

AMERICAN REVOLUTION

TCourse Name: ELA

Time Frame (in minutes): 60 minutes

Unit/Theme: Module 3 Wit and Wisdom American Revolution

Grade Level: 4

CONTENT AND SKILLS
Learning Objectives: - Students will be able to tell the different perspectives of the American Revolution. - Students will be able to identify the theme in <i>The Scarlet Stockings Spy</i>.
Essential Questions: - How did different people's perspective affect their actions during the American Revolution? - What is the theme of <i>The Scarlet Stockings Spy</i>?
Students I can statements . . . - I can tell the different perspectives of the American Revolution. - I can tell the theme of the story <i>The Scarlet Stockings Spy</i>.
How will you meet the needs of SWD and ELL/MLL students? SWD will be getting the use of a computer for it to read texts to them An app called cowriter to help students write on the computer Sentence starters ELL students will also be able to have texts read to them and translated
Content Standards List all standard indicators (do not need standard statement)
.RI.4.1, RL.4.2, RF.4.4 - W.4.2.b, W.4.7 - SL.4.1.b, SL.4.1.c - L.4.2.c
NYS Computer Science and Digital Fluency Standards List all standards that authentically align
4-6.CY.4: Model and explain the purpose of simple cryptographic methods. 4.6.IC.1: Describe computing technologies that have changed the world, and express how those technologies influence, and are influenced by, cultural practices. 4-6.DL.2: Select appropriate digital tools to communicate and collaborate while learning with others.

NYS SEL BENCHMARKS

<https://www.p12.nysed.gov/sss/documents/SEL Benchmarks2022.pdf>

- 2A.2b

INSTRUCTIONAL PLAN

List the steps of the lesson, including instructions for the students including how they will construct and practice content knowledge.

Add Standard Indicators next to activity that aligns and highlight them.

- Play a game(warm up): Have the students think of a character from any of the historical books we have read. They need to get their partner to guess who they are without telling them their name and only give them clues about their person.
- Talk about perspective of the American Revolution. What was the author's perspective when writing this story? Turn and talk to a partner.
- Break students off into groups. Have them discuss how and why Maddy was able to communicate with the boats in the harbor? **4.6.IC.1**
- Have groups come up with a strategy or code they would use to let people know about the boats in the harbor. **4-6.DL.2**
- Have students add a component where people can respond to their secret code. What would that look like? How would they make sure their code didn't get broken or "hacked" by the loyalists? **4-6.CY.4**
- Have groups present their "secret codes"
- Compare and discuss the technology used during the American Revolution vs. today. How are they similar, how are they different?
- Exit Ticket: The main theme in *The Scarlet Stocking Spy* is _____ because _____

FUTURE READY COMPETENCIES

Check off each competency that students will interact with during this lesson.

Collaboration
Communication
Critical Thinking/Problem Solving
Creativity & Innovation

MATERIALS / RESOURCES

Add additional resources needed for this lesson such as instructional technology templates, images, videos, etc. ***Including Instructional Technology Tools***

- *Scarlet Stocking Spy* Book (online and physical book)
- Cowriter for students who need it

- Organizer to write about Maddy's secret code and their secret codes
- Exit Ticket