

American Revolution–Unit 4

Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>Reading Standards:</p> <p>CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>Writing Standards:</p> <p>CCSS.ELA-LITERACY.W.4.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>CCSS.ELA-LITERACY.W.4.1.B Provide reasons that are supported by facts and details.</p> <p>CCSS.ELA-LITERACY.W.4.1.D Provide a concluding statement or section related to the opinion presented.</p> <p>Social Studies Standards:</p> <p>SS.H..1.4 Explaining connections among historical context and why individuals and groups differed in their perspectives during the same historical period.</p> <p>SS.H.2.4 Using artifacts and primary sources investigate how individuals contributed the founding and development of Illinois</p> <p>Anti-Bias Standards:</p> <p>Diversity 8 DI.3–5.8 I want to know</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● Form opinions on important members of history ● Use content-based vocabulary in writing and reasoning ● Analyze perspective of different parties ● Synthesize primary & secondary sources ● Debate and rebut opposing views 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Many factors contributed to the American Revolution. ● The American Revolution was the cause of America’s freedom from Great Britain. ● There are multiple perspectives in any given situation. ● The past and present are connected. ● Good readers of history don’t just memorize facts and dates they develop ideas. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What were the causes, events, and results of the American Revolution? ● How did certain individuals influence and affect the American Revolution? ● How do I use a variety of resources to gain information about an individual? ● Can historians envision what history was really like by reading nonfiction texts? ● How can historians convince other people that their perspective is right? ● How can I use evidence from a non fiction historical text to develop strong ideas about historical events? ● How does each part of a nonfiction historical text relate to the entire topic at hand? ● How can multiple texts from multiple viewpoints influence a reader’s understanding of a historical event or period of time?
Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Primary and secondary sources should be used in order to gain accurate perspective ● The causes of the American Revolution 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Researching and developing opinions on historical figures. ● Anticipate opposing party’s response in a debate in order to rebut. ● Using texts to find relationships between different historical events (parts to whole, cross text synthesis) 	

<p>more about other people’s lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.</p> <p>Diversity 9 DI.3-5.9 I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.</p>	<ul style="list-style-type: none"> • The crucial battles of the American Revolution • How the American Revolution came to an end 	<ul style="list-style-type: none"> • How to find the main idea, supporting details and create a summary • Analyzing Perspectives
--	--	--

Stage 2 – Evidence

Evaluative Criteria	Assessment Evidence
<ol style="list-style-type: none"> 1. Throughout the unit, scholars will use station time to research important members of the AR. In doing this, scholars will identify their contributions in the AR as well as what side they were on. Additionally, scholars will research personal information about each figure. In doing so, scholars will use this research in their persuasive essays. 2. Once scholars have conducted their research on important historical AR figures, they will need to decide which person to write their persuasive essay on. In doing this, students will be evaluated on their ability to write a clear and persuasive thesis statement. Additionally, scholars will show evidence of examples with cited sources and a concluding statement to persuade readers that their chosen figure was the most important contributor to the AR. 3. At the end of the unit, students will show their understanding of both perspectives of the AR. In doing so, they will not only have to answer a question in the perspective of their assigned party, but anticipate and rebut the opposing party’s response. 	<p>PERFORMANCE TASK(S):</p> <ol style="list-style-type: none"> 1. Important Historical Figures in the AR Research 2. Write a persuasive essay on an important historical figure of the AR 3. Debate (Patriots v. Loyalists) a classmate on a given viewpoint about the AR. 4. Vocabulary Test

<p>In doing so, the scholars will be showing that they can understand multiple viewpoints.</p> <p>4. Throughout the unit, scholars have been practicing vocabulary specific to the AR. During stations, they have been practicing the meanings of the words as well as putting them into context. Finally, the students will take a cumulative test to demonstrate their understanding of the vocabulary words they have spent time practicing and using.</p>	
---	--

Stage 3 – Learning Plan

<i>Days</i>	<i>Lesson Objective</i>	<i>Task</i>
<i>Pre-Unit</i>	--	Preassessment Rubric
WK 22: 1	SWBAT understand and practice new station routines	American Revolution Unit Overview (Station expectations and packet explanation) <ul style="list-style-type: none"> As a class, we will develop expectations for AR stations and practice the routine
WK 22: 2	SWBAT familiarize themselves with the American Revolution	American Revolution Introduction (KWL) & stations <ul style="list-style-type: none"> SEE PG. 7 for KWL
WK 22: 3	SWBAT familiarize themselves with the American Revolution	How to do research (people) & stations <ul style="list-style-type: none"> Students will research 1-2 AR figures per week
WK 22: 4	SWBAT practice their individualized NWEA goals that will help them develop skills as learners	NWEA skill building stations <ul style="list-style-type: none"> Skill packets will depend on group and week
WK 22: 5	SWBAT familiarize themselves with the American Revolution	Read aloud, work catch up, and clarify misconceptions <ul style="list-style-type: none"> Finish any incomplete tasks <ul style="list-style-type: none"> ¾ of class is out of the room for half this period for choir
WK 23: 6	SWBAT identify the topic, main idea and supporting details in historical text.	Find the main idea & supporting details (Tree Map) & stations <ul style="list-style-type: none"> Thinking map & summary

WK 23: 7	SWBAT use the topic, main idea and supporting details in historical text to write a summary.	Use the main idea & supporting details & summarize & stations (Tree Map) & stations <ul style="list-style-type: none"> Thinking map & summary
WK 23: 8	SWBAT use the topic, main idea and supporting details in historical text to write a summary.	Use the main idea & supporting details & summarize (Tree Map) & stations <ul style="list-style-type: none"> Thinking map & summary
WK 23: 9	SWBAT practice their individualized NWEA goals that will help them develop skills as learners	NWEA skill building stations <ul style="list-style-type: none"> Skill packets will depend on group and week
WK 23: 10	SWBAT use the topic, main idea and supporting details in historical text to write a summary.	Read aloud, work catch up, and clarify misconceptions & stations <ul style="list-style-type: none"> Finish any incomplete tasks
WK 24: 11	SWBAT identify parts of a historical movement in relation to it's entirety.	How the Battles of the American Revolution are a part to the whole American Revolution & stations <ul style="list-style-type: none"> SEE PG. 19, Thinking map (brace)
WK 24: 12	SWBAT connect parts of a historical text in order to understand their relationship to the whole	How the Battles of the American Revolution are a part to the whole American Revolution. & stations <ul style="list-style-type: none"> SEE PG. 21 Thinking map (brace)
WK 24: 13	SWBAT analyze parts of a text in relation to the whole	How everything we have read over the past 3 weeks relates to the American Revolution as a whole & stations <ul style="list-style-type: none"> SEE PG. 23 Complete brace thinking map of parts to whole
WK 24: 14	SWBAT practice their individualized NWEA goals that will help them develop skills as learners	NWEA skill building stations <ul style="list-style-type: none"> Skill packets will depend on group and week
WK 24: 15	SWBAT analyze parts of a text in relation to the whole	Read aloud, work catch up, and clarify misconceptions <ul style="list-style-type: none"> Finish any incomplete tasks
WK 25: 16	SWBAT gather information about one perspective of the American Revolution (patriots)	Perspective notes mini lesson (Patriots vs Loyalists) & stations <ul style="list-style-type: none"> Thinking map (double bubble)
WK 25: 17	SWBAT gather information about one perspective of the American Revolution (loyalists)	Perspective notes mini lesson (Patriots vs Loyalists) & stations <ul style="list-style-type: none"> Thinking map (double bubble)
WK 25: 18	SWBAT Compare and contrast perspective of the American Revolution	Perspective notes mini lesson (Patriots vs Loyalists) & stations

