**Molloy College**

**Division of Education**

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**Course** EDU 316 **Date** 11/29/2018

**Grade** 7 **Topic** Hope & Grit **Content Area** Social Studies

**INSTRUCTIONAL OBJECTIVES**

After watching a movie clip on “grit,” and reading primary and secondary documents, students will perform an Act It Out! demonstrating the impact of Hope and Grit during the American Revolution, and write a speech to motivate the Revolutionaries, incorporating at least two different examples from the documents and explaining their significance.

**NYS Common Core Social Studies**

**Key Idea**

4.2 Colonial and Revolutionary Period in New York

European exploration led to the colonization of the region that become New York State. Beginning in the early 1600s, colonial New York was home to people from many different. Colonial New York was important during the Revolutionary Period.

**Key Concepts**

4.3d Growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution. New York played a significant role during the Revolution, in part due to its geographic location.

**Indicator:** *This will be evident when each group of students presents their American Revolution Act It Out scenario.*

**Common Core ELA Standards**

Text Types and Purposes

* Write narratives to develop real or imagined experiences or events, using effective technique, well-chosen details, and well-structured event sequences

Indicator: This will be evident when the students write about the conditions of

**National Social Studies Standards and Themes**

**VI. Power, Authority, & Governance**

* Social Studies programs should provide an understanding of the individual’s role in changing the structure of power in a government

**NCSS C3 Inquiry Arc**

**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.

**Social Studies Practices: Habit of Mind**

**A. Gathering, Interpreting and Using Evidence**2. Recognize and effectively select different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).

**F. Civic Participation**

9. Develop an understanding of the interdependence of individuals and groups in communities in the Western Hemisphere.

**INSTRUCTIONAL RESOURCES**

* **Google Slides**
* **Act It Out Handouts**
* **Planning Page Worksheet**
* **Poster Board**
* **Markers**
* **Youtube**

**MOTIVATION**

After watching a movie clip from *Rocky Balboa*, students will be asked to explain what “grit” meant to Rocky, if people can get or lose hope and grit, and how. The students will share their ideas together afterwards.

**DEVELOPMENTAL PROCEDURES**

1. Students will perform the Motivation activity.
2. Students will be given the Act It Out worksheet
*How did Grit lead the Americans to victory against the mighty British?*
3. Students will get into groups of three/four and examine the document assigned. They will work cooperatively to identify aspects of the document that resembles or demonstrates the role of *grit* and *hope* in the American Revolution.
4. Students will perform an Act It Out! in the same groups, using the questions they answered as guides to towards their demonstration. The students will be asked to incorporate the aspects of Hope or Grit into their skit in order to show their understanding of the lesson.
*What is your document showing? How did hope affect the soldiers during Valley Forge? Did the Grit of the Americans play a role in the victory at Saratoga?*
5. Students will be asked to turn and talk with a neighbor explaining their description and the role Hope or Grit played in the environment.
6. Students will be asked to write a speech at either Saratoga’s defense or victory, or during the hardships of Valley Forge whereby they must invigorate their fellow troops through the use of Grit / Hope for homework
*What were some of the conditions? What motivated the troops to work past the harsh conditions? Would the Revolution be possible if the troops didn’t cling onto hope?*

**INSTRUCTIONAL STRATEGIES**

Act It Out!

In order for students to get a more comprehensive understanding of the challenging circumstances surrounding the American Revolution, they will reenact the scenes from the documents, which provides students with the experience of the event.

Indicator: This will be performed after the students re-familiarize themselves with the content taught from the class before.

Turn & Talk

This is done in order for students to have a chance to speak about their ideas with another student and explaining their reasoning in order to better understand the material for themselves.

Indicator: This will be performed when the students turn to their partner and discuss their description of the environment at Valley Forge and Saratoga

Video

Providing digital media to provide students with a visual example of something that might be abstract for them. Showing the students the movie clip may give them a real-world example of what hope and grit sound like, and how others can play a crucial role in inspiring both.

**ASSESSMENT**

* The document-based questions that evaluate the student’s understanding of the conditions of Valley Forge and the importance of Saratoga’s victory in the American Revolution.
* The students will write a description of the environment the Americans had to deal with in the Battle of Valley Forge and Saratoga
* The students will write a short speech that aims to motivate the troops at either the Battle of Saratoga, or during the trials of Valley Forge

**INDEPENDENT PRACTICE**

Students will write a speech for the Americans troops at either Valley Forge or Saratoga, using at least two different examples found in the documents. This will be completed for homework and brought in the next class to be shared.

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

Direct Teacher Intervention

Students who have trouble using the examples from the documents to write their response will have the teacher assist them in going over the important details of the document and how they relate to hope or grit.

Academic Enrichment

Students who finish the environment-description may describe how the British may not have experienced the same Hope and Grit as the Americans in these environments, and why.

**Materials**