

Lesson 2:

Topic/skill: "People Protest in Different Ways"

Standards:

Social Studies Standard 5- Civics, Citizenship, & Government- Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments, the governmental systems of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy and the roles, rights, and responsibilities of citizenship, including avenues of participation.

-Language Arts Standard 1- Students will read, write, listen, and speak for information and understanding.

-Language Arts Standard 3- Students will read, write, listen, and speak for critical analysis and evaluation.

-Language Arts Standard 4- Students will read, write, listen, and speak for social interaction.

Objectives:

1. Students will be able to use the K-W-L reading comprehension strategy effectively to determine how colonists protested taxes.

Materials:

-K-W-L handout

-text (refers to Dr. Richard Boehm, *Social Studies: United States*, Harcourt Brace; 2000)

Advanced Preparations:

-Create K-W-L handout.

-Prepare questions to ask.

-Read and gather texts.

-Prepare modifications.

Activating Prior Knowledge:

-Ask the students to recall how the colonists' felt. What might the colonists have done to express their dissatisfaction?

Procedure:

1. Distribute the K-W-L handout.
2. Review the K-W-L technique (what the K, W, and L represent and how they should be written).
3. Ask the students to write what they know about the colonists on the handout.
4. Ask the students to write questions about the colonists' protests on the handout.
5. As a class, read the text "People Protest in Different Ways" (p.234-5) start/stop. http://www.watertown.k12.ma.us/americanhistorycentral/07differencesdivide/People_Protest.html
6. Ask questions such as
 - What were the people who met to act against taxes called?
 - What does liberty mean?

- What does it mean to boycott?
- Why did the Daughters of Liberty want the colonists to buy their linen?
- Who did the colonists send to talk to Parliament?
- Where are some of the things that Ben Franklin did to help the colonists?
- What did Ben Franklin warn the British lawmakers about?

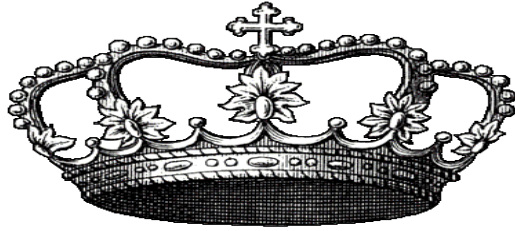
7. Ask the students to write what they learned about the colonists' protests on their charts. (Draw their attention to the questions they answered.)
8. Review the students' K-W-L charts and create a master chart on the board.
9. Ask the students how they can organize their knowledge in chart form. (Suggest also main idea/details on a fishbone, compare/contrast chart, etc.)
10. Ask the students to create such a graphic organizer on the back of their handout.
11. Review the lesson.

Modifications:

The teacher will print an enlarged K-W-L chart on heavy paper for the student with CP. The text to be read will also be enlarged. A pencil grip will be given to the student. The student would be permitted to abbreviate his/her answers on the K-W-L if necessary. The teacher will provide him/her with notes summarizing class discussion and findings after class.

Assessment:

The teacher will review the students' K-W-L handouts as well as observe their contributions to discussion and answers to questions.



"The Colonists Protest"

K-W-L Chart

What do you K now?	W hat do you want to know? What W ill you know?	What did you L earn?