

<p><b>Preparation</b></p>	<p>Build a word wall. Introduce vocabulary of the discipline or allow students to build this during their learning adventure.</p> <p>Prepare vocabulary bookmarks to be handed out after the word wall is done to be used during the writing process.</p> <p>Plan for ways to engage learners and to generate thinking in the discipline of social studies.</p> <p>Identify BIG IDEAS that unify content and promote understanding using the EQ, themes, and concepts.</p> <p>Determine your “Knowledge Product”—writing assignment with expectations for audience, purpose, and task.</p>										
<p><b>Preassessment Ideas</b></p>	<ul style="list-style-type: none"> <li> <p><b>RAN Chart:</b> Recreate the RAN Chart (see example below) on the board. Ask the students to tell you what they think they know about the topic of the book to be read. Record their responses on the chart. You may wish to have students create their own RAN charts and archive this as an individual preassessment. While reading, the students should pay attention to how the new information connects to their previous knowledge. Does it confirm what they thought they knew? Did they have any misconceptions? This can be done as a group or individual activity.</p> <table border="1" data-bbox="529 974 1539 1236"> <thead> <tr> <th>What I Think I Know</th> <th>Confirmed</th> <th>Misconceptions</th> <th>New Learning</th> <th>Wonderings</th> </tr> </thead> <tbody> <tr> <td>British taxation and new laws made by Parliament caused colonists to protest.</td> <td>The Stamp Act and other laws made by Parliament caused colonists to send the Declaration of Rights and Grievances to Britain.</td> <td>Some delegates to the Stamp Act Congress in New York did not sign the declaration because they wanted to be loyal to the king.</td> <td>Some delegates to the Stamp Act Congress did not sign the declaration because it did not go far enough to protect the rights of the colonists.</td> <td>What if the colonists took other steps instead of the nonviolent declaration?</td> </tr> </tbody> </table> </li> <li> <p><b>Wall of Fame Walk:</b> Plan and post a New York in the Revolution Walk of Fame, with a continuum of who, what, where, when frames, each with an identifying caption. (This can also be a preassessment, without labels, asking students who they can identify and the importance. Post assessment, they should be able to bring people on “guided tours” speaking with the vocabulary of the discipline, and drawing connections when one element in the wall impacts another. )</p> </li> </ul>	What I Think I Know	Confirmed	Misconceptions	New Learning	Wonderings	British taxation and new laws made by Parliament caused colonists to protest.	The Stamp Act and other laws made by Parliament caused colonists to send the Declaration of Rights and Grievances to Britain.	Some delegates to the Stamp Act Congress in New York did not sign the declaration because they wanted to be loyal to the king.	Some delegates to the Stamp Act Congress did not sign the declaration because it did not go far enough to protect the rights of the colonists.	What if the colonists took other steps instead of the nonviolent declaration?
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<p><b>Set the Stage</b></p>	<p>Generate a timeline of very important events and people in the Revolutionary War in New York. Sequence the timeline to highlight connections, especially cause and effect connections. Show how many specific details relate to one big idea by CLUSTERING.</p> <p>In an information to knowledge journey, collaboratively create an official I Love New York vacation planner that maps the Revolutionary War in New York for historic tourism.</p> <p>Preassessment ideas:</p> <ul style="list-style-type: none"> <li>• Learners brainstorm and chart a list of reasons: Why was New York so important in the War for Independence?</li> <li>• Wall of Fame Walk – as stated above</li> <li>• Print map of NY and ask students to label American Revolution hotspots in NY. (Name, date. Archive for postassessment comparison.)</li> </ul> <p>Repeat exercises as a postassessment, documenting difference.</p>
<p><b>Close Reading / Purposeful Reading</b></p>	<p><i>Using the essential questions and guiding questions as the purpose for reading, have students read the entire book at least once. Choose read aloud, guided, or independent format according to each student’s reading level.</i></p> <ul style="list-style-type: none"> <li>• After reading the text with a purpose and doing close reading, students develop questions about connections between their own lives and New York in the American Revolution.</li> <li>• Use guiding questions to spark curiosity and build connections between people, events, historical time, and geography.</li> <li>• Share your questions and connections with your peers.</li> </ul>

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### Concept Mapping / Mind Mapping

Using the **Thinking about Evidence graphic organizer**, ask students to make connections from the text.

