**\*\*Park Name**

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| Valley Forge National Historic Site  |

**\*\*Lesson Plan Title (255 characters maximum)**

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| The March In |

**Original Lesson Hyperlink**

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| <http://www.nps.gov/vafo/forteachers/classrooms/surviving-and-thriving.htm>  |

**Editor**

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| --- |
| Georgia Tsin  |

**\*\*Essential Question and Quick Lesson Description**

**This should include the lesson’s objective or what question the students should be able to answer at the end of the lesson. This section should also include a quick description of what the students will experience in the lesson. (100 characters maximum)**

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| In this lesson, students will examine secondary source documents and utilize map skills to understand the reasons why Valley Forge was chosen as the site for the Continental Army's winter encampment in 1777.  Students will work as a small group in making decisions and fostering discussion while acting from the perspective of an individual Continental soldier who is ultimately assessing his/her ability to successfully "survive and thrive" while encamped at Valley Forge.Students will then be able to answer the following essential questions: Why did General George Washington choose Valley Forge as the site for the Army’s winter encampment?  |

**\*\*Lesson Grade Level: (Check One of the following)**

\_\_\_ Lower Elementary: Pre-Kindergarten through 2nd Grade

\_\_\_ Upper Elementary: 3rd Grade Through Sixth Grade

\_x\_\_ Middle School: Sixth Grade Through Eighth Grade

\_\_\_ High School: Ninth Grade through Twelfth Grade

\_\_\_ College Undergraduate Level

\_\_\_ Graduate Level (Masters, PhD)

\_\_\_ Adult Education

**\*\*Lesson Subject: (Check As Many as Apply)**

\_\_x\_ Social Studies

\_\_\_ Math

\_\_\_ Science

\_\_\_ Literacy and Language Arts

\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Feature Image for Lesson**

**This will be shown next to your lesson on the Education Portal. Provide filename and location below.**

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| <http://www.nps.gov/common/uploads/teachers/assets/images/ner/park/vafo/95E5EB67-155D-451F-671299B8ECA785FB/95E5EB67-155D-451F-671299B8ECA785FB.jpg>  |

**Alt Text for Feature Image**

**If the image does not display, what description do you want to appear in its place?**

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| --- |
| The March to Valley Forge |

**\*\*Common Core Standards:**

**Want more information about Common Core? Go to** [**http://www.corestandards.org/**](http://www.corestandards.org/)

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| **Select Grade Level: Select Subject Area: English Language Arts Standards** **Check off Common Core Standards:** RH.6-8.2 and WHST.6-8.9 |

**\*\*State Standards:**

|  |
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| **Select State:** Pennsylvania **Select Subject:** History **Select Grade Level: 6th** **Check off State Standards:** 8.1.6A and 8.1.6B  |
| **Select State:** Pennsylvania **Select Subject:** History **Select Grade Level: 7th** **Check off State Standards:** 8.1.7A and 8.1.7B  |
| **Select State:** Pennsylvania **Select Subject:** History **Select Grade Level: 8th** **Check off State Standards:** 8.1.8A and 8.1.8B  |

**Additional Standards(s) (255 characters maximum): Does this lesson meet additional standards?**

**e.g. Next Generation Science Standards, National Council for Social Studies Standards, Advanced Placement (AP) Courses, International Baccalaureate (IB) Courses, Next Generation Science Standards**

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**Thinking Skills (Check As Many as Apply)**

The thinking skills listed below are based on Bloom’s Taxonomy. Consider your lesson procedure and activities. Then check off the thinking skills that students will experience through your lesson.

\_\_\_ **Knowledge** – Recalling or recognizing information ideas, and principles

\_x\_\_ **Comprehension** – Understand the main idea of material heard, viewed, or read. Interpret or summarize the ideas in own words.

\_x\_\_ **Application** – Apply an abstract idea in a concrete situation to solve a problem or relate it to a prior experience.

\_\_x\_ **Analysis** – Break down a concept or idea into parts and show the relationships among the parts.

\_\_\_ **Creation** – Bring together parts (elements, compounds) of knowledge to form a whole and build relationships for NEW situations.

\_x\_\_ **Evaluation** – Make informed judgments about the value of ideas or materials. Use standards and criteria to support opinions and views.

**Learning Styles (Check As Many as Apply)**

There are many ways for students to learn and show what they have learned. Different learners have different styles that are dominant. The more learning styles represented in lesson, the more students the lesson will reach. Consider the student tasks within the lesson. Then check off learning styles represented.

