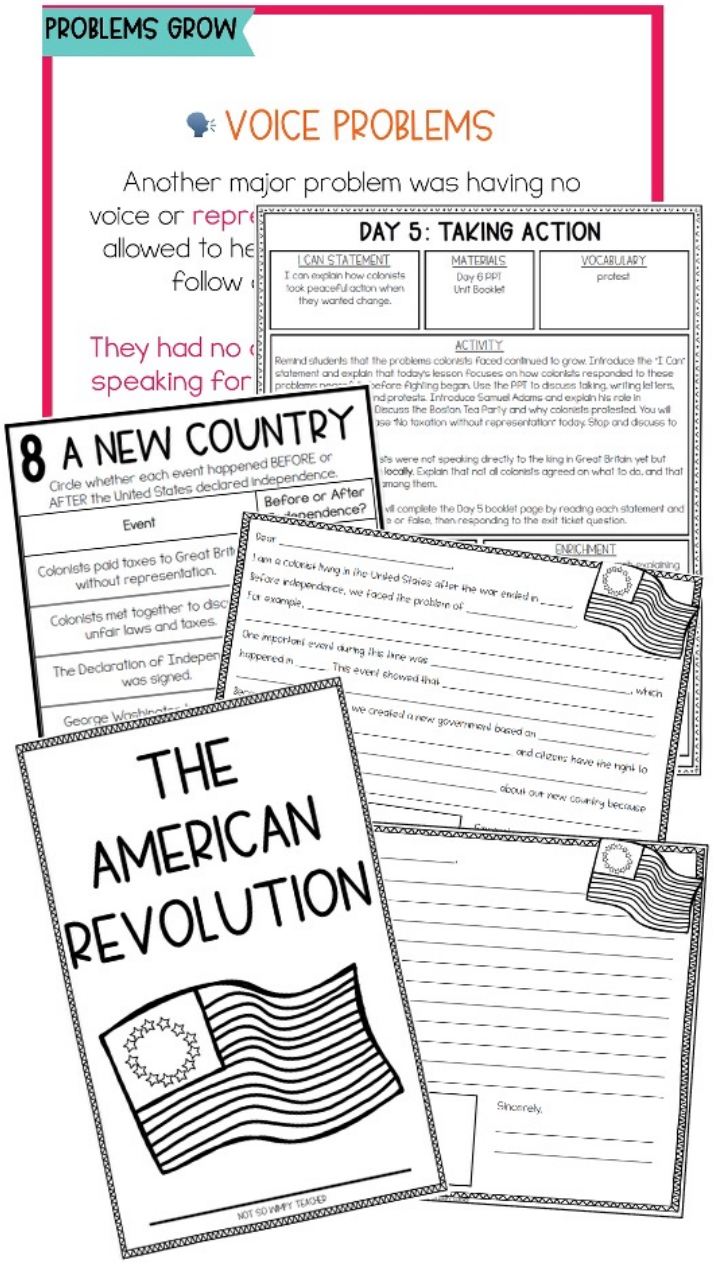
What's Included

- ✓ 8 instructional PowerPoints
- ✓ Task Cards
- ✓ Vocabulary cards
- ✓ Student booklet with an activity for each day
- ✓ Colonial letter writing enrichment activity
- ✓ Assessment

