



OU BOCES Instructional Support Services 250 Celebration Book-based Lesson Plan

Lesson 1 Title:

Was That Fair? Life in the American Colonies

Book the Lesson is Aligned to

The Declaration of Independence by Elaine Landau (Chapter 1: A Colonial Beginning)

Key Details

Grade Level: K-5

NYS Standards Addressed:

RI.3.1 Ask and answer questions about informational text.

RI.3.2 Determine the main idea of a text.

SL.3.1 Participate in collaborative discussions.

W.3.1 Express an opinion using reasons.

Objective:

Students will identify reasons colonists became unhappy with British rule and determine whether colonial laws and taxes seemed fair or unfair.

Key Vocabulary:

colony

colonist

tax

protest

parliament

boycott

Materials Needed:

Chapter 1 excerpts

Fair/Not Fair worksheet

Crayons or pencils

Chart paper

Assessment(s):

Discussion participation

Worksheet completion

Exit ticket

Lesson Procedure

Introduction:

Ask:

"What are some rules you must follow at home or school?"

"What would happen if someone made a rule for you, but you never got to help make the rule?"

Allow students to share responses.

Teacher Says:

"Today we are going to learn why some colonists became unhappy with British rule. As we read, think about whether the rules and taxes placed on the colonists seemed fair or unfair."

Preview vocabulary:

colony

colonist

tax

protest

parliament

boycott

Development:

Teacher Directions:

Read pages 6-17 aloud.

Pause and discuss the following sections:

Pages 7-10: Britain controls the colonies.

Page 11: The Stamp Act.

Pages 12-13: Taxes on tea and other goods.

Page 14: The Quartering Act.

Pages 15-17: Growing colonial frustration and protest.

Teacher Says:

"As we read, listen for rules, taxes, and decisions that affected the colonists. Think about whether you believe those rules were fair or unfair."

Create a class chart:

Rule | Fair | Not Fair

Tax on paper

Tax on tea

Soldiers living in colonists' homes

Discuss:

Why might colonists have thought these rules were unfair?

Would you have agreed or disagreed with these rules?

Why?

Students complete the Fair/Not Fair worksheet.

Conclusion:

Exit Ticket:

Choose one:

Draw a rule from the lesson that you thought was unfair.

OR

Write one sentence explaining why colonists became unhappy.

Teacher Says:

"Today we learned that many colonists became unhappy because they believed some British laws and taxes were unfair."

Teacher Says:

"We also learned that people sometimes disagree about rules when they feel they do not have a voice in making important decisions."

Appendix A

Special Education Modifications

Read text aloud and discuss one key idea at a time.

Provide visual vocabulary cards and a teacher-created class chart to support understanding.

Allow students to demonstrate understanding through discussion, drawing, verbal responses, or writing.

Appendix B

[Worksheet](#)



OU BOCES Instructional Support Services 250 Celebration Book-based Lesson Plan

Lesson 2 Title:

A Big Choice: Should the Colonies Stay or Go?

Book the Lesson is Aligned to

The Declaration of Independence by Elaine Landau (Chapter 3: An Important Decision)

Key Details

Grade Level: K-5

NYS Standards Addressed:

RI.3.1 Ask and answer questions to demonstrate understanding of informational text.

RI.3.2 Determine the main idea of a text and explain how key details support it.

W.3.2 Write informative texts to examine a topic and convey ideas and information.

SL.3.1 Engage effectively in collaborative discussions.

Objective:

Students will identify the four parts of the Declaration of Independence and explain important ideas found in the document, including freedom, equality, and rights.

Key Vocabulary:

Declaration
Independence
Freedom
Rights
Equality
Liberty
Preamble

Materials Needed:

Chapter 3's The Big Truth Pages 34, 35

Worksheet

Pencils/crayons/colored pencils

Chart paper

Assessment(s):

Class discussion

Worksheet completion

Choose Your Challenge activity

Lesson Procedure**Introduction:**

Display a greeting card, invitation, or letter.

Ask:

"What parts does a letter usually have?"

"What information belongs at the beginning?"

"What information belongs in the middle?"

"What information belongs at the end?"

Allow students to share responses.

Teacher Says:

"Today we are going to learn about the Declaration of Independence. Just like a letter has different parts, the Declaration was organized into sections that each had a special purpose."

Teacher Says:

"The Declaration helped explain why the colonies wanted independence and what they believed people deserved."

Preview vocabulary:

- Declaration
- Independence
- Freedom
- Rights
- Equality
- Liberty
- Preamble

Development:

Read Page 35

Teacher Says:

"Page 35 introduces the first two parts of the Declaration."

Review:

Part	Purpose
Introduction	Explains why they are writing
Preamble	Shares important beliefs

Discuss:

- Why did the colonists think it was important to explain themselves?
- What important beliefs are mentioned in the Preamble?

Highlight:

- Freedom
- Rights
- Equality
- Liberty

Read Page 34

Teacher Says:

"Now let's look at the final two parts of the Declaration."

Review:

Part	Purpose
Body	Lists complaints against King George III
Conclusion	Announces independence from Great Britain

Discuss:

- Why did the colonists include a list of complaints?
- What important decision is announced in the conclusion?

Guided Practice

Create a class anchor chart:

The Four Parts of the Declaration

1. Introduction → Explains why they are writing
2. Preamble → Shares important beliefs
3. Body → Lists complaints
4. Conclusion → Announces independence

Students complete the worksheet.

Circulate and assist students as they match each part with its purpose.

Conclusion:

Review the chart together.

Ask:

- Which part tells why the colonists were unhappy?
- Which part announces independence?
- Which idea is most important to you: freedom, rights, equality, or liberty?

Students complete their Choose Your Challenge activity.

Teacher Says:

"Today we learned that the Declaration of Independence was carefully organized into four parts. Each section helped explain why the colonies wanted independence from Great Britain."

"We also learned that ideas like freedom, rights, equality, and liberty were important to the people who wrote the Declaration and continue to be important today."

Appendix A

Special Education Modifications

Read text aloud and discuss one key idea at a time.

Provide visual vocabulary cards and a teacher-created anchor chart to support understanding.

Allow students to demonstrate understanding through discussion, drawing, verbal responses, or writing.

Appendix B

Worksheet