



Revolutionary War Unit

Fifth Grade Social Studies

EDUC 327/Fall 2008

Bridgett M. Shultz

Theme:

Revolutionary War

Grade Level:

5th

Goal:

To learn and understand the struggle and victories of the colonists while gaining an appreciation for the democratic process behind it.

Objectives:*Reading*

- To expand their knowledge, the 5th grade students will actively engage in reading trade books with full participation.

Writing

- After learning about the Boston Tea Party, the students will write a short story including important facts with accuracy.

Math

- Given scenarios, the students will solve complex math problems in simpler ways.
- Given a world map, the students will use tools and knowledge to find the distance between colonies 4 out of 5 times.

Music

- After discussing the American ways, the students will recreate colonial culture, music, and art with full completion.

Standards:

5.1.9 Analyze the causes of the American Revolution as outlined in the Declaration of Independence.

5.1.10 Identify major British and American leaders and describe their roles in key events of the war for independence.

5.1.11 Describe foreign aid to the colonies during the American Revolution.

5.1.12 Identify contributions of women and minorities during the American Revolution. (Individuals, Society, and Culture)

5.1.13 Explain consequences of the American Revolution including the Articles of Confederation, changes in trade relationships and the achievement of independence by the United States.

Rational:

The Revolutionary War is taught in 5th grade because it is important for the students to learn about the country's history. The students need to know and understand how the country was first formed and who made it all possible. The Revolutionary War was one of the many reasons why the United States gained independence as well. The students gain an understanding of the country's founding and the ideals in the nation's important issues in order to relate it to today's society.

Revolutionary War Unit
Pre-Test

Name: _____ Date: _____

Directions: Answer for each question to the best of your knowledge.

1. In your own words, what is a staple food mean?

2. During the Revolutionary War, _____ wrote a formal letter to the General telling him that the British soldiers were coming to Boston.
 - a. George Washington
 - b. King George
 - c. Paul Revere

3. How many colonies were in the "Original Colonies"?
 - a. 4
 - b. 13
 - c. 7

4. Who were the colonists fighting against during the Revolutionary War?

Revolutionary War Unit
Post-Test

Name: _____ Date: _____

Directions: Use at least 3 sentences to answer each question.

1. Give me three examples of activities or games that children would have played during The Revolutionary War. How are they different from today's activities?

2. In your own words, tell me what a staple is and one staple food that was popular in the 18th century.

3. Tell me 3 facts that relate to Paul Reveres night ride to Boston.

Revolutionary War Unit
Pre-Test/ ANSWER KEY

Name: _____ Date: _____

Directions: Answer for each question to the best of your knowledge.

1. In your own words, what is a staple food mean?

Answers may vary

Main food eaten.

A food that is a main part of someone's diet.

Examples of staple foods could be included.

2. During the Revolutionary War, _____ wrote a formal letter to the General telling him that the British soldiers were coming to Boston.

a. George Washington

b. King George

c. Paul Revere

3. How many colonies were in the "Original Colonies"?

d. 4

e. 13

f. 7

4. Who were the colonists fighting against during the Revolutionary War?

Answers may vary

The British or England.

The King of England (King George)

Revolutionary War Unit
Post-Test/ANSWER KEY

Name: _____ Date: _____

Directions: Use at least 3 sentences to answer each question.

1. Give me three examples of activities or games that children would have played during The Revolutionary War. How are they different from today's activities?

Answers may vary

Marbles

Pick up Sticks

Dance (Virginia Reel)

Singing

Drums/Fifes

Cooking

•How they are different: no technology. Played outside more often. Etc.

2. In your own words, tell me what a staple is and one staple food that was popular in the 18th century.

Answers may vary

Corn

Flour

Beans

A staple is a common food in someone's diet.

A main food eaten

3. Tell me 3 facts that relate to Paul Reveres night ride to Boston.

Answers may vary

Writing the letter to the general

Riding a horse

The British invading Boston

Midnight ride

Pre-Test/Post-Test

My Pre-Test has directions that encourage the students to tell me what they know about the unit before we begin. I use a variation of fill in the blank, multiply choice, and short answer questions. I feel that this was important to scaffold the students. This test will be given before the kick off of the unit so that I can see where the students are at. This will help me modify or become more specific with my lessons and will not be recorded for a grade

My Post-Test has directions that are very specific. These questions will be in paragraph form and will ask for facts and some personal input as well. These questions are pulled right from the lessons that were taught throughout the unit. I will be grading these based on content, sentence structure, and amount of sentences.

Technology Used

To encourage further research and to better enhance the learning of my students, I have chosen to bring technology into my unit. For my Social Studies lesson, the students are using the computer lab to research. The students will be assigned various websites and will be given a checklist to mark off what is required for the lesson. At times in the unit the students will be listening to music through a c.d. player. The music will help the students better understand dance, drama, and music of the 18th century. Within my cooking lesson, I will be showing a YouTube video demonstrated how to make cornbread. This piece is important to give the students a visual of how they measure and accurately create cornbread.

Kidspiration Web

Trade Books

Beller, Susan. The Revolutionary War: Letters from the Homefront. New York: Marshall Cavendish Children's Books, 2001.

This book gives first hand insight about the impact of the Revolutionary War on the colonists. The reader can experience exactly how much impact the everyday experience of being in war had on the soldiers, their families, and the colonies.

Beller, Susan. Yankee Doodle and the Redcoats. Connecticut: 21st Century Books, 2003.

This is a historical book that shows the battles in order and uses actual quotes from soldiers. This chapter book also shows the struggle of the Native Americans and Africans during the time of war and finding independence.

Boyd, Bentley. War for Independence. Virginia: The Daily Press, 2005.

This is an entire book based on comic strips. This book gives the students another way to look at the war. It gives historical information on the battles that lead the colonists towards victory.

Gregory, Kristiana. When Freedom Comes: Hope's Revolutionary War Diary. New York: Scholastic Inc, 2004.

This book is compiled of journal entries written by a young girl named Hope. Hope writes about her fear of growing up during the Revolutionary War in a small town in Pennsylvania. The reader can see firsthand the dangers and excitement the Hope experiences.

Gunderson, Jessica. Secret Weapons: A Tale of the Revolutionary War. New York: Stone Arch Books, 2008.

This book is about a 14 year old boy named Daniel that wants to join the military. Daniels father would like him to stay home and help their business but Daniel over looks his father request. This book takes the reader through interesting turns as he tries to keep secrets from the redcoats during the war.

Hall, Phyllis. Divided Loyalties: A Revolutionary War Fifer's Story. New York: White Mane Kids, 2005.

This book combines facts and dates into an historical book that keeps the reader interested. It takes the reader through the life of a fifer boy in The Revolutionary War.

