

The **Struggle for Independence** *in Colonial Boston*

by Margit E. McGuire, Ph.D.

Professor of Teacher Education, Seattle University

About Storypath	2
Episode 1 Colonial Boston	14
Episode 2 The Colonists	21
Episode 3 Life and Work in Colonial Boston	27
Episode 4 Taxes from Britain	32
Episode 5 Arrival of British Troops	38
Episode 6 The Boston Massacre	42
Episode 7 A Bold Protest	47
Episode 8 Declaring a Position	52
Teaching Masters	58
Assessment	
Unit Questions for Review	74
Synthesis Activities	75
Extending Students' Experiences	77
Background Information	78
Objectives Overview	81
How to Conduct Reading Mini-Lessons	85
Additional Resources	86

ABOUT STORYPATH

THE STORYPATH STRATEGY

Storypath offers both a structure for organizing the social studies curriculum and an instructional strategy for teaching. The structure is a familiar one: the story. The strategy is grounded in a belief that children learn best when they are active participants in their own learning, and places students' own efforts to understand at the center of the educational enterprise. Together, the structure and the teaching strategy ensure that students feel strongly motivated and have meaningful and memorable learning experiences.

Originally developed in Scotland during the 1960s, Storypath draws support from decades of experience with teachers and students. The approach has its roots in these beliefs about children and learning:

- The world is complex and presents many layers of information. Children know a good deal about how the world works and have a reservoir of knowledge that is often untapped in the classroom.
- When children build on that knowledge through activities such as questioning and researching, new understandings are acquired. Because children construct their own knowledge and understanding of their world, their learning is more meaningful and memorable.
- Problem solving is a natural and powerful human endeavor. When children are engaged in problem-solving, they take ownership for their learning.
- The story form integrates content and skills from many disciplines and provides a context for children to gain a deeper, more complex understanding of major concepts.

AN INQUIRY APPROACH

Questioning, by both teacher and students, is a key component of Storypath. Through the story structure and the discourse it creates, the teacher guides students in their search for meaning and understanding as they acquire new knowledge and skills. Your questions, and the discussions they engender, cause students to:

- ask their own questions and think critically about what they know;
- use their prior knowledge to make sense of new information;
- connect personally to important social studies concepts.

The story structure and inquiry guided by unit goals provide the framework for students to integrate skills and complex content through problems they encounter. As they do so, their understanding of important concepts is extended and key connections are made.

THE STORY STRUCTURE

For thousands of years, stories have helped us create order and make connections between events. Storypath's narrative structure helps students understand concepts that they often find difficult to comprehend in the traditional social studies curriculum.

Each Storypath unit centers on a unique and engaging story that provides a concrete context for understanding the social science content. This story may be based on actual historical events, as developed in *Struggle for Independence*. Or the story might instead be based on typical community or business structures, as developed in *Families in Their Neighborhoods* or in *Understanding the Marketplace*. From all of these structures, students develop a meaningful context for developing understanding of the topic.

Typical structure of a Storypath unit

CREATING THE SETTING

Students create the setting by completing a frieze or mural of the place.

CREATING THE CHARACTERS

Students create characters for the story whose roles they will play during subsequent episodes.

BUILDING CONTEXT

Students are involved in activities such as reading, writing, and research to stimulate them to think more deeply about the people and the place they have created.

CRITICAL INCIDENTS

Characters confront problems typical of those faced by people of that time and place.

CONCLUDING EVENT

Students plan and participate in an activity that brings closure to the story.

USING THE COMPONENTS

TEACHER'S HANDBOOK

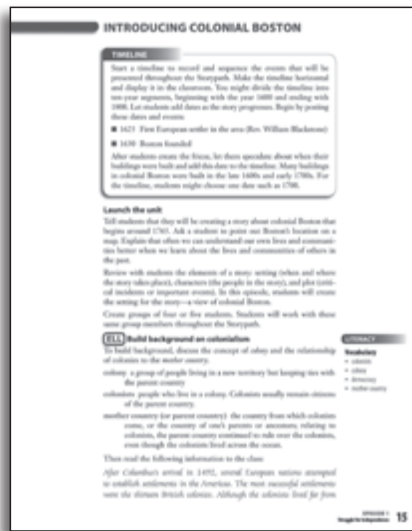
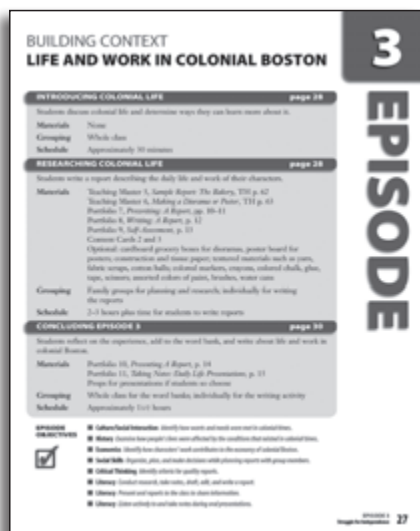
Each Storypath unit includes a Teacher's Handbook, which is designed to be flexible and easy to use.

