

**Lesson Topic:** Thomas Paine and *Common Sense*    **Grade level:** 5<sup>th</sup> Grade

**Length of lesson:** 1 day (40 minutes)

<b>Desired Results</b>	
<b>State Content Standard(s):</b> <b>Social Studies</b> <ul style="list-style-type: none"><li>• 5.1.9 Understand how political, religious, and economic ideas brought about the American Revolution</li><li>• 5.1.11 Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war</li></ul>	
<b>Central Focus:</b> Students will understand: <ul style="list-style-type: none"><li>• How Thomas Paine’s booklet <i>Common Sense</i> impacted colonists’ views on seeking independence from Great Britain.</li><li>• A brief understanding of <i>Common Sense</i>.</li><li>• Who Thomas Paine was and what did he believe in regards to seeking Independence from Great Britain.</li></ul>	<b>Essential Question(s):</b> <ul style="list-style-type: none"><li>• How did <i>Common Sense</i> impact the decision to declare independence from Great Britain?</li><li>• Who was Thomas Paine and why did he write <i>Common Sense</i>?</li><li>• How did Thomas Paine’s <i>Common Sense</i> impact the colonists?</li></ul>
<b>Student objectives (outcomes):</b> Students will be able to: <ul style="list-style-type: none"><li>• Identify the key elements in <i>Common Sense</i>.</li><li>• Understand Thomas Paine’s influence in declaring independence from Great Britain.</li><li>• Express whether or not they would have been persuaded by <i>Common Sense</i> backed up by textual evidence.</li></ul>	
<b>Assessment Evidence</b>	
<b>Performance Task(s):</b> <ul style="list-style-type: none"><li>• A short 1-2 paragraph response essay about Thomas Paine and the booklet <i>Common Sense</i>.</li></ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"><li>• Note taking guided worksheet.</li></ul>
<b>Learning Plan</b>	
<b>Learning Activities:</b> <ul style="list-style-type: none"><li>• Students will be reminded that during yesterdays’ class, we briefly mentioned Thomas Paine’s influence in declaring independence from Great Britain through his booklet <i>Common Sense</i>.</li><li>• Students will be informed that they will be scanning QR codes around the classroom using their iPads to gather information about Thomas Paine and the booklet he wrote called <i>Common Sense</i>.</li><li>• Students will have a brief reminder on how to use the QR codes the correct way and how to conduct themselves in an appropriate manner.</li><li>• Students will be handed a note-taking guide. There will be 5 different sections. Each section on the note-taking guide is labeled and corresponds with one of the QR</li></ul>	

codes. Students will be instructed to scan a QR code using their iPad and then return to their desk to fill out the appropriate section on the note-taking guide. They will repeat this process until they have scanned all QR codes.

- Once students have filled out their note-taking guide they will pick up a worksheet at the front table that will have them respond to a writing prompt about Thomas Paine and *Common Sense*. Students will be instructed to answer all questions addressed in the prompt. It should be no longer than 1-2 paragraphs and will be taken for a small five-point grade.
- Students may use their note-taking guide when responding to the writing prompt.
- Students will be told to turn their writing prompt into the social studies tray at the back of the room when they are finished.
- Students should keep their note-taking guide in their social studies folder to use later when studying for the chapter exam.
- If time permits allow students to read section 12.3 in their *Social Studies Alive!* Textbook on page 163 and continue to fill out their note-taking guide for Chapter 12.

**Resources and Materials:**

- iPads (for each student)
- QR Codes printed on separate pieces of paper
- Tape
- Pencil
- QR Code Scanning App
- Thomas Paine Note-taking guide
- Writing prompt worksheet
- *Social Studies Alive!* Textbook

**Required Accommodations/Modifications:**

- Students that do not have access to their iPads will need to work with a partner. Students will be required to fill out their personal note-taking guide but get the information off of their partners scanned QR code.
- Students that have an IEP or any documented accommodations in regards to reading and writing will not be graded based off of correct spelling and/or grammar.
- If a student is using the iPad inappropriately or is off task and has been reminded more than once will receive an incomplete for the assignment for the time being and will be required to come in at lunch/recess and complete the activity and writing prompt the following day.