

Name of Teacher Candidate: Kellie Brewer	Date: 3/29/26
Grade Level: 4 th Grade	
Lesson Title: Causes of the American Revolution	
Curriculum Areas Addressed: Social Studies - English Language Arts	
Time Required: 1:30:00	Instructional Groupings: <i>Are you using whole group, small group, partners, quads, homogeneous, heterogeneous?</i> Whole Group
Standards: <i>List the GSE/GELDS that are the target of student learning and are key to this lesson. Include the number and the text of each of the GSE/GELDS that is being addressed. If only a portion of a standard is addressed, include only the part or parts that are relevant.</i> <u>SS4H1.a</u> Trace the events that shaped the revolutionary movement in America: French and Indian War, 1765 Stamp Act, the slogan "no taxation without representation," the activities of the Sons of Liberty, the activities of the Daughters of Liberty, Boston Massacre, and the Boston Tea Party. <u>4.T.RA</u> IV. BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. <u>4.T.RA.1</u>	

deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.

4.T.RA.2.a

Refer to specific passages or quotations from a text to support an idea, answer, or opinion

As a result of this lesson students will...

Essential Question: *(Essential questions should be used to guide instruction.)*

Why did the events leading up to the American Revolution cause colonists to become upset with British rule?

Learning Objectives: *(Objectives are stated in measurable/observable terms. These should reflect the thinking skills, skills of the discipline. These represent the skills that will be assessed.)*

Students will identify and describe the major events leading to the American Revolution.

Students will explain cause-and-effect in history using a graphic organizer.

Students will paraphrase information from texts and the video in their explanations.

Support for Academic Language

Vocabulary: *(What Academic Language will be taught or developed? Identify the key vocabulary and/or symbols specific to the content area. These may be derived from the standards.)*

French and Indian War

Stamp Act

Boston Tea Party

Parliament

Tax

Protest

Revolution

Language Demands: *(Language demands is defined as the specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding. Identify the following way/ways that students will participate in learning tasks to demonstrate disciplinary understanding: reading, writing, listening, or oral language.)*

Reading: Students will read informational texts about events about events (French and Indian War, Stamp Act, Boston Massacre, Boston Tea Party).

Listening: Students will listen to the video and class discussion about events and cause and effect.

Writing: Students will create a cause-and-effect graphic organizer by writing descriptions of events and explaining relationships between them.

Oral Language (Speaking): Students will participate in whole group discussion about the causes of the American revolution and why colonists reacted how they did to British policies.

Syntax: *(Syntax is defined as the set of conventions for organizing symbols, words, and phrases together into structures, such as sentences, tables, or graphs. Identify the supports that will be provided for students to organize the information – charts, graphs, diagrams. These must relate to the Language Function.)*

Cause-and-effect graphic organizer

Anchor charts with vocabulary

Note-taking templates to help students gather information from the video and texts

Assessment *(Each learning objective must be assessed. How will students demonstrate their understanding or the lesson's objectives? How will you provide feedback for the students? What type of assessment will be used? What evidence will be collected to demonstrate students' understanding/mastery of the lesson's objective? What constitutes success for the students?)*

Assessment Strategy: *(Identify the assessment strategy/strategies to be used for assessment of the learning objectives listed above. Each learning objective should be assessed. DO NOT restate the learning objective.)*

Students will create a cause-and-effect graphic organizer showing the events of the American Revolution and their relationships.

Students will participate in a class discussion and students will answer oral questions explaining why they thought British policies were unfair.

Students will paraphrase information from the video and texts during discussion or in

writing.

The teacher will use ticket out the door questions to see if students can identify and describe the events leading to the American Revolution.

Evaluation Criteria: *(Indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the learner's degree of success on an assessment.)*

Cause-and-effect graphic organizer:

Students correctly identify key events and show cause-and-effect of events on the graphic organizers.

Class discussion:

Students give answers explaining why British policies were unfair and are able to identify vocabulary.

Paraphrasing: Students restate information from the video and/or texts in their own words.

Ticket-out-the-door:

Students identify and describe the main events leading to the American Revolution in their responses.

Steps in the Lesson *(Include the attention getter or the hook for the lesson; the introduction; the lesson procedures including strategies/planned supports for whole-class, small group, and individual instructions; and differentiated activities.)*

Attention Getter or Hook: *(State how the attention of the students will be piqued at the start of the lesson.)*

I will display an image of the Boston Tea Party and ask students, "What do you think is happening in this picture, and why would people do this?"

Introduction: *(State how the lesson will be introduced. This should communicate the purpose of the lesson, be directly related to the goals and objectives of the lesson, tap into prior knowledge/experiences, and develop student interest.)*

I will explain that students will learn about the causes of the American Revolution like the French and Indian War, Stamp Act, Boston Massacre, and Boston Tea Party. I will connect to prior knowledge by asking students what they already know about taxes and the American Revolution. Students will be told that we are going to explore how these events led colonists to become upset and want independence. We will go over the activities we will complete, including watching a video, reading short texts, taking notes, and a cause-and-effect graphic organizer.