		<ul style="list-style-type: none"> Thinking map (double bubble)
WK 25: 19	SWBAT practice their individualized NWEA goals that will help them develop skills as learners	NWEA skill building stations <ul style="list-style-type: none"> Skill packets will depend on group and week
WK 25: 20	SWBAT Compare and contrast perspective of the American Revolution	Read aloud, work catch up, and clarify misconceptions <ul style="list-style-type: none"> Finish any incomplete tasks
WK 26: 21	SWBAT determine the difference between primary and secondary sources	Cross text synthesis & stations <ul style="list-style-type: none"> Thinking map based off PG. 73 & primary source
WK 26: 22	SWBAT compare and contrast primary and secondary sources from the AR	Cross text synthesis & stations <ul style="list-style-type: none"> Thinking map based off PG. 76 & primary source
WK 26: 23	SWBAT compare and contrast primary and secondary sources from the AR	Cross text synthesis & stations <ul style="list-style-type: none"> Thinking map based off PG. 79 & primary source
WK 26: 24	SWBAT practice their individualized NWEA goals that will help them develop skills as learners	NWEA skill building stations <ul style="list-style-type: none"> Skill packets will depend on group and week
WK 26: 25	SWBAT compare and contrast primary and secondary sources from the AR	Read aloud, work catch up, and clarify misconceptions <ul style="list-style-type: none"> Finish any incomplete tasks
WK 27: 26	SWBAT choose a historical figure to write a persuasive essay on & outline reasons	Persuasive Essay introduction & stations
WK 27: 27	SWBAT write a thesis statement for their persuasive essay	Persuasive essay mini lesson & stations
WK 27: 28	SWBAT draft a persuasive essay	Persuasive essay mini lesson & stations
WK 27: 29	SWBAT revise a persuasive essay	Peer review of essay
WK 27: 30	SWBAT finish writing a persuasive essay	Persuasive essay mini lesson & stations
WK 28: 31	SWBAT formulate responses/rebuttal for debate	Debate Introduction and work time <ul style="list-style-type: none"> RUBRIC
WK 28: 32	SWBAT practice debating by speaking clearly and logically	Debate Prep <ul style="list-style-type: none"> RUBRIC
WK 28: 33	SWBAT debate peers on opposing viewpoints of the American Revolution	Debate <ul style="list-style-type: none"> RUBRIC

Unit 4 Weekly Overview

Week 22: Intro and how to do research

- Expectations
- People of the American Revolution
- Introduction to the American Revolution and Historical Fiction

Week 23: Main Idea, Supporting Details and Summaries:

Focus on the **causes** of the American Revolution and reading historical texts

- How to read informational/ historical texts
- Compare them to what we have read before.
- How to prepare to study history
- KWL sheets and the importance of them when reading history texts.
- Get a general understanding of what the American Revolution was.
- Discuss the causes of the American Revolution and analyze why they could be causes.

Week 24: Parts in a relation to a whole:

Focus on **major battles** of the Revolutionary war

- The importance of the battles
- The causes of them
- How do they relate to the American Revolution to a whole

Week 25: Perspectives and Points of Views

Focus on the **effects** of the American Revolution

- Two view points of the American Revolution

Week 26: Cross Text Synthesis

- Comparing texts

Week 27: Writing a persuasive essay

- Who was the most influential person you research and why
- Introduction, Thesis statements, 2 Body Paragraphs with reasons why, Conclusion
- Work Cited page

Week 28: Debate

- Answer a question
- Anticipate response of opposition
- Have a rebuttal

Week 22: Unit 4 American Revolution

MONDAY	Objective	SWBAT understand and practice new station routines
CCSS	CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	
Small group Mini Lesson	None	
Differentiation For Groups:	None	
Small Group Activities	<p style="text-align: center;">Introduction day</p> <p>Pre-assessment-allow 30 minutes max</p> <p>Powerpoint on the American Revolution: https://docs.google.com/presentation/d/1BSJGjfUdc7bkQBjn3HepJDQhluws2meD32qtMV2DwcA/edit?usp=sharing</p> <p>Explain the Folders:</p> <ul style="list-style-type: none"> ○ Passed out at the beginning of every day and collected at the end of every day ○ Graded: Friday or whenever finished with each section depending on the week ○ Each week in the folder is broken into sections and each section has the following: <ul style="list-style-type: none"> ○ 3 vocabulary assignments <ul style="list-style-type: none"> ■ NearPod-definitions and sentences ■ Link it- make connections between the words ■ Super Sentences- write a sentence for each word showing us that you really know what the word means. ○ Meet with the Teacher materials ○ 3 Mini Lesson Assignments which are considered the You-Do station ○ 2 Buddy Readings <ul style="list-style-type: none"> ■ You will pick an article from the bin with a partner and find the main idea, with supporting details and write a summary. ○ KWL chart <ul style="list-style-type: none"> ■ Fill this out as you learn and wonder (more will be provided if the first gets full) ○ Person research <ul style="list-style-type: none"> ■ We will learn how to research the people later in the week ■ They will be important later on because of a paper ● Label the week pages by skill and the goals of the unit and each week. <p>Explain station locations and rotation set up (show poster or wall)</p> <ul style="list-style-type: none"> ● Stations: <ul style="list-style-type: none"> ○ Meet with Teacher @ teacher table or desk set colored: ○ You Do @ Green table ○ Word Work @ Yellow table ○ Writing Prompt @ Red table ○ Buddy reading @ carpet library ● Schedule: <ul style="list-style-type: none"> ○ Monday, Tuesday, & Wednesday you will be working out of your American Revolution folder ○ Thursday you will get a learning menu with IXL, Nearpod, Word Ladders etc. ○ Friday is a catch up day. Everything from the week MUST be finished by the end of the day. <p>Write Expectations and Customize Notebooks:</p>	

	<ul style="list-style-type: none"> ● Expectations: <ul style="list-style-type: none"> ○ Three B's ○ Be prepared (pencils sharpened, know where supplies are, get your folder etc.) ○ Voice level of a 1 or lower ○ Transition safely ○ Be ready to learn and work. Stay focused! ○ Problem solve before asking a teacher. 	
Homework	Packet: "Just The Way You Are"	
TUESDAY	Objective	SWBAT familiarize themselves with the American Revolution
Small group Mini Lesson	<p>Meet with Teacher:</p> <ul style="list-style-type: none"> ● Introduction to the American Revolution <ul style="list-style-type: none"> ○ Revolutionary War Anticipatory Set ○ KWL (K and W) ○ Explain buddy reading different groups ○ Discuss how we will be talking about main idea and supporting points ○ Discussion about studying the American revolution ● Explain buddy reading <ul style="list-style-type: none"> ○ Discuss how we will be talking about main idea and supporting points ○ Review what main idea and supporting details are ○ Practice with an article if needed and time permits 	
Differentiation for groups:	<p>Group low:</p> <ul style="list-style-type: none"> ● Read the Anticipatory set to the students, have them answer them one by one ● Turn and talk about two questions ● Review the KWL chart, explain that K is for what you already Know, W is for what you are Wondering about the American Revolution and L is what you learned about the American Revolution. ● Fill out a few KWL together and then have the students do them alone and share them out. <p>Group low-mid:</p> <ul style="list-style-type: none"> ● Read the Anticipatory set to the students, have them answer them one by one ● Turn and talk about two questions ● Review the KWL chart, explain that K is for what you already Know, W is for what you are Wondering about the American Revolution and L is what you learned about the American Revolution. ● Fill out a few KWL together and then have the students do them alone and share them out. <p>Group mid:</p> <ul style="list-style-type: none"> ● Have the students switch off reading the anticipatory set answer the questions ● Turn and talk a few questions and share out ● Review the KWL chart, explain that K is for what you already Know, W is for what you are Wondering about the American Revolution and L is what you learned about the American Revolution. ● Fill out a few KWL together and then have the students do them alone and share them out. <p>Group mid-high:</p> <ul style="list-style-type: none"> ● Have the students switch off reading the anticipatory set answer the questions ● Turn and talk a few questions and share out ● Review the KWL chart, explain that K is for what you already Know, W is for what you are Wondering about the American Revolution and L is what you learned about the American Revolution. ● Fill out a few KWL together and then have the students do them alone and share them out. 	