- Evidence to support the importance of military strategy in New York during the Revolutionary War
- Evidence to support the conclusion that Britain violated the rights of the colonists
- Evidence to support the factors that caused victories and caused defeats in the Revolutionary War in New York
- Evidence to support the statement that independence from Britain was or was not the best choice for the colonies
- Evidence to support the conclusion that New York's citizens have better lives because of the Revolutionary War
- Evidence to support the conclusion that key leaders on both sides succeeded or failed to accomplish important goals.
- Evidence to support the conclusion that many New Yorkers took a stand on one side of the conflict
- Evidence to support the Revolutionary War as a pathway to change, for the better or the worse

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<b>Text-Dependent Questions</b>	Concrete Questions:	<p>Page 4: How did the British get colonists to pay more taxes?</p> <p>Page 4: Why did the British tax the colonists?</p> <p>Page 6: What was the purpose of the Stamp Act Congress?</p> <p>Page 6: What was the Declaration of Rights and Grievances?</p> <p>Page 8: How were colonists divided in their views about British rule?</p> <p>Page 10: How did the Green Mountain Boys contribute to the Revolutionary War effort in New York?</p> <p>Page 12: What caused the defeat of Washington at the Battle of Long Island?</p> <p>Page 14: How did the patriot army defend New York from the British?</p> <p>Page 16: How did alliances with Native Americans help the patriots and the British?</p> <p>Page 18: What were the strategies that stopped the British at Saratoga?</p> <p>Page 20: What impact did the Battle of Yorktown have on the end of the war?</p> <p>Page 22: What leaders of the Revolution and the new nation were famous New Yorkers?</p>
	Main Idea & Supporting Details	<p>Why did the colonists think that the taxes were unfair?</p> <p>What events signaled the beginning of a revolution in New York?</p> <p>What were the short- and long-term results of key battles in New York?</p> <p>How did defeats, imprisonment, and retreats make victory seem unlikely?</p> <p>How did allies make a difference in the Revolutionary War?</p> <p>Why is Saratoga the turning point of the war?</p> <p>How did the Revolutionary War end?</p>
	Deep Meaning	<p>Why did the colonists protest and revolt?</p> <p>How were multiple perspectives dividing colonists in New York regarding British rule?</p> <p>Should New Yorkers have fought for independence?</p> <p>Could the new nation have been born without New Yorkers?</p>

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<p><b>Building an Evidence-Based Claim</b></p>	<p>Possible focus questions for an evidence-based claim that relates to New York in the Revolutionary War:</p> <ul style="list-style-type: none"> <li>• How was military strategy important in New York during the Revolutionary War?</li> <li>• How would the British justify their actions leading up to the war?</li> <li>• Why did specific factors cause victories and cause defeats in the Revolutionary War in New York?</li> <li>• Why was independence from Britain a good or bad choice for the colonies?</li> <li>• How did New York’s citizens contribute to New York’s future during the Revolutionary War?</li> <li>• How did many New Yorkers take a stand on one side of the conflict, and take action based on their perspective?</li> <li>• How did alliances contribute to victory or defeat?</li> </ul>
<p><b>Metacognitive Modeling</b></p>	<p><b>Model the Identifying Main Ideas and Details graphic organizer.</b> Students in groups use the graphic organizer for chapters under consideration to analyze text for main ideas and supportive details. They share and generate a map of their big ideas.</p> <p><b>Model</b> cause and effect with the <b>Cause-Effect-Why Chart graphic organizer.</b> Students in groups analyze text to identify and connect significant causes and effects involving events or people in the text. They share and generate a map of their ideas. See concept mapping above.</p> <p><b>Model Drawing Conclusions from Information and Thinking about Evidence graphic organizers.</b> Students in groups practice drawing conclusions from information, and share their process of deciding.</p> <p><b>Model</b> generating evidence to support a conclusion with 7th graders by generating a preliminary evidence-based claim.</p>

