

Amanda McBride
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Inquiry Design Model

Compelling Question	Did the grit of Americans at Valley Forge enable them to survive and succeed?			
Standards and Practices	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.			
Staging the Question	The teacher will read <i>No You Can't, Yes I Can</i> to the students			
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4	
What is grit? What are some characteristics of gritty people?	What was life like during Valley Forge for Americans?	What is the evidence that Americans displayed grit at Valley Forge?	What would it be like to experience Valley Forge?	
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task	
Students will listen to a read aloud of <i>No You Can't, Yes I Can</i> and complete a passion and perseverance chart to show knowledge of grit.	Students will participate in a listen and retell to gain background knowledge on Americans at Valley Forge.	Students will participate in a History Mystery focusing on the evidence if there was grit expressed at Valley Forge.	Students will participate in an act it out to show knowledge on how Americans felt during Valley Forge and the conditions they faced.	

Featured Sources	Featured Sources	Featured Sources	Featured Sources
<p><i>No You Can't, Yes I Can</i> Images of Grit and opposites of Grit. YouTube video: What is grit?</p>	<p>Articles on Valley Forge: "<i>What Happened at Valley Forge and Valley Forge.</i>" Images of quotes expressing grit.</p>	<p>Primary Source: "<i>George Washington from Valley Forge on the urgent need for men and supplies.</i>" Secondary Source: "<i>Washington at Valley Forge.</i>" Move Along- Music Video History Mystery Documents</p>	<p>History Alive Strategies by Bert Bower and Jim Lobdell.</p>

Summative Performance	Argument	<p>Why did the Americans suffer through the horrible conditions at Valley Forge instead of retreating? Construct arguments supported with evidence in a letter that addresses the question of whether or not the Americans used grit to survive Valley Forge.</p>
Task	Extension	<p>Students will write a play that is based off of the facts of the conditions of Valley Forge.</p>
Taking Informed Action		<p>Understand: Who do you think in our world today has grit?</p> <p>Assess: Students will brainstorm ways that the person they chose expresses grit.</p> <p>Act: Write a letter to this person, describing how you believe they have grit using real examples, and asking the person to write back with their response on their own grit.</p>

Student: Amanda McBride
Course: EDU 351
Grade: 4
Content Area: Social Studies/ELA and Literacy

Dr. Sheehan
Date: November 7, 2016
Topic: What is Grit?

INSTRUCTIONAL OBJECTIVE (Lesson Objective*)

After listening to a read aloud of *No You Can't, Yes I Can*, filling out a chart on how the boy in the story had grit using details from the story, and circling items that display grit, students will write a narrative to share real experiences on their own grit scoring at least a 3 out of 4 on the rubric.

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 by building a foundation for students to create an understanding of grit at Valley Forge.*

National Social Studies Standards and Themes

4. Individual Development & Identity

- Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:
 - e. identify and describe ways family, groups, and community influence the individual's daily life and personal choices;
 - g. analyze a particular event to identify reasons individuals might respond

to it indifferent ways.

Indicator: *This will be evident when when students are interviewing their parents and writing their personal narratives.*

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 use details from the story to describe how the boy from the story had grit and write their own personal narratives.*

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 students are writing their own personal narratives.*

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 students turn and talk with their partners to discuss how the boy in the story had grit.*

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

- Students will refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

Indicator: *This will be evident when students refer to the story for examples of passion*

and perseverance.

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).

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.

4. Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Western Hemisphere.

5. Describe how human activities alter places and regions in the Western Hemisphere.

Indicator: *This will be evident when the students listen to the story and complete the chart on passion and perseverance using details from the story.*

MOTIVATION (Engaging the learner(s)*)

Students will watch the “What is Grit?” YouTube video to further understand the definition of grit. The class will then complete an activity projected on the SmartBoard and circle the items that display grit.

MATERIALS

- SMART Board
- “No You Cant, Yes I Can”
- Youtube Video: “What is Grit?”
- Passion and Perseverance Chart
- Exit slip
- Writing utensils

STRATEGIES (Learning Strategies*)

- Group discussion: This will be evident when students are prompted to think, pair, share about how the boy in the story displayed grit.
- Class discussion: This will be evident when the whole class is discussing grit, passion and perseverance.
- Independent work: This will be evident when students are writing their personal narratives about the time that they were gritty.