Instructional Strategies: *(Use a bulleted or numbered format to communicate the procedures for the lesson – what the teacher will do as well as what the student will do. Describe the strategies which will be used to support students' learning. Knowledge of students' cognitive, social, emotional, and physical development along with their cultural backgrounds should be evident.)*

- I will begin the lesson by showing an image of the Boston Tea Party and asking students what they think is happening and why. Students will share their ideas to

students what they think is happening and why. Students will share their ideas to tap into prior knowledge.

- I will explain the learning objectives and introduce the events that led to the American Revolution as well as any new vocabulary. Students will listen and ask/answer questions as needed.

- I will show a short educational video(s) about the French and Indian War, Stamp Act, and Boston Tea Party. Students will listen and take notes using a provided note taking template.
- We will read informational texts as a class since the majority of my students second language is English.
- Students will complete a cause-and-effect graphic organizer- one on the board and one on their paper.
- I will lead a class discussion where students say why colonists believed British taxes were unfair. Students will respond to the questions using the vocabulary.
- I will conclude the lesson with a ticket-out-the-door where students review new knowledge by answering questions about these major events. Students will complete this whole group.

Closure/Wrap up: (Describe how the **CONTENT** of the lesson will be summarized.)

Students will share one thing they learned or one cause-and-effect connection they remember. Afterwards, I will review how these events are connected and led colonists to rebel, thus beginning the American Revolution.

Instructional Supports

Resources and Materials Used to Engage Students in Learning (Provide citations for all resources that you did not create. Attach key instructional material needed to understand what you and the students will be doing. Examples: class handouts, assignments, slides, and interactive white board images.)

Name _____ Date _____

Cause and Effect

The **cause** is why something happened. The **effect** is what happened.

Cause	Effect

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Name: _____

Note Taking

Video:

Vocabulary:

Additional:

Additional Resources and Materials Used to Increase Teacher's Background Knowledge of the Content: *(List any websites and sources of materials and background information that you will need or use as the teacher to engage the students.)*

Freebie: Editable cause and effect organizer. TPT. (n.d.).

<https://www.teacherspayteachers.com/Product/Freebie-Editable-Cause-and-Effect-Organizer-2051833>

YouTube. (n.d.). YouTube. <https://www.youtube.com/watch?v=BVv3JXyhW1E>

Other Relevant Information

Clear Links to Learning Theories, Educational Research, and Principles of Development: *(Required for ALL lessons. Do not repeat the same information in each plan.)*

Piaget: Fourth graders are typically in the concrete operational stage, where they learn best by organizing ideas. In this lesson, students will use a graphic organizer to help them understand cause-and-effect.

Vygotsky: Learning is strengthened through social interaction. In this lesson, students build understanding through whole-group discussions where they share ideas and we build on knowledge together.

Connections to Technology and/or the Arts: *(Required for ALL lessons.)*

Technology: Students will watch a short educational video about the causes of the American Revolution and follow along my powerpoint presentation as we discuss.

Description of Collaboration with Others: *(These might include the inclusion teacher, media specialist, counselor, guest speaker, grade level coordinator, community experts, families, etc.)*

My partner teacher is providing me with short informational handouts/ texts about the

causes of the American Revolution.

Name of Teacher Candidate: Kellie Brewer	Date: 3/29/26
Grade Level: 4 th Grade	
Lesson Title: Important Figures of the American Revolution	
Curriculum Areas Addressed: Social Studies and English Language Arts	
Time Required: 1:30:00	Instructional Groupings: <i>Are you using whole group, small group, partners, quads, homogeneous, heterogeneous?</i> Independent and whole-group
<p>Standards: <i>List the GSE/GELDS that are the target of student learning and are key to this lesson. Include the number and the text of each of the GSE/GELDS that is being addressed. If only a portion of a standard is addressed, include only the part or parts that are relevant.</i></p> <p><u>SS4H1.b</u></p> <p>Describe the influence of key individuals and groups during the American Revolution: King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, and Black regiments.</p> <p><u>4.T.RA</u></p> <p>IV. BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.</p> <p><u>4.T.RA.1</u></p> <p>Research & Inquiry Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.</p>	

Craft related sentences into cohesive paragraphs that follow a chosen structure using transitions.

4.T.C.2.c

Identify the context in which a text is written (e.g., time period, individual, situational)

4.L.GC

I. BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.

As a result of this lesson students will...

Essential Question: *(Essential questions should be used to guide instruction.)*

How did the perspectives and actions of key individuals influence the outcome of the American Revolution?

Learning Objectives: *(Objectives are stated in measurable/observable terms. These should reflect the thinking skills, skills of the discipline. These represent the skills that will be assessed.)*

Students will...

- identify and describe key historical figures from the American Revolution
- name each figure's accomplishments / role in the American Revolution
- write a first-person "journal entry" that shows the view and experiences of a given historical figure
- discuss the different perspectives and identify how individuals influenced the American Revolution.

