**SINGLE SUBJECT DAILY LESSON DESIGN FORMAT**

**FOR RESOURCES ON HOW TO COMPLETE THIS FORM, SEE** [**https://sites.google.com/site/lessondesignresources/home**](https://sites.google.com/site/lessondesignresources/home)

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| TITLE OF LESSON **American Revolution** | CURRICULUM AREA & GRADE LEVEL **10th Grade World History** | | DATE OF LESSON **12/3/13** |
| CA CONTENT STANDARD(S) ADDRESSED  **10.2-3 Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.**  **Common Core: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.** | | CA ELD STANDARD(S) ADDRESSED  **Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area.** | |
| BIG IDEA ADDRESSED (Enduring Understanding: WHY this material is important; how it fits in with the unit or theme)  **Power, Authority, Government. The Influence of Enlightenment Ideals.** | | ESSENTIAL QUESTIONS ADDRESSED  **What are the main causes of the Industrial Revolution? How did the ideas from Common Sense influence the colonists? Would it have persuaded you to go to war?** | |
| OBJECTIVE(S) OR LEARNING GOAL(S)—*choose type(s) as appropriate*   * Cognitive   **After Taking Notes on The American Revolution SWBAT explain the major causes of the Revolution.**   * Language Development   **After reading the primary source text Common Sense, SWBAT list the major points of the author as well as the supporting evidence.** | | ASSESSMENT(S)—*choose type(s) as appropriate*   * Formative (progress-monitoring)   **Students will be selected to read a quote of the text out loud, and tell the class their “marked words” and summary sentence.**   * Summative (evaluative)   **Students will fill out a primary source chart listing the main points and supporting evidence the author uses. This will be glued into their notebooks for evaluation.** | |
| PREDICTION OF LIKELY DIFFICULTIES STUDENTS MAY ENCOUNTER WITH THIS MATERIAL *(possible misconceptions or assumptions)*  **I don’t predict there will be any difficulties with note taking. Students are all familiar with our process for taking notes. The close reading is a new process we are trying out. I will be teaching the kids the marking up the text strategy, giving them the instructions orally and writing them on the board. Students may also struggle with filling out the chart on the primary reading, it’s a new system we as a department are trying to implement to help our students with primary source material for common core.** | | | |
| INSTRUCTIONAL STRATEGIES: *What the teacher does to help students cope with the difficulties in order to succeed*   |  |  |  | | --- | --- | --- | | STEPS (Fill in each box with specific information) | LEARNING STYLE(S) ADDRESSED | REASONS/RATIONALES | | Anticipatory Set (“Into”)  **When students come into the room there will be a think-pair-share on the board. Students will write their responses in their notebooks.** | **Cognitive** | **This will get students focused right when they come into class as well as get them thinking about the topic.** | | Instruction (“Through”)  **Students will take notes a short PowerPoint outlining the causes and course of the American Revolution.** | **Visual** | **Students are gaining background knowledge about the events of the Revolution.** | | Guided Practice (“Through”)  **Students will participate in a marking the text reading of excerpts from Thomas Paine’s Common Sense. Each student will read a quote from Common Sense, and tell the class what words they marked, and read their summary sentence.** | **Auditory**  **Visual** | **Students are learning a valuable skill for increasing reading comprehension, one that they will continue to use in class and in other classes.** | | Independent Practice (“Through”) **Students will re-read through the excerpt from the text and fill out a chart on the reading.** | **Cognitive**  **Visual** | **Students will gain experience reading and interpreting primary sources, as well as a graphic organizer to record their information.** | | Closure *(summarize; make meaning of the lesson)* **The class will come back together after independent work to share their responses and fill in points they missed.** | **Auditory** | **Students compare answers and fill in the information they missed.** | | Transfer (“Beyond”) *(opportunities to apply the learning)* **Students will discuss the impact of the Revolution on the world, including both short and long term effects.** | **Auditory** | **Students learn how the events studied in class impact their lives today.** | | | STUDENT ACTIVITIES: *What the students do*   |  |  |  | | --- | --- | --- | | STEPS (Fill in each box with specific information) | LEARNING STYLE(S) ADDRESSED | REASONS/RATIONALES | | Anticipatory Set (“Into”)  **Students will come into class, find their seat, and record their answer to the think-pair-share in their notebooks. They will then share their response with their neighbor.** | **Cognitive** | **This will get students focused right when they come into class as well as get them thinking about the topic.** | | Instruction (“Through”)  **Students will open their notebooks to the next available page and get ready for notes; they will follow along with the PowerPoint and take notes.** | **Visual** | **Students are gaining background knowledge about the events of the Revolution.