	<p>Group high:</p> <ul style="list-style-type: none"> ● Have the students reading the anticipatory set answer the questions alone ● Turn and talk a few questions and share out ● Review the KWL chart, explain that K is for what you already Know, W is for what you are Wondering about the American Revolution and L is what you learned about the American Revolution. ● Fill out a few KWL together and then have the students do them alone and share them out. 		
Small Group Activities	<p>You do: KWL chart (L and W) and do a buddy reading.</p> <p>Word Work: 1st: Nearpod vocabulary (_____) 2nd: Link it 3rd: Super sentences</p> <p>Buddy Reading: Current Newsela article. Read, annotate, and summarize.</p> <p>Writing Prompts: "What does war mean to you?" Explain & "When you think of independence what do you see?"</p>		
Homework	Packet: "Just The Way You Are"		
WEDNESDAY	<table border="1"> <tr> <td>Objective</td> <td>SWBAT familiarize themselves with the American Revolution</td> </tr> </table>	Objective	SWBAT familiarize themselves with the American Revolution
Objective	SWBAT familiarize themselves with the American Revolution		
Small group Mini Lesson	<p>Meet with Ms.Giffey/Ms.Cirignani/Ms.Lehner</p> <ul style="list-style-type: none"> ● Explain the paper and the outcome of the research ● People research (Examples with Thomas Jefferson or Paul Revere) <ul style="list-style-type: none"> ○ Use legit websites (no Wikipedia) ○ Do NOT copy word for word ○ Make a list of websites used on the back ○ Fill in every box ○ Must write in sentences ● Show them the provided book on people and tell them they can use it to help them. ● http://mrnussbaum.com/ampeople/ ● http://www.biography.com/people/groups/american-revolution ● http://www.revolutionary-war.net/famous-americans.html 		
Differentiation for groups:	<p>Group low:</p> <ul style="list-style-type: none"> ● Students can use partners for research and use the link provided <p>Group low-mid:</p> <ul style="list-style-type: none"> ● Students can use partners for research and use the link provided <p>Group mid:</p> <ul style="list-style-type: none"> ● Students research alone and use links provided <p>Group mid-high:</p> <ul style="list-style-type: none"> ● Students research alone. Ask group members for help if needed. <p>Group high:</p> <ul style="list-style-type: none"> ● Students research alone. Ask group members for help if needed. 		
Small Group Activities	<p>You do: Start research of the person in their notebook (Benjamin Franklin or George Washington)</p> <p>Word Work: 1st: Nearpod vocabulary (_____) 2nd: Link it 3rd: Super sentences</p> <p>Buddy Reading: Current Newsela article. Read, annotate, and summarize.</p>		

	Writing Prompts: "What does war mean to you?" Explain & "When you think of independence what do you see?" & People Research.	
Homework	Packet: "Just The Way You Are"	
THURSDAY	Objective	SWBAT practice their individualized. NWEA goals that will help them develop skills as learners
Small group Mini Lesson	<p>Go over learning menu expectations with each group</p> <ul style="list-style-type: none"> ● Explain that the skills on the learning menus are pulled from new NWEA test data ● Students have the entire 6 weeks to work on the learning menu-DO NOT RUSH ● Explain that they should have notes on loose leaf in folders to be checked <ul style="list-style-type: none"> ○ Emphasize that we can SEE AND TRACK how much time they spend on IXL and Nearpod and if they rush through that will impact their grade ● Give out skill packets, should complete 3 throughout the unit ● Independent reading: log 10 pages of a book at a time don't read 2 pages and enter that 	
Differentiation for groups:	Differentiated learning menus	
Small Group Activities	See above	
Homework	Packet: "Just The Way You Are"	
FRIDAY	Objective	SWBAT familiarize themselves with the American Revolution
Small group Mini Lesson	None	
Differentiation for groups:	None.	
Small Group Activities	<p>Answer questions about small group work and vocabulary words.</p> <p>Whole-class picture book read aloud</p> <p>Finish working on small group work from the week. Everything must be turned in by the end of the day.</p>	
Homework	None.	

MONDAY	Objective	SWBAT identify the topic, main idea and supporting details in historical text.
Small group Mini Lesson	<p>Meet with Ms.Giffey/Ms.Cirignani/Ms.Lehner</p> <p>Find the Main Idea and supporting details in the article</p> <p>Main Idea Note Sheet: (Fill in the blank)</p> <ul style="list-style-type: none"> o Good readers can identify.... <ul style="list-style-type: none"> ● The main idea ● *Clues <ul style="list-style-type: none"> ○ What is the text mostly about? ○ Look at text features ○ Look for clue words that are used repeatedly. ● Supportive details are sentences that tell you more about, describes, or explains the main idea. ● You should have at least 3 supportive details for each main idea. ● Read "The French and Indian War" ● Fill in the blank vocabulary and questions on the French and Indian War ● Refer to the article to find answers (highlight) 	
Differentiation for groups:	<p>(High) Group A:</p> <ul style="list-style-type: none"> ● Have students read the article and read the questions individually. ● Look at the first question together, show students how to go back into the passage and highlight where you find the answer. Write the answer in your own words. ● Reread questions 2 individually then turn and talk with a partner think about the following questions: <ul style="list-style-type: none"> ○ How do we find the answer? ○ How do we know this is the correct answer? ● Read questions #3 individually, find the answer in the text (highlight or mark it) and turn and talk with a partner about the answer. Then share out. ● Explain that now you will do this on your own, with the next passage (The British Imperial Policy and the 1765 stamp Act) <p>(Mid/high) Group B:</p> <ul style="list-style-type: none"> ● Read the first and second paragraph aloud to the students. Then have student volunteers from the group read a paragraph at a time. ● Have the students read the questions individually ● Read at the first question together, show students how to go back into the passage and highlight where you find the answer and use it to answer the question in your own words. ● Read at questions 2 alone, turn and talk with a partner how to find it. High Light where you find it and record answers, share out. ● Read questions #3, find it, and answer it individually. ● Turn and talk with a partner about the answer. (What did you get and where did you find it?) Share out. ● Explain that now you will do this on your own, with the next passage (The British Imperial Policy and the 1765 stamp Act) <p>(Middle) Group C:</p>	

- Read the passage to the students
- Have the students read the questions alone.
- Look at the first question, show students how to go back into the passage and high light where you find the answer and use it to answer the question.
- Look at questions 2 alone, turn and talk with a partner how to find it. High Light where you find it and record answers, share out.
- Read questions #3, find it, and answer it individually.
- Turn and talk with a partner about the answer. (What did you get and where did you find it?) Share out.
- Explain that now you will do this on your own, with the next passage (The British Imperial Policy and the 1765 stamp Act)

(Mid/Low) Group D:

- Read the passage to the students
- Read question one to the students,
- Show students how to go back into the passage and highlight where you find the answer and use it to answer the question.
- Look at questions 2 with a partner, high light where you find it in the passage and, share out then record it after we talk about it.
- Read questions #3 together, find it alone, turn and talk- show a partner and discuss, answer it and then share out.
- Explain that now you will do this on your own, with the next passage (The British Imperial Policy and the 1765 stamp Act)

(Low) Group E:

- Read the passage to the students
- Read question one to the students, show students how to go back into the passage and high light where you find the answer and use it to answer the question. (Do it with #1)
- Look at questions 2 together, with a partner look for the answer in the passage, share out, highlight, and answer.
- Read questions #3 together, find it together (guided questions), turn and talk- show a partner and discuss, answer it and then share out.
- Explain that now you will do this on your own, with the next passage (The British Imperial Policy and the 1765 stamp Act)

Small Group Activities

You do: Read the British Imperial Policy and the 1765 Stamp Act, fill out the worksheet on the back and create a story map to organize the ideas.

Word Work: 1st: Nearpod vocabulary (_____) 2nd: Link it 3rd: Super sentences

Buddy Reading: Current Newsela article. Read, annotate, and summarize.

Writing Prompts: "What do you think George Washington would have wanted for America?" & "Do you think America is still "land of the free?" why or why not?"

Homework

Packet: The Chocolate City

TUESDAY

Objective

SWBAT use the topic, main idea and supporting details in historical text to write a summary.

