**From Revolution to Democracy: The Complex Fight for Freedom**

**Grades 9-10 Social Studies Module**

**A CCSS-Aligned Curricular Module for High School Social Studies Teachers**

**Developed by Expeditionary Learning in Collaboration with Student Achievement Partners**

**Overview**

This module was developed by Expeditionary Learning (EL) as an exemplar of Common Core aligned instruction. The module was produced to address key questions related to powerful implementation of the Common Core State Standards (CCSS):

* What could it look like to implement the CCSS in a social studies classroom?
* How do we build the disciplinary literacy skills students need in order to read, write, and think like historians?
* How do we engage and support *all* learners in meeting the CCSS through careful practice and supportive materials?

The module is NOT meant as a “cookbook” for teachers to follow; we honor teachers as professionals, and expect teachers would modify and refine the lessons to meet the needs of their students and context. This is offered as one concrete example, an invitation, and an inspiration to others to extend this and to do their own work.

**Purpose:** The module was designed with two specific purposes:

**As a professional development resource**: The module serves as a model for teachers, to breathe life into the CCSS so teachers have a clear vision of what this type of instruction can look like, and better understand the powerful role the CCSS can play in building students’ content knowledge.

Teaching notes signal the kind of planning and thinking such instruction requires. Key teaching moves, in particular close reading with complex text, are described in enough detail to make it very clear what is required of students, and how to support students in doing this rigorous work. Specific instructional strategies or protocols are described that support students’ reading and writing with evidence. There is a major effort made to demonstrate ways to select and work with academic language (vocabulary and syntax) in order to make complex text and its wealth of ideas and knowledge accessible to all students. The goal of using the modules as models is for educators to transfer components of this exemplar to apply to *other* curricular units they are designing.

**As curriculum to use, adapt, or build from as you see fit**: This also can be the curriculum that lets you take the CCSS for a test drive within your school or classroom.

The module will help teachers achieve two goals:

* + build students’ content understanding (of the module topic) and
  + help student develop the content literacy skills needed for College and Career Readiness.

Materials include summative assessments, central texts, key resources - the “story” of the student learning has been fully flushed out. The modules also include lesson level agendas with sufficient detail to show key instructional moves: suggestions of activities, text-dependent questions, and daily assessment give teachers clear guidance on the particulars, while still leaving room for teachers to adapt and make the lessons your own. Note that in some cases, the modules could also be adapted for other grade levels, if the rigor of the text-dependent questions were ratcheted either up or down or alternate materials of greater or lesser complexity were folded in with new questions and tasks developed.

The goals of using the modules as curriculum are to help students master content literacy standards while gaining content knowledge and to build teachers’ capacity to apply CCSS-aligned practices in instruction and assessment.

**A Note on Structure:**

The module is focused on the examination of a single topic, in this case, the Civil Rights era, and could last as long as one quarter of a school year. The materials were created to be one coherent arc of instruction focused on one topic. But we recognize teachers and schools have their own curricular imperatives, so each module is built of 1-3 shorter “units” that could be modified into a smaller set of lessons.

The lessons are designed for a 90-minute block periods, but can be easily divided into 45-minute periods or modified further to fit any school schedule.

**Unit 1: Building Historical Background Knowledge: The Road to Revolution 1754- 1776**

This unit is comprised of eleven 90-minute sessions.

**Module Overview:** This historical module, aligned with the Common Core Literacy in History Standards, is the second of two units that serve as “bookends” to the study of the American Revolution. Unit 1, The Road to Revolution, spans the pre-Revolutionary period (1754-1776) and emphasizes the close reading of primary and secondary sources to understand the conditions leading to the American Revolution. It is assumed that teachers will follow Unit 1 with their own materials for teaching the American Revolution in the interim. Unit 2 is intended to immediately follow teacher-generated curriculum on the American Revolution. Unit 2, Post-Revolution: The Critical Period (1781 – 1787), focuses on the post-war period and on various stakeholders unhappy with early attempts to build a new federal government.

**Module Big Ideas**

* In many historical eras, people facing oppressive conditions have chosen to revolt in order to change society.
* A variety of political and economic forces contributed to the American Revolution.

**Unit Overview:** Throughout history, people who face oppressive conditions have been compelled to consider when enough is enough and to decide if they should revolt. Individuals and groups from different places and time periods have faced conditions that have led to revolt. In the first unit of this module, students will build background knowledge on the conditions that lead to revolutions by focusing on the Arab Spring and the American Revolution. They will use Historical Thinking Concepts[[1]](#footnote-1) to learn to “read like a historian.” They will discover multiple perspectives, analyzing how individuals and groups respond to oppression, and they will investigate causal chains that lead people to choose to rebel. This unit is intended as an example of CCSS-aligned historical curriculum, and as such, students will focus on reading, writing and speaking grounded in evidence. They will implement strategies to tackle complex primary and secondary sources. Students will begin to build a visual timeline that describes the causal chain of events and conditions in colonial America that escalated to war. Students will complete two summative assessments. One is a test on the Declaration of Independence in order to assess students’ understanding of the document and its historical significance. The second assessment is a writing prompt based on the Guiding Questions.

**Unit 1 Guiding Questions:**

* What were the conditions that led to the American Revolution?
* What are the conditions that lead to revolution in other times and places?
* What connections can we make between the conditions that led people to rebel in the early American colonies and current revolutions in the Middle East?

**Summative Assessment Writing Prompt (based on Literacy Design Collaborative (LDC) Writing Task 18)[[2]](#footnote-2):**

After reading texts about the Arab Spring and pre-Revolution America, students write an evidence-based essay that explains the differences and similarities between the conditions leading to the Arab Spring with those leading to the American Revolution, drawing conclusions and implications from the evidence. (WHST.9-10.2)

**Unit 1 Lessons**

This unit is comprised of eleven lessons about the conditions leading to revolution in general, and the conditions leading to the American Revolution in particular. The agendas for Lessons 1-7, in which students read a wide variety of historical texts, have been built out with explicit directions, explanations, and timing protocols for teachers. The agendas for Lessons 8-11, regarding writing instruction, are more summative in nature and contain fewer directives for teachers; however, they still provide an outline of activities and timing protocols.

