**Molloy College**

**Division of Education**

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EDU 316 3/22/18

Grade: 5 Topic: American Revolution Content Area: Social Studies

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

After learning how to determine if evidence is credible, students will *evaluate the validity of the reasoning and the relevance and sufficiency of evidence* through a history mystery. Students will *write arguments to support the claim,* “Was the American Revolution a product of hope and grit?” *using valid reasoning and relevant and sufficient evidence*. Students must include at least 3 pieces of *relevant and sufficient* evidence from the history mystery to support their answer. Students will be graded based on a teacher designed checklist and must obtain a score of 3/4.

**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)

Key Concept: 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 analyze documents that have influenced the Revolutionary War.*

**National Social Studies Standards and Themes**

**Culture:** Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

 **a.** explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns

*Indicator: This will be evident when students examine the evidence in the history mystery to determine if the American Revolution is a product of hope and grit.*

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

**e.** identify and describe ways family, groups, and community influence the individual’s daily life and personal choices

 *Indicator: This will be evident when students discuss the influences of the life the Colonists faced during the war.*

**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 in the*

*History mystery to answer the compelling question.*

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 collaboratively to conclude their investigations from the history mystery and present their findings to the class.*

**Common Core ELA Standards**

Integration of Knowledge and Ideas

7. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence.

*Indicator: This will be evident when students including the validity of the reasoning and the relevance and sufficiency of the evidence in the history mystery.*

Text Types and Purposes

1. 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 write and support a claim*, *using valid reasoning and relevant and sufficient evidence from the history mystery.*

**Social Studies Practices: Habits 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).

*Indicator: This will be evident when students recognize and effectively select credible evidence in the history mystery to write arguments to support their claims. .*

**INSTRUCTIONAL RESOURCES**

* SMARTboard
* Mystery PowerPoint
* 4 History Mystery Folders
* Poster paper(graphic organizer)
* Documents
* Teacher grading checklist
* Tape/Glue

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

Students will be shown a picture from CSI and told that they are going to be detectives today. Their mission today is to solve a mystery “Was the American Revolution a product of hope and grit?”

**DEVELOPMENTAL PROCEDURES**

**(Including Key Questions)**

1. Students will be shown a picture from CSI and be told they are going to be detectives. (*What kind of people do you see in this picture? What kind of environment do you think these people are in (inferring)? What do you notice about what they are wearing?)*
2. Students will review the historical thinking strategies they learned yesterday. (*How can you think like a historian? Why do you think it is important to think like this?)*
3. The students will discuss what it means to be credible vs. non-credible (*How can we determine if the information we are reading if real (sourcing)? Why can’t we believe everything we read (context)? Is it possible for some articles to be more credible than others (corroboration)?)*
4. The teacher will discuss the rules of the lesson with the students (*Why are rules important?)*
5. Students will participate in a history mystery where they will work in groups of 4 to determine if evidence is credible or not. (*What kind of information do you see in the envelope (close reading)? Is there any bias in this evidence (close reading and perspective)?)*
6. In groups, students will order the evidence from least to most credible on a provided graphic organizer. (*Is there evidence that is more credible then others (Monitoring)? How do you determine credibility of evidence (contextualizing)?)*
7. Students will create a claim whether the American Revolution was a product of hope and grit using evidence from the history mystery. (*What conclusion did the evidence lead to (inferring)? Do you agree with the evidence presented in the envelopes? Is there a reason to question your findings (monitoring)?)*
8. The teacher will ask each group a question regarding the documents they analyzed, for them to share with the class. (*What was your most credible piece of evidence? What is a conclusion we can make based on these documents?)*
9. The teacher will distribute and discuss the homework for the night
10. To close the lesson, the students will review the compelling question; was the American Revolution a product of hope and grit? Students will share their written claims to support this question with the class. (*What were your findings from the history mystery? What did the evidence tell you? What was your most credible piece of evidence (monitoring)? How do you know this?)*

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

**Collaboration**

Indicator: This will be evident when students work together to solve the history mystery.

**Discussion**

 Indicator: This will be evident when students discuss with each other the evidence presented in the history mystery.

**Mystery Strategy**

Indicator: This will be evident when students use the provided evidence to solve the mystery question, “Was the American Revolution a product of hope and grit?”

**ADAPTATIONS *(Exceptionality\*)***

* The student that struggles to stay focused with be seated near the teacher in the front of the room and be given silent signals when needed
* The student who struggles socially will be able to pick which group they work in during the history mystery.
* The student who struggles with writing will be given the option to write, type or record his answer to his claim.

**DIFFERENTIATION OF INSTRUCTION**

**Auditory Learners:**

In order to adapt for the auditory learners, they will be able to listen to the class discussion before the history mystery. They will also be able to listen to their peers when working together during the history mystery.

**Visual Learners:**

The visual learners will be able to visually look at the evidence in the history mystery. The students will be able to use the given graphic organizer to organize their evidence from least to most credible.

**Kinesthetic Learners:**

The kinesthetic learners will be able to move around the classroom when working with their groups. They will have to place the evidence from the history mystery onto the graphic organizer from least to most credible.

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

* Teacher will assess students understanding of historical thinking strategies through discussion
* Teacher will assess how the students interact during group work
* Teacher will assess the presentation of the findings from the mystery based on a checklist

**INDEPENDENT PRACTICE**

Students will analyze sources displayed on the smart board and determine if they are credible or not. Students will be asked to justify their answer based on the information they have gathered.

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

Direct Teacher Intervention

For the students who struggled during the lesson, the teacher will work with them on determining what evidence is credible and what evidence is not. The students will be given multiple opportunities to practice determining evidence credibility. The students will be given a cheat sheet for them to refer to when checking evidence credibility. This cheat sheet will walk the students for what to look for in the document. The students will then be able to read the evidence and better be able to analyze them in order to answer the compelling question.

Academic Enrichment

In order to further the lesson, for the students who excelled during the lesson, they will be challenged to find two sources to add to our mystery. They will have to find a document that can be used as evidence to further support their findings from the mystery. Students will need to determine if the evidence is credible enough to be used as valid evidence to support their findings.

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