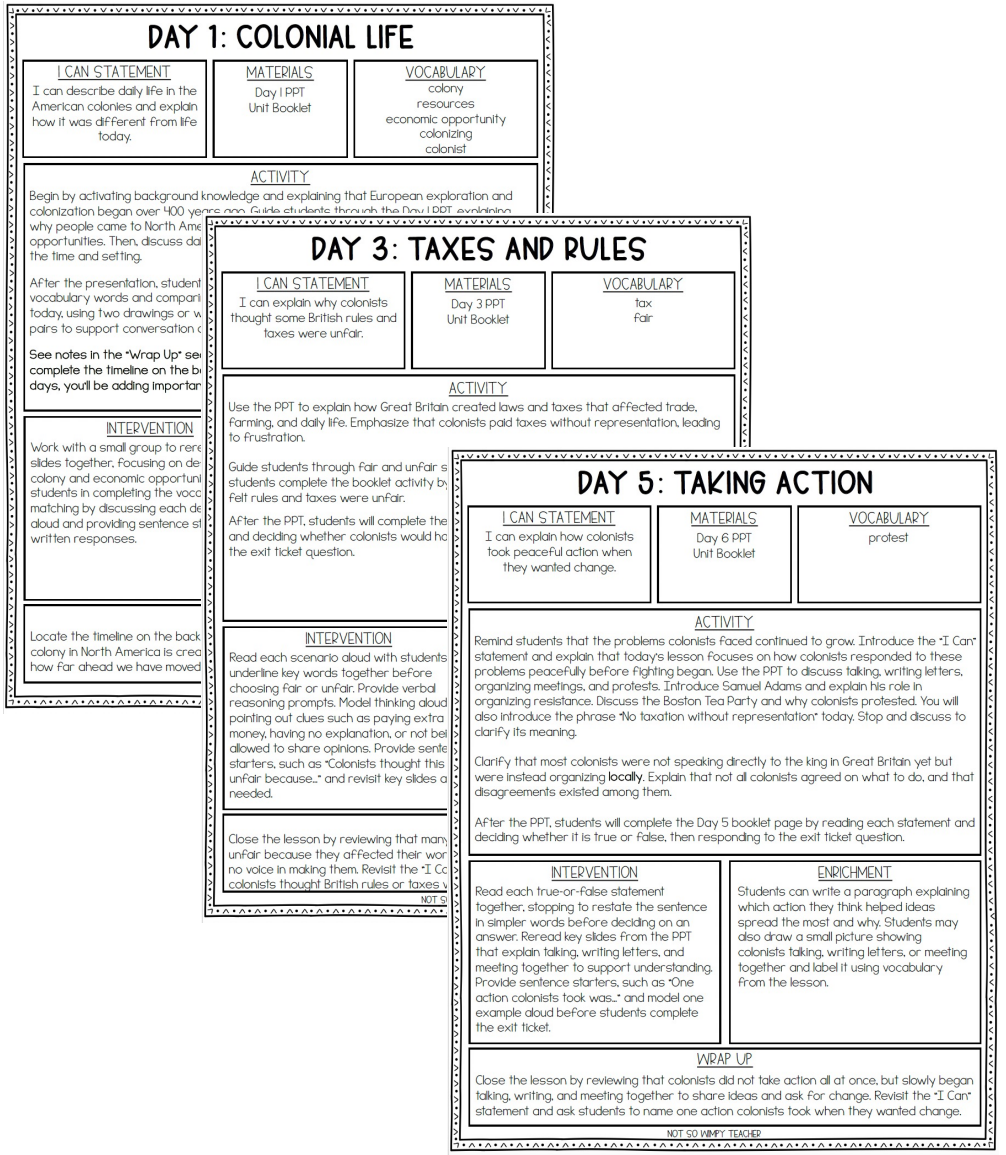


10 Days of Activities

This unit includes eight instructional PowerPoints that teach the concept.

Students will practice the skill using guided booklets, colonial letter writing enrichment activity, task cards, and vocabulary cards.

This unit comes with an assessment to test student understanding of the material taught.



DAY 1: COLONIAL LIFE

I CAN STATEMENT
I can describe daily life in the American colonies and explain how it was different from life today.

MATERIALS
Day 1 PPT
Unit Booklet

VOCABULARY
colony
resources
economic opportunity
colonizing
colonist

ACTIVITY
Begin by activating background knowledge and explaining that European exploration and colonization began over 400 years ago. Guide students through the Day 1 PPT, explaining why people came to North Ame opportunities. Then, discuss da the time and setting.