Support for Academic Language

Vocabulary: *(What Academic Language will be taught or developed? Identify the key vocabulary and/or symbols specific to the content area. These may be derived from the standards.)*

Loyalist

Perspective

Colonist

Declaration of Independence

Diplomat

Language Demands: *(Language demands is defined as the specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding. Identify the following way/ways that students will participate in learning tasks to demonstrate disciplinary understanding: reading, writing, listening, or oral language.)*

Reading: Students will use online sources to find information about their assigned historical figure (accomplishments, role, perspective, etc).

Writing: Students will write a first-person journal entry/script from the perspective of their historical figure.

Listening: Students will listen to other students' presentations during the mystery role-play and class discussions.

Oral Language: Students will act as their assigned figure during the mystery role-play activity

Syntax: *(Syntax is defined as the set of conventions for organizing symbols, words, and phrases together into structures, such as sentences, tables, or graphs. Identify the supports that will be provided for students to organize the information – charts, graphs, diagrams. These must relate to the Language Function.)*

Students will use a research organizer when finding information about their assigned historical figure.

Assessment *(Each learning objective must be assessed. How will students demonstrate their understanding or the lesson's objectives? How will you provide feedback for the students? What type of assessment will be used? What evidence will be collected to demonstrate students' understanding/mastery of the lesson's objective? What constitutes success for the students?)*

Assessment Strategy: *(Identify the assessment strategy/strategies to be used for assessment of the learning objectives listed above. Each learning objective should be assessed. DO NOT restate the learning objective.)*

Research Organizer: Organizer with sections for accomplishments, role, perspective, and fun fact identity clue(s).

Journal Entry: A "journal entry" from the perspective of their assigned figure.

Class Discussion: A discussion where I ask them review questions and test their historical knowledge.

Evaluation Criteria: *(Indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the learner's degree of success on an assessment.)*

Research Organizer: (10 points total)

- 9-10 points: All sections completed, all information is correct, clear understanding of figure, and Patriot/Loyalist classification
- 7-8 points: Most sections are complete, some inaccuracies, lack of attention to detail
- 6 points or below: Incomplete and misunderstanding of the figure perspective's

Journal Entry: (10 points total)

- 9-10 points: Information is correct, first-person, good understanding of perspective, well-organized, grammar
- 7-8 points: Some information, some use of first-person, minor grammar issues
- 6 points or below: incorrect information, not in first-person, many grammar issues

Mystery Role-Play: (10 points total)

- 9-10 points: Correct clues in character so peers can easily identify the figure
- 7-8 points: Some accurate/ not many clues, somewhat in character
- 6 points or below: Inaccurate clues, 0-1 clues, other students are unable to identify the figure

Class Discussion: (10 points total)

- 9-10 points: Actively participates, uses accurate information
- 7-8 points: Participates when prompted, partially accurate explanations
- 6 points or below: No participation, answers show lack of knowledge

Steps in the Lesson *(Include the attention getter or the hook for the lesson; the introduction; the lesson procedures including strategies/planned supports for whole-class, small group, and individual instructions; and differentiated activities.)*

Attention Getter or Hook: *(State how the attention of the students will be piqued at the start of the lesson.)*

I will ask them to choose between two options: supporting a new unfair rule they did not agree to or standing up against it. Students will quickly vote and some will explain their reasoning. I will then explain that people in during the American Revolution faced a similar problem. Students will be told that today they will step into the shoes of these people and understand their perspective on loyalty/rebeling.

Introduction: *(State how the lesson will be introduced. This should communicate the purpose of the lesson, be directly related to the goals and objectives of the lesson, tap into prior knowledge/experiences, and develop student interest.)*

I will explain to that we will be learning about key individuals from the American Revolution and how their actions and beliefs influenced the revolutions.

I will connect the lesson to prior knowledge by discussing what we learn about the beginning of the revolution and why these people might feel the way they do.

I will go over our activities, like researching a historical figure, writing our first-person journal entry, and playing a mystery role game.

I will go over our learning objectives and essential questions.

Instructional Strategies: *(Use a bulleted or numbered format to communicate the procedures for the lesson – what the teacher will do as well as what the student will do. Describe the strategies which will be used to support students’ learning. Knowledge of students’ cognitive, social, emotional, and physical development along with their cultural backgrounds should be evident.)*

- I will do the hook activity- introducing the idea of perspective
- I will state the learning objectives and essential questions
- I will present an outline of the key figures, using pictures and simple explanations (visuals are especially great for ESL students)
- Students will be assigned a figure and work individually to research using provided chromebooks.
- I will provide a paragraph frame to support students in writing a first-person journal entry from their figure’s perspective.
- Students will participate in a “Mystery Role-Play” activity by give clues about their figure in character while the other students guess.
- We will have a class discussion about how different views influenced the American Revolution.

Closure/Wrap up: *(Describe how the **CONTENT** of the lesson will be summarized.)*

Students will turn to a partner a share one fact they learned about a different figure than their own. I will call on students to share. I will do a quick review/recap of the content.

