

## Middle School Lesson 2: American Revolution

### Intro

- Review the features/elements of historical fiction
- Review the table of possibilities you made in lesson 1
- Discuss what your class knows about the American Revolution
- Prepare a class glossary
- It may be helpful to have each student setup a notebook or section in a notebook for responses to this unit

Word	Definition
Lobsterbacks	
Minutemen	
Peppered	
Treason	
Boast	

### Listen

- Play the first 15–20 minutes of *My Brother Sam is Dead* by James Lincoln Collier and Christopher Collier
- While listening, students can be drawing/visualizing the scene they are hearing in the story (example: the dinner table, the characters, etc.) This can also be in the form of a comic strip
- Pause the story when you hear new vocabulary words and write them and their definitions in the glossary

### Respond– Individual

- Students should choose 1 character (Sam, Tim or their father) to complete a character trait web about
  - <http://www.tales2go.com/sites/default/files/learning-resource/Character%20Trait%20Web.pdf>
- Students who finish early can continue listening on their own device (if applicable) or begin their exit ticket

### Wrap up

- Students can complete an exit ticket. One example: Why do you think Sam and his father disagree about so many things?