Student Learning Plan

Name: Lynne Hawkins

Subject: Language Arts, Social Studies

Grade: 4

Goal: Words found in text written in Colonial English will be translated as they relate to the modern day English language. Students will identify an important historical event.

**Importance of the lesson, relevance for students:**

This lesson will teach children more about the origins of the English language. It is necessary for children to understand the basics of the English language in order to successfully decode and comprehend text across the curriculum. During the course of the lesson students shall be afforded the opportunity to be “History Detectives” just as they may have seen on the popular PBS show. Clues throughout the lesson will assist the class in their quest to discover what historic event has been described. The cooperative learning groups that will be a part of the lesson also help encourage and develop the attitudes and work ethics students will need as they prepare for adulthood and eventual employment. This lesson would be used to introduce a unit on the Revolutionary War.

**Related Primary and Secondary Sources:**

Boston Gazette newspaper account of the Boston Tea Party, December 20, 1773. (Primary)  
http://memory.loc.gov/ammem/rbpehtml/pehome.html

Johnston, David Claypoole, 1799-1865, lithographer.

(Secondary) This print shows a mob pouring tea into the mouth of a Loyalist who has been tarred and feathered. Behind the group, on the right, is the “Liberty Tree” from which hangs a noose and a sign “Stamp Act” written upside down; on the left, revolutionaries on a ship pouring crates of tea into the water.  http://hdl.loc.gov/loc.pnp.cph.3a05133

Picture from the docs into harbor of Boston Tea Party. Based on an engraving by D. Berger, 1784, after D. Chodowiecki (Secondary) http://hdl.loc.gov/loc.pnp.cph.3a50224

Music – Yankee Doodle Dandy played by a band (Secondary) http://www.loc.gov/teachers/lyrical/songs/yankeedoodle.html

Expected Duration: 30-45 minutes / 1 class period for each subject.
Objectives

Academic Standards:

X Pennsylvania _____ National (SPA)

Reading, Writing, Speaking, and Listening:

1.2.5. A; 1.5.5.A, B, C, D, E, F, G; 1.6.5.A, B, C, D, E, F; 1.7.5.C

History: 8.1.6.B, D; 8.3.6.A, B, D

Assessment method:

Informal assessment will be ongoing during the course of the lesson. I will move about the room visiting with each group in order to observe the level of participation in the group setting. As a group, the children will use a teacher made translation page to decipher the text (newspaper account of the Boston Tea Party) after taking a few minutes to make their own guesses about the assigned text and using the Internet to search for translation tools. Students will be encouraged to work as a small group but to also cooperate with all other groups, using group members as couriers for questions and answers and possible clues or conclusions drawn as a result of their work.

The second clue, the picture of the Boston Tea Party, will be analyzed by students using a picture analysis worksheet.

Lastly, at the very end of the class students will be asked to write one paragraph summary about the Boston Tea Party after the class has determined what historical event we are looking for. A teacher-made rubric will be provided to use a writing guide and we will review the steps of the writing process before beginning. Students will present their summaries to the class along with one discussion question.

Objectives are:

X Cognitive _____ Affective _____ Psychomotor

Student Objectives: (related to assessment)

As a result of this lesson, the students will be able to:
- Independently translate some Colonial English words to modern day English in an assigned small group.
- Finish translation of assigned text with the help of a computer web site and/or translation guide.
- Read given text after translation.
- Analyze a historical picture/illusion.
- Draw conclusions about what historical event the clues have alluded to.
- Write a one paragraph summary about the specified historical event, The Boston Tea Party.
- Present summaries and one question for discussion to their classmates.

**Content Notes and Questions for Students:**

This lesson will be planned to be taught either first thing in the morning or when the students return to the room after recess. I will make an overhead transparency made of the Boston Gazette announcement and project it on the screen in the classroom. The date will not be shown. I will not say anything about the overhead as the students enter the room. Each student will also have their own copy and a small magnifying glass to use. Before placing students in groups, I will ask them to examine the text closely. Telling the class that they are going to be “History Detectives”, I will ask them, “What is the first thing you think of as you are looking at this text?” Responses will be listed on the board and left there throughout the lesson. I will then place the students in small groups. The class will be given a set time limit, 5-8 minutes, to try and decipher any unknown words. They will be allowed to use the classroom computers to try and find online translation tools. After this, I will provide a translation guide for the groups to use in order to keep the lesson moving and minimize student frustration. Once the translation is complete the groups will read the translated passage together. Using a discussion guide the following items will be discussed in each group and each group will record their answers on the guide.

- Looking at the passage you have been examining, what time period do you think this is from?
- What clues did you use to reach this conclusion?
- What are the main ideas in this passage? List at least 3.
- Name the historical event this passage is talking about.

I will use the board and students will each have their own graphic organizers (webs) to take notes on as each group reports their discussion findings. At this time, we would also talk about the origins of the English language and how it has evolved to what we now use.

Next, I will replace the text transparency with a picture transparency of the Boston Tea Party. The identifying caption will be covered. Students will use a picture analysis guide to examine the picture in order to try and guess the time period and historical event. Each student will also be provided a copy of the picture. Questions to consider:

- What is the first thing you see in this picture?
- By looking at this picture, what can you say about the time period it came from?
What kind of picture do you think this is? Why?
What do you notice about the people in the picture?
We know we are looking for a particular event that happened in American History. What event do you think this scene is showing?

We will have a short whole class discussion after the groups have had time to examine this picture. At this point I would hope students have at least begun to think about the correct era in history. If not, the next clue I would use would be the clip of Yankee Doodle Dandy. I would play it for them and try to guide the class into guessing the Revolutionary War as the appropriate time period. If they have not been able to correctly name the Boston Tea Party I would ask: “What are some famous harbors on the East Coast?” I would use the classroom atlas and the children would first have to determine which side of the atlas is east. From there they could begin to narrow down the possibilities. Once they have pinpointed Boston I would hope they would be able to conclude that the Boston Tea Party is the event we are talking about.

As a way to encourage critical thinking about the Boston Tea Party I would ask the following:

- What do you know or think you know about the Boston Tea Party?
- What impact did this event have on people at that time?
- How has this made a difference in your life?
- What was the historical significance of the Boston Tea Party?

Tomorrow’s lesson will explore the answers to these questions. At this point I would again play Yankee Doodle Dandy and ask the children to write a one paragraph summary of what we know so far about the Boston Tea Party. We will quickly review the writing process and the students will use a writing guide to write their summary. As they begin to write, I will change the overhead transparency to the picture of the person being tarred and feathered and I will read the poem.

Professional Development

Thoughts before/after Teaching the Lesson:

This lesson would require me to become familiar with the Library of Congress web site in order to find primary and secondary sources that will be pertinent to the lesson. I would also need to familiarize myself with the translation web sites for Colonial English in order to develop a guide for students.

I worry that this lesson has the potential to be longer than the planned time. If this would be the case, I would probably extend the lesson time. I am more concerned that the students fully understand the importance of this time in our country’s history.
**Additional Thoughts and Comments**

This lesson could also be well adapted for any learners with special needs. The translation section could be made smaller and these students could use a translation guide from the start of the lesson. Instead of having things written, their answers could be oral or someone could write for them if the student dictated their answers. In the group setting, the student could be assigned a study buddy. The final assignment could also be reduced to two or three sentences. It would also be possible to enlarge the written materials students would need to use if necessary.