

Lesson Title: Week 12-American Revolution- Should I stay, or should I go? Part 1

Grade Level: 4

Time Required: 45 minutes

Content Objectives:

- Intro: Why the British Wanted to Keep Florida.
- Florida gets involved in the Revolutionary War...one way or another.
- Forbes Purchase
- What if...Florida had fought the British.
- Should I stay, or should I go?
- Brother against Brother? Why bother?

Learning Target:

- Identify the role of Florida on the British side in the American Revolution.
- They will learn about significant points of the war and the outcome that returned Florida to Spain.
- Discuss pioneer and early colonial life
- Discuss the opportunity cost of the war.

Standards:

4th Grade

Social Studies Standards

- SS.4.A.1.1, Analyze primary and secondary resources to identify significant people and events throughout Florida's history.
- SS.4.A.1.2, Synthesize information related to Florida history through print and media.
- SS.4.A.3.7, Identify nations that controlled Florida before it became a United States Territory.
- SS.4.A.4.2, Describe the Pioneer life of Florida.
- SS.4.A.9.1, Utilize timelines to sequence key events in Florida's history.
- SS.4.E.1.2, Explain Florida role in the national and international economy (at that time).

ELA/LAFS Standards

- LAFS.4.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LAFS.4.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- LAFS.4.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Theatre Standards

- TH.4.C.2.2
Reflect on the strengths and needs of one's own performance.
- TH.4.C.3.2
Create an original scene or monologue based on a historical event or person.
- TH.4.F.1.1
Create a character based on a historical figure and respond to questions, posed by the audience, about that character.
- TH.4.H.1.1
Re-create a famous character from Florida history.
- TH.4.S.1.1
Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
- TH.4.S.3.2
Use information gained from research to shape acting choices in a simple, historically based scene.

Additional Applications: (*connections with other content areas*)

Connecting the work we are doing with the Social Skills goals that they are working on: *Listening and Following Directions.*

Materials: Book, chart paper.

Lesson Development/Procedures

- Introduction:** Review acting tools and remind them which newspaper we are looking at (Week 12)
- Newspaper Article Review (10 min):**

- Review Week 12 Newspaper. Ask them questions about the facts presented in the newspaper so that I understand what they remember. Have the students read-aloud and explains different newspaper articles focusing on the articles “Florida gets into the American Revolutionary War”, “Florida’s growing up”, “God save the King”, “What if Florida had fought against the British”, and “The Spanish are always getting Involved...”

Activities 30 minutes:

- **Our Revolution:** With the students help create two different lists. “Reasons for Florida to join in the Revolutionary War” and “Reasons for them to Stay out of the Revolutionary War.” This will focus on political, familial, and economic reasons.
- **Let’s Hash this Out:** I work with the students and we write out a scene. There is a town hall meeting. Character A (who the students name) is against Florida fighting in the War, Character B is for students fighting in the war. The audience can also cheer or boo as they please. Each character will debate the different points, advantageous, and disadvantages about joining in the war. At the end of the scene the audience will vote if Florida should join the War or Stay Out of It. (I will remind them that historically Florida votes to avoid conflict and stay under British rule.)
- **On It’s Feet:** The last activity is have the students act out our short scene, encouraging them to make big character choices along the way. We will then review the text and make any changes or edits that we need to do.

Closure (5 minutes):

At the end I will spend a few minutes decompressing with the students. I ask them what new thing they learned today, I ask them to reflect and tell me something they did today that really surprised them or that they thought they did well, and I ask them to give me a specific example of something someone else did today in performance that surprised them and that they liked. This should reinforce big, bold choices they made and big, bold choices others made.

Assessment/how I know these objectives have been met:

I will observe how the students take the prompts that I give them, and some will act it out in small groups.

I will model and observe active listening and following directions and ask them to repeat and model the directions as well.

I will ask them at the end of the day what new things they learned, what they did that surprised them, and something interesting they saw someone else do.