<p>Small group Mini Lesson</p>	<p>Meet with Ms.Giffey/Ms.Cirignani/Ms.Lehner</p> <p>Activity (lead into the summary mini lesson): Tell your partner about your weekend in 5 sentences.</p> <ul style="list-style-type: none"> ● Did you tell them everything? ● Did you tell them the most important details or just the small ones? <p>How to write a summary: (5-8 sentences) (notesheet in booklet)</p> <ul style="list-style-type: none"> ● In order to write a summary we need to find the main idea and the supporting details. *Remind them they already know how to do this* ● When writing a summary you should tell us the main idea (topic) and then examples to back up the main idea ● Your conclusion should tell us something fun about the article but does not give all of the information away. <p>Use The French and Indian War article to write a summary (details and main idea notes and thinking map can be used)</p>
<p>Differentiation for groups:</p>	<p>(High) Group A:</p> <ul style="list-style-type: none"> ● Introduction (same as shown) ● Have the students turn and talk about what kind of thinking map they think would be best for the information from yesterday. Share out. ● Look back in the text to debate what the main idea is. Ask them how they know it is the main idea, lead into supporting details then. ● Create a thinking map with the information, model the first one, do the second together, do the third with a partner. ● Based on the thinking map model an introduction sentence and take suggestions on how to begin. Model how to do a supporting detail sentence ● Turn and talk about a good sentence for 2 supporting detail sentences. ● Model the conclusion <p>(Mid/high) Group B:</p> <ul style="list-style-type: none"> ● Introduction (same as shown) ● Have the students turn and talk about what kind of thinking map they think would be best for the information from yesterday. Share out. ● Look back in the text to debate what the main idea is and find supporting details. Hint to look at highlighted parts of the text. Ask them how they know it is the main idea, lead into supporting details then. ● Create a thinking map with the information, model the first two, do the third together, do the fourth with a partner. ● Based on the thinking map model an introduction sentence and take suggestions on how to begin. Model how to do a supporting detail sentence ● Turn and talk about a good sentence for 2 supporting detail sentence. ● Model the conclusion <p>(Middle) Group C:</p> <ul style="list-style-type: none"> ● Introduction (same as shown) ● Refer to the worksheet ● Give the students three choices of good thinking maps to use. Have the students turn and talk about which one they think would be the best for the information we learned yesterday. ● Have the students look back at the highlighted text and turn and talk about what they think the main idea of the text is, and how they know. ● Create a thinking map with the information, model the first three, do the fourth together, do the fifth with a partner. ● Based on the thinking map model an introduction sentence. Model how to do 2 supporting detail sentence ● Turn and talk about a good sentence for the last supporting detail sentence. ● Model how to do a conclusion.

	<p>(Mid/Low) Group D: Introduction (same as shown)</p> <ul style="list-style-type: none"> ● Refer to the worksheet ● Give the students two choices of good thinking maps to use. Have the students turn and talk about which one they think would be the best for the information we learned yesterday. ● Show the students how to look back at the text and look at their annotations to help them find the main idea. ● Tell them the main idea. Tell them how you know and how to find one supporting details. Tell them the second supporting detail and have them turn and talk to find the third. ● Create a thinking map with the information. ● Based on the thinking map model an introduction sentence. Model how to do 2 supporting detail sentence ● Turn and talk about a good sentence for the last supporting detail sentence. ● Model how to do a conclusion. <p>(Low) Group E:</p> <ul style="list-style-type: none"> ● Introduction (same as shown) ● Refer to the worksheet, review the information ● Tell the students we are using a thinking map and tell them which one would be the best. ● Show the students how to look back at the text and look at their annotations to help them find the main idea. ● Tell them the main idea. Tell them how you know and how to find one supporting details. Tell them the second supporting detail and have them turn and talk to find the third. ● Create a thinking map with the information. Have the students follow along on their own paper. ● Based on the thinking map model an introduction sentence. Model how to do all 3 supporting detail sentence ● Model how to do a conclusion.
<p>Small Group Activities</p>	<p>You do: Use the British Imperial Policy and the 1765 Stamp act reading and note to write a summary.</p> <p>Word Work: 1st: Nearpod vocabulary (_____) 2nd: Link it 3rd: Super sentences</p> <p>Buddy Reading: Current Newsela article. Read, annotate, and summarize.</p> <p>Writing Prompts: "What do you think George Washington would have wanted for America?" & "Do you think America is still "land of the free?" why or why not?"</p>
<p>Homework</p>	<p>Packet: The Chocolate City</p>
<p>WEDNESDAY</p>	<p>Objective SWBAT use the topic, main idea and supporting details in historical fiction text to write a summary.</p>

<p>Small group Mini Lesson</p>	<p>Review the “you do” from the day before.</p> <p>Guided practice with the Boston Tea Party Act reading</p> <ul style="list-style-type: none"> ● Read and annotate ● Fill out the worksheet ● Create a thinking map (question for student thinking and question for the type of map to use) ● Write a summary <p>Talk about the number of ways we can take note: lead into introducing the chart below: Talk about bullet points! Fill out the French and Indian war section of the “What were the Causes of The Revolutionary War?”</p>
<p>Differentiation for groups:</p>	<p>(High) Group A:</p> <ul style="list-style-type: none"> ● Introduction (same as shown) ● Have the students read the article alone and have them annotate while reading. ● Answer the questions on the work sheet (look back in the article and mark them with a check mark) ● With a partner turn and talk about the main idea and supporting details, make sure to show where you found them in the text. ● Share out ● As a whole group create a thinking map and ask for student input ● Create a summary as a whole group, turn and talk through our creating it. <p>(Mid/high) Group B:</p> <ul style="list-style-type: none"> ● Introduction (same as shown) ● Have the students read the article alone and have them annotate while reading. ● Answer the questions on the work sheet (look back in the article and mark them with a check mark) ● With a partner turn and talk about the main idea and supporting details, make sure to show where you found them in the text. ● Share out ● As a whole group create a thinking map and ask for student input ● Create a summary as a whole group, turn and talk through our creating it. <p>(Middle) Group C:</p> <ul style="list-style-type: none"> ● Introduction (same as shown) ● Have the students switch off reading the article and have them annotate while reading. Point out good parts to annotate at ● Answer the questions on the work sheet (look back in the article and mark them with a check mark) ● With a partner turn and talk about the main idea and supporting details, make sure to show where you found them in the text. Guide them on the first one after main idea share out. ● As a whole group create a thinking map (guide them towards which one to make and how) ● Create a summary as a whole group, turn and talk through our creating it. <p>(Mid/Low) Group D:</p> <ul style="list-style-type: none"> ● Introduction (same as shown) ● Reading the article to the students and have them annotate while reading. Point out good parts to annotate. Make sure they have the text symbol annotation sheet open when reading. ● Answer the questions on the work sheet (look back in the article and mark them with a check mark) ● As a group discuss what the main idea could be and discuss supporting details. (show where they are in the text) ● As a whole group create a thinking map (guide them towards which one to make and how)

	<ul style="list-style-type: none"> ● Create a summary as a whole group, turn and talk through our creating it. <p>Create (Low) Group E:</p> <ul style="list-style-type: none"> ● Introduction (same as shown) ● Reading the article to the students and have them annotate while reading. Point out good parts to annotate. Make sure they have the text symbol annotation sheet open when reading. ● Answer the questions on the work sheet (look back in the article and mark them with a check mark) ● As a group discuss what the main idea could be and discuss supporting details. (show where they are in the text) ● As a whole group create a thinking map (guide them towards which one to make and how) ● Create a summary as a whole group, turn and talk through our creating it. 	
Small Group Activities	<p>You do: Fill out the rest of the columns in the "What were the Causes of The Revolutionary War?"</p> <p>Word Work: 1st: Nearpod vocabulary (_____) 2nd: Link it 3rd: Super sentences</p> <p>Buddy Reading: Current Newsela article. Read, annotate, and summarize.</p> <p>Writing Prompts: "What do you think George Washington would have wanted for America?" & "Do you think America is still "land of the free?" why or why not?"</p>	
Homework	Packet: The Chocolate City	
THURSDAY	Objective	SWBAT practice their individualized NWEA goals that will help them develop skills as learners
Small group Mini Lesson	Meet with Ms.Giffey/Ms.Cirignani/Ms.Lehner Finish goal setting	
Differentiation for groups:	Learning Menus	
Small Group Activities	Learning Menus	
Homework	Packet: The Chocolate City	
FRIDAY	Objective	SWBAT use the topic, main idea and supporting details in historical fiction text to write a summary.
Small group Mini Lesson	None.	
Differentiation for groups:	None.	
Small Group Activities	Whole class picture book read aloud	
Homework	None	