ADAPTATIONS (Exceptionality*)

- A student who is an English Language Learner will be have subtitles that translate everything into their Native language.
- The hearing impaired student will be provided with a voice amplifier during the videos.
- A student with poor fine motor skills will be given assistance when writing their personal narratives.

DIFFERENTIATION OF INSTRUCTION

- Visual learners can view the book being read.
- Auditory learners will listen to *No You Can't, Yes I Can* being read aloud.
- Intrapersonal learners will complete the exit ticket reflecting upon a time in which they had grit.

DEVELOPMENTAL PROCEDURES

1. Students will be presented these questions after they listen to the story and will be prompted to think about a response, pair with a partner, and share their ideas with the class. (*What are you passionate about? (Literal) What do you do when the task at hand gets hard and you want to give up? (Inferential) Why do you think it is important to stick with a goal that you are passionate about instead of giving up when it gets difficult? (Metacognitive))*)
2. The lesson will begin with a read aloud video on YouTube of *No You Can't, Yes I Can* by Justin Allen and Antoinette Cauley. (*What is the story about? (Literal) Do you think that little Jay should give up? (Inferential) What would you do if you were in Jay's situation? (Metacognitive))*)
3. The teacher will instruct students on what grit is. She will explain that grit is the measure of how badly you want a goal and our perseverance to achieve said goal. (*When in the story did little Jay display grit? Did he persevere or give up?*)

(Literal) If you were Jay, how would you have acted towards the others who said you weren't capable of playing basketball? (Inferential) How does this quote display grit? "They say 'No you can't achieve', I say 'Yes I can, because I believe... And I did". (Metacognitive))

4. The class will complete the chart to describe how Jay was gritty using details from the book. They will describe what he was passionate about and how he persevered. *(Did Jay give up because people told him to? (Literal) How do you know that Jay was passionate about basketball? (Inferential) Why do you think Jay never gave up on his goal? (Metacognitive))*
5. Students will write a personal narrative describing a time that they were "gritty". This will be the students' exit slip. *(When was a time that you were passionate about a goal? Did your passion for this goal create perseverance to complete the goal or did you give up? (Inferential))*

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

- The teacher will observe students as they discuss details from the story used to complete their chart.
- The teacher will work with and observe students as they complete their exit slip.
- The teacher will read the students' narratives and based on their understanding of grit, evaluate them on a rubric with at least a 3 out of 4.

INDEPENDENT PRACTICE

For homework, students will ask their parents about a time in their lives that they were gritty, and ask if their passion for the goal created perseverance for the goal or if they gave up because it was too hard. This will be performed as a mock interview where students will use what their parents said to write a script.

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, review their narratives circle areas that show passion and perseverance to display grit. They will then draw a photo of their passion with at least three blurbs explaining what their passion is and why they persevered.

Academic Enrichment: Students who easily met the lesson objective will have the opportunity to research symbols of grit throughout history and explain why they are symbolic. For example, the Americans at Valley Forge, which will be introduced in the next lesson.

How was Jay “gritty”?

Use details from the story to complete this chart.

Passion	Perseverance

Rubric for Personal Narrative

Credentials	1	2	3	4
Sentences and paragraphs				
Vocabulary (using words such as grit, passion, perseverance)				
Understanding of the definition of grit				
Grammar, Punctuation, Spelling				

Student: Marissa Guarino
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

Student: Nicole Infantino
Course: EDU 351
Grade: 4
Content: Social Studies

Dr. Sheehan
Date: November 7th, 2016
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

Acuff M., K., & Angelo M. (n.d.). George Washington from Valley Forge on the urgent need for men and supplies, 1777. Retrieved November 06, 2016, from <https://www.gilderlehrman.org/history-by-era/war-for-independence/resources/george-washington-from-valley-forge-urgent-need-for-me>

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U. (2016). Washington at Valley Forge. Retrieved November 06, 2016, from <http://www.ushistory.org/us/11f.asp>

Student: Jennifer Smith

Dr. Sheehan

Course: EDU 351

Date: November 7, 2016

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>

Fourth Grade

Jennifer Smith, Marissa Guarino, Nicole Infantino, and Amanda McBride

Date: November 28th, 2016

Did the grit of the Americans at Valley Forge enable to survive and succeed?

Part III: This part consists of a document-based question. On this part, you will be provided with one version of the test based on your readiness to handle critical thinking challenges. (You may opt for a more difficult version than your teacher provides, but you will be graded on the version that you complete.

