

TIME NEEDED

Approx. 2 class periods

MATERIALS NEEDED

- [Extension Pack presentation \(available via Google Slides\)](#)
- Access to [iCivics.org](https://www.icivics.org) for game play
- Interactive whiteboard (optional but ideal)

HANDOUTS

- Activities (5 pages; class set)
- People and Places Guide (2 pages; class set)

LEARNING OBJECTIVES

- ✓ Explain connections in historical contexts and why individuals and groups differed in their perspectives during the same historical period.
- ✓ Apply critical-thinking skills to organize and use information acquired from a variety of sources.
- ✓ Understand how political, religious, and economic ideas and interests led to the American Revolutionary War.

**View the English/Multilingual Learner

(EL/ML) Extensions throughout the PDF and in the slides.**

STEP BY STEP

PREPARATION

Familiarize yourself with the game and its built-in EL/ML supports. Then access the Google Slides, which contain all the activities you need (plus teacher notes). You can also print the paper versions from this PDF.

1 STARTER ACTIVITY

Display the “See, Think, Wonder” and “Colonial Times” activity slides (3-7). Walk students through the notes and questions on the slides and ensure students understand the historical context of the game. Use the “Taking sides” activity on slide 8 to introduce or reinforce the terms *patriot*, *loyalist*, and *neutral*. Explain that understanding the time period and the sides people were taking will be an important part of the game. Non-slide Option- Distribute the activity pages, and have students complete them, then discuss their answers.

2 MINI-LESSON

Display the slides to introduce the idea of listening to people to understand their perspectives (slides 9-10). Have students read the quotes (slide 11). Reinforce that these quotes give clues as to where a character falls in the spectrum of opinions (patriot, loyalist, or somewhere in between). In the game, students will listen to characters and review evidence. They will then use the information to figure out where to place them on the seesaw. Ensure that students understand that if a character makes some statements that support patriots and some that support loyalists, it might mean they are leaning one way or the other. Non-slide Option-

Distribute the activity pages, and have students complete them, then discuss their answers.

3 GAME

Direct students to [iCivics.org](https://www.icivics.org) and have them play the game Uncovering Loyalties with Colonial Williamsburg. Alternatively, try having the class play as a group using your interactive whiteboard or use our EL/ML Supports to enrich and enhance gameplay.

4 FOLLOW-UP ACTIVITIES

Choose activities as time allows. All activities are included in the Extension Pack Google Slides and as paper handouts in this plan. There are also 3 “Discussion Questions” and “Survey” slides which can be done immediately after game play. See teacher notes in the slides. It is recommended that you review slide 16 so students know about what actually happened in the American Revolutionary War.

The final two activities: “What’s Next?” and “Discussing Characters” can be done orally or in writing (Slides 17-22). Hand out the People and Places guide after students make their predictions so that they can see what actually happened to the characters.

5 ASSESSMENT

Evaluate student learning based on their completion of the Discussing characters activity in the Extension Pack.



1 Starter Activity & Mini Lesson

You can adapt the Pre-Game activities to adjust for different English proficiency levels. Try these strategies: using electronic dictionaries or translation tools, providing a word bank or sentence starters to help answer questions, and asking students to discuss the images on the slides. The game also has the option to play in Spanish.

See/Think/Wonder: This is a great way for students to use the visuals to start thinking about the time, place, and people. Allow students time to think independently before beginning a whole class discussion.

Functional Language for questions and answers: Have students look for this type of conversational language as they play the game. Consider making conversation cards based on these prompts that students can use for oral practice to improve their conversational skills.

- Starting the conversation: *Hello! What brings you here? What are you up to?*
- Finding out what others are thinking: *What are your thoughts on? What does your mother/father/uncle think?*
- Giving opinions and reporting speech: *I think... My father feels... That's what my uncle says.*
- Ending the conversation: *Thanks for talking with us. Good point. Talk to you later.*

As they play, students will be looking for clues in the language to determine if they are patriot, loyalist, or somewhere in between. Consider doing activity E, Uncovering Meaning (Slide 11), as a class or in groups and have students identify the language clues.

2 Game

Allow students to play in pairs or small groups. If possible, place them in mixed-ability groups. While students can play alone, we recommend partner play for increased speaking and listening opportunities.

3 Post-Game Practice

Here are some suggestions.

- **A. Discussion Questions:** Strategically group your students. Options include: linguistic ability, home language, etc. There are sentence starters in the slide notes. Consider using a talk protocol where you set a timer for 20-30 seconds for Student A to talk while Student B listens, then you switch. Then have the pair work with another pair to form a group of four. Use a timer again to have students share with each other.
- **B. Survey:** Model the activity with a volunteer using the questions on the slide. Allow students to interview in their native language or use translanguaging if possible.
- **D. & E. What's Next? and Discussing Characters:** These activities require hypothesizing, summarizing, and giving opinions. Sentence starters can be found on slide 22.

[Click here to access our EL/ML Guide for more tips on game-based learning and ELL.](#)