

**Molloy College**  
**Division of Education**

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EDU 316  
Grade 7 American Revolution Writing Strategies  
The De La Salle School

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Social Studies  
Freeport, New York

**INSTRUCTIONAL OBJECTIVE (Lesson Objectives)\***

After discussing the TDFC writing style, students will write arguments to support claims whether or not the American Revolution was fueled by hope and grit. Students will do this using the DBQ, adequately meeting all of the criteria, spelled out on the TDFC sheet.

**CCLS/+NYS STANDARDS AND INDICATORS**

**New York State Social Studies Standards**

**Key Idea:** 7.3 AMERICAN INDEPENDENCE: Growing tensions over political power and economic issues sparked a movement for independence from Great Britain. New York played a critical role in the course and outcome of the American Revolution. (Standards: 1, 4, 5; Themes: TCC, GOV, ECO)

**Key Concepts:** 7.3 AMERICAN INDEPENDENCE: Growing tensions over political power and economic issues sparked a movement for independence from Great Britain. New York played a critical role in the course and outcome of the American Revolution. (Standards: 1, 4, 5; Themes: TCC, GOV, ECO)

- **Indicator:** *This will be evident when students complete their TDFC graphic organizers and DBQ on the American Revolution compelling question*

**National Social Studies Standards and Themes**

NCSS- Theme 4: Individual Development and Identity

**Indicator:** *This will be evident when students explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions.*

II. Time, Continuity, and Change

VI. Power, Authority and Governance

**Indicator:** *This will be evident when students are able to examine the growing tensions over political power and economic issues between the colonies and the British which lead up the American Revolution*

## 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 are able to effectively communicate their thinking in their TDFC.*

### **Common Core ELA Standards**

#### **College and Career Readiness Anchor Standards for Writing**

##### **Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

##### **Product and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Indicator: *This will be evident when students are able to clearly read and write their TDFC on whether or not the American Revolution was fueled by hope and grit*

##### **Social Studies Practices: Habits of Mind**

###### **A. Gathering, Interpreting, and Using Evidence**

5. Identify implicit ideas to draw inference, with support.

6. Recognize arguments on social studies topics and identify evidence supporting the argument.

Indicator: *This will be evident when students are able to identify evidence, recognize hope and in others based on the documents they've have read and completed, and when they are able to complete the TDFC sheet*

## **INSTRUCTIONAL RESOURCES**

- TDFC "Hope and Grit" planning sheet
- Translated TDFC "Hope and Grit" planning sheet
- "Was the American Revolution Fueled by Hope and Grit" DBQ
- DBQ Essay Prompt sheet
- FlipGrid app
- PowerPoint Presentation

## MOTIVATION

Students will complete an example of TDFC on the subject of soccer/their favorite soccer player to acclimate themselves to TDFC format. This is a sample that will allow students to better understand the structure of the paragraph and essay format on a decidedly simpler and “lower stress” example.

## INSTRUCTIONAL STRATEGIES

Direct instruction: Teacher will relay information to students directly.

Indicator: *This will be evident when students are listening to and practicing TDFC.*

Scaffolding: Scaffolded notes are provided in the DBQ as there are fill in the blank questions

Indicator: *This will be evident when students are completing their DBQ packet*

## DEVELOPMENTAL PROCEDURES

1. Introduce the idea of the DBQ to the students. What it is, what they have to do, say, and write. Instructor will make mention of the fact that a DBQ is a test and an essay where they give you the answers. (*Does anyone know what a DBQ is? What do you use to answer the questions in a document based question? What score would you give someone from a 1 to 5 if they supplied an answer using outside information while answering the DBQ?*)
2. Instructor will introduce powerpoint, where students will learn TDFC (Topic, Detail, Follow Up, Clincher) method to help students plan and write essays. (*How many details should there be in a paragraph? Does every detail need a follow up? How can we make a clincher given this example?*)
3. Powerpoint will use example of soccer, their favorite player in particular, to help elucidate the idea. After the powerpoint instructor will address any questions regarding the usage of TDFC in essays. (Do you now see how the TDFC is used in your essay?)
4. Instructor will then distribute “TDFC Hope and Grit Planning” Sheet, where students will practice TDFC using examples from DBQ part A. Instructor will reinforce the idea that students are like lawyers trying to use evidence to prove a case. (*What evidence can be used to prove the American Revolution was fueled by Hope and Grit?*)
5. Instructor will assist students in the completion of the topic sentence. Instructor will ask students to find document which supports detail/ (*Which documents show the most grit? Which documents show the most hope?*)
6. Instructor will shift focus back to the “TDFC Hope and Grit planning” sheet, where they will work on weaving the document into their paragraphs with double citations. Instructor will allow several minutes for that. (*Who can help cite the documents we used on our TDFC sheet?*)
8. Instructor will again touch upon the fact that outside information needs to be added to

the follow ups. Students will get into pairs and will complete the second detail paragraph about Valley Forge. Instructor will inform class to to ask questions if need be. Instructor will give approximately 10 minutes to do this, after which the instructor will review the assignment, which could possibly take up to the remainder of class. (*What documents correspond to Valley Forge? How can we double cite them onto our sheet?*)

