**Samuel Adams Civics Lesson**

**Grade Level:** 5th Grade

**Subject Area:** Social Studies

**Materials Needed:** Social Studies textbook, poster paper, markers, Ballot Forms

**Standard:**

* 5.4.1 Identify the roles, rights, and responsibilities of U.S. citizens in a democratic society

**Objectives:**

* Students will replicate the process Samuel Adams used to effect change.
* Students will devise key points to support a stance on an issue.
* Students will conduct a mock town hall meeting.
* Students will appraise arguments and pass a judgement.

**Learning Activities:**

* Opening Element: Anticipatory Set 🡪 Setting a Purpose for Learning
* Students will listen to the teacher read “Samuel Adams: Champion of Liberty” from their textbooks.
  + Whole group discussion about what Adams did to effect change.
  + Lead into discussion about rights and responsibilities of citizens today.
  + *Rights and responsibilities will be written on the board.*
    - Allowed to question authority
    - Civic Duties
      * Right to vote
      * Sitting on a jury
* Now is your turn to take a stance and make a difference.
  + I have 4 causes within the school that I will draw sticks for and you will work with a group to come up with 4 reasons why your cause is most important. (Groups of 5)
    - Causes:
      * We want more gym class v. We want more recess
      * Support the Arts Program v. Support the Sports Program
  + I am handing out poster paper. On a regular piece of paper, one member of your group will do the writing, that does not mean this person is doing all the work, that just means we are saving some paper—you all need to be thinking of reasons. Once you have your ideas, make a poster that will serve the same purpose as those of Samuel Adams, to convince people to make a change. Once you are done, talk with your group members about how you are going to present these posters to the class. Then, you should be prepared to take questions from your classmates. Finally, we will take a vote on the causes and complete our civic duties.
* **Required Vocabulary:**
  + Civics - relating to the duties or activities of people in relation to their community
* **Instructional Methods:**
  + Whole group instruction
  + Small group work
  + Small group presentation/debate
* **Differentiation:**
  + Auditory 🡪 listening to Samuel Adams story
  + Interpersonal 🡪 whole group discussion/group collaboration
  + Spatial 🡪 creating posters
* **Wrap Up**
  + Students will complete their civic duties by voting based on what they heard in the debates.

**Assessment:**

* Formative
  + - Questions throughout whole group instruction
    - Completion of Ballot Form
  + Summative
    - Chapter Test will be administered by regular classroom teacher at the end of the unit.

**Name:**

Circle which cause you are supporting and give an explanation of why you are voting this way; what convinced you?

|  |  |
| --- | --- |
| Ballot Form | |
| More Gym Class | More Recess |
| Why? | |
| Support the Arts Program | Support the Sports Program |
| Why? | |
| List one right U.S. Citizens have. | |
| List one responsibility U.S. Citizens have. | |
| List one way anyone can cause change. | |