\_x\_\_ **Visual/Spatial:** Learning or showing understanding through pictures, images, and space.

\_\_\_ **Auditory/Musical:** Learning or showing understanding through sound and music.

\_x\_\_ **Verbal/Linguistic:** Learning or showing understanding through spoken or written words.

\_\_\_ **Physical/Kinesthetic:** Learning or showing understanding through your body, hands and touch.

\_x\_\_ **Logical/Mathematical:** Learning or showing understanding with logic, reasoning, and systems.

\_\_x\_ **Interpersonal:** Learning or showing understanding through working in groups or with others.

\_x\_\_ **Intrapersonal:** Learning or showing understanding through working alone and use self-study.

**Complete Lesson File**

**Is there a downloadable file (or PDF) for this lesson plan? If yes, provide filename and location:**

**Be sure your PDF or other file meets universal accessibility requirements, most PDFs do not.**

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**Lesson Duration**

 **Time to complete this lesson plan in minutes (25 characters maximum)**

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| 90 minutes  |

**\*\*Background Information for Teacher**

**What important content, contextual, or practical information and background knowledge does the teacher need to successfully implement this lesson?**

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| The "Surviving and Thriving" unit is broken into seven lesson plans. A class needn't complete every lesson in the unit, though some lessons do refer to one another and are better done in sequence. However, each lesson comes with its own set of objectives and resources.Throughout the unit, students will evaluate and understand the winter encampment site at Valley Forge (1777-78) by taking part in the life of a member of the Continental Army as it marched into Valley Forge, was challenged by multiple elements, and then potentially exited to continue the war for independence against the British. We suggest that students be placed in small, heterogeneous groups, which can then move as independent entities through the lessons. The students within a group will individually complete the "Survival Rubric" with each learning module to determine, at the completion of the curriculum, how successfully he/she has "survived and thrived" by virtue of their individual "survival score." |

**\*\*Important Vocabulary and Terms with Definitions:**

**What terms and academic language will students have to know to participate in the lesson? Lessons typically include 5 to 15 terms and definitions.**

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| \*Encampment – Site or location of a camp, usually for the long-term \*Forge – Place where metal is made \*Valley – A low area of land between hills, or mountains, typically with a river or stream flowing through it \*Gristmill – A building with equipment and machinery for grinding grain into flour \*Sawmill – A building with machinery that saws logs into lumber  |

**\*\*Lesson Preparation: What preparation does the teacher need to do before the lesson? What supplies or materials should be gathered?**

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| \*Reserve computers - Ideally students would have one computer or laptop per pair or small group. If this is not possible, an AV computer can be used to do the map activity as a whole class. \*Make one copy of “The March In – A Reflection” per student\*Make one copy of “The March In – Secondary Texts and Maps” per student or per group of students \*Make one copy of “Survival Rubric” per student  |

**\*\*Lesson Hook or Preview: What activity, video, song, or other experience could get the students excited about the lesson and thinking about the topic? Is there a way to make the lesson important to their lives or link the lesson content to what they already know?**

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| 1. Ask students to answer the following question either in a discussion or on a piece of scratch paper: if your parents trying to pick a weekend camp site in the Valley Forge National Park for a camping trip in late December, what should they think about? What would you want to know about the site before setting up your tents?
2. Give students three minutes to brainstorm. Then, ask students to share their responses. Expect answer such as: it should be safe, it shouldn’t be dangerous, it should be near bathrooms, it should have a campfire and trashcans, no poison ivy, near a road or hiking trail, etc.
3. Explain to students that General Washington also had to pick a campsite in late December, but he couldn’t just Google different locations. General Washington had to use the information available to him to pick the best winter campsite for 12,000 continental soldiers. Today, you will investigate maps and texts to figure out why General Washington chose Valley Forge in Pennsylvania as his winter encampment.
4. Ask students to make educated guesses or hypotheses why General Washington chose Valley Forge. List these hypotheses on the board.
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**\*\*Procedure: List the instructions the teacher should follow as Step One, Step Two, Step Three, etc. Make sure your lesson includes new content (information, readings, powerpoint, facts, etc) and something for students to do with that content (lab, simulation, activity, game, primary sources etc).**

