

Lesson Plan

Student _____ John Delaney _____
Course EDU _____ EDU Methods _____
Grade Adol(7-8) _____ Topic _____ TDFC/DBQ _____

Professor _____ Prof. Sheehan _____
Date _____ 11/12/17 _____
Content Area _____ Social Studies _____

INSTRUCTIONAL OBJECTIVE (Lesson Objectives)*

After viewing a slide show and discussing the TDFC writing style as well as “Double Citations,” students will *write arguments to support claims* the Industrial Revolution and the inventors and entrepreneurs. Students will produce a TDFC on the key figures in the Industrial Revolution and whether or not they displayed a growth mindset, adequately meeting all of the criteria, spelled out on the TDFC sheet.

CCLS/+NYS STANDARDS AND INDICATORS

New York State Social Studies Standards

Key Idea:

8.2 A CHANGING SOCIETY: Industrialization and immigration contributed to the urbanization of America. Problems resulting from these changes sparked the Progressive movement and increased calls for reform.

Key Concepts:

8.2a Technological developments changed the modes of production, and access to natural resources facilitated increased industrialization. The demand for labor in urban industrial areas resulted in increased migration from rural areas and a rapid increase in immigration to the United States. New York City became the nation’s largest city, and other cities in New York State also experienced growth at this time.

Indicator: *This will be evident when students write the TDFC, according to the format presented on the TDFC sheet.*

National Social Studies Standards and Themes

I. Culture

II. Time, Continuity, and Change

VI. Power, Authority and Governance

Indicator: *This will be evident when students are able to examine the change in culture around the world during the Industrial Revolution.*

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

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 are able to effectively communicate their thinking in their TDFC.*

Common Core ELA Standards

College and Career Readiness Anchor Standards for Writing

Text Types and Purpose

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

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Indicator: *This will be evident when students are able to clearly state their beliefs on leaders of industrialization and change and describe their usage of growth mindset.*

Social Studies Practices: Habits of Mind

A. Gathering, Interpreting, and Using Evidence

5. Identify implicit ideas to draw inference, with support.
6. Recognize arguments on specific social studies topics and identify evidence supporting the argument.

Indicator: *This will be evident when students are able to identify evidence, recognize growth mindset in others based on the documents they have read and completed, and when they are able to complete the TDFC sheet.*

INSTRUCTIONAL RESOURCES

- “Double Citations” worksheet
- “Inventors TDFC Planning” Sheet
- DBQ Scoring Rubric

- “Was the Industrial Revolution Fueled by a Growth Mindset?” DBQ Part A
- DBQ Part B (Essay Prompt)

MOTIVATION

Students will complete an example of TDFC on the subject of baseball to acclimate themselves to TDFC format. This is a sample that will allow students to better understand the structure of the paragraph and essay format on a decidedly simpler and “lower stress” example.

INSTRUCTIONAL STRATEGIES

Direct instruction: Teacher will relay information to students directly.

Indicator: *This will be evident when students are listening to and practicing TDFC.*

Discussion: Students and instructor will engage in casual but meaningful discussion about the topic.

Indicator: *This will be evident when the students and teacher are having a discussion about TDFC while completing the “Inventors TDFC Planning Sheet”*

DEVELOPMENTAL PROCEDURES

1. Introduce the idea of the DBQ to the students. What it is, what they have to do, say, and write. Instructor will make mention of the fact that a DBQ is a test and an essay where they give you the answers.
2. Instructor will introduce powerpoint, where students will learn TDFC (Topic, Detail, Follow Up, Clincher) method to help students plan and write essays. (*How many details*

should there be in a paragraph? Does every detail need a follow up? How can we make a clincher given this example?)

3. Powerpoint will use example of baseball, the Yankees in particular, to help elucidate the idea. After the powerpoint instructor will address any questions regarding the usage of TDFC in essays. *(Do you now see how the TDFC is used in your essay?)*
4. Instructor will then distribute “Inventors TDFC Planning” Sheet, where students will practice TDFC using examples from DBQ part A. Instructor will reinforce the idea that students are like lawyers trying to use evidence to prove a case. *(What evidence can be used to prove the inventors and entrepreneurs had a growth mindset?)*
5. Instructor will assist students in the completion of the topic sentence and DETAIL 1 of the sheet. Instructor will ask students to find document which supports detail 1. *(Which documents correspond to the inventors? The entrepreneurs? Which documents support our first detail?)*
6. Instructor will then distribute “Double Citations” sheet in order to practice citing the document twice. Students will read the directions and the first example and instructor will explain the meaning behind it. From there, the students will attempt the second example on their own. Which instructor will quickly review after 2-3 minutes. *(Where do we cite when we double cite - before or after?)*
7. Instructor will shift focus back to “Inventors TDFC planning” sheet, where they will work on weaving the document into their paragraphs with double citations. Instructor will allow several minutes for that. *(Who can help double cite the documents we used on our TDFC sheet?)*
8. Instructor will again touch upon the fact that outside information needs to be added to the follow ups. Students will get into pairs and will complete the second detail paragraph

about Thomas Edison. Instructor will inform class to to ask questions if need be.

Instructor will give approximately 10 minutes to do this, after which the instructor will review the assignment, which could possibly take up to the remainder of class. *(What documents correspond to Thomas Edison? How can we double cite them onto our sheet?)*

9. Instructor will inform students that the Inventors TDFC planning sheet will be allowed to be used on the DBQ essay that they will write tomorrow. *(Are there any further questions regarding TDFC and how it is used in the DBQ essay tomorrow?)*

ADAPTATIONS

- Students that have any special needs, ranging from ADD (Attention Deficit Disorder) to ELL (English Language Learners) will benefit from structured notes. This will cut down on needlessly wordy slide that make take significant time to copy.
- Any English Language Learner (ELL) can be provided with a glossary of terms in their native tongue that would help them understand the concept. These students could also be given the words to examine and study prior to the class.
- A student with a learning disability in writing will be provided with a buddy “note taker”
- A student with a disability in reading can be provided with an audio recording of the lesson.

DIFFERENTIATION OF INSTRUCTION

- For the visual learners, there is a powerpoint at the beginning of the lesson.
- For the students who enjoy social interaction, they may work with a partner to complete the “Inventors TDFC Planning Sheet.”
- For auditory learners, the material will be explained by the instructor.

- Instructor will allow adequate time to copy notes for those that have learning disability in writing.
- Instructor will discuss and expound on notes listed in the powerpoint to develop understanding.

ASSESSMENT

Students will be tasked with completing the “Inventors TDFC Planning Sheet.” This sheet mainly consists a DBQ framework, which is useful for gaging student understanding of the TDFC topic.

INDEPENDENT PRACTICE

Students will complete the “Inventors TDFC planning” sheet for homework in preparation for the essay the following day. The students will be allowed to use this planning sheet as a guideline for this essay, and as a template for any essays into the future, in class or on a regents exam.

ACADEMIC ENRICHMENT

Academically gifted students may find find value in discovering their own documents. They can discover things for themselves, which will assist in their learning.

INTERVENTION

Students that require additional support will receive keywords to look for from the instructor. This will help the student to ascertain the most important aspect of the document.

References

NYS Common Core ELA Standards - Grades 7-8 Retrieved from

http://schools.nyc.gov/NR/rdonlyres/337BF93A-95FF-4A48-9434-CE9EA0B70E06/0/p12common_core_learning_standards_ela_final.pdf

NYS Common Core Social Studies Standards- Standard 8.2 A CHANGING SOCIETY (p. 102)

Retrieved from

<https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework/file/14656>