MONDAY	Objective	SWBAT identify parts of a historical movement in relation to it's entirety.
<p>Small group Mini Lesson</p>	<p>Meet with Ms.Giffey/Ms.Cirignani/Ms.Lehner</p> <p>Intro:</p> <ul style="list-style-type: none"> ● Turn & Talk: what do you think parts in relation to the whole means? ● It means that there is a relationship between all parts of a given topic that relate to the entire topic. ● This week, we will be focusing on some of the important battles of the Revolutionary War and work on our understanding of how they all had an impact on America's freedom. <p>I do</p> <ul style="list-style-type: none"> ● Remind students to annotate while reading ● Read first paragraph of Battle of Lexington and Concord ● think aloud: I remember last week, we talked a lot about how the taxes GB wanted to place on Americans really made them mad. But, that didn't actually START the war. These battles did. ● Finish reading Battle of Lexington and Concord ● think aloud: hmm, it sounds like this war wasn't a very big one. Why is this important to the Revolutionary War? LOOK BACK AT TEXT: well here it says that this started the war, because it finally gave the British a reason to actually fire shots at the Americans! <p>We do</p> <ul style="list-style-type: none"> ● Brainstorm what kind of thinking map to use (tree OR brace map) ● We will be using this thinking map all week because we will be talking about the different battles of the RW. ● If we are using this map all week, what do we think our largest section that separates into smaller events should be? battles of RW. What can we add for one of our smaller sections of the thinking map? battle of Lexington and Concord. ● Collectively summarize the text for top part of worksheet. ● In pairs fill out two facts learned, how did it end? and where/when did it take place sections. ● Turn & Talk: the bottom part of the page asks you to discuss how this battle relates to the outcome of the war. Talk with your partner about your thoughts. SHARE <ul style="list-style-type: none"> ○ push for the fact that is STARTED the RW. Since Americans won, it showed that they were a force to be reckoned with. ● Fill out how the battle relates to the outcome of the war section. <p>CLOSING</p> <ul style="list-style-type: none"> ● Throughout the week, we are going to be looking at different battles, they all had an impact on the entire RW. ● ALL of these battles MATTER because the war might not have had the same outcome without them/if they had gone differently. ● Now, in the YOU DO station, you will be showing me that you understand how parts relate to the whole with the battle of Saratoga. (directions below) 	
<p>Differentiation for groups:</p>	<p>low:</p> <ul style="list-style-type: none"> ● provide visual, puzzle pieces or thinking map for intro turn and talk. ● Cold read and go over questions before second read ● Model annotating. STAR ANSWERS TO QUESTIONS ● draw, push puzzle piece visual for why this battle matters to whole. <p>middle low:</p> <ul style="list-style-type: none"> ● Cold read and go over questions before second read ● Model annotating. STAR ANSWERS TO QUESTIONS ● Model annotating. ● Turn & Talks throughout the reading. ● draw puzzle pieces if necessary <p>middle:</p> <ul style="list-style-type: none"> ● remind of annotations and model for first few sentences ● discuss summary together, but work as pairs to write it. 	

	<p>middle high:</p> <ul style="list-style-type: none"> ● remind of annotations, do not model. ● complete summary on their own <p>high:</p> <ul style="list-style-type: none"> ● have them start thinking map on their own but check to see if on the right track. ● Read first paragraph to them, then they read the rest and annotate on their own. ● complete summary on their own. 	
<p>Small Group Activities</p>	<p>You do: The Battle of Saratoga reading and worksheet (add things to tree map)</p> <p>Word Work: 1st: Nearpod vocabulary (_____) 2nd: Link it 3rd: Super sentences</p> <p>Buddy Reading: Current Newsela article. Read, annotate, and summarize. .</p> <p>Writing Prompts: "Do you think the USA would be different if we still belonged to Britain?" "Pick one of the causes of the American Revolution and talk about why you think it was the most important?"</p>	
<p>Homework</p>	<p>Packet: The iPod Takeover</p>	
<p>TUESDAY</p>	<p>Objective</p>	<p>SWBAT connect parts of a historical text in order to understand their relationship to the whole</p>
<p>Small group Mini Lesson</p>	<p>Meet with Ms.Giffey/Ms.Cirignani/Ms.Lehner</p> <p>Intro:</p> <ul style="list-style-type: none"> ● Review yesterday's you do <ul style="list-style-type: none"> ○ Where was the battle of Saratoga? ○ Who was involved? ○ How did the outcome impact the war? ○ SHOW MAP of where Saratoga is compared to Lexington and Concord ● Today, we will read about the Battle of Yorktown! This was the final battle in the Revolutionary War. <p>I do:</p> <ul style="list-style-type: none"> ● Read Battle of Yorktown ● think aloud: wow, this battle went on for over 11 days! and there were lots of other battles in between the three we have read about...I am going to make sure I mark all of them down on my timeline so it helps me see the entire sequence of battles. <ul style="list-style-type: none"> ○ model marking battles on timeline <p>We do:</p> <ul style="list-style-type: none"> ● Answer any clarifying questions about the reading ● review students' annotations ● Have students fill out two facts learned, how did it end? who won? and where/when it took place sections of the worksheet ● Turn & talk: how do you think this battle impacted the entire American Revolution? ● How does this relate to the two battles we learned about yesterday? ● If time permits, have students create their own visual for the three battles. 	
<p>Differentiation for groups:</p>	<p>Low:</p> <ul style="list-style-type: none"> ● draw puzzle pieces to represent the battles/number them so students keep track of the order ● model annotating ● add to thinking map with students for the first few paragraphs of reading <p>Low-mid:</p>	

	<ul style="list-style-type: none"> ● model annotating ● turn and talks throughout the reading <p>middle:</p> <ul style="list-style-type: none"> ● model anotatting at the beginning of reading <p>mid-high:</p> <ul style="list-style-type: none"> ● remind to annotate ● read first few paragraphs out loud then let students read the rest. <p>high:</p> <ul style="list-style-type: none"> ● have students fill out the timeline on their own for all three battles ● allow them to read the entire article to themselves 	
<p>Small Group Activities</p>	<p>You do: Finish filling out the summary portion of the worksheet and the part in relation to the whole section. Complete thinking map from yesterday adding Yorktown.</p> <p>Word Work: 1st: Nearpod vocabulary (_____) 2nd: Link it 3rd: Super sentences</p> <p>Buddy Reading: Current Newsela article. Read, annotate, and summarize.</p> <p>Writing Prompts: "Do you think the USA would be different if we still belonged to Britain?" & "Pick one of the causes of the American Revolution and talk about why you think it was the most important?"</p>	
<p>Homework</p>	<p>Packet: The iPod Takeover</p>	
<p>WEDNESDAY</p>	<p>Objective</p>	<p>SWBAT analyze parts of a text in relation to the whole</p>
<p>Small group Mini Lesson</p>	<p>Meet with Ms.Giffey/Ms.Cirignani/Ms.Lehner</p> <p>Intro</p> <ul style="list-style-type: none"> ● How did each battle we talked about relate to the entire AR? ● share thinking maps ● review timeline of events so far in the AR <ul style="list-style-type: none"> ○ Do we see any connections between events? ● clarify misconceptions <p>I do</p> <ul style="list-style-type: none"> ● Think aloud: these three battles were not close together in time in the RW, but they all had a big impact on the outcome <ul style="list-style-type: none"> ○ perhaps, if one of these battles didn't end the way it did, America would have lost the RW. ● Pull out all three texts & thinking map ● now that we have examined some of the parts of the RW, we can write about how they relate to the entire AR ● Present students with guided notes & write down, go over <p>We do</p> <ul style="list-style-type: none"> ● sentences 1-2: what are the parts and the whole being discussed? you can list them ● sentences 3-6: describe each event and their significance ● sentences 6-8: how are they related? what might of happened without some of those events? ● sentences 9-10: restate why they are important to the whole. <p>Closing</p> <ul style="list-style-type: none"> ● emphasize using thinking map because it already has all the information that they need ● this is an important skill to have because you can use it not just with historical texts, but with any kind of text. It is important to understand why information is presented the way that it is! ● allow some time to start if time permits 	

