

Scheme of Work -Gunpowder Plot

Lesson 1:	Introduction and discussion	Main Activity	Vocabulary
<p>Learning Intentions SS05 CIV01 5.SS.C2b Evaluate the importance of Bermuda's historical personalities' deeds in their time period and to Bermuda's development</p> <p>SS05 HIS01 5.SS.C2b Evaluate the importance of Bermuda's historical personalities' deeds in their time period and to Bermuda's development</p> <p>5Ri.04 Read and explore a range of non-fiction text types.</p> <p>5SLg.04 Take turns in a discussion, building on what others have said.</p> <p>5SLg.03 Extend a discussion by asking and answering questions to refine ideas.</p> <p>WALT: Evaluate the importance of Bermuda's historical personalities' deeds in their time period and to Bermuda's development</p> <p>TIB: It helps us to understand what has shaped Bermuda and our relations with other countries to date.</p> <p>S.C. I can evaluate and explain why decisions were made based on facts from history.</p>	<p>(10 mins) Give an overview of the Gunpowder Plot and what was happening in the American Revolution.</p> <p>See blurb below. Youtube video summary on the American Revolution https://youtu.be/2grJzGzjio</p> <p>Additional background articles https://www.revolutionary-war-and-beyond.com/the-bermuda-gunpowder-plot.html</p> <p>https://bernews.com/bermuda-profiles/colonel-henry-tucker/</p> <p>https://www.founderoftoday.com/fo-under-of-the-day/henry-tucker</p>	<p>(15-20 mins)</p> <p>Share images from google slides https://docs.google.com/presentation/d/199C9pDgpfRfs7xcvHgg5JBreLMXgzSiz47xTAjHXUQ8/edit?usp=sharing</p> <p>See Think Wonder Discussion.</p> <p>As you discuss the Gunpowder Plot encourage students are to use the <u>See, Think, Wonder</u> routine (<i>included with the google slide images</i>), with these prompts written on the board:</p> <p>What do you see? What do you think about that? What does it make you wonder?</p> <p>(15 mins) In groups discuss these questions.</p> <ol style="list-style-type: none"> 1. Why did America need Bermuda's help? 2. Why would Bermuda risk upsetting Britain? 3. How did Bermuda acquire so much gunpowder? <p>-Chose 1 group member to be the recorder and type responses Or - Write responses in your Social Studies Notebook. (10mins) Share responses.</p>	<p>*magazine *embargo *sympathetic *famine *peace treaty *colony</p>

Lesson 2:	Introduction and discussion	Main Activity	Vocabulary
<p>Learning Intentions SS05 HIS01 5.SS.C2b WALT: Evaluate the importance of Bermuda's historical personalities' deeds in their time period and to Bermuda's development</p> <p>TIB: It helps us to understand what has shaped Bermuda and our relations with other countries to date.</p> <p>S.C. I can create a poster which highlights how this event could have had different effects to Bermuda</p> <p>I can justify the decisions made by Colonel Henry Tucker and the Gunpowder Thieves</p> <p>Attached ELA curriculum codes: Poster: 5Wp.03</p> <p>Group work and class discussion: 5SLm.02 5SLg.01 5SLg.02</p>	<p>(10 mins) Kahoot - recap of event and personalities involved</p>	<p>(25 mins) Class Jigsaw - What if....</p> <p>Bermuda was not involved in this event at all.</p> <ol style="list-style-type: none"> 1. Impact to Bermuda? 2. Bermuda's relationship with the UK? 3. Bermuda's relationship with the US? <p>or 4. What would have happened if the thieves had gotten caught?</p> <ol style="list-style-type: none"> 1. Impact to Bermuda? 2. Bermuda's relationship with the UK? 3. Bermuda's relationship with the US? <p>Get into small groups. Pick 1 of the 4 questions to answer. (make sure that each question has a group working on it)</p> <p>Think/pair/share response to their question.</p> <p>Now get together with your group and create a poster to answer your question. This can include written responses, key words, pictures or diagrams. You will use this to present your ideas to your class.</p> <p>(15 mins) Class share Have each group present their response. Display posters in the class to use as a reference later.</p> <p>(20 minutes- could be set for homework or you could start at the end of the lesson but say it's due the following day) Closing: Based on this were the actions of Colonel Henry Tucker justified and the gunpowder thieves justifiable? (Create an assignment on schoology and have students submit their opinion. To differentiate it can be a voice recording vs. written response)</p>	<ul style="list-style-type: none"> *Independence *Sanctions *Negotiate *Trade *Political relations *Economy *Living Conditions

