

American Revolutionary Unit

Grade 5

Created by:

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5th Grade Social Studies Unit: American Revolutionary War

Theme: The theme of my unit is focused on the American Revolutionary War. Students will be engaged in many lessons that will exemplify the core standards that need to be met in the fifth grade in social studies. The unit will go in chronological order of the events that occurred during the Revolutionary War. Students will be given the chance to explore and discover information that will assist them during the course of the unit.

Goals:

- ✓ Students will learn what happened during the American Revolutionary War in chronological order.
- ✓ 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.

Standards:

5.1.9 (Social Studies) - The American Revolution: 1763 to 1783. Analyze the causes of the American Revolution as outlined in the Declaration of Independence.

5.1.10 (Social Studies) - The American Revolution: 1763 to 1783. Identify major British and American leaders and describe their roles in key events of the war for independence.

5.1.12 (Social Studies) - The American Revolution: 1763 to 1783. Identify contributions of women and minorities during the American Revolution.

5.1.13 (Social Studies) - The American Revolution: 1763 to 1783. Explain consequences of the American Revolution including the Articles of Confederation, changes in trade relationships and the achievement of independence by the United States.

5.1.14 (Social Studies) - Making the United States Constitution and Establishing the Federal Republic: 1783 to 1800. Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states by making it the supreme law of the land. Identify people who were involved in its development.

Objectives:

- ✓ Students will discover the reasons that caused the American Revolutionary War.
- ✓ Students will compare and trace the important battles of the war.

- ✓ Students will recognize important leaders of the war.
- ✓ Students will identify important documents created during the war for independence.

Rationale: Students need to be able to identify the war that gave United States its independence from Britain. This war established the freedom that Americans experience everyday. The documents that were created for the independence of our country are still law. Also, the leaders of the war are still heroes to America, for they are the ones that helped create the free country we reside in.

Assessment Tools

Pre-Test

The students will fill in the first two sections, K and L, on a KWL chart so the teacher can see where the students are before the teacher begins the unit. With the information provided from the students the teacher can decide what topics need more time spent on them or what topics can be reviewed.

Post-Test

The students will fill in the L section of the KWL chart that they started before the unit. The students will be given back the same KWL chart they used at the beginning of the unit to see the amount of knowledge they have obtained. The teacher will be able to see how much knowledge the students gained during the unit. Also, the teacher can relay to the student's next year teacher what information they may need more review on. Also, along with filling in the L section of the KWL chart, the students will complete a five-paragraph essay that will show the knowledge they gained over the 2 weeks. In the paragraph the students will need to include information they learned that: surprised them, wants them to research more, and what they still want to learn; while including five points in each section. The paper should also have an introduction and conclusion paragraph.

Name: _____

K	W	L

Name: _____

Rubric for Post Paper

	1	2	3	4
Included 5 paragraphs	Student wrote 1-2 paragraphs.	Student wrote 3 paragraphs.	Student wrote 4 paragraphs.	Student wrote 5 paragraphs.
Intro and Conclusion	Student did not include an introduction and conclusion paragraph.			Student included an introduction and conclusion paragraph.
Body paragraphs included 5 points each	Each body paragraph included 1 point each.	Each body paragraph included 2-3 points each.	Each body paragraph included 4 points each.	Each body paragraph included 5 points each.
Spelling and Grammar	Student had 6 or more spelling or grammar mistakes.	Student had 4-5 spelling or grammar mistakes.	Student had 2-3 spelling or grammar mistakes.	Student had 0-1 spelling or grammar mistake.

Total: _____/16



**Manchester College
Education Department
Lesson Plan by Kelsey Morris
Unit Lesson #1: Kick-Off (Mathematics)**

Lesson: American Revolutionary War Kick-Off

Lesson Length: 50 minutes

Age or Grade Intended: 5th Grade

Indiana State Standards:

- ✓ 5.1.9 (Social Studies) - The American Revolution: 1763 to 1783. Analyze the causes of the American Revolution as outlined in the Declaration of Independence.
- ✓ 5.7.7 (Mathematics) - Make precise calculations and check the validity of the results in the context of the problem.

Performance Objective:

- ✓ After viewing the casualty handout, in partners, the students will correctly add the number of casualties for both the Colonies and the British and compare their answers with their partner while only being off the correct answer by 5 people for each side.

Assessment:

- ✓ In step 11, the paired partners will add up the casualties on both sides with only being off from the correct answer by 5 people.

Advanced Preparation by Teacher:

- *Paul Revere's Ride* by Henry Wadsworth Longfellow
- Casualty list

Procedure:

Introduction:

The teacher should be dressed up as a George Washington. First, ask the class whom you are dressed up as. Then ask the students if they have heard of the American Revolutionary War. Explain to the class that George Washington played a key role in the American Revolution and that as a class we are going to spend the next 2-3 weeks learning about the causes and happenings of the American Revolutionary

War. Ask the students what they know about the American Revolution. Have the students raise their hands to volunteer information; the teacher should write what the students say on the board. Tell the students to mention important people, events, or why the war started.

Step-by-Step:

1. Pass out a copy *Paul Revere's Ride* to the class.
2. Begin by reading an excerpt (red font) from *Paul Revere's Ride*. (Gardner: Verbal/Linguistic)
 - a. As the teacher reads the poem, have a slide show of pictures from the war going on in the background. Tell the students to visualize the pictures as real life in their head.
3. After the teacher had read the poem, ask the class to read the poem again, silently to themselves. Tell the class they can read the red font or the whole poem. (Gardner: Verbal/Linguistic and Intrapersonal)
4. Once the class has read the poem, ask the class what stuck out to them in the poem when the teacher read it and when they read it to themselves. (Bloom: Application)
5. As the students volunteer information about what stuck out to them, the teacher should write that information on the board.
6. Go through the slide show of pictures once more with the students so that the pictures can really captivate them.
7. After the students have had the chance to view the pictures again, have them volunteer what stuck out to them. (Bloom: Application)
 - a. The teacher should go back to the picture the student is referring to for the whole class to see.
8. Tell the class that the casualty rate of the American Revolutionary War was 4,435 and 6,188 were wounded.
 - a. Explain that the word casualty means those that died in battle.
9. Pass out to the students the casualty list so that they are able to see the different casualties based on the different battles of the war.
10. Give the students a moment to look through and make comments to their neighbors.
11. Have the students add up the casualties for both the Colonies and Britain, in groups of two each completing the casualties for both sides and then have them compare their answers with their partner. (Gardner: Interpersonal)
12. Have the teacher call on a pair to give the casualties for each side.

Closure:

Have the students pull out their writer's notebook and journal about what they thought to be most interesting about the poem they heard/read today. Also, have them put in their journal what they are excited to learn about during the American Revolutionary War unit. Tell the students that tomorrow they will begin learning about George Washington and King George III and how they both impacted the war.

Adaptations/Enrichment:

- For a student with ADHD, let them pass out the papers.
- For a student who is high ability, give the whole class the chance to read the whole poem and not just the excerpt the teacher read.
- For a student with a reading disability in reading, allow the whole class to ask questions while they read the poem to themselves if they are having difficulty.
- For a student with mild mental handicap, provide explicit examples to the class about things that are difficult to understand in the poem.

Self Reflection: I have not yet taught this lesson to a class, but some questions that I might want to ask myself are:

- Were the students engaged during the lesson?
- What changes could be made?
- Were the worksheets appropriate?

Paul Revere's Ride

by Henry Wadsworth Longfellow

Listen my children and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year.

He said to his friend, "If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,--
One if by land, and two if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country folk to be up and to arm."

Then he said "Good-night!" and with muffled oar
Silently rowed to the Charlestown shore,
Just as the moon rose over the bay,
Where swinging wide at her moorings lay
The Somerset, British man-of-war;
A phantom ship, with each mast and spar
Across the moon like a prison bar,
And a huge black hulk, that was magnified
By its own reflection in the tide.

Meanwhile, his friend through alley and street
Wanders and watches, with eager ears,
Till in the silence around him he hears
The muster of men at the barrack door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers,
Marching down to their boats on the shore.

Then he climbed the tower of the Old North Church,
By the wooden stairs, with stealthy tread,
To the belfry chamber overhead,
And startled the pigeons from their perch

On the sombre rafters, that round him made
Masses and moving shapes of shade,--
By the trembling ladder, steep and tall,
To the highest window in the wall,
Where he paused to listen and look down
A moment on the roofs of the town
And the moonlight flowing over all.

Beneath, in the churchyard, lay the dead,
In their night encampment on the hill,
Wrapped in silence so deep and still
That he could hear, like a sentinel's tread,
The watchful night-wind, as it went
Creeping along from tent to tent,
And seeming to whisper, "All is well!"
A moment only he feels the spell
Of the place and the hour, and the secret dread
Of the lonely belfry and the dead;
For suddenly all his thoughts are bent
On a shadowy something far away,
Where the river widens to meet the bay,--
A line of black that bends and floats
On the rising tide like a bridge of boats.

Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride
On the opposite shore walked Paul Revere.
Now he patted his horse's side,
Now he gazed at the landscape far and near,
Then, impetuous, stamped the earth,
And turned and tightened his saddle girth;
But mostly he watched with eager search
The belfry tower of the Old North Church,
As it rose above the graves on the hill,
Lonely and spectral and sombre and still.
And lo! as he looks, on the belfry's height
A glimmer, and then a gleam of light!
He springs to the saddle, the bridle he turns,
But lingers and gazes, till full on his sight
A second lamp in the belfry burns.

A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing, a spark
Struck out by a steed flying fearless and fleet;
That was all! And yet, through the gloom and the light,
The fate of a nation was riding that night;
And the spark struck out by that steed, in his flight,
Kindled the land into flame with its heat.

He has left the village and mounted the steep,
And beneath him, tranquil and broad and deep,
Is the Mystic, meeting the ocean tides;
And under the alders that skirt its edge,
Now soft on the sand, now loud on the ledge,
Is heard the tramp of his steed as he rides.

It was twelve by the village clock
When he crossed the bridge into Medford town.
He heard the crowing of the cock,
And the barking of the farmer's dog,
And felt the damp of the river fog,
That rises after the sun goes down.

It was one by the village clock,
When he galloped into Lexington.
He saw the gilded weathercock
Swim in the moonlight as he passed,
And the meeting-house windows, black and bare,
Gaze at him with a spectral glare,
As if they already stood aghast
At the bloody work they would look upon.

It was two by the village clock,
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning breeze
Blowing over the meadow brown.
And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket ball.

