**Molloy College**

**Division of Education**

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Course EDU 316 Date: November 28th​, 2018

Grade: 7th Topic: Geography of the American Revolution Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVES**

After students take a virtual plane and bus ride to a couple of the battles and events from the American Revolution while writing a travel journal, the students will write informative/explanatory text to examine and convey ideas clearly by writing a postcard exit slip from one of the battles or events from the revolution to be mailed to a friend back in New York. Students will include a number of sentences explaining why they thought geography affected the battles or events of the revolution, including a minimum of three facts learned during the bus tour today.

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

**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 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. ¬ Students will examine the influence Enlightenment ideas such as natural rights and social contract and ideas expressed in Thomas Paine’s Common Sense had on colonial leaders in their debates on independence. ¬ Students will examine the Declaration of Independence and the arguments for independence stated within it.

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. ¬ Students will explore the different military strategies used by the Americans and their allies, including various Native American groups, during the American Revolution. ¬ Students will examine the strategic importance of the New York colony. Students will examine the American victory at the Battle of Saratoga in terms of its effects on American and British morale and on European views on American prospects for victory in the Revolution. ¬ Students will examine the terms of the Treaty of Paris, determine what boundary was set for the United States, and illustrate this on a map.

**Indicator:** *This will be evident when the students visit key battle sites and events and complete a travel journal including facts of where they visited during the tour.*

**National Social Studies Standards and Themes:**

**III. People, Places, & Environments**

Social studies programs should include experiences that provide for the study of people, places, and environments.

**I. Culture**

Social studies programs should include experiences that provide for the study of culture and cultural diversity.

**Indicator:** *This will be evident when students take a virtual bus tour to a valley forge, saratoga, and the Declaration of Independence and complete travel journals along the way. This includes information they are learning about the geography and culture of Mexico.*

**NCSS C3 Inquiry Arc**

**Dimension 2:**

Students will analyze societal issues, trends, and events by applying concepts and tools from civics, economics, geography, and history. Look with lens and skills of the discipline.

**Dimension 3:**

Students will work towards conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanation.

**Indicator:** *This will be evident when after the virtual bus tour, students will use the information they learned to draw conclusions is if they agree that geography affected the result of the American Revolution.*

**New York State Next Generation English Language Arts Learning Standard**

**Writing Standards**

**Text Types and Purposes**

**5W2**

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Indicator:** *This will be evident when students write informative/ explanatory text to convey information clearly and accurately when they write their post cards directed to a friend back in New York including content of why they might agree that geography affected the result of the American Revolution.*

**Social Studies Practices: Habit of Mind:**

**D. Geographic Reasoning**

4. Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Western Hemisphere.

**Indicator:** *This will be evident when students learn about the characteristics of the battle sites and key events through the five themes of geography.*

**INSTRUCTIONAL RESOURCES**

* Google Slides Presentation
* Travel Journal Packets
* Plane/Bus Ticket
* Postcard Exit Slip
* Homework Sheet
* Map of battles and events printed out

**MOTIVATION**

Students will be told they are taking a plane to the key battles and events from the American Revolution and then a bus tour of a couple of the cities where they took place. Students will be given boarding passes and bus tickets for the ride. The seats will then be moved into rows to form a model of seating on an actual bus.