* Lesson 1: Building Background Knowledge: Revolutions across Time and Place
* Lessons 2 and 3: Building Background Knowledge: Beginning of the Pre-Revolutionary Period
* Lesson 4: Examining Multiple Perspectives on the Boston Massacre
* Lesson 5: The Words of Patrick Henry: “Give Me Liberty or Give Me Death”
* Lessons 6 and 7: The Declaration of Independence
* Lesson 8: Planning for Writing an Evidenced-Based Essay: Fishbowl Discussion on Evidence
* Lesson 9: Planning for Writing an Evidence-Based Essay: Examining a Model
* Lesson 10: Drafting the Essay
* Lesson 11: Revising the Essay

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**This unit addresses the following grades 9-10 Common Core English Language Arts and Literacy standards in History/Social Studies and specific content standards drawn from the Massachusetts History and Social Studies Curriculum Frameworks (MCF). The historical themes are drawn from the National Council for the Social Studies (NCSS).**

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| ***Common Core State Standards*** | ***Historical Thinking and Literacy Skills:*** | ***Disciplinary Core Ideas and Standards*** |
| Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)  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. (RH.9-10.2)  Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. (RH.9-10.3)  Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. (RH.9-10.5)  Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. (RH.9-10.6)  RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources. (RH.9-10.9)  Write informative/explanatory texts, including narration of historical events… (WHST.9-10.2) | Summarizing the characteristics of revolutions.  Determining the central idea of a primary or secondary source.  Citing specific evidence from primary and secondary sources to support analysis (attending to such features as the date and origin of the information).  Identifying controversial British policies and practices in Colonial America and how the Colonists responded to them.  Summarizing the conditions and events surrounding the Boston Massacre.  Applying the close-reading practices of a historian to primary source documents.  Comparing and contrasting perspectives and arguments for who is to blame for the Boston Massacre.  Using reading strategies and steps to read and comprehend complex text with increasing independence.  Analyzing differences between the pre-revolution values of the Patriots and those of the British.  Using close reading strategies and steps to read and comprehend complex text with increasing independence  Using quotes and specific details to support claims about the American Revolution in discussion and writing.  Engaging in a discussion with my peers.  Using close reading strategies and steps to read and comprehend complex text with increasing independence  Using quotes and specific details to support claims about the American Revolution in discussion and writing.  Listening carefully and selecting relevant information from discussion. | HSS Standard (MCF): USI.1 Explain the political and economic factors that contributed to the American Revolution.  HSS Standard (MCF): USI.4 Analyze how Americans resisted British policies before 1775 … |

**Unit 1 Central Texts**

* Expert texts on Arab Spring
  + Tunisia:
    - <http://www.time.com/time/magazine/article/0,9171,2044723,00.html>
    - <http://www.bbc.co.uk/news/world-12482315>
* Egypt:
* <http://www.bbc.co.uk/news/world-12482291>
* <http://www.mepc.org/journal/middle-east-policy-archives/egypts-spring-causes-revolution>
* Libya:
* <http://www.bbc.co.uk/news/world-12482311>
* “Causes of the Libyan Revolution and the Arab Spring”
  + [http://www.dailykos.com/story/2011/08/22/1009459/-Causes-of-the-Libyan-Revolution-and-the-Arab-Spring#](http://www.dailykos.com/story/2011/08/22/1009459/-Causes-of-the-Libyan-Revolution-and-the-Arab-Spring)
* All countries: “The Reasons for the Arab Spring”
* <http://middleeast.about.com/od/humanrightsdemocracy/tp/The-Reasons-For-The-Arab-Spring.htm>l <http://outernationalist.net/?p=1927&page=1>
  + “Arab Spring Uprising: Country by Country – Saudi Arabia”
    - <http://www.bbc.co.uk/news/world-12482678>
* Primary Source Excerpts:
  + Letter from Dr. Cyrus Baldwin to his brother
    - <http://www.masshist.org/revolution/image-viewer.php?item_id=601&img_step=1&tpc=&mode=transcript&tpc=#page1>
  + “A Fair Account of the Unhappy Disturbance in Boston”
  + Benjamin Frizzell deposition
  + Samuel Drowne deposition
  + The Boston Massacre of March 5, 1770: The Event and Aftermath
  + Boston Massacre: Pamphlets and Propaganda
  + Excerpts from “A Short Narrative of the Horrid Massacre,” by James Bowdoin - 1770 <http://www.digitalhistory.uh.edu/learning_history/revolution/account2.cfm>)
  + “Give Me Liberty or Give Me Death” by Patrick Henry (March, 1775)
* *Declaration of Independence*
* Excerpts from Howard Zinn’s *The People’s History,* pp. 80-84

**Unit 1 Routines**

* Reading: Close reading of complex text
* Writing: Written response to Literacy Design Collaborative (LDC) tasks (summative assessment)
* Writing: Use of textual evidence in writing
* Speaking and Listening: Students frequently work in pairs. While the lesson agendas provide some suggestions for specific protocols to use to pair students, consider frequently using this pair work as an opportunity for movement and variation. This will increase engagement and provide a necessary movement break to students as they engage in the demanding close reading tasks in this module.
* Speaking and Listening: In several lessons, students participate in a “Fishbowl” protocol (see appendix), which is a basic discussion structure in which an inner circle of students have a text-based discussion while an outer circle of students listen, observe, and take notes. The two groups then switch.
* Language: Vocabulary routines that encourage students to practice using context and word parts to make meaning of those words and to develop the habit of annotating their texts to indicate the meaning of those words. Students work with a Vocabulary Terms Organizer throughout the unit (see appendix)

**Unit 1 Central Vocabulary:** Students work with a Vocabulary Terms Organizer throughout this unit (see appendix)

* **Domain-Specific:** revolution (revolutionary, revolutionize, revolt), rebel, stakeholders, Patriots, Sons of Liberty, Loyalists, Tories, quartered, boycott, causation, commerce, massacre, authority, culpable (culpability), effigy (effigies), economic (economy, economical), self-evident, unalienable, abolish, usurp (usurpation), tyranny
* **Academic:** analyze, central, characteristics, controversial, convey, determine, escalate, evaluate, perspective, relevant, sound (sensible)

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| **Lesson 1: Building Background Knowledge: Revolutions across Time and Place** (one 90-minute lesson**)**  **Rationale:**In order to analyze the pre-Revolution period, students first build knowledge on revolutions in general, identifying their characteristics and analyzing their similarities and differences. This lesson also helps students begin to build the skills in reading complex informational text and primary historical documents: they build toward independence with identifying the central ideas and begin to work with identifying and analyzing evidence.  These lessons address the following skills and activities to develop facility with the targeted standards:   * Summarizing the characteristics of revolutions. * Determining the central idea of a primary or secondary source. * Citing specific evidence from primary and secondary sources to support analysis (attending to such features as the date and origin of the information).  |  |  | | --- | --- | | **Informal Assessment Options**  *Student work or evidence of learning that teachers may use to informally gauge class progress.* | **Formal Student Assessment Options**  *Students’ more formal, individual written assessments that teachers may collect*  *to more formally assess based on mastery of learning objectives above.* | | Entry task as regular instructional practice  Capturing the Gist organizer  Conditions Recording Form on Arab Spring country  Checking for understanding techniques | Group Frayer Model: revolution | |