Polacco, Patricia. Pink and Say. New York: Penguin Books, 1994.

This is a story about a white boy names Say Curtis who is enlisted and sent to war. He fights alongside a black soldier named Pinkus and they become friends as they survive the days at war.

Schanzer, Rosalyn. George vs. George: The Revolutionary War as Seen by Both Sides. New York: National Geographic Children's Books, 1994.

This book introduces the leaders of the war, King George and George Washington. It describes their different views and begins taking two sides on the war so the reader can get a full picture laid out in front of them.

Smolinski, Diane. Important People of the Revolutionary War. Illinois: Heinmann, 2001.

This book describes many important people that took part in the Revolutionary War. Some of these people are: George Washington, Benjamin Franklin, Paul Revere, and Anne Bate. This book displays the impact they made and the difference they created.

Smolinski, Diane. Land Battles of the Revolutionary War. Illinois: Heinmann, 2001.

This book shows the wars, the battles, and the people during the time of the Revolutionary War. The reader will learn about many large battles that occurred and just how important these were.

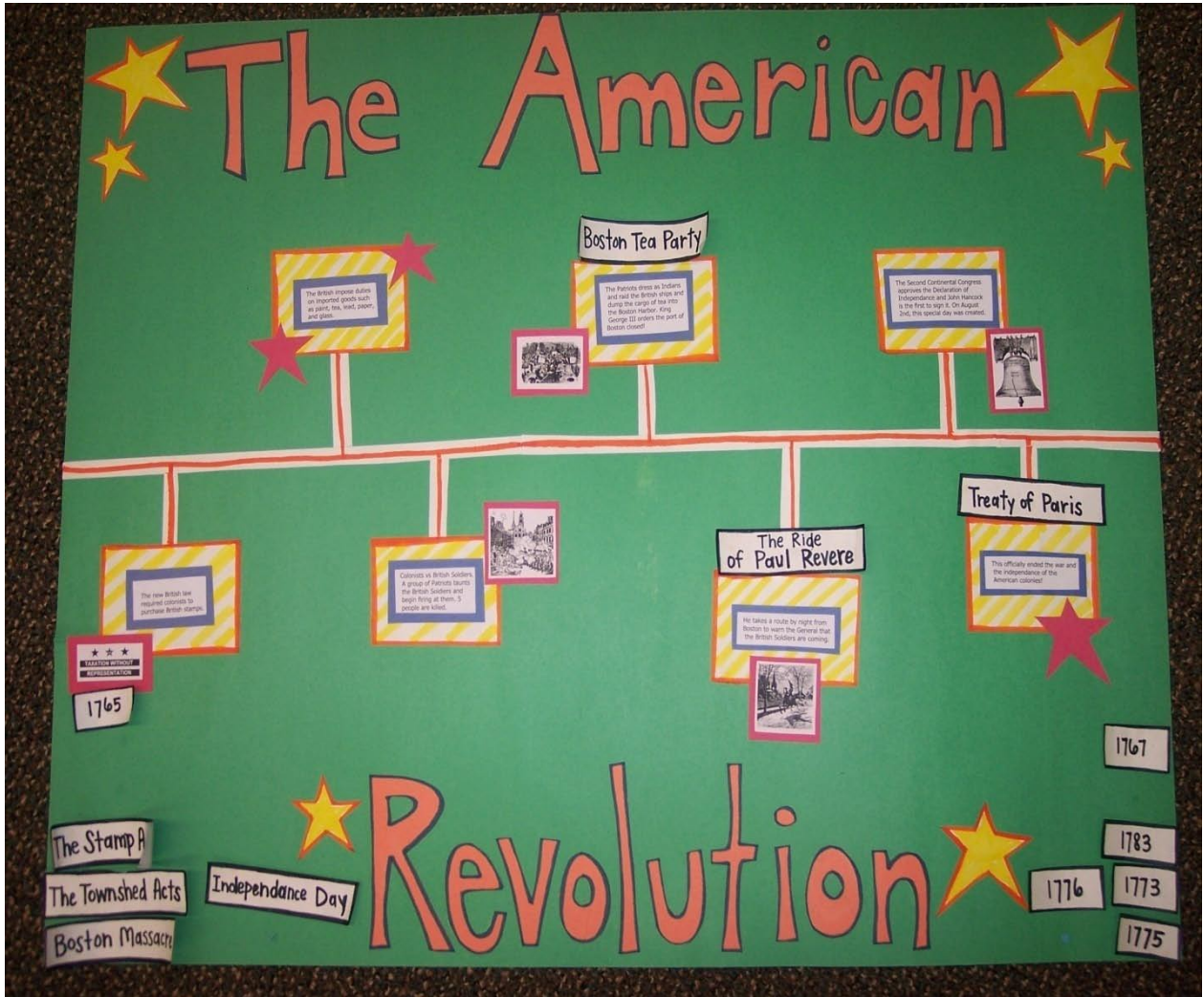
Guest Speaker

To kick off my unit, I plan on bringing a guest speaker into my classroom for the afternoon. I will have a fellow teacher or personal friend come in dressed up as Deborah Samson. Samson was a very important woman during the Revolutionary War that actually fought alongside men for freedom. I will obtain information about Samson and her life from this website: <http://userpages.ug.com/captbarb/femvets.html>. It is known that Samson was close friends with Paul Revere who helped her own her first land as a gift from George Washington for all of her investment in the military. I would begin by having her talk about her life and then allow the students to ask questions as well. This will be my kick off to the lesson to get the students excited about what they will be learning for the next several weeks. As the students ask questions, it will be a good time for me, as the teacher, to see what they know or are interested in as well.

With the guest speaker still in character, I would go right into my first lesson in the unit. I will begin with candle making because I can directly have Ms. Samson discuss their importance in everyday life and in the war during the 18th century. I will then plan to teach right alongside the speaker as we carry out the lesson.

Bulletin Board

My interactive unit consists of a timeline where students can physically match up important event to descriptions. Each of these events will be visited during the unit. One the timeline is pictures and descriptions of each event. The student will then match up the name of the event and the date to the correct descriptions. These will be located at the bottom of the bulletin board for the students to move when the time comes. TO use this bulletin board, I will have the students move them to where they think they are appropriate at the beginning of the unit. After we visit each event, I will have the students move the names and dates if they think it is necessary. To check for correct answers, the pictures on the bulletin board will be flaps that can be lifted up. The answers will be located under the flaps.