9. Instructor will inform students that the TDFC Hope and Grit planning sheet will be allowed to be used on the DBQ essay that they will write tomorrow. (*Are there any further questions regarding TDFC and how it is used in the DBQ essay tomorrow?*)

### **DIFFERENTIATION OF INSTRUCTION**

- For the visual learners, there is a powerpoint at the beginning of the lesson.
- For the students who enjoy social interaction, they may work with a partner to complete the “Inventors TDFC Planning Sheet.”
- For auditory learners, the material will be explained by the instructor.
- For ELL’s, students will be given a translated TDFC graphic organizer

### **ASSESSMENT**

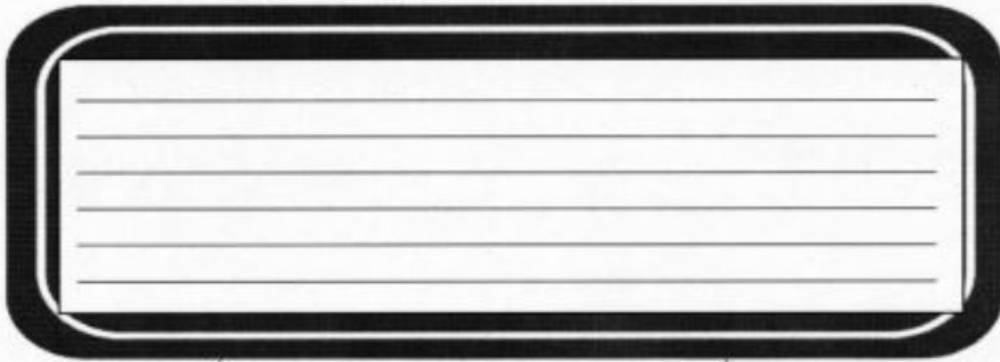
Students will be tasked with completing the “TDFC Hope and Grit Planning Sheet.” This sheet mainly consists a DBQ framework, which is useful for engaging student understanding of the TDFC topic. As a secondary part of this assessment, students can create short 1:30 minute FlipGrids in class explaining one document (detail) and follow up that they picked that demonstrates the connection between hope and grit and the American Revolutionaries

### **INDEPENDENT PRACTICE**


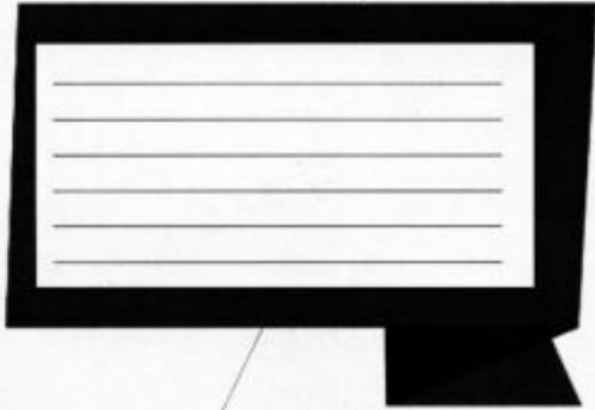
Students will complete whatever parts of the “TDFC Hope and Grit planning” sheet not completed in class for homework in preparation for the essay the following day. The students will be allowed to use this planning sheet as a guideline for this essay, and as a template for any essays into the future, in class or on a regents exam.