You know the rest. In the books you have read
How the British Regulars fired and fled,---
How the farmers gave them ball for ball,
From behind each fence and farmyard wall,
Chasing the redcoats down the lane,
Then crossing the fields to emerge again
Under the trees at the turn of the road,
And only pausing to fire and load.

So through the night rode Paul Revere;
And so through the night went his cry of alarm
To every Middlesex village and farm,---
A cry of defiance, and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo for evermore!

For, borne on the night-wind of the Past,
 Through all our history, to the last,
 In the hour of darkness and peril and need,
 The people will waken and listen to hear
 The hurrying hoof-beats of that steed,
 And the midnight message of Paul Revere.

Casualty List

Date	Engagement	Commander	Troops	Killed	Wounded
Apr. 19, 1775	Lexington/ Concord	American: Capt. John Parker, et al	3,763	49	41
		British: Lt. Col. Francis Smith	1,800	73	174
June 17, 1775	Bunker (Breed's) Hill	American: Gens. Putnam & Ward	2,000	140	271
		British: General William Howe	2,400	226	826
Sep-Nov 1775	Siege of St. John's	American: Gen. Richard Montgomery	1,500	?	?
		British: Major John Preston	720		
Oct. 15, 1775	Montreal	American: Col. Ethan Allen	110	?	?
		British: Gen. Guy Carleton	235	?	?

Dec. 9, 1775	Great Bridge	American: Gen. William Woolford British: Lord Dunsmore	1,000 600	0 62*	1
Dec. 31, 1775	Quebec	American: Gen. Richard Montgomery British: Gen. Guy Carleton	800 1,800	60* 5	13
* killed and/or wounded		** wounded and/or captured			
Date	Engagement	Commander	Troops	Killed	Wounded
Feb. 27, 1776	Moore's Creek	American: Col. Richard Caswell British: Col Donald McLeon	1000 1,780	1 30*	1
May 15, 1776	The Cedars	American: Maj. Issac Butterfield British: Capt. Foster	540 640	0 ?	0 8
June 8, 1776	Trois Rivieres	American: Gen. William Thompson British: Gen. Guy Carleton	2,000 6,000	160* 8	9
June 28, 1776	Fort Sullivan	American Gen. William Moultrie British: Gen. Henry Clinton	435 9 ships	17 64	20 131
Aug.27, 1776	Long Island	American: Gen. George Washington British: Gen. William Howe	19,000 32,000	300 63	1,100** 314
Sept. 15, 1776	Kips Bay	American: Col. William Douglas British: Gen. William Howe	900 4,000	60* 12*	
Sept 16, 1776	Harlem Heights	American: Gen. George Washington British: Gen. Alexander Leslie	2,000 5,000	30 14	100 157
Oct. 11, 1776	Valcour Island	American: Col. Benedict Arnold British: Gen. Guy Carleton	750 1,670	60* 40*	
Oct. 18, 1776	Pell's Point	American :Col. John Glover British: Gen. William Howe	750 4,000	8 25*	13
Oct. 22, 1776	Mamaroneck	American: Col John Haslet British: Maj. Robert Rogers	750 428	3 77*	12
Oct. 26, 1776	White Plains	American: Gen. George Washington British: Gen. William Howe	14,500 14,000	28 313*	126
Nov. 16, 1776	Fort Washington	American: Col. Robert Magaw British: Gen. Baron W. Knyphausen	2,967 8,000	53 78	96 374
Dec. 26, 1776	Trenton	American: Gen. George Washington British: Col. Johann Rall	2,400 1,400	0 22	4 92
* killed and/or wounded		** wounded and/or captured			
Date	Engagement	Commander	Troops	Killed	Wounded
Jan. 3, 1777	Princeton	American: Gen. George Washington British: Lt. Col. Charles Mawhood	4,000 1,200	30 60	75 150
Apr. 27, 1777	Danbury Raid	American: Col. Benedict Arnold British: Gov. William Tryon	700 2,000	20 154*	80
June 16, 1777	Metuchen	American: Gen. Lord Sterling British: Gen. Charles Cornwallis	2,200 4,000	12 70*	50
July 7, 1777	Hubbardton	American: Col. Henry Van Rensselaer British: Gen. Baron Freidrich Riedesel	730 1,030	41 60	95 148
July 8, 1777	Fort Ann	American: Col. Peter Gansvoort British: Lt. Col. John Hill	550 190	77 13	23
Aug. 2, 1777	Fort Stanwix	American: Col. Peter Gansvoort British: Lt. Col. Barry St. Leger	750 1,875	12 ?	23 ?
Aug. 5, 1777	Oriskany	American: Col. Nicholas Herkimer British: Col. John Butler	5,860 1,000	200* 150*	
Aug. 16, 1777	Bennington	American: Gen. John Stark British: Lt. Col. Breyman	2,330 1,442	30 207	50 ?

Aug. 22, 1777	Staten Island	American: Gen. John Sullivan	1,000	10	15
		British: Gen. John Campbell	3,000	?	?
Sept. 3, 1777	Cooch's Bridge	American: Gen. William Maxwell	720	40*	
		British: Lt. Col. Ludwig von Wurm	?	4	5
Sept. 11, 1777	Brandywine	American: Gen. George Washington	11,000	1,300*	
		British: Gen. William Howe	12,500	90	400
Sept. 19, 1777	Freeman's Farm	American: Gen. Horatio Gates	7,000	65	218
		British: Gen. John Burgoyne	6,000	600*	
Sept. 21, 1777	Paoli	American: Gen. Anthony Wayne	1,500	150*	
		British: Gen. Charles Grey	?	4	5
Oct. 4, 1777	Germantown	American: Gen. George Washington	11,000	152	521
		British: Gen. William Howe	9,000	70	400
Oct. 6, 1777	Fort Montgomery	Gen. George Clinton	600	25*	
		Gen. Henry Clinton	3,000	40	150
Oct 7, 1777	Saratoga	American: Gen. Horatio Gates	11,000	50	150
		British: Gen. John Burgoyne	6,300	600*	
Oct. 22, 1777	Fort Mercer	American: Gen. Nathaniel Greene	400	14	23
		British: Col. Carl von Donop	1,200	377*	
Nov. 10, 1777	Port Mifflin	American: Lt. Col. Samuel Smith	450	250*	
		British: Gen. William Howe	?	13	24
Dec. 5, 1777	White Marsh		11,000	90*	
		British: Gen. William Howe	14,000	60*	
* killed and/or wounded		** wounded and/or captured			
Date	Engagement	Commander	Troops	Killed	Wounded
Jan. 28, 1778	Monmouth Court House	American: Gen. George Washington	13,425	152	300
		British: Gen. Sir Henry Clinton	13,000	190	390
July 3, 1778	Wyoming	American: Col. Zebulon Butler	360	300	
		British: Col. John Butler	900	3	8
Aug. 29, 1778	Newport	American: Gen. John Sullivan	5,000	30	137
		British: Gen. Sir Robert Pigot	3,000	38	210
Nov. 11, 1778	Cherry Valley	American: Col. Ichabod Alden	250	70*	
		British: Walter Butler/Joseph Brnat	700	?	?
Dec. 29, 1778	Savannah	American: Gen. Robert Howe	850	83*	
		British: Lt. Col. Archibald Campbell	3,500	3	10
* killed and/or wounded		** wounded and/or captured			
Date	Engagement	Commander	Troops	Killed	Wounded
Feb 3, 1779	Beaufort	American: Gen. William Moultrie	320	8	23
		British: Major Gardiner	200	?	?
Feb 14, 1779	Kettle Creek	American: Col. Andrew Pickins	300	9	23
		British: Col. Boyd	400	40*	
Mar. 3, 1779	Briar Creek	American: Gen. John Ashe	1,700	200*	
		British: Lt. Col. Mark Provost	900	5	11
June 20, 1779	Stono Ferry	American: Gen. Benjamin Lincoln	1,200	146*	
		British: Lt. Col. John Maitland	900	26	103
July 16, 1779	Stoney Point	American: Gen. Anthony Wayne	1,350	15	83
		British: Lt. Col. Henry Johnson	625	20	74
Jul/Aug 1779	Penobscot	American: Gen. Lovell/Gen. Wadsworth	1,000	474* **	
		British: Col. Francis McLean	600	13*	
Aug. 19, 1779	Paulus Hook	American: Col. Henry Lee	300	2	3
		British: Maj. William Sutherland	250	50*	
Aug. 29, 1779	Newtown	American: Gen. John Sutherland	3,462	3	39
		British: Walter Butler/Joseph Brant	1,200	12*	
Sept. 16, 1779	Siege of Savannah	American: Gen. Benjamin Lincoln	5,050	244	584