After the presentation, student vocabulary words and compari today, using two drawings or w pairs to support conversation

See notes in the "Wrap Up" sec complete the timeline on the b days, you'll be adding importar

INTERVENTION
Work with a small group to revi slides together, focusing on de colony and economic opportuni students in completing the voca matching by discussing each de aloud and providing sentence st written responses.

Locate the timeline on the back colony in North America is creat how far ahead we have moved

DAY 3: TAXES AND RULES

I CAN STATEMENT
I can explain why colonists thought some British rules and taxes were unfair.

MATERIALS
Day 3 PPT
Unit Booklet

VOCABULARY
tax
fair

ACTIVITY
Use the PPT to explain how Great Britain created laws and taxes that affected trade, farming, and daily life. Emphasize that colonists paid taxes without representation, leading to frustration.

Guide students through fair and unfair s students complete the booklet activity by felt rules and taxes were unfair.

After the PPT, students will complete the and deciding whether colonists would ho the exit ticket question.

INTERVENTION
Read each scenario aloud with students underline key words together before choosing fair or unfair. Provide verbal reasoning prompts. Model thinking aloud pointing out clues such as paying extra money, having no explanation, or not bei allowed to share opinions. Provide sente starters, such as "Colonists thought this unfair because..." and revisit key slides a needed.

Close the lesson by reviewing that many unfair because they affected their wor no voice in making them. Revisit the "I Co colonists thought British rules or taxes

NOT S

DAY 5: TAKING ACTION

I CAN STATEMENT
I can explain how colonists took peaceful action when they wanted change.

MATERIALS
Day 6 PPT
Unit Booklet

VOCABULARY
protest

ACTIVITY
Remind students that the problems colonists faced continued to grow. Introduce the "I Can" statement and explain that today's lesson focuses on how colonists responded to these problems peacefully before fighting began. Use the PPT to discuss talking, writing letters, organizing meetings, and protests. Introduce Samuel Adams and explain his role in organizing resistance. Discuss the Boston Tea Party and why colonists protested. You will also introduce the phrase "No taxation without representation" today. Stop and discuss to clarify its meaning.

Clarify that most colonists were not speaking directly to the king in Great Britain yet but were instead organizing **locally**. Explain that not all colonists agreed on what to do, and that disagreements existed among them.

After the PPT, students will complete the Day 5 booklet page by reading each statement and deciding whether it is true or false, then responding to the exit ticket question.

