**Molloy College**

**Division of Education**

**Student** Carly Spadafora **Professor** K. Sheehan

**Course** EDU 316 **Date** 12/4/2018

**Grade** 7 **Topic** Hope & Grit in the American Revolution **Content Area** Social Studies

**INSTRUCTIONAL OBJECTIVES (s) *(Lesson Objective(s)\*)***

After being taught the SCIM-C Method and observing four primary source documents students will form an argument based on evidence and engage in collective conversations and collaborations using the SCIM-C method to determine if what they learned about the Revolution is valid. Students will determine their knowledge based on their completion of the SCIM-Cusing at least three facts from their document.

**NYS-CCLS / +NYS STANDARDS AND INDICATORS**

**New York State Social Studies Standards**

**Key Idea**

7.3 AMERICAN INDEPENDENCE: Growing tensions over political power and economic issues sparked a movement for independence from Great Britain. New York played a critical role in the course and outcome of the American Revolution. (Standards: 1, 4, 5; Themes: TCC, GOV, ECO)

*Indicator: This will be evident when students examine documents about Valley Forge, the*

*Declaration of Independence and the Battle of Saratoga*

**Key Concepts**

7.3c Influenced by Enlightenment ideas and their rights as Englishmen, American colonial leaders outlined their grievances against British policies and actions in the Declaration of Independence.

*Indicator: This will be evident when students observe primary source documents about the Declaration of Independence.*

7.3d The outcome of the American Revolution was influenced by military strategies, geographic considerations, the involvement of the Haudenosaunee (Iroquois) and other Native American groups in the war, and aid from other nations. The Treaty of Paris (1783) established the terms of peace

*Indicator: This will be evident when students observe documents about conditions at*

*Valley Forge and the significance of the victory in the Battle of Saratoga*

**National Social Studies Standards and Themes**

Individual Development & Identity: Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

g. Analyze a particular event to identify reasons individuals might respond to it in different ways;

*Indicator: This will be evident when the students study their individual development and*

*identity by studying these events of the American Revolution to identify hope and grit in*

*their own life*

**NCSS C3 Inquiry Arc**

Dimension 3: Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations.

*Indicator: This will be evident when students evaluate the usefulness of evidence during SCIM-C and draw conclusions about the validity of their documents.*

Dimension 4: Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events and will present their information, portions and findings.

*Indicator: This will be evident when students work together to determine whether or not the documents they have been given are valid, and then present their findings to the class*

**Common Core ELA Standards**

Text Types and Purposes

W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

*Indicator: This will be evident when students complete their SCIM-C proving whether or not their sources are valid by providing evidence from the document*

**Social Studies Practices: Habits of Mind**

A. Gathering, Interpreting, and using Evidence

3. Identify evidence and explain content, authorship, purpose and format; identify bias;

explain the role of bias and potential audience, with teacher support.

*Indicator: This will be evident when the students gather evidence from documents*

*to answer SCIM-C questions.*

**INSTRUCTIONAL RESOURCES**

* SMARTboard
* 4 Documents
  + 1 Valley Forge
  + 1 Battle of Saratoga
  + 1 Declaration of Independence
  + 1 Speech of Patrick Henry
* Oak Tag
* 4 Red, 4 Green, 4 Blue, 4 Purple Markers
* CHAMPS Powerpoint
* SCIM-C Cheat Sheet
* SCIM-C: Is the source valid? Homework Sheet

**MOTIVATION *(Engaging the learner(s)\*)***

Teacher will explain how the textbook is not always right. Teacher will tell students how important it is to check our sources and not to believe everything we hear. Teacher will explain to students that there are many ways to check our facts, and that today we are going to use primary sources to help us think like historians.

**DEVELOPMENTAL PROCEDURES**

**(including Key Questions)**

1. Students will review CHAMPS classroom rules. *(What do CHAMPS look like in this classroom?)*
2. Students will view powerpoint about SCIM-C method that briefly explains the strategy and what the letters each stand for. *(What is a summary? Why do you think background knowledge is important? What are we looking for when we contextualize? How can we infer what the author wanted us to know from the document? What value does comparing documents provide for us? Do you think this is important? What is the point of corroboration? Does it succeed in helping us to determine whether or not what we learn is valid?)*
3. Students will be divided into groups of four and each group will be given different primary source document*. (What is this document telling us about the hope and grit of the American people? What can you infer about this document? Why are you monitoring the document? Who wrote this source, does that give us any information?)*
4. Students will partake in group discussion, answering questions about their document using the SCIM-C method. *(How does corroboration help you to learn if the source is valid?)*
5. Students will jigsaw to share the information they have learned. *(What information can you give us about the source that your group worked on? Based on the information you collected from your source, do you think this is a valid source? Can it be trusted when doing research? How will this source help determine hope and grit in the American Revolution?)*
6. Students will be assigned homework to practice SCIM-C analysis on their own at home. *(Can you work independently to source documents?)*

**INSTRUCTIONAL STRATEGIES *(Learning Strategies\*)***

**Modeling**

Indicator: This will be evident when the teacher models a question from each letter of

SCIM-C

**Collaboration**

Indicator: This will be evident when students work together with SCIM-C groups to answer questions about their document

**Discussion**

Indicator: This will be evident when class engages in discussion about their documents

**Guided Questioning**

Indicator: This will be evident when the teacher asks questions to keep students thinking as they are completing the SCIM-C model.

**DIFFERENTIATION OF INSTRUCTION**

***Auditory Learners*** will benefit from class discussion and teacher explanation of how SCIM-C works

***Visual Learners*** will benefit from SCIM-C cheat sheet and having examples right in front of them. They will also benefit from the differentiation in colors for answering each question for the SCIM-C.