		British: Gen. Augustine Prevost	3,200	40	63
* killed and/or wounded		** wounded and/or captured			
Date	Engagement	Commander	Troops	Killed	Wounded
Feb. 3, 1780	Youngs House	American: Lt. Col. Joseph Thompson	1,025	12	60
		British: Lt. Col. Chapple Newton	550	5	18
Mar. 29, 1780	Siege of Charleston	American: Gen. Benjamin Lincolnm	5,000	92	148
		British: Gen. Sir Henry Clinton	14,000	76	189
Apr. 14, 1780	Monck's Corner	American: Gen. Isaac Huger	500	20*	
		British: Lt. Col. Banastre Tarlton	650	0	3
May 6, 1780	Lenud's Ferry	American: Col. William Washington	350	41*	
		British: Lt. Col. Banastre Tarlton	150	7	7
May 29, 1780	Waxhaws	American: Col Abraham Buford	400	113	200**
		British: Lt. Col. Banastre Tarlton	270	5	15
June 7-23, 1780	Springfield	American: Gen. Nathaniel Greene	1,800	15	61
		British: Gen. W. Knyphausen	5,000	150*	
June 20, 1780	Ramseur's Mill	American: Col. Frances Locke	400	150*	
		British: Lt. Col John Moore	1300	150*	
Aug. 1, 1780	Rocky Mount	American: Col. Thomas Sumter	600	14*	
		British: Lt. Col George Turnbull	500	20*	
Aug. 16, 1780	Camden	American: Gen. Horatio Gates	3,052	1,050**	
		British: Gen. Lord Charles Cornwallis	2,239	68	245
Aug 18., 1780	Fishing Creek	American: Col. Thomas Sumter	700	150*	
		British: Lt. Col. Banastre Tarlton	160	16*	
Oct. 7, 1780	Kings Mountain	American: Col. Wm. Campbell, et al	900	28	62
		British: Maj. Patrick Ferguson	1,000	157	163
Oct. 19, 1780	Klock's Field	American: Gen. Robert Van Rensselaer	1,500	?	?
		British: Sir John Johnson	1,000	?	?
Nov. 20, 1780	Blackstock's Plantation	American: Col. Thomas Sumter	1,000	3	5
		British: Lt. Col. Banastre Tarlton	270	50*	
* killed and/or wounded		** wounded and/or captured			
Date	Engagement	Commander	Troops	Killed	Wounded
Jan. 17, 1781	Cowpens	American: Gen. Daniel Morgan	1,025	12	60
		British: Lt. Col. Banastre Tarlton	1,100	100	229
Feb. 25, 1781	Haw River	American: Cols. Pickens and Lee	600	0	0
		British: Col. John Pyle	400	90	250
Mar. 6, 1781	Wetzell's Mill	American: Col. Otho Williams	700	20*	
		British: Lt. Col. Banastre Tarlton	1,200	21*	
Mar. 15, 1781	Guilford Court House	American: Gen. Nathaniel Greene	4,400	78	183
		British: Gen. Lord Charles Cornwallis	1,900	143	389
Apr. 25, 1781	Blandford	American: Gen. Baron A. von Steuben	1,000	60*	
		British: Gen. William Phillips	2,500	70*	
Apr. 25, 1781	Hobkirk's Hill	American: Gen. Nathaniel Greene	1,551	19	115
		British: Lt. Col. Lord Francis Rawdon	900	38	190
May 8, 1781	Fort Motte	American: Gen. Francis Marion	450	2	0
		British: Lt. Donald McPherson	175		
May 22, 1781	Siege of Augusta	American: Gen. Andrew Pickens	1,600	16	35
		British: Lt. Col. Thomas Browne	630	52*	
May 22, 1781	Siege of Ninety-Six	American: Gen. Nathaniel Greene	1,500	57	70
		British: Lt. Col. Cruger	550	27	58
June 26, 1781	Spencer's Ordinary	American: Col. Richard Butler	570	9	14
		British: Lt. Col. John Simcoe	400	10	23
July 6, 1781	Greenspring Farm	American: Gens. LaFayette and A. Wayne	900	28	99
		British: Gen. Lord Charles Cornwallis	7,000	75*	
Sept.6, 1781	Groton Heights (Fort Griswold)	American:Cmdr. William Ledyard	150	83	39 **

		British: Gen. Benedict Arnold	800	52	144
Sept.6, 1781	Burning of New London	American:Cmdr. William Ledyard	150	6	20
		British: Gen. Benedict Arnold	800	6	20
Sept. 8, 1781	Eutaw Springs	American: Gen. Nathaniel Greene	2,200	139	365
		British: Lt. Col. Alexander Stewart	2,000	85	351
Sept. 12, 1781	Cane Creek	American: Col. John Butler	400	25	90
		British: Cols. D. Fanning & H. McNeil	950	27	90
Sept. 28, 1781	Siege of Yorktown	American: Gen. George Washington & Gen. Comte Rochambeau	11,133 7,800	23 60	65 193
		British: Gen. Lord Charles Cornwallis	8,885	156	326
TOTAL					

**Manchester College
Education Department
Lesson Plan by Kelsey Morris
Unit Lesson #2: Writing**

Lesson Modified From:

<http://www.econed.org/html/lessons/data/George%20Vs%20George.pdf>

Lesson: Comparing North American Colonies Vs. Britain

Lesson Length: 50 minutes

Age or Grade Intended: 5th Grade

Indiana State Standards:

- ✓ 5.1.10 (Social Studies) – The American Revolution: 1763 to 1783. Identify major British and American leaders and describe their roles in key events of the war for independence.
- ✓ 5.4.5 (English/Language Arts) - Use note-taking skills when completing research for writing.

Performance Objective:

- ✓ After discussing George Washington and King George III as well as the differences in Britain and the Colonies, the students will write a paragraph explaining the differences in Britain and the Colonies that George Washington and King George III played a role in, giving four examples for each side using their notes.

Assessment:

- ✓ Students will complete their paragraph explaining the differences in both Britain and the Colonies that the leaders George Washington and King George III played a role in, by giving four examples for each side by using their notes.

Advanced Preparation by Teacher:

- The book George Vs. George: The American Revolution As Seen from Both Sides by Rosalyn Schanzer
- KWL Chart
- Venn Diagram
- Resource Page 1 - "Life in England and North American Colonies"
- Resource Page 2 - "Paying Taxes to England-Pro's and Con's"

Procedure:**Introduction:**

Pass out a KWL chart to the students that they will be able to fill in what they already know and what they want to know about the American Revolutionary war to get the students thinking about what they are going to be talking about during the upcoming weeks. Explain to the students that they are going to be learning about the causes of the American Revolutionary War and how the conflict was resolved during the next month. Have the students fill in the knowledge section of the KWL chart at this point.

Step-by-Step:

1. Pass out a Venn Diagram to the students (attached)

2. The teacher should read pages 8-11 in George Vs. George to the students. While the teacher is reading those pages to the students, the students should fill in the similarities and differences of George Washington and King George III in their Venn Diagram. Students should write a minimum of four points for both George Washington, King George and in the middle. (Gardner – Verbal/Linguistic) (Bloom – Knowledge)
3. Review the information on p. 10 about the Seven Years War and the part fought in North America called the French and Indian War. Have students recall how powerful King George III and Great Britain were after the French gave up their territories. Remind students that fighting a war for that long, and in so many places, had been very expensive for Great Britain.
4. Ask the students to predict from their own knowledge or inferences after reading and discussing pages 8-11 what is going to happen after Britain had gained so much power. (Gardner – Interpersonal) (Bloom – Comprehension)
5. Place a transparency map on the overhead and have the students color the territory Britain owned in red and the land that Britain had possessed after winning the Seven Years War by taking turns going to the overhead.
6. Read the paragraph underneath the map on page 13 in George Vs. George that explains all of Britain's possessions aloud to the class.
7. Pull down the pull down map over the chalkboard to show the students a larger picture of the territory that Britain owned. Engage the students in a discussion about the distance between the areas of land Britain owned and how expensive it would be for Britain to own all of that land. (Gardner – Visual/Spatial)
8. 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 the Mother Country.
9. Place the transparency "Life in England and North American Colonies" (attached) on the overhead and pass out the hard copies of this worksheet to the students.
10. Read pages 12-13 in George Vs. George and have the student's record how life was like in England under the first column of the worksheet. (Gardner – Verbal/Linguistic) (Bloom – Analysis)
11. Discuss the information gathered as a class and the teacher should allow the students to take turns going to the transparency and write one fact about what England was like under the first column. (Bloom – Analysis)
12. Read pages 14-15 in George Vs. George and have the student's record how life was like in the colonies as well as jobs the colonists held aloud to students.
13. Discuss the information gathered as a class and the teacher should allow the students to take turns coming to the transparency and write one fact about how life was in the colonies in the second column. (Gardner –

Interpersonal)

14. 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 students note that buyers and sellers had numerous choices for goods and services in their community. Also note that in the colonies, the colonial governments provided limited goods or services. Protection was one service that Great Britain did provide. There were some British soldiers in forts along the frontier, and there were naval ships on the seas to protect the merchant boats from pirates.
15. Read pages 18-22 in George Vs. George about Trouble with Taxes aloud to the students.
16. Place the transparency "Paying Taxes to England-Pro's and Con's" on the overhead and pass out the hard copy worksheets to the students.
17. As a class, discuss the pros and cons of the taxes Britain imposed on the North American Colonies. The students should take turns going to the transparency to write on pro or con. (Gardner – Verbal/Linguistic)
18. Ask the students to list the taxes that Britain imposed on them. The students should take turns in going to the overhead to write some of the taxes they learned that were imposed on the Colonies. (Bloom – Analysis)
19. Give students time to fill in the L section of the KWL chart for what they learned today. (Gardner – Verbal/Linguistic) (Bloom – Comprehension)
20. Ask the students to write a paragraph explaining the differences between the colonies and how the differences of George Washington and King George III played a role in the differences. Tell the students to include four examples of differences for both the Colonies and Britain.

Closure:

Explain to the class that taxation without representation was a reason to what caused the North American Colonies to rebel against the British. Tell the students that we are going to go delve deeper into the quarrel between the British and the North American Colonies and the Colonies try to resolve the problem. Have the students pull out their writer's notebook and journal about what they think is going to happen during the quarrel between the British and the North American Colonies.

Adaptations/Enrichment:

For a student with ADHD, let them pass out the papers to the students.

For a student with Mild Mental Handicap, provide an aide for the student. If there is not an aide, provide a partner that will be a good match for the student to help them out.

For a student with a written expression disability, allow the student to orally give the answers and have some one scribe the answers for them.

For a student with a visual impairment, provide the readings of the book you are reading in Braille, so that they are able to follow along.

Self Reflection: I have not yet taught this lesson to a class, but some questions that I might want to ask myself are:

- Were the students engaged during the lesson?
- What changes could be made?
- Were the worksheets appropriate?