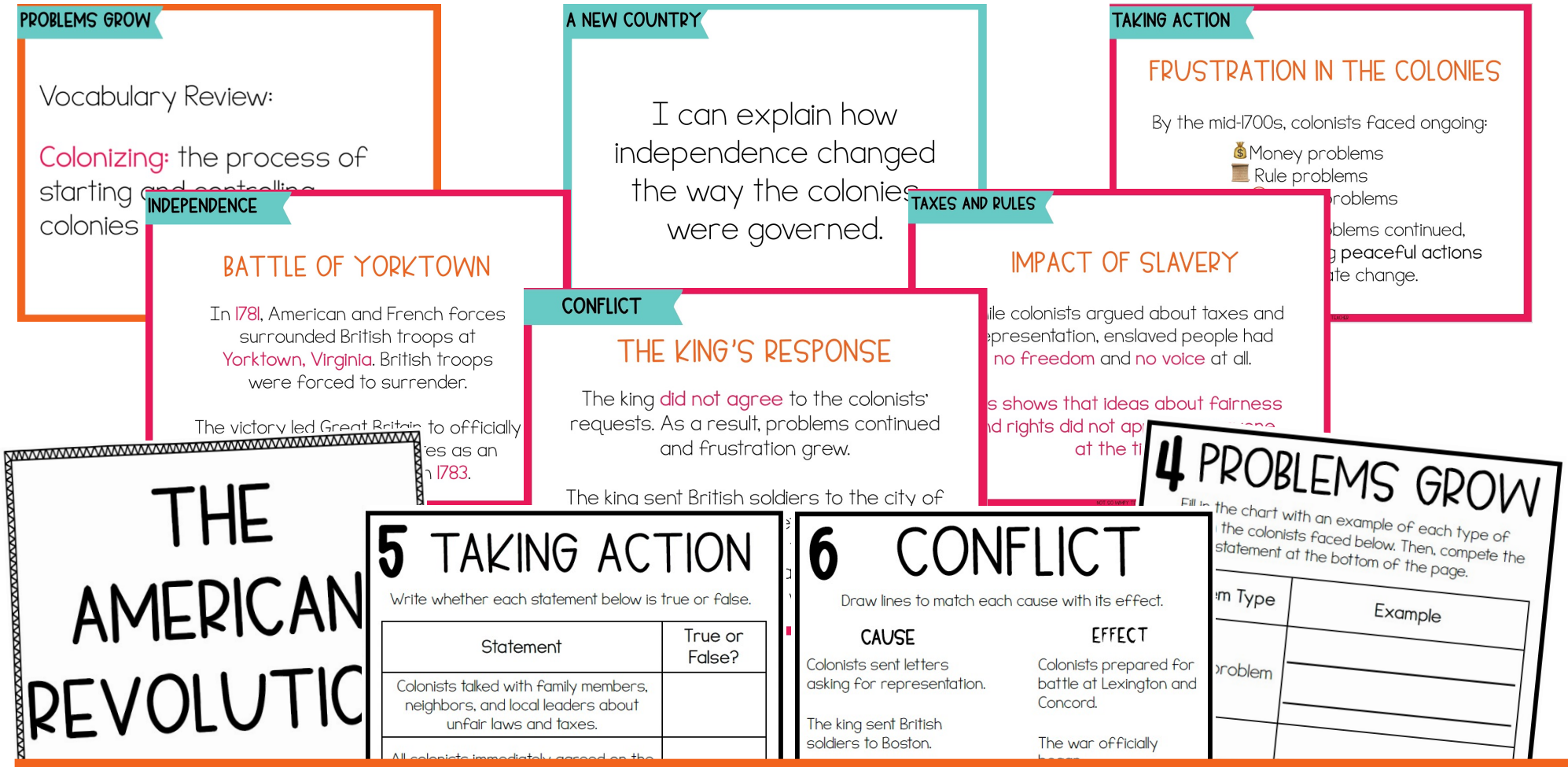
INTERVENTION
Read each true-or-false statement together, stopping to restate the sentence in simpler words before deciding on an answer. Reread key slides from the PPT that explain talking, writing letters, and meeting together to support understanding. Provide sentence starters, such as "One action colonists took was..." and model one example aloud before students complete the exit ticket.

ENRICHMENT
Students can write a paragraph explaining which action they think helped ideas spread the most and why. Students may also draw a small picture showing colonists talking, writing letters, or meeting together and label it using vocabulary from the lesson.

WRAP UP
Close the lesson by reviewing that colonists did not take action all at once, but slowly began talking, writing, and meeting together to share ideas and ask for change. Revisit the "I Can" statement and ask students to name one action colonists took when they wanted change.

