1. **Addresses Common Core Standards:** CCSS.ELA-Literacy.RL5.2, 5.4, 5.7, 5.10

2. **Addresses State Standards:** TEKS ELA Grade 5 1(A), 10, 13(B), 18(A) iii

3. **Identify the standards to be addressed:** Identification of key historical events leading up to the American Revolution; ability to place events in correct chronological order; use of correct grammatical language; use of illustrations and color to enhance timeline.

4. **Statement of the objective and lesson outcomes:** Students will create an illustrated timeline of key historical events leading up to the American Revolution.

5. **Materials, resources, and technology to be used by teacher/students:**
   Please see inserts of materials, resources, and websites that may be utilized in the explanation of lesson below.

6. **Introduction of the topic:** The King’s M&M’s activity: [http://betterlesson.com/lesson/575437/the-king-s-taxation-m-m-s](http://betterlesson.com/lesson/575437/the-king-s-taxation-m-m-s);

   This is a hands-on introduction explained by Rose Ortiz in the website that will engage students in understanding the taxation without representation laws the British imposed on early colonists which led to the decision to establish their own government. By using M&M’s that will be collected from students according to their designation as either colonist, tax collector, parliament, or king, students realize the unfairness when their candy is being taken away or the excitement of getting extra candy, depending on the role being played.

   This high-interest, relevant (because of the candy) activity will impress the idea of taxation without representation in a tactile mode that is appealing and applicable to capturing the attention of young learners and sets the stage for the rest of the lesson.

7. **Procedure for instruction:**

   - To build background knowledge and create a scaffolding upon which students can apply new learning, the teacher will use classroom history materials pertaining to early colonial America and key events leading up to the American Revolution. Use of contemporary literature is also crucial to spike interest and create a deeper understanding of the subject to enhance comprehension. Some additional titles for consideration:

   *The Winter of Red Snow*, from the Dear America series, Kristina Gregory
What Was the Boston Tea Party, Kathleen Krull
A Young Patriot: The American Revolution as Experienced by One Boy, Jim Murphy
American Revolution from the Magic Tree house series
We are Patriots: Hope’s Revolutionary War Diary, from the My America series, Kristina Gregory

- Students will compile a vocabulary list helpful for the lesson with terms:
  revolution
  rebellion
  patriot
  loyalist
  Stamp act
  Boston Tea Party
  taxation
  representation


- Once background knowledge has been established, the time line activity can be introduced. Students will be placed in pairs to create a time line of key events leading to the American Revolution. Before sending pairs out to begin work, brainstorm with the whole group and list students’ responses to the events/problems the colonists faced that contributed to their desire to form their own government. These may include:

  1620  Mayflower landed on Plymouth Rock
  1733  Thirteen colonies established
  1754  The French and Indian War
  1765  The Stamp Act
  1770  The Boston Massacre
  1773  The Boston Tea Party
  1774  First Continental Congress formed
  1775  George Washington named Commander-in-Chief (June 15)
  1775  Paul Revere’s Ride (April 18)
  1775  Battles of Lexington and Concord (April 19)
  1776  Declaration of Independence signed (July 4)
  1776  Washington crosses the Delaware
Using strips of chart paper, construction paper, poster board, crayons, and markers as desired, students will create a time line showing 10-12 events leading up to the Revolutionary War. One example showing a vertical alignment of historical events from Pinterest called “Climb the Ladder to American Independence” is shown below. Students will letter the events neatly using correct grammatical language and place the events on the time line below the correct date in chronological order. Students will also illustrate events with pictures, diagrams, and symbols using colored paper, crayons and markers.

8. **Lesson closure:** The closure of the Time Line lesson will culminate in a gallery walk with students viewing all the completed assignments of their peers. Comparisons and differences will be noted and discussed and each group will present their time line to the whole group. Numerical grades will be assigned by the teacher as a major unit assignment.

9. **Assessment of student understanding:** Assessment of student understanding will be based upon students meeting the criteria of assembling 10-12 critical historical events leading up to the American Revolution, carefully and correctly lettered, arranged in correct chronological order and illustrated appropriately with color, diagrams, pictures, or symbols.