

Lesson Plan

Subject: American Revolution (Campaign for New York)

Grade: 9th/10th

Lesson duration: 45 minutes

Pre Planning Information:

Lesson will engage the student's ability to extract information from in text. Students will engage the American Revolution and the Campaign for New York from the perspective of a Levie (temporary soldier). At the conclusion of the lesson students.

Common Core Learning Standard(s) Addressed:

RL.9-10.1: Cite strong and through textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

R.H.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

R.H.9-10.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

R.L.9-10.7: Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.

Learning Target(s):

Objective: Students will perform a close read of the article *The Revolutionary War Service of a Connecticut Private in the Campaign for New York*.

Goal: Students will cite strong/through textual evidence about the life & living conditions of war service.

Content Information:

The article addresses several aspects of life of an enlisted soldier during the Revolutionary War. Article discusses terms of enlistment and the challenges associated with the early period of the war from the American perspective.

Language Information:

Close Reading techniques, text decoding, comparison and inference skills utilized.

Thinking About Instruction**Engagement/Motivation**

Real life accounts of service & firsthand account of conditions obtained from a primary source.

Explicit Instruction

Direct Instruction (I Do) (5 min) - Using the Close reading technique of “thinking notes” in small group’s students will perform a close read of the article *The Revolutionary War Service of a Connecticut Private in the Campaign for New York from The Review*. Student will begin by chunking the texts into manageable sections and begin breaking down the meaning of the text. Students will use the thinking notes symbols (Underlining, !, !!, *) to denote important information, items that pose a question and things that require more information. This information will later be used to create a formative writing assignment.

Guided Practice (We Do) (10 min) - As a class read the first paragraph and follow the steps provided for “thinking notes” technique. After completing a chunk of the reading, pause to allow the class to make the proper annotations. Using the board ask the following prompts:

1. What is the main idea of the first paragraph?
2. What point is the author attempting to get across?
3. Do you detect a bias?
4. What important information do you see?
5. Does anyone have any questions about information that is not clear?

Independent practice (You Do) (23 min) – Students would complete the reading employing the thinking notes strategy.

Closure (12 min):

In a group discussion, students should be able to describe what life was like for the average soldier. The facilitation of this discussion can be aided by the PowerPoint slides.

Thinking About Assessment:**Type of assessment**

Formative homework assignment, student’s ability to extract and cite in text. Students will analyze the conditions in which the Soldiers were asked to endure. Students will write a short essay (5 paragraph) on the conditions and the motivating factors to endure these hardships. (Possible ideas: disease, poor equipment).

Resources/Materials: (What texts, digital resources, & materials will be used in this lesson?)

http://www.hudsonrivervalley.org/review/pdfs/hrvr_28pt1_full.pdf (Page 77- 97).

<http://www.studenthandouts.com/01-Web-Pages/001-Pages/venn-diagram-compare-contrast-chart-bubble-map-graphic-organizer.pdf>

Thinking Notes Strategy worksheet

PowerPoint (The Levies that did not break)