**DEVELOPMENTAL PROCEDURES**

1. Teacher will review the homework from the day before given by Mr. Weber. Teacher will review what happiness is and go over some of the examples they learned during lesson one. Teacher will write student responses on the front board as a word splash, to refer back to during today’s lesson. *(What was yesterday’s lesson about? Can someone explain to me what Mr. Weber meant by when he said: Is where you live determine your personal happiness? How did you choose these items?)*
2. Teacher will then inform the students they are going on a virtual plane ride and bus tour to key battles and events from the American Revolution to learn about geography and its effect on the war.
3. After the students have boarded the plane, students will briefly be introduced to the question they are to think about during today’s lesson. *(How does the geography affect the end result of the American Revolution? What can you interpret from this question?)*
4. Students will assess prior knowledge of what they know about geography. The five themes of geography will briefly be mentioned by the teacher as a guide. *(Looking at this map of the battle sites, what do think geography is? What do you know about geography already? Do you know what the hemispheres are? What hemisphere do we live in? What hemisphere is Valley Forge located in? What does the boxed key tell us about the map we have shown here?)*
5. Teacher will go over the itinerary of today’s traveling through the battle sites and key events and show students another map of the key events and the cities we are going to travel to in order. *(Has anyone used a map before? What do maps tell us?)*
6. Teacher will go through CHAMPS ground rules for today’s lesson. *(Any questions?)*
7. Teacher will hand out the student’s travel journals they will be asked to take notes in during the lesson, and personal plane/bus ticket for today’s tour. *(What do you think travel journals are used for? Has anyone traveled by plane or toured another city before?)*
8. Teacher will begin the virtual plane and bus tour moving through each slide and reading out facts determining on the picture on the slide.
9. After each city, students will be asked to turn and talk to their row about some of the facts they wrote down in their travel journals. Students will be called on to share their notes with the class.
10. Teacher will repeatedly ask the question: “*What type of geography is shown on this map?”* (*What defines an object being classified as geography? (Referring back to the happiness lesson))*
11. After the bus tour is concluded, and the class has landed back in JFK. Students will review some of the main points they learned today. *(What is geography? Did you learn anything new today? What did you already know? What do you think now: did geography affect the result of the American Revolution? Why?)*
12. Students will participate in a think pair share and be asked the question: *“What type of geography is found where you live?”* Some pairs will share their responses with the class.
13. To wrap up the lesson, students will be given direction to put their seats back into their original spots and be given a postcard exit slip to fill-out.
14. Students will write on the postcard, as if they are going to send the postcard to a friend back in New York. Students will write how geography has affected the American Revolution.
15. Teacher will distribute the homework and ask for student volunteers to read the directions before the period is over. *(Are there any questions?)*

**INSTRUCTIONAL STRATEGIES**

**Cooperative Learning**

**Turn and Talk**

**Indicator:** *This will be evident when students turn and talk to their partners about what notes they are writing down in their travel journals during the bus tour.*

**Think, Pair, Share**

**Indicator:** *This will be evident when students are asked the question “Did geography affect the American Revolution? How?” Students will write down their responses and then share with a partner next to them.*

**Direct Instruction**

**Indicator:** *This will be evident when the teacher is instructing a bus tour through the multiple key locations and giving the students geography and culture facts.*

**ADAPTATIONS**

* Students with ADHD will be sat in the front of the bus and monitored during the bus tour. These students will be allowed breaks during the tour if they become tired of staying in one chair the whole time.
* Students with visual impairments will sit closer to the front, so they can view the pictures during the bus tour.
* Students with hearing impairments will be placed where they can see the words on the bus tour clearly.

**DIFFERENTIATION OF INSTRUCTION**

* The visual learners will benefit from the pictures being shown during the bus tour.
* The kinesthetic learners will benefit from holding an actual ticket from the bus and being seated in rows to represent sitting on a bus.
* The auditory learners will benefit from the students who are chosen to share the notes they have been taken during the tour, and the teacher giving the bus tour.
* The interpersonal learners will benefit during the tour because students are going to participate in a think pair share.
* The linguistic learners will benefit by taking notes during bus tour in their personal travel journals.

**ASSESSMENT**

* Teacher will assess students by writing down who participates during the lesson.
* Teacher will assess students by how engaged students are during the tour.
* Teacher will assess students who actively take notes during the bus tour or collaborate with a partner to write down any notes they missed.
* Teacher will assess students who finish their postcard exit slips.

**INDEPENDENT PRACTICE**

* Students will complete a Homework Sheet, including filling in a Venn Diagram comparing the battle of Saratoga and Valley Forge’s culture/geography/climate or anything the students think of.

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

Direct Teacher Intervention

* Teacher will print out the powerpoint and go over the slides one by one with the students. Students will walk through each slide/ each city with the teacher and communicate back facts from Saratoga to Valley Forge to Philadelphia.
* The pictures on the slides can help the student grasp where they are on the map or vise versa.

Academic Enrichment

* Students will create their own bus tour of the United States of America. Students will think of five locations that show the culture and geography of the USA and write a few facts about each location. Students are to include pictures and a map clearly representing where the bus is traveling during the journey.

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Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Homework Sheet

Directions:

1. Fill-in the Venn Diagram between the two locations, Saratoga and Valley Forge. Write a minimum of three facts in each column.

Part 1:

**Saratoga**

**Valley Forge**

**What do they have in common?**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Part 2:

Write a few sentences explaining the different types of geography you see while living on Long Island, New York. Be sure to state a few reasons why. (Ask a parent/guardian for help if needed.)

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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Post Card Exit Slip

Directions: Imagine you are stuck in the past and you want to share with a friend back home what you learned today during the bus tour. In less than 5 sentences, write a postcard back home to a friend in New York telling them about ONE city we visited today. Explaining how geograpahy affected the outcome of that event in that particular city. Make sure to include at least THREE facts from today’s bus tour.

Dear,\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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