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Course: EDU
Grade: 4
Content Area: Social Studies

Dr. Sheehan
Date: November 7, 2016
Topic: Valley Forge

INSTRUCTIONAL OBJECTIVE (Lesson Objective*)

After completing a parent involvement exercise and participating in a listen and retell, students will form an opinion based on evidence by answering the question of what grit was like during this era and will demonstrate mastery of the objective by completing the exit ticket.

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 the students are gathering evidence and making conclusions on what grit was like during the war.*

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 filling in the exit ticket with accurate facts.*

Common Core ELA Standards

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Indicator: *This will be evident when the students participate in the listen and retell and watch to a video for homework.*

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 the students are filling in their exit ticket and answering the questions from the video.*

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 the students are writing and asking questions, participating in the listen and retell, and gathering evidence on grit and Valley Forge.*

MOTIVATION (Engaging the learner(s)*)

Students will look at a few quotes on the smart board about grit and will discuss a time where they showed grit.

MATERIALS

- SMART Board
- Listen and retell passages
- Exit slip

- Writing utensils

STRATEGIES (Learning Strategies*)

- Group discussion
- Cooperative groups
- Independent work
- Listen and Retell Common Core Strategy

ADAPTATIONS (Exceptionality*)

- A student who is an English Language Learner will be required to watch videos instead of reading the passages.
- The hearing-impaired student will be provided with a voice amplifier.
- A student with poor fine motor skills will be given scribed notes.

DIFFERENTIATION OF INSTRUCTION

The auditory learners can listen to the passages and to the video.

The visual learners will be able to read the passages and fill in their chart.

The students with interpersonal strengths, the listen and retell team interactions will capitalize on this strength.

DEVELOPMENTAL PROCEDURES

- Motivation: Students will look at a few quotes about Valley Forge and Grit on the board. The class will then think about and discuss what they see. I will then tell the students to continue examining the picture and ask them what they think the quotes represent. The class will then discuss how these quotes relate to the people having grit during the harsh winters at Valley Forge. The teacher will also share a personal story about grit and ask the class if they can share a story about having grit. *(What types of quotes am I having you observe? Positive or Negative? (Literal) Is there more than one interpretation of these photos? (Inferential) Why do you think it is important to use quotes as part of motivation of a topic? (Metacognitive))*
- Students will participate in a listen and retell activity as a literacy strategy. The students will listen two passages on Valley Forge and how having grit motivated them to endure the harsh conditions. After listening to the passage the student will get in pairs and retell the passage to their partner. *(What was the timeline of Valley Forge? (Literal) Do you agree that the people were right to endure the harsh conditions for many months? (Inferential) Why do you think that France intervened and helped the people at Valley Forge? (Metacognitive))*

- Students will then complete an exit ticket and write three things they learned, two things they found interesting, and one question they still have. The students will be given the passage they heard to look at while completing their organizer. *(What are some harsh conditions that the people at Valley Forge endure? (Literal) If you were at Valley Forge, would you have grit? (Inferential) What steps if any, could George Washington and his advisors have taken to ensure that the soldiers at Valley Forge had the necessary and proper supplies? (Metacognitive))*
- As an independent assessment, students will complete a homework assignment. They must watch a video on Valley Forge and answer questions that follow. *(Were the Americans thankful for the French helping them? (Literal) Were the people at Valley Forge gritty? (Inferential) Why do you think the people at Valley Forge had so much grit? (Metacognitive))*

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

- The teacher will observe students as they retell the passage that was read to them to a partner.
- The teacher will work with and observe students as they complete their exit ticket.
- The teacher will review the students completed exit slips and homework the next day.

INDEPENDENT PRACTICE

For homework, students will watch a video on YouTube about Valley Forge. They will then answer questions based on the video and discuss their answers with the class.

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 passage, rewatch the video and look at the quotes about Valley Forge and grit. These techniques will help the students complete their exit ticket and complete their homework questions.

Academic Enrichment: Students who easily met the lesson objective will have the opportunity to write down what they think the people at Valley Forge felt during the harsh winter. Students should include ideas such as what feelings they felt, what helped them remain gritty, and how they felt when they left Valley Forge.

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 K-8 Common Core Learning Standards for English Language Arts and 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>
- What Happened at Valley Forge? (n.d.). <http://www.ushistory.org/march/phila/valleyforge.htm>
- Valley Forge (January 6, 2014). *Mr. C's Classroom: Valley Forge- Story of US*. Retrieved from https://www.youtube.com/watch?v=3iu_-0DjIJc