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| **STANDARDS, FOCUS, AND OBJECTIVES** |
| Name: Nicole Wagner | Date: November 26, 2017 |
| Lesson Topic: The Declaration of Independence | Grade Level: 8th Grade |
| Learning Segment #1 of 4  | Estimated Duration: One 90-minute class period |
| CURRICULUM STANDARDS (2 pts) | List the Tennessee State Standards that directly relate to the lesson’s central focus |
| **Social Studies Standard: 8.23** – Determine the central ideas expressed in the Declaration of Independence and write an expository piece in which the legacy of these ideas in today’s world is described and validated with supporting evidence from the text. (H, P) **Literacy Standard: 8.RI.KID.1** – Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence. **Literacy Standard: 8.W.TTP.3** – Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.  |
| CENTRAL FOCUS (5 pts) | Explain the essential understanding and purpose of the lesson. The standards, objectives, strategies, and assessments are all related to the central focus. One central focus can be used across a series of Lessons/Learning Segments. |
| **Declaring Independence** – The purpose of the lesson segment plan is to analyze the causes that led to the declaration of American independence, compare/contrast how different authors viewed the necessity/inevitability of independence from Great Britain, and understand the methods and strategies used to create a compelling argument for/against declaring independence.  |
| LESSON OBJECTIVES (10 pts) | Write objectives in measurable terms that can be observed within the span of the lesson. Objectives should include multiple representations of information.  |
| Students will be able to do the following: 1. Identify the central ideas expressed in the Declaration of Independence and the responses to that declaration.
2. Identify satires, allusions, and similes within a text and draw logical inferences on how they are used to support an argument.
3. Assess the Declaration of Independence and evaluate the inevitability/necessity of declaring independence from an oppositional point of view.
4. Create an imitation “break-up” letter/video to the British imitating the Declaration of Independence.
5. Create an oppositional argument by responding to the Declaration of Independence “break-up” letter/video.
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| **LANGUAGE FUNCTION/DEMANDS** |
| LANGUAGE FUNCTION (5 pts) | What is the purpose for which language is used in this lesson? The language function is often represented by the **active verb(s) within the lesson objective(s**). |
| Language is used to identify, draw inferences, assess, evaluate, and create expository/narrative letters to and from the American colonists and the King of Great Britain imitating the Declaration of Independence and a fictional oppositional argument/response.  |
| LANGUAGE DEMANDS & SUPPORTS (5 pts) | Given the language function, describe the following associated language demands (written or oral) and academic talk students need to understand and/or use: * Vocabulary - words or key phrases used within disciplines
* Syntax - the rules for organizing words together into phrases, clauses, sentences or visual representations
* Discourse - discipline-specific discourse with distinctive features or ways of structuring oral or written language (text structures) or representing knowledge visually

Identify and describe the planned instructional supports to help students understand, develop, and use the identified language demands.  |
| **Vocabulary and/or Key Phrases:** preamble, grievance, natural rights, social contract, right to revolution, popular sovereignty, unalienable rights, satire, simile, allusion**Syntax:** Identify the key causes of declaring independence and create a graphic organizer; Writean imitation of and response to the Declaration of Independence**Discourse:** Work in table groups to complete the graphic organizer, mock “break-up” letter, and discussion; class discussions about arguments and counterarguments; individually create a creative response to the “break-up” (Declaration of Independence)**Language Supports:** Create visuals to show examples of each vocab word/phrase; show examples with the text of each key cause/idea of the Declaration; work with groups/partners to identify examples of each key cause/idea; example and support is provided for the “break-up” letter to imitate or respond to the Declaration of Independence |

