

**Molloy College
Division of Education**

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EDU 351-01

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Grade: 5

Topic: Major historical events leading to independence

Content: Social Studies

INSTRUCTIONAL OBJECTIVES

After a brief powerpoint on the history of contemporary Montreal, New York City, and Mexico, students will take their knowledge and apply it in a statement strategy by splitting into 4 groups and reading individual documents on the Mexican War for Independence, the Declaration of Independence, and the French and Indian War in order to build their knowledge of the topic, scoring at least a 9 out of 12 on a teacher created rubric.

NYS-CCLS / +NYS STANDARDS AND INDICATORS

New York State Social Studies Standards

Key Idea: 5.3 EUROPEAN EXPLORATION AND ITS EFFECTS: Various European powers explored and eventually colonized the Western Hemisphere. This had a profound effect on Native Americans and led to the transatlantic slave trade.

Key Concept: 5.3a Europeans traveled to the Americas in search of new trade routes, including a northwest passage, and resources. They hoped to gain wealth, power, and glory.

Indicator: *This will be evident when students observe the given documents and participate in a statement strategy.*

Key Idea: 5.6 GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place.

Key Concept: 5.6b Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy.

Indicator: *This will be evident as students examine the political structure and motivation*

leading up to major historical events and the independence of Mexico City, The 13 colonies, and British gain of land during the French and Indian war.

Key Concept: 5.6c Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights or sovereignty.

Indicator: *This will be evident as students examine documents detailing the motivation of countries in seeking independence from outside control.*

National Social Studies Standards and Themes

4. Time, Continuity, and Change: *Social studies programs should include experiences that provide for the study of the past and its legacy.*

- Recognize and cite examples from history of how society can change with time and is shaped by sovereignty.
- Analyze the causes and consequences of events and developments, and place these in the context of the institutions, values and beliefs of the periods in which they took place.
- Develop a deeper understanding and appreciation for differences in perspectives on historical events and developments, recognizing that interpretations are influenced by individual experiences, sources selected, societal values, and cultural traditions.

Indicator: *This will be evident as students review and are able to make connections between what they've learned about contemporary Mexico, New York, and Montreal to the major historical events that have helped shaped them.*

6. Power, Authority, & Governance: *Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.*

- Recognize how groups and organizations encourage unity and deal with diversity to maintain order and security.
- Identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations.

- Recognize and gives examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.

Indicator: *This will be evident as students examine the issues of government surrounding the cause and motivating factors leading to Mexican independence from Spain, the drafting of The Declaration of Independence, and the French and Indian war.*

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 students analyze the given documents to make stance in agreement or in disagreement with a given statement.*

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 participate in the jigsaw instructional activity presenting what they've learned and were able to conclude about the historical event their group studied to students of other groups.*

New York State Next Generation English Language Arts Learning Standard(s)

Reading Standard (Literary and Informational Text)

Key Ideas and Details

5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)

Indicator: *This will be evident as students isolate and identify relevant evidence from the given documents in interpreting and deciding the validity of given statements during the 'Statement strategy' instructional activity.*

Writing Standard

Text Types and Purposes

5W1b: Provide logically ordered reasons that are supported by facts and details from various

sources.

Indicator: *This will be evident as students cite evidence in the document within their justification responses during the ‘Statement strategy’ instructional activity.*

Speaking and Listening Standard

Comprehension and Collaboration

5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

Indicator: *This will be evident as students communicate and collaborate with their peers during class discourse and within their groups during the ‘Statement strategy’ and jigsaw activities.*

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 utilize information, direct quotes, maps, and other pictorial information to analyze, develop, and support a stance in response to given statements.*

INSTRUCTIONAL RESOURCES

- PowerPoint presentation
- Documents on Mexican War for Independence, French and Indian War, and The Declaration of Independence
- ‘Statement strategy’ directions handouts
- ‘Statement strategy’ teacher-created rubric

MOTIVATION

Students will be shown opposing clips of Super Mario Bros. gameplay from the past and present and will explore a timeline detailing major events of change within the game. Students will be lead to discovery and will make connections from the video game development to major historical events as formative factors in determining the basis and shaping modern day Montreal, New York, and Mexico.