**General Lesson Sequence**

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| **Lesson 1 - Building Background Knowledge: Revolutions across Time and Place**  **Teaching Notes**   * In this lesson, students begin to build context by examining the concept of “revolution,” first by using a Frayer model and then by looking at conditions that led to the Arab Spring revolution in the country of Tunisia, Libya, or Egypt. Video and texts have been pre-selected for this purpose.  In order to build student skills, the teacher models note-taking targeted on finding evidence to support the conditions leading to revolution, a key concept for the culminating unit writing assessment. These same practices will be used as the unit content moves to pre-Declaration of Independence and the American Revolution. * Several routines are introduced in this lesson:  daily vocabulary practice with domain-specific vocabulary (assessed in Lesson 7), capturing the gist of text/video, anchor charts, think-pair-share and group work. Ideally, heterogeneous groups of three will provide opportunities for optimum learning for most students.   **Lesson 1 Materials:**   * Vocabulary Terms Organizer * Frayer Model * Arab Spring videos: Video Montage “Spreading Revolution in Tunisia and Egypt” <http://www.nytimes.com/interactive/world/middleeast/2011-spreadingrevolutions.html#intro>. Alternate shorter video: <http://www.livebinders.com/play/play?id=751145> * Arab Spring texts:   + Jordan     - <http://www.bbc.co.uk/news/world-12482679>   + Tunisia:     - <http://www.time.com/time/magazine/article/0,9171,2044723,00.html>     - <http://www.bbc.co.uk/news/world-12482315> * Egypt: * <http://www.bbc.co.uk/news/world-12482291> * <http://www.mepc.org/journal/middle-east-policy-archives/egypts-spring-causes-revolution> * Libya: * <http://www.bbc.co.uk/news/world-12482311> * “Causes of the Libyan Revolution and the Arab Spring”   + [http://www.dailykos.com/story/2011/08/22/1009459/-Causes-of-the-Libyan-Revolution-and-the-Arab-Spring#](http://www.dailykos.com/story/2011/08/22/1009459/-Causes-of-the-Libyan-Revolution-and-the-Arab-Spring) * All countries: “The Reasons for the Arab Spring” * <http://middleeast.about.com/od/humanrightsdemocracy/tp/The-Reasons-For-The-Arab-Spring.htm>l <http://outernationalist.net/?p=1927&page=1>   + “Arab Spring Uprising: Country by Country – Saudi Arabia”     - <http://www.bbc.co.uk/news/world-12482678> * Capturing the Gist recording Form * Conditions Recording Form Model (for teacher reference only) * Conditions Recording Form (optional; students can also create two-column notes in their journal) * Note-taking Anchor Chart (teacher created; see appendix for guidance on anchor charts)   **Lesson 1 Agenda**  1. Entry Task (2 min)  A. Explain Entry Task Routine   * + Where students will find the entry task each day * Expectation that it is individual and usually brief * In Unit 1, the Entry Tasks will mostly be vocabulary terms.   B. Entry Task (8 min)   * Words to Watch -- Teachers distribute **Vocabulary Terms Organizer** with Unit 1 vocabulary on it to students. Students jot down as many definitions and associations as possible from their background knowledge. Review initial brainstorm on central vocabulary list with students, soliciting definitions and examples on a few of the terms. Remind students to watch for these in the readings and to listen for definitions and examples throughout Units 1 & 2.   2. Opening (15 min)   1. Teacher shares Unit Overview, Big Ideas, and Guiding Questions with students (5 min) 2. Engaging the Reader: **Frayer Vocabulary Model** on “Revolution” (10 min)  * Students work in heterogeneous groups of three to complete the Frayer Vocabulary Model for the concept word “revolution.” * Whole group discussion: invite groups to share definitions and examples.   3. Work Time (20 min)  A. Analyzing Gist: Video Montage of Arab Spring   * Frame the purpose: Students will use the **Capturing Gist Recording Form** to record details of conditions driving the revolt in Egypt. * Show video montage: **“Spreading Revolution in Tunisia and Egypt” (or shorter alternative)** * Think-Pair-Share. * Whole group analysis.   B. Read Expert Texts (30 min)   * Frame the purpose of reading: students will select one revolution each in their small groups and determine the central idea of their text(s) to share first with small group and then with full class. All students will read 1-2 texts (as much as they can on their own) on revolutions in three Arab countries. * **All countries: “The Reasons for the Arab Spring”** * <http://middleeast.about.com/od/humanrightsdemocracy/tp/The-Reasons-For-The-Arab-Spring.htm>l <http://outernationalist.net/?p=1927&page=1>   + **Tunisia:**     - <http://www.time.com/time/magazine/article/0,9171,2044723,00.html>     - <http://www.bbc.co.uk/news/world-12482315> * **Egypt:** * <http://www.bbc.co.uk/news/world-12482291> * <http://www.mepc.org/journal/middle-east-policy-archives/egypts-spring-causes-revolution> * **Libya:** * <http://www.bbc.co.uk/news/world-12482311>      * Briefly model note-taking on the Conditions Recording Form with **“Arab Spring Uprising: Country by Country – Saudi Arabia”** on a projected recording form (see model in appendix). Discuss where to find the date and source of the article and their importance. Record on the two-column note organizer. Read the quote on the top left and identify key words from it. . Read article aloud for the gist and discuss. Re-read paragraph-by-paragraph and model how to take notes: one column with central ideas and the other with key details. * Students read. They may create the two columns in their journals, or teachers may provide the **Conditions Recording Form** for students who need it. * When done, point out shortcuts in note-taking and record them on a class **Note-Taking Anchor Chart** (teacher created: simply chart students’ comments). Invite students to share shortcuts.   4. Closing and Assessment (15 min)  A. Writing in Small Groups: “Headlines”   * Each group creates a “Headline” (synthesis statement) that expresses a claim on revolutions in their respective countries. * Teachers should make sure that all students understand the word “claim” before completing this task. * Groups share.   5. Homework   1. We are just beginning to learn about the conditions that lead to revolution. Do simple internet research to learn more about the causes and conditions of revolution in the Arab country you read about during class. Come ready to share important conditions you learned about, or questions you have based on the information you found. | |
| **Lessons 2-3: Building Background Knowledge: Beginning of the Pre-Revolutionary Period** (two 90-minute sessions)  **Rationale:** Students build on their work from the previous day bycomparing conditions within and across the Arab Spring countries they researched. As a whole class, they consider the conditions that led the people to choose to revolt and create an anchor chart (see appendix for guidance). In this way, they begin to build an understanding of the lens through which they will examine conditions of the pre-Revolution period in American colonies. Students are first introduced to the concept of “reading like a historian” as a way to develop understanding of primary source documents.  These lessons address the following skills and activities to develop facility with the targeted standards:   * Summarizing the characteristics of revolutions. * Identifying controversial British policies and practices in Colonial America and how the Colonists responded to them. * Determining the central idea of a primary or secondary source. * Citing specific evidence from primary and secondary sources to support analysis (attending to such features as the date and origin of the information). | |
| **Informal Assessment Options**  *Student work or evidence of learning that teachers may use to informally gauge class progress.* | **Formal Student Assessment Options**  *Students’ more formal, individual written assessments that teachers may collect to more formally assess based on mastery of learning objectives above.* |
