

## Lesson Plan for “Liberty” Series on PBS

Name: Kayla Vernon

Subject: U.S. History II

Length: 7 45-minute class periods

### I. Utah State Core Curriculum Standard(s)

#### **Standard 5**

Students will understand the significance of the American Revolution in the development of the United States.

#### **Objective 1**

Analyze what ideas and events led to the Revolutionary movement.

- a. Explore the events leading to the outbreak of armed conflict between the American colonies and Great Britain.

### II. Lesson Objective(s)

- Students will be able to gain information by watching a documentary and respond to questions to show how much they have learned.

### III. Preparation

#### A. Teacher

- Worksheets and Video
- Game Board

#### B. Student

- None

### IV. Technology Use

- Projector/Computer to show video

### V. Instructional Procedures

- Self-Start K and W part of a KWL chart. “What do you already know about the causes of the American Revolution? What do you WANT to know about the causes of the American Revolution?”
- Explain to the students that we are going to be doing a competition/board game while gathering information from a documentary. Divide them into groups (or already have groups set, based on levels of understanding). Have them pick team names, etc. to get them excited and show them the game board, which should be a map of the East Coast with major cities highlighted (much like the map on the Road to American Revolution game on pbs.org/liberty). Let the students know that we are going to be watching the film series in bits and pieces and playing a trivia game in between episodes. The winning team will get some type of prize (extra credit, one answer pass questions for the test, candy, V-Bucks, WHATEVER).
- Hand out the document of questions already published on the pbs website [http://www-tc.pbs.org/ktca/liberty/pdf/1\\_questions.pdf](http://www-tc.pbs.org/ktca/liberty/pdf/1_questions.pdf)
- Show the first episode
- Have trivia questions from the worksheet, the Road to American Revolution game, and just from watching the film. After each episode, go over trivia based on the groups and move them forward on the board. The trick is to know your class and see how to run it—either the whole group can come up with the answer, or one person from each group has to answer. I would do this with white boards and have each group come up with an answer and show it on the count of three. Any team that gets it right gets to move forward.

- At the end of the series, award the prizes and have them finish the KWL chart.

VI. Accommodation(s) for Diverse Learner(s) (Differentiation)

- Intrapersonal—working with groups
- Audio—different accents and voices
- Visual—video

VII. Evaluation/Assessment of Student Progress

A. Pre-Assessment

- KWL Chart

B. Formative Assessment

- Worksheets and Game

C. Summative Assessment

- Questions from these lessons will appear on the unit test