

Lesson Title: Road to Revolution

Date/ Time Frame	Tuesday Approx. 45 minutes
Type:	Shared Read/ Independent Reading
Lesson in a Series	2 of 2
Standard:	5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language 5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.
Reading Behavior	• Use evidence from the text to support statements about it • Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing multimedia with support as needed. • Refer to important information and details and use as evidence in discussion to support opinions and statements
Learning Intention	Students will use rules or standards of collaborative conversations to discuss the problems and solutions that caused the American Revolution.
Success Criteria	Students will be able to use the rules or standards for collaborative conversation and share their ideas with the group or class.
Material:	Benchmark Advance Unit 7 "Road to Revolution" Pgs. 6-9 Collaborative Conversation poster "Listen and Respond" (Reading Strategies) pg. 329 Cause and Effect Chart created from the previous lesson
Suggested Prompts & Questions	

Task - What do you want the students to do?	Students are to discuss in their group the causes and effects of the American Revolution and talk about how another solution or effect might have been better.
Suggested Lesson Plan Format	<i>*Note: This lesson will require groups to talk together, think about how you would like to group the students (pairs or small groups). You will also need to think about how students will communicate with each other.</i> I Do: Propose Question: What were the causes of the American Revolutionary War? Do you think they were justified going to war? (<i>think about how you would like students to respond</i>) - Review the questions from yesterday - Review the cause and effect chart that was also created yesterday. We Do OR You Do: Display the pages of “Road to Revolution” - As you read this yesterday as a shared read, you can do that again or you can have the students read this independently. I Do: Display either the Collaborative Conversation poster or you can use “Listen and Respond” (Reading Strategies) pg. 329 - Go over your expectations of what you want to see when students are working together in small groups and the type of collaboration you want to see - Explain that in their small groups they are to be discussing “If the issues that caused the Revolutionary War were enough to go to war?” We Do Or You Do: Put the students in groups and have them discuss the question (<i>remind them that they can take notes as this will help them with their independent writing activity</i>). You Do: Students can then be assigned a quick write to answer the question posed at the beginning of the lesson, “In your opinion, do you think the issues that caused the war were justified? This can be assigned independently. Google Doc Journal Entry
Additional Resources:	Vocabulary Routine 4 L's of Productive Partnering Standard Breakdown Bookmarks Conversation Skills Routine Comprehension Continuum