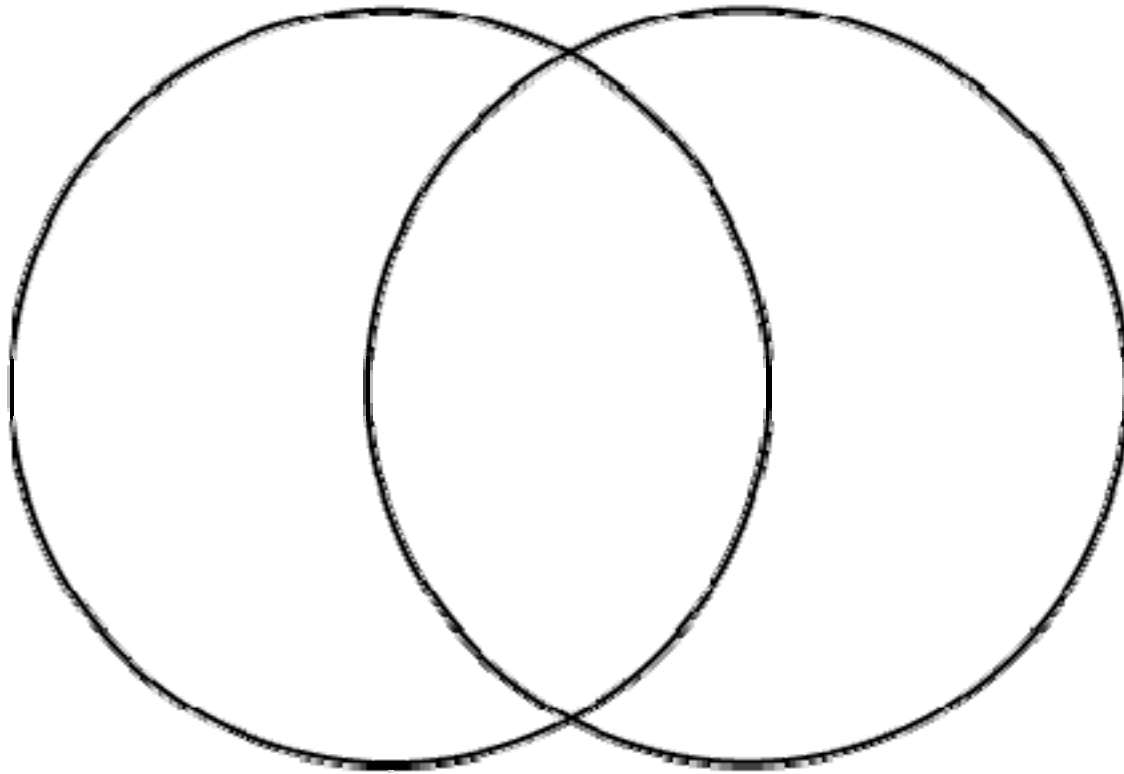
Name: _____

George Washington and King George III Venn Diagram

George Washington

Both

King George III



Life in England and the British North American Colonies

<p>Life in England</p>	<p>Life in the British North American Colonies</p>
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Paying Taxes to England – Pros and Cons

Pros of Paying Taxes to England	Cons of Paying Taxes to England
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KWL Chart

K – What you already know	W – What you want to know	L – What you learned
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**Manchester College
Education Department
Lesson Plan by Kelsey Morris
Unit Lesson #3: Writing**

Lesson Modified From:

<http://school.discoveryeducation.com/lessonplans/programs/weThePeople>

Lesson: Stamp Act

Lesson Length: 50 minutes

Age or Grade Intended: 5th Grade

Indiana State Standards:

- ✓ 5.1.9 (Social Studies) - The American Revolution: 1763 to 1783. Analyze the causes of the American Revolution as outlined in the Declaration of Independence.
- ✓ 5.5.6 (English/Language Arts) - Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as appropriate

Performance Objective:

- ✓ After the taxation simulation, the students will be asked to write an Op-Ed describing their feelings of being taxed by the British as a colonist from the Revolutionary War, receiving an 87% or better.

Assessment:

- ✓ The students will complete and Op-Ed after the tax simulation and follow the guidelines set by the teacher.

Advanced Preparation by Teacher:

- George Vs. George by Rosalyn Schanzer
- Dixie Cups
- M&M's
- Butcher Paper
- Marker
- Rubric for Op-Ed
- Example of Op-Ed

Procedure:

Introduction:

The teacher begins by standing in front of the room dressed up as King George III. Tell the students that they are going to do a fun activity involving purchasing items with tax. Ask the students if they know what it means to tax something. Write the definition on the board after students have given input. Now ask the students whom they think the teacher is dressed up as. Explain to the students that you are King George and he is the person who decided to tax the colonist on goods. Ask the students what goods may have been taxed.

Step-by-Step:

1. Tell the students: "In 1765, the British Parliament enacted the Stamp Act as a means of raising colonial tax revenues to help defray the cost of the French and Indian War in North America. The Colonists reacted immediately, asserting that the Stamp Act was an attempt to raise money in the colonies without the approval of colonial legislatures. Resistance to the act was demonstrated through debates in the colonial legislatures, written documents (including legislative resolves, prints, and songs), and mob/crowd actions such as tarring and feathering tax collectors."
2. Read pages 18-22 in George vs. George (Gardner- Verbal-Linguistic)
3. Introduce the phrase "taxation without representation" and explain that this slogan was a rallying cry used by colonists seeking independence from Britain. Ask students: What does the slogan mean? Talk about the pros and cons of life in colonial America. For example, the colonists enjoyed a great deal of freedom because they were governed from afar, but the taxes imposed by the British angered them. They felt exploited because no one in the British government represented their interests.
4. Ask the students if they think it was right for Britain to have a tax on goods? Why? What else could they have done? – Have the students discuss these questions in small groups. After the teacher has given the student no more than five minutes to discuss the questions have each group report back to what they discussed. (Bloom- Analysis)
5. Tell the class that they are now going to experience what it was like for the Colonies to be taxed, but instead you are going to be students in the teacher's country of Apple Valley.
6. Ask the class to brainstorm items that they use everyday in a classroom that could be taxed. Come up with 10-12 taxes. The teacher will write the taxes the students decide upon on the butcher paper. Examples: books, paper, pencils. Tell the class to add a tax on talking loudly (so if a student is misbehaving the teacher can take candy from that student.) (Gardner- Interpersonal)
7. Tell the class that two students will be drawn randomly from a hat to be tax collectors. They will be the ones that will collect the taxes that the King has ordered. The other aide in the room will serve as the parliament member.
8. Review the list of the items that will be taxed and then pass out a cup of 40 M&M's to each student. Tell the students that after the King has read the items on the list the two tax collectors will take each take half of the students and collect their tax. (Gardner- Bodily-Kinesthetic)
9. The King will read the list of items and the tax collectors will then collect the tax. (If a student has a pencil they will pay one piece of candy. If a student talks out loudly they will pay a piece of candy. If a student refuses to pay a tax they will be asked to go to "the jail" labeled on the side of the

room and take the entire cup of candy. Instruct the tax collectors to keep 10 percent of the candy they collect, give 40 percent to the Parliament member, and 50 percent to the king.) The king will read through the entire list, while standing in the front of the room with the parliament member observing the activity.

10. After the taxes have been collected and divided, have students count how much candy they have. Tell them that they will keep only this amount. How many pieces of candy do most of the colonists have? How many pieces of candy do the tax collectors have? How about the Parliamentarian and the king? (Gardner- Logical-Mathematical) (Bloom- Application)

Closure:

Ask students to talk about how the activity made them feel. Who feels upset and why? Are they angry that they lost pieces of candy? Is it fair that the king has so much? Were the taxes fair? What happened to a colonist who did not pay a tax? Was there a way to make the taxes fair? If so, how? In what ways did this activity resemble the taxation system in colonial America?

Tell the class they are to write an opinion editorial to the Newspaper of Apple Valley describing:

- How they felt being taxed
- In what ways were the taxes fair or unfair? Is there a way to make the taxes fair for all? How?
- Is your anger justified for being taxed without representation from the British?

Describe to the students that an opinion editorial (op-ed) is a section of the paper where people share their beliefs/feelings about a topic. Read an op-ed from the local newspaper so that students are given a concrete example. Give students the guideline of making their op-ed 3 paragraphs, each paragraph answering one bullet point. Explain to the students that a well-developed paragraph has 5-6 sentences. Tell the students that the teacher will grade based on well-developed paragraphs, spelling/grammar, and if they answered the questions. Provide the student with the op-ed paper you want them to write on. Tell the class to begin writing on their notebook paper and if they do not finish before the bell rings it will be homework, and will be collected the next day. The teacher will write the expectations on the board.

Adaptations/Enrichment:

For a student with ADHD, let them pass the papers out.

For a student who is blind, allow them to dump their candy on the table and let them physically know how much they have and let them give up their own tax.

For a student with a hearing impairment, provide written instructions.

For a student who has a learning disability in writing, allow every student to ask the teacher to read over their paragraphs if they need help.

Self Reflection: I have not yet taught this lesson to a class, but some questions that I might want to ask myself are:

- Were the students engaged during the lesson?
- What changes could be made?
- What other taxes could be used?

Name _____

Op-Ed Rubric

	1	2	3	4
Paragraph Development	Students wrote less than 3	Students wrote 3 paragraphs	Student wrote 3 paragraphs	Student wrote 3 paragraphs

	paragraphs.	with 3 or less sentences in each.	with 4 sentences in each.	with 5-6 sentences in each.
Answered Questions	Students answered zero of the bullets.	Students answered 1 of the bullets.	Students answered 2 of the bullets.	Students answered all of the bullets.
Grammar	Student had 6 or more grammar mistakes.	Student had 4-5 grammar mistakes.	Student had 2-3 grammar mistakes.	Student had 1 grammar mistake.
Spelling	Student had 6 or more spelling mistakes.	Students had 4-5 spelling mistakes.	Student had 2-3 spelling mistakes.	Student had 1 spelling mistake.

Total _____/16

**Manchester College
Education Department
Lesson Plan by Kelsey Morris
Unit Lesson #4: Drama**

Lesson Modified From:

[http://www.eduref.org/Virtual/Lessons/Social Studies/US History/USH0216.html](http://www.eduref.org/Virtual/Lessons/Social_Studies/US_History/USH0216.html)

Lesson: Boston Tea Party

Lesson Length: 50 minutes

Age or Grade Intended: 5th Grade

Indiana State Standards:

- ✓ 5.1.9 (Social Studies) – The American Revolution: 1763 to 1783. Analyze the causes of the American Revolution as outlined in the Declaration of Independence.
- ✓ 5.7.15 (English/Language Arts) – Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

Performance Objective:

- ✓ 5.7.15 - After discussing the Boston Tea Party, the students will perform their portion of the script by following the rubric with 95% accuracy.

Assessment:

- ✓ Students will perform their section of the Boston Tea Party by following the guidelines set out in the rubric.

Advanced Preparation by Teacher:

- The book George Vs. George: The American Revolution As Seen from Both Sides by Rosalyn Schanzer
- Rubric (Attached)
- Hot Tea (decaf) and cups
- Copy of the poem *Revolutionary Tea* (Attached)
- Copy of the Boston Tea Party Reenactment Script (Attached)
 - http://artsedge.kennedy-center.org/content/2237/2237_bostontea_script.pdf

Procedure:

Introduction:

Begin by pouring the hot tea into the students' cups. Ask the students where they think the tea came from. Wait to see if a student mentions England and then say that England is a major supplier of the world's tea. Have the students then think back to the first lesson about the taxes and other quarrels between the British and the North American Colonies. If the students need to look over their KWL chart or worksheets from the first lesson, allow them to do so. Then go on to tell the students that tea was an item that was heavily taxed by the British, which then lead to what we remember today from history, The Boston Tea Party.