# TDFC Graphic Organizer!

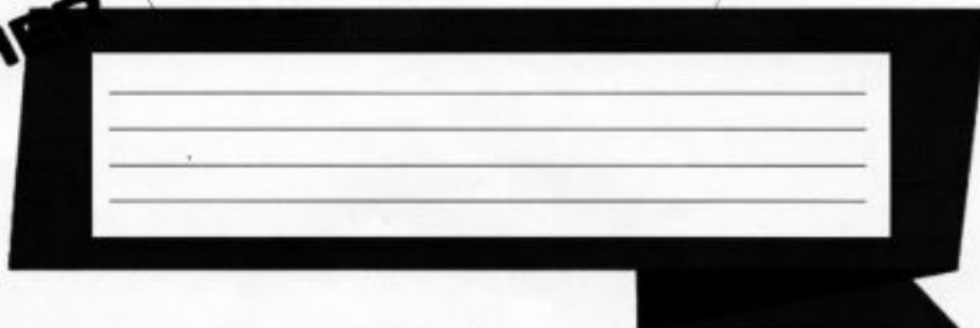
TOPIC



DETAILS  
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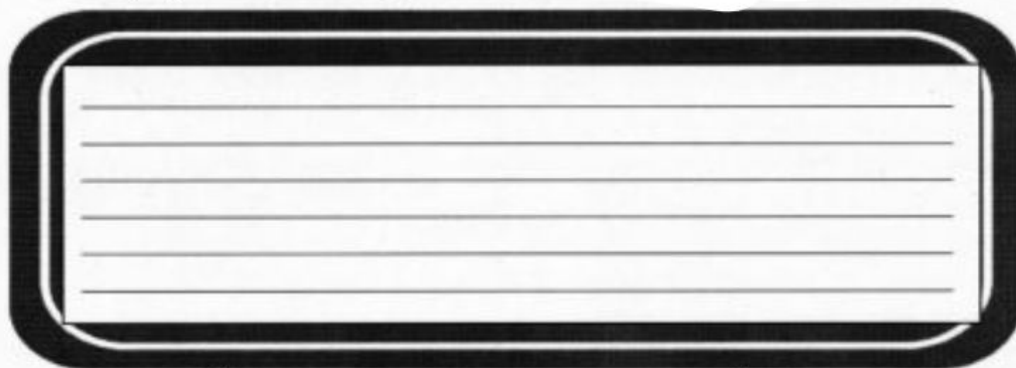


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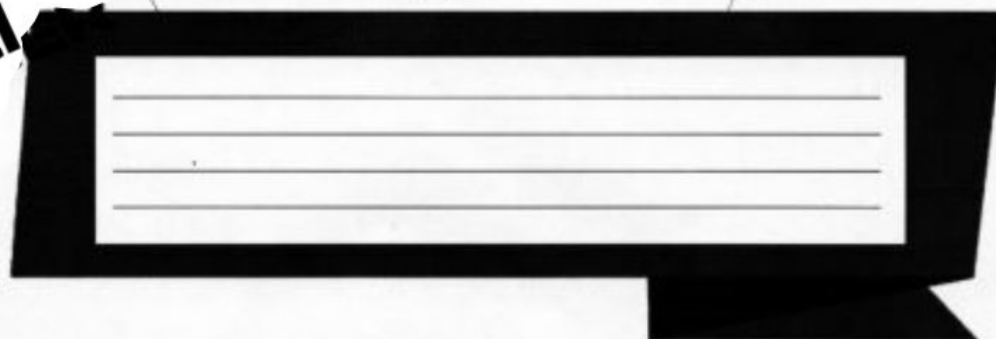
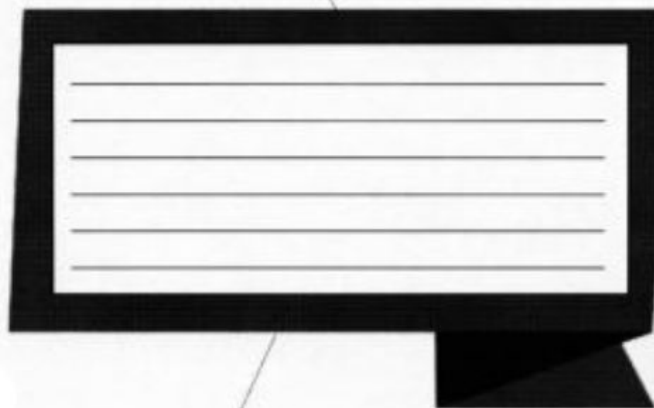


# Organizador Gráfico

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## **REFERENCES**

NYS Common Core ELA Standards - Grades 7-8 Retrieved from

[http://schools.nyc.gov/NR/rdonlyres/337BF93A-95FF-4A48-9434-CE9EA0B70E06/0/p12 common\\_core\\_learning\\_standards\\_ela\\_final.pdf](http://schools.nyc.gov/NR/rdonlyres/337BF93A-95FF-4A48-9434-CE9EA0B70E06/0/p12%20common_core_learning_standards_ela_final.pdf)

K-12 Social Studies Framework

<http://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework>