

People of the Revolution

Lesson Segment Focus: How individuals and groups influenced the American Revolution

Lesson 2 of 2

Course & topic addressed: History; United States Beginnings Through 1820s

Date: 3-13-19 **Grade:** 5th **APP:** Evernote

Student Outcomes

Specific learning objectives for this lesson.	<ul style="list-style-type: none"> • Students will research individuals from the American Revolution. • Students will evaluate how these people influenced the American Revolutionary movement.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The students will have had a lesson the previous day on the American Revolution. At the end of the lesson, the teacher will show a 22 minute episode of Liberty Kids “Common Sense” in preparation for this lesson. The students will know about the American Revolution and about some reasons for it, key events, and have some introduction to key individuals.
Knowledge of students background (personal, cultural, or community assets)	Students will know little bits about history from their parents and those around them. Students that have been in America for more than a year will have experienced the 4th of July celebration and know some background on why that happened. Background knowledge can be brought up by showing them money and asking what they know about the people on the bills.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	<p>H.12.5.10</p> <ul style="list-style-type: none"> • Evaluate how individuals and groups influenced the American Revolutionary movement (e.g., Thomas Paine, Benjamin Franklin, Patrick Henry, George Washington, Thomas Jefferson, King George III, Sons and Daughters of Liberty) <p>D2.His.3, 4, 14, 16.3.5</p>
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Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	<p>Students will get a vocabulary list at the beginning of the lesson with new words and definitions. ESL students will have lists with words in their native language as well. Students will also have vocabulary knowledge from the lesson before.</p>
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Key Vocabulary

<p>What vocabulary terms/content specific terminology must be addressed for students to master the lesson?</p>	<p>American Revolution, Thomas Paine, Thomas Jefferson, George Washington, Benjamin Franklin, King George III, Declaration of Independence, colonies, Loyalists, Colonists.</p>
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Materials

<p>Materials needed by teacher for this lesson.</p>	<p>Internet, group placements for each student and a slip to tell them their group, colony labels for each table and people nameplates for the expert groups, resources (on Thomas Paine, Thomas Jefferson, George Washington, Benjamin Franklin, King George III), exit slips, a tablet with the Evernote app downloaded, notepaper and pen, influence charts for each table, handouts with instructions for each group and group leader, a whiteboard and dry erase markers.</p>
<p>Materials needed by students for this lesson.</p>	<p>Each student will need a pencil, individual school iPad with the Evernote app downloaded, and internet. Other materials will be waiting at their group and expert tables (listed above)</p>

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
15 minutes	<p><u>Introduction:</u></p> <p>Jigsaw Method</p> <p>Teacher will invite students into the room. They will be given slips of paper with a colony name when they walk through the doors. Students will then walk around the room until they find their “home colony”. This is their home group. There will be 5 students in each group.</p>	<p>The teacher will have divided the students into groups before the students arrive. The students will find their group by looking for a “colony” table that matches the colony name that they were given upon entering the classroom. The tables will have instructions about the lesson for the day. Each student will have a job given to them by a group leader where they “go away” from their colonies to learn about a specific person (Thomas Paine, Thomas Jefferson, George Washington, Benjamin Franklin, King George III). The students will talk about what they know about these people and the Revolution until the Teacher announces that it’s time to leave their colonies and go to their expert groups.</p>
20 minutes	<p><u>Instruction:</u></p> <p>Students will go to expert groups and learn about historical figures that influenced the revolutionary movement.</p>	<p>Each person in the group will have been given a different historical figure. The students will have instructions that they are to find out certain facts about their person and bring the information back to their colony. The groups will be asked to evaluate which person that they are to study that had the most influence on the American Revolutionary movement. Each student will have to explain to their group the reasons that they think that their person was or wasn’t the most influential. With these instructions, the groups will separate and the students will find the table that has the name of the person that they’re supposed to become an expert on. There will be one student from each colony at the expert tables (5 students will be at each expert table). These students will be given resources (books, articles, or handouts) about the person that they’re studying. The students will use the Cornell Notes Template from the Evernote app in order to take notes on their person to take back to their colony. The expert groups will have to agree on 5 reasons why their person is the most influential person to the Revolutionary movement and take back the SAME information to the different colonies. This way everyone has the same information. The teacher will monitor and remind students how much longer they have left before returning to their colonies. The teacher will announce when time is up and ask students to “go home” to their colonies.</p>
15 minutes	<p><u>Closure:</u></p> <p>Students will return to their home groups (colonies) and share their expert knowledge. Groups will decide who they think is the most influential person and share out to the class. The teacher will give and collect exit slips from the students before they leave the class.</p>	<p>Students will leave their expert groups and come back to their colonies. They will share the information from their notes that they have learned. Each group will have a chart to rank the people from the most influential to the least influential. There will be questions on the paper about why each rank received that spot and the students will fill out the chart as a group. The teacher will then ask the groups for their rankings and write them on a larger chart on the whiteboard. The class will have discussions about why they picked certain people as the most influential and then the teacher will give an exit slip asking who was their favorite historical figure that they learned about and why.</p>

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Student interaction in groups will act as a help to many students. They will have peers to explain things and clear up misunderstandings. Students who need easier, larger, or translated texts will be given them. Any modification that is needed by the students will be given.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Students are taking notes, talking with peers, and researching historical figures with texts. They are reading, writing, listening, and speaking. Students also have the vocabulary lists that I put on each group table.
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	X Formative / <input type="checkbox"/> Summative	Exit slip
	X Formative / <input type="checkbox"/> Summative	Teacher will have access to the chart that the students filled out and see the reasonings behind their decisions. The teacher can also request the students to forward her the notes from the Evernote App so that she can assess the comprehension and writing there.
	X Formative / <input type="checkbox"/> Summative	The teacher will listen during discussion and take notes for comprehension and misunderstandings.

Research/Theory

Identify theories or research that supports the approach you used.	Jigsaw is a cooperative learning structure. It is related to the cognitive processing theory and improved critical thinking skills.
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i> N/A
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>; <http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>