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Course: EDU 351

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Grade: 4 Topic: Did Valley Forge Give the American Army Grit Content Area: Social Studies

INSTRUCTIONAL OBJECTIVE (Lesson Objective*)

After listening to the song “Move Along” by The All American Rejects and reading primary and secondary documents, students will participate in an Act it Out activity showing understanding of what grit is, and how the American Army demonstrated grit during Valley Forge, and create an opinion based on evidence describing how the American Army used grit to survive Valley Forge.

STANDARDS AND INDICATORS

New York State Social Studies Standards

Key Idea:

4.3 COLONIAL AND REVOLUTIONARY PERIOD IN NEW

YORK: European exploration led to the colonization of the region that became New York State.

Beginning in the early 1600s, colonial New York was home to people from many different countries.

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 students are participating in the History Alive strategy Act It Out and pretend to be the American Army during Valley Forge.*

National Social Studies Standards and Themes

6. Power, Authority, & Governance

- Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance

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 creating either a letter describing the conditions that the American Army faced during Valley Forge or a speech that will give the American Army grit to keep going.*

Common Core ELA Standards

College and Career Readiness Anchor Standards for Writing

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 are writing either a letter or a speech using three facts that they learned about Valley Forge and grit.*

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

Indicator: *This will be evident when the students are discussing in their groups how they want to act out the scenario their group was given.*

Social Studies Practices: Habits of Mind

A. Gathering, Interpreting, and Using Evidence

1. Develop questions to help identify evidence about topics related to the historical events occurring in the Western Hemisphere that can be answered by 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 are participating in an Act It Out activity based on scenarios from primary and secondary sources*

C. Comparison and Contextualization

2. Categorize divergent perspectives of an individual historical event.

F. Civic Participation

1. Demonstrate respect for the rights of others in discussion and classroom debates, regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion, with teacher support.

MOTIVATION (Engaging the learner(s)*)

Students will use the History Alive strategy, act it out to show mastery of the facts that they have read about Valley Forge in previous documents.

MATERIALS

- SMART Board
- Lyrics to “Move Along” by The All American Rejects
- Act it out scenarios
- Props for Act it out
- Writing utensils

STRATEGIES (Learning Strategies*)

- Class discussion: This will be evident when the whole class is discussing the homework from the night before.
- Group work: This will be evident when students from each table create a skit from their scenario during the Act It Out activity.
- Independent work: This will be evident when students are writing either a letter pretending to be apart of the American army, or writing a speech for George Washington.

ADAPTATIONS (Exceptionality*)

- The English language learner will be given key vocabulary words prior to the lesson to review with the teacher.
- The visually impaired learner will be given copies of what is being written on the board before the lesson.

DIFFERENTIATION OF INSTRUCTION

- Auditory learner will be read the scenario given to their group for the Act it out activity.
- Visual learners will read the scenario given to their group for the Act it out activity.
- Kinesthetic learners will move around the classroom during the Act it out activity.

DEVELOPMENTAL PROCEDURES

1. Students will discuss the homework assignment they were given the night before. The students share their responses about the song “Move Along” by The All American Rejects. (What song did you listen to? (Literal) Does this song relate to the emotions of the American Army during Valley Forge? What is the overall message of this song? (Inferential) Why do you think I had you listen to this song after our lesson on Valley Forge? (Metacognitive))
2. Students will participate in an act it out History Alive activity. The students will get in a group of three or four students and read a scenario given to them by the teacher. After reading the scenario as a group the students will create a skit that shows how grit enabled the Americans at Valley Forge to survive and succeed. (What does your scenario say? (Literal) Do you agree that this scenario depicts how the Americans felt during Valley Forge? (Inferential) Why do you think this act it out activity is helpful when learning about Valley Forge? (Metacognitive))
3. Students will then complete a Kahoot. The students will use their electronic devices to sign into the pre made Kahoot and compete against one another to be the first to answer correctly. This Kahoot is a formative assessment that will allow the teacher to see which students understood the unit as a whole and which students need direct teacher intervention.
4. As an independent assessment, students will create either a letter or a speech. Students will be able to decide between a letter where they are pretending to be a person who was in the

American army and is writing home to a loved one. The students can also pretend to be George Washington and create a speech where he is showing how grit is enabling the army to survive and succeed. (What did the Americans need while they were at Valley Forge? Why did grit help the American army survive Valley Forge? (Literal) If you were an American at Valley Forge how would you have felt? If you were George Washington and were trying to support your army what would you say? (Inferential) Why do you think the American army survived Valley Forge? Why do you think George Washington pushed the army to succeed? (Metacognitive))

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

- The teacher will observe students as they act out the different scenarios that each group was given and the four facts that each group incorporates from the documents.
- The teacher will look at the results from the Kahoot as a formative assessment.
- The students will be formally assessed by handing in either the letter where they have pretended to be in the American army and successfully incorporated three facts about the conditions they were living in, or creating a speech pretending to be George Washington that has three statements of how grit has enabled the American army.

INDEPENDENT PRACTICE

For homework, students will pretend that they are in the American army and write home to a loved one describing the conditions they are living in at Valley Forge. This letter must include at least three facts about the conditions that they learned about in the documents from previous lessons. Students can also pretend to be George Washington and write a speech that will be delivered to his army. This speech must include three statements about how grit is enabling the American army to survive.

FOLLOW-UP: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT

Direct Teacher Intervention: Students who did not easily meet the lesson objective will, along with the teacher, reread the documents and passage. They will create a graphic organizer showing how grit enabled the American army to survive and compare this to the conditions they were living in.

Academic Enrichment: Students who easily met the lesson objective will think of a time in their life that they believed grit helped them succeed. If they do not recall a specific time they can make predictions of hardships that may happen in their life and how grit can help them get through it.

TEACHER REFERENCES

New York State K-8 Social Studies Framework. (n.d.). Retrieved from

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

New York State P-12 Common Core Learning Standards for English Language Arts & Literacy.

(n.d.). Retrieved from <https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-english-language-arts-and-literacy>

Scenario 1:

You are in the American army and the weather conditions are horrible. As a group create a skit that expresses how the army felt.

Scenario 2:

You are in the American army and there is not enough food left for everyone. As a group create a skit that expresses how the army felt.

Scenario 3:

You are the American army and diseases are starting to spread. As a group create a skit that expresses how the army felt.