Instructional Supports

Resources and Materials Used to Engage Students in Learning *(Provide citations for all resources that you did not create. Attach key instructional material needed to understand what you and the students will be doing. Examples: class handouts, assignments, slides, and interactive white board images.)*

Name _____

MY PERFECT PARAGRAPH

Topic Sentence _____



Detail _____

Detail _____

Detail _____

Closing _____

Biography Report By: _____

Person: Famous for: _____

Act Invention Bravery

Sports Leading the Way _____

Famous Quote

Family Life 

Parents: _____

Siblings: _____

Spouse: _____

Children: _____

☆☆☆☆☆☆☆☆

Accomplishments:

Just the Facts:

Born: _____

Died: _____

Place of Birth: _____

Education: _____

Job: _____

Portrait

An important lesson I learned from this person

Additional Resources and Materials Used to Increase Teacher’s Background Knowledge of the Content: *(List any websites and sources of materials and background information that you will need or use as the teacher to engage the students.)*

Framed paragraph. Strategies For A Better Education. (2013, November 15). <https://dwiterspooleduc310strategies.wordpress.com/writing/framed-paragraph/>

Biography report poster. TPT. (n.d.-a). https://www.teacherspayteachers.com/Product/Biography-Report-Poster-1854874?utm_source=Pinterest&utm_medium=organic&epik=dj0yJnU9OUQyUC1LcW5UWGtWcHdRaUZLZHdZUXdRbUxEVvk8tYW4mcD0wJm49dFZQVIZyZnpjZV9oRmlXMV9FVm h5ZyZ0PUFBQUFBR25LYkNJ

Quillian, R. (2025, February 26). *Milledgeville celebrates Lafayette’s 200th anniversary visit: March 26, 2025.* Visit Milledgeville. <https://www.visitmilledgeville.org/blog/post/milledgeville-commemorates-general-lafayettes-200th-anniversary-visit/>

Other Relevant Information

Clear Links to Learning Theories, Educational Research, and Principles of Development: *(Required for ALL lessons. Do not repeat the same information in each plan.)*

Piaget: Students construct their own understanding through activities like writing and role-play from a historical figure's perspective.

John Dewey: Instruction is guided by observing students' interests and creating activities that center around what engages them most, like creative role-play.

Connections to Technology and/or the Arts: *(Required for ALL lessons.)*

Students will use technology (chromebooks) to research their figure

Students will use the arts through creative writing (journal entry) and dramatic role-play (mystery role-play)

Description of Collaboration with Others: *(These might include the inclusion teacher, media specialist, counselor, guest speaker, grade level coordinator, community experts, families, etc.)*

I will provide them with an example using Lafayette and relating it to them by telling them about the time he came to Milledgeville. I will use resources from the Visit Milledgeville website.

Name of Teacher Candidate: Kellie Brewer	Date:
Grade Level: 4 th Grade	
Lesson Title: Major Battles of the American Revolution	
Curriculum Areas Addressed: Social Studies - English Language Arts	
Time Required: 1:30:00	Instructional Groupings: <i>Are you using whole group, small group, partners, quads, homogeneous, heterogeneous?</i> Whole Group instruction
Standards: <i>List the GSE/GELDS that are the target of student learning and are key to this lesson. Include the number and the text of each of the GSE/GELDS that is being addressed. If only a portion of a standard is addressed, include only the part or parts that are relevant.</i> SS4H1.c Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown. 4.T.RAIV. Students use, discuss, analyze, and curate texts as they engage in various conversations and activities about a range of grade-level texts and topics.	
As a result of this lesson students will...	
Essential Question: <i>(Essential questions should be used to guide instruction.)</i> How did major battles of the American Revolution influence the outcome of the war, and how can we use evidence and vocabulary to examine these battles?	
Learning Objectives: <i>(Objectives are stated in measurable/observable terms. These should reflect the thinking skills, skills of the discipline. These represent the skills that will be assessed.)</i> Students will identify key battles of the American Revolution by moving to the correct area during the movement game. Students will move to the correct location to correctly match vocabulary words to their	

definitions through the movement game.

Students will discuss each battles significance using evidence.

Support for Academic Language
Vocabulary: <i>(What Academic Language will be taught or developed? Identify the key vocabulary and/or symbols specific to the content area. These may be derived from the standards.)</i>
Battle of Lexington and Concord
Battle of Bunker Hill
Battle of Saratoga
Battle of Yorktown
Turning point
Loyalist
Patriot
Treaty of Paris
Siege
Victory
Defeat
Strategy
Alliance
Independence
Language Demands: <i>(Language demands is defined as the specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding. Identify the following way/ways that students will participate in learning tasks to demonstrate disciplinary understanding: reading, writing, listening, or oral language.)</i>
Students will listen to descriptions of battles and definitions of vocabulary terms from me

Students will explain their choices when moving to different areas and answer whole-

Syntax: *(Syntax is defined as the set of conventions for organizing symbols, words, and phrases together into structures, such as sentences, tables, or graphs. Identify the supports that will be provided for students to organize the information – charts, graphs, diagrams. These must relate to the Language Function.)*

An organizer showing the key battles with short descriptions to help students compare information.