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<p><b>Prewriting Activities</b></p>	<ul style="list-style-type: none"> <li>• Decide on a choice of topic for a writing activity using concept maps or mind maps, or the drawings and captions for the travel logs of explorers.</li> <li>• Discuss and chart possible focus questions from a postreading RAN activity.</li> <li>• Use graphic organizers for determining and supporting main ideas and a conclusion.</li> <li>• Use graphic organizer for <b>Supporting a Claim with Textual Evidence</b>.</li> <li>• Share the rubric for a quality final product.</li> <li>• Use Planning a Historical Fiction Narrative from Engageny Grade 4.</li> <li>• Use Evidence-Based Claim handouts from Odelleducation.com</li> </ul> <p style="text-align: right;"> <b>EBC Criteria Checklist I – G6-8 -</b>  <b>EBC Criteria Checklist II – G6-8</b>  <b>Forming EBC Handout</b>  <b>Text-Centered Discussion Checklist</b> </p>
<p><b>Shared Knowledge Product / Postassessment Ideas</b></p>	<p>Writing Activities to Support a Conclusion</p> <ul style="list-style-type: none"> <li>• Narrative, detailed letter or diary from a specific perspective of a patriot or loyalist.</li> <li>• Narrative, detailed letter or diary from the perspective of a person who fought in a Revolutionary War battle in New York</li> <li>• Expository writing and reenactment of a turning point in the path to victory or defeat</li> <li>• Persuasive writing to express a viewpoint and support it with evidence</li> <li>• Write a letter from King George to the colonists.</li> <li>• Write and present a Declaration of Rights and Grievances for people today who are being treated unfairly and have their rights denied.</li> <li>• Write a testimony from a specific Revolutionary War leader about his role in history.</li> <li>• Write a series of journal entries by a colonist about events occurring before or during the Revolution.</li> <li>• Write a speech from a Native American about alliances during the war.</li> <li>• Write an argument to support a claim with evidence from multiple texts.</li> </ul>

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<p><b>Learning Extensions for Differentiation</b></p>	<ul style="list-style-type: none"> <li>• Write a narrative children’s book: Research deeply one key NY independence event. Choose your perspective.</li> <li>• Hold a forum of New Yorkers to discuss the surrender of the British and the treaty to end the war in 1783. As an informed participant in the discussion, frame what might have been said. Research using multiple texts, looking back at a war fought by patriots, and looking forward to being part of an independent nation.</li> <li>• Reenact a very important crisis from the Revolutionary War in New York. Demonstrate understanding of goals, multiple perspectives, risks, geography, and people interacting at a time when change was occurring that would reshape the world.</li> <li>• Hold a classroom debate. Use the <b>Dilemmas and Decisions graphic organizer</b> to identify a decision or action related to the Revolutionary War that involved opposing perspectives. Have students impersonate characters and hold an evidence-based discussion or debate on a topic.</li> </ul>																						
<p><b>Accommodations</b></p>	<p>Active listening: Have English Language Learners or students who are reading below grade level listen to the audio narration in the Interactive eBook as they read along with the text. Students who need practice in listening comprehension may benefit from hearing the audio recording before reading the text.</p>																						
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<p><b>Summative Assessment</b></p>	<p>Writing rubric for narrative or persuasive writing, grade 4</p> <p>PARCC Grades 4–5 Expanded Rubric for Analytical and Narrative Writing- Engageny or PARCConline</p> <p>New York State Grades 4-5 Writing Evaluation Rubric found in the Educator’s Guide to the Grade 4 Common Core English Language Arts Test – Engageny</p> <p>Odell Evidence-Based Writing Rubric Grade 7 – Engageny</p> <p>New York State Grades 6-8 Writing Evaluation Rubric found in Educator’s Guide to the Grade 7 Common Core English Language Arts Test</p> <p>Grades 6 to 11 Expanded Scoring Rubric for Analytic and Narrative Writing - PARCConline</p>
<p><b>Postassessment</b></p>	<p>Learners brainstorm and chart ideas about: Why was New York so important to the Revolutionary War?</p> <p>Invite parents for a Wall of Fame Walk.</p> <p>Map the NY revolutionary path.</p>

## Vocabulary of the discipline:

### *See Planning Guide for ideas*

Introduce the vocabulary by listing the words and phrases for students on a word wall.

When students use vocabulary knowingly, it indicates that they have an understanding of the meaning. Use these words in your grading rubrics.

abandoned	Continental Army	frontier	Patriots	secretary of the treasury
aide	debt	grievances	political parties	starvation
allied	delegates	links	protested	surrendered
civilian	descendants	loyal	refuge	suspected
colonies	fleet	militia	resign	thirteen colonies
constitution	French and Indian War	parliament	retreated	traitor

## Additional Important Ideas Vocabulary:

Currency Act of 1764

Sons of Liberty

Sugar Act of 1764

Federalist Party