Date: 3/20/21 **Candidate: Molly Naughton**

Context/Grade Level: *Summarize contextual information about your students, such as English language proficiency, cultural background, funds of knowledge, interests, reading level, developmental learning and/or behavioral needs.*

Grade 5, 22 students, ages 10 to 11. 46% Caucasian, 9% Latinx, 27% Asian, 9% South Asian, and 9% African American. Class has 4 English Language Learners (2 Spanish, 1 Japanese and 1 Russian). Two of 22 are currently reading below grade level. One student is performing below grade level in math. In writing, all students are meeting grade-level standards. Two students receive academic support per an IEP.

Standards: copy and paste from: https://main.calstateteach.net/index.php/standards

California Academic Content Standards

History-Social Science, Grade 5

United States History and Geography: Making a New Nation | 5.6 Students understand the course and consequences of the American Revolution.

- 5.6.6: Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.
- 5.6.7: Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.

California English Language Development Standards

Writing, Grades 3-5

- **Strategies and Applications | Early advanced ELD level | Organization and Focus**Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).

Objective: *State what you want your students to know, understand, and/or be able to do by the end of the lesson.*

Students will use their knowledge of the American Revolution to evaluate whether the US has achieved the goals of the revolution. They will demonstrate their understanding in a written response.

Academic Vocabulary: *Identify specific words or phrases students will need to know, so they can engage, practice or evaluate target content.*

Revolution, revolutionary, treaty

Observation Focus: *If this is a lesson to be observed, please identify which Dimension (one of the 6 Cs) will be the focus.*

CONTENT - Objectives & TPE Support Elements

Uses a variety of strategies and resources to support student learning

3-1 Demonstrates knowledge of subject matter, including standards and frameworks

CalstateTEACH 3.0 Lesson Frame

	ENGAGE	PRACTICE	EVALUATE
Procedures	*Use students' prior knowledge to engage their interest in the target content.*	*Provide learning experiences for students to explore and develop their understanding of the target content.*	*Provide opportunities for students to reflect on their new learning and connect it to the world and/or other content areas.*
	Slides created for this lesson can be accessed here. This unit's main instructional tool is a slide deck I created for this purpose. At the beginning of this lesson, I will review the images and content of the previous lessons' slides to activate students' prior knowledge.	This lesson has two main sections each with a distinct purpose. The first of these is the slide deck which is used to communicate the final events of the revolution - the Battle of Yorktown and the Treaty of Paris. The second component of this lesson is a discussion of the impact of outcome of the revolutionary war on the course of the United States. Students will be asked three thought-provoking questions: What were we fighting for?(recall) Did we finish the job? (evaluate) Is there work left to do? (analyze)	The students will use the knowledge they've gained over this 5-week unit together with the responses they heard in the class discussion to write a quick-write response to the question "Was the end of the revolutionary war the end of the revolution?" The student response sheet can be seen here.

Adaptations	*Will any students need differentiated **content** and/or an alternate pathway to access the target content?*	*Will any students need differentiated **process** activities to make sense of and/or process the target content?*	*Will any students need a differentiated **product** to demonstrate their learning of target content?*
	All students will be able to access the content provided.	Some students may want to discuss their thoughts before putting them into writing. These students will be invited to work with me in a small group during independent work time.	All students have previously demonstrated proficiency with the Kami pdf annotation tool.
Technology	*How will you and your students use technology to engage with the content?*	*How will you and your students use technology to interact with and process the content?*	*How will you and your students use technology to evaluate understanding of content?*
	This content will be presented using slides formatted in a visually compelling and familiar style.	The main interaction in this lesson is the student discussion. This will happen in the Zoom chat.	They will answer questions using a pdf annotation app on the Schoology platform.
Assessment	*Pre-Assessment* *How will you assess your students' prior knowledge and how might they self-assess their own prior knowledge?*	*Formative Assessment as Progress Monitoring* *How will you gather data about what students are learning as you teach? How might students measure their own progress toward their objective?*	*Formative or Summative Assessment* *How will you determine if your students met the target objective? How might your students self-assess their outcomes?*
	Student responses to the question "What were we fighting for?" will allow me to assess their understanding and recall of the previous lessons	Student responses to the questions "Did we finish the job?" and "Is there work left to do?" will give me a sense of how they understand the content of the lesson.	Students will upload their work to the Schoology learning platform.

Reflection	*After teaching the lesson, reflect on whether or not your students met the lesson objective. What was most effective? What was least effective? Use evidence to describe how you know.*
Application	*Thinking about your students' performance in this lesson, what will you include in the next lesson to support your students' learning based on what you observed and learned from this lesson?*