Episode Planning Guides

Each episode opens with an overview of the instructional plan and materials needed.

Teaching Notes

Each Handbook contains detailed support for instruction.

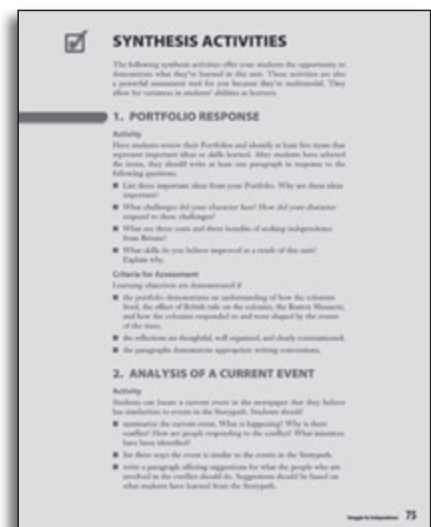
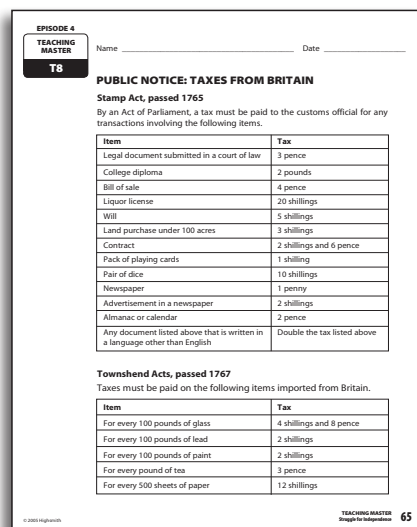


Teaching Masters

Masters provide nonfiction content, writing models, or other information specific to the unit's content. These Masters can be copied for students, displayed in the classroom, or made into transparencies, depending on your teaching needs.

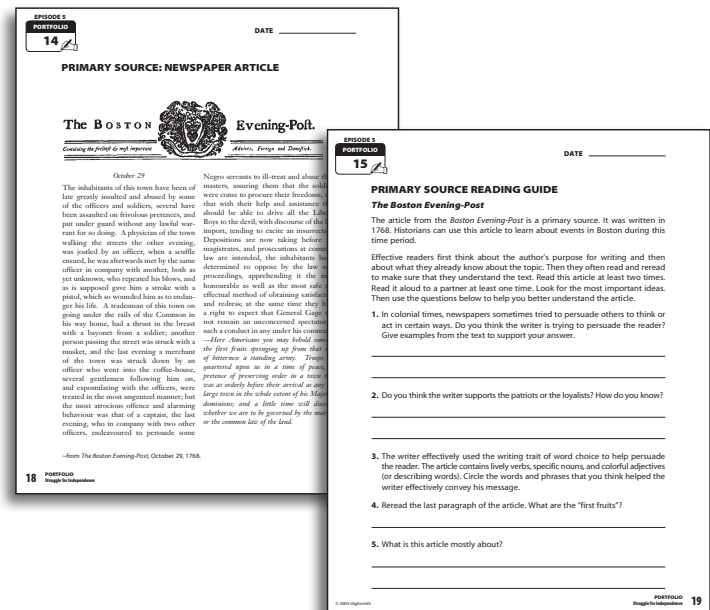
Assessment

Each Handbook contains strategies for assessing learning throughout the unit, as well as unit questions for review and synthesis activities.



STUDENT PORTFOLIO

Students use the Portfolio to read, write, conduct research, and complete other activities crucial to the specific Storypath unit. The Portfolio helps students manage their work throughout the unit. And when completed, the Portfolio becomes an authentic assessment tool.



CONTENT SLIDE SETS & HANDOUTS

Each unit includes sets of Content Slides and Handouts that offer flexibility in how they are used to support student learning. The number of sets varies from unit to unit. The slides and handouts in each set provide focused non-fiction content and can be used for independent, paired, or small group reading.

Students use the slides to build context and deepen their understanding of the unit's content. You can use the slides as most appropriate to your situation along with the handouts. For those with laptops, display the appropriate slides for student reading and discussion or reproduce the slides as needed for each episode for individuals, pairs or small groups. The handouts may also be used without the slides.

