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| **Unit:** | *5: American Revolution* |
| **Day of unit:** | *Day X: Patriot Protests* |
| **Teaching Point:** | ***Nonfiction:*** *identifying text structure, analyzing cause and effect relationships and making inferences based on explicit evidence in the text****SS:*** *Patriots used many tactics to scare and intimidate the British in order to avoid paying taxes* |
| **Big Idea:** | ***Nonfiction:*** *we can use the text features and main ideas of sections to help us understand the author’s purpose for writing a text****SS:*** *Patriots were furious with British taxes so they took it upon themselves to find a variety of ways to assert their independence* |
| **Standards Addressed:** | **Info Reading Standard:*** RI.1: Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text.
* **RI.3:** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
* RI.5: Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.

**SS Standard:*** **Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies.**

A. Sugar Act (1764)B. Stamp Act (1765)C. Townsend Duties (1767)D. Tea Act (1773) and the Intolerable Acts (1774)E. the slogan, “no taxation without representation”* **Use data, tables, and graphic representations to obtain information about content.**
 |
| **Materials:** | “Patriot Protest” article from Cobblestone, September 2014 |
| **Time:** | 60 min |

**Focus Question: Why were Colonists’ protest tactics effective?**

**Desired Answer:** The Colonists used many tactics when protesting against the British. These tactics were effective because they used intimidation and persuasion to further their cause. For example, the colonists persuaded others to boycott British goods, which caused the British to lose money and made the colonies more “self-sufficient.” Colonists also used persuasion through writing to spread their message in order to unify against the British, or negotiate with King George III. Lastly, the Colonists used tactics like tarring and feathering and mob violence that left British tax collectors feeling “lucky to escape with their lives.” These tactics made the British hesitant to enforce British policies, which is exactly what the Colonists desired.

**Lesson Outline:**

**3 min: Preview the Text**

* **What are we looking for as we preview a new article we haven’t read?** [Title, section headings, text features, captions, diagrams, etc]
* Students take 30 seconds to preview the text. Predict TS and topic of text
	+ Point out section headings, can easily be missed due to graphics
* Show call or find exemplar topic **[Tactics used by the Colonists to Protest]**
	+ *Author is sending us a signal at the beginning of the text – what it is?* **[“main idea” bubble at the top]**
* Take reasonable text structure predictions **[D, Chron, C/E, P/S – NOT Q/A or Procedural]**

**7 min: Introduce Focus Question and CFS**

* Introduce focus question on handout, quickly dissect question.
	+ **Why were the Colonists’ protest tactics effective?**
		- What do we need to do in order to answer this question completely?

**5 min:** Read first section “Boycotts”

* **Thinking Job:** Notice how the author organizes this section [C/E]
	+ Boycotts = repeal of acts, loss of money, becoming self-sufficient = British close ports
* **Why were these boycotts important to the Colonists?** [*Britain lost money, Colonies self-sufficient, acts repealed]*
	+ *Strong Evidence:* “The amount of trade revenue…lost due to boycotts was greater than the amount of money the government might have collected through taxes.”

**5 min:** Read second section “Petitions”

* **Thinking Job:** What is this section mostly about? *[The different ways colonists used writing to pursue their cause – descriptive text structure with central topic of “petitions” or written arguments”]*
* **What did the colonists do here to show they were unhappy with British policy?** *[They wrote letters and used explanations to fight for their cause and negotiate for change without violence]*
* **Why was this effective?** [It allowed leaders to express their opinions through nonviolence and inspire others to support their cause – they were spreading their ideas]

**10 min:** Students read last three sections in partnerships reading for the **author’s purpose** and **focus question** in mind. When they are finished, they can write bullet point thoughts addressing focus question.

**5 min:** Confirm text structure of entire article [D] and define central topic [protest tactics] and surrounding details [boycotts, letters, tarring and feathering, mob violence]

* **Why were the Colonists protesting?** [Colonists were protesting to rebel against British policies. They believed in standing up for what they believed in – less taxes, no taxation without representation, unfair acts.]

**20 min:** Evidence selection and discussion

* **What evidence helps support why Colonist protests were effective?**
	+ “Boycotts” – *already should have this underlined, so can point out and skip to others.*
		- “The amount of trade revenue…lost was greater than the amount of money…collected through taxes.” *(effective because the British were losing money)*
	+ “Petitions”
		- “…widely read pamphlet that pointed out how unconstitutional the Townshend Acts were.” *(colonists spreading their word to others nonviolently, use of persuasion)*
	+ “Tarring and Feathering”
		- “The victim was then carted around in public and ridiculed.”*(public shaming)*
		- “…just the threat of being tarred and feathered often got the desired results.” *(threats were intimidating, British were scared)*
	+ “Mob Violence”
		- “…angry mobs threatened them personally and ransacked and destroyed their homes and businesses...” *(feared for their families and lives)*
		- “…some stamp collectors felt lucky to escape for their lives.” *(scared, intimidated)*
	+ “Hanging an Effigy”
		- No strong evidence that doesn’t need considerable explanation, focus on first four sections.

**5 min:** Students answer focus question in handout. Strong paragraph response with at least two examples and two pieces of evidence.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Patriot Protests**

**Focus Question:** Why were Colonists’ protest tactics effective?

**Directions:** After reading the entire article, stop and jot for the focus question below.

**Stop and Jot:** Why were Colonists’ protest tactics effective?

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**Notes from discussion:**

**Focus Question:** Why were the Colonists’ protest tactics considered effective?

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