December 8, 2008

Dear Parents or Guardians,

I am excited to inform you that our class will be starting our social studies unit on The Revolutionary War next week. Our main focus within the 5th grade is to learn the importance behind our country's history. Your child will get a hands-on insight to understand how the country was first formed and the important people that made it all possible! Throughout the unit we will be bringing social studies into every subject including: P.E., science, writing, reading, cooking, math, music, art, and drama. Your child will be responsible for completing projects, readings, and papers. It would be very helpful if you would continue to stay involved throughout the next several weeks.

My goal is that these activities create a fun and interactive learning environment for your child. Some of the lessons your child will be engaging in are cooking the colonist's staple food, learning a common dance from the 18th century, playing games that the children enjoyed, and researching various battles.

This year we will have an exciting guest speaker kick off our unit for the class! On Monday, Ms. Deborah Samson will be joining our class. Ms. Samson was a woman that worked alongside men on the battlefield during The Revolutionary War. Because of her courageous efforts, Ms. Samson was recognized by George Washington! Our speaker will be talking about her life and the effects of the war. Also at the end of the unit, the class will be taking a field trip to the Detroit Historical Museum. Here there are "living history interpreters" that will guide us through life in the 18th century! This will be an exciting event for your child to participate in for the day. More information will come as the end of the unit begins wrapping up.

Because the students tend to enjoy engaging in learning, I feel this unit will be a great way to learn our 5th grade content. If you have any questions or concerns during this time, please do not hesitate to call or email me.

Sincerely,

Miss Bridgett Shultz

Miss Bridgett Shultz

School Phone: 1 (260) 123-4567
Home Phone: 1 (260) 555-1234
Email: BMSultz@Machester.edu

Revolutionary War Unit (Art)

Lesson Plan by:

Bridgett Shultz

Lesson: Homemade Candles **Length:** 45 minutes **Grade Intended:** 5th

Academic Standard(s):

Arts: 5.1.1 Identify the relationship between a work of art and the geography and characteristics of the culture.

Language Arts: 5.6.8 Use simple sentences compound sentences in writing.

Social Studies: 5.1.1 Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.

Performance Objectives:

Given the supplies, the students will create wax candles while connecting the processes of how the colonists once created them in mind.

Given computer time, the students will type a paragraph discussing the differences between today's light sources to that of the 18th century following a rubric.

Assessment:

The teacher will be observing the students throughout the process of candle making. The teacher will grade the paragraph by using the rubric and the candle making through participation and completion.

Advanced Preparation by Teacher:

- Crockpot or pan over the stove with heated wax (outside)
- String cut and tied for each individual student
- Hangers to use for drying
- Reserved computer lab for 20 minutes

Procedure:

Introduction/Motivation: Now that we have just heard from Ms. Samson about the life in the colony lets learn how to candles like the colonists did in the 18th century. Before going outside have the students gather at the reading area as a group. On the white board the teacher will ask the students to think to themselves what the inside of a house would have looked like in the 18th century with candles as lighting. (Bloom's Knowledge) Now turn to your neighbor and discuss what you saw. (Bloom's Comprehension) Then we will go into the lab while they are drying to write about different forms of lighting.

Step-by-Step Plan:

1. Today we are going to create our own candles for lighting.
2. First we will go over the correct way to dip a candle. After several rounds of dipping we will allow them to dry and cut them apart. Each of you will be with a partner as you walk through the line. Partners, make sure you are helping out if any extra hands are needed. (Gardner's Bodily-Kinesthetic)
3. The teacher will hand out the strings and pair up the students. The students will have to concentrate and be aware of what others are doing as well. By a half dozen times through the line, the students should have their candles

created. (Bloom's Application) (Gardner's Interpersonal)

4. Once the candles are done and drying (about 25 min. to finish), the class as a group will go to the lab as a group to write about the differences in lighting from today to the 18th century. (Bloom's Application and Comprehension) (Gardner's Linguistic)

Closure: After the class has effectively completed the candle making and paragraph I would have the class meet back to the reading area. What differences did you notice and write about from today's lighting to that of the 18th century? (Bloom's Knowledge) Which one would benefit you and which would benefit the environment better? Tomorrow we will start talking about Paul Revere and his ride to Boston. This is also someone who is very dear to Ms. Samson!

Adaptations/Enrichments: To adapt this, the students could share their paragraphs to the class. (Garner's Interpersonal) Could also have the students recreate their paragraphs using a calligraphy pen with ink. This is another tedious task that was used in the 18th century. The class could then discuss the differences in today's writing devices as well. (Gardner's Interpersonal) The candles could be dipped in a pot of wax over a fire like the colonists used. (Gardner's Bodily-Kinesthetic)

Self-Reflections: Did the students actively participate in the activity? Did they show progression through the 3 stages? Did they help each other out when needed? Did they follow the given rubric to write the paragraph? Did my adaptations help the students learn on a different level? What can I do differently the next time I teach this lesson to further engage the students?

Name: _____

Unit: Revolutionary War (Art)

Date: _____

Content:	1 point	2 points	3 points	Points:
Connections	The student failed to connect the difference between the 18 th century and today.	The student made one connection to the two periods with little support.	The student made several connections to the two periods and supported the choices well.	
Sentence Structure	The paragraph did not consist of at least 4 sentences. The sentence lacked simple sentences or compound sentences.	The paragraph had 4 sentences but failed to show correct sentence structure.	The paragraph had 4 sentences and correct and complete sentence structure.	
Participation	The student failed to participate in group discussion and/or individual discussion.	The student participated but did not fully engage.	The student participated to his/her complete ability.	

Comments:

Total Points: _____ /9

Revolutionary War Unit (Reading)

Lesson Plan by:

Bridgett Shultz

Lesson: Read Aloud **Length:** 15- 20 minutes **Grade Intended** 5th

"Now yesterday we our guest speaker came in and talked a little bit to you about a very special person in her life that helped her out during the Revolutionary War. Who can tell me who she was referring to? Great, it was Paul Revere! But before we start doing activities today we should probably get to know Paul Revere just like we got to know Ms. Samson."

Here I would begin talking to the students about what they remember from yesterday or prior knowledge that they already have learned. I will then begin reading the book, Important People of the Revolutionary War by Diane Smolinski. Within the book Paul Revere is discussed. This will give the students a better idea to what he did and how he helped the colonists during the war. After reading aloud I would have the students break into groups of 3-4 students to do an activity.

This activity would consist of the students reading several statements about the midnight ride of Paul Revere. These will be on slips of paper and in no particular order. The directions for this will consist of the group of students working together put the statements in correct chronological order. They will then glue them down on a poster and illustrate each statement. This will form a comic strip and the students will be encouraged to use their imagination throughout this time.

To modify this lesson, I could have the students pair up with another group and come up with their own statements to create and then trade. This could also be turned into a game where the students cannot receive another statement until something is accomplished or completed.

