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| Lesson: Day 1 of 4th Grade Unit 4(use with power point) | |
| Standard: This lesson is intended to be an introductory lesson to give background knowledge on what it means to be a revolutionary. | |
| Goal  (8) Setting Objectives and Providing Feedback  (4) Reinforcing effort and Providing Recognition | G:  I can determine the meaning of the word revolutionary. |
| Access Prior Knowledge  (6) Nonlinguistic Representations  (7) Cooperative Learning  (10) Cues, Questions and Advance Organizers | A:  Talk with your table about the things you know about “war”. Let students share out their conversations. |
| New Information  (3) Summarizing and Note Taking  (5) Homework and Practice  (11) Teaching Specific Types of Knowledge | N:  The most recent war was in Afghanistan. Use the slides that show the country and soldiers   * How many of you have heard of this country? * Do any of you know why there is a war in that country? * Most wars begin because there is a need for change. * There could be disagreements over land or who is controlling the land. * Show the slide of the twin towers, explain the reason for the war   Most wars start because of a group of people wanting a change. Look at the slide with the pictures of all the different people:   * Turn and talk about the people you see: do you recognize the faces? * Each of these individuals made an impact on history, as revolutionaries, for better or for worse   (remind students of their learning goal; being able to determine the meaning of revolutionary)   * Show the slides of the individuals, noting the impact on our history |
| Application  (2) Identifying Similarities and Differences  (9) Generating and Testing Hypotheses  (10) Cues, Questions and Advance Organizers | A:   * Have students work independently on writing a definition of revolutionary on a sticky-note, or in their notebooks. Let students share (if they want). Were you able to determine the meaning of the word “revolutionary” from our lesson? Can you see how these individuals and so many more, had a huge impact in our American history? * Show students the “real” definition of revolutionary from the dictionary. * (hopefully there will be similarities in their definitions) |
| Generalize  (8) Setting Objectives and Providing Feedback  (4) Reinforcing effort and Providing Recognition | G:  How did you do with the learning goal for today?  I can determine the meaning of the word revolutionary |

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