Document Based Question

Directions: The task below is based on documents 1 through 5-6. The task is designed to test your ability to work with documents. Examine each document and answer all questions beneath the document. Use the answers to the questions to help write your essay.

Background

Valley Forge was a six month endeavor of the Continental Army of the newly formed United States of America. It is a few miles from Philadelphia Pennsylvania. No battle was fought here but from 1777 to 1778 a struggle was overcome on this sacred ground.

Task: Use the information from the documents and your knowledge of social studies, write an essay in which you:

Use the information from the documents and your knowledge of social studies, write an essay in which you:

- Discuss two elements that make up grit.
- Discuss two conditions American had to endure at Valley Forge.
- Evaluate whether grit was the factor that enabled Americans to survive at Valley Forge?

In your essay remember to

- Write an opinion essay, arguing whether the Native Americans were a more advanced society than the Europeans who colonized America.
- Include an introduction, a body, and a conclusion
- Use information from *at least three* documents in your answer
- Include historical facts, relevant details, and reason in developing your idea

Document #1:

George Washington wrote a letter to plea for help at the darkest moment of the American Revolution. This letter was sent to all the states except Georgia and it depicts Washington at his most impressive. In the letter, Washington makes clear his urgency, gives a shocking but compassionate description of the plight of his troops, and issues his stern but considered warnings of the consequences of failure. George Washington proceeded to detail the urgent need for additional supplies and troops. The outcome of the war depended on it.

-Anonymous

1. According to the document, why did George Washington write a letter?

_____ [2]

2. Referring to the text, what two things did Washington plea for?

A. _____
_____ [1]

B. _____
_____ [1]

Document #2

At Valley Forge, there were shortages of everything from food to clothing to medicine. Washington's men were sick from disease, hunger, and exposure. The Continental Army camped in crude log cabins and endured cold conditions while the Redcoats warmed themselves in colonial homes. The patriots went hungry while the British soldiers ate well.

-Anonymous

1. What were two of the shortages at Valley Forge?

A. _____ [1]

B. _____ [1]

2. What were the conditions for the British soliders?

_____ [2]

Document #3:



No battle was fought at Valley Forge. Yet, it was the turning point of the Revolutionary War. It was here that the Continental Army was desperately against the ropes — bloody, beaten, battle-weary — and ready to quit. Even General Washington conceded, "If the

army does not get help soon, in all likelihood it will disband."Even cold, hungry, sick, and dying, for six months, the Continental Army stayed together.

- Anonymous

1. According to the document, what were three conditions for the American troops?

A. _____ [1]

B. _____ [1]

C. _____ [1]

2. According to the author, What did George Washington feel would happen to the army without help?

_____ [1]

GRIT

THE POWER of PASSION
and PERSEVERANCE



Angela Duckworth defines grit as passion to achieve long term goals and perseverance to endure hardships to achieve long term goals. Americans hated the British and were passionate about forming their own country.

What were the colonists passionate about achieving?

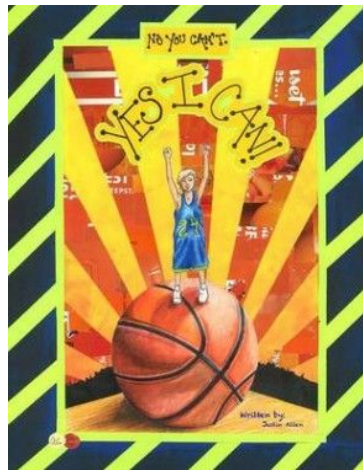
___[1]

Based on the other documents, what are two things americans had to endure at Valley Forge?

___[1]

___[1]

Document 5



In No You Can't, Yes I Can, what are two hardships the author overcomes because of his grit?

A. _____ [1]

B. _____ [1]

What are two things the colonists had to overcome?

A. _____ [1]

B. _____ [1]

Task: Use the information from the documents:

Directions: The task below is based on documents 1 through 5. The task is designed to test your ability to work with documents. Examine each document and answer all questions beneath the document. Use the answers to the questions to help write your essay.

Background

Valley Forge was a six month endeavor of the Continental Army of the newly formed United States of America. It is a few miles from Philadelphia Pennsylvania. No battle was fought here but from 1777 to 1778 a struggle was overcome on this sacred ground.

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In your essay remember to

- **Write an opinion essay,**
- **Include an introduction, a body, and a conclusion**
- **Use information from *at least* three documents in your answer**
- **Include historical facts, relevant details, and reason in developing your ideas**

