PRESENTER SCRIPT · GRADE 5 · 5.H.7-5.H.13

The American Revolution: teacher script

Use with the Lesson presenter (room page -> Lesson presenter). Slides show only student cues; this script has what to say. Students need the printed lesson worksheet and a pencil.

Presenter keys: Right/left arrows change slides. N shows short notes. T pauses the timer. P picks a student. F is fullscreen.

Response routine: Students write each answer on their worksheet, then show it with fingers (1 = A, 2 = B, 3 = C, 4 = D). Scan the room before revealing.

SLIDE 1: TODAY'S TARGET — 1 min

Say	Today's learning target is: "I can explain the causes, key events, and results of the American Revolution in the order they happened." Read it with me.
Say	Here is how you will know you have it: the success criteria. You will prove it on the exit ticket at the end of class.
Point to	The agenda and the key vocabulary. Tell students they need their notebook, guided notes page, and pencil.

SLIDE 2: WARM-UP — 0:00–0:08

Say	Turn to Part 2 of your lesson worksheet. Answer the three questions in complete sentences. You have 5 minutes of silent work. Go.
Do	Start the 8:00 timer. Circulate. At 5 minutes say: "Turn to your partner and compare answers for 2 minutes."
Look for	1) Answers vary. Look for a clear example and a reason it felt unfair. 2) Money people must pay to the government. 3) Because they had no voice or vote, so the rule might not be fair to them.
Say	Call on 2-3 students for questions 1 and 2, then reveal. Say: "We will come back to question 3 at the end of class."

SLIDE 3: HOOK — 1 min

Say	Read the question on the screen: "Imagine a new 10-cent tax on every pencil, and you get no vote about it. Is that fair?" Circle your prediction in Part 3 of your worksheet and write why. Then vote.
Background	Announce (as a joke): "Starting today, there is a 10-cent tax on every pencil, and you don't get a vote about it." Let students react, then ask how the colonists might have felt.

Do	Tap +1 for each vote. Do not give the answer. Say: "By the end of the lesson, you will be able to check your prediction."

SLIDE 4: LEARN 1: TAXES AFTER THE WAR — 3 min

Say	After the French and Indian War (1754-1763), Britain was deeply in debt. Parliament taxed the colonies with the Stamp Act (1765), Townshend Acts, and Tea Act.
Worksheet	Say: "Part 5: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: After the FRENCH AND INDIAN WAR, Britain taxed the colonies to pay its DEBT. (tap "Show the missing words" after students try.)
Explore	Point to the model: Road to Revolution timeline. Ask: "What do you notice?" Students do: Start a timeline from 1760 to 1785. Add 1763 (war ends) and 1765 (Stamp Act).
Turn and talk	Say: "Britain said the taxes paid for protecting the colonies. Was that fair? Argue one side." Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (D) To pay debts from the French and Indian War. The war was expensive.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 5: LEARN 2: NO TAXATION WITHOUT REPRESENTATION — 3 min

Say	Colonists had no vote in Parliament, so they protested "no taxation without representation." They boycotted British goods and formed the Sons of Liberty.
Worksheet	Say: "Part 6: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: Colonists protested "no taxation without REPRESENTATION." A BOYCOTT means refusing to buy goods. (tap "Show the missing words" after students try.)
Explore	Students do: Write "No taxation without representation" in your own words.
Turn and talk	Say: "Why might a boycott be more powerful than one person complaining?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (A) Only lawmakers you vote for should tax you. Colonists had no representatives in Parliament.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 6: LEARN 3: FROM PROTEST TO WAR — 3 min

Say	Tensions grew: Boston Massacre (1770), Boston Tea Party (1773), Intolerable Acts (1774), and the first battles at Lexington and Concord (1775).