In the overview of each episode, slide sets needed are listed and specific suggestions are provided for how to use the slides as you proceed through the episode. Best practice is for the slide to be available to the students either on a laptop in front of them or in hard copy. Then the teacher can use a large screen to display and support discussion related to the slide.

A "reading tips" chart in PDF format (located on the CD) provides quick reminders of key reading strategies. Reproduce "reading tips" for each student or group.

Note that the slides and handouts are conveniently available in a printable format on the CD.

LITERACY AND STORYPATH

With the Storypath strategy, students deepen their understanding of major social studies concepts. Storypath provides literacy support to help students access and make sense of the social studies content. Students apply literacy skills such as reading comprehension, prewriting and writing skills, speaking and listening skills, and vocabulary development.

Reading

Content Slide Sets and Handouts present opportunities for students to engage in focused content reading. Students can use the slides and handouts to engage in shared reading or listen as a teacher or another student reads.

Colonial Exports

Most of the colonies' exports were natural resources, or useful things from the land. Imports from Great Britain were mostly manufactured goods, or useful things made by people. Britain also sent ships and soldiers to protect the colonies.

Most colonies imported more than they exported. This was good for Britain, which profited from what it sold to the colonies.

Colony	Export
New England	fish, whale products, lumber, tar
Middle colonies	grain, iron
Southern colonies	cotton, tobacco, rice, indigo (a plant that produces a blue dye for coloring fabric)

3. Identify items exported to Britain and imported to the colonies. How are these items different? (understanding visuals)

British Colonies in North America, 1765

The British colonies were divided into three regions.

- New England:** Massachusetts, Rhode Island, Connecticut, and New Hampshire
- Middle Colonies:** New York, New Jersey, Pennsylvania, and Delaware
- Southern Colonies:** Maryland, Virginia, the Carolinas, and Georgia

Colonial Government

In 1765, British citizens had the right to elect the people who governed them. British citizens living in England voted for members of Parliament, who passed laws for all of Great Britain. In the colonies, British citizens voted for an assembly. The assembly made laws, raised money through taxes, and decided how that money should be spent. Most colonies also had a governor who was appointed by the king of Great Britain. The governor's job was to make sure the colonies followed British laws. The governor could veto, or strike down, an assembly's law if it went against a British law.

In order to vote for the assembly, a colonist had to be a white male Christian who owned property. Because it was relatively easy to own land in the colonies, voting was more widespread than it was under other governments. However, Jews, slaves, free African Americans, Native Americans, and all women were barred from voting.

Visual Literacy

Each unit offers numerous opportunities to evaluate and respond to visuals such as photographs, maps, diagrams, and illustrations.

Comprehension

Questions in each Content Slide Set help students focus on important content. Questions are labeled with suggested reading strategies.

Reading Tips

For easy reference, Reading Tips for using the reading strategies are included on the CD.

Struggle for Independence		
Reading Tips		
Reading Strategy	When do I use the strategy?	How do I use it?
Main idea/s supporting details	Use it to find the big idea, and then identify the facts and details that support it.	<ol style="list-style-type: none"> 1. Think about what you want to know and what you already know. 2. Read the text and think: "What is the 'big idea' here?" 3. Look for information that is important to the big idea. Some facts are interesting but not important. 4. The details you find may cause you to change your big idea.
Comparing and contrasting	Use it to find information that tells you how two or more ideas are alike and different.	<ol style="list-style-type: none"> 1. Think about what you want to know. 2. Choose two events or ideas to compare and contrast. 3. List important information about one event or idea. 4. For each item on the list, look for information about how the other idea is the same or different. 5. Look for clue words such as "similarly," "also," and "however."
Making inferences	Use it to understand information not stated directly in the text, or to "read between the lines."	<ol style="list-style-type: none"> 1. Think about what you want to know and what you already know. 2. Look for clues in the text that give you new information. 3. Compare this new information with what you already know to figure out what the author is saying.
Connecting	Use it to understand new information by connecting it with what you already know.	<ol style="list-style-type: none"> 1. Think about what new information you want to remember. 2. Think about what you already know. 3. Look for connections between the new information and what you already know from experience or reading. 4. These connections will help you remember the new information.
Scanning	Use it to quickly find the specific information you need.	<ol style="list-style-type: none"> 1. Think about what information you need to find. 2. Move your eyes over the page looking for subheadings, italicized or bold print words, and key ideas. 3. When you find what you're looking for, slow down and read carefully.
Understanding visuals	Use it to find information presented in visual form, such as maps, graphs, photographs, diagrams, and timelines.	<ol style="list-style-type: none"> 1. Think about what you want to know and what you already know. 2. Look for information that explains the visual. For example, look at labels, captions, axes, or map keys. 3. Search for the specific information you want. 4. Put the information into words to help you understand the visual.