DEVELOPMENTAL PROCEDURES

1. Students will be shown opposing clips of Super Mario Bros. gameplay from the past and present and will explore a timeline detailing major events of change within the game. Students will be lead to discovery and will make connections from the video game development to major historical events as formative factors in determining the basis and shaping modern day Montreal, New York, and Mexico. *(What differences can you see between the different Mario games? What might have occurred that led to this change? What does this tell you about history and progression?)*
2. After the motivation, the teacher will discuss how we got to contemporary Montreal, New York City, and Mexico by using the provided Powerpoint. (What were the major historical events that led to change in these places? Why do you think it changed the way they are today from what they were?)
3. After completing the Powerpoint, the students will break into four groups and be provided with documents about the Mexican War for Independence, The Declaration of Independence, and The French and Indian War. Students will use statement strategy on these documents to annotate and answer questions based on the documents. The students will either write their answers on the provided worksheets or use FUN (Find, Underline, Number) in the document itself. (Which statements are accurate? What evidence in the document can you find to support your accurate statements?)
4. After completion of the worksheet, students will jigsaw and teach their peers about the documents that they worked on. (What similarities and differences are present between the documents. How

does the history of Montreal, New York City, and Mexico apply to how happy the people are in the cities?)

INSTRUCTIONAL STRATEGIES (*Learning Strategies)**

- **Cooperative Learning**

Indicator: *This will be evident when students complete the statement strategy worksheet in groups.*

- **Direct Instruction**

Indicator: *This will be evident when the teachers present a powerpoint presentation to the students to introduce the topic.*

- **Scaffolding**

Indicator: *This will be evident when the teachers help students understand statement strategy in their small groups, and then allow them to complete it independently.*

- **Activating Prior Knowledge**

Indicator: *This will be evident when students benefit from the PowerPoint review of what they've learned about contemporary Mexico, Montreal, and New York.*

- **Questioning**

Indicator: *This will be evident as teachers employ strategies of questioning and follow-up questioning in checking for understanding.*

- **Visuals**

Indicator: *This will be evident as students benefit from the visuals associated with the supplementary PowerPoint and supporting visuals on documents.*

- **Inquiry Based Instruction**

Indicator: *This will be evident as students are tasked with agreeing or disagreeing and supporting claims of historical statements during the instructional activity.*

- **Modeling**

Indicator: *This will be evident as teachers model directions and expectations for instructional activity and productive student discussion.*

- **Statement Strategy**

Indicator: *This will be evident when students use the documents to decide whether or not they agree with the provided statement.*

ADAPTATIONS (*Exceptionality)**

- Students who have trouble focusing, need redirecting, or need instructions repeated will have a teacher sitting down in their group to keep them on task.
- The student who struggles with staying on task will be provided a leadership role in their group work on statement strategies to give them more responsibility and to instill ownership in staying focused on task during the instructional activity.
- The students who call out during class will be monitored and redirected to stay on task and participate appropriately, when necessary.

DIFFERENTIATION OF INSTRUCTION

Struggling Students

Students will be advised to use the FUN method (Find, Underline, and Number) to complete the statement strategy activity. Students will also be given skeleton notes to follow along with the PowerPoint.

Average Students

Students will be asked to complete the statement strategy worksheet where they must agree or disagree with each statement and support it with evidence from the document.

Advanced Students

In addition to normal instructions, students will be asked to relate and draw connections from their findings in the documents to other pieces of history they may have learned about, on the statement strategies worksheet.

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

Summative:

Students will complete a statement strategy worksheet where they will read a document and either agree or disagree with the statements, and will support their claims with direct evidence from the document.

Formative:

Students will participate in a Jigsaw activity where they will teach a few of their peers about the document they have read and became “experts” in.

Formative:

Students will be assessed formatively with the use of questioning and follow-up questioning throughout class discourse and instruction.

INDEPENDENT PRACTICE

Students will finish their statement strategy document sheets if they were not finished during class time.

FOLLOW-UP ACTIVITIES: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT

Direct Teacher Intervention

Students, under direct intervention with the teacher, will work in small groups (3-4) will review what it means to take a “stance” on an issue. Teacher(s) will work with them on determining their stance, whether they disagree or agree with the statement based on the content information contained within the document. Students practice cutting or highlighting direct quotes from the documents and using those within their justifications.

Academic Enrichment

The students who excelled with ease throughout the lesson will be challenged to research two additional outside and primary sources related to the historical event studied which support their claims (in agreement or disagreement) to the statements and will further explain how these sources support their claims based on sound textual evidence. Students will be prompted to write a brief paragraph, citing at least 3 pieces of textual evidence from their newly found primary document(s).

REFERENCES

New York State Education Department. (2017) *New York State K-12 Social Studies Framework*.