A vocabulary chart showing terms with definitions

Assessment *(Each learning objective must be assessed. How will students demonstrate their understanding or the lesson's objectives? How will you provide feedback for the students? What type of assessment will be used? What evidence will be collected to demonstrate students' understanding/mastery of the lesson's objective? What constitutes success for the students?)*

Assessment Strategy: *(Identify the assessment strategy/strategies to be used for assessment of the learning objectives listed above. Each learning objective should be assessed. DO NOT restate the learning objective.)*

Observation notes during the movement game to record how many students correctly identify battles and vocabulary

Whole-class discussion where students display their new knowledge by answers review questions

Evaluation Criteria: *(Indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the learner's degree of success on an assessment.)*

Observation of movement game (10 points)

- 9-10 points: Student consistently identifies and moves to the correct area
- 7-8 point: Student correctly identifies most battles/ vocabulary words and demonstrates minor confusion/hesitation.
- 6 or fewer points: Student frequently/ always selects incorrect areas

Whole-class discussion (10 points)

- 9-10 points: Student participates and explains using vocabulary and evidence.
- 7-8 points: Student provides partially correct explanations but lacks evidence
- 6 or fewer points: Student is inaccurate with their answer, doesn't explain reasoning, or doesn't participate

Steps in the Lesson *(Include the attention getter or the hook for the lesson; the introduction; the lesson procedures including strategies/planned supports for whole-class, small group, and individual instructions; and differentiated activities.)*

Attention Getter or Hook: *(State how the attention of the students will be piqued at the start of the lesson.)*

I will begin by asking students, "What do you think of when you hear the word battle?" Students will share their ideas in a quick class discussion. I will then explain that they will learn about important battles of the American Revolution and what it meant to go into battle during that time.

Introduction: *(State how the lesson will be introduced. This should communicate the purpose of the lesson, be directly related to the goals and objectives of the lesson, tap into prior knowledge/experiences, and develop student interest.)*

I will introduce the lesson by explaining that students will be learning about important battles of the American Revolution. I will connect to prior knowledge by asking students what they think of when they hear the word "battle" and briefly discussing their responses. Then, I will explain that students will use what they learn to correctly identify battles during the movement game, where they will move to different areas based on clues about battles and vocabulary. This will help students understand the purpose of the lesson and also build interest.

Instructional Strategies: *(Use a bulleted or numbered format to communicate the procedures for the lesson – what the teacher will do as well as what the student will do. Describe the strategies which will be used to support students' learning. Knowledge of students' cognitive, social, emotional, and physical development along with their cultural backgrounds should be evident.)*

I will begin with a question ("What do you think of when you hear the word battle?") to activate prior knowledge. Students will share responses with the class.

I will go over the lesson's purpose and present a short PowerPoint on key battles and vocabulary.

We will go outside and I will explain the directions for the movement game.

I will designate three areas representing different battles. Each with a different picture and name of the battle. I will read descriptions/clue aloud, and students will move to the area they believe matches the clue.

I will repeat the activity with vocabulary definitions. Students will match definitions to terms by moving to the correct area.

We will discuss the activity and its contents during a whole group discussion where students answer questions using evidence and vocabulary.

Closure/Wrap up: *(Describe how the CONTENT of the lesson will be summarized.)*

I will lead a review of the key battles and vocabulary. I will summarize the main ideas

and correct any wrong ideas they may have

Instructional Supports

Resources and Materials Used to Engage Students in Learning *(Provide citations for all resources that you did not create. Attach key instructional material needed to understand what you and the students will be doing. Examples: class handouts, assignments, slides, and interactive white board images.)*

Powerpoint presentation introducing key battles of the American Revolution and vocabulary terms

Different battles posters

Vocabulary chart for key terms

Whiteboard used to record student responses during end discussion

Saratoga



Yorktown



Battles of Lexington and Concord



Additional Resources and Materials Used to Increase Teacher's Background Knowledge of the Content: *(List any websites and sources of materials and background information that you will need or use as the teacher to engage the students.)*

Siege of Yorktown | summary, American Revolution, map, casualties, & facts | britannica. (n.d.). <https://www.britannica.com/event/Siege-of-Yorktown>

Battles of Saratoga | Facts, casualties, & significance | britannica. (n.d.-a). <https://www.britannica.com/event/Battles-of-Saratoga>

Battles of Lexington and Concord | date, location, map, & Paul Revere's ride | britannica. (n.d.-a). <https://www.britannica.com/event/Battles-of-Lexington-and-Concord>

Other Relevant Information

Clear Links to Learning Theories, Educational Research, and Principles of Development: *(Required for ALL lessons. Do not repeat the same information in each plan.)*

John Dewey: Students are more engaged and find learning enjoyable when it connects to their interests- taking the lesson outside and incorporating movement supports engagement.

Erikson (Industry vs. Inferiority): Students build confidence by participating in the activity and making choices in front of their peers

Connections to Technology and/or the Arts: *(Required for ALL lessons.)*

Arts: Students engage in movement during the movement game to make choices and connections about major battles and vocabulary

Description of Collaboration with Others: (These might include the inclusion teacher, media specialist, counselor, guest speaker, grade level coordinator, community experts, families, etc.)

Partner teacher collaboration in moving the game outside and setting up signs.

Name of Teacher Candidate: Kellie Brewer	Date: 3/29/26
Grade Level: 4 th Grade	
Lesson Title: The Declaration of Independence	
Curriculum Areas Addressed: Social Studies - English	
Time Required: 1:30:00	Instructional Groupings: <i>Are you using whole group, small group, partners, quads, homogeneous, heterogeneous?</i> Whole group discussion Independent writing
Standards: <i>List the GSE/GELDS that are the target of student learning and are key to this lesson. Include the number and the text of each of the GSE/GELDS that is being addressed. If only a portion of a standard is addressed, include only the part or parts that are relevant.</i> SS4H1.d Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power. 4.T.SS.1.d Craft related sentences that follow a chosen structure	
As a result of this lesson students will...	

Essential Question: *(Essential questions should be used to guide instruction.)*

Why was the Declaration of Independence written, and how did it express the colonists' desire for freedom and rights?

Learning Objectives: *(Objectives are stated in measurable/observable terms. These should reflect the thinking skills, skills of the discipline. These represent the skills that will be assessed.)*

Students will explain the purpose of the Declaration of Independence.

Students will describe why colonists wanted independence.

Students will define freedom and rights (using historical context).

Students will write a poem from the perspective of a colonist asking for freedom.

Support for Academic Language

Vocabulary: *(What Academic Language will be taught or developed? Identify the key vocabulary and/or symbols specific to the content area. These may be derived from the standards.)*

Declaration of Independence

Colonist

Independence

Freedom

Rights

Delegate

Revolution

Taxation

Government

Language Demands: *(Language demands is defined as the specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding. Identify the following way/ways that students will participate in learning tasks to demonstrate disciplinary understanding: reading, writing, listening, or oral language.)*

Listening: Students will listen to a historical/patriotic song and my explanation about the Declaration of Independence.

Speaking: Students will participate in class discussions about freedom and rights.

Writing: Students will write a poem from the perspective of a colonist or delegate.

Syntax: *(Syntax is defined as the set of conventions for organizing symbols, words, and phrases together into structures, such as sentences, tables, or graphs. Identify the supports that will be provided for students to organize the information – charts, graphs, diagrams. These must relate to the Language Function.)*

Sentence frames to help students structure their poems

A word bank of key vocabulary (freedom, rights, independence, grievance,)

Assessment *(Each learning objective must be assessed. How will students demonstrate their understanding or the lesson's objectives? How will you provide feedback for the students? What type of assessment will be used? What evidence will be collected to demonstrate students' understanding/mastery of the lesson's objective? What constitutes success for the students?)*

Assessment Strategy: *(Identify the assessment strategy/strategies to be used for assessment of the learning objectives listed above. Each learning objective should be assessed. DO NOT restate the learning objective.)*

Teacher observation and questioning during discussion

Evaluation of students' poems using a rubric for understanding and use of key concepts

Evaluation Criteria: *(Indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the learner's degree of success on an assessment.)*

Discussion (10 points):

- 9-10: Student participates and provides correct explanations of freedom/rights
- 7-8: Student provides partially accurate responses
- 6 or less: Student does not participate

Poem (10 points):

- 9-10: Poem correctly reflects history, uses vocabulary words, good organization, and creative.
- 7-8: Poem shows some understanding of emotions and thoughts during this time, some vocabulary used
- 6 or fewer: Poem isn't accurate and has no vocabulary

Steps in the Lesson *(Include the attention getter or the hook for the lesson; the introduction; the lesson procedures including strategies/planned supports for whole-class, small group, and individual instructions; and differentiated activities.)*

Attention Getter or Hook: *(State how the attention of the students will be piqued at the start of the lesson.)*

Read a quote about freedom and ask students, "What rights do you think every person should have?" Students will talk to their table, then share out ideas. I will connect their ideas to the American revolution and how the colonists felt.

Introduction: *(State how the lesson will be introduced. This should communicate the purpose of the lesson, be directly related to the goals and objectives of the lesson, tap into prior knowledge/experiences, and develop student interest.)*

I will start the lesson by connecting students' prior knowledge of rights and fairness to the historical idea of independence. I will explain that today they will learn about the Declaration of Independence and why colonists decided to separate from Britain. I will state our essential question and learning objectives.

Instructional Strategies: *(Use a bulleted or numbered format to communicate the procedures for the lesson – what the teacher will do as well as what the student will do. Describe the strategies which will be used to support students' learning. Knowledge of students' cognitive, social, emotional, and physical development along with their cultural backgrounds should be evident.)*

Students listen to a song about the declaration of independence that connects to their prior knowledge of our previous three lessons and is to the beat of "Shut Up and Dance" which they already enjoy.

