

EDU 3215 Lesson Plan Template & Elements

Content Areas: *English Language Arts* and *Social Studies*

Common Core Standard(s): (list and write all applicable)

ELA CCSS:

RI 7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 7.3 - Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

RI 7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS: RH.6–8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6–8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Essential Question(s): How did colonists, African Americans, and Native Americans choose sides during the Revolutionary War?

Introduction and Lesson Objective (outline the purpose for the lesson in 50 -100 words)

E.g., This lesson is focused on the role of the Native Americans during the American Revolution. Students explored the roles of the Patriots and the Red Coats and will synthesize this information with the roles of Native Americans during the American Revolution. The purpose is for students to understand the variety of people and reasons who were involved in the American Revolution.

Resources/Materials/Technology Utilized:

E.g., Computer, Smartboard, NewsELA article, Reading about Mohawk Mary Molly Bryant, Notebooks, Pens, Pencils, Index cards, looseleaf

Instructional Sequence (x amount of minutes/ how many days will this lesson cover).

Include evidence of Explicit Instruction within the tasks/activity:

Time Allocation	Objective	Activity	Assessment/Evaluation
7-9 minutes	This will help the teacher gauge what knowledge the students are coming into the lesson with.	Do Now - Answer the following question: Who do you think the Native Americans fought with/along side during the American Revolution? Why do you believe they chose this side.	Teacher will walk around and take note of how many students choose Patriots or Red Coats. This will help with grouping in future lessons.
10 minutes	Reading a document about Mohawk Mary Molly Bryant as a class to help students with annotating relevant facts and details that will help them answer critical thinking questions later on.	Reading a document about a Native American woman, Mohawk Mary Molly Bryant as a class. Teacher asks the following questions during the reading and students underline/annotate the answers based on the text. “Why did Mary decide to help the loyalists instead of the Americans?” “Why did people listen to her instead of listening to the Patriots?”	Teacher will write down how students prefer to annotate text. Teacher will ensure that students who are underlining the text are underlining exactly what answers the questions given. This will help with grouping in future lessons.
10-15 minutes	Student will work in groups to read an informational passage about which side the Native Americans were on during the American Revolution. This will help them to read something at their lexile level so that they can comprehend	Students will be given a NewsELA article that examines the roles of Native Americans during the revolutionary war. There is a short quiz afterwards that students will take with their groups. The NewsELA article will be given in multiple lexile levels so students will not have a difficult time comprehending the text. Students will annotate pieces of the passage that answer the quiz questions	Teacher will circulate the room and see if any students are struggling with the text. Teacher will take note of this to see if students need to be moved to a different group. Teacher will see if students are actively annotating the text to help them understand.

	the information on their own.	in the back of the article.	
7-8 minutes	Students get a chance to write their opinions about a historical topic and use evidence to explain why they believe they are correct.	Students will be given looseleaf and write paragraphs about whether or not they agree, disagree or are neutral when it comes to the actions of the Native Americans. Students must cite specific pieces of evidence and explain why they agree or disagree with the Native Americans actions when it comes to helping the loyalists during the American Revolution.	Teacher will circulate the room to see where most students stand on the issue. Teacher will monitor which students are having difficulty using evidence to support their response.
3-4 minutes	To see what aspects of the lesson stuck with the students.	Exit Ticket - Write three facts about Native Americans that you learned from today's lesson.	This will help the teacher decide if anything needs to be retaught. It also tells the teacher what stood out to most students and what students may have overlooked during the readings.

Vocabulary: Identify Tier II and any Tier III vocabulary words

Treaty,

Differentiation: Students will have different NewsELA articles based on lexile levels. Students will be grouped with students within their own lexile levels.

Students will be allowed to annotate however they wish. They may use highlighters to highlight the answers or just write the answers in the margins on the document.

Anticipated Outcomes:

Students may not know that Native Americans had any role in the American Revolution. Students will connect their own prior knowledge about Native Americans to the content they are being presented now. They may ask about the Native American lifestyle and how it connects with the war or why they would help the people who have been taking their land from them for

the past two centuries.

Anticipated Difficulties (Teacher or Student): Think about your follow-up

Some students did not understand how Native Americans were a part of the war effort. Students also did not understand why the Native Americans decided to help the British during the American Revolution instead of the Americans. Students were quick to assume that because Native Americans were Americans they would help the Patriot cause. During the next lesson I want to clarify the “why?” in regards to the Native Americans siding with the British.

Appendices:

This section will include a copy(ies) of text passage, comic, screenshot of site, student worksheets, graphic organizers, or any pertinent materials for lesson

[Document A Mohawk Mary \(Molly\) Brant 1736–1796](#)

Mary, commonly called Molly, Brant was born in 1736 in the Ohio Valley. She grew up in Canajoharie and was educated in a European fashion, possibly at a mission school. At age 18, she accompanied a delegation of Mohawk Chiefs to Philadelphia to discuss fraudulent land transactions. This was her first introduction into the world of political responsibility. She eventually became a Clan Mother. Like her brother Joseph, she assimilated both European and Indian culture into her life and was equally at home in both worlds. She spoke Mohawk and dressed in Mohawk fashion all her life and encouraged her children to do so. Her position as Clan Mother helped in Johnson’s success as Indian Superintendent. After Sir William’s death in 1774, she moved her family from Johnson Hall back to Canajoharie and established a trading post. During the American Revolution, she sheltered and fed Loyalists and supplied them with arms and munitions. In 1777, it was Molly that sent word to Sir John Johnson’s and Joseph Brant’s forces that Herkimer was marching to rescue the besieged Fort Schuyler. Because of these actions, she was forced to flee her home in the Mohawk Valley, leaving it behind to be plundered and occupied. Her family fled to Fort Niagara and Molly began to direct her attention to keeping the Six Nations (particularly Mohawks) on the side of the British. Her position as a Clan Mother and her former relationship with Sir William Johnson meant that she exerted even more influence over them than her brother did. A British was once recorded to have said “their uncommon good behaviour [was] in great measure to be ascribed to Miss Molly Brant’s

influence over them, which [was] far superior to that of all their Chiefs put together.” She also used her position to promote the interests of her people while increasing her own power.

<https://newsela.com/articles/gl-history-indians-war-of-independence/id/22401/#>

850 L - 5th grade

1060 L - 7th grade

1200 L - 9th grade