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| **ASSESSMENT & EVALUATION** |
| FORMATIVE ASSESSMENT (10 pts) | Informal - How will you show that they know what they know? What evidence will show that students are making progress toward learning objectives? How will results of formative assessment change instruction? How will you differentiate formative assessment for individual students? Use language from the objective to ensure alignment. Include at least three checks for understanding throughout the lesson. |
| 1. Bell Ringer: “What was the purpose of the Declaration of Independence?” *(introduced in a previous lesson)*
2. Graphic Organizer to analyze satirical text: *The Declaration of America’s Immense Offense*
3. Declaration of Independence “Break-up” letter to Great Britain
4. Response to “Break-up” letter from Great Britain to America
5. 3-2-1 Exit Slip
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| SUMMATIVE ASSESSMENT (5 pts) | Formal - What evidence will show that students have mastered the central focus? Not all lessons will include summative assessment. |
| **This section (Summative Assessment) not required.** |
| **INSTRUCTION** |
| HOOK/ANTICIPATORY SET (10 pts) | How will you grab or “hook” the students’ attention? Use your knowledge of students’ interests, academic abilities, and depth of prior knowledge when planning. |
| I will pretend that I found someone’s break-up letter in the hallway and read it aloud to the class. This will inspire shock, anger at a personal document being read, and will capture their attention. I will then tell them the letter is signed by the 13 American colonies. I will then explain that the Declaration of Independence is the most epic break-up letter of all time and have them compare the mock-break up letter with the Declaration in a short classroom discussion. I will later ask students to write a similar “break-up” letter to Great Britain in groups and individually produce a response to their group’s break-up letter from Great Britain, similar to the satirical text *The Declaration of America’s Immense Offense.*  |
| LESSON BODY (25 pts) | Instructional Procedures model options include: **1) Gradual Release of Responsibility (GRR): I do, We do, You do collaboratively, You do independently**; 2) Rapid Release of Responsibility (RRR): You do, We do, I do; 3) 5E Method: Engage, Explore, Explain, Extend/Elaborate, Evaluate. **Ask your instructor if a specific model is required.**  |
| Instructional Procedures  | Assessment/Feedback/Higher-Order Questions (assessing and advancing) | Modifications and Accommodations to Support Individual Student Learning Needs |
| **I do:** 1. Break-up Letter (Mock Declaration of Independence) Hook
2. Review Bell Ringer: Declaration of Independence
3. Explain satire, similes, and allusions
 | 1. Hook – **advanced thinking** on what the Declaration of Independence was (relatable)
2. Discuss and **assess** bell ringer in group discussion in reference to the hook
3. Short discussion on satire, similes, and allusions with **examples given from students (assessing understanding)**
 | * Text-to-speech break up letter supplied
* Text-to-speech definitions with several examples given for satire, simile, and allusion
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| **We do:**1. Group reading of satirical text: *The Declaration of America’s Immense Offense*, BirdBrain History 2015
2. Unpack text using Graphic Organizer in groups
3. Class discussion of Graphic Organizer
4. Class discussion on using satire in persuasive argument (advancing question)
5. In groups, draft a mock Declaration of Independence “break-up” letter using rubric
 | 1. **& (3) Assess** and give immediate **feedback** on graphic organizer by leading students in class discussion after they have worked in groups.
2. **Advancing Question for Classroom Discussion:**

In your opinion, is the satire in this piece an effective way of making a persuasive argument?1. Assess and give feedback on group break-up letters using rubric
 | * Text-to-speech and/or text is read to students
* Instead of writing on the graphic organizer, students may underline, highlight, box, etc. to show understanding
* Group/Class discussions to build peer collaboration & community
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| **You do:** 1. Each student will draft a satirical response to their group’s mock Declaration of Independence “break-up” letter
2. 3-2-1 Exit Slip (3 interesting things I learned, 2 questions I still have, 1 thing you liked about today’s lesson)
 | 1. **Advancing Question to Introduce the Satirical Response to “Break-up” Letter:**

How would you feel if you were loyal to King George III when the Declaration of Independence was released and were living in Great Britain? In America?(1) **Assess** and give **feedback** on satirical response using rubric1. **Assess** Student Learning with 3-2-1 Exit Slip
 | * Any student may record their satirical response to their group’s Declaration of Independence break-up letter OR may record/write their response to the advancing question for a more straight-forward response.
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| CLOSURE/REFLECTION (10 pts) | Student-focused wrap-up of key concepts/skills and/or application of concepts/skills. How will you engage students in reflecting on their learning? |
| **This section (Closure/Reflection) not required.** |

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| **MATERIALS, RESOURCES, & TECHNOLOGY** |
| TEACHER MATERIALS & RESOURCES (3 pts) | What materials/resources will the teacher be using? What resources are used beyond the textbook? How well are the materials and resources linked to the learning objectives?  |
| **This section (Teacher Materials & Resources)) not required.** |
| STUDENT MATERIALS & RESOURCES (6 pts) | What materials/resources will the students be using? What materials/resources are planned beyond the textbook and worksheets? How well do the student materials support the lesson objectives, challenge students, sustain their attention, and elicit a variety of thinking? How will materials be distributed? |
| The students will be using text, graphic organizers, and rubrics. I will display the graphic organizer and text on the projector/promethean/white board to visually enhance the discussion. Students will be required to work with a variety of mediums: visuals, writing, graphic organizers/doing, discussions/auditory, and possibly video. I have several advancing questions to elicit higher order thinking during discussions, and I have included an interesting “hook” and activity for students to relate a historical document to today’s world as well as the assessment of arguments/counterarguments and the inevitability/necessity of war. The materials will be distributed throughout the lesson at the beginning of each segment. Supporting documents are attached.  |
| TECHNOLOGY (4 pt) | How will you integrate technology to enhance student learning? |
| **This section (Technology) not required.** |