I will model how to write a poem (on a separate topic so they don't copy my ideas)

Students write a poem from a colonist or delegate perspective while I circulate and provide feedback.

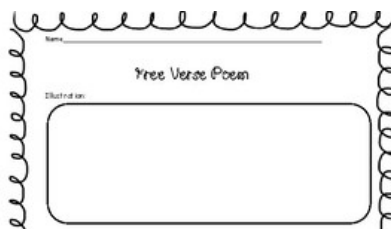
Students share their poems and participate whole group discussion debrief.

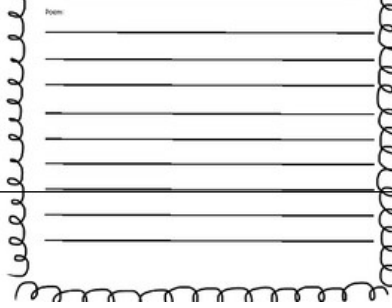
Closure/Wrap up: *(Describe how the **CONTENT** of the lesson will be summarized.)*

We will have a whole-group discussion reviewing the purpose of the Declaration of Independence and why colonists wanted freedom from Britain. Students will share ideas from their poems about rights, freedom, and perspective.

Instructional Supports

Resources and Materials Used to Engage Students in Learning *(Provide citations for all resources that you did not create. Attach key instructional material needed to understand what you and the students will be doing. Examples: class handouts, assignments, slides, and interactive white board images.)*





<https://www.teacherspayteachers.com/browse/student-practice/graphic-organizers/elementary/4th-grade/english-language-arts/poetry/free>

Additional Resources and Materials Used to Increase Teacher’s Background Knowledge of the Content: *(List any websites and sources of materials and background information that you will need or use as the teacher to engage the students.)*

Hernandez, G. (2023, August 31). *Declaration of independence facts for kids: History, Jefferson, Hancock*. History for Kids. <https://historyforkids.org/declaration-of-independence/>

https://www.youtube.com/watch?v=7FW19hsluSo&list=RD7FW19hsluSo&start_radio=1

Other Relevant Information

Clear Links to Learning Theories, Educational Research, and Principles of Development: *(Required for ALL lessons. Do not repeat the same information in each plan.)*

Piaget: Students construct their own knowledge by making meaning of their experiences, and the poem activity allows them to put themselves in the role of a colonist or delegate.

Connections to Technology and/or the Arts: *(Required for ALL lessons.)*

Arts: Students listen to a song about the declaration of independence and compose a poem from a historical perspective.

Description of Collaboration with Others: (These might include the inclusion teacher, media specialist, counselor, guest speaker, grade level coordinator, community experts, families, etc.)

Collaboration with my partner teacher, Mrs. Rousey, on how to best explain writing a poem to my students.

Name of Teacher Candidate: Kellie Brewer	Date: 3/29/26
Grade Level: 4 th Grade	
Lesson Title: Revolutionary Museum	
Curriculum Areas Addressed: Social Studies- English Language Arts	
Time Required: 1:30:00	Instructional Groupings: <i>Are you using whole group, small group, partners, quads, homogeneous, heterogeneous?</i> Small groups for exhibit creation. Whole group participation in museum simulation and review
Standards: <i>List the GSE/GELDS that are the target of student learning and are key to this lesson. Include the number and the text of each of the GSE/GELDS that is being addressed. If only a portion of a standard is addressed, include only the part or parts that are relevant.</i> SS4H1 Explain the causes, events, and results of the American Revolution. 4.T.RAIV. Students use, discuss, analyze, and curate texts as they engage in various conversations and activities about a range of grade-level texts and topics. 4.T.C.1.c Create multimodal texts, using features of pre-selected modes for a specific purpose and audience.	

As a result of this lesson students will...

Essential Question: *(Essential questions should be used to guide instruction.)*

How did the causes, key figures, major battles, and the Declaration of Independence influence the American Revolution and shape the creation of the United States?

Learning Objectives: *(Objectives are stated in measurable/observable terms. These should reflect the thinking skills, skills of the discipline. These represent the skills that will be assessed.)*

Students will identify key causes, figures, battles, and the Declaration of Independence.

Students will work together to create a museum exhibit with descriptions and a visual component.

Students will showcase their understanding by acting as guides during the museum walk.

Support for Academic Language

Vocabulary: *(What Academic Language will be taught or developed? Identify the key vocabulary and/or symbols specific to the content area. These may be derived from the standards.)*

Taxation

Protest

Revolution

Patriot

Loyalist

Battle

Parliament

Independence

Language Demands: *(Language demands is defined as the specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding. Identify the following way/ways that students will participate in learning tasks to demonstrate disciplinary understanding: reading, writing, listening, or oral language.)*

Read past PowerPoints and the internet to get facts about their topic.

Students write facts and explanations for their museum exhibit and write something they learned in their museum passport.

Students listen to the whole-group discussion and during the museum walk.

