Flipped IN-CLASS Lesson Plan Template

Topic or concept:
Impact and Meaning of the American Revolution

Basic objectives for preparatory work:

1. Practice reading academic article and being able to identify the thesis statement, supporting evidence, primary sources, topic sentences, detail evidence, conclusion.

2. Being able to answer the reading questions for the article (posted on Canvas)

3. Being able to summarize the argument of an article in 50 words (See instructions below).

Advanced objectives for classwork & after class work:

1. Being able to compare how the American Revolution affected different groups of people and

2. Being able to evaluate the different meanings of the American Revolution for historically marginalized groups.

3. Being able to assess how the American Revolution fits into early American history overall and how

4. Evaluate, critique, and edit each other's argument summaries and compose a joint argument summary for the team.

	Time planned	Activity and rationale	Resources needed
Engagement Trigger	*10 minutes*	*Mentimeter Question to each student* *1: Agree/ Don't Agree: Gary Nash claimed that the American Revolution is far from over.* Share results with whole class Mentimeter Question 2 **to teams**: Why did you choose the answer – bubbles with specific examples of how the American Revolution is either relevant or not relevant to students' lives. Share top three responses	*Phone/Laptop/Tablet*
Mini Lecture	15 minutes	*Short lecture on Native Americans and African Americans during the Revolutionary War – broad overview of numbers, laws, treaties etc.*	PPT slides with images, maps, numbers & notes with few words
Group Activity: Team Argument Summary	25 minutes	In team students share/edit each other's individual argument summaries; after discussing/comparing their components of the article (thesis, evidence etc.) they write a join team argument summary. Students attach individual argument summaries to the team summary to be eligible for credit.	One Team argument summary form per team; stapler
Group Activity: Two primary sources	*15 minutes*	Two brief Primary sources: (half of groups get source 1; other half gets source 2) 1. Oneida Neutrality Declaration 1775 Prince Hall Petition to the Massachusetts Legislature, 1777	*Two one-page handouts with the primary sources and discussion questions:* Author/s and intended audience of document Content – message – purpose Bias/point of view How does it relate to Nash article & lecture?

Flipped AFTER CLASS Work Plan Template

Advanced learning objective	Activity and rationale	Instructions to students
How does the American Revolution fit into the course question about the relevance of early American history.	*Write a section of your story board/script for the final project – digital presentation/video – answering the course question and using course material*	Annotate the primary sources, the secondary literature, lecture notes, and discussion notes to show which aspects you want to include in the storyboard/script for the final project. Write one paragraph for the storyboard and choose three images/maps/charts that go with it.

Class: U.S. History to 1877 (HIST2010)

Date assigned:

Date due:

Time estimate to complete this assignment:

- 75 minutes prep. work before class (reading, taking notes in margins guided by Reading Questions, writing a 50-word argument summary

Overview/Introduction

Evaluating the impact and meaning of the American Revolution. Instructions for HIST 2010 students: Everyone will write argument summaries for six articles. Please bring your printed copy to class, where you will edit each other's argument summaries and compose a team argument summary. Please indicate the name of a different leader for each argument summary. All team members will turn in their individual assignments and the team summary to their facilitator. You are only eligible for full team credit if you turn in your own argument summary and contribute to the team summary.

What is in a good argument summary?

You should describe the main point of the article. What is the most important idea that the author is trying to get across? Be sure you don't concentrate on details or on just one section of the article. Words like shows/argues/analyzes are good action verbs to start your argument summary. A good summary shows that you have read and understand the point of the whole article, rather than parroting back specific details or simply the topic.

How do I know it is 50 words?

You could count them, or most word processing programs have a "word count" function. (In MS Word it is under the Tools menu.)

How much can I possibly say in 50 words?

Expressing yourself with few words is a skill. If you have too many words, go back and see if you can cut some out. Can you convey the same ideas as clearly with fewer words? Rank the importance of your statements, and only include the most important. Remember, editing is one of the most important skills in good writing! (59 words)

For instance, if I had to seriously cut down the above paragraph, I might say:

Concise writing is a skill. Cut less important words and phrases. Editing will help you write well! (Only 17 words.)

What makes a good argument summary?

