

# Conflict Continues

Complete By: \_\_\_\_\_

SS4H4: The student will explain the causes, events, and results of the American Revolution.

Acquiring Knowledge			
<b>DOK</b>  <b>1</b>	<b>Learning Target:</b> I can identify the Boston Massacre; Tea Act, Boston Tea Party, Committees of Correspondence		
	<b>Key Vocabulary:</b> committee, correspondence, massacre		
	<b>I learn best with technology</b>	<b>I learn best reading and writing</b>	<b>I learn best by by reading and discussing</b>
	<p><b>Independent:</b> Read and watch all videos on how the conflict continues.</p> <p>Boston Massacre <a href="#">video</a> Boston Massacre <a href="#">video</a> Boston Massacre <a href="#">article</a> Boston Tea Party <a href="#">video</a> Boston Tea Party <a href="#">video</a> Boston Tea Party <a href="#">article</a> Committees of Correspondence <a href="#">article</a></p> <p><b>Complete One:</b> [ ] Complete anchor chart. At least two sentences in each box. [ ] Create an old fashion newspaper that explains the Boston Massacre, Tea Act, Boston Tea Party, and Committees of Correspondence.</p>	<p><b>Independent:</b> Select and read resources for each component of the learning target. Take notes.</p> <p><a href="#">Boston Massacre</a> <a href="#">Boston Massacre</a> <a href="#">Boston Massacre</a> <a href="#">Boston Tea Party</a> <a href="#">Boston Tea Party</a> <a href="#">Committees of Correspondence</a></p> <p><b>Complete One:</b> [ ] Complete anchor chart. At least two sentences in each box. [ ] Create an old fashion newspaper that explains the Boston Massacre, Tea Act, Boston Tea Party, and Committees of Correspondence.</p>	<p><b>Teacher or Partners:</b> Select and read resources for each component of the learning target. <i>Discuss 4 (DOK 1) stems.</i> <i>Discuss 3 (DOK 2) stems.</i></p> <p><a href="#">Boston Massacre</a> <a href="#">Boston Massacre</a> <a href="#">Boston Massacre</a> <a href="#">Boston Tea Party</a> <a href="#">Boston Tea Party</a> <a href="#">Committees of Correspondence</a></p> <p><b>Complete One:</b> [ ] Complete anchor chart. At least two sentences in each box. [ ] Create an old fashion newspaper that explains the Boston Massacre, Tea Act, Boston Tea Party, and Committees of Correspondence.</p>
	<b>Checkpoint:</b> Socrative (CLASSCODE)		<b>Action Step:</b> 0%-79% - Sign-up Session 80%-100% - Mastery
Mastery			
<b>DOK</b>  <b>2/3</b>	<p><b>Select One Question Set:</b> <i>Question 1</i> In what ways is the Sons of Liberty's Boston Massacre drawing misleading? (DOK 2) How did this image affect the colonists' feelings about the British? (DOK 2) In your opinion, is John Adams a hero or a villain for defending the British Soldiers in court? (DOK 3)</p> <p><i>Question 2</i> The Tea Act made tea cheaper for the colonists. Why then did the colonists hoist tea into the harbor? (DOK 2) What effect did the Boston Tea Party have on the colonists' feelings about the British? (DOK 2) In your opinion, were the acts of the Boston Tea Party justifiable? (DOK 3)</p>		
	<b>I show mastery through technology</b>	<b>I show mastery through writing</b>	<b>I show mastery through art</b>

Create a Google Slides or Google Doc to show your answer.

Answer the constructed response on reflection paper.

Create and illustrate a book or cartoon to show your answer.

**Checkpoint:** Work checked by teacher. Student will revise as needed.