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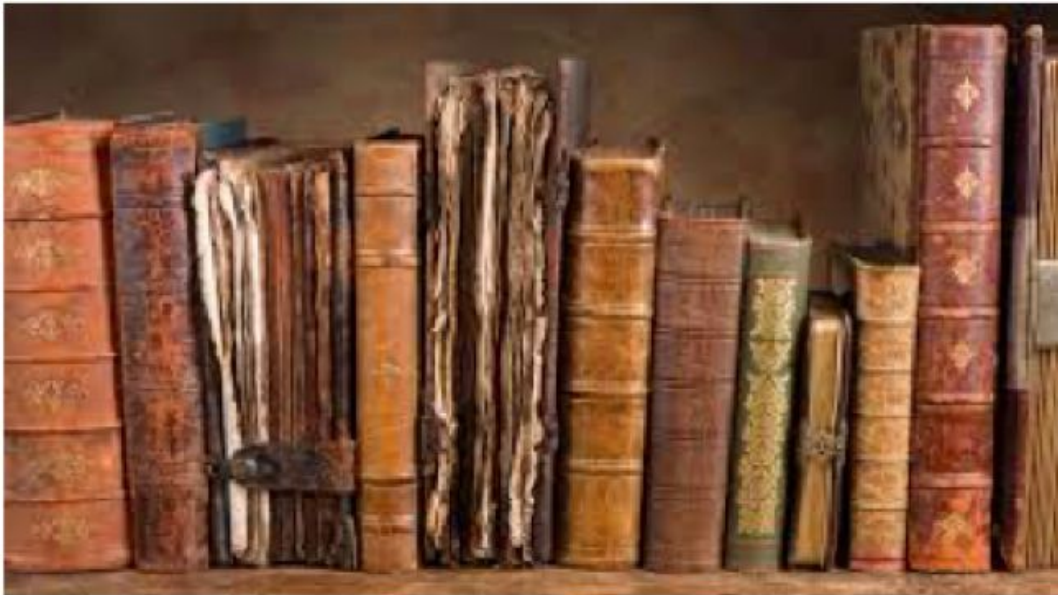
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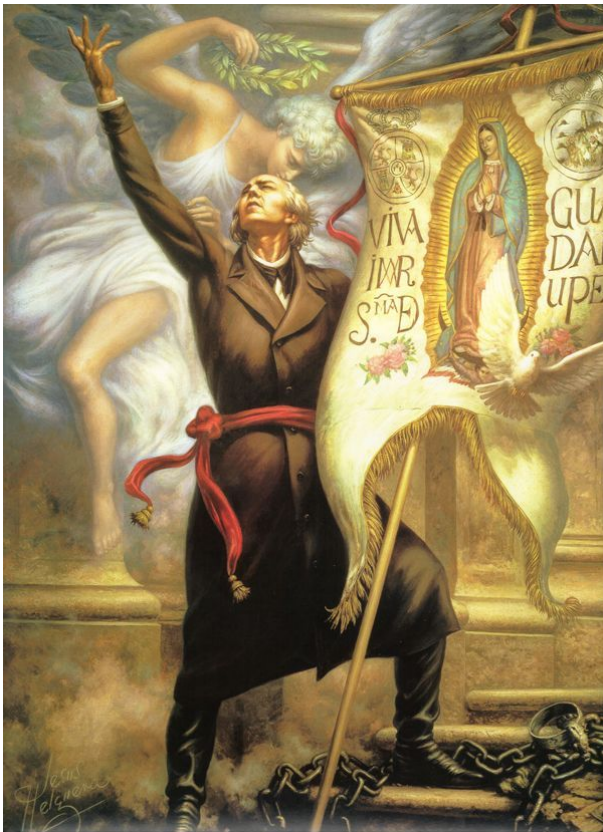
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Statement Strategy Directions

- You will be broken up into groups of 4.**
- Each group will be given a document with information and a statement.**
- As a group, you will read and discuss the document.**
- Individually, you will choose whether you agree or disagree with the statement based on the document findings and your group discussion.**
- After you finish, we will reconvene as a class and share our statements and stances.**



Document 1: Mexico Wins Independence from Spain: 1821



The cry of Dolores (Grito de Dolores) is a historical event that happened in Mexico in the early morning of September 16, 1810. Roman Catholic Priest Miguel Hidalgo y Costilla rang the bell of his church and gave the call to arms that triggered the Mexican war of independence. Extending from the Grito de Dolores on September 16, 1810 to the entrance of the army of Three Guarantees led by Agustín de Iturbide to Mexico City on September 27, 1821, Mexican Independence Day,

declared in 1821 is celebrated on September 16. In the 1810s, Mexico was under Spanish control and known as new Spain. The independence movement began to take shape when José Bernardo Gutiérrez de Lara went to the small town of Dolores (now known as Dolores Hidalgo) and asked the local Roman Catholic priest, Miguel Hidalgo, to help initiate an effort to free new Spain from Spanish control.

Statement: If Miguel Hidalgo never rang the bell of his church, Mexico would still be under Spanish control.