** | | Guided Practice (“Through”)  **Students will take turns reading through the excerpt of Common Sense, Sharing what words they marked, and what their summary was.** | **Auditory**  **Visual** | **Students are learning a valuable skill for increasing reading comprehension, one that they will continue to use in class and in other classes.** | | Independent Practice (“Through”)  **Students will fill out their chart, detailing the main point of the reader and key supporting evidence.** | **Cognitive**  **Visual** | **Students will gain experience reading and interpreting primary sources, as well as a graphic organizer to record their information.** | | Closure *(summarize; make meaning of the lesson)*  **Students will share their answers from the graphic organizer, as well as record answers they missed.** | **Auditory** | **Students compare answers and fill in the information they missed.** | | Transfer (“Beyond”) (opportunities to apply the learning) **Students will contemplate how the events discussed today have both short and long term effects on the world.** | **Auditory** | **Students learn how the events studied in class impact their lives today.** | | |
| INFO ABOUT ENGLISH LANGUAGE LEARNERS: *Consider students individually and as a group*   * Readiness level   **I have three students who are at the expanding (CELDT 3) level, 10 are bridging (CELDT 4-5) and the other 7 are native English speakers.**   * Learning profile: strengths and challenges   **The students do well in oral assessments but tend to struggle when writing and need extra time when reading.**   * Interests—academic and/or personal   **The students are very competitive; we have had the most success when students are set to compete against each other in games. Many students also enjoy soccer or skating.** | | INFO ABOUT STUDENTS W/ SPECIAL NEEDS (include gifted students) : *Consider students individually & collectively*   * Readiness level   **I have one 504 student and one IEP in my class they have similar needs and neither requires a lot of extra attention in Class. Ben biggest issue is that he has a lot of truancies but when he shows up he does good work. Gino is consistently present and does good work; he sometimes needs a little extra time to complete assignments. He also gets occasionally frustrated and needs to leave class and go for a walk.**  **Luis is a very bright student who does not have and IEP or 504 but has some extra needs in the classroom. He is skilled at reading and writing but needs to be challenged to go deeper into his thought process in order for him to stay engaged.**   * Learning profile: strengths and challenges   **Luis has a lot of social anxiety and doesn’t like to interact with other students; he sits isolated in the back corner. He also doesn’t like a the activity model, he much prefers to read out of the textbook and just take notes, we allow him to do this because he has proven he will learn the material and get exceptional grades. Lately he has come out of his shell socially and is talking more with other students. Gino is a very social learner who enjoys working with other students and helping others when he is done with his work.**   * Interests—academic and/or personal   **Ben is very interested in skating; Gino enjoys football and is a Charger fan. Luis loves History and is considering going to college for it, any extra information he can get he loves, as well as one on one discussion.** | |
| DIFFERENTIATION FOR ENGLISH LANGUAGE LEARNERS—*choose area(s) as necessary based on information above*   * Content (***what*** *material—including key vocabulary—is learned*)   **Student content will not be differentiated, all of the English Learners are a CELDT 3 or above and are capable of comprehending the material.**   * Process (***how*** *the material is learned*)   **Students will be learning the marking the text strategy to increase reading comprehension.**   * Product (*how the learning is* ***demonstrated***)   **Students will be demonstrating their understanding of the reading through a graphic organizer.** | | DIFFERENTIATION FOR STUDENTS WITH SPECIAL NEEDS— *choose area(s) as necessary based on information above*   * Process (***how*** *the material is learned*)   **All of these students are strong with reading and writing and should have no difficulties; Luis will not be expected to participate heavily in the class discussion.**   * Product (*how the learning is* ***demonstrated***)   **Both Ben and Gino will be given extra time to complete the written response if they need it. They are both native English speakers and are comfortable with writing so they will not have any struggles there. They are also both social learners who will enjoy the group reading of the text.** | |
| RESOURCES (*Attach materials needed to implement the lesson—e.g., power point presentation, text, graphic organizer)*  **PowerPoint on The American Revolution, Excerpt from Common Sense, graphic organizer for primary source reading.** | | REFLECTION (*Questions to consider after the lesson:* What went well? Why? What evidence do I have that shows the extent to which the lesson was effective? What problems do students still have? How will I deal with the students whose understanding of the material is weak? How will I remediate? What changes will I make to enhance learning the next time I teach this lesson? Why?) | |