Students explain their exhibit as museum guides

Syntax: *(Syntax is defined as the set of conventions for organizing symbols, words, and phrases together into structures, such as sentences, tables, or graphs. Identify the supports that will be provided for students to organize the information – charts, graphs, diagrams. These must relate to the Language Function.)*

Museum exhibit templates or outlines for organization

“Museum passport” recording sheet for the museum walk

Visual/art creation to represent information clearly

Assessment *(Each learning objective must be assessed. How will students demonstrate their understanding or the lesson’s objectives? How will you provide feedback for the students? What type of assessment will be used? What evidence will be collected to demonstrate students’ understanding/mastery of the lesson’s objective? What constitutes success for the students?)*

Assessment Strategy: *(Identify the assessment strategy/strategies to be used for assessment of the learning objectives listed above. Each learning objective should be assessed. DO NOT restate the learning objective.)*

Evaluation of group museum exhibits using a rubric that assesses the creation, explanation, and passport.

Evaluation Criteria: *(Indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the learner’s degree of success on an assessment.)*

8-10 points

- Accurate, detailed information/ explanations
- Visual/art component
- Passport entries are all completed

5-7 points

- Short, mostly accurate information
- Visual component
- Passport entries are mostly complete

0-4 points

- Some accurate information or none

- Visual component is minimal or doesn't relate
- Passport entries are not complete

Steps in the Lesson *(Include the attention getter or the hook for the lesson; the introduction; the lesson procedures including strategies/planned supports for whole-class, small group, and individual instructions; and differentiated activities.)*

Attention Getter or Hook: *(State how the attention of the students will be piqued at the start of the lesson.)*

I will show a video clip of a museum exhibit about the American Revolution. I will tell the students we will be transforming the classroom into their own museum where they will become museum guides. Ask "If you were in charge of teaching someone about the American Revolution like museum guides are, what are some of the most important things you would include?"

Introduction: *(State how the lesson will be introduced. This should communicate the purpose of the lesson, be directly related to the goals and objectives of the lesson, tap into prior knowledge/experiences, and develop student interest.)*

The lesson will begin with a brief review after the hook video to activate prior knowledge. I will then explain that students will show what they've learned over the last lessons by creating "Classroom Museum of the American Revolution," where they will work in groups to create exhibits.

Instructional Strategies: *(Use a bulleted or numbered format to communicate the procedures for the lesson – what the teacher will do as well as what the student will do. Describe the strategies which will be used to support students' learning. Knowledge of students' cognitive, social, emotional, and physical development along with their cultural backgrounds should be evident.)*

Powerpoint review/ access to old powerpoints and whole-class discussion to activate prior knowledge

Introduce the museum task and expectations. Students will work in small groups to create an exhibit writing facts and making visual component.

Students present as museum guides while class rotates as "visitors," then they switch

Students complete a museum passport to record information.

Closure/Wrap up: *(Describe how the **CONTENT** of the lesson will be summarized.)*

The class ends with a discussion on everything we've learned over the course of these lessons and something new they learned today.

Instructional Supports

Resources and Materials Used to Engage Students in Learning *(Provide citations for all resources that you did not create. Attach key instructional material needed to understand what you and the students will be doing. Examples: class handouts, assignments, slides, and interactive white board images.)*

_____ 's
Museum Passport

Exhibit:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Additional Resources and Materials Used to Increase Teacher’s Background Knowledge of the Content: *(List any websites and sources of materials and background information that you will need or use as the teacher to engage the students.)*

Hernandez, G. (2023, August 31). *Declaration of independence facts for kids: History, Jefferson, Hancock*. History for Kids. <https://historyforkids.org/declaration-of-independence/>

Siege of yorktown | summary, American Revolution, map, casualties, & facts | britannica. (n.d.). <https://www.britannica.com/event/Siege-of-Yorktown>

Battles of Saratoga | Facts, casualties, & significance | britannica. (n.d.-a). <https://www.britannica.com/event/Battles-of-Saratoga>

Battles of Lexington and Concord | date, location, map, & paul revere’s ride | britannica. (n.d.-a). <https://www.britannica.com/event/Battles-of-Lexington-and-Concord>

Quillian, R. (2025, February 26). *Milledgeville celebrates Lafayette’s 200th anniversary visit: March 26, 2025*. Visit Milledgeville. <https://www.visitmilledgeville.org/blog/post/milledgeville-commemorates-general-lafayettes-200th-anniversary-visit/>

Other Relevant Information

Clear Links to Learning Theories, Educational Research, and Principles of Development: *(Required for ALL lessons. Do not repeat the same information in each plan.)*

John Dewey: teachers should plan learning experiences where students actively create and present their understanding rather than just receive information.

Connections to Technology and/or the Arts: *(Required for ALL lessons.)*

Art: creating visual representations that reflect their topic

Description of Collaboration with Others: *(These might include the inclusion teacher, media specialist, counselor, guest speaker, grade level coordinator, community experts, families, etc.)*

Collaboration with my partner teacher and the art teacher to secure materials for the exhibit creations.