<p>Differentiation for groups:</p>	<p>Low:</p> <ul style="list-style-type: none"> ● draw puzzle piece visual during introduction ● give students more time to write down guided notes ● model an example ● before you do have them turn and talk with their thoughts ● allow them to start earlier in mini lesson to help if needed <p>Low-mid:</p> <ul style="list-style-type: none"> ● puzzle piece visual ● turn and talk before you do ● give more time to start you do during mini lesson <p>middle:</p> <ul style="list-style-type: none"> ● use thinking map throughout the mini lesson <p>mid-high:</p> <ul style="list-style-type: none"> ● work with a partner to gather evidence from readings for you do <p>high:</p> <ul style="list-style-type: none"> ● must provide text evidence in their you do 	
<p>Small Group Activities</p>	<p>You do: write about a page of WHY the three battles of the RW relate to the entire RW</p> <p>Word Work: 1st: Nearpod vocabulary (_____) 2nd: Link it 3rd: Super sentences</p> <p>Buddy Reading: Current Newsela article. Read, annotate, and summarize.</p> <p>Writing Prompts: "Do you think the USA would be different if we still belonged to Britain?" & "Pick one of the causes of the American Revolution and talk about why you think it was the most important?"</p>	
<p>Homework</p>	<p>Packet: The iPad Takeover</p>	
<p>THURSDAY</p>	<p>Objective</p>	<p>SWBAT practice their individualized NWEA goals that will help them develop skills as learners</p>
<p>Small group Mini Lesson</p>	<p>Meet with Ms.Giffey/Ms.Cirignani/Ms.Lehner</p>	
<p>Differentiation for groups:</p>	<p>Individual Learning Menu</p>	
<p>Small Group Activities</p>	<p>Individual Learning Menu</p>	
<p>Homework</p>	<p>Packet: The iPad Takeover</p>	
<p>FRIDAY</p>	<p>Objective</p>	<p>SWBAT analyze parts of a historical text in order to understand parts of a text in relation to the whole</p>
<p>Small group Mini Lesson</p>	<p>None.</p>	
<p>Differentiation for groups:</p>	<p>None.</p>	
<p>Small Group Activities</p>	<p>Whole Class Picture Book Read Aloud Catch up on missing folder work</p>	

Homework	none
----------	------

Week 25: Unit 4 American Revolution

MONDAY	Objective	SWBAT gather information about one perspective of the American Revolution (Loyalists)
Small group Mini Lesson	<p>Meet with Ms.Giffey/Ms.Cirignani/Ms.Lehner</p> <ul style="list-style-type: none"> ● Perspective notesheet in booklet <ul style="list-style-type: none"> ○ Analyzing Perspective ○ The way you _____ something. Perspective is different for each person. ○ _____ is the way (the) in which the author allows you to "_____" and "_____" the text. ○ Explain that we have been talking about a war and how two side are fighting and how both sides thought they were right and sides don't always agree but they are both valid. Everyone can have their own opinion and side. ● Read and Annotate the Loyalist reading <ul style="list-style-type: none"> ○ Look for the 5 "W's" <ul style="list-style-type: none"> ■ Who ■ What/ How ■ Where ■ When ■ Why ○ Highlight in one color for loyalists ● Fill out one side of the venn diagram <ul style="list-style-type: none"> ○ Only focusing on the one side we are talking about 	
Differentiation for groups:	<p>Group high:</p> <ul style="list-style-type: none"> ● Turn & talk about the different ways we have talked about perspective ● Brainstorm the different perspectives of the American Revolution ● Read the Loyalists to the students, have them annotate ALONE as they read ● Fill in a few bullet points on the venn diagram for them, then together, then alone ● Tell them they are doing the same thing now with the patriots <p>Group mid-high:</p> <ul style="list-style-type: none"> ● Turn & talk about the different ways we have talked about perspective ● Brainstorm the different perspectives of the American Revolution ● Read the Loyalists to the students, have them annotate ALONE as they read ● Fill in a few bullet points on the venn diagram for them, then together, then alone ● Tell them they are doing the same thing now with the patriots <p>Group mid:</p> <ul style="list-style-type: none"> ● Brainstorm the different perspectives of the American Revolution ● Read the Loyalists to the students, have them annotate with you as you read ● Fill in a few bullet points on the venn diagram for them, then together, then alone ● Tell them they are doing the same thing now with the patriots 	

	<p>Group low-mid:</p> <ul style="list-style-type: none"> ● Tell students how we will be looking at the two sides of the American Revolution ● Read the Loyalists to the students, have them annotate with you as you read ● Fill in a few bullet points on the Venn diagram for them, then together, then alone ● Tell them they are doing the same thing now with the patriots <p>Group low:</p> <ul style="list-style-type: none"> ● Tell students how we will be looking at the two sides of the American Revolution ● Read the Loyalists to the students, have them annotate together as they read ● Fill in a few bullet points on the Venn diagram for them, then together, then alone ● Tell them they are doing the same thing now with the patriots, if time permits start reading it to them.
<p>Small Group Activities</p>	<p>You do: Read and Annotate the Patriots reading and fill out the other side of the Venn diagram</p> <p>Word Work: <i>1st:</i> Nearpod vocabulary (code:CJAUR). <i>2nd:</i> Link it <i>3rd:</i> Super sentences</p> <p>Buddy Reading: Current news paper article print off. Students must find the topic, main idea, supporting details and write a summary of the article.</p> <p>Writing Prompts: "Do you think the government should tax its citizens? Why or why not?" & "What do you think it would be like growing up as a child during the American Revolution? Explain" People research: Charles Cornwallis or King George III</p>
<p>Homework</p>	<p>Packet: PARCC pre-test packet</p>
<p>TUESDAY</p>	<p>Objective SWBAT compare and contrast the two perspectives of the American Revolution</p>
<p>Small group Mini Lesson</p>	<p>Meet with Ms.Giffey/Ms.Cirignani/Ms.Lehner</p> <ul style="list-style-type: none"> ● Review you do from the day before make sure students have their you do completed from Monday. Add on as needed ● Go back into the readings and look with a different highlighter color look for similar things between both sides. ● Also use the previous articles in the packet
<p>Differentiation for groups:</p>	<p>Group High;</p> <ul style="list-style-type: none"> ● Turn and talk about what the you do (patriots) and share out ● Have the students find two similarities with a partner ● Have them find one alone share out ● Add them to the Venn diagram (ask them what other thinking map can we use?) <p>Group Mid-high:</p> <ul style="list-style-type: none"> ● Turn and talk about what the you do (patriots) and share out ● Have the students find two similarities with a partner ● Have them find one alone <p>Group Mid:</p> <ul style="list-style-type: none"> ● Turn and talk about what the you do (patriots) and share out

	<ul style="list-style-type: none"> ● Find two similarities together ● Have the students find similarities with a partner ● Have them find one alone <p>Group Mid-low:</p> <ul style="list-style-type: none"> ● Group discussion about what the you do (patriots) and share out ● Find two similarities together ● Have the students find similarities with a partner ● Have them find one alone <p>Group low:</p> <ul style="list-style-type: none"> ● Group discussion about what the you do (patriots) and share out ● Find two similarities together ● Have the students find similarities with a partner ● Have them find one alone 		
<p>Small Group Activities</p>	<p>You do: Answer questions 1-3 on the History Detectives</p> <p>Word Work: <i>1st:</i> Nearpod vocabulary (code:). <i>2nd:</i> Link it <i>3rd</i> Super sentences</p> <p>Buddy Reading: Current news paper article print off. Students must find the topic, main idea, supporting details and write a summary of the article. Title:</p> <p>Writing Prompts: "Do you think the government should tax its citizens? Why or why not?" & "What do you think it would be like growing up as a child during the American Revolution? Explain" People research: Charles Cornwallis or King George III</p> <p>* When finished with station work: Independent read: Choose a historical fiction book from the bins and 3 sentence stems. Place them in your folder to be graded for extra credit.</p>		
<p>Homework</p>	<p>Packet: PARCC pre-test packet</p>		
<p>WEDNESDAY</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">Objective</td> <td>SWBAT Compare and contrast perspective of the American Revolution in order to prepare for the debate</td> </tr> </table>	Objective	SWBAT Compare and contrast perspective of the American Revolution in order to prepare for the debate
Objective	SWBAT Compare and contrast perspective of the American Revolution in order to prepare for the debate		
<p>Small group Mini Lesson</p>	<p>Meet with Ms.Giffey/Ms.Cirignani/Ms.Lehner Pick a side and have a discussion about why and how to get evidence.</p>		
<p>Differentiation for groups:</p>	<p>Group High: None follow the directions above</p> <p>Group Mid-high: None follow the directions above</p> <p>Group Mid:</p> <ul style="list-style-type: none"> ● Follow the directions above 		