* Include author's last name only (always use the last name, never only the first name and be sure to use correct spelling)

* Include key terms

* Identify where, when, who (and primary source base if obvious)

* Summarize overall discussion

* Include author's thesis

* Written clearly and without excess language (relatively brief sentences, each word counts)

* 50-word limit with correct spelling and grammar

Example: Elizabeth Reis, "Gender and the Meanings of Confession," in *Spellbound* (1998)

Based on court records, Reis argues that seventeenth-century New England women often confessed to witchcraft because they believed that they were inherently wicked, whereas men differentiated between ordinary sins and a pact with the devil. Some women confessed because confessors were kept alive to name others, whereas deniers were executed. (50)

Learning Objectives

Basic objectives

1. Practice reading academic article and being able to identify the thesis statement, supporting evidence, primary sources, topic sentences, detail evidence, conclusion.

2. Answering the reading questions for the article (posted on Canvas)

3. Summarize the argument of the article in a 50-word written argument summary.

Advanced objectives
1. Continue to practice identifying the different components of an academic article.
2. Continue to practice writing a clear, cohesive, and comprehensive 50-word argument summary of the reading.
3. Continue to practice editing each other's 50-word argument summaries and compose a new one as a team.
4. Be able to analyze author's (Nash) argument and consider how the article, lecture and previous understanding of eighteenth century British North American applies to the two primary sources.
5. Be able to evaluate how the course material fits into their team's final project.

Preparatory Activities and Resources:

Read: Gary Nash, "The forgotten Experience: Indians, Blacks, and the American Revolution." Available on Canvas

Color Code or otherwise identify: "hook", thesis statement, supporting evidence, primary sources, topic sentences, detail evidence, conclusion.

Reading Questions: Consider these questions while you are reading the Nash article. Note your thoughts in the margins or in your note book.

1. Who was Thomas Peters and how did the American Revolution affect him and his

family? How did he participate in the events?

2. What did the American Revolution mean for African Americans?

3. Who was Thayendanegea (or Joseph Bryant)? And how did he experience the

American Revolution?

4. Why, according to Nash, were Indians "the losers in the war of the American

Revolution?"

5. According to Nash, what is the legacy of the American Revolution?

1. Canvas - PDF

Exercises: Please complete by __class meeting week 8.

- Read the Gary Nash article, label the different components of the article (opening anecdote or hook, thesis statement, supporting evidence, etc.)
- Write a 50-word argument summary and bring a typed copy to class.

Questions?

Check instructions in your syllabus; contact team members; email me bpflege@calstatela.edu

Class: HIST 2010 U.S. History to 1877
Date assigned: week 8
Date due: Week 8
Time to complete: 30 minutes

Learning Objectives

Advanced objectives

6. Continue to practice identifying the different components of an academic article.
7. Continue to practice writing a clear, cohesive, and comprehensive 50-word argument summary of the reading.
8. Continue to practice editing each other's 50-word argument summaries and compose a new one as a team.
9. Analyze author's (Nash) argument and consider how the article, lecture and previous understanding of eighteenth century British North American applies to the two primary sources.
10. Be able to evaluate how the course material fits into their team's final project.

Activities & deliverables

1. 3-5 images (including maps) pertaining to the meaning/relevance of the American Revolution

2. Notes on how the assigned material might fit into your group's argument for the final project.

3. Muddiest Point about the unit for next class meeting as admission ticket

Students have the instructions below since the first day of classes:

Final Team Project: Relevance of Early American History Assignment

People often have difficulties understanding the relevance of early American history in today's world. This class explores many aspects of the past that are clearly not only relevant to our lives today, but address some of the most profound questions of our time. For the final team project it is your job to show the connections between the past and our own time and to present your findings in a clear, coherent visual narrative. Each presentation should have music accompanying the images, maps and text – do not let images or typed words "speak" for themselves; someone in your team has to narrate the text.

As a team you will prepare an electronic presentation (Movie or PowerPoint transferred to You Tube) that answers the course question in about 6 minutes. Before creating the electronic version you will complete a written script (separate instructions) I will offer feedback on your script. It is worth 10 percent and the final project is worth 15 percent of your final grade. We will post all presentations on Canvas and all groups will evaluate (NOT grade) and rank them. On the day of the final team quiz we will show the best projects in class.

There are two parts to your presentation: 70/75 percent of the presentation should address the historical issue with concrete examples and evidence from course material. 25/30 percent of the presentation should relate to how we deal with the issue today. This segment should draw on evidence from academic or otherwise reputable sources. Avoid clichés and meaningless generalizations such as: women have always been treated as second class citizens; there is still racism today.

You will work on this project **throughout the semester;** each assigned reading, each topic (e.g. how did the American Revolution impact Native Americans and African Americans?), will include a post-class reflective assignment that you may include in your team script and digital project.

Resources:
Computer/tablet/Internet/Team communication

Questions?
Check instructions in your syllabus; contact team members; email me bpflege@calstatela.edu