Writing

Throughout each unit, students complete writing activities to prompt thinking as well as to demonstrate what they have learned.

<div style="border: 1px solid black; padding: 2px; display: inline-block;">EPISODE 3</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-top: 5px;">PORTFOLIO <div style="border: 1px solid black; padding: 2px; display: inline-block; margin: 2px;">8</div></div>	<div style="text-align: right; margin-bottom: 10px;">DATE _____</div> <div style="margin-bottom: 10px;">WRITING: A REPORT</div> <div style="margin-bottom: 10px;">Daily Life in Colonial Boston</div> <p>In your report, you will explain important aspects of your character's daily life. Use the space below to organize your ideas from your prewriting. Keep in mind the criteria on the self-assessment rubric shown on Portfolio page 13.</p> <p>Title: _____</p> <p>Introduction: _____</p> <p>_____</p> <p>_____</p> <div style="margin-top: 10px;">Supporting Examples and Details</div> <div style="border: 1px solid black; height: 250px; margin-top: 5px;"></div> <div style="margin-top: 10px;">Conclusion: _____</div> <div style="border: 1px solid black; height: 50px; margin-top: 5px;"></div>
---	--

Speaking and Listening

Students refine these skills by presenting ideas to the class and resolving issues through discussion and collaboration.

EPISODE 3

PORTFOLIO

10

DATE _____

PRESENTING A REPORT

Daily Life in Colonial Boston

You will present your report to the class. Use the guidelines below to prepare for your presentation.

The title of my report: _____

Three important facts to share about my topic

Props or costumes I can use

Ways to make my presentation interesting

Special information or details to include

Practice your presentation in your family groups. Ask a member of your group to check off the boxes below that you included in your practice presentation. Use feedback from your family group to make improvements to your presentation.

- ☐ I presented the information in the role of my character.
- ☐ I included three important facts.
- ☐ I kept the presentation short and to the point.
- ☐ I spoke clearly and confidently.
- ☐ I used dramatic expression to communicate the role of my character.

14

PORTFOLIO

Strategies for Independence

© 2016 Houghton Mifflin Harcourt Publishing Company

Vocabulary Development

In each unit, students are exposed to specialized vocabulary for speaking and writing. Students create word banks in their Portfolio by recording content words.

[illegible]

Reading Mini-Lessons

Use the Reading Mini-Lesson Framework on p. 85 of the Teacher's Handbook to conduct reading mini-lessons.

HOW TO CONDUCT READING MINI-LESSONS

The Reading Tip chart on the back of each Common Core practice a quick reminder for students to use as they work with the text. These Reading Tip more strategies that are especially effective for reading and understanding non-fiction text.

- Identifying main ideas and supporting details
- Comparing and contrasting
- Making connections
- Making inferences
- Searching for specific information
- Understanding words

You can use the Reading Tip on the back for mini-lessons.

The unit assumes that these strategies have been taught and practiced in other classroom contexts and that the purpose of the *Strengths unit* lesson is to provide a quick review. You will find that these reading strategies are most applicable for each reading task within the unit. In addition, the discussion questions on the Common Core suggest application strategies that the students will need to use on their own.

READING MINI-LESSON FRAMEWORK

1. Describe the strategy, explaining why and why students use it. Your students may need some help to understand why and when to use the strategy when it is useful for them. Use the Reading Tip chart for information on explaining the strategy and helping students understand when and why students use it.
2. Model the steps as you “think aloud” with a sample text. Discuss how you would use this strategy, using text from or similar to text in the *Strengths unit*. First, read some of the text aloud and then talk about what happens in your head as you use the strategy. This modeling shows the hidden reading processes become more visible and concrete for developing readers. Language that will help you include the following:
 - “I think about how I already know . . .
 - “When I look for the main idea, I . . .
 - “There is a clue that will help me . . .”
 - “This makes me think . . .”
3. Guide students as they apply this strategy to a new text during the unit. Support students as they apply the various reading strategies in the *Strengths unit* and begin to use the strategy independently. For example, after you model your own thinking, ask students to try the strategy with your guidance before asking them to apply it on their own. This step helps you determine which students understand the strategy which students need more help.
4. Assess students’ progress. Monitor students’ progress by observing reading strategies they use for self-able application and assess their growing proficiency with the strategy, as well as their understanding of what makes content interesting.

Page 10 of 10