	<ul style="list-style-type: none"> Help guide the students to find the support for their side throughout the whole packet <p>Group mid-low:</p> <ul style="list-style-type: none"> Assign the students a side to look at and to questions Help them lead a group discussion <p>Group low:</p> <ul style="list-style-type: none"> Have a group lead discussion about both sides asking them the questions to reflect on 		
Small Group Activities	<p>You do: Question 4 on the History Detective Sheet</p> <p>Word Work: <i>1st:</i> Nearpod vocabulary (code:). <i>2nd:</i> Link it <i>3rd</i> Super sentences</p> <p>Buddy Reading: Current news paper article print off. Students must find the topic, main idea, supporting details and write a summary of the article. Title:</p> <p>Writing Prompts: "Do you think the government should tax its citizens? Why or why not?" & "What do you think it would be like growing up as a child during the American Revolution? Explain" People research: Charles Cornwallis or King George III</p>		
Homework	Packet: PARCC pre-test packet		
THURSDAY	<table border="1"> <tr> <td>Objective</td> <td>SWBAT practice their PARCC skills that will help them develop skills as learners and test takers</td> </tr> </table>	Objective	SWBAT practice their PARCC skills that will help them develop skills as learners and test takers
Objective	SWBAT practice their PARCC skills that will help them develop skills as learners and test takers		
Small group Mini Lesson	None. PARCC PRACTICE Hyde Park Art Center		
	Learning Menus		
Homework	Packet: PARCC pre-test packet		
FRIDAY	<table border="1"> <tr> <td>Objective</td> <td>SWBAT Compare and contrast perspective of the American Revolution</td> </tr> </table>	Objective	SWBAT Compare and contrast perspective of the American Revolution
Objective	SWBAT Compare and contrast perspective of the American Revolution		
Small group Mini Lesson	Pull students if needed for catch up or PARCC practice		
Differentiation for groups:	None.		
Small Group Activities	Whole class read aloud and discussion. Finish working on small group work from the week. Everything must be turned in by the end of the day.		

Homework	none
----------	------

TUESDAY	Objective	SWBAT compare and contrast between primary and secondary resources in AR
Small group Mini Lesson	<p>EXPLAIN WRITING PROMPT STATION</p> <p>NOTES:</p> <p>Primary Source: any source of information that was created at the time of what you are studying! (diary, journal, article, artwork)</p> <p>Secondary Source: any source that was created later than the time being studied by someone who did not actually participate in the time being studied (books, research articles)</p> <p><i>This week, we are going to be using primary AND secondary sources to analyze the end of the war and the technicalities that came along with forming a new nation!</i></p> <ul style="list-style-type: none"> ● Make double bubble map comparing and contrasting primary and secondary source <p>DECLARATION OF INDEPENDENCE:</p> <ul style="list-style-type: none"> ● Turn & Talk: <i>what does it mean to declare something?</i> ● Make sure to clarify that this was written DURING the war ● They felt the need to officially declare their independence ● Discuss possibilities of why some colonists did not want to declare independence from Britain <ul style="list-style-type: none"> ○ Losing protection ○ Admired the king ● Show students Ms. Lane's copy of the declaration, all handwritten on huge paper, mailed to the king signed (this is a primary source but the language was too hard to use and handwriting too small.) ● Declaration of Independence details for thinking map: <ul style="list-style-type: none"> ○ Told us what happened during and after ○ Written hundreds of years later ○ Connected to present day ○ Included names, details and locations <p>JOIN OR DIE</p> <ul style="list-style-type: none"> ● Benjamin Franklin drew this ● It was published in a newspaper that was read all over the colonies ● Parts of the snake represent the different colonies <ul style="list-style-type: none"> ○ N.E. = the colonies in New England ● Used to convince colonists to support their independence ● Join or Die details for thinking map: <ul style="list-style-type: none"> ○ More powerful ○ In an actual newspaper from the time ○ People at the time read and saw this ○ Makes you feel emotion/strength <p><i>Which one of these was the primary resource? Secondary? How do you know</i></p> <p>BOTH:</p> <ul style="list-style-type: none"> ○ united/linked the colonies together ○ Supported colonies in gaining independence ○ convincing/persuading the readers WHY colonies wanted to do this 	

<p>Differentiation for groups:</p>	<p>Group low E:</p> <ul style="list-style-type: none"> ● Model annotations ● Spend more time talking about what it sounds/looks like to declare something ● On side of thinking map write reasons why it is important to read/use both sources <ul style="list-style-type: none"> ○ Puts you in the perspective <p>Group low-mid B:</p> <ul style="list-style-type: none"> ● Model annotations ● Spend more time talking about what it sounds/looks like to declare something <p>Group mid D:</p> <ul style="list-style-type: none"> ● Remind to annotate throughout ● Turn and talks throughout ● Try and make a student led discussion about Join or Die instead of telling them why this is convincing <p>Group mid-high C:</p> <ul style="list-style-type: none"> ● Try and make a student led discussion about Join or Die instead of telling them why this is convincing ● YOU DO: 2 paragraphs, one comparing/contrasting the two sources and one about why it is important to use both kinds of sources <p>Group high A:</p> <ul style="list-style-type: none"> ● Spend more time looking at the declaration replica ● Student led discussion about Join or Die ● Ask them to think of examples of primary resources for right now ● YOU DO: 3 paragraphs, one about similarities, differences and then one about why it is important to use both kinds of resources 		
<p>Small Group Activities</p>	<p>You do: write 3-5 sentences about how it was helpful for you to understand the AR better by using both primary and secondary sources. If you finish, complete the back of the declaration of independence article</p> <p>Word Work: <i>make note cards for vocab words, don't copy down the sentence just definition on one side and word on the other</i></p> <p>Buddy Reading: Current news paper article print off (title:_____). Students must find the topic, main idea, supporting details and write a summary of the article.</p> <p>Writing Prompts: read persuasive essay instructions and rubric. Go back through people research and pick 3 people you researched to possibly write about. If you need to make a list on loose leaf paper you may do so.</p> <p>* When finished with station work: Independent read: Choose a historical fiction book from the bins and 3 sentence stems. Place them in your folder to be graded for extra credit.</p>		
<p>Homework</p>	<p>Packet: NBA Player: Lebron James</p>		
<p>WEDNESDAY</p>	<table border="1"> <tr> <td data-bbox="277 1608 456 1675">Objective</td> <td data-bbox="456 1608 1421 1675">SWBAT compare and contrast primary and secondary sources from the AR</td> </tr> </table>	Objective	SWBAT compare and contrast primary and secondary sources from the AR
Objective	SWBAT compare and contrast primary and secondary sources from the AR		
<p>Small group Mini Lesson</p>	<p>MODEL TO WHOLE CLASS HOW TO MAKE THE THINKING MAP OF WHO TO CHOOSE & REASONS WHY FOR ESSAY</p> <p>Review yesterday, primary vs. secondary and the importance of using a variety of sources when learning about a period of time</p> <p><i>Today we are going to talk about what happened AFTER the war was over and the colonies had won</i></p> <ul style="list-style-type: none"> ● Relate back to Hamilton, where did we leave off? 		