To assess students I will be watching the students to see they are reading aloud. This is a good skill that students struggle with so this lesson will help with that as well.

Revolutionary War Unit (Writing)

Lesson Plan by:

Bridgett Shultz

Lesson: Paul Revere **Length:** 30-40 minutes **Grade Intended** 5th

Academic Standard(s):

Social Studies:

5.1.9 Analyze the causes of the American Revolution as outlined in the Declaration of Independence.

Language Arts:

5.2.5 Distinguish among facts, supported inferences, evidence, and opinions in text.

Performance Objectives:

After reading about the Battle at Lexington/Concord, the students will write a letter in standard form using correct situations from the event and actively engage in discussion and presentation.

Assessment:

The teacher will observe the students as they write their letters, symbolizing Paul Revere. The teacher will provide help when needed and will check the letters to see if they hold correct information along with personal thoughts and ideas.

Advanced Preparation by Teacher:

- Informational text about The Battle at Lexington/Concord
- Template for overhead of correct formatting of a formal letter
- Paper and pencils for each student

Procedure:

Introduction/Motivation: Who here has ever written a letter to their grandparents, parents, or friend through the mail? (Bloom's Questions) What did you do differently in the letter to your grandparents that you didn't do in the letter to your friend? You may have written a letter with bigger words or used a different way of laying out the words. During the Revolutionary War, Paul Revere wrote a formal letter to the General telling him that the British soldiers were coming to Boston. Today you are all putting yourselves in Paul Revere's shoe as he rides his horse during the night.

Step-by-Step Plan:

1. Pretend you are Paul Revere and you are writing the letter to the General. Make sure to include important facts that are occurring during the war as well as your own personal thoughts. (Gardner's Intrapersonal)
2. Your letter should resemble the example on the overhead and include a salutation, body, closing, and signature. (Gardner's Visual)
3. Make sure to indent at the beginning of each new paragraph when you are starting a new idea.
4. Invite the students to share their letters with the rest of the class. Have the rest of the students listen closely to pick out facts and the writers opinions.

Closure: After several students have presented their letters and the rest of the class has joined in on discussion, I will assign them all partners and have them highlight each others facts that are written in the letter (Gardner's Interpersonal) Tomorrow we

will move onto science. Now we learned either how Pual Revere and colonists alike used candles to light their way in the dark, but what would the colonists use to predict the weather in the 18th century? We will have to find that out!

With extra time: True or false? I would end the lesson by reading facts from the war along with untrue statements. Each student would start standing with their social studies books open to the chapter that discusses the ride of Paul Revere. After I give a statement, the students will flip in their books to come up with an answer. Raising their hand to give a correct answer will allow that student to take a seat. Once the entire class is sitting, I will move on with the next lesson.

Adaptations/Enrichments: The students may type out their letters on a computer. They may also use the Internet or the text book for further research. The students may also create a letter without using the template.

Self-Reflections: Did the students correctly use the letter format that was given? Did they use a wide variety of events that were true in their letter? Did my adaptations help the students learn the information on a different level? What can I do differently the next time I teach this lesson to further engage the students?

(Date)
December 8, 2008

(Salutation)
Dear Mrs. Sams,

(Body)
Paragraph 1

Paragraph 2

(Closing)
Sincerely,

(Signature)
Bridgett Shultz

Revolutionary War Unit (Science)

Lesson Plan by:

Bridgett Shultz

Lesson: Predicting the Weather in the 18th Century

Idea from: <http://www.history.org/History/teaching/weather.cfm>

Length: 45 minutes **Grade Intended** 5th

Academic Standard(s):

Social Studies:

5.1.8 Identify the early founders of colonial settlements and describe early colonial resistance to British rule. (Individuals, Society and Culture)

Science:

5.2.8 Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect, and responsible participation. (Individuals, Society, and Culture)

Performance Objectives:

After observing the weathervane, the students will complete the worksheet and grid by predicting.

After completing the weathervane construction, the students will individually write in their notebooks about the differences in the weathervane with at least 3 complete sentences.

Assessment:

The teacher will observe to make sure all of the students are participating in helping their group work to make a weathervane. The teacher will look over the observations in their notebooks and graphs to see that they are accurately reading the weathervane.

Advanced Preparation by Teacher:

- Instructions for making the weathervane- One copy for each student
- Supplies
- Pictures of Weathervanes- One for each student
- Notebooks to record observations

Procedure:

Introduction/Motivation: How many of you watch the news in the morning to see what you should wear to school? (Bloom's Knowledge) Do you watch it to see what the weather will be like for the weekend or a family vacation? Well, in the 18th century, the

colonists didn't have TV. or a news channel to watch. Instead they had to predict the weather using a weathervane. The weathervane is one of the oldest weather devices. It tells us which way the wind is blowing and it shows us which way storm clouds are moving. Today we will be making weathervanes and predicting the weather outside by observing an actual weathervane!

Step-by-Step Plan:

1. The students will start the lesson by looking at 6 different pictures of weathervanes. (Gardner's Visual) They will then be placed in groups and assigned which weathervane they will be making. (Worksheet and directions given)

2. In their small groups they will work together and make a weathervane. After it is complete, the students will read the directions to find the appropriate place to observe their weathervane. (Gardner's Comprehension) (Gardner's Verbal) (Gardner's Bodily-Kinesthetic)

3. After the observations are done and recorded, the students will get the opportunity to make connections to today's weather choices. (Bloom's Analysis) They will discuss this within their small groups. (Gardner's Intrapersonal)

4. Send the students back to their seats to completely fill out their charts. (Bloom's Evaluation)

Closure: Give the students an opportunity to share their charts with the rest of the class or the individual groups. (Gardner's Verbal) Would you enjoy predicting the weather in these manners? Would it be more difficult than watching the news? (Bloom's Evaluation) For the next month we will observe and predict the weather at the school using the weathervane! Tomorrow we will spend around an hour of our day working creating music in the classroom. If it was a raining day in the colony, this might be something that they children would enjoy doing!

Adaptations/Enrichments:

The students could create a morning announcement system where one student tells the rest of the school the current weather daily.

Self-Reflections: Did the students correctly participate in the lesson? Did the students evaluate by writing in their notebooks? Were the adaptations and enrichments beneficial to the students? What can I do differently the next time I teach this lesson to further engage the students?

Instructions for after the weathervanes are complete

Step1

Pick the spot for your weathervane. Choose a location that is the highest location off the ground on your property. The top of your house, greenhouse, barn or garage are good spots for your weathervane. The goal is to allow your weathervane to work properly without having other things in the way.

