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Course: EDU 351  
Grade: 4  
Content: Social Studies

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Topic: Grit at Valley  
Forge

### **INSTRUCTIONAL OBJECTIVE (Lesson Objective\*)**

After participating in a History Mystery with primary and secondary sources, students will write a narrative on what life was like in Valley Forge with three accurate facts from the documents.

### **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.

(Standards: 1, 3, 4; Themes: MOV, TCC, GEO, SOC, GOV)

##### **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 the students are gathering evidence and making conclusions about how George Washington expressed grit and how the troops lived in horrible conditions.*

#### **Common Core Learning Standards for ELA and Literacy**

#### **College and Career Readiness Anchor Standards for Reading**

##### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it, and cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas.

*Indicator: This will be evident when the students are reading the primary and secondary*

*source.*

## **College and Career Readiness Anchor Standards for Writing**

### **Text Types and Purposes**

1. 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 their narratives.*

## **College and Career Readiness Anchor Standards for Speaking and Listening**

### **Text Types and Purposes**

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 collaborating and communicating while completing the History Mystery.*

## **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, so that the learner can.

### **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 the students are reading the primary and secondary sources to gather information and evidence about George Washington and Valley Forge.*

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 complete the History Mystery activity.*

## **Social Studies Practices: Habits of Mind**

### **A. Gathering, Interpreting and Using Evidence**

3. Identify evidence and explain content, authorship, purpose, and format; identify bias; explain the role of bias and potential audience, with teacher support.

5. Identify implicit ideas to draw inference, with support.

*Indicator: This will be evident when the students are reading the primary and secondary source. Also when the students are completing the History Mystery Activity.*

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

On the SMART board, students will see a picture of George Washington and his troops at Valley Forge. Students will be asked to describe what they see in the picture.

### **MATERIALS**

- SMART Board
- History Mystery Activity
- Writing utensils
- Exit Ticket
- Song- Move Along by The All American Rejects
- *George Washington from Valley Forge* article
- *Washington at Valley Forge* article
- Exit Ticket

### **STRATEGIES (Learning Strategies\*)**

- Class Discussion: This will be evident when the whole class is discussing what is going in the picture of George Washington and his troops at Valley Forge.
- Independent Study: This will be evident when students are writing their narratives with three important relevant facts that George Washington expressed grit.
- Group Work: This will be evident when students work with their table members when completing the History Mystery.
- Group Discussion: This will be evident when students are talking about the articles they read with their table members.

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

- A student who is an English Language Learner will be given a sheet with vocabulary in their native language.
- The hearing impaired student will sit in the front of the room to read lips.
- A student with poor fine motor skills will be given typed notes.

### **DIFFERENTIATION OF INSTRUCTION**

Tier one learners will only write one fact for their narratives about life at Valley Forge. Tier two learners will only write only two facts for their narratives about life at Valley Forge.

Tier three learners will write three or more facts for their narratives about life at Valley Forge. Students can also include how George Washington felt grit.

## DEVELOPMENTAL PROCEDURES

1. Motivation: Students will look at a picture of George Washington and his troops at Valley Forge experiencing the horrible conditions. Teacher will call on students and they will respond. They will have a class discussion about the picture. *What is going on in this photo? (Literal) What can be done to help these troops and George Washington? (Inferential) Why do you think it is important to understand all aspects of a photograph of event before making an assumption about it? (Metacognitive).*
2. Teacher will refer to the word grit even though it was taught in a former lesson. *What is grit? (Literal) Can you think of a time that you felt grit? (Inferential) Why do you feel that feeling of grit? (Metacognitive)*
3. Students will read a primary source and a secondary source about George Washington and his troops at Valley Forge. Teacher and students will have a class discussion about the documents they read. *What were some of the horrible conditions the troops faced? (Literal) Do you think George Washington expressed grit at Valley Forge? (Inferential) How has these articles affected your thinking about George Washington and grit? (Metacognitive)*
4. Students will work with their group members and will have to be detectives to complete a History Mystery activity based on the primary source and secondary source about George Washington and the troops at Valley Forge. *What is one way that George Washington expressed grit? (Literal) Do you think George Washington and his troops deserved the treatment they were receiving? (Inferential) How has this activity affected your thinking about George Washington and grit? (Metacognitive)*
5. The whole class will have a discussion about what the evidence they obtained from the History Mystery activity. The teacher will have the answers on a piece of anchor chart paper.
6. Teacher will go over the homework with students. Teacher will play the song for the students. Teacher will tell the students to think about George Washington, the troops, and grit while the song is playing.
7. Teacher will go over the next assignment. Students will have to write a narrative about George Washington feeling grit at Valley Forge using three relevant facts

from the History Mystery activity.

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

- The teacher will observe students as they read the primary and secondary source.
- The teacher will work with and observe students as they complete the history mystery activity.
- The teacher will review the students' exit slips.

### **INDEPENDENT PRACTICE**

For homework, students will complete a narrative about what life was like in Valley Forge based on what the primary source and secondary source they read and also from the History Mystery activity they completed.

### **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 primary and secondary source about life at Valley Forge. Also the students and the teacher will look at photographs of the troops at Valley Forge. This technique will help students complete their narratives.

Academic Enrichment: Students who easily met the lesson objective will have the opportunity to write an article for a history magazine about the horrible conditions faced at Valley Forge and how George Washington expressed grit at Valley Forge.

## Teacher References

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