Lesson 3:	Introduction and discussion	Main Activity	Vocabulary
<p>Florence</p> <p>5SLm.04 5Wv.03 5Wv.04</p> <p>5Wc.03</p> <p>WALT: use our understanding of the Gunpowder Plot to write a diary entry (recount) from August 14th 1775 from the thieves perspective</p> <p>TIB: it is important to consider how people felt when they were involved in an important event</p> <p>S.C. I can write a diary entry where I stretch out actions and use figurative language to describe the process of stealing gunpowder.</p>	<p>Hook: (15 mins)</p> <p>Get into groups of 4/5 Each group needs a Chromebook to record. 1 person will be the recorder.</p> <p>The other children need to get from point a to point b in the school with no one seeing them. The recorder will make a video of this happening.</p>	<p>Turn and talk: (2 mins) What did it feel like/look like when you were trying to get there with no one noticing?</p> <p>Class charts (10 mins) Today we are going to be writing a diary entry as if we were one of the gunpowder thieves. We are going to retell what happened the night we stole the gunpowder.</p> <p>First let's think about some of the words that come to our mind when we describe the way we were moving. Class chart 1: These can be verbs e.g. tiptoed or adverbs (describing the verb) e.g. nervously</p> <p>Next we can think of similes of metaphor to show the emotions we were feeling. What were the main emotions? (brave, nervous, excited, determined, proud, scared)</p> <p>Class chart 2 - Look at my metaphor - My heart was a bass drum. This shows that my heart was beating really fast and loud because I was scared.</p> <p>Now let's try a simile for this together - My heartbeat was as loud as gunshots.</p> <p>Turn and talk with a partner and come up with one more simile or metaphor to add to my list.</p> <p>(30 mins) Diary entry (remind writing in 1st person as thief)</p> <p>Date: Dear Diary,</p> <p>-Include details about the time of day this happened + who else was there. -What made you agree to do this?</p>	<p>simile metaphor action (verb and adverbs) emotion</p> <p>skulked under the cover of darkness nervously reluctantly adrenaline</p>

		<p>-Getting into the magazine -Getting the gunpowder out -Getting it down to Tobacco Bay -Loading it -Getting home</p> <p>Signed, ???</p>	
Lesson 4 :	Introduction	Main Activity	Vocabulary
<p>5Ri.04 Read and explore a range of non-fiction text types.</p> <p>5TC.02 Use devices to create increasingly sophisticated digital artifacts, including the use of sound, video, text and other multimedia.</p> <p>SW.04 Know that online content can be published and accessed instantly.</p> <p>DW.02 Describe key benefits of computer use to society and individuals.</p> <p>WALT: Persuade our audience that America needed Bermuda's help.</p> <p>TIB: It is important to recognize alternate perspectives as a course for change making.</p> <p>SC: I can create a video, tiktok, podcast or video story to persuade my audience.</p>	<p>Persuasive Writing and Technology</p> <p>Read and discuss the letter from George Washington.</p>	<p>If this was happening today how would you get help?</p> <p>Would you write a letter or would you post a video, start a podcast or make a tiktok. Explaining why.</p> <p>Choose one of these mediums to persuade Bermuda into helping the US.</p> <p>Work in groups or individually to create your own video, podcast, tiktok or snapchat story.</p> <p>Use the graphic organizer below to get started.</p>	<ul style="list-style-type: none"> ● podcast ● exaggerated claims ● rhetorical questions ● opinion ● debates ● arguments ● counter arguments

August 14, 1775

The Bermuda Gunpowder Plot

On August 14, 1775, the Bermuda Gunpowder Plot secured Bermuda's store of gunpowder for the American patriots when sympathetic Bermudians cooperated with the Continental Congress to deliver the gunpowder to them.

The Continental Congress voted early on in the war to ban all trade with British colonies that remained loyal to Great Britain. This put Bermuda in a unique bind. Bermuda's economy was entirely based on shipping. It had maritime interests in all the major ports of America and the other British colonies. Tiny Bermuda had no agricultural production of its own and was entirely dependent on imports for food.

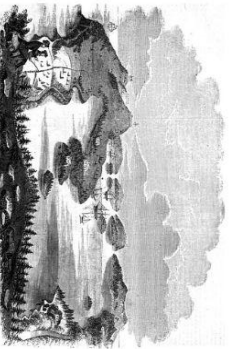
Gentlemen,

I think that you support our fight for freedom. Like you, we are descendants of settlers who left England in search of a better life and we expect that even though we are not in the same place, you may be on our side.

People from all different countries love virtue and liberty. You probably know that the violence of the British tyrants has forced the citizens of America, your brother colonists into arms. Our battles against the British have gone quite well, but the one thing we need is gunpowder. We are told that there is a large magazine on your island under a very feeble guard. We don't like to ask you to take risks when we can't protect you, but we hope that because we are friends, you can help us to steal this supply. I promise that if you help us, your island will not only be supplied with provisions, but will in future receive every kind of support that a free country can provide to its friends and family.

George Washington

HOW WOULD YOU SEND A MESSAGE TO CONVINCE BERMUDA TO HELP AMERICA?



Podcast, Email, or Video?



Why did you chose
this method?

Empty text box for the answer to 'Why did you chose this method?'

What will you say?

Empty text box for the answer to 'What will you say?'

What persuasive
language will you
include?

Empty text box for the answer to 'What persuasive language will you include?'