	<ul style="list-style-type: none"> ○ War was over but they didn't know what was going to come next ○ Colonists had a lot to work out now that they were in charge of themselves <p>Read the Treaty of Paris</p> <ul style="list-style-type: none"> ● This was the conclusion of the war, they now had a lot of work to do ● Talk about the uncertainty within the colonies now that they were in charge of themselves ● THIS WAS THE OFFICIAL END OF THE WAR <p>Shift gears to reading the preamble</p> <ul style="list-style-type: none"> ● After the war was over ● The opening of the constitution <ul style="list-style-type: none"> ○ Show Ms. Lane's replica of constitution ● Explain the meaning of the words ● Guide questions towards what did it make the students FEEL when reading it <p>Read the writing of the constitution</p> <ul style="list-style-type: none"> ● Annotate <p>Discuss similarities & differences</p> <p>Explain you do</p>
<p>Differentiation for groups:</p>	<p>Group low: read the preamble again with the new words, start thinking map with them</p> <p>Group low-mid: read the preamble again with the new words</p> <p>Group mid: work with partner on thinking map?</p> <p>Group mid-high: use dictionary to define words instead of telling them, turn and talk for why is it helpful to actually read part of the constitution?</p> <p>Group high: use dictionary to define words instead of telling them, turn and talk for why is it helpful to actually read part of the constitution?</p>
<p>Small Group Activities</p>	<p>You do: create thinking map based on the preamble and the writing of the constitution & one paragraph about what they learned from using both kinds of resources</p> <p>Word Work: <i>make note cards for vocab words, don't copy down the sentence just definition on one side and word on the other</i></p> <p>Buddy Reading: Current news paper article print off (title:_____). Students must find the topic, main idea, supporting details and write a summary of the article.</p> <p>Writing Prompts: look at list of top choices to write paper about, make thinking map on writing packet (MODEL TO WHOLE CLASS)</p> <p>* When finished with station work: Independent read: Choose a historical fiction book from the bins and 3 sentence stems. Place them in your folder to be graded for extra credit.</p>
<p>Homework</p>	<p>Packet: NBA Player: LeBron James</p>
<p>THURSDAY</p>	<p>Objective SWBAT complete week 5 of the AR</p>
<p>FRIDAY</p>	<p>Objective SWBAT synthesize across a variety of texts (AR documents)</p>

Whole Group Lesson	<p>Turn to the next week, go over the persuasive essay MODEL THINKING MAP & THINK ALOUD OF WHO TO CHOOSE Discuss three reasons, must have sources for them, should be on the back of people research or in the links (CREDIBLE)</p> <p>Model how to fill out outline sheet & create thesis</p> <p>Give students time to fill out outline sheet & thesis (may need to go back and research more)</p>
Differentiation for groups:	<p>Group low: sit with small group Group low-mid: peer review Group mid: peer review Group mid-high: peer review Group high: ask about integrating primary sources?</p>
Homework	none

Week 28

MONDAY	Objective	SWBAT draft body paragraphs for a persuasive essay
Mini Lesson	<p>Model Alexander Hamilton body paragraphs Make it clear that they are the same reasons that are in thesis statement</p> <p>Pull students who are behind Students must get approval once finished with body paragraphs</p>	
Other small group activities	Study for vocabulary test	
Homework	Reading packet	
TUESDAY	Objective	SWBAT draft body paragraphs & conclusion paragraph for a persuasive essay
Mini Lesson	<p>Show another example of Alexander Hamilton Body paragraph</p> <ul style="list-style-type: none"> ● Suggest including what might have happened WITHOUT their person in their essay so that they ● Students should finish body paragraphs today <ul style="list-style-type: none"> ○ Do not come up for approval until done with all 3 body paragraphs ● Model conclusion paragraph once class has switched into room 207 PRINT COPIES <ul style="list-style-type: none"> ○ Should WRAP IT ALL UP ○ The end should state opinion and reasons one last time in order to convince the readers <p>Sit with Ms. Giffey for re-teaching and guidance</p>	
Other small group activities	Study for vocabulary test	

Homework	Reading packet	
WEDNESDAY	Objective	SWBAT finish drafting a persuasive essay
Mini Lesson	Model how paragraphs should look and make sure all sentences are COMPLETE SENTENCES Once finished with draft on loose leaf, give to Ms. Lehner to be edited (peer review with those who finish ahead of the rest)	
Other small group activities	Study for vocabulary test	
Homework	Reading packet	
THURSDAY	Objective	SWBAT revise a persuasive essay
Mini Lesson	Give back feedback & students begin to write it on final draft paper <ul style="list-style-type: none"> ● Conference about formating & spelling ● Have students who are about done read it to a partner and see if it makes sense & is persuasive ● Workshop time 	
Other small group activities	Study for Vocabulary test TOMORROW	
Homework	Reading packet due tomorrow	
FRIDAY	Objective	SWBAT finish writing a persuasive essay
Mini Lesson	GIVE VOCAB TEST IN ROOM 208 Last day to write paper <ul style="list-style-type: none"> ● On final draft paper, write finished essay ● Help with spelling/formatting 	
Other small group activities	Read essay to a partner Read historical fiction book independently	
Homework	none	

Week 28: Unit 4 American Revolution

MONDAY	Objective	SWBAT formulate responses/rebuttal for debate
WHOLE CLASS Mini Lesson	<ul style="list-style-type: none"> ● Congratulate students on work and progress shown throughout the unit <ul style="list-style-type: none"> ○ Talk about how students will use some of the skills they learned in persuasive writing in the upcoming debate ● Turn and talk: what is a debate? <ul style="list-style-type: none"> ○ Redirect to there being two sides ○ Sides have opposing views 	

	<ul style="list-style-type: none"> ○ Each side is trying to CONVINCe the audience that they are right and the other team is wrong <p>GREAT DEBATERS: https://www.youtube.com/watch?v=YmoTJu2iOfc</p> <ul style="list-style-type: none"> ● Debating about whether or not a college should be desegregated ● What did you notice about how each side responded to each other? <ul style="list-style-type: none"> ○ ANTICIPATED ○ Well informed on the other sides responses ○ How did they respond to the other side's argument? RESPECTFULLY but with more information <ul style="list-style-type: none"> ■ They had to prepare for what they thought the other team would say. <ul style="list-style-type: none"> ● MAKE THINKING MAP DOUBLE BUBBLE COMPARE CONTRAST ● You will have the opportunity to debate your classmates the audience will be 207 and they will VOTE for who was MORE CONVINCING ● Pass out debate sheet and rubric ● Go over directions ● Address questions ● Assign groups <ul style="list-style-type: none"> ○ IF YOU HAVE TIME, MAKE A VISUAL TO USE ● Allow work time
<p>Differentiation for groups:</p>	<p>Partner high and low Low and middle Middle and high</p>
<p>TUESDAY</p>	<p>Objective SWBAT practice debating by speaking clearly and logically</p>
<p>WHOLE GROUP Mini Lesson</p>	<ul style="list-style-type: none"> ● Video clip from the movie great debaters: https://www.youtube.com/watch?v=XhrT25xehqs <ul style="list-style-type: none"> ○ What were some of the things you noticed about how the debaters were SPEAKING? Loud, not too fast ○ STANDING? Straight, confident, using hands if they needed to ○ How about their emotion? Passion? Did it seem like they were bored up there or like they cared about what they were doing? Related it to own lives ○ Keep these in mind, 207 won't vote for the team that looks uninterested ● Allow work time to finish answers/rebuttal <ul style="list-style-type: none"> ○ Conference to work on rebuttals ● Stop groups to PRACTICE debate with their partner first. Then take one group into hall to practice going down the line and in order <ul style="list-style-type: none"> ○ Other group practices in classroom
<p>WEDNESDAY END OF UNIT</p>	<p>Objective SWBAT debate peers on opposing viewpoints of the American Revolution</p>
<p>WHOLE GROUP Mini Lesson</p>	<p>Meet with Ms.Giffey/Ms.Cirignani/Ms.Lehner Build up that this is showing us your knowledge and understanding of both sides of the AR and that you are able to apply that knowledge DEBATES (207/208 then switch) Make sure to have the debaters face other direction while the audience votes. Have students write one thing they are proud of themselves for and one thing they could have worked on.</p>