***Kinesthetic Learners*** will benefit from walking around the room and engaging with different students during the jigsaw.

**ASSESSMENT *(artifacts\* and assessment [formal & informal]\*)***

Students will be assessed based on how accurately they complete the SCIM-C worksheet. Students will provide a minimum of three facts that prove it to be a valid source. Teacher will assess student homework from the night before. Teacher will assess how accurately students completed in-class SCIM-C through questioning and observation.

**INDEPENDENT PRACTICE**

For homework, student will be provided a document that they will analyze using the SCIM-C method. They will then determine if the source they are given is valid.

**FOLLOW-UP ACTIVITIES: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT**

Direct Teacher Intervention

For students who struggle with the SCIM-C method, the teacher will help them directly. The student will receive a more thorough explanation of how to use SCIM-C to determine validity of documents.

Academic Enrichment

Students who complete the SCIM-C activity early will find a document of their own to analyze independently.

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**Document 1: Letter from Lieutenant Colonel Alexander Scammell to his brother**

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| “I believe it was the severest Battle ever fought in America...The Enemy’s loss must have been very great by sustaining an American Fire for at least 4 Hours. The ground...was thickly scattered with their dead Bodies and I nothing doubt at the lowest compilation we killed took and wounded 1,500 of the enemy.”  - Lt. Col. Alexander Scammell of the 3rd New Hampshire Regiment, Following Battle of September 19th, 1777 |

**Background:** Lt. Col. Alexander Scammell writes of the dangers in the battle fought by American troops. He describes the duration and aftermath of the battle.

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**Document 2: Letter from the desk of George Washington during his time at Valley Forge to Colonel Harrison requesting supplies and reinforcements:**

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| **“**It is not easy to give you a just and accurate idea of the sufferings of the Army...or the loss of men on this account....We had in Camp...not less than 2898 men unfit for duty, by reason of their being barefoot and otherwise naked. Besides this number, sufficiently distressing of itself, there are many Others [confined] in Hospitals and crowded in Farmers Houses for the same causes. [I am asking the states to] supply of Shoes, Stockings and Blankets…”  -George Washington, Headquarters at Valley Forge, Dec. 29th, 1777 |

**Background:** The conditions at Valley Forge during the winter of 1777-1778 was brutal for the American army. Harsh weather and illness contributed to the weakening of the army at the time and left few soldiers able to fight. Here, George Washington is requesting the state of New Hampshire to send any kind of aid to the troops that they can, while providing details of what these conditions are like.

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**Document 3: Americans declare their independence from Great Britain**

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| We hold these truths to be self-evident(obvious), that all men are created equal, that they are endowed(given) by their Creator with certain unalienable(unable to be taken) Rights, that among these are Life, Liberty and the pursuit(search) of Happiness.  -Declaration of Independence, 1776 |

**Background:** This source was written by our Founding Fathers as a declaration of our freedom from Britain. It was written and signed by members of the Second Continental Congress in order to show Great Britain that we would be recognized as an independent nation. This excerpt focuses on the main idea that all people under this new American government would be considered equal and that they are owed their rights as citizens of this new country. These were rights that not even the Crown could take from them.

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**Document 4: Patrick Henry’s Speech where he famously quoted “Give me Liberty or Give me Death”**

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| “Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!”  -Patrick Henry, March 23rd 1775  Second Virginia Convention |

**Background:** Patrick Henry urges his fellow congressmen to take action, go out into the battlefield and fight for their freedom. He asks them if their peace is worth sacrificing their freedom to the British.

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SCIM-C Cheat Sheet!

Answer these questions to help you source your document!

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| Summarizing  What type of historical document is the source?  What specific information, details, and/or perspectives does the source provide?  What is the subject, audience, and/or purpose of the source?  Who was the author and/or audience of the source? |
| Contextualizing  When and where was the source produced?  Why was the source produced?  What was happening within the immediate and broader context at the time this source was produced?  What summarizing information can place the sources in time, space, and place? |
| Inferring  What is suggested by the source?  What interpretations may be drawn from the source?  What perspectives are indicated in the source?  What inferences may be drawn from absences or omissions in the source? |
| Monitoring  What additional evidence beyond the source is necessary?  What ideas, images, or terms need further defining from the source?  How useful or significant is the source for its intended purpose in answering the historical question?  What questions from the previous stages need revisiting in order to analyze the source successfully? |
| Corroborating  What similarities and differences between the sources exist?  What factors could account for the similarities and differences?  What conclusions can be drawn from the accumulated interpretations?  What additional information or sources are necessary to answer more fully the guiding historical question? |

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Using your Cheat Sheet, SCIM-C the following quote:

**Quote from soldier Johann de Kalb at Valley Forge**

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| **“…it is very certain that half the army is almost naked, in a great measure bare-footed.”**  **Johann de Kalb to Comte de Broglie, Valley Forge, Christmas Day 1777**. |

**Background:** Despite cold conditions, men had little to no clothes, and they had no shoes on their feet. They would have to stand guard at posts and walk in the bitter frost.

1. **Summarizing:**

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1. **Contextualizing:**

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1. **Inferring:**

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1. **Monitoring:**

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1. **Corroborating:**

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**SCIM-C Rubric**

**Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assignment:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| Did the students complete all parts of the SCIM-C Model? | Yes / No  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Did the student use supporting evidence from the primary and/or secondary source that was provided? | Yes / No  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Did students develop well thought out responses to questions provided and prove their understanding of all materials? | Yes / No  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Did the student use proper grammar/spelling/ punctuation? | Yes / No  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**SCORE: \_\_\_\_\_\_\_\_\_/4**