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Course: EDU  
Grade: 4  
Content Area: Social Studies

Dr. Sheehan  
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Topic: American Revolution

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

After discussing the directions for history mystery ,students will form an opinion based on primary documents answering the question did the American victory at Saratoga create hope in the colonists that they could win the American Revolution and will demonstrate mastery of the objective by completing the Evidence that Proves the Statement Worksheet with 90% accuracy.

### **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 study and learn how the Colonist fought for their independence.*

#### **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 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 Evidence that Proves the Statement Worksheet.*

## **Common Core ELA Standards**

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

#### Comprehension and Collaboration

- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience

**Indicator:** *This will be evident when the students are listening to their group members and present their findings of the documents.*

#### **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).
3. Identify evidence and explain content, authorship, purpose, and format; identify bias; explain the role of bias and potential audience, with teacher support.
4. Identify arguments of others.
5. Identify implicit ideas to draw inference, with support.
6. Recognize arguments on specific social studies topics and identify evidence supporting the argument.

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

Students will here mystery music come on the smart board. Students will be introduced to their activity history mystery.

#### **MATERIALS**

- SMART Board
- Writing utensils
- Primary Documents
- Evidence that Proves the Statement Worksheet
- Hope Worksheet

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

- Group discussion
- Cooperative groups

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

- English Language Learners: will be given the documents translated in their own language.
- The hearing impaired student will be provided with a voice amplifier.
- A student with poor fine motor skills will receive typed notes.

## **DIFFERENTIATION OF INSTRUCTION**

- Average Students-
- Struggling Students- Primary documents will be interpreted into their reading levels.
- Advanced Students-

## **DEVELOPMENTAL PROCEDURES**

1. *Students will write the answers to the homework on the board which will be reviewed as a class.*
2. *Motivation: Students will hear mystery music come on the smart board. Students will be introduced to their activity history mystery. (What is a primary source? (Literal) What types of opinions do you think the colonist may have had? (Inferential) Why do you think it is important to read primary sources rather than just random internet sources or history.com? (Metacognitive) )*
3. *Students will participate in a history mystery activity. Students will be broken up into groups of 3-4. They will be given a folder with primary documents as well as a worksheet. Students will have to collaboratively figure out if the document proves or disproves the question *did the American victory at Saratoga create hope in the colonists that they could win the American Revolution (Literal) Do you agree with the attitudes of the Colonists towards the British? (Inferential) Why do you think these two groups acted the way they did towards each other? (Metacognitive) )**
4. *Students will then complete the worksheet. Students will then go over their findings as a class.*
5. *As an independent assessment, students will complete an exit slip. They will have to circle the correct initial attitude of the Colonist towards the British. The students will then have to list another attitude of the Colonist after they won the Battle of Saratoga and one attitude of the British towards the Colonist. Lastly, the student will have to describe how each group could have acted differently towards each other. (Were the Colonist thankful for the British? (Literal) Was the relationship between the Colonist and British more positive or negative? (Inferential) Why do you think the Colonist won the Battle of Saratoga? (Metacognitive) )*

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

- The teacher will work with and observe students as they complete their Evidence that Proves

the Statement Worksheet.

- The teacher will review the students' completed Evidence that Proves the Statement Worksheet.
- The teacher can make sure the students are on task while completing the activity.

### **INDEPENDENT PRACTICE**

For homework, students will listen to the song Here Comes the Sun by The Beatles and answer questions on the Hope Worksheet.

### **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 will look at other primary sources and discuss the significance. These techniques will help the students complete their worksheet as well as gain a deeper meaning of the content.

Academic Enrichment: Students who easily met the lesson objective will have the opportunity to write two paragraphs based on what they learned about the colonist having hope that the American victory at Saratoga will lead to a win of the American Revolution. Students should include primary sources used during the history mystery.

