The __________________ colonists were ____________________.

Men formed ____________________.

Groups ____________________ with ____________________.

Groups refused ____________________.

Groups ____________________ out of town.

Groups ____________________ British offices in ____________________.
Cartoon Strip

First, men formed secret groups. Then, these groups refused to pay the stamp tax.

After that, these groups chased tax collectors out of town. Finally, the groups burned British offices.
Lesson 3 Narrative

I have modified Lesson 3 for English Language Learners (ELLs) of different levels. These levels range from Pre-production to Fluent Bridging. This lesson is intended for a 5th grade, dual language mainstream classroom.

The overall goal of Lesson 3 is for students to understand the main details of the colonists reactions to acts imposed by the British Parliament and King George III. In order to make this content comprehensible for all students I have modified the text for the varying levels of ELLs. Fluent Bridging ELLs receive an unmodified text and are required to write in complete sentences. Emerging Fluency ELLs are given original text with previously highlighted sections. This draws their attention to the main ideas in the text. They are required to write short sentences or phrases. Speech Emerging ELLs are given a list-like text that conveys the main ideas for them. They are required to shift words around in order to come up with a short phrase of their own. If they are more comfortable in doing so, they could also use one of the sentences or phrases found in their modified text. Early Production and Pre-production ELLs are required to read short sentences and associate them with a visual.

In the creating section of Lesson 3, students are required to create a cartoon strip about their colonist reactions. It is important to note that creating cartoon strips should have been modeled prior to this lesson as they should already know the process to creating one. Creating the cartoon strip has also been modified, especially for the Early Production and Pre-production groups as they receive previously formulated sentences and are required to draw the picture to correspond with the sentence.

Once again, as in the previous 2 lessons, Lesson 3 focuses on student interaction. Interaction with small groups and different sets of students allows ELLs to negotiate meaning as they learn.
Checklists
### Grammar Checklist

<table>
<thead>
<tr>
<th>Grammar Structures</th>
<th>Lesson Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>nouns</td>
<td>1, 2</td>
</tr>
<tr>
<td>plural nouns</td>
<td>1</td>
</tr>
<tr>
<td>past tense</td>
<td>1, 3</td>
</tr>
<tr>
<td>conditional</td>
<td>2, 3</td>
</tr>
<tr>
<td>-ing verbs</td>
<td>2</td>
</tr>
<tr>
<td>paragraph transitions</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>

### Functional Checklist

<table>
<thead>
<tr>
<th>Functions</th>
<th>Lesson Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe</td>
<td>1</td>
</tr>
<tr>
<td>List</td>
<td>1, 2</td>
</tr>
<tr>
<td>Report facts about an event</td>
<td>1, 3</td>
</tr>
<tr>
<td>Predicting</td>
<td>2</td>
</tr>
<tr>
<td>Explain</td>
<td>2</td>
</tr>
<tr>
<td>Summarize</td>
<td>3</td>
</tr>
</tbody>
</table>
FLA 518: Sheltered ELL Strategies Checklist

Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

<table>
<thead>
<tr>
<th>SHELTERED STRATEGIES</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Contextualize Lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. A. Build and Activate Background Knowledge</td>
<td>5, 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I.B. Develop Vocabulary</td>
<td></td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>I. C. Use extensive Visuals, Realia, Manipulatives, &amp; Gestures</td>
<td>5, 6, 13, 14</td>
<td>26, 30, 31</td>
<td>45, 46</td>
</tr>
<tr>
<td>I. D. Model (Instructions, Processes)</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. E. Create Opps. To Negotiate Meaning/Check Understanding</td>
<td>9, 10, 12, 14</td>
<td>21-25</td>
<td>37, 38, 40, 41, 43, 44, 45, 47</td>
</tr>
<tr>
<td>II. Make Text Comprehensible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II.A. Intentional Use of Graphic Organizers</td>
<td>4, 9, 10, 12, 14</td>
<td>21, 22, 23, 25</td>
<td>37, 38, 40, 41, 43, 44, 45, 47</td>
</tr>
<tr>
<td>II.B. Modify Written Text</td>
<td>9, 11, 13</td>
<td></td>
<td>36, 39, 42, 45</td>
</tr>
<tr>
<td>III. Make Talk Comprehensible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III.A. Pace Teacher’s Speech</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III.B. Use of Listening Guides</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III.C. Use of Word Walls</td>
<td></td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>III.D. Frame Main Ideas</td>
<td></td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>III.E. Check for Understanding</td>
<td>15</td>
<td>27, 29, 30, 31</td>
<td>36, 41, 44, 47</td>
</tr>
<tr>
<td>IV. Engage: Opportunities for Output</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV.A. Use Teacher Questioning and Response Strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV.B. Practice Instructional Conversations</td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>V. Engage at Appropriate Language Proficiency Levels</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V.A. Use questions appropriate for language proficiency levels in conversations, activities, and assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI. Give Students Voice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI.A. Challenge students to produce extended talk</td>
<td></td>
<td></td>
<td>27-31</td>
</tr>
<tr>
<td>VI.B. Model Language for Oral and Written Production</td>
<td></td>
<td></td>
<td>27-31, 36, 41, 44, 47</td>
</tr>
<tr>
<td>VI.C Use Group/Pr. Work to Elicit Student Talk; Students as Researchers</td>
<td>8, 10, 12, 14</td>
<td>21, 22, 23, 24, 25</td>
<td>37, 40, 43, 46</td>
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This course has definitely impacted my teaching in a very positive way. Before attending this course (and with the help of previous TAT courses) I was aware of the problems ELLs face in classrooms. I knew what my students needed and I tried my best to make content accessible to them, but I was never trained in it until now. Taking this course has allowed me to understand the reasons supporting modifications and has also allowed me to experience making the needed modifications.

This past year was my first year teaching 5th grade. When it was time to teach students about the causes of the American Revolution, I realized that we had very limited resources and every single resource was written in English. I was frustrated because it was difficult to convey all the information I wanted to my Early Production/Pre-production ELLs. Now, these 3 lessons are modified and I have a starting point to my future lessons in the classroom. And the best thing is, the work is already done so I just have to employ it in the classroom!

The most important things I learned during this course was the importance of making content accessible to all students and giving students sufficient opportunities for engagement and interaction. In order to make content comprehensible I now know that it is important to create a shared background with the students. That is, as a teacher, I will always give the students the background and the purpose to the lesson before the lesson even begins. Further, I will pay special attention to my rate of speech, my enunciation, my pausing, and my tonal cues. I will also make sure to use a lot of repetition as this provides my ELLs with sample speech that they can later use in their own discourse. Additionally, making content comprehensible can be achieved by using many visual cues, gestures, and iconic representations. Finally, the most
valuable lesson I learned in this course about making content accessible was using a listening
guide or an anticipation guide before or during the lesson. This allows ELLs to have a “sneak
peak” at the content, vocabulary, and the main ideas before the lesson is delivered. Listening
guides also aid students when they are listening to teacher talk or to a book being read because
they are able to train their brains before the lesson to pick up on certain words or phrases.

Giving students opportunities for engagement and interaction is something that I have
previously achieved in my classroom. However, this course has taught me even more ways to
achieve the desired engagement from students. For example, using discussion starters for every
lesson is a great way to get students to speak in complete sentences. This delivers the message
that there are the same expectations for ELLs as there are for mainstream students. Further, I
realized the importance of either/or questions for Early production and Pre-production
students when we were given a lesson in German. Hearing those types of questions gave me a
sense of accomplishment and encouraged me to participate even more.

In conclusion, this course has been very helpful in giving me the tools to become a
better teacher and hopefully encouraging other teachers in my district to do the same.
Original Lessons
Original Lessons:

Lesson 1:
Jigsaw activity of “The causes of the American Revolution”.
Divide students into 5-6 person jigsaw groups.
Assign each student to learn about one segment of the article.
Give students time to read over their segment at least 3 times - 12 mins
Form temporary “expert groups” (one student from each jigsaw group join assigned to the same segment) - 15 mins
Bring students back to their jigsaw group
Have each student present his/her segment to their group - 10 mins
As a jigsaw group, answer the following questions. - 5 mins
1. What would you have done if you lived in the colonies during these times?
2. Should the British have imposed taxes on the colonies?

