



Lesson: Moving toward Independence

(To follow Amplify CKLA 4, Knowledge 7: American Revolution, Lesson 1: The French and Indian War Brings Change)

At a Glance	In this lesson, students reinforce their understanding of the causes of the American Revolution by viewing and responding to a brief video and reading non-fiction text.
Primary Focus Objectives	<ul style="list-style-type: none">• Students will read non-fiction text about the changing relationship between Britain and colonial America.• Students will watch a video explaining the causes of the American Revolution.• Students will write a short letter in favor of, or against, breaking away from Britain.
Formative Assessment	<ul style="list-style-type: none">• Small group discussion of non-fiction• Perspectives Sort• Opinion writing
Standards	<p>CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>
Materials	<ul style="list-style-type: none">• Vocabulary Cards: colony, independence, patriot, loyalist• Focus Text: Unit 5: New Hampshire and the American Revolution, Learn It! "Britain and America" and "America Moves Toward Independence"• Video: "Mason Explains: Causes of the American Revolution"• "American Perspectives on the Line" worksheet• Letter template
Time Needed	Two or three 30-40 minute class sessions
Learning Activity	<ol style="list-style-type: none">1. Discuss Vocabulary Cards. Project or display the vocabulary cards and discuss each, connecting to students' prior knowledge. <i>(10 minutes)</i>2. Read the Focus Texts. In small groups, have students read the short Learn It! selections. <i>(20 to 30 minutes)</i>3. Watch the video. Project and watch the video. Pause as needed to discuss challenging vocabulary or to make connections to previously learned material. <i>(10 minutes)</i>4. Complete "American Perspectives on the Line." Distribute the worksheets and support students as they arrange the cards. <i>(20 minutes)</i>



5. **Write a letter to a friend.** Distribute the letter template. Discuss taking a perspective and review the features of opinion writing. Give students time to write a letter to a friend expressing their opinions about the changes on the American horizon. *(30 minutes)*



Educator Rationale and Answer Guide

Connection to Amplify	<p>This lesson reinforces student understanding of the causes of the American Revolution that are introduced in Amplify CKLA Grade 4, Unit 7: American Revolution, Lesson 1: The French and Indian War Brings Change. Two short non-fiction selections and a brief video help students review and summarize the actions and reactions that led to the American colonists' pursuit of independence from Great Britain. Students apply their understanding by writing an opinion letter from the stance of either a loyalist or patriot colonist.</p>
Discuss the Vocabulary Cards	<p>While discussing these vocabulary words, ask students to think about what it might have been like to grow up being a loyal subject to a faraway king and then starting to hear people arguing about whether or not being ruled by a king was really the best thing for Americans. What if members of a family felt differently? What if friends had different opinions? What were the risks of seeking independence? What were the downsides to remaining a colony?</p>
Read the Focus Texts	<p>Students can read these brief selections independently or in reading groups. Consider having students create one or two review questions for a classmate to answer. Place the questions in a basket and after everyone draws a question, give time for students to write their answer, referring back to the text as needed.</p> <p>This is a good place to pause if dividing the lesson across multiple class sessions.</p>
Watch the video	<p>Tell students this video will give them more specific details about what the relationship was like between the American colonies and Great Britain and the events that led to the American Revolution. Pause as needed for your students to ask comprehension questions and make connections to the Learn It! selections and other material they have read about colonial life.</p>
Complete "American Perspectives on the Line"	<p>Remind students that not all the American colonists were patriots. In fact, about one-third of colonists were loyalists, one-third were patriots, and one-third remained neutral. Emphasize that not everyone shared the same point of view when it came to breaking away from England and becoming an independent country. This activity will help them visualize the spectrum of perspectives. Support students as they cut out and place the statements along the spectrum. Arrangements will vary, but the statements a, c, and e should be placed closer to "Remain a British colony" while statements b, d, and f should be placed closer to "Become an independent country."</p> <p>This is a good place to pause if dividing the lesson across multiple class sessions.</p>
Write a letter to a friend	<p>Ask students to imagine that they are colonists living in New Hampshire in 1772. Instruct them to choose a perspective about the possibility of the American colonies becoming independent and then write a letter to a friend explaining why they think and feel that way. Their letters should clearly state their perspective (loyalist, patriot, or neutral) and include fact-based reasons learned from the readings and video. Use the writing and editing process most familiar to your students. Provide students with the template or have them write final draft letters on plain paper and "age" the finished letters by staining them with tea.</p>



COLONY

Part of speech: noun

Variations: colonies, colonist

Definition: A place ruled by a government located far away

How to use it: The British king never traveled across the Atlantic Ocean to visit his subjects in the **colony** of New Hampshire.



PATRIOT

Part of speech: noun

Definition: A person who believed the American colonies should be an independent country

How to use it: The colonist was a **patriot** because he protested against the Stamp Act.



LOYALIST

Part of speech: noun

Definition: A person who believed the colonies should remain under the rule of the British government

How to use it: The **loyalist** tried to convince his friends that life was better with a king and parliament making decisions for the colony.



INDEPENDENCE

Part of speech: noun

Variations: independent

Definition: freedom

How to use it: The patriots living in the colonies fought for **independence** from British rule.

American Perspectives on the Line

Cut out the statements. Paste them along the line to show whether they suggest that America should remain a colony or whether it should become independent from England. Use the space above and below the line.

**REMAIN A
BRITISH
COLONY**

**BECOME AN
INDEPENDENT
COUNTRY**



a. The British Navy and Army will protect the colony.	b. Our colonial governors and the British soldiers are loyal to the king, not us!	c. As colonists, we enjoy a way of life similar to those living in England.
d. We are asked to pay taxes, but colonists don't have a vote in Parliament.	e. As long as the American colonies don't make trouble, the king doesn't enforce all the laws.	f. If we express our frustration with laws, the king punishes us with more laws.



A large, decorative scroll with a thick black outline and ornate, swirling ends. The scroll is filled with horizontal lines for writing, with a larger margin at the top and bottom. The scroll is oriented vertically on the page.