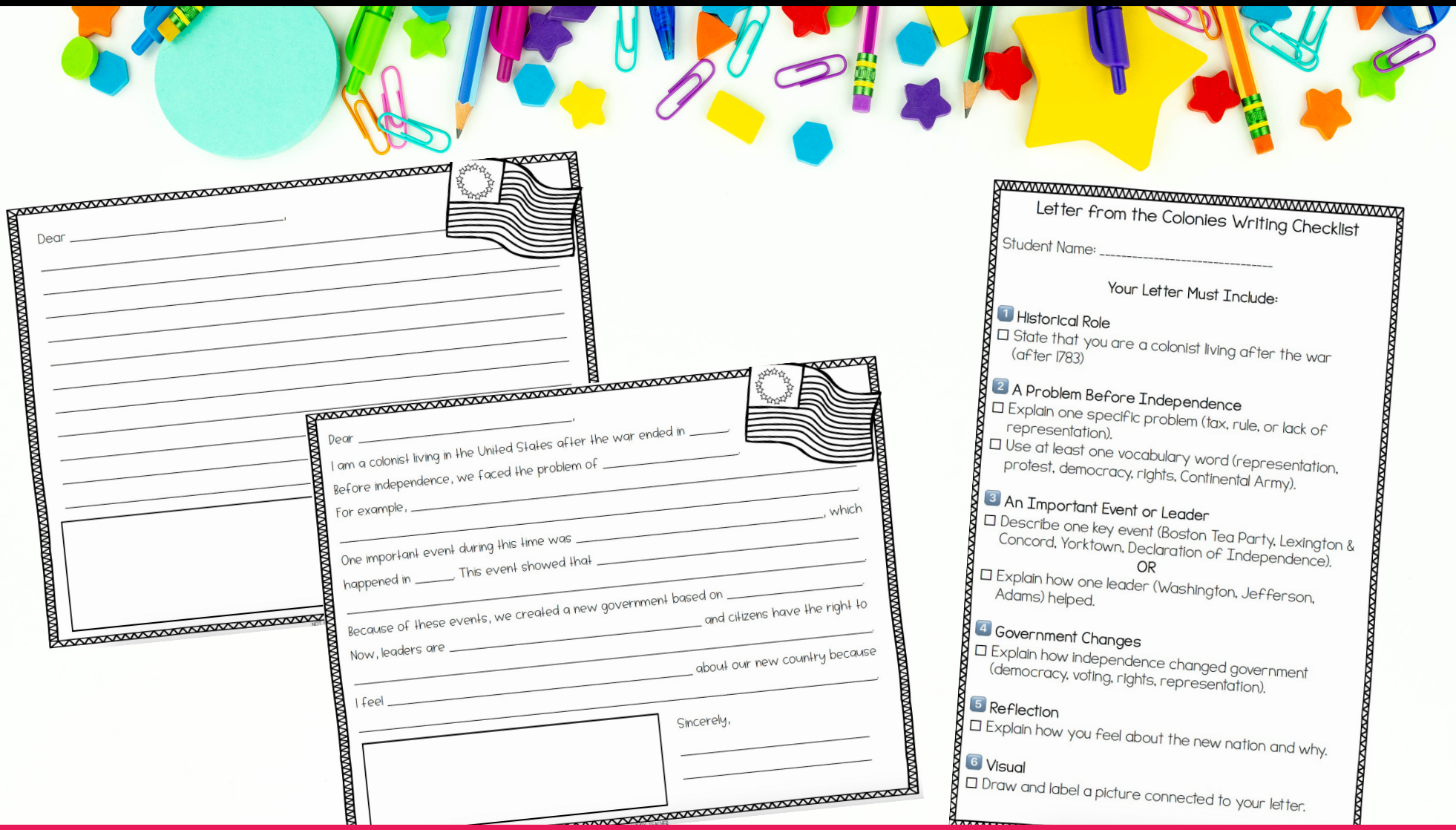
NOT SO WIMPY TEACHER

PowerPoint Lessons



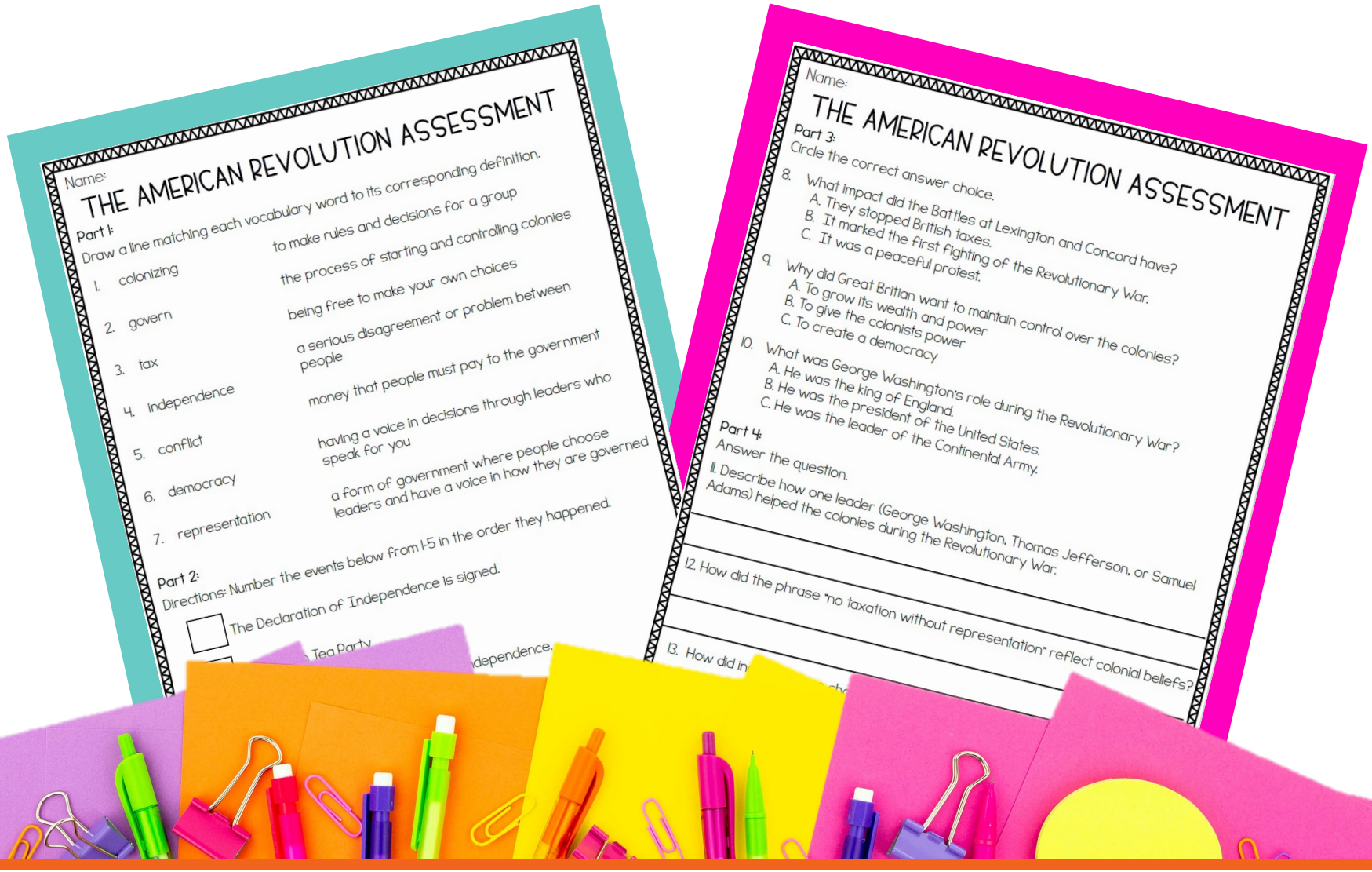
Each lesson is designed to be taught in 30 minutes, with all student work completed in their booklets. You can choose to take a daily grade, completion grade, or grade for accuracy.

Letter Writing Enrichment Activity



Students will write a letter as a colonist describing their struggles, the changes after independence, and their feelings about the new nation.

Assessment



Each unit includes an assessment with answer keys to assess student understanding of the American. Revolution.