**Grade level: 5-6**

**Date: 4/20/16**

**Time needed: Two 20 minute periods**

# BLC Social Studies Lesson Plan

## Discipline(s): History

## Topic: Revolutionary War

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| **A. Objectives / Learner Outcomes (knowledge, attitudes, skills)** **“**At the completion of this lesson, learners will …” (Remember to use observable / measurable terms + strong verbs.)  Cognitive: At the completion of this lesson, students will be able to identify the strengths and weaknesses of the British and continental armies, explain George Washington’s role in the war, and identify the roles of women and African Americans during the war.  Affective: At the completion of this lesson, students will be able to appreciate the role women and African Americans played in the war.  Psychomotor: At the completion of this lesson, students will have taken detailed notes of the lecture. | | |
| **B. Assessment Plan:** *(How will you know that the learners met the objectives? What will you be able to observe and measure? What percentage of the class will be meeting your objectives? Incorporate this plan into the Input section of the lesson.)*  They should have everything that has been put on the PowerPoint in their slides. | | |
| **C. Multiple Intelligences: Select one primary and include any others that apply.**  **x** verbal linguistic musical/rhythmic visual/spatial  logical/mathematical interpersonal intrapersonal  bodily/kinesthetic naturalistic **\_\_\_\_** existential | | |
| **D. Materials/Equipment needed:**  Notes page  PowerPoint | | **E. Essential Vocabulary:**    Mercenary: a solider paid to fight for another country.  Surveyor: a person who measures land. |
| **F. Accommodations for Diverse Learners:** (ELL/ESL/LEP, LD, gifted, etc.)  none  **H. NCSS Curriculum Themes:** (highlight those that apply)  **I.** Culture **VI.** Power, Authority, and Governance  **II.** Time, Continuity, and Change **VII**. Production, Distribution, and Consumption  **III.** People, Places, and Environments **VIII.** Science, Technology, and Society  **IV.** Individual Development and Identity **IX.** Global Connections  **V.** Individuals, Groups, and Institutions **X.** Civic Ideals and Practices  **G. Standards in Historical Thinking:**  (Check those that apply.)  \_\_\_Not applicable to this lesson  \_\_\_ Chronological thinking  \_x\_ Historical comprehension  \_\_\_ Historical analysis and interpretation  \_\_\_ Historical research capabilities  \_\_\_ Historical issues-analysis and decision making | | |
| 1. **MN Standard code: 1, 2, 10** | **Standard:** | |

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| **J. Lesson Planning of Teaching/Learning Activities:**  1. Anticipatory Set/Introduction/Focusing Event  “Before we go into the Revolutionary War, what did the Patriots hope to gain by fighting against the British?”  “Who want’s to read the intro on page 288?”  Go through all the pictures on the pages.  ***Transition****: Hand out notes pages*  2. Input: Outline of Presentation – steps/strategies/modeling (means of instruction)  Go through PowerPoint presentation. They should have their books open to the pages that correlate to the slides. The page numbers are on the PowerPoint.  See attached slides.  If time allows, divide the students into two groups: British and Continentals. As a group they will discuss their armies tactics, goals, advantages, and disadvantages. They will present each armies plan to the other army.  4. Evidence of Learning: How will you know when the learners have reached the objectives  The student’s should have everything that was on the PowerPoint in their notes.  5. Closure and Independent Practice for transfer of learning (Assignment)  Have them finish up any notes that they did not get. Go through everything that was on the slides and ask if they have it written down.  **K. Reflection of Teaching/Learning:** (How did I teach? What changes could I make?) |