| Vocabulary Lists  Student Notes (2-columns)  Visual Timeline entries and presentation  Checking for understanding techniques | Vocabulary Terms Organizer: During Lessons 1 - 5 and for homework, students will add definitions and memory cues to the terms on their Vocabulary Terms Organizer, as well as make flash cards and self-assess terms they still need to work on. At the beginning of Lesson 6, students will be given a list of terms from the list and asked to demonstrate that they know what the term means by using it in a sentence (teachers may choose another option for assessing vocabulary)  Text-Dependent Questions  Lesson 3 Exit Ticket: Can the Boston Massacre be considered a “flash point”? Why or why not? What might you predict will happen next? |
| **Lesson 2 - Building Background Knowledge: Beginning of the Pre-Revolutionary Period**  **Teaching Notes**   * It is important that students determine which skills best support their ability to gather and analyze evidence. Resources such as Capturing the Gist, Condition Recording Form (two-column notes), and the Conditions anchor Chart will teach students to value the importance of gathering and analyzing textual evidence. * In this lesson, students are introduced to “Historical Thinking Concepts: Read like a Historian.” These concepts and the accompanying questions will help students think about how to read primary source documents. Teachers should become familiar with the Primary Source Close Read Protocol in the appendix. This is the protocol by which students will be taught to build comprehension of a primary source. * Most texts and resources should be on grade level for students (to increase fluency and volume of reading). But students should still use re-reading and annotating strategies to capture the gist of the texts. * Teachers should emphasize that many of these texts are difficult to read and students should expect to re-read and work in chunks to figure out the importance of what is being said in the historical context. * This lesson includes a short “lecture burst”: an interactive lecture by the teacher. This simultaneously helps students build background knowledge about a key historical event (the French & Indian War) and practice their skills listening to a lecture and taking notes, which they will need in academic or professional contexts in high school, college, and career settings. * Note that in advance of Lesson 3, teachers need to gather some resources for students’ very short research on various topics. See Lesson 3 materials; prepare excerpts from textbooks, online resources, or an encyclopedia.   **Lesson 2 Materials**   * Lecture burst on French & Indian War (Powerpoint is recommended) * Conditions Anchor Chart (teacher created; see appendix for guidance on anchor charts) * Historical Thinking Concepts * Visual Timeline * Letter from Cyrus Baldwin to his brother <http://www.masshist.org/revolution/image-viewer.php?item_id=601&img_step=1&tpc=&mode=transcript&tpc=#page1> * Close Reading Recording Form * Vocabulary Terms Organizer   **Lesson 2 Agenda**  1. Entry Task (5 min)  A. Review vocabulary terms. Compare with partner and add to each other’s lists.  2. Opening   1. Discussion (10 min)  * Project guiding question to whole class: What conditions cause people to choose to rebel? * Students refer to their Conditions Recording Form from Lesson 1 to generate conditions and evidence about the conditions leading to the Arab Spring. * Students add conditions to their own notes if necessary. * Teacher charts student comments on **Conditions Anchor Chart – Arab Spring** (teacher created; see appendix for guidance on anchor charts)   3. Work Time (20 min)  A. Lecture Burst and Note-taking on French and Indian War   * Set up: Review “Lecture Burst” format: students will listen to short “bursts” of lecture on the French and Indian War, and will pause periodically to think, talk, or write. Briefly discuss anticipated differences in capturing the gist from a presentation and from reading. Add to Note-Taking Anchor Chart. * **Lecture burst on French and Indian War** —sets the purpose for the tax collection and enforcement of regulation to get money from the Colonists * What conditions for unrest and revolt arose from the French & Indian war? Record on Conditions Recording Form.  1. Visual Timeline (10 min)  * Introduce **Visual Timeline** to students. Teacher models visual timeline entries by attaching ones generated by the lecture burst to document dates of important events and reactions to them.  1. Reading like a Historian (5 min)  * Distribute the **Historical Thinking Concepts** handout – Introduce the concept of “reading like a historian” (i.e., digging into primary source documents for clues or pieces of a puzzle to explore the perspectives and meaning behind historical events). Remind students that they should not necessarily expect to understand a primary source document on a first reading, so multiple readings and close examination of the text are important so that students are able to build deeper understanding. * Students will re-visit this document and use it with primary sources in Lesson 4.  1. Primary Source Read Aloud: **Letter from Cyrus Baldwin** (30 min)  * (Primary Source Close Read Protocol in Appendix – Teachers model this strategy for students.) * Distribute **Close Reading Recording Form**. * Define “effigy” for students; students record in Key Vocabulary section. * Read text aloud with students following along. What do you notice? What do you wonder? Students record “Initial Impression” on the Recording Form. * Reread paragraph-by-paragraph: Note important vocabulary; students record Key Details and Central Ideas/Gist.  1. Assign Expert Group Tasks for Lesson 3 (5 min)  * Students will read about specific topics and present using visual timeline entries as the teacher modeled. Discuss use of visual timeline template as one way to organize information. * Expert Group Topics: Each group will focus on issues of causation. Focusing Questions: What conditions did the British impose? Which stakeholders would lose the most?   4. Closing and Assessment (5 min)   1. Students prepare visual timeline entries for expert reading topics, including drawing or locating an image that represents their topic.   5. Homework:   1. On **Vocabulary Terms Organizer** (from Lesson 1), capture definitions, examples, explanations and images of the vocabulary terms introduced in the last two lessons. Consult a friend, family member, or resource.   **Lesson 3 - Building Background Knowledge: Beginning of the Pre-Revolutionary Period**  **Teaching Notes:**   * This lesson involves students reading texts that the teacher must gather in advance from their textbook, online, or the encyclopedia. * Lessons 3 and 4 delve more deeply into a pivotal event of the pre-Revolution period: the Boston Massacre. First students capture the gist of a secondary source to grasp the events and main players and consider whether the evidence qualifies it as a flash point. They then examine images and primary sources of the Boston Massacre and discuss the different perspectives/interpretations of the infamous event in order to understand ways in which individual points of view influence accounts. Using the Primary Source Close Reading as a guide students in small groups read the texts several times, recording their initial impressions, extracting details and central ideas, and finally, answering text-dependent questions based on Reading Like a Historian. Students’ collective thinking is added to the Conditions Anchor Chart. [Note: These same reading habits will be utilized for Patrick Henry’s “Give Me Liberty” in Lesson 5 and the Declaration of Independence in Lessons 6 and 7.]   **Lesson 3 Materials**   * Vocabulary Terms Organizer * Visual Timeline Entry for assigned topic * Conditions Recording Form * Conditions Anchor Chart (teacher created) * “Boston Massacre: Pamphlets and Propaganda”   <http://www.bookrags.com/research/boston-massacre-pamphlets-and-propa-aaw-01/>   * Capturing the gist recording form * **Teacher-generated** sources for research (textbooks, articles, online sources, encyclopedias) may include the following topics: * Taxation without representation (Sugar Act, Townshend Act) * Trading Laws (Tea Act, Boston Tea Party, short overview of Sugar Act and Townshend Act) * Boundary lines (Proclamation of 1763, Quebec Act) * Restrictions on liberty (Quartering Act—put troops in people’s homes, MA Gov’t Act imposed military rule).   **Lesson 3 Agenda**  1. Entry Task (5 min)   1. Individually assess your Vocabulary Terms Organizer and make additions as needed. Lists should be complete by Lesson 4.   2. Opening (5 min)   1. Review Expert Group Tasks   3. Work Time   1. Expert Groups Prepare to Share (15 min)  * Remind students of the focusing questions for their Expert Group reading: What conditions did the British impose? Which stakeholders would lose the most? * Re-read secondary sources on grade level for the gist and central ideas related to focusing questions. * Share ideas with group members and re-read to clarify where confusion or discrepancies among group members exist. Record central ideas group consensus on **Visual Timeline Entry** and individually on **Conditions Recording Form.** * Review student images and arrive at a consensus on the one to use on group entry. * Prepare visual timeline entries using the Visual Timeline Template (from Lesson 2) with quotes, key words, people and ideas, symbols.  1. Sharing and Synthesis (20 min)  * Expert groups present Visual Timeline entries. During peer presentations, students take notes on Conditions Recording Form —recording actions by the British and their impact on various stakeholders (causation). * Whole group addresses causation by examining timelines of events presented. * What conditions caused the colonists to revolt? Which stakeholders would lose the most? Solicit wording to add to colonist side of **Conditions Anchor Chart.**  1. Secondary Source on the Boston Massacre (30 min)  * Distribute copies of **“Boston Massacre: Pamphlets and Propaganda”** (see Central Texts in appendix) * Give instructions on using the **Capturing the Gist recording form.** Use first detail column for P1-3; second column for P4-6, and third column for last two paragraphs. * Write gist of entire article in the box below and Pair-Share.   4. Closing and Assessment (15 min)   1. Adding to Conditions Recording Form (5 min)  * Based on the content of today’s class, what conditions for revolt can be added to Conditions Recording Form? Give students 2 minutes to think. * Then Cold Call students to share a condition with class (see Checking for Understanding protocol in appendix). * Quick discussion of the concept of a “flash point” – the idea that a specific incident can be the spark that ignites greater fires.  1. Exit Ticket: Can the Boston Massacre be considered a “flash point” for the American Revolution? Use evidence to support your answer. What might you predict will happen next? (10 min)   5. Homework  A. Continue to add vocabulary definitions, examples and memory cues to chart. | |
| **Lesson 4: Examining Multiple Perspectives on the Boston Massacre** (one 90-minute lesson)  **Rationale**: This lesson centers on the differing perspectives of the Boston Massacre, focusing on both images and primary source accounts. Students continue to build on the skill of “reading like a historian,” using guiding questions to help them focus their thinking.  These lessons address the following skills and activities to develop facility with the targeted standards:   * Summarizing the conditions and events surrounding the Boston Massacre. * Applying the close-reading practices of a historian to primary source documents. * Comparing and contrasting perspectives and arguments for who is to blame for the Boston Massacre. * Using reading strategies and steps to read and comprehend complex text with increasing independence. | |
| **Informal Assessment Options**  *Student work or evidence of learning that teachers may use to informally gauge class progress.* | **Formal Student Assessment Options**  *Students’ more formal, individual written assessments that teachers may collect to more formally assess based on mastery of learning objectives above.* |
| Vocabulary Lists  Checking for understanding techniques | Boston Massacre (text-dependent questions) |
| **Lesson 4 - Examining Multiple Perspectives on the Boston Massacre**  **Teaching Notes**   * Lessons 3 and 4 delve more deeply into a pivotal event of the pre-Revolution period: the Boston Massacre. First students capture the gist of a secondary source to grasp the events and main players and consider whether the evidence qualifies it as a flash point. They then examine images and primary sources of the Boston Massacre and discuss the different perspectives/interpretations of the infamous event in order to understand ways in which individual points of view influence accounts. Using the Primary Source Close Reading as a guide students in small groups read the texts several times, recording their initial impressions, extracting details and central ideas, and finally, answering text-dependent questions based on Reading Like a Historian. Students’ collective thinking is added to the Conditions Anchor Chart. [Note: These same reading habits will be utilized for Patrick Henry’s “Give Me Liberty” in Lesson 5 and the Declaration of Independence in Lessons 6 and 7.]   **Lesson 4 Materials**   * Boston Massacre Images * Boston Massacre Images graphic organizer * Tackling Complex Text anchor chart (teacher created; see Strategies for Tackling Complex Text Protocol in appendix) * Historical Thinking Concepts * The Boston Massacre of March 5, 1770: The Event and Aftermath * <http://www.bostonhistory.org/pdf/Boston%20MassacreDocuments.pdf> (teaching resource kit) * Excerpt from “A Short Narrative of the Horrid Massacre” * A Fair Account of the Late Unhappy Disturbance in Boston <http://ia700404.us.archive.org/7/items/cihm_20439/cihm_20439.pdf>) * Benjamin Frizzell deposition * Samuel Drowne deposition * Close Reading Recording form   **Lesson 4 Agenda**  1. Entry Task (5 min)   1. Use vocabulary list to begin to make Unit 1 flashcards.   2. Opening (20 min)   1. Conflicting Images of the Massacre.  * Explain that images of a historical event, as well as personal accounts, may convey the perspective of the artist, just as primary source documents reflect the perspective of the writer/narrator. * Show **Boston Massacre Images** to class once briefly and then again, allowing 2 minutes per visual for student note-taking on the **Boston Massacre Images graphic organizer.** * Use journal and pair-share to capture what you see in the images, your response, and how this relates to the first two lesson targets.   3. Work Time (60 min)   1. **Historical Thinking Concepts: Read like a historian** (10 min)  * Read aloud the question under each bullet point. Check for student understanding. Explain that #2 (Primary Source evidence) and # 4 (What individuals, groups, and social forces were involved? To what extent did they influence the event?) will be the focus of discussion on their reading of primary source excerpts on the Boston Massacre with their group.  1. Primary Source Close Reading(30 minutes)  * Give instructions: * Review the **Primary Source Close Reading recording form** In small groups, students read a primary source account of the Boston Massacre to gather evidence to determine culpability. Texts used include eight selections - * **Excerpt from “A Short Narrative of the Horrid Massacre”** * **“A Fair Account of the Late Unhappy Disturbance in Boston”** * **Benjamin Frizzell deposition** * **Samuel Drowne deposition** * **Sources 1 - 4 (pp. 10-13) from The Boston Massacre of March 5, 1770: The Event and Aftermath** * First read: One student in each group reads aloud, while others follow along. Students add Initial Impression to Part 1 of the Close Reading recording form. Group-Share. * Second Read: A second student in group re-reads text aloud, and individuals record details, central ideas, and vocabulary on Recording Form.   + Third Read: As a group, students respond to text-dependent questions on back of recording form. Strategically circulate to monitor student progress and needs. Provide students with guidance or model strategies from the **Tackling Complex Text anchor chart** as needed.     - Note: This should be done ahead of time in order to conserve class time and streamline this part of the lesson. The Strategies for Tackling Complex Text Protocol in the appendix should be used as a source when creating this anchor chart.  1. Discussion of Culpability: (10 min)  * Groups develop a synthesis statement on where their primary source places blame for the Boston Massacre.  1. Revisit Images of the Boston Massacre (10 min).  * Class votes on which image best portrays the Boston massacre. Use this image on the Visual Timeline Entry and post.   4. Closing and Assessment (5 min)   1. Exit Ticket: The Boston Massacre can be considered a “flash point” leading toward independence. What can be considered a flash point of the revolt in your designated Arab Spring country? 2. Homework 3. Complete vocabulary flashcards. | |
| **Lesson 5: The Words of Patrick Henry: “Give Me Liberty or Give Me Death”**  **Rationale:** In this lesson, students close read the famous speech of Patrick Henry to the Virginia Convention. Through multiple re-readings, students can analyze differences between the pre-revolution values of the Patriots and those of the British.  These lessons address the following skills and activities to develop facility with the targeted standards:   * Analyzing differences between the pre-revolution values of the Patriots and those of the British. * Using close reading strategies and steps to read and comprehend complex text with increasing independence * Using quotes and specific details to support claims about the American Revolution in discussion and writing. | |
| **Informal Assessment Options**  *Student work or evidence of learning that teachers may use to informally gauge class progress.* | **Formal Student Assessment Options**  *Students’ more formal, individual written assessments that teachers may collect to more formally assess based on mastery of learning objectives above.* |
| Exit tickets  Choral Read: Students select key quotes from Henry’s speech and read them aloud | Text-dependent questions on Patrick Henry’s Speech |
| **Lesson 5 - The Words of Patrick Henry: “Give Me Liberty or Give Me Death”**  **Teaching Notes:**   * Patrick Henry’s “Give me Liberty or Give Me Death” is a powerful persuasive speech. Understanding the structure of the speech is a large part of understanding its message. Students should be encouraged to visualize/dramatize the oration as it must have appeared to the listeners.   **Lesson 5 Materials:**   * Patrick Henry’s “Give Me Liberty or Give Me Death” Speech * Close Reading Recording Form for Henry’s speech (includes text-dependent questions)   **Lesson 5 Agenda**  1. Entry Task: Vocabulary Review (5 min)   1. Self-quizzes on vocabulary with flashcards. Note words to work on. (3 min) 2. Create two word piles: Words you still need to work on and those you know consistently. (2 min) 3. Prepare for vocabulary assessment in Lesson 6.   2. Opening (5 min)   1. Quick agenda overview   3. Work Time (70 min)   1. Primary Source Close Reading: Patrick Henry’s “Give me liberty or give me death” (55 min)  * Review the **Primary Source Close Reading Recording Format** with students. * First Read: Read the Patrick Henry **“Give Me Liberty” speech** aloud or silently. Give students time to record their initial impression in the first box (page 1 only). Students pair and share. * Second Read: Students then re-read “chunks” speech silently and record details and central ideas.   + In order to provide extra support for students, give them the following prompts: Consider the structure and purpose of each section: What is the central idea? How do the sections fit together to build to a fiery conclusion? * Third Read: Read focused on text-dependent questions and collect quotes/details as evidence. * Teacher collects text-dependent question responses.  1. Selection of Key Quotes for choral reading (15 min)  * Working in small groups, students select a strong statement from Henry’s speech to read aloud together. Students collaborate on pronunciation and expression, consulting with others as needed. * Groups, reading together, share quotes from Henry’s speech.     4. Closing and Assessment (10 min)   1. Exit Ticket: What differences existed between the values of the Patriots and those of the British? How do these compare with those of the rebels in the Arab Spring and their governments?   5. Homework  A. Prepare for vocabulary assessment in Lesson 6.[[3]](#footnote-3) | |
| **Lessons 6 - 7: The Declaration of Independence** (two 90-minute lessons)  **Rationale:**In this lesson sequence, students use a close reading of the Declaration of Independence as a lens through which to examine the ideals of the Revolution and what various stakeholders were fighting for. Students continue to build more independence in close reading and text analysis skills, further develop note taking skills, and use quotes and key sources of evidence to share their learning about multiple perspectives on the Revolution in writing and in analytical discussion.  These lessons address the following skills and activities to develop facility with the targeted standards:   * Engaging in a discussion with my peers. * Using close reading strategies and steps to read and comprehend complex text with increasing independence * Using quotes and specific details to support claims about the American Revolution in discussion and writing. | |
| **Informal Assessment Options**  *Student work or evidence of learning that teachers may use to informally gauge class progress.* | **Formal Student Assessment Options**  *Students’ more formal, individual written assessments that teachers may collect to more formally assess based on mastery of learning objectives above.* |
| Discussion entrance and exit ticket | Unit 1 Vocabulary Assessment (teacher created) – see notes under Formal Student Assessment Options for Lesson 2  DOI Passage Translations in Modern English  Lesson 7: Declaration of Independence (DOI) Assessment |
| **Lesson 6 - The Declaration of Independence**  **Teaching Notes**   * In Lessons 6 and 7, students focus on the language of the DOI. In this case, they use the Spirit Read Protocol (see appendix) to “hear” the power of the ideals expressed. They paraphrase the wording and compare their words with Jefferson’s to appreciate his rhetoric. In addition, they develop concept maps to understand the structure of the DOI and its role in contributing to the purposeful building of strength of conviction.   **Lesson 6 Materials**   * Unit 1 Vocabulary Assessment (teacher created) * Declaration of Independence * Copy of original Declaration of Independence (DOI) document to be projected * Tackling Complex Text anchor chart   **Lesson 6 Agenda**   1. Entry Task (15 min) 2. **Unit 1 Vocabulary Assessment**   2. Opening (5 min)   * Quick agenda overview     3. Work Time (65 min)   1. Introducing the Declaration of Independence (DOI) (5 min):  * Project a **copy of the original Declaration of Independence**. Students record initial impression in notebooks. * What information is shown in the title? Think/Write-Pair-Share  1. Close Reading of Paragraphs 1 and 2 of the DOI (30 min)  * Remind students to use the **Tackling Complex Text anchor chart** (from Lesson 4). * Paraphrasing Complex Primary Sources: * Teacher or a skilled reader reads aloud paragraphs 1 + 2 while students follow along. * Teacher re-reads paragraph 1 aloud and models how to write a paraphrase: 1) Arrive at the gist in your mind; use sentence structure clues. 2) Write a draft of the gist in your own words, leaving space for additional information. 3) Re-read the section and look for additional information to add to your paraphrase. 4) Finalize your one-sentence paraphrase.  1. Divide Paragraph 2 into Six Sections: Students work in small groups to close read their assigned section, analyze words in context, and then paraphrase. Students read aloud - in order - the paraphrases. (15 min)  * As students share out, teacher or peers provide critical feedback regarding accuracy of the paraphrases.  1. Grievances with Summaries: In the same small groups, students read the groups of Grievances, look for commonalities among them (repeated words, e.g., laws, legislative bodies, etc.), and paraphrase the key ideas. (15 min) 2. Whole Class Share Out (10 min)  * Student spokesperson from each group shares with the whole class. * Address clarifying questions as needed.   4. Closing and Assessment (5 min)   1. Share: Key Ideas from the DOI | |
| **Lesson 7 - The Declaration of Independence**  **Teaching Notes**   * In Lessons 6 and 7, students focus on the language of the DOI. In this case, they use the Spirit Read Protocol (see appendix) to “hear” the power of the ideals expressed. They paraphrase the wording and compare their words with Jefferson’s to appreciate his rhetoric. In addition, they develop concept maps to understand the structure of the DOI and its role in contributing to the purposeful building of strength of conviction.   **Lesson 7 Materials:**   * Declaration of Independence (DOI) * Declaration of Independence Assessment * Large paper and markers   **Lesson 7 Agenda**  1. Entry Task: Vocabulary (10 min)   1. Review previous work on the DOI and find a word for which you were able to use context to figure out its meaning. Think-Pair-Share.   2. Opening (5 min)  A. Quick agenda overview  3. Work Time (45 min)   1. The Power of the DOI Conclusion (10 min)  * In your own words, write a paraphrase for each of the last three paragraphs of the DOI. Discuss with a partner why the original wording of the last paragraph is more effective than a paraphrase. (Remind students that a paraphrase is meant to show or convey understanding, while the original wording tells us more effectively about the writers of this document and their purposes.)  1. Reread and Annotate the DOI (15 min)  * In preparation for the Spirit Read (see appendix), ask students to silently annotate the DOI for key phrases that you believe capture the essence of the ideals of our Founding Fathers and their grievances against the King. * Spirit Read of Key Lines from DOI  1. DOI Text Structure Concept Mapping (15 min)  * On your own, first, create a quick draft of a graphic or concept map in your notebook using key words and ideas from the DOI that illustrates how the document and the arguments within it are structured. (5 min) * Share with 2 other peers and identify the clearest and most logical pieces from each person’s map. Synthesize into one new map and draw with keywords and ideas on large paper. Be prepared to explain your organization. (10 min)  1. Hosted Gallery Walk (see appendix) to Give Feedback on Concept Maps (5 min)   4. Closing and Assessment (30 min)   1. **Declaration of Independence (DOI) Assessment**   5. Homework   1. Prepare for fishbowl discussion: Review conditions and evidence for both your Arab Spring Country and the pre-Revolution period in America. | |
| **Lessons 8 - 11: Planning, Drafting, and Revising the Evidence-based Essay** (Four 90-minute lessons)  **Rationale:**  In order to synthesize their learning about revolutions and the conditions and events leading to the American Revolution, students apply the skills and share their learning through a structured, fishbowl discussion (see appendix), and through an evidence-based writing task that draws on ideas gathered from their readings and discussions. Students examine an annotated model for organization, evidence, and word choice. This writing task scaffolds towards more in-depth writing in subsequent units.  These lessons address the following skills and activities to develop facility with the targeted standards:   * Engaging in a discussion with my peers. * Using quotes and specific details to support claims about the American Revolution in discussion and writing. * Listening carefully and selecting relevant information from discussion. | |
| **Informal Assessment Options**  *Student work or evidence of learning that teachers may use to informally gauge class progress.* | **Formal Student Assessment Options**  *Students’ more formal, individual written assessments that teachers may collect to more formally assess based on mastery of learning objectives above.* |
| Fishbowl on Conditions leading to Arab Spring and American Revolution  Lesson 8 Exit Ticket: evaluate participation in Fishbowl | Evidence-based informational essay (use as summative and formatively to determine writing supports in the next unit) |
| **Lesson 8 - Planning, Drafting, and Revising the Evidence-based Essay: Fish Bowl Discussion on Evidence**  **Teaching Notes**   * This lesson contains an essential element of effective writing process: oral processing of accumulated evidence. The fishbowl format provides all students with the opportunity to participate in a collaborative discussion of the conditions for rebellion in the Arab Spring and the pre-Revolutionary period.  Students review their notes and organizers in advance for both, knowing in advance that they will be selected randomly for either time period. At the end of this lesson, the whole class has a synthesis discussion of the evidence, when the students compare the conditions just discussed in the fishbowl. * The lessons that follow continue the writing process of examining a model essay for structure and word choice, outlining a structure and evidence, writing an introduction, drafting, and revising.  The objective is to scaffold the writing assessment so that students feel confident and prepared to be successful   **Lesson 8 Materials**   * DOI Assessments with teacher feedback * All notes, organizers, and texts   **Lesson 8 Agenda**   1. Entry Task (10 min) 2. Students receive their **DOI Assessments** **with teacher feedback.** If it is not possible to complete this feedback between Lessons 7 and 8, share general trends in answers with students and discuss any important misconceptions.  * Have students reflect on the answers they provided and ask any lingering questions.   2. Work Time (75 min)  A. Preparation for Fishbowl Discussion (20 min)   * Discussion question: What conditions led the people of the American colonies and the more recent Arab Spring to say “enough is enough” and choose to rebel? * Review the Fishbowl Protocol with students. Randomly divide the class into two discussion groups: Arab Spring countries and American colonies. * Students review their organizers and notes for evidence to support the conditions of their designated side.  1. Fishbowl discussion I: Arab Spring (20 min)  * Observers for each part of the discussion should make note of strong evidence.   C. Fishbowl discussion II: American colonies (switch groups, so students who were observing are now discussing) (20 min)  D. Synthesis discussion using Think/write-Pair-Share (15 min)   * What conclusions or implications emerge from the conditions and the evidence?   3. Closing and Assessment (5 min)   1. Exit Ticket: evaluate your participation in the fishbowl and explain your thinking, citing evidence.   4. Homework   1. Students organize and prepare notes for evidence-based essay assessment task. | |