Lesson 2:
Choose a tax from the following list: Sugar Act, Stamp Act, Townshend Acts, Intolerable Acts.
Write a letter to King George III explaining why you think a certain tax is unfair.
In your letter you should include:
3 reasons why you think the tax is unfair
3 possible solutions you provide to King George III

Lesson 3:
Jigsaw activity on the “Effects of the causes of the American Revolution”
Divide students into 4 person jigsaw groups.
Assign each student to learn about one segment of the article.
Give students time to read over their segment at least 3 times - 12 mins
Form temporary “expert groups” (one student from each jigsaw group join assigned to the same segment) - 15 mins
Bring students back to their jigsaw group
Have each student present his/her segment to their group - 10 mins
As a jigsaw group, answer the worksheet questions. - 5 mins
1. Would you have participated in the Boston Tea Party if you were a colonist?
2. What was the role of the First Continental Congress?
The American Revolution was the result of a series of disputes between the American colonists and the government of Great Britain. Probably no one cause would have brought about the conditions for revolution. When added together, however, many colonists gradually reached the point where they felt the need to overthrow British rule and govern themselves.

**Land**

American colonists living on or near the frontier had willingly joined the British soldiers in fighting the French and Indian War, an extension of the global Seven Years’ War between France and England. These colonists wanted the territory in the Ohio River Valley to be opened up for settlement. They saw the Native Americans and their French allies as impediments to this. After the British won the war and control of these territories, the colonists were angered when the British government issued the Proclamation of 1763, which forbade colonial settlements in these areas. The British wanted to avoid conflicts between Native Americans and settlers.

**Taxes**

The Seven Years’ War between France and Britain had cost the British government huge sums of money and plunged the nation into debt. The English felt that many of these costs had been incurred while defending the American colonies against French troops and their Indian allies. Although they did not necessarily expect the Americans to pay off the war debts, they did want the colonists to bear the costs of stationing British soldiers along the western frontier.

**Sugar Act**

In 1764 the British Prime Minister, George Grenville, devised a special colonial tax on sugar, coffee, and wine imported from Britain to raise revenue. There had been British taxes before on molasses, for example, but many Americans had simply avoided payment or smuggled in the goods. Grenville decided to send custom officials to the colonies to collect the tax. American colonists led by the Sons of Liberty, a secret organization of colonists opposed to British taxes and later to British control of the colonies, decided to boycott sugar until the tax was removed. They argued that as British citizens they should not have to pay taxes because they had no representation in Parliament and their own colonial assemblies had not passed the tax. “No taxation without representation” became a battle cry for the revolt against British taxes.
The Causes of the War (cont.)

Boston Massacre
The British had 4,000 troops stationed in Boston, the center for resistance to British taxes and British authority. It was home to Samuel Adams and many of the Sons of Liberty. The boycotts were especially effective in this city of 16,000 residents. In 1770 a lone British soldier guarding the Customs House, where taxes were paid, was harassed and badgered by members of the Sons of Liberty and local toughs. He called for reinforcements, who were promptly assaulted by the mob with fists, sticks, and flying chunks of ice. A soldier fell, his weapon discharged, and other British soldiers fired on the mob. Five American rioters were killed in the incident.

Samuel Adams and his allies quickly dubbed the event a “massacre,” and public anger at the British was inflamed even more. Paul Revere published an engraving of the event showing British soldiers firing on peaceful, unarmed citizens.

Boston Tea Party
The removal of some British troops from the city of Boston helped calm passions, but the radicals kept the pressure on. British leaders were determined to reestablish control over the colonies, and the young King George III was irate at the rebellious behavior of the Americans.

In May of 1773, the British government granted a complete monopoly over the sale of tea to the British East India Company. The tea was not going to be taxed in the colonies and would actually cost less than tea sold in Britain. On the surface it looked like a good deal, but it would put virtually all American tea sellers out of business.