Step2

Weathervanes operate by having a fairly lightweight directional spinner free to move around on the top of the weathervane. This is used to catch the wind to measure its direction. If a building, tree or some other object is blocking your weathervane in one or more directions, it doesn't give you an accurate reading.

Step3

Check the weathervane when the wind is blowing to determine which way storm or weather systems are moving. The arrow on your weather vane will point in the direction the wind is blowing toward. Therefore, if the arrow points toward the west, then you're receiving wind from the East because that's the direction from which the wind is originating. If the arrow is pointing north, then you're receiving a wind from the South.

Step4

For the next 15 minutes, watch the wind.

Step5

Write in a notebook your wind directions from time to time to watch your local weather systems. Choose to record the direction of the wind along with the type of weather you're receiving to check for any patterns.

Graph your observations:

	Sunny	Windy	Rainy	Snowy	Cloudy
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

With what you see and your observations recorded in your notebook, what do you think the weather will be tomorrow?

Instructions for Making a Weather Vane

A weathervane can easily be made from wood, tin or some other material. Both ends should be balanced and should swing freely on a central pivot.

MATERIALS:

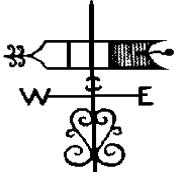
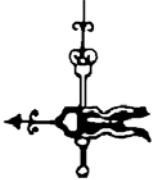




- Drawing paper
- Heavy brown grocery bags
- White glue
- Heavy wire, # 18, 20 or 22 gauge
- Black tempera paint
- Acrylic metallic copper paint
- Acrylic patina/green paint
- Scissors
- Needle nosed pliers
- Two-by-four 6 inches long, painted black

STEPS:

1. Create a pattern or patterns for your project. The design should reflect some aspect of colonial life. Consider the use of both positive and negative space in your design. Draw your design on drawing or pattern paper.
2. Trace or cut the pattern from the drawing paper and transfer the design to the surface of a brown grocery bag.
3. Glue another piece of brown bag to the back of the piece with the pattern drawn on it. Put an 18-gauge wire between the two brown bags. Place the wire where it can be utilized later to secure the design to the base. Let dry. Make one large shape for your weathervane.
4. Cut out the pattern using sharp scissors.
5. If your teacher gives permission, use your fingers instead of a brush. Brushes put on too much paint, too evenly.
6. Acrylic paint dries rapidly. It is necessary to work quickly.
7. Apply the paint in the following order:
 - a. Apply the black first, letting some of the brown paper bag show through. Let dry.
 - b. Apply the copper paint. Let dry.
 - c. Apply the green patina paint. Let dry.
8. Attach the wire of the finished shape to a piece of two-by-four cut six inches long and painted black.

<http://www.history.org/History/teaching/makevane.cfm>

	Description	Differences/Similarities
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 <p>Courthouse</p>		
 <p>Capitol</p>		
 <p>Governor's Palace</p>		
 <p>Church</p>		
 <p>College</p>		
 <p>Public Hospital</p>		

<http://www.history.org/History/teaching/vanes.cfm>

Revolutionary War Unit (Music)

Lesson Plan by:

Bridgett Shultz

Lesson: Fifes and Drums **Length:** 35- 40 minutes **Grade Intended** 5th

Academic Standard(s):

Music:

5.2.1 Play melodic, rhythmic, and choral patterns by note and by reading.

5.2.3 Play instruments independently in a group to accompany singing.

Social Studies:

5.1.1 Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect and responsible participation. (Individuals, Society, and Culture)

Performance Objectives:

Given the song "Billy Boy", the students will actively participate in playing the fifes and drums at least two times on beat.

Assessment:

The teacher will observe to make sure all of the students are singing, playing, the fifes, or playing the drums on their given turn.

Advanced Preparation by Teacher:

- At least 5 fifes (recorders)
- At least 5 drums
- Copy of the song "Billy Boy" for each student
- Song on CD
- CD Player

Procedure:

Introduction/Motivation: in the 18th century boys and girls just like us listened to lots of fun music too! But they say these songs not on the radio or CD but to something else. Does anyone know what this was? (Bloom's Knowledge) These were instruments and two very popular instruments that were used during the Revolutionary War period was fifes and drums. Can you think of an instrument that we used last year that can make a similar sound to a fife? (Bloom's Knowledge) Yes, the recorder! What are some songs that you can play on your recorder that others may enjoy singing to? (Bloom's Knowledge)

Step-by-Step Plan:

1. The teacher will start by introducing the song "Billy Boy" to the students. This is a popular song that children in the 18th century were familiar with. The first time through they will listen and follow along on their copy of the lyrics. (Gardner's Visual)
2. The teacher will model the correct way to sing the song to the students. Now play the song a second time and have the students sing along. (Gardner's Comprehension) (Gardner's Verbal)
3. Repeat modeling through the recorders and the drums to the students. Allow the students to experiment with the instruments. (Bloom's Analysis)

4. Play the song two more times to allow all students the opportunity to play the instruments and expressively sing the song. (Gardner's Musical) (Gardner's Bodily-Kinesthetic)

Closure: Thank you for all of your hard work today and participations in learning something new! What do you think boys and girls played instruments in the 18th century? Do you think they were encouraged to practice like we are today? (Bloom's Synthesis) What sing-a-long songs are still popular today that were popular in the 18th century? Here I would allow the student's time to research this topic through trade book! Tomorrow we will continue looking at games or activities that children in the 18th century enjoyed! We will begin looking at the game pickup stick. This is one that can be played inside or outside!

Adaptations/Enrichments: The students could sing with a partner playing the fifes and drums without the CD accompaniment. Students could write their own words to the tune of the song reflection today's society.

Self-Reflections: Did the students correctly participate by singing and playing the instruments? Did my adaptations help the students learn the information on a different level/ if I do this activity again, will the students be able to compare and contrast today's style to the 18th century? What can I do differently the next time I teach to further engage the students?

Billy Boy

English
Written By: Unknown
Copyright Unknown

Oh, where have you been,
Billy Boy, Billy Boy?
Oh, where have you been,
Charming Billy?
I have been to seek a wife,
She's the joy of my life,
She's a young thing
And cannot leave her mother.

Did she ask you to come in,
Billy Boy, Billy Boy?
Did she ask you to come in,
Charming Billy?
Yes, she asked me to come in,
There's a dimple in her chin.
She's a young thing
And cannot leave her mother.

Can she make a cherry pie,
Billy Boy, Billy Boy?
Can she make a cherry pie,
Charming Billy?
She can make a cherry pie,
Quick as a cat can wink an eye,
She's a young thing
And cannot leave her mother.

How old is she,
Billy Boy, Billy Boy?
How old is she,
Charming Billy?
Three times six and four times seven,
Twenty-eight and eleven,
She's a young thing
And cannot leave her mother.

