

4th Grade Social Studies Lesson Plan- American Revolutionary War Government

Name of Student: Eva McCarthy
Grade and/or Age: 4th Grade

School: Remsenburg-Speonk Elementary School

Size of Group: 22

Curriculum Area or Learning Domain: Social Studies

Specific Lesson/Skill Taught: The Constitution, Bill of Rights, Branches of Government, and the Federalist Papers.

CONTEXT FOR LEARNING:

This classroom is a fourth-grade classroom with 20 students, a general education teacher, and a special education teacher. There are two students with IEPs and two with 504 plans. Students are pulled out of class at various times during the day for speech, occupational therapy, counseling, and reading. If needed, students with IEPs will receive extra scaffolding, assistance, or small-group support from the special education teacher. In the past, students have learned about the American Revolution. During this lesson, students will understand the different amendments of the Bill of Rights, the Constitution, and the Branches of Government. In the future, students will be able to identify key leaders of the American Revolution and understand the foundation of the Thirteen Colonies and the United States of America.

NEW YORK STATE NEXT GENERATION LEARNING STANDARD:

Standard 5: Civics, Citizenship, and Government Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

OBJECTIVE:

Students will be able to answer $\frac{2}{3}$ of the questions correctly on an exit-ticket assessment of the Bill of Rights, Constitution, and Branches of Government, achieving 67% accuracy in 5 minutes.

MATERIALS:

- SMARTBoard
- Canva account/Access
- Canva presentation:
https://www.canva.com/design/DAHEUhLJK-c/M2TcNkoUqsGCXGRtUyJRxO/view?utm_content=DAHEUhLJK-c&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utm_id=h64b0e41566
- Task Cards:
https://www.canva.com/design/DAGmIvFOhIA/w8xyOK7o8ifMC7PggXsTeg/view?utm_content=DAGmIvFOhIA&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utm_id=hb023ea4ca0

- Next, I will click to the next slide in the PowerPoint and present the Lesson 2 Title Page, then explain to students how the next topic, including The Constitution, Bill of Rights, and Branches of Government, relates to the previous lesson.
- To strengthen students' reading and social studies comprehension and vocabulary, I will present the vocabulary slide on the board. I will use student participation to read through each vocabulary term, stopping before the definition to ask students whether they know the definition and what context clues or prior knowledge they used to reach their answer.
- After finishing the vocabulary practice, I will tell the students that they will be completing the next part of the lesson in groups at different stations. I will present the centers, directions, and groups on the board. I will go through each station and review the directions and materials provided.
- Before breaking into groups, I will set a timer on the SMARTBoard, tell students how much time they have at each station, and explain that when the timer goes off, they are to switch to the next station.
- As students engage at each station, I will circulate the room to informally assess them and provide assistance as needed.
- After each group has completed all stations, I will ask students to return to their seats for the closure of the lesson.

INCORPORATING TECHNOLOGY:

- During this lesson, I will use various technologies. For instance, a computer was used to make the Canva presentation and all worksheets and activities for this lesson. A SMARTBoard was used to display the presentation and activities for this lesson.

DIFFERENTIATION:

- **Students with ADHD** will have access to differentiated seating options, such as kick bands around the bottoms of their chairs for sensory support. Additionally, if they become too distracting to others or distracted, they will have the opportunity to take a break and go for a walk to serve as a “reset” before continuing with the lesson.
- **ENL students** will have translated copies of all of the materials provided. Students will also have the opportunity to watch the BrainPOP video with Spanish subtitles. Students are permitted to work with others and ask their peers for additional assistance if needed. If extra support is needed, students can work in a group with a teacher.

CLOSURE:

- For the closure, I will ask students for their feedback on the stations using thumbs: thumbs up if they found the station helpful, thumbs in the middle if they are not sure, and thumbs down if they did not find them helpful.
- Next, I will ask students to complete a self-assessment using thumbs: thumbs up if they feel confident, thumbs in the middle if they need more practice, and thumbs down if they need help.
- As a whole class, I will review the exit ticket and directions. I will hold a physical copy of the exit ticket and explain its directions, reminding students that they are to complete this activity independently. I will also remind students that they have 5 minutes to

complete the exit ticket, and to reinforce this, I will display a visual timer on the board. After confirming that students understand the expectation, I will pass out the exit ticket.

- As students complete the exit ticket, I will circulate the room to informally assess how students are doing.
- After students complete the exit ticket, I will collect them for records and data collection to monitor their comprehension and progress.

EVALUATION/ASSESSMENT:

- **Informal Assessment:** For this lesson, I will observe students' conversations during the turn-and-talk portion, when asking for participation in whole-group activities, and when students work together in their groups during stations. During the closure portion of the lesson, I will also use informal assessment to observe students as they complete their exit tickets.
- **Formal Assessment:** During this lesson, I will use the exit ticket to assess students' comprehension. Completing an exit ticket aligned with the standards will help me understand how well students responded to my teaching during the lesson. Additionally, the students will be asked to complete the exit ticket without any help from peers or teachers to ensure accurate assessment results. I will use the exit ticket to determine whether students met the learning objective; if they did not, I will reteach the material to the student in a small-group setting or a 1:1 environment.