Step-by-Step:

1. Ask the students what they think the Boston Tea Party was and what happened. (Bloom-Knowledge)
2. Then have the students fill in their KWL charts for what they know and what they want to know about the Boston Tea Party. (Gardner: Verbal-Linguistic)
3. Read pages 23-25 in George Vs. George. (Gardner:Verbal-Linguistic)
4. After the passage has been read, ask the students to summarize what they have just heard. After students have had the chance to summarize the teacher should tell the students - "Angry and frustrated at a new tax on tea, American colonists calling themselves the Sons of Liberty and disguised as Mohawk Native Americans boarded three British ships (the *Dartmouth*, the *Eleanor*, and the *Beaver*) and dumped 342 whole crates of British tea into Boston harbor on December 16, 1773." (Bloom-Interpersonal)
5. Also, ask why they think this event was called the Boston Tea Party. Explain that it was called the Boston Tea Party because of all of the tea that was dumped into the Boston Harbor, making it a giant teapot full of tea. (Bloom-Analysis)
6. Ask the students why the Sons of Liberty were disguised as Indians. There is not a right or wrong answer to this. If a student does not mention it was to disguise themselves so that they would not get caught by the British," the teacher should suggest that answer. (Bloom-Analysis)
7. Pass out a copy of *Revolutionary Tea* to each student.
8. Read the poem to the students and as the poem is being read to the students have the students underline words or phrases that they do not understand. (Gardner-Verbal-Linguistic)
 - a. Have the transparency with the bulleted information up so the students can see it as the teacher goes through the various lines of the poem.
 - Line 8, pence (British money, roughly considered a penny in the United States but not a totally negligible amount in the 18th century.)
 - Line 11, shan't (old contraction for shall not, which in 21st-century English usually takes the form 'will not')
 - Line 14, quoth (old form for quoted or said)
 - Line 20, budget of tea (a quantity for a particular use)
 - Line 20, budget of tea (a quantity for a particular use)
 - Line 28, conveyed (transported)
 - Line 30, bouncing (lively)
 - Line 31, boiling (angry)
 - Line 34, 'tis (it is, it's)
 - Line 34, when 'tis steeped quite enough (when the tea leaves have released sufficient flavor into the water)

Ask the students if there are other words or phrases they do not quite understand and then the teacher should explain what it means to the class.

9. Read the poem again to the students now that they understand the difficult terminology.
10. After the poem has been read to the students ask them these questions and any others that come to mind. (Bloom-Comprehension)
 - a. What or whom do you think the old lady in the poem represents?
Old lady; island queen (England)
 - b. What or whom do you think her daughter represents? Her daughter; the bouncing girl (the colonies)
11. Pass out the Boston Tea Party Reenactment Script to the students.
12. Group the students
 - a. Group 1 (Act 1-Scene 1 6 students)
 - b. Group 2 (Act 1-Scene 2 5 students)
 - c. Group 3 (Act 2 5 students)
 - d. Group 4 (Act 3 4 students)
13. Once students are in their groups have them determine which part they want to be within their Act/Scene. Have the rubric on the overhead so that the students are able to see what they need to do.
14. Have the students practice what their lines and how they want to display it to the class. (Bloom-Interpersonal)
15. Let each group perform their skit to the class. After each group has gone, have a class discussion over what happened in each skit. (Gardner-Bodily-Kinesthetic) (Gardner-Verbal-Linguistic)

Closure:

Have a wrap up discussion with the class while having the class explain to the teacher what happened during the Boston Tea Party. Tell the class to pull out their KWL chart and have them complete the L section over what they learned today about the Boston Tea Party.

Adaptations/Enrichment:

For a student with ADHD, let them pass out the papers to the students.

For a student with Mild Mental Handicap, provide an aide for the student. If there is not an aide, provide a partner that will be a good match for the student to help them out.

For a student that is high ability, allow them to create their own inferences about unfamiliar words in the poem, *Revolutionary Tea*.

For a student with a visual handicap, provide the script and poem in Braille.

For a student with a learning disability in Reading, make sure to read the passages to the class and summarize the information for the student to follow along.

Self Reflection: I have not yet taught this lesson to a class, but some questions that I might want to ask myself are:

- Were the students engaged during the lesson?
- What changes could be made?
- Were the worksheets appropriate?

Revolutionary Tea

There was an old lady lived over the sea
And she was an island queen.
Her daughter lived off in a new country
with an ocean of water between.
5 The old lady's pockets were full of gold

But never contented was she,
So she called on her daughter to pay her a tax
Of three pence a pound on her tea,
Of three pence a pound on her tea.
10 Now, mother, dear mother,” the daughter replied,
“I shan’t do the thing you ax.
I’m willing to pay a fair price for the tea,
But never the three-penny tax.”
“You shall,” quoth the mother, and reddened with rage,
15 “For you’re my own daughter, you see,
And sure ’tis quite proper the daughter should pay
Her mother a tax on her tea,
Her mother a tax on her tea.”

And so the old lady her servant called up
20 And packed off a budget of tea;
And eager for three pence a pound, she put in
Enough for a large family.
She ordered her servant to bring home the tax,
Declaring her child should obey,
25 Or old as she was, and almost full grown,
She’d half whip her life away,
She’d half whip her life away.

The tea was conveyed to the daughter’s door,
All down by the ocean’s side,
30 And the bouncing girl poured out every pound
In the dark and boiling tide;
And then she called out to the island queen,
“Oh, mother, dear mother,” quoth she,
“Your tea you may have when ’tis steeped quite enough
35 But never a tax from me,
But never a tax from me.”

Student Guide

Boston Tea Party Reenactment Script

ACT I
Scene 1

Curtain rise to a backdrop with a painted scene of the Boston Harbor and three sailing ships tied to the wharf. Also, the exterior of a warehouse is shown.

Narrator: A group of men and women are congregating and listening to a newsboy. He is carrying newspapers under one arm and waving another in his hand, shouting as he walks up and down.

Newsboy: Extra! Extra! Extra! Read all about it! Three ships arrived from England loaded with tea. They

are tied at Griffin's wharf. The tea is taxed at three pence a pound. Extra! Extra! Ships with tea have also

arrived in New York, Philadelphia, and Charleston. Extra! Extra! Read all about it!

Narrator: Some spectators buy a newspaper and read it briefly while the newsboy continues to shout the

news. One spectator waves his fist with annoyance.

First Spectator: Great Britain has certainly tired our patience. First it was the sugar tax, then the Stamp

Act. Imagine having to buy a stamp for every piece of printed paper we use, just to keep King George's

treasury well supplied.

Second Spectator: And now a tax on the one drink a poor man enjoys—tea.

Third Spectator: I say we must learn to live without it rather than pay the tax.

Fourth Spectator: How can we live without it?

Narrator: There is mounting excitement. The men and women are heard shouting.

First Spectator: We must live without it! We must not pay the tax no matter how much we want tea. It's a

matter of principle. Now the tea tax, next it will be something else. There will be no end to it!

Narrator: Now all are extremely angry.

Second Spectator: King George has no right to do this to us. We don't even have representation in his

Parliament.

Third Spectator: I say, no taxation without representation.

All Together: Hear! Hear!

Fourth Spectator: Let's go right now to merchant Clark at the warehouse and demand that he not unload

the tea from the ships.

Narrator: They all shout together, waving their arms.

Spectators: Aye! Aye! To the warehouse! To the warehouse! [*Exit together. Curtain closes.*]

Page 2 of 3

Scene 2

Scene opens with the same backdrop with a group of colonists congregated in front of it.

Narrator: Richard Clark, a merchant and owner of the warehouse, is faced by an angry group of colonists.

They have come as a committee to protest the arrival of the tea, and especially the tax on it.

First Committee Member: Richard Clark, we're here to speak for the people of Boston. We ask you to

promise not to sell the cargo of tea just arrived and in your charge.

Second Committee Member: We demand that you send the chests of tea back to London unopened.

Narrator: Clark becomes annoyed and angry.

Clark: I want nothing to do with you. You have no right to speak in this manner. Leave my warehouse!

Third Committee Member: We have the right of an oppressed people.

Clark: I have nothing to do with governmental matters. I suggest you speak to Governor Hutchinson.

Narrator: Clark makes a quick exit.

[*Curtain closes.*]

ACT II

Curtain rises on the interior of the Old Meeting House. There is a table with a candle on it and chairs.

Narrator: Several men are grouped around Samuel Adams. Angry voices sound throughout the room.

Suddenly Francis Rotch, a shipowner, enters. All look to him for news.

Rotch: Gentlemen, as you suggested, I spoke to the Governor about a clearance to sail my ship back to

England with the tea.

Adams: What was his reply?

Rotch: The Governor firmly refused. The ships will be unloaded in the morning.

Narrator: Excited and angry voices are heard throughout the group. Samuel Adams stands on a chair and signals for quiet. He tries to restore order.

[One spectator is heard shouting, then another.]

First Spectator: Who knows how tea will mingle with salt water?

Second Spectator: Boston Harbor will be a teapot tonight! The Mohawks will come!

Page 3 of 3

Narrator: They all exit shaking their fists, shouting angrily, and repeating the refrain.

[Curtain closes.]

ACT III

At curtain rise: It is nighttime and the stage is in semi-darkness. The backdrop is the harbor scene. There

is a platform running the length of the stage that represents the deck of this ship. There are several chests

or large boxes filled with tea on the platform. The boxes may or may not have small dried leaves or bits of

town paper in them. A railing marks the edge of the deck, and a tall mast and rigging may be in

the center.

Narrator: Two disguised Mohawks sneak about the wharf looking from left to right, then jump over the rail and board the ship. They approach the boxes of tea stacked in the corner. One of the men grabs a box and passes it to his companion.

First Disguised Mohawk: Heave ho!

Narrator: The second disguised Mohawk opens the box with his ax and empties the contents over the rail.

Second Disguised Mohawk: And over she goes!

Narrator: The disguised Mohawks work as a team. One passes a box of tea to the other, who opens it and empties the contents over the rail.

Both Disguised Mohawks: And over she goes!

Narrator: The boatswain's whistle is heard again as groups of people assemble to see what is taking place. As each box is dumped into the harbor, the people cheer loudly. Box after box of tea is dumped overboard, and the disguised Mohawks then jump over the rail. In high spirits, they place their axes over their shoulders and march away to the tune "Yankee Doodle." The spectators follow, knowing that the Boston Tea Party is only the beginning of their efforts to establish a free and independent nation.

[Curtain closes.]

