

Flipped IN-CLASS Lesson Plan Template

Topic or concept: Revolution, Evolution, or Tradition

<p>Basic objectives for preparatory work:</p> <p>1.) Read Document 5-3: Peter Oliver, Origin and Progress of the American Rebellion (1781); Document 5-6: Thomas Paine, Common Sense (1776), Read the passages by Edmund Burke, Benjamin Franklin, and Howard Zinn.</p> <p>2.) List at least two philosophical, ideological or political positions taken by each of the authors and at least one observations or interpretations of events teach make.</p> <p>3.) Compare and contrast each of the philosophical differences and interpretations of events the authors make.</p>	<p>Advanced objectives for classwork & after class work:</p> <p>1.) Categorize each of the philosophical, ideological or political positions as either rooted in logic or passion. Explain your choices.</p> <p>2.) Categorize each of the observations or interpretations of events as either objective or distorted by ideological lenses.</p> <p>3.) Outline an argument in favor of the patriot position, then another in favor of the loyalist position</p>
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	Time planned	Activity and rationale	Resources needed
Beginning of class period	10 minutes	Small Group Discussion: Compare and contrast the documents (have homework available to discuss).	<i>Reading, homework</i>
Middle of period	15 minutes	Quiz	<i>Questions on iClicker projected on screen</i>

Middle of period	15 minutes.	Split each of the small groups into patriots and loyalists and debate the merits of each position. assign one member of each side to take notes and summarize the opposing side's points.	<i>Notes from small group discussion, homework. & reading</i>
Middle of Period	10 minutes	The two designates from each group will summarize their groups' patriot and loyalist arguments to the class.	<i>Summary notes from debate</i>
Middle of Period	15 minutes	Short Lecture: Compromise as a Liberal Tradition: Edmund Burke vs. Thomas Paine:	<i>Pen and Paper or computer to take notes</i>
End of Period	10 minutes	Reflection/Discussion: Revolution, Reform, or Tradition? One minute paper plus discussion	<i>Electronic device to submit on Canvas</i>

Flipped AFTER CLASS Work Plan Template

Advanced learning objective	Activity and rationale	Instructions to students
(Place ALO here)	<i>Example:</i> Annotated problem solving. For two problems with published solutions, write notes explaining each step. For two new problems, solve the problems and explain each step. This provides practice in problem-solving and also articulating the problem-solving process so that small errors do not derail you.	<i>Example:</i> Annotate solutions to problems 1 and 2 in this week's after-class folder in Blackboard. Solve and annotate problems 3 and 4. You may work together; just be sure that YOU can solve and annotate problems independently as the exam will be similar to this work.

Guided Practice

Class: History 15

Date Assigned: 8/22/19

Date Due: 8/26/19

Time Estimate to complete this Assignment: 45 minutes

Overview/Introduction

What is this Lesson About/Why do we care?

There were revolutionaries and loyalists in the colonies. Each had their own philosophical views and their own interpretation of the revolution as it unfolded. Therefore, to truly understand the revolution, one must consider the evidence from both perspectives.

Informed and educated people consider the evidence. As students of American history, we should seek not only to understand why there was a rebellion, but also why many thought that the colonies must stay loyal to the king.

Learning Objectives

Basic Objectives

List 3-5 learning objectives that you expect student to be able to master on their own before class.

- 1.) Students will identify and summarize different viewpoints on the American Revolution
- 2.) Students will identify and explain the philosophical, ideological or political positions taken by each of the authors and at least one observations or interpretations of events teach make.
- 3.) Students will compare and contrast each of the philosophical differences and interpretations of events the authors make.

Advanced Objectives

List 3-4 learning objectives that you expect students will need help mastering.

- 1.) Students will categorize each of the philosophical, ideological or political positions as either rooted in logic or passion and explain their choices.
- 2.) Students will categorize each of the observations or interpretations of events as either objective or distorted by ideological lenses.
- 3.) Students will outline an argument in favor of the patriot position, then another in favor of the loyalist position.

Preparatory Activities and Resources:

- 1.) Read Document 5-3: Peter Oliver, Origin and Progress of the American Rebellion (1781); Document 5-6: Thomas Paine, Common Sense (1776), Read the passages by Edmund Burke, Benjamin Franklin, and Howard Zinn. All Readings are in this weeks Modules on Canvas
- 2.) List at least two philosophical, ideological or political positions taken by each of the authors and at least one observations or interpretations of events teach make.
- 3.) Compare and contrast each of the philosophical differences and interpretations of events the authors make.

Exercises: Please complete and Submit on Canvas by 8/26/19

Questions?

Drop by my office during office hours, make an appointment, or send me a message on Canvas.

Advanced Practice

This is given for students to complete after the class meeting in which they work together.

Class: History 15

Date Assigned: 8/26/19

Due Date: 9/2/19

Learning Objectives

Advanced Objectives

- 1.) Students will synthesize the opposing positions on the American Revolution.
- 2.) Students will argue in favor of a historical interpretation based on the evidence, their critical analysis and their own life experience.

Activities & deliverables

Consider arguments offered by Franklin, Burke, Paine, and Zinn, and the American experience as you have observed personally:

- 1.) Was the American Revolution an actual social revolution or a power grab by American elites?

2.) Would the colonies have been satisfied had the Parliament allowed for its direct representation? Why or why not? Explain.

3.) Consider the evidence and the arguments: Write a one-and-a-half-to-two page paper arguing that liberty would be best advanced by one of the following choices: revolution, evolution (see Burke), or tradition. Include the answers to the above questions in your essay. Submit this paper on Canvas.

Questions?

Drop by my office during office hours, make an appointment, or send me a message on Canvas.

Resources:

1. Give a “playlist” of resources to help students complete the assignment.

Questions?

Give a way for students to get help.