Revolutionary War Unit (PE- Fine)

Lesson Plan by:

Bridgett Shultz

Lesson: Pickup sticks **Length:** 20 minutes **Grade Intended** 5th

Academic Standard(s):

Physical Education:

5.5.1 Exhibit independence and ability to succeed in groups.

5.5.2 Perform activities safely and follows class rules of conduct

Social Studies:

5.1.1 Identify and describe early cultures and settlements that existed in North America

Performance Objectives:

Given the pickup sticks, the students will play the game at least 3 times in groups of 4.

Assessment:

The teacher will observe the students as they play the game in small groups to make sure they are actively participating and following the rules. The teacher will also be monitoring to give assistance when needed.

Advanced Preparation by Teacher:

- 25 skewer sticks for each small group
- Use markers to color:
 - 1 Black
 - 7 Red
 - 7 Blue
 - 8 Green
 - 7 Yellow
- Directions of how to play- one for each small group.

Procedure:

Introduction/Motivation: If we were in school during the 18th century, about the time the Civil War took place, we may have played pickup sticks for fun at recess. Well the last time we worked on our social studies unit, we did the music lesson that could have been something that the colonist children might have done on a rainy day. Today we are going to play pickup sticks. This can be played inside and outside! Have any of you played pickup sticks with your friends before or maybe your parents? (Bloom's Knowledge)

Step-by-Step Plan:

1. Divide the students into small groups of 4 or 5 students. Give them each a set of directions and assign them a place in the classroom where they will be playing. (Gardner's Interpersonal)

2. Have one student in the group be designated to stand the sticks upright holding them all vertically in a group. The student should let the sticks drop to the floor and lay where they fall.

3. Verbally allow the students to read the directions out loud before you allow them to play. (Gardner's Interpersonal)

To begin the game:

Each student's goal is to pick up as many sticks as they can without making the other sticks move. The black stick in the group is worth the most points. The points are:

Black -25 points

Red -10 points

Blue -5 points

Green -2 points

Yellow 1-point

While someone is playing, the other players watch closely to see if any sticks move. If so, that player must drop the stick and it is another student's turn. The first player to reach 200 wins or the student with the most points wins the game if all the sticks are picked up. (Gardner's Bodily-Kinesthetic) (Bloom's Application) (Gardner's Logical-Mathematical)

4. Make sure the students know they must record the scores on notebook paper and that they play at least 3 times.

Closure: What did you think about the game? Was it easy and was it fun? Why don't we still play games like this during recess time? (Gardner's Interpersonal) (Bloom's Evaluation) Now that we have tried many activities that the colonists might have enjoyed, we will begin researching to learn more about the colony. Tomorrow we will find out about the first battle at the start of the Revolutionary War.

Adaptations/Enrichments: To adapt this game, the teacher can add more sticks or mystery sticks that could give the students more points or could take away points from their scores. This will factor in more math as well. For enrichments, the students could add in dice or marbles and have the opportunity to create their own rules to the game.

Self-Reflections: Did the students correctly participate within the game and follow the rules? Did the math problems challenge the students? Did my adaptations help the students learn the information on a different level? Were the adaptations and enrichments beneficial? What can I do differently the next time I teach this lesson to further engage the students?

Pickup Sticks Directions

Have one student in the group be designated to stand the sticks upright holding them all vertically in a group. The student should let the sticks drop to the floor and lay where they fall.

To begin the game:

Each student's goal is to pick up as many sticks as they can without making the other sticks move. The black stick in the group is worth the most points. The points are:

Black -25 points

Red -10 points

Blue -5 points

Green -2 points

Yellow 1-points

While someone is playing, the other players watch closely to see if any sticks move. If so, that player must drop the stick and it is another student's turn. The first player to reach 200 wins or the student with the most points wins the game if all the sticks are picked up.

Score Sheet:

	Player #1	Player #2	Player #3	Player #4	Player #5
<u>Game 1</u>					

Game 2

Game 3

Revolutionary War Unit (Social Studies)

Lesson Plan by:

Bridgett Shultz

Lesson: "Research Paper" **Length:** 1hr. – 1 ½ hours **Grade Intended:** 5th

Academic Standard(s):

Social Studies:

5.1.1 Identify and describe early cultures and settlements that existed in North America.

5.1.10 Identify major British and American leaders and describe their roles in key events of the war for independence

Performance Objectives:

Given the interactive website, the students will identify the war, the armies, the location, and the important events within their paper with full completion.

Given the interactive website, the students will be able to explain why the battle was important and how it changed outcomes of the revolutionary war.

Assessment:

The teacher will observe the students as they engage in looking up websites about the war. The teacher will make sure the students are writing down important information to use in their research paper. After the paper is complete, the teacher will use the checklist to assess each student. The teacher will also be monitoring to give assistance when needed.

Advanced Preparation by Teacher:

- Computer Lab reserved.
- website posted for students to have access to:
<http://www.wpi.edu/Academics/Depts/MilSci/Resources/lexcon.html>
- Hand out of what they will be graded on and what their paper should include.
- Paper and pencils to write down important information

Procedure:

Introduction/Motivation: Can anyone tell me what battle started the Revolutionary War? (Bloom's Knowledge) Well in 1775 the first battle began in the colonies. But why this occurred and what it grew into is very large! Today you all are going to investigate on the internet. You will be finding out many new things about the start of the revolutionary war. You will also be given a checklist. This will help guide you through the paper and to make sure you are putting in all the information that is necessary. (Bloom's Visual)

Step-by-Step Plan:

1. After the entire class is seated in the computer lab, have the student pull up the website. Go through and visually show the students what they are looking for, read them some important facts, and model how to open extra links as well. (Gardner's Interpersonal) (Bloom's Visual)

2. Hand out the checklists to each student and have them read what your expectations are to a partner. (Gardner's Interpersonal)

3. Have the students begin navigating on their own. Pass out paper and pencils to encourage the students to write down important information following the guidelines on the checklist. Let the students know that they are given 20 – 30 minutes to find all the facts on the checklist. (Bloom's Application) (Gardner's Linguistic)

4. If more time is needed, allow the students to continue recording information. Then direct them to begin typing their research paper on the computer. (Gardner's Linguistic) (Blooms Application)

Closure: What do you think The Battle of Lexington and Concord was important in our history? (Gardner's Interpersonal) (Bloom's Evaluation) One reason the colonists chose to leave the King was because of the strict taxes that he established. Tomorrow we will be focusing on certain taxes and how they affected the people in the colony.

Adaptations/Enrichments: To adapt this activity, the teacher can add more information, more pages, or way to act out the battle after the papers are complete. For enrichments, the students could research and design the clothing that the soldiers wore. They could also combine their papers and make a "class" research paper.

