



Lesson Plan: Breaking Up With the British

Assessment: Students will perform a “Breaking up with the British” song, in which they alter the lyrics to a popular song, making sure to include key themes from the Declaration of Independence.

Quality Criteria:

Advanced - A	Proficient - B	Basic - C	Below Basic – D/F
The song lyrics demonstrate advanced knowledge of the founding fathers’ concerns and vision.	The lyrics of your song clearly explain the colonies’ grievances, their reasons for wanting their independence, and their ideas about the role of government.	The song lyrics touch upon the colonists’ grievances, reasons for wanting independence, and ideas about the role of government, but more information is necessary.	Song lyrics are either off-topic, vague, or incorrect.
The song is performed loud and clear, in tune, and with engaging stage presence.	When performed, the song is sung in an audible and clear manner.	Students sing the entire song, and most of it is loud and clear.	Students either read the song, are incoherent, or detract from the content of the song by laughing, mumbling, or stopping.
Song is over the 1:30 minimum.	Song meets the 1-1.5 minute minimum.	Song is about one minute long.	Song is less than one minute.
Lyrics demonstrate advanced understanding of vocabulary words.	Song uses various vocabulary words correctly.	Song attempts to use vocabulary words correctly.	Song either does not use vocabulary words, or uses them incorrectly.