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| 1. Explain to students that they will investigate three secondary texts during the investigation. Hand out “Secondary Source Texts and Questions” to each student. Students may work individually, in pairs, or in small groups at the teacher’s discretion.
2. Give students 15 minutes to complete their research. Then, debrief the answers to the secondary text questions as a group. As students discuss the secondary texts, ask students to clarify, change, or add to their hypotheses on the board.
3. Put students in pairs or small groups depending on computer availability. If computers are extremely limited, an AV computer can be used to complete the next map investigation as a whole class.
4. After each pair, small group, or whole class has access to a computer, instruct students to turn to Map Skills and Strategic Decisions in the “Secondary Source Texts and Questions” packet.
5. Give students fifteen minutes to investigate the maps and answer map questions. Then go over the questions. As students discuss the maps, clarify, change, or add to their hypotheses on the board.
 |

**\*\*Assessment: How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Below, include below a brief description of how to use the assessment. Later in this template you are provided with the opportunity to upload a digital copy of the assessment for teachers to print and use.**

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| 1. Students have now investigated four sources to identify reasons for General Washington’s choice. Hand out to each student “The March In – A Reflection”.
2. Give students fifteen minutes to complete the reflection. If time, ask students to turn their reflection into a written response.
3. For the entire unit, students will self-assess their own knowledge and performance at the end of each lesson using the survival rubric.
 |

**Lesson Materials: Any worksheets, photos, primary source, scientific data, maps, graphic organizers, or PowerPoint ‘s should be described and attached using the template below. Please create additional materials boxes if necessary.**

**Material #1**

**Title (255 characters maximum):**

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| The March In – Secondary Source Texts and Maps  |

**Summary (how does the material function in the lesson?):**

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| Students will use these sources and questions to investigate reasons for General Washington’s choice of Valley Forge as a winter encampment.  |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Material #2**

**Title (255 characters maximum):**

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| Survival Rubric |

**Summary (how does the material function in the lesson?):**

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| Rubric for students to self-assess performance during the lesson and throughout the unit.  |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Assessment Materials**

**How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Attach below the assessment and, if applicable, a rubric or answer key.**

**Assessment**

**Title (255 characters maximum):**

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| --- |
|  The March In – A Reflection  |

**Summary (how does the material function in the lesson?):**

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|  Students will identify and evaluate reasons for General Washington’s choice of Valley Forge.  |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Assessment Rubric or Answer Key**

**Title (255 characters maximum):**

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**Summary (how does the material function in the lesson?):**

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**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Supports for Struggling Learners**

**If a learner is struggling to understand the objective, essential question, or skills presented in the lesson, what can be done to help this learner? Is there a lower reading level version of text? Is there a more image heavy or simplified version of content? Can supportive devices be provided such as calculators?**

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|  \*Generating, clarifying, and adapting hypotheses help support all learners in identifying reasons why General Washington chose Valley Forge as a winter encampment site. \*Put students into mixed-ability groups for the secondary text and map analysis. \*For the secondary text questions, put students into groups of three. Each student in the group can take a different text. The secondary texts get progressively more difficult (1 is the most simple and 3 is the most complex).  |

**Extensions for Excelling Learners**

**If a learner is really excelling at the objective and skills presented in the lesson, what can be done to continue to challenge this learner? Can the student create a product or learn more in depth about the content?**

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|  \*Ask students to choose their own winter encampment site that differs from the choice by General Washington. Students should give reasons and evidence from the secondary texts and maps that support their choice.  |

**Additional Resources**

**Please list websites, references, or other materials for further research by interested students that is not already provided within the lesson.**

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**Related Lessons or Educational Materials**

**Is this lesson connected to other lessons within a unit? Is this lesson related to a field trip guide or activity? If so, list the website address or titled of these other materials below.**

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| Surviving and Thriving Unit Lessons: Lesson 2: [Washington's Orders](http://www.nps.gov/vafo/forteachers/classrooms/surviving-and-thriving-2.htm)Lesson 3: [Breakfast...Lunch...Dinner?](http://www.nps.gov/vafo/forteachers/classrooms/surviving-and-thriving3.htm)Lesson 4: [Keeping the Doctor Away](http://www.nps.gov/vafo/forteachers/classrooms/surviving-and-thriving4.htm)Lesson 5: [The Daily Routine](http://www.nps.gov/vafo/forteachers/classrooms/surviving-and-thriving5.htm)Lesson 6: [Successful "Sogering"](http://www.nps.gov/vafo/forteachers/classrooms/surviving-and-thriving6.htm)Lesson 7: [The March Out](http://www.nps.gov/vafo/forteachers/classrooms/surviving-and-thriving7.htm) |