Sam Adams, Paul Revere, and John Hancock encouraged residents to take action, and they did. Soldiers in the local militia refused to let the tea be unloaded. Adams and his allies tried to make the British tea agents quit. Adams also tried to convince the governor to send the tea back to England, which had been done in some other American ports. The king had ordered the tea in Boston harbor to be unloaded by British soldiers. This was scheduled for December 17, 1773. On the evening of December 16, however, the Sons of Liberty and local toughs dressed up as Mohawk Indians, boarded the British ship carrying the tea, and dumped all 342 cases of tea into the harbor.
The Causes of the War (cont.)

Stamp Act
The British were incensed over the sugar boycott so Grenville pushed the Stamp Act through Parliament in 1765. This was a tax on every paper product sold in the colonies. Newspapers, playing cards, books, pamphlets, and similar materials were taxed to support the troops. In addition, Parliament passed the Quartering Act, which required colonists to house and feed soldiers stationed in their communities if barracks were not available.

Committees of Correspondence
The anger of the American colonists was regularly inflamed by radical leaders who kept each other informed through letters. Although mail service was very slow in the colonies due to the long distances and poor roads, these committees managed to keep each other and their communities informed of British acts and the resistance of Americans in other colonies. The leader of the Sons of Liberty and organizer of the Committees of Correspondence was Samuel Adams, who became known as the “Father of the American Revolution.” The resistance and boycotts organized by these groups led to the canceling of the Stamp Act.

Townshend Acts
The British were determined to raise taxes and assert their authority over the increasingly defiant, independent Americans. The Declaratory Act was passed, stating that they had the right to make laws for the colonists in all instances. They soon followed up with the Townshend Acts in 1767, which were a series of taxes on paper, paint, lead, glass, and especially tea, the beverage of choice for both Americans and Englishmen of that day. The colonists immediately began to boycott these products. As with previous boycotts, British merchants complained because they were losing business. In 1768 British warships arrived in Boston harbor carrying two regiments of seasoned troops to maintain order and support the British tax collectors.
The Causes of the War (cont.)

Intolerable Acts
The Boston Tea Party made British authorities furious. They immediately passed a series of laws to punish the city of Boston and reestablish control. These Intolerable Acts, as the colonists named them, banned town meetings in Boston, closed the port of Boston until the tea was paid for, and stationed troops in Boston where citizens had to house and feed them. Closing the port put a lot of citizens out of work and threatened the city with starvation because much of the city’s food supplies came by ship. A new governor of Massachusetts was also appointed with broad powers to run the affairs of the colony, and the Massachusetts legislature had its powers severely curtailed.

First Continental Congress
People throughout the colonies quickly rallied to Boston’s support. They staged tea parties of their own and sent food and supplies to Boston. In the fall of 1774, 12 colonies sent representatives to a meeting in Philadelphia to protest the Intolerable Acts. This First Continental Congress passed a declaration of the colonists’ rights, which restated their rights as British citizens. They also pledged to boycott British goods and to avoid selling their products to Britain. They wrote a letter of grievance to the king, who refused to read it. People throughout the colonies began to stockpile guns and ammunition and to organize militias, groups of citizen soldiers ready to fight in an emergency. The country was primed for war, and the fuse was lit in Boston.

Lexington and Concord
In February 1775, Parliament declared that the colony of Massachusetts was in open rebellion. The declaration was passed to make it easier to arrest some of the leaders and to shoot troublesome colonists during disturbances. The British government sent secret orders to General Thomas Gage, the new governor of Massachusetts and commander of the forces in Boston, to arrest the leaders of the rebellion. Boston rebels learned of the orders, and the leaders fled the city. Gage decided to capture stockpiles of guns and powder at Concord, a city near Boston. Paul Revere and William Dawes were sent to warn the rebel leaders. The next day on April 19, 1775, American militia called minutemen (because they were ready to fight at a minute’s notice) opposed British troops at Lexington on the route to Concord. The short skirmish here was the first battle of the war. Another fight occurred at Concord, and Americans ambushed the soldiers on the way back to Boston. The British ended up with around 250 dead, and the Americans lost about 90 in the first battle of the war.