

## Warm-up

First, start the session by writing REVOLUTION on a digital word cloud maker. Then, have students work in pairs to create a (digital) word cloud (shared with all the students) by writing a word connected with revolution, starting with each letter. Set a time limit of two or three minutes. Finally, project the word cloud for everyone to see.

## Teaching Tip

**For Exercise 4**  
First, have students make their decision and then share their ideas in digital form using Padlet, Jamboard, Flip, or Canva whiteboard. Then, ask students to continue the conversation digitally or have small groups with similar ideas to create a mini-presentation they can share with the other groups digitally. Finally, volunteers should be invited to share their conclusions with the rest of the class.

## Differentiation Strategy

**For Exercise 3**  
Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 6.

## Flexi Exercises

(To adjust to students' needs, you can either use or not the activities below)

### Exercise 2

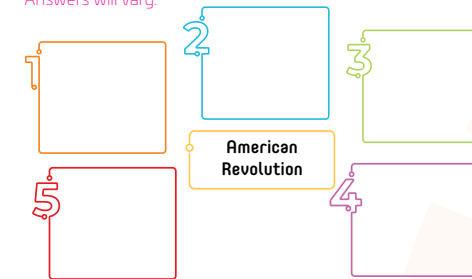


## Social Studies

### How do revolutions start?

**01** Work with a classmate. Write down everything you know about the American Revolution. Your teacher will tell you when to start and when to stop.

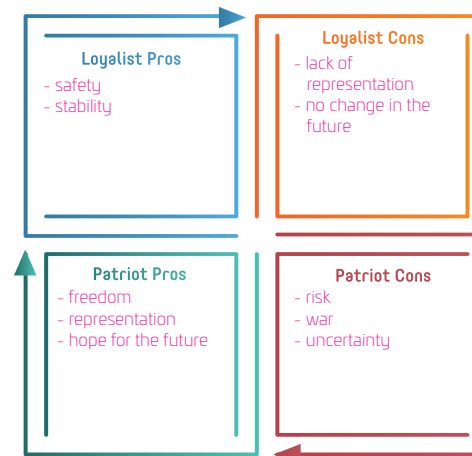
Answers will vary.



**02** Read the text written by a teen living on the eve of the American Revolution and underline the best title.

1. The Great Decision: Team L or Team P.
2. Notes From a Loyalist Family
3. We Say No to Taxation Without Representation!

**03** Read the text again. Complete the chart of the pros and cons of loyalism and patriotism for the teen and her family.



While no one wants it, war here in the colonies appears inevitable. The **rebels**, or **Patriots**, argue that the actions of the British **Crown** can no longer be considered acceptable, and the **Loyalists**, who remain loyal to the Crown, say that loyalty ensures stability and peace, promising renewed respect from Britain in the future. I don't know who to support.

Recently, life has become unsustainable for residents of the Thirteen Colonies. Rising taxes, with no local **political representation**, escalating protests reflecting the residents' despair and frustration, and now open talk of rebellion. I don't understand why there are so many new taxes because we cannot afford this to continue. It feels so unfair, but rebellion? That's unthinkable.

We have two options: Loyalist or Patriot. Loyalty to the King means continued peace and avoiding trouble, hoping our leaders can negotiate with us in this unreasonable situation. However, if we join the rebellion and fight for our rights as citizens, this means risking everything my family has worked for.

While remaining loyal comes with its benefits; for example, it is a safe choice that allows our lives to continue to be good, except for the lack of representation in the House of Parliament, I can't avoid feeling that it means giving up my voice and my future. I am drawn to the Patriots' promise of freedom and democratic government, but at what risk? I cannot help but be anxious about the possibility of war, but is it a risk worth taking for the freedom it promises to bring?

Please help me! What would you do? Would you choose safety and security or the chance for future freedom?

**04** Take a moment to think about what you would do in this situation. Then, share your thoughts with a small group.



## Language Structures and Functions Tip

### For Exercise 6

First, have students work with a classmate. Then, elicit the conjunction and its form and use in each sentence prompt. In addition, ask students to give example sentences using the conjunction and others from the same category. Next, elicit corrections to the examples if needed or if there are other issues with the form. Afterward, model the exercise with a sample sentence, eliciting several options. For example, *While loyalism is safer, revolution may provide a brighter future.*

## Teaching Tip

### For Exercise 7

First, have students work with a classmate to discuss the options, brainstorm ideas, and explain why one option is better. Then, if appropriate, have them write their message together, providing the recommendation and its reasons. Circulate during the exercise, monitoring and helping as needed. Finally, volunteers should be invited to share their conclusions with the rest of the class.

## Differentiation Strategy

### For Exercise 8

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 2b.

## Wrap-up

First, extend Exercise 8 by having students get together in pairs and role-play a conversation with the teen using the advice from the letter. Finally, close the exercise by inviting volunteers to present their role-plays to the class.

## Flexi Exercises

(To adjust to students' needs, you can either use or not the activities below)

### Exercise 5

### 05 Match to create logical and grammatically correct sentences.

- |  |  |
|--|--|
| 1. Colonists grew increasingly frustrated,         | a. yet others still hoped to remain loyal to the Crown.          |
| 2. The British imposed more taxes on the colonies; | b. protests erupted across several colonies.                     |
| 3. Some colonists demanded independence,           | c. inasmuch as they had no representation in British Parliament. |
| 4. Notwithstanding their loyalty to Britain,       | d. many merchants began secretly supporting the rebellion.       |
| 5. Hardly had the Tea Act been passed when         | e. hence, tensions between the two sides escalated quickly.      |

### 06 Use the prompts to create sentences about difficult choices in difficult times.

Answers will vary.

1. safer / while / is / loyalism

While loyalism is safer,

2. revolution / soon / started / as / as / the / had

As soon as the revolution had started,

3. valid / Patriots' / is / the / as / position / inasmuch

The Patriots' position is valid inasmuch as

4. whereas / loyalty / Crown / guarantee / may / to / the / stability

Loyalty to the Crown may guarantee stability whereas,

5. yet / the / offer / freedom / Patriots

The Patriots offer freedom, yet

### 07 The text on the previous page ends with a request for advice. Write a response to the teen, giving your opinion and your reasons. Use five different types of conjunctions.

Answers will vary.

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↓

### 08 Share your response with a classmate. Compare your texts. Answer the following questions.

- › What is similar about them?
- › What is different about them?
- › What choice do you think the teen and her family made?