Name: _____

Boston Tea Party Re-enactment Rubric

	1	2	3	4
Team Work	Student had more than 4 conflicts amongst group members.	Student had 3-4 conflicts amongst group members.	Student had 1-2 conflicts amongst group members.	Student work well within their group without any conflict.
Performance	Student was unaware of what they were supposed to do and what to say.	Student had 3-4 mistakes during their performance.	Student had 1-2 mistakes during their performance.	Student was articulate with their lines and knew what they were going to say.
Input	Student did not give any input after the various skits.			Student gave input after the various skits.

Manchester College
Education Department
Lesson Plan by Kelsey Morris
Unit Lesson #5: Social Studies

Lesson: Major Battle Group Research

Lesson Length: 90 minutes

Age or Grade Intended: 5th Grade

Indiana State Standards:

- ✓ 5.1.10 (Social Studies) - The American Revolution: 1763 to 1783. Identify major British and American leaders and describe their roles in key events of the war for independence.

Performance Objective:

- ✓ During student presentations over major Revolutionary War Battles, the students will complete a handout asking three questions about each battle while answering all questions correctly.

Assessment:

- ✓ Students will be asked to complete a handout to answer three questions about the battles discussed in each presentation.

Advanced Preparation by Teacher:

- Three Question Battle Handout (attached)
- Student guide to research (attached)
- Youtube video “The Shot Heard ‘Round the World”

Procedure:

Introduction:

The teacher will play this clip from School House Rock for all students to view. <http://www.youtube.com/watch?v=7VQA5NDNkUM> After the viewing of the clip “The Shot Heard ‘Round the World,” the teacher will ask the students these probing questions: *What was the "shot heard 'round the world"?* *Where was it fired?* *Was it really heard "around the world"?* *Why is it important?* (Bloom: Application) *The teacher will then explain to the students that we are going to focus on major battles that occurred in the war along with the important people involved in those battles.*

Step-by-Step:

1. Tell the class that in small groups, that have already been assigned, you will research a battle and present the information you found to the class.
2. Give a brief synopsis of the major battles of the war. (Gardner: Verbal-Linguistic)
 - a. Battle of Lexington/Concord
 - i. The first shots starting the revolution were fired at Lexington, Massachusetts. On April 18, 1775, British General Thomas Gage sent 700 soldiers to destroy guns and ammunition the colonists had stored in the town of Concord, just outside of Boston. They also planned to arrest Samuel Adams and

John Hancock, two of the key leaders of the patriot movement.

- b. Battle of Bunker Hill**
 - i. The Battle of Bunker Hill was fought on June 17, 1775, only days after George Washington was elected Commander in Chief of the Continental Army. Despite the name, the battle was actually fought on Breed's Hill.
 - c. Battle of Long Island**
 - i. Having lost Boston, the British were determined to take control of New York.
 - d. Battle of Trenton**
 - i. George Washington and his troops crossed the Delaware River to defeat the British in the Battle of Trenton.
 - e. Battle of Saratoga**
 - i. The Battle of Saratoga in September of 1777 was a major victory for the American forces and a turning point of the war.
 - f. Battle of Yorktown**
 - i. The Battle of Yorktown, although it did not end the war, was the last major battle of the war.
3. Explain to the class they will be researching one of these battles in a small group. You will be provided with a handout that you will be asked to fill out as you research your battle. In your group, you need to come up with a way to explain your battle to the class. (You can act it out, but you must include dialogue explaining the battle)
 4. Remind the class on the appropriate way to conduct research. (Gardner: Verbal-Linguistic)
 - a.** When looking in a book use the glossary to find the topic you are looking for and pull out important information from the text.
 - b.** When you are researching on the Internet, type in the key topic you are researching. For example if you are researching the Battle of Bunker Hill you would just type Battle of Bunker Hill into the search engine. Tell them to try to stay away from Wikipedia. Also when using a website, check for the creditable source at the bottom of the page.
 5. Break the students into their pre-made groups of 3-4 and give them each a different battle to research. Tell the class they will have the rest of the class to finish their research. (Gardner: Interpersonal)
 6. Give each group the handout that they will need to use as a guide when then research their battles. (attached)
 7. Give each group two-laptop computers to conduct their research. Also, tell the students that there are books on the back table that will assist in their research.
 8. As the students work, the teacher will walk around the room seeing if everyone is on task or if any group has questions. The teacher will meet

with each group to see how they are progressing and make any necessary suggestions.

9. Give the students 40 minutes of class time to finish their research and determine the way they want to present the information.
10. As each group presents, pass out the handout they are to fill out asking them three questions. (Gardner: Verbal-Linguistic and Interpersonal)
11. After presentations have been decided call on a group to present first, then continue until all groups have presented. Each group will also be asked to put a pushpin on the pull down map to where the battle the researched took place. (Gardner: Bodily Kinesthetic)

Closure:

Tell the class that they all did a great job presenting on their battles and they can now consider themselves experts. Ask the students questions about each of the battles to recall the information that they heard. Review the three questions they answered on their handout: *What was the major cause of this war? Who won? Who were the important people involved in this battle?* (Bloom: Application) (Handout attached) Tell the class that from here we are going to delve into the Constitution and what that meant for the colonists.

Adaptations/Enrichment:

For a student with ADHD, let them pass out the papers.

For a student with an LD in reading comprehension, place them in a group that will assist them.

For a student with a hearing impairment, provide explicit written directions.

For a student with a visual impairment, provide enlarged copies of the handouts.

Self Reflection: I have not yet taught this lesson to a class, but some questions that I might want to ask myself are:

- Were the students engaged during the lesson?
- What changes could be made?
- What other battles could be used?

Name _____

Three Questions for Each Battle

1. Battle of Lexington/Concord

- a. What was the cause of the war?
- b. Who won?
- c. Who were the major people involved in the battle?

2. Battle of Bunker Hill

- a. What was the cause of the war?
- b. Who won?
- c. Who were the major people involved in the battle?

3. Battle of Long Island

- a. What was the cause of the war?
- b. Who won?
- c. Who were the major people involved in the battle?

4. Battle of Trenton

- a. What was the cause of the war?
- b. Who won?
- c. Who were the major people involved in the battle?

5. Battle of Saratoga

- a. What was the cause of the war?
- b. Who won?
- c. Who were the major people involved in the battle?

6. Battle of Yorktown

- a. What was the cause of the war?
- b. Who won?
- c. Who were the major people involved in the battle?

Name _____

Research Guide

- 1. Where is the battle located?

2. What is the cause of the battle?

3. Why was the battle fought?

4. What important people are involved in the battle?

5. How long did the battle take?

6. What was the outcome of the battle?

Unit Lesson #6 (Cooking)

Title: Soldier Food

Academic Standard(s):

5.1.12 (Social Studies) - The American Revolution: 1763 to 1783. Identify contributions of women and minorities during the American Revolution

Performance Objectives: After discussion of the various drinks and food of the American Revolutionary soldiers that were supported by women and making of the desert, the students will engage in a group discussion that describes the impact of women on the food source.

Advanced Preparation by Teacher:

- "3 pints scalded milk
- 7 spoons fine Indian meal
- add 7 eggs
- half pound of raisins
- 4 ounces butter
- spice and sugar

Lesson Plan:

- Describe to the students that women helped the men soldiers with ideas of meals to create in the field and how to cook those meals.
- Explain that the Native Americans aided the soldiers in food that could be eaten.
- Talk about the daily meals of the soldiers. <http://www.helium.com/items/1113985-revolutionary-war-corn-um-meat-beans> (Use information from this link)
- Discuss what they drank.
- Discuss what they ate for meals.
- Discuss what they ate for desert.
- Tell the class they are going to get the chance to create "A Nice Indian Pudding," that the soldiers ate for desert.
 - o "3 pints scalded milk,* 7 spoons fine Indian meal,* stir together while hot, let stand till cooled;* add 7 eggs,* half pound of raisins,* 4 ounces butter,* * spice and sugar,* bake one and a half hour."
- Eat the desert as a class and discuss how they like it. Why? Why not?

Assessment: Students will be asked to experience how the soldiers created and enjoyed meals. Students will assume the role of a soldier and create a desert dish that they would have created.

Unit Lesson #7 (Science)

Title: Revolutionary War Medicine

Academic Standard(s): 5.1.12 (Social Studies) - The American Revolution: 1763 to 1783.

Identify contributions of women and minorities during the American Revolution.

5.5.3 (English/Language Arts) - Research Application: □ Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: □ • uses information from a variety

of sources (books, technology, multimedia) and documents sources (titles and authors). □• demonstrates that information that has been gathered has been summarized. □• organizes information by categorizing and sequencing.

Performance Objectives: After student groups research how their assigned person would be healed, the groups will report their findings by including who would have helped, instruments that would be used, methods, and medicine used to help the healing process.

Advanced Preparation by Teacher:

- Leave of absence letter for a soldier:
<http://dlib.nyu.edu/maassimages/maass/jpg/000447s.jpg>
- Injury note of a soldier: <http://dlib.nyu.edu/maassimages/maass/jpg/000391s.jpg>
- Note-guide paper as they research treatments.
- Books and Internet sites that will assist the students in research.

Lesson Plan:

- Tell the students as the war truded on many people were dying or injured. Doctors had to come up with new methods to heal those that were injured from the war. Tell the class that more people died from illness than from combat. Have the class brainstorm some possible injuries that might have been caused from the war.
- Show the students the leave of absence letter of for a soldier and the injury note of a soldier.
- Break the students up in groups of 4-5 and give them an injury that could have been caused from combat. Have them research the Internet for what kind of treatment and medicine they could have received from doctors during the time of the Revolutionary War. Have the students fill in a guide that will help them present the information they found to the class.
- Provide books for the students and Internet sites that will assist them in their research.
- Tell the students that they will need to fill in the note-guide and present their findings to the class. Tell the students to include if there were any women or minorities that would have helped you become healed: be specific.

Assessment: Student groups will be asked to report their findings on who would have helped, instruments that would be used, methods, and medicine used to help the healing process of the injured person they were given.

Name: _____

Medicine Note-Taking Guide

Treatment:

Doctor:

Medicine:

Instruments:

Methods:

Name: _____

Medicine Report Checklist

Medicine	
Treatment	
Doctor	
Method	

Unit Lesson #8 (Writing)

Title: Continental Congress

Academic Standard(s): 5.5.6 (English/Language Arts) - Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as appropriate.

5.1.10 (Social Studies) - The American Revolution: 1763 to 1783. Identify major British and American leaders and describe their roles in key events of the war for independence.

Performance Objectives: After discussion of the Continental Congress', students will take the side of the Colonies and create a newspaper article outlining the happenings and decisions made during the Continental Congress' using five descriptive points.

