

PATRIOTS, LOYALISTS, OTHER COLONISTS



LESSON SUMMARY

BENCHMARK
SS.5.CG.2.1 Discuss the political ideas of Patriots, Loyalists and other colonists about the American Revolution.
BENCHMARK CLARIFICATIONS
<ul style="list-style-type: none">■ Students will describe the political philosophy of American Patriots and why those ideas led them to declare independence from the British Empire.■ Students will explain why colonists would choose to side with the British during the American Revolution.■ Students will examine motivations for the decision to not take a side during the American Revolution.
CORRELATED FLORIDA STANDARDS
<ul style="list-style-type: none">■ ELA.5.R.2.2: <i>Explain how relevant details support the central idea(s), implied or explicit.</i>■ ELA.5.R.3.2: <i>Summarize a text to enhance comprehension.</i>■ ELA.5.C.2.1: <i>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</i>■ ELA.5.V.1.1: <i>Use grade-level academic vocabulary appropriately in speaking and writing.</i>■ SS.5.A.5.2: <i>Identify significant individuals and groups who played a role in the American Revolution.</i>
ESSENTIAL QUESTION
What were the political ideas of Patriots, Loyalists and other colonists?
VOCABULARY
Patriot, Loyalist, neutral, monarchy, parliament
MATERIALS
<ul style="list-style-type: none">■ Patriots, Loyalists, Other Colonists slides■ Patriots, Loyalists, Other Colonists Viewpoints lists■ Patriots, Loyalists, Other Colonists Viewpoints response sheet■ Alternative Patriots, Loyalists, Other Colonists Viewpoints lists (paper saving option)

ACTIVITY SEQUENCE

INTRODUCTION/HOOK

1. Instruct students to stand if they agree, or sit if they disagree with some of the opinions you are going to share: *Sample opinions:*
 - a. The most interesting subject in school is science.
 - b. Graphic novels are the most fun books to read.
 - c. The greatest football team is the Tampa Bay Buccaneers.
 - d. Chocolate is the most delicious ice cream flavor.
2. After each opinion, ask students to share with a partner or whole group a reason to support their opinion.
3. Lead a brief discussion about people having different opinions. Explain to the students that sometimes opinions are very strong, while other times we may feel like we are in the middle with our opinion.
4. Tell the students that, during the American Revolution, some colonists had very strong opinions for or against the British government, while others remained neutral, or did not have a strong opinion.

ACTIVITY

5. Project the “Patriots, Loyalists, Other Colonists” slides and review the overall opinion of each group on slide 1.
6. Explain to the students that each side had their own views that they believed were valid. Because of this, there was a lot of tension in the colonies.
7. Project slide 2 and read the directions for today’s activity. Explain to students that the class is going to split into the three groups to explore these viewpoints during the American Revolution.
8. Group students into triads (three). Assign each student a number 1, 2, or 3.
9. Explain that students will now learn more about either the Patriots (1), Loyalists (2), or neutral colonists (3) views during the American Revolution to explain one side that was taken by colonists.

Teacher Note: *If a jigsaw teaching method has never been used in the classroom, you may need to model or further explain how to effectively share information with the other members of the group. Modeling turn-taking, listening, and summarizing will help guide students towards effective conversation with their group. Alternatively, you may post the three viewpoints around the room for students to rotate through.*

10. Give each student a copy of the “Patriots, Loyalists, Other Colonists Viewpoints” response sheet.
11. Pass out the “Patriots, Loyalists, Other Colonists Viewpoints” lists to the appropriate students.

Teacher Note: *An alternative print out to save paper can be found [here](#).*

<p>12. Provide time for students to review their stance and write 1-2 sentences on their response sheet summarizing the view they are presenting.</p> <p>13. Instruct students who are Patriots (student 1) to present their argument to their peers. Allow time for students 2 and 3 to summarize the argument on their response sheet. Repeat this process for the Loyalists (student 2) and Other Colonists (student 3).</p> <p>Teacher Note: <i>Setting a timer for each argument and response cycle will help keep students focused and on track.</i></p>
CLOSURE/FORMATIVE ASSESSMENT
<p>14. Return to the “Patriots, Loyalists, Other Colonists” slides.</p> <p>15. Using slide 3-5, read each scenario quote as a class and have students identify each as either a Patriot, Loyalist, or neutral colonist.</p> <p>Teacher Note: <i>Answers are provided in the Speaker Notes section of the slides.</i></p> <p>16. Ask students follow-up discussion questions such as:</p> <ol style="list-style-type: none"> What evidence from the scenario/quote helped you determine the viewpoint? What types of colonists may have fallen into this group? If you were a colonist during this time, what group do you think you may have been part of?
ADDITIONAL RESOURCES
<p>FJCC/LFI Website</p> <p>Supporting Florida State Statutes:</p> <ul style="list-style-type: none"> ■ Florida State Statute 1003.42: Required Instruction
ANSWER KEYS
n/a
SOURCES
n/a