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EDU 351 01

November 7, 2016

Grade 4

Topic: Battle of Saratoga: Hope

Content Area: Social Studies

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

After going over the previous night's interview homework, students will be able to analyze documents through a listen and retell and *form an opinion based on evidence* by producing a one page essay answering the question whether the Battle of Saratoga created hope for the colonists that they could win the American Revolution, students will be able to accomplish this by using at least two accurate relevant facts.

### CCLS /+ NYS STANDARDS AND INDICATORS

#### CCLS/+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, And 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 students work together and form an opinion based on evidence on whether the Battle of Saratoga created hope for the colonists during the American Revolution.*

National Social Studies Standards and Themes:

VI. 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.

- **Indicator:** *This will be evident when students produce a one-page essay answering the question how the Battle of Saratoga created hope for the American colonists by using evidence from the sources.*

NCSS C3 Social Studies Inquiry Arc:

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 working independently producing their one-page essays.*

CCLS for English Language Arts and Literacy: Text Types and Purposes

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 produce a one-page essay answering the question how the Battle of Saratoga created hope for the American colonists by using evidence from the sources.*

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.

- **Indicator:** *This will be evident when students work with a partner during a listen and retell and reiterate the information from the documents presented to their partner.*

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 orally defend their opinion on whether the Battle of Saratoga created hope for the American colonists during group discussion.*

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

The teacher will present a personal experience of when someone in her life was a hope crusher yet she had hope within herself which allowed her to ultimately reach her goal.

**MATERIALS**

- SMART Board
- YouTube video: Battle of Saratoga Turns the Tide
- Index cards

- Excerpts from Ketchum, pg. 436-437, 1999

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

- Direct Instruction: The teacher will go over the last night's interview homework.
- Cooperative Learning: The students will work in partners during the listen and retell activity.
- Group Discussion: The students will discuss whether the Battle of Saratoga created hope in the colonists.

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

- The student who is an English language learner will be placed in a group with proficient speakers who will support them during the lesson.
- The student with attention deficit hyperactivity will receive transcribe notes.
- The student with a vision impairment will be required to sit in the front of the class.

### **DIFFERENTIATION OF INSTRUCTION**

- Struggling Students: Students producing a one-page essay answering the question whether the Battle of Saratoga created hope for the colonists that they could win the American Revolution, students will be able to accomplish this by using at least two accurate, relevant facts.
- Average Students: Students producing a one-page essay answering the question whether the Battle of Saratoga created hope for the colonists that they could win the American Revolution, students will be able to accomplish this by using at least three accurate, relevant facts.

- Advanced Students: Students producing a one-page essay answering the question whether the Battle of Saratoga created hope for the colonists that they could win the American Revolution, students will be able to accomplish this by using at least four accurate, relevant facts.

### DEVELOPMENTAL PROCEDURES

- The teacher will present a personal experience of when someone in her life was a hope crusher yet she had hope within herself and ultimately reached her goal. *How do you think I felt after my hope was crushed? (Inferential) What do you think made me reach my goal?*
- The students will watch a short YouTube video, *Battle of Saratoga Turns the Tide*. After the video, the teacher will go over the main facts and ask questions. *What happened during the Battle of Saratoga? What do you think the French decided to help the American colonists? If you were the French, would have made the same decision?* The students will then be given the opportunity to turn and talk to the person on their left to discuss their answers.
- The teacher and students will engage in a Listen and Retell learning strategies. The teacher will distribute an index card to each student and will be instructed to:
  1. Fold the index card in half. On the first half label the index card 1-5, and label 1-5 on the second half.
  2. Students will be instructed to sit next to a partner.
  3. The teacher will read the four Ketchum excerpts while students actively listen.

4. The teacher will read the same passage again, this time the students will write down 5 keywords from the passage that they will use to retell the story to their partner.
  5. Students will retell the read passage to each other
  6. The teacher will walk around to monitor for understanding and progress.
- The activity will be repeated three more times (using three more documents), to form different opinions of whether the Battle of Saratoga created hope for the American colonists during the American Revolution. *What quotes from one of the listen and retells showed that the American colonists had hope? (Literal) What do you think was meant when states " it was a glorious site to see...?" (Inferential)*
  - Students will then work independently to write a one-page essay answering the question whether the Battle of Saratoga created hope for the colonists that they could win the American Revolution.
  - The teacher will explain the homework instructions, and clarify any questions students may have.

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

Students will be able to analyze documents through a listen and retell and form an opinion based on evidence by producing a one-page essay answering the question whether the Battle of Saratoga created hope for the colonists that they could win the American Revolution, students will be able to accomplish this by using at least two accurate relevant facts.

#### **INDEPENDENT PRACTICE**

For homework, students will be given access to an online video and will be required to answer questions by basing answers on information within the video. Students should be prepared to go over the homework the following school day.

#### **FOLLOW UP: DIRECT TEACHER INTERVENTION**

Students who did not easily meet the lesson objective will, along with the teacher, will work on a KWL chart to assess the level of comprehension of the student from the lesson. Based on the information within the KWL chart the teacher will be able to assess where the necessary reinforcements of information are necessary.

#### **FOLLOW UP: ACADEMIC ENRICHMENT**

Students will embark on the journey of researching a general during the Battle of Saratoga and create a speech on what he would say to the soldiers to encourage hope.

## REFERENCES

- A+E Networks, & Staff, H. (2009). Battle of Saratoga. [Web]. Retrieved November 1, 2016, from History.com, <http://www.history.com/topics/american-revolution/battle-of-saratoga>
- Bobblehead George (2015, September 4). Battle of Saratoga Turns the Tide [Video]. Retrieved from <https://www.youtube.com/watch?v=IoExfycqz8Y>
- Ketchum, R. M. (1999). Saratoga: Turning point of America's revolutionary war. London: Henry Holt and Company.
- Saratoga. [Web]. Retrieved November 1, 2016, from socialstudiesforkids.com, <http://www.socialstudiesforkids.com/www/us/saratogadef.htm>