

Title No More Kings

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Key Words monarchy, colonies, colonists, American Revolution, king

Grade Level 3

Time Allotted 45-60 minutes

Lesson Overview	This is the first in a series of three lessons aimed at helping students discover the basic principles that form our republican government. This lesson is intended to pique student interest in American history and build background knowledge of the historical setting.
Guiding Question(s)	What led the colonists to want independence from England?

Learning Objectives (SWBAT)

- Restate the historical events preceding the American Revolution
- Identify some of the King's actions that angered the colonists
- Generate questions based on known and unknown concepts presented in text
- Summarize and sequence major events

Virginia SOL

History and Social Science

3.11 The student will explain the importance of the basic principles that form the foundation of a republican form of government by

- a) describing the individual rights to life, liberty, and the pursuit of happiness;
- b) identifying the contributions of ...Thomas Jefferson ...

Virginia Studies

VS.5 The student will demonstrate knowledge of the role of Virginia in the American Revolution by

- a. identifying the reasons why the colonies went to war with England as expressed in the Declaration of Independence;
- b. identifying the various roles played by Virginians in the Revolutionary War era, with emphasis on ... Thomas Jefferson ...

English

3.6 The student will continue to read and demonstrate comprehension of nonfiction.

- c) Ask...questions about what is read.
- d) Draw conclusions.
- e) Organize information and events logically.
- f) Summarize major points found in nonfiction materials.

Essential Historical Skills Taught:

Chronological Thinking: Students will tell the story of the American Revolution using a graphic organizer that summarizes the lyrics of “No More Kings.” Together with the teacher, the class will put the events in order on a timeline.

Historical Research Capabilities: Students will formulate historical questions based upon the lyrics of the Schoolhouse Rock song “No More Kings.”

Assessment Tool(s)

Journal responses at the end of the lesson will assess student conclusions about the reasons that the colonists wanted independence. Responses will be used as formative assessment for the teacher.

Materials/Resources

- “No More Kings” Schoolhouse Rock Video:
Either cue the YouTube version or purchase a copy from iTunes. Both are available at Schoolhouse Rock’s web site:
<http://www.schoolhouserock.tv/No.html>
- Make one copy of the lyrics for each student - available on Schoolhouse Rock website.
- “No More Kings” Powerpoint <http://www.slideshare.net/nmccullen/no-more-kings> The Powerpoint is also included in the Lesson Resources Folder.
- Classroom historical timeline and labels for the events identified in the song. Printed PowerPoint slides may be used as labels.

Modifications (to meet needs of diverse learners)

- Students may have access to the video to replay the song in order to have the lyrics read and reread to them as needed.
- Students may create movements and gestures to dramatize the song.

America on the World Stage
Teacher Scholars Program
Module 2

- The teacher may assign the same graphic organizer to the whole class, allow students to choose one, or assign a specific organizer to specific individuals or groups.
- Questions generated at the end of this lesson may lead to independent research opportunities for students who would enjoy the challenge.
- Add new or unfamiliar words to a classroom word wall. Include a picture or visual cue along with each word. Or have students add new words along with a brief definition and a picture to a personal dictionary.

Instructional Procedures/Process (How will you guide your students through this activity?)

1. Play the “No More Kings” video for students.
2. Distribute copies of the lyrics.
3. After reading the lyrics, students work in pairs or individually to complete one of the following graphic organizers:
 - Beginning, Middle End
http://www.teachervision.fen.com/tv/resources/PDF/GOOD_TV_K_2_pdf_s/62176_InRCd_80.pdf),
 - Cause and Effect (<http://www.teachervision.fen.com/reading/graphic-organizers/4310.html>), or
 - Problem/Solution (<http://www.readingquest.org/pdf/prob.pdf>)

Three different organizers are presented to provide options to match the organizer to the needs and abilities of the students. See possible modifications listed above for considerations.

4. Have two pairs get together to make groups of four. Pairs exchange organizers noticing what the other pair recorded in common with them and what additional ideas the other pair included. They switch back and edit or revise their own organizer.
5. On a large timeline, hopefully one that the class has used before and is labeled with other relevant dates, have students help you place labels for the events in the song. Use the Powerpoint to display visuals as you add a little background knowledge for each event. Here is a SlideShare version of the presentation: <http://www.slideshare.net/nmccullen/no-more-kings>
Slides may be printed as pictures and used as labels for the timeline.
 - 1620 Mayflower lands at Plymouth Rock
 - 1763-1774 King George and English Parliament enact laws and impose taxes on the colonists that many disagree with
 - 1775 War with England begins
 - July 4, 1776 Declaration of Independence
 - 1784 War officially ends
 - 1789 George Washington chosen by the Senate to be first President

Closure (How does this come back to the guiding question?)

6. Ask students to reflect on the song lyrics and the events added to the timeline. On a piece of paper or in a journal students should record a new insight or a question raised about the reasons the colonists wanted to be independent from the King and England. Each student should write at least

one or two insights or questions. Sharing ideas with a partner or table group may help students generate ideas.

7. If time permits, ask the students to read their insights and questions aloud. Ideas and questions that need further research (because they indicate a misconception of ideas already presented or ideas yet to be explored) can be posted and referred to in subsequent lessons. At minimum, review the students' journals before the next day's lesson to assess today's lesson and possibly make modifications to subsequent lessons.