Check one:

Agree _____

Disagree _____

Document based evidence:

Statement:

The city of Dolores is now called Dolores Hidalgo because Miguel Hidalgo was a hero.

Check one:

Agree _____

Disagree _____

Document based evidence:

Statement:

The Mexican War for Independence lasted over 11 years.

Choose one:

Agree _____

Disagree _____

Document based evidence:

Document 2: The British Defeats the French

During the 1600s and 1700s, the English and French were fighting each other for territory around the globe. While the French ruled New France in Canada, the English controlled the 13 colonies to the south. Soon, conflict erupted between the two nations known as the **Seven Year's War** from 1754 to 1763, also known as **The French and Indian War**. Many of the fighting and battles occurred in the New France area, and south into the northern colonies. But in 1753, Great Britain made a move to pressure France to withdraw (leave) from the **Ohio River Valley**. Both



the British and the French desired to control land in the Ohio River Valley because of its close proximity to the **Mississippi River** and the **Appalachian Mountains**. The French began with a considerable advantage because they had support from Native

Americans, called their **allies**. While the French won some of the beginning battles of the war, the British ultimately took the upper hand towards the end. Most of the credit for this change in events goes to the British Prime Minister, William Pitt [*A British Prime Minister is a lot like the current President of the United States. He does not have more power than the King, but he is considered the head of the British government.*] Pitt convinced the colonies to provide more money and troops to fight the war, which made the difference and lead to the British success. Success came as the British were able to overthrow the well-protected French forts at **Quebec** and **Montreal**, both strong supply assets for the French.

The French lost the war to the British, and the Treaty of Paris was signed in 1763. This treaty not only ended the war but ended the French control of Canada. Britain now controlled Canada and all French land east of the Mississippi.

Statement: If the British did not commission the colonies for more money, they would have lost the war against the French.

Agree _____ Disagree _____

Document-Based Evidence:

Statement: Without allies, the French would have immediately lost the war and land to the highly-powerful British forces.

Agree _____ Disagree _____

Document-Based Evidence:

Statement: If the Ohio River Valley was less desirable to possess, France and Britain would have never began the war.

Agree _____ Disagree _____

Document-Based Evidence:

Document 3: The Declaration of Independence



The Declaration of Independence is one of the most important legal documents in the United States of America. This document was the first step that was made to stop Great Britain from controlling the 13 colonies. It took Thomas Jefferson 17 days to complete the Declaration of Independence.

The Second Continental Congress met in May of 1775 to discuss the 13 colonies'

independence. American colonists were split into two groups, "Patriots", those who did not want to be under the control of the British, and "Loyalists" those who were still faithful to England. On June 11, 1776, five men were appointed from the Second Continental Congress to create a document to break away from British rule. Those five men were, Thomas Jefferson, John Adams, Benjamin Franklin, Roger Sherman, and Robert Livingston. Thomas Jefferson wrote the first draft.

The Declaration of Independence states that the 13 colonies were from Great Britain, but also explained reasons why they wanted their independence now. One of the main reasons was that they said all men are created equal and are entitled to "life, liberty and the pursuit of happiness." The committee made a few small changes, then presented in to Congress. Congress decided to approve the Declaration of Independence. On July 4, 1776, the document was accepted and the United States of America was created.

Statement: Not all American colonists wanted independence from Great Britain.

Agree _____ Disagree _____

Document-Based Evidence:

Statement: The Declaration of Independence was not approved the first time it was sent to Congress and had to be revised.

Agree _____ Disagree _____

Document-Based Evidence:

Statement: They believed that men are created equal and should be given equal rights.

Agree _____ Disagree _____

Document-Based Evidence:

Student Name: _____

Date: _____

| | 1 | 2 | 3 | 4 | |
|---|--|---|---|---|---------|
| Approach to Task | The student did not correctly agree or disagree with all statements in the document. | The student correctly agreed or disagreed with one of statements in the document. | The student correctly agreed or disagreed with two of statements in the document. | The student correctly agreed or disagreed with three of statements in the document. | _____ |
| Citation of Evidence | The student cited no evidence from the document to support the statements. | The student cited little evidence from the document to support the statements. | The student cited sufficient evidence from the document to support statements. | The student cited ample evidence from the document to support the statements. | _____ |
| Mechanics, Spelling, and Grammar | The student had many spelling and grammar errors and/or no sentence structure. | The student had 2-3 spelling errors and/or grammatical errors. | The student had 1-2 spelling errors and/or grammatical errors. | The student had no spelling, grammar or sentence structure errors. | _____ |
| | | | | Total: | ____/12 |

Teacher Comments: _____
