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Course: EDU 316 Date: 9/15/2012

Grade: 7 Topic: Revolutionary Tea Content Area: Social Studies

**Instructional Objective**

Objective: After the students complete research on their Colonial character the students will provide evidence from the text to support their position (Common Core) on signing or not signing the Declaration of Independence. The students will construct a three paragraph essay expressing their decision and including at least three supporting explanations for their decision.

**Standards and Indicators**

Social Studies Standard #1:

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea #4:

 Students will exhibit the skills of historical analysis by comparing and contrasting different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts.

Indicator:

This will be evident when students construct a three paragraph essay expressing their decision on whether or not to sign the Declaration of Independence and including at least three supporting explanations for their decision.

National Social Studies Standard #10- Civic Ideals and Practices:

Students will explore how individuals and institutions interact. They will also recognize and respect different points of view. Students learn by experience how to participate in community service and political activities and how to use democratic processes to influence public policy.

Indicator:

 This will be evident when students construct a three paragraph essay expressing their decision on whether or not to sign the Declaration of Independence and including at least three supporting explanations for their decision.

Common Core State Standard for Writing – Texts Types and Purposes #1:

Students will 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 students construct a three paragraph essay expressing their decision on whether or not to sign the Declaration of Independence and including at least three supporting explanations for their decision.

**Motivation**

The students will be asked if they have ever had to make a life changing decision. After discussing the students’ experiences, the students will be asked to think about what they would do if they had to make a decision that would result in a war. The teacher will then introduce the assignment discussing the signing of the Declaration of Independence.

**Materials**

* Computers (Research on Revolutionary Figure)
* Primary documents on Revolutionary Figure’s Point of View
* Munchkins and Juice

**Strategies**

Independent Research: students will use research skills in order to find information on their Revolutionary figure to address whether or not sign the Declaration of Independence should occur.

Group Discussion: after researching their Revolutionary figure, students will engage in a presentation of their Figure’s ideas and a class discussion lead by the teacher whether or not the Declaration of Independence should be signed.

Experiential Learning: when the teacher provides narrative, such as the Revolutionary Figures’ journal entries or own writing on the decision to sign the Declaration of Independence, to show a defined point of view in order to provide feelings and sensory details for greater student understanding.

**Adaptations**

Students with comprehension disabilities will be provided with highlighted documents on their Revolutionary Figure.

**Differentiation of Instruction**

Tier 1: The students will write an essay that expresses their reasoning and arguments for signing or not signing the Declaration of Independence using a Cloze Chart.

Tier 2: The students will write an essay that expresses their reasoning and arguments for signing or not signing the Declaration of Independence.

Tier 3: The students will write an essay that expresses their reasoning and arguments for signing or not signing the Declaration of Independence and then draw a political cartoon which helps to support their decision.

**Developmental Procedures**

* The students will choose and research their Revolutionary Figure. *(Why did you choose this person? What will you use for research – books or the internet? Is that a reputable source?)*
* The students will present their Revolutionary Figures’ point of view on signing the Declaration of Independence in class over “tea.” *(What did your Revolutionary figure think? Do you agree? Is your characters view different or similar then most other views?)*
* The students will then write an essay that expresses their reasoning and arguments for signing or not signing the Declaration of Independence. *(What made you make this decision? How do you think people of the time would feel about your decision? How would people today feel about your decision?*

**Assessment**

The students will construct a three paragraph essay expressing their decision regarding whether or not to sign the Declaration of Independence and include at least three supporting explanations for their decision.

**Independent Practice**

After the students complete their “tea” and presentations of the Revolutionary Figures’ opinions, they will complete a T-Chart on arguments for and against signing the Declaration of Independence.

**Follow-Up: Direct Teacher Intervention and Academic Enrichment**

Direct Teacher Intervention: The student, under direct intervention with the teacher, will complete the Cloze Chart with information from the T-Chart in order to organize information for their essay.

Academic Enrichment: The student will write a newspaper article to gain support for their decision for or against signing the Declaration of Independence.

**Teacher References**

Danzer, D., Klor de Alva, J., Krieger, L., Wilson, L., & Woloch, N. (2007). *The americans*. Evanston, IL: McDougal Littell.

Davidson, J.W., Castillo, P., and Stoff, M. (2000). *The american nation.* Upper Saddle River, NJ: Prentice Hall.

Oracle Think Quest. (2011). *Traitors, seamstresses and generals: voices of the american revolution.* Retrieved from <http://library.thinkquest.org/TQ0312848/people.htm>.