Advanced Preparation by Teacher: Note-taking guide for students during lecture, newspaper article template.

Lesson Plan:

- The teacher will explain to the students that after the Colonies and the British entered the war two Continental Congresses were set up to make major decisions concerning the development of the Colonies.
- The teacher will define Continental Congress, explain its purpose, and what they did. The students will be provided with a note-taking sheet to write down any necessary information concerning the Continental Congress.
- After an in-depth conversation about the Continental Congress' and the people that were involved in the important decisions being made, the teacher will instruct the students to write a newspaper article explaining the happenings of the Continental Congress' by taking the side of the Colonies. Students will be instructed to use the notes they took on their note-taking guide and their social studies book.
- The teacher will then explain to the students that the secret Continental Congress' set up the writing for the Constitution, which we will discuss next time we meet.

Assessment: Students will be asked to create a newspaper article outlining the Continental Congress' while taking the side of the Colonies, using 5 descriptive points.

Name: _____

Continental Congress Note-Taking Guide

Definition:

Purpose:

Accomplishments:

Daily News SparkleBox

Date: _____ Article by: _____



Name: _____

Newspaper Article Rubric

	1	2	3	4
Descriptive Points	Used 2 or less descriptive points.	Used 3 descriptive points.	Used 4 descriptive points.	Used five or more descriptive points.
Spelling	6 or more spelling errors.	4-5 spelling errors.	2-3 spelling errors.	0-1 spelling errors.
Grammar	6 or more grammar errors.	4-5 grammar errors.	2-3 spelling errors.	0-1 grammar errors.

Title: Constitution

Academic Standard(s): 5.1.14 (Social Studies) - Making the United States Constitution and Establishing the Federal Republic: 1783 to 1800. Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states by making it the supreme law of the land. Identify people who were involved in its development.

Performance Objectives: After discussion concerning the drafting of the Constitution, students will be asked to complete an advertisement persuading citizens of the colonies to vote on the new laws while including 3 major ideas in the Constitution.

Advanced Preparation by Teacher:

- *Shh We're Writing the Constitution*, by Jean Fritz
- Constitution Preamble
- Plain white 8 ½ X 11 computer paper to complete advertisement (1 per student)

Lesson Plan:

- The teacher will read the book *Shh We're Writing the Constitution* to the students.
- After the teacher reads the book to the students the teacher will discuss the events of the book then read the Preamble of the Constitution to the students.
- Then the teacher should lead a class discussion concerning the rights of the Colonists that established the Constitution.
- The teacher will then describe to the students that in order for the Constitution to pass there needs to be a majority vote by those that have the right to vote.
- Instruct the students that they are going to be creating advertisement posters to get people to vote for the Constitution – The new law of the Colonies. Tell the students they can use information from the book they just read as a class, their social studies books, or other resources to persuade people to vote. Tell the students to be creative and to make sure to include three major ideas outlined in the Constitution.

Assessment: Students will be asked to complete an advertisement persuading people to vote on the Constitution while including three major ideas that are in the Constitution.

US Constitution Pre-amble

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Title: Class Flag

Academic Standard(s):

5.1.12 (Social Studies) - The American Revolution: 1763 to 1783. Identify contributions of women and minorities during the American Revolution.

5.1.14 (Social Studies) - Making the United States Constitution and Establishing the Federal Republic: 1783 to 1800. Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states by making it the supreme law of the land. Identify people who were involved in its development.

Performance Objectives: After discussing the creation of the American flag, students will stitch their own square that will be attached to the class flag, which will stand for unity of the class, by creating something that is meaningful to them on their square and explaining why in 5-6 sentences.

Advanced Preparation by Teacher:

- Stitching square
- Stitching hoop
- Needle and thread (different colors)
- Flag Power Point

Lesson Plan:

- Discuss the making of the American Flag during the Revolutionary War.
- Discuss that the flag helped unify the Colonies during the war to break away from the British and thus write the Constitution
- Talk about who created it – Betsy Ross.
- Talk about how the flag has evolved – show examples through Power Point (attached).
- Discuss what the different stripes and stars represent.
- Let the class learn how to stitch just as Betsy Ross did when she created the American Flag.
- Let the class decide what they want to stitch and tell the class the teacher will sew them all together and it will represent our class flag.
- After students have created their stitching, tell the students to write 4-5 sentences describing what they stitched and what it represents.

Assessment: By creating their own stitching square and explaining why it is important to them, students will understand the importance of creating unity in the class level, just as the Colonies created with their flag.

Title: Colonial Songs

Academic Standard(s):

5.1.9 (Social Studies) - The American Revolution: 1763 to 1783. Analyze the causes of the American Revolution as outlined in the Declaration of Independence

5.1.10 (Social Studies) - The American Revolution: 1763 to 1783. Identify major British and American leaders and describe their roles in key events of the war for independence

5.5.2 (English/Language Arts) - Write responses to literature that: □

- demonstrate an understanding of a literary work. □
- support statements with evidence from the text.
- develop interpretations that exhibit careful reading and understanding.

Performance Objectives: After reviewing the seven songs about the American Revolutionary War, the students will critically review a song in 3 paragraphs.

Advanced Preparation by Teacher:

- Copies of the song for when the students choose to review a song.
- Transparencies of the songs to project for the students.

Lesson Plan:

- Explain that songs talk about our history and give us a new perspective of the events that happened.
- Introduce the songs *Yankee Doodle*, *The Liberty Song*, *Chester*, *American Taxation*, *Cornwallis Country Dance*, *Free Americay and*, *Granny Wales*, by projecting the lyrics on the overhead (attached).
- Explain the meanings of the songs and how they relate to the history of the Revolutionary War.
- After the songs have been reviewed. Have the students choose a song and write a critical review of the song of their choice. Review with the students what a critical review looks like and how it should be written. The review should include the meaning of the song and if it accurately relates to the history found in their history book. The review should also be 3 paragraphs long.

Assessment: After reviewing the seven historical songs, the students will create a review of a song of their choice that describes what the song is about and whether or not it is accurate with their history book.

Yankee Doodle

Father and I went down to camp, Along with Captain Gooding; And there we saw the men and boys, As thick as hasty pudding. Yankee Doodle, keep it up, Yankee doodle dandy; Mind the music and the step, And with the girls be handy.

There was Captain Washington Upon a slapping stallion, A-giving orders to his men, I guess there was a million.

And then the feathers on his hat, They looked so' tarnal fin-a, I wanted pockily to get To give to my Jemima.

And then we saw a swamping gun, Large as a log of maple; Upon a deuced little cart, A load for father's cattle.

And every time they shoot it off, It takes a horn of powder; It makes a noise like father's gun, Only a nation louder.

I went as nigh to one myself, As' Siah's underpinning; And father went as nigh agin, I thought the deuce was in him.

We saw a little barrel, too, The heads were made of leather; They knocked upon it with little clubs, And called the folks together.

And there they'd fife away like fun, And play on cornstalk fiddles, And some had ribbons red as blood, All bound around their middles.

The troopers, too, would gallop up And fire right in our faces; It scared me almost to death To see them run such races.

Uncle Sam came there to change Some pancakes and some onions, For' lasses cake to carry home To give his wife and young ones.

But I can't tell half I see They kept up such a smother; So I took my hat off, made a bow, And scampered home to mother.

Cousin Simon grew so bold, I thought he would have cocked it; It scared me so I streaked it off, And hung by father's pocket.

And there I saw a pumpkin shell, As big as mother's basin; And every time they touched it off, They scampered like the nation.

Yankee doodle, keep it up, Yankee doodle dandy; Mind the music and the step, And with the girls be handy

***Liberty Song* by John Dickinson**

To the tune of "Hearts of Oak"

**Come, join hand in hand, brave Americans all! And rouse your bold hearts at fair
Liberty's call; No tyrannous acts shall suppress your just claim, Or stain with
dishonor America's name.**

Chorus:

**In freedom we're born, and in freedom we'll live! Our purses are ready, Steady,
friends, steady; Not as slaves, but as free men, our money we'll give.**

**How sweet are the labors that freemen endure, That they shall enjoy all the profit,
secure, No more such sweet labors Americans know, If Britons shall reap what
Americans sow.**

**Then join hand in hand brave Americans all, By uniting we stand, by dividing we
fall; In so righteous a cause let us hope to succeed, For Heaven approves of each
generous deed.**

***Chester* by William Billings, about 1777**

Let tyrants shake their iron rod, And slav'ry clank her galling chains. We fear them not; we trust in God, New England's God forever reigns.

2. Howe and Burgoyne and Clinton, too, With Prescott and Cornwallis joined, Together plot our overthrow, In one infernal league combined.

3. When God inspired us for the fight Their ranks were broke; their lines were forced Their ships were shattered in our sight Or swiftly driven from our shore.

4. The foe comes on with haughty stride, Our troops advance with martial noise; Their veterans flee before our youth, And generals yield to beardless boys.

5. What grateful off'ring shall we bring? What shall we render to this Lord? Loud Hallelujah let us sing, And praise His Name on ev'ry chord!

***American Taxation* by Peter St. John
To the tune of "The British Grenadiers"**

While I relate my story, Americans give ear; Of Britain's fading glory, you presently shall hear. I'll give a true relation, attend to what I say, Concerning the taxation of North America.

The cruel lords of Britain, who glory in their shame, The project they have hit on they joyfully proclaim; 'Tis what they're striving after our rights to take away, And rob us of our charter in North America.

There are two mighty speakers who rule in Parliament, Who ever have been seeking some mischief to invent; 'Twas North, and Bute his father, the horrid plan did lay, A mighty tax to gather in North America.

These subtle arch-combiners addressed the British court, All three were undersigners of this obscure report-- There is a pleasant landscape that lieth far away, Beyond the wide Atlantic in North America.

O King, you've heard the sequel of what we now subscribe, Is it not just and equal to tax this wealthy tribe? The question being asked, his majesty did say, My subjects shall be taxed in North America.

Invested with a warrant, my publicans shall go, The tenth of all their current they surely shall bestow; If they indulge rebellion, or from my precepts stray, I'll send my war battalion to North America.

I'll rally all my fores by water and by land, My light dragoons and horses shall go at my command; I'll burn both town and city, with smoke becloud the day, I'll show no human pity for North America.

O George! you are distracted, you'll by experience find The laws you have enacted are of the blackest kind. I'll make a short digression, and tell you by the way, We fear not your oppression in North America.

Our fathers were distressed, while in their native land, By tyrants were oppressed, as we do understand; For freedom and religion they were resolved to stray, And trace the desert regions of North America.