Worksheet	Say: "Part 7: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: The first battles of the war were at LEXINGTON and Concord in 1775. (tap "Show the missing words" after students try.)
Explore	Students do: Add 1770, 1773, and 1775 events to your timeline.
Turn and talk	Say: "Which event do you think made war most likely? Defend your choice." Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: Stamp Act (1765) -> Boston Massacre (1770) -> Boston Tea Party (1773) -> Lexington and Concord (1775). Each event made tensions worse.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 7: LEARN 4: INDEPENDENCE AND VICTORY — 3 min

Say	On July 4, 1776, Congress adopted the Declaration of Independence. Saratoga (1777) brought French help, Yorktown (1781) ended major fighting, and the Treaty of Paris (1783) made independence official.
Worksheet	Say: "Part 8: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: The DECLARATION OF INDEPENDENCE was adopted on July 4, 1776. The Treaty of PARIS ended the war in 1783. (tap "Show the missing words" after students try.)
Explore	Students do: Circle the battle that brought France into the war: Saratoga (1777).
Turn and talk	Say: "Why was help from France so important to winning the war?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (A) Saratoga. Saratoga (1777) was the turning point.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 8: WORKED EXAMPLE (I DO) — 2 min

Say	Watch how I solve this. Write the final answer in Part 9 of your worksheet.
Think aloud	Build a cause-and-effect chain on the board: Debt -> Taxes -> Protests -> Punishment -> Battles -> Declaration. Think aloud about how each event caused the next.
Reveal	Cause-and-effect chain: | Debt: Britain owed money after the French and Indian War. | -> Taxes: the Stamp Act, Townshend Acts, and Tea Act. | -> Protests: boycotts and the Boston Tea Party. | -> Punishment: the Intolerable Acts. | -> Battles: Lexington and Concord, then the Declaration of Independence (1776).

SLIDE 9: WE DO — 2 min

Say	Now we solve one together in Part 10. Read the problem with me.
Do	Before revealing each step, ask: "What should we do next?" Take one answer, then tap "Show next step."
Steps	First: the Tea Act (1773) gave one British company control of tea sales. | Colonists protested by dumping tea into Boston Harbor: the Boston Tea Party. | Britain punished Boston with the Intolerable Acts (1774). | Each event caused the next, raising tensions toward war.
Answer	Tea Act -> Boston Tea Party -> Intolerable Acts

SLIDE 10: YOU DO — 2 min

Say	Now on your own: Part 11. Solve it with no talking. You have 2 minutes.
Answer	(D) They had no vote in Parliament, which made the tax laws. They wanted a voice in the lawmaking body that taxed them.
Then	Students who got it: launch the room. Students who missed it: 3-minute reteach at your table, then start the room at the Explorer level.

SLIDE 11: WORK TIME: THE MIDNIGHT MESSENGER MYSTERY — 0:20–0:48

Say	Open The Midnight Messenger Mystery on your device. Type your name, choose the level I assigned, and begin. Whisper voice with your partner only.
Do	Start the 28:00 timer and leave this slide up. Circulate with the answer key.
Checkpoints	At 10 minutes: stage 2 done. At 20 minutes: stage 4 done; give a 5-minute warning for the final lock and turn-in.
Turn-in	Students tap "Copy my work" and paste it into the Canvas assignment (Text Entry).

SLIDE 12: DEBRIEF — 0:48–0:52

Ask	Which cause of the Revolution do you think mattered most? Why? | How was the Declaration of Independence both a list of complaints and a statement of ideas? | Was the Revolution "revolutionary" for everyone? Who was left out?
Say	Back to warm-up question 3 and our hook vote: were our predictions right? What evidence changed your mind?
Answer	Because they had no voice or vote, so the rule might not be fair to them.

SLIDE 13: EXIT TICKET 0:52–1:00

Say	Clear your desk except a pencil. Work silently and on your own. For every answer, write "I know because..." and use evidence.
Do	Hand out the exit ticket. Start the 8:00 timer. Collect and sort with page 3 (Mastered / Approaching / Beginning).

MISCONCEPTIONS TO WATCH FOR

- "The war started with the Declaration of Independence." Fighting began at Lexington and Concord more than a year earlier.
- "All colonists wanted independence." Many were Loyalists or neutral.
- "The colonists won alone." French money, troops, and navy were essential.