Self-Reflections: Did the students correctly participate and follow the checklist? Did the researching challenge the students? Did my adaptations help the students learn the information on a different level? Were the adaptations and enrichments beneficial? What can I do differently the next time I teach this lesson to further engage the students?

Revolutionary War Research Paper Check-list

Name: _____

Due Date: _____

Topic: The Battle of Lexington and Concord

This paper should include:

____ A beginning paragraph

____ A body

____ An ending paragraph

Within the **body** explain the following in detail:

____ The war that the battle was fought in

____ The two opposing armies that were a part of the battle

____ The date of the battle

____ The location of the battle

____ At least 2 important events that occurred during battle that may have affected the rest of the war

____ Explain why the battle was importance of the battle

____ Explain how it influenced the final outcome of the Revolutionary War

I will also:

____ Visit <http://www.wpi.edu/Academics/Depts/MilSci/Resources/lexcon.html>

____ Type my paper using Times New Romans in 12 point font

____ My paper will be checked for spelling mistakes

____ My paper will be at least one page long

Revolutionary War Unit (Math)

Lesson Plan by:

Bridgett Shultz

Lesson: "The Kings M&M's" **Length:** 1 hour **Grade Intended** 5th

Academic Standard(s):

Math:

5.7.3 Apply strategies and results from simpler problems to solve more complex problems.

5.2.1 Solve problems involving multiplication and division of any whole numbers.

Social Studies:

5.1.5 Explain the religious, political and economic reasons for movement of people from Europe to the Americas.

Performance Objectives:

Given note card directions, the students will use multiplication and division to come up with solutions to solve simple and complex problems 3 out of the 4 rounds.

Given the rules, the students will interact and actively discuss the scenarios with full participation.

Assessment:

The teacher will observe the students as they interact with one another during the game. The teacher will provide help when needed and will make sure that students are staying within their roles of the game. After, the teacher will assess through group discussion and checking over worksheets.

Advanced Preparation by Teacher:

- Note cards with Scenarios.
- Note cards with roles and jobs of the students on them.
- M&M's
- Worksheet made up for each student.

Procedure:

Introduction/Motivation: If we all lived during the colonial times, what role would you like to take? (Bloom's Knowledge) Now there are lots of people that we all can be but few that we would like to be. Just like in the colonial times, the colonist wanted to have control but all of the taxes and limitation on what they could and couldn't do limited them. Today we are going to act out a month in the colony to see what the people of the 18th century went through. Do you think it is similar to today's? (Bloom's Knowledge) Be sure to keep that in mind today!

Step-by-Step Plan:

1. Start this activity by randomly passing out the role cards to the students. On the cards it tells the student who they are, where they sit, and how many M&M's to pick up at the front of the room. Whoever gets the King card will be "in charge" of the group for the time. Allow the "King" to read the speech to the rest of the group that is attached to their note card. (Speech attached) (Gardner's Linguistic) Other players will be: 2 tax collectors, 2 members of Parliament, and the colonists.

2. Now have the tax collectors hand out the calendars to the colonists. Here the

calendars show which days taxes are due and how many are due. The Parliament will draw from your tax cards one at a time to see what is going to be taxed. The King reads. After each card is drawn, the tax collectors will go around the room and collect from each student who needs to pay. This will be repeated until all tax cards have been drawn.

When all taxes have been paid for all items, Parliament will divide the taxes up between them, the tax collectors, and the King. The King will get 50%, Parliament gets 30% to divide between them, and the tax collectors get 20% to divide between them. (Garner's Visual) (Gardner's Verbal) (Gardner's Bodily-Kinesthetic)

3. Each question allows the colonists to do simple math in order to know what to pay to the King. It allows the tax collectors to keep track of what each member pays and to recount what they are receiving. And the king must count all collections at the end of the game, with the help of the whole class.

4. After several rounds of the activity or until most colonists have lost all of their M&M's, give the class time for discussion. Invite the students to share their thoughts about the game and their personal roles with the rest of the class. Have the rest of the students listen closely in order to accurately fill out their worksheet.

Closure: After several students have presented their thought and the rest of the class has joined in on discussion, I will assign them all partners to discuss the issue of taxation without representation. (Gardner's Interpersonal) Now do you see why the colonists revolted from King George? (Bloom's Knowledge) I would end the lesson by pulling up the website

http://www.mce.k12tn.net/revolutionary_war/american_revolution.htm

on the overhead for all the students to see. This website shows the events that the colonists were involved with as they fought for freedom. As a class we would move into our next math lesson on finding the distance between several colonies and events. This will show the students how far the colonists traveled for their quest of freedom!

Tomorrow we will continue learning about the colony and the colonists. We will begin working on our class play called "13 Colonies"!

Adaptations/Enrichments: The students may try out different roles each week. They may also use the internet website to help test their knowledge for the quizzes that could be assigned by the teacher. (Example given) The students could have a partner during the game to figure out the math problems together. The students may also create their own speeches to the rest of the class explaining who they are and what they believe in, just like the "King" had at the beginning of the game.

Self-Reflections: Did the students correctly participate within the game and follow the rules? Did they get a wide variety of events that were helpful and knowledgeable from the website? Did the math problems challenge the students on a different level? Did my adaptations help the students learn the information on a different level? What can I do differently the next time I teach this lesson to further engage the students?

King's Speech:

"My name is King George the third. I am the King of Great Britain. When I was 22 I was crowned King. I have many rules and things are done by my terms and on my time!"

Sample Cards:

King: You are the King of Great Britain and don't agree with the colonists' independence. You tax their products and get 50% of all the profits.

M&M's: Start with 0. You will end with a lot more!

Parliament: Congratulations, you help the King out! Today you are in charge of making sure every colonist is taxed because you are given that power. Good luck and stay strong.

M&M's: Start with 5. You get a 15% profit from the King for all your hard work!

Tax Collectors: Today you are in charge of keeping a good watch on the colonists. You are chosen for this duty because you are tough and do not back down. Each day taxes are due you will collect them from the colonists.

M&M's: Start with 10. You get a 10% profit from the King for all your hard work!

Colonists: Today you are a member of the colony trying to break away and form independence from the King and his rules. Because of this the King is upset and continues to tax your every move. He is in charge so no matter what, you must obey!

M&M's: Start with 20 and use them wisely throughout the month.

Sample Calendar:

APRIL 1775

Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Within each day:

example...

April 1: The Colonists are illegally making white tennis shoes. The colonists made 1,421 pairs of shoes when the King only allowed for 1,400 to be made. Then the colonist divided the shoes between 5 towns. How many pairs ended up in each town. How many individual shoes did each colony have to sell?