| **Lesson 9 - Planning for Writing an Evidence-Based Essay: Examining a Model**  **Teaching Notes**   * After researching the Arab Spring and pre-Revolution America, students write an evidence-based essay that explains the differences and similarities between the conditions leading to the Arab Spring with those leading to the American Revolution, drawing conclusions and implications from the evidence. * It is essential that students are able to visualize what their essay should look like before they begin drafting. A model can be used to demonstrate how to incorporate effective introductions and theses, evidence, organization, transitions, and conclusions as they plan their own writing. The model provided here is based on a prompt that is similar, but not identical to, the prompt that students will respond to in their own essays. This is done intentionally. When using model essays with students, it is important that the model writing be about content with which students are already familiar, so they can follow the author’s thinking. It is equally important that the model essay not about exactly the same topic students will write about; this ensures that students will not just “copy” the model but rather do their own independent thinking.   **Lesson 9 Materials**   * All notes, organizers, and texts * Conditions Writing Task Model: Saudi Arabia and Jordan * Conditions Writing Task Model: Saudi Arabia and Jordan (Annotated for Teacher Reference) * Evidence-Based Essay Outline   **Lesson 9 Agenda**   1. Entry Task (2 min) 2. Distribute **Conditions Writing Task Model** to students   3. Work Time (83 min)   1. Close Reading: Read the Conditions Writing Task Model aloud to the class. (15 min)  * Second read: Ask students to work in pairs to re-read and annotate for organization: noting the purpose of each paragraph and how it fits with the other paragraphs to build to a meaningful conclusion. Circle transitions. * Whole group debriefs the work by doing a Cold Call discussion of each paragraph (see Checking for Understanding protocol in appendix).  1. Re-read the introduction of the model essay aloud. (8 min)  * Ask the students to work with a partner to examine the purpose and meaning of each sentence in the introduction, especially the last sentence, the thesis. * Ask, “How does this sentence fit into the rest of the essay? Does it contain key words that are repeated throughout the essay?” * Discussion of the important role of the thesis in setting an organizational pattern and a focus for gathered evidence.  1. Students work in pairs to identify and highlight evidence in the body paragraphs of the model (15 min)  * Ask, “What do you notice about the relevancy of the evidence? How does it relate to the thesis? What do you notice about the quantity of the evidence?”  1. Examine the Wording of the Writing Prompt (15 min)  * Writing Prompt: After researching the Arab Spring and pre-Revolution America, write an evidence-based essay that explains the differences and similarities between the conditions leading to the Arab Spring with those leading to the American Revolution, drawing conclusions and implications from the evidence. * Ask, “What are the key words in this writing task? What are you being asked to do? What will you need to prepare for writing it?”  1. Outline essay (30 min)  * Display, distribute, and review **Evidence-Based Essay Outline**. Share an example that has been filled in, if desired. * Students outline their essays * Teacher should target for conferring students who are still struggling with locating pertinent evidence. * Students need to have their outline checked by a teacher or a peer before they start writing – against a checklist or rubric.   4. Closing and Assessment   1. Exit Ticket (5 min)  * What makes sense to you so far about this task? What do you need help with? * Teacher should look this over to plan the next day’s lesson.   5. Homework  A. Finish outline | |
| **Lesson 10 - Drafting the Essay**  **Teaching Notes**   * Teachers will need to create an applicable rubric for this writing assessment, as one is not provided. Consider using or building upon writing rubrics that have proved successful for previous assignments. This will also help with student familiarity and expectations. * Teachers should circulate throughout the class and hold mini-conferences with students: How have you organized your writing? What evidence will you use to support your ideas? How will you conclude it – what implications have you found? * As they circulate and find students are having common problems, stop and conduct small mini-lessons as needed (e.g., evidence, word choice, transitions, etc.)   **Lesson 10 Materials**   * All notes, organizers, and texts * Conditions Writing Task Model: Saudi Arabia and Jordan * Conditions Writing Task Model: Saudi Arabia and Jordan (Annotated for Teacher Reference) * Evidence-Based Essay Outline * Writing Assessment Rubric (teacher created)   **Lesson 10 Agenda**  1. Entry task (15 min)   1. Using Exemplar Work  * Look over **Conditions Writing Task Model** * Using the **Writing Assessment Rubric** to guide your thinking, notice what makes it strong and what would improve it. * Note: teachers should focus this lesson to meet student needs as seen in Lesson 9 and previous writing assignments.   2. Opening (15 min)   1. Plan Revisions  * Based on the discussion about the model, how might you add to or revise your **Evidence-Based Essay Outline**? * Share plans with a peer or teacher   3. Work Time (50 min)  A. Write a First Draft   * Students write a first draft. * Teacher should circulate and see how students are doing moving from the outline to an actual draft. * Review the specific phrasing of the writing prompt. Remind students that they have been studying the Pre-Revolutionary period and have a lot of information on the subject so it will need to be organized.   4. Closing and Assessment (10 min)  A. Go over homework and answer any questions regarding problems students ran into today.  5. Homework  A. Students complete first draft, which will be critiqued and revised during Lesson 11. | |
| **Lesson 11 - Revising the Essay**  **Teaching Notes**   * In this lesson, students revise their essays. Before they revise, they look closely at the rubric and the model proposal. Students will revise more effectively when they have a clear vision of what their final product will look like. * Consider building on your existing class routines around revision and peer critique. * Consider adding a mini lesson to address a common issue. * Consider working with a small group of students who need additional support. * Consider how students might “publish” this work, or share it with an authentic audience.   **Lesson 11 Materials**   * Evidence-Based Essay Outline * First drafts * Writing Assessment Rubric (teacher created)   **Lesson 11 Agenda**  1. Entry Task (5 min)   1. Review vocabulary terms and look at drafts to check word choices.   2. Opening (5 min)   1. Quick agenda overview   3. Work Time (75 min)   1. Revising with peer feedback (40 min)  * Teacher provides instructions for revision process: Students partner with each other (or use groups of three) and take turns reading their drafts to each other. * Students should ask these questions in their conferences with each other:   + Does the introduction provide background and include the thesis?   + Analyze the evidence for the claim - Is it relevant? Is there enough?   + Does the conclusion contain implications of the information?   + What word choices could be improved?   + What grammar or usage errors need to be corrected?  1. Finalizing the drafts (35 min)  * Students revise their work based on feedback.   4. Closing and Assessment   1. Exit Ticket (5 min)  * Think/Write-Pair-Share: How is your essay better now than it was 90 minutes ago?   5. Homework   1. Students complete final drafts. | |

1. Historical Thinking Concepts (see appendix) is adapted from The Historical Thinking Project. University of Vancouver, British Columbia. <http://historicalthinking.ca/> and the Stanford History Education Group [↑](#footnote-ref-1)
2. Literacydesigncollaborative.org [↑](#footnote-ref-2)
3. This is not provided. Teachers will need to generate their own vocabulary assessment. [↑](#footnote-ref-3)