***Cornwallis Country Dance* (Anonymous) To the tune of "Yankee Doodle"**

Cornwallis led a country dance, The like was never seen, sir, Much retrograde and much advance And all with Gen'ral Greene, sir; They rambled up and rambled down, Joined hands and then they run, sir, Our General Greene to Charlestown and The Earl to Wilmington, sir.

Greene, in the South, then danced a set, And got a mighty name, sir, Cornwallis jiggled with young Fayette, But suffered in his fame, sir; Quoth he, "My guards are weary grown With footing country dances, They never at St. James' shone At capers, kicks, or prances.

And Washington, Columbia's son, Whom easy nature taught, sir, That grace which can't by pains be won Nor Plutus' gold be bought, sir; Now hand in hand they circle round, This ever-dancing peer, sir, Their gentle movements soon confound the earl, as they draw near, sir.

His music soon forgets to play, His feet can no more move, sir, And all his bands now curse the day They jiggled to our shore, sir; Now, Tories all, what can you say? Come, is this not a griper: That while your hopes you danced away, 'Tis you must pay the piper?

Free Americay

Joseph Warren

To the tune of "The British Grenadiers"

That Seat of Science Athens, and Earth's great Mistress Rome, Where now are all their Glories, we scarce can find their Tomb; Then guard your Rights, Americans! nor stoop to lawless Sway, Oppose, oppose, oppose, oppose, -- my brave America.

Proud Albion bow'd to Caesar, and num'rous Lords before, To Picts, to Danes, to Normans, and many Masters more; But we can boast Americans! we never fell a Prey; Huzza, huzza, huzza, huzza, for brave America.

We led fair Freedom hither, when lo the Desart smil'd, A paradise of pleasure, was open'd in the Wild; Your Harvest, bold Americans! no power shall snatch away, Huzza, huzza, huzza, huzza, for brave America.

Torn from a World of Tyrants, beneath this western Sky, We form'd a new Dominion, a Land of liberty; The World shall own their masters here, then hasten on the Day, Huzza, huzza, huzza, huzza, for brave America.

God bless this maiden Climate, and thro' her vast Domain, Let Hosts of Heroes cluster, who scorn to wear a Chain; And blast the venal Sycophant, who dares our Rights betray. Preserve, preserve, preserve, preserve my brave America.

Lift up your Heads my Heroes! and swear with proud Disdain, The Wretch that would enslave you, Shall spread his Snares in vain; Should Europe empty all her force, wou'd meet them in Array, And shout, and shout, and shout, and shout, for brave America!

Some future Day shall crown us, the Masters of the Main, And giving Laws and Freedom, to subject France and Spain; When all the Isles o'er Ocean spread shall tremble and obey, Their Lords, their Lords, their Lords, their Lords of brave America.

Granny Wales

"As Granny arose in the morning so soon, she put on her petticoat, apron and gown, 'I've very bad news that last night came to me, They're wronging my children far over the sea.'

Then Granny Wales mounted her hosse in a rage, And straight up to London it was her next stage. As she was a-riding up through London street, Twas there my Lord Grenville and Bute she did meet.

She said, 'Noble gentlemen, tell me the facts, Are you the ringleaders of this new tax? To enslave my sons that's in a foreign land, You are the two villains, as I understand.'

'Oh no, my dear Granny, you're wrongly informed, To enslave America we don't intend. But this land is our King's we do solemnly say, And we will make the laws for your sons to obey.'

'It's a lie, it's a lie!' said Old Granny in haste, For it's very well known from the east to the west. That they ventured their lives at the price of their blood, But with taxes you cover their land like a flood.'"

Title: Johnny Tremain

Academic Standard(s):

5.2.3 (English/Language Arts) - Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas

Performance Objectives: While the students read the book *Johnny Tremain*, the students will be asked to complete a series of worksheets that go with chapters from the book by getting 95% on the worksheets.

Advanced Preparation by Teacher:

- The book *Johnny Tremain* for every student
- Johnny Tremain* study guide (attached)

Lesson Plan:

- During the whole American Revolutionary War unit, the teacher will read the book *Johnny Tremain* with the student.
- Reading can be done by having the teacher read the book to the students, groups, or individual. It can be broken up and switched each time.
- By following the study guide the teacher will stop after the designated chapters and have the students complete the work sheets. (attached)
- The teacher will follow the chapter break ups in the study guide.
- After the students have completed the worksheets for the designated chapters, the teacher will collect them and grade them.

Assessment: Throughout the unit the students will be asked to complete a series of worksheets that correspond with the chapters the students are reading in the book.

Incorporating Technology

Throughout my unit, I will be incorporating different uses of technology that the students will become engaged in. My hopes, through technology, that students will become motivated to explore different aspects of the American Revolutionary War. I will use power point two times during my unit, in which I will project images from the war that assist in my lesson. Also, I will display maps on an ELMO or overhead projector so that the students will be have to good visual. I want to incorporate the Internet in which students will be able to conduct research on two separate occasions. My hope is to have a portable lab set of computers that my students can use during this time. Having the portable lab will allow students to work in groups and have different group members working on different aspects of the research. With the computers, the students will be able to work on their typing skills. Technology allows for a different experience in education. Lessons are broken up in respect that students are given the chance to have visual aids and conduct their own research.

Trade Books

~Avi. (1984) *The fighting ground*. New York, NY: HarperCollins Publishers, Inc.

Thirteen year-old Jonathon joins the army against his fathers will. His family thinks he has been killed, but he has been captured by the Hessians and held captive. The reader is taken through 24 hours of Jonathon's adventure of being captured.

~Borden, L. (2000). *Sleds on Boston common: a story from the American revolution*. New York, NY.

Borden created this book based on local folklore in Boston during the winter of 1775. Henry in nine years old and wants to try out his new sled that he got for his birthday, but the British troops were camped on the best hill. Students are given a clear picture of pre-Revolutionary Boston and the changes that the war brought.

~Forbes, E. (1969). *Johnny Tremain*. Laurel Leaf.

Readers are taken through the humble life of Johnny Tremain, a young apprentice to the silversmith. Johnny is sixteen when he is fighting in the army, but students are able to see the struggles that even children had to face in the midst of the war.

~Fritz, J. (1996). *And then what happened, Paul Revere?* Putnam Juvenile.

This book takes readers deeper into the ride of Paul Revere. Everyone knows the basics of his ride, but this book tells the reader more details and exciting adventures of Paul Revere.

~Fritz, J. (1997). *Will you sign here, John Hancock?* Putnam Juvenile.

This book takes the reader through the life of John Hancock, the first person to sign t the Declaration of Independence. The students become engaged in the politics that surrounded the signing and the greatness that it brought to the United States of America.

~Fritz, F. (1987). *Shh! we're writing the Constitution*. New York, NY: Penguin Putnam.

Students are able to read what went on behind closed doors during the Constitution Convention of 1787. Text from the Constitution is included as well as notes that expand on the main points of the Constitution.

~Fritz, J. (1996). *Can't you make them behave, King George?* New York, NY: Putnam Juvenile.

King George wanted everyone to be like him and follow the rules of his country. Things were going well until the pesky Americans began to cause trouble. This picture book allows readers to see how the war happened in England and how it made its way to America.

~Heilbroner, J. (2001). *Meet George Washington*. Random House Books for Young Readers.

This book takes the reader through the life of George Washington, what he stood for and why he took command of the Colonial army. Students live the life of George Washington and are taken through the struggles that he faced throughout the Revolution and his life.

~Knight, C. (1998). *Boston tea party*. Mahwah, NJ: Troll.

This book takes the reader through what happened during the Boston Tea Party. *Boston Tea Party* gives young readers an image of what it was like in colonial America and what happened to the citizens with the tax increase.

~Schanzer, R. (2004). *George vs. George: the revolutionary war as seen by both sides*.

National

Geographic Children's Books.

King George and George Washington are compared in their biographies and views. The reader is also engaged in the differences between each country and why each side was engaged in the war.

Guest Speaker

In order to instill the information of the American Revolution that is being taught through the various lessons of the unit, I will invite a member of the National Society, Sons of the American Revolution to come and speak to my class. With this speaker coming in to speak, my hope is that my students will understand the importance of the American Revolution for our country. Also, the guest speaker will relay to my students the struggle that the Colonial soldiers fought to win the war against the British. The speaker will take the students through a brief series of events that occurred during the American Revolution.

During the guest speaker presentation, the speaker will tell the students what the Sons of the American Revolution do today to preserve the meaning of patriotism. When the students understand the meaning of patriotism and the importance of being loyal to their country, the class will perform an activity with the speaker. The speaker will tell the students what they can do to help preserve the patriotism in their country, which draws a connection with the successes from the American Revolutionary War.

For example, the students could write letters to soldiers that are fighting in the war now in the Middle East and thank them for the patriotism they are showing their country for fighting for citizens of the United States of America. Within the letter to the soldiers, the students will make connections from the American Revolution. For example, the students could say thank you for upholding the Independence that has been enacted and preserved since the Declaration of Independence.

Through the guest speaker, the students will understand that the effects of winning the American Revolution are still preserved today through patriotism. Students will also be able to

recognize that the fight for Independence in the American Revolutionary War created America and the 50 states that represent our country.

December 11, 2009

Dear Parents,

I am very excited to inform you of the new unit we are about to start in Social Studies. The theme of the unit we are going to begin very soon is The American Revolutionary War. By the end of this unit, it is my hope that your child will have gained knowledge on aspects of the American Revolutionary War and what it meant and means for our country.

Throughout this unit, your child will be engaged in different aspects of the war that will help them understand the purpose and meaning of the war. For example, there will be role plays, new paper article writing to discuss event of the Continental Congress, cross stitching to create our own classroom flag, reviewing and creating our own colonial song, making food that soldiers would eat, and determining means of medicine. Also, at the end of the unit, a guest speaker from the Nation Society, Son's of the America Revolution to speak to the class about patriotism and the importance of the American Revolution. The guest speaker will take the students through the events of the American Revolution, as a review, and explain the effects of the war that still stand today.

I hope that you share the same excitement I have for this unit as I do. It is important for students to understand the importance of this war because it set the tone for the country that we live in. The same document of Independence is still adhered to by all citizens. Also, the government that was set up by our founding fathers is still enacted and leading our country. With this information, the students will have a foundation of the government that will be taught in a future unit during the year. If you have any questions or concerns, please do not hesitate to contact me through phone or e-mail. I would great appreciate any feedback you may have about this unit.

Sincerely,

Miss Morris

Bulletin Board

(attached on a separate document)