

Shutterfly Photo Story Lesson Plan

NAME: TONYA NORTHCUTT

STATE: KENTUCKY

SUBJECT: SOCIAL STUDIES

GRADE LEVEL: 5

LESSON TITLE:

THE IMPORTANCE OF THE PEOPLE OF THE AMERICA REVOLUTION

Common Core/State Curriculum Standards:

CCR: Read and comprehend complex literary and informational text independently and proficiently.

CCSS.ELA-Literacy.RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

CCSS.ELA-Literacy.RI.5.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

CCSS.ELA-Literacy.RI.5.5

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

CCSS.ELA-Literacy.RI.5.6

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CCSS.ELA-Literacy.RI.5.7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CCSS.ELA-Literacy.SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Shutterfly Photo Story Lesson Plan

CCSS.ELA-Literacy.SL.5.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-Literacy.SL.5.5

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

CCSS.ELA-Literacy.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Social Studies – History Standards – Grade 5

Social Studies: Revolution and the New Nation (1754-1820)

Standard 1: The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.

Standard 1A: The student understands the causes of the American Revolution.

Standard 2: The impact of the American Revolution on politics, economy, and society

Standard 2A: The student understands revolutionary government making at national and state levels.

Academic Expectations 2.20

Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

ISTE NETS Student Technology Standards:

2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

3. Research and Information Fluency – Students apply digital tools to gather, evaluate, and use information.

4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Shutterfly Photo Story Lesson Plan

Learning Objectives:

- To expand their knowledge, the 5th grade students will actively engage in reading resource books with full participation.
- Students will understand the cause and effect of the American Revolutionary War.
- Students will be able to identify key people involved in the American Revolutionary War.
- After learning about the important people during the Revolutionary War, the students will write biographies including important facts with accuracy.

Students Learning Targets: *(What will students know and be able to do as a result of this lesson?)*

- The students will recognize important leaders of the war.
- The students will be able to identify the impact of individuals on the Revolutionary War and share what they have learned with digital media to be published in a Shutterfly *Photo Story* book.

Instructional Strategies: *(Project-based learning, direct instruction, inquiry-based instruction, cooperative learning, etc.)*

- Project based learning
- Direct instruction

How Students Will Use Shutterfly *Photo Story*:

Students will use this Shutterfly project to present about the American Revolution for our local county historical society.

Required Materials/Lesson Length:

- iPads
- Library and Internet for resources for information for the biographies

The lesson will last approximately 4 weeks.

Resources: *(Photos, drawings, student created stories; reference books, articles, website URLs, etc. for citation)*

- Reference Materials (dictionaries, thesauruses, etc.)
- Internet Websites with Revolutionary War photos

Shutterfly Photo Story Lesson Plan

Procedures/Activities: *(What will the teacher and students do?) (Prior Knowledge, Opening Activity, Step-by-Step Learning Activities, Closure, Post-Instruction Reflection)*

Prior Knowledge:

The class has been discussing all of the reasons why the colonists should break away from England. They are reasoning why there needs to be a movement for freedom. I will explain to the students that they are going to be learning about the causes and important people of the American Revolutionary War and how the conflict was resolved.

Learning Activities

- I will have students recall how the French and Indian War was just the start of the American Revolution and that many people played a part in how our independence comes about from this war. I will remind students that fighting a war for that long, and in so many places, had been very expensive for Great Britain.
- Tell students that the British Army and Navy were protecting the colonists. Ask students to identify what the English people might have expected to gain from protecting the colonies. Lead students to realize that there would be trade-offs for the colonists and that they were expected to be loyal British subjects and help England.
- Explain that most people in the colonies were private business owners and only the unskilled laborers, indentured servants, and slaves did not own some type of business.
- Have the students begin their research on the key individuals in the Revolutionary War. Select an individual for their Shutterfly *Photo Story* book.

Closure:

I will have students share their final biographies. As time permits, have each person to share with the whole class.

Reflection:

Discuss with the students how well they rate their knowledge of the Revolutionary War post-biography creation. How did they enjoy the biography writing process? Did it help them understand the Revolutionary War? What was the most fun/ difficult aspect of creating their book?

Shutterfly Photo Story Lesson Plan

Differentiation: *(Lesson suggestions for enrichment or re-teaching. Scaffolding needed as a result of misunderstandings noted during formative assessment.)*

Students were chosen to create books that allowed students of all levels to work at their level and pacing.

Special Education/ESL Accommodations & Modifications:

Easier biography books were provided to students to enable relevant research. I also helped guide them to Internet resources for their projects.

Extensions: *(Additional activities, follow-up lesson ideas, how the Photo Story book will be shared)*

The photo story will be shared at our county's Historical Society meeting in April. The students will present their *Photo Story* books.

Shutterfly Photo Story Lesson Plan

Assessment: *(How will you determine if students have met the lesson objectives? How will your students know if they have successfully met the lesson objectives? Incorporate formative as well as summative assessments – rubrics, etc.)*

Excellent	Good	Fair	Poor
Information clearly relates to the main topic. It includes several supporting details and/or example.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
All sources (information and graphics) are accurately documented in the desired format	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Student presents information accurately in own words and answers questions related to research He/she speaks clearly and at appropriate volume	Student presents information accurately and answers questions related to research with support from research materials. He/she speaks clearly and at appropriate volume.	Student presents information with some inaccuracies and needs teacher support to answer questions related to research. He/she requires reminders to speak clearly and at appropriate volume.	Student presents information with many inaccuracies. He/she may read word for word from research report. He/she is soft spoken and is not clear during presentation.