_____ pairs in each town. _____ individual shoes.

FOR TAXES: If you are wearing a pair of these white shoes today, pay the tax collectors 3 M&M's.

Example Worksheet from Website:

*This quizzes can be printed once completed or checked by the teacher as they are

working as well. Students may try them first and then discuss correct answers as a class. Teacher may use quizzes as a study guide for exams.*

1. The British ruler was called _____ .
2. Many Americans disobeyed the law called the Proclamation of 1763 and moved across the _____ to the west.
3. In 1764 the British passed a law that forbid colonists from printing _____
4. The Stamp Act was a law placed a tax on _____ .
5. The group of British people who made the laws were called the _____ .
6. By "No taxation without representation" the colonists meant:
 - A They didn't want to pay any taxes to the British.
 - B They taxes they had to pay were much too expensive.
 - C They had no say in deciding what would be taxes and they didn't want to be taxed until they did have a say.
 - D They wanted the taxes to be higher.
7. In October of 1765 a group of people from nine colonies met in New York City to talk about the _____ .
8. Repeal means _____ .
9. In 1767 the British passed the _____ Act which put taxes on paint, glass, tea, and paper.

Information to do this lesson from:

<http://darter.ocps.net/classroom/revolution/george.htm>

<http://www.hannibal.k12.mo.us/Curriculum/SocialStudies/Grade05/5SS2/5SS2%20LO3.htm>

<http://www.hannibal.k12.mo.us/Curriculum/SocialStudies/Grade05/5SS2/5SS2%20LO3.htm>

Revolutionary War Unit (Drama)

Lesson Plan by:

Bridgett Shultz

Lesson: 13 Colonies **Length:** 1hr. – 1 ½ hours **Grade Intended:** 5th

Academic Standard(s):

Language Arts:

5.5.6 Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as appropriate.

Social Studies:

5.1.7 Identify and locate the 13 British colonies that became the United States and describe daily life (political, social, and economic organization and structure).

Performance Objectives:

Given the checklist, the students will accurately write a postcard to England from the colony with correctly doing 5 out of the 6.

Given the play, the students will actively portray life in the colonies with full participation.

Assessment:

The teacher will observe the students as they engage in working with one another as they read the play. The teacher will make sure that students are writing the postcards completely. After complete, the teacher will use the check-list to assess each student. The teacher will monitor and give assistance if needed too.

Advanced Preparation by Teacher:

- postcards (one for each student)
- check-list hand out for each student
- Script for play (one for each student) <http://www.badwolfpress.com/13.htm>

Procedure:

Introduction/Motivation: Can anyone tell me about how the 13 colonies first began? (Bloom's Knowledge) Well in 1775 the first battle began in the colonies. But many people risked their lives for freedom from England. Today you all are going to investigate through reading a play as a class. You will be finding out many new things about the start of the revolutionary war. You will also be given a checklist. This will help guide you through the postcard that you will be writing to send back to England to tell your family all of the wonderful news. (Bloom's Visual)

Step-by-Step Plan:

1. After the entire class is seated and has been given parts, have the students begin looking through the script. Go through and visually show the students what they will be reading. Also stop periodically to allow the students to ask questions or to talk about the important facts. (Gardner's Interpersonal) (Bloom's Visual)

2. Hand out the checklists to each student and have them read what your expectations are to a partner. (Gardner's Interpersonal)

3. Have the students begin reading on their own. Allow the students to write down new and exciting facts that they may want to use in their post cards.

4. Let the students know that they will be given 20-30 minutes at the end of the class hour to accurately write a postcard following allow this the checklist. (Gardner's Linguistic) (Blooms Application)

Closure: Do you think all of the people that risked their lives during the move to the 13 colonies was important in our history? (Gardener's Interpersonal) (Bloom's Evaluation) Our next step with the Revolutionary War is to write autobiographies on these very important people we are learning about! This is what we will begin to focus in on tomorrow.

Adaptations/Enrichments: To adapt this activity, the teacher can have the students get a pen pal from England and write letter back and forth. The students can practice this play throughout the unit to perform the rest of the 5th grade classes. For enrichments, the students could research one specific person from the 13 colonies to do a research paper on.

Self-Reflections: Did the students correctly participate and follow the checklist? Did the researching challenge the students? Did my adaptations help the students learn the information on a different level? Were the adaptations and enrichments beneficial? What can I do differently the next time I teach this lesson to further engage the students?

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13 Colonies Postcard Checklist

Name: _____

Date: _____

___ I wrote the address on the right hand side of the postcard.

___ I made sure my words were on the left and side of the postcard.

___ I drew a picture on the front showing the scenery of the 13 colonies.

___ I told the families in England one thing that I like about the colonies and one thing I dislike.

___ I used correct punctuation and grammar.

___ I checked my work before turning it in.

Sample Postcard:

<p>Greetings,</p> <p>Information that follows the rubric.</p> <p>Miss you deeply, Bridgett</p>	<p>Bridgett Shultz 604 E College Ave. Box # 869</p>	<div data-bbox="878 1520 1365 1919" style="border: 1px solid black; padding: 10px; text-align: center;"><p>Mr. & Mrs. John Bremer 555 South Turkey Crossing Fairway, England 02134</p></div>
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Revolutionary War Unit (Storytelling)

Lesson Plan by:

Bridgett Shultz

Lesson: Autobiography **Length:** 45- 1 hr blocks **Grade Intended** 5th

"Yesterday we finished up with our play and wrote post cards to our loved ones left in England. If you remember, at the end of the post card writing I asked you questions and one of them was if you thought they all risked giving their lives for the war daily? Well today we are going to work on researching through books. By the end of this lesson you will become an important person from the 18th century."

Here I would begin talk to the students about how to find books that are informational. After library time, I would conference with students to make sure they all research correctly. A rubric would be given and a time limit for their speech to the class as well. This would be an activity that would take longer than one day and it would be sent home with the students to practice as well.

To modify this lesson, I could have the students dress up for their part or incorporate another art lesson into the unit so that the students could create their costumes.

To assess students I will be watching the students to make sure they are practicing when time is given and following directions as they work independently. I would also grade the given rubric after speech.

"Tomorrow I would like everyone to bring back their costumes or keep them here at school tonight. We will be learning a very popular dance from this period and I think it would be great if we dressed as the colonists to do this too!"

Revolutionary War Unit (PE-Gross)

Lesson Plan by:

Bridgett Shultz

Lesson: "The Virginia Reel" **Length:** 45 minutes **Grade Intended:** 5th

Academic Standard(s):

Physical Education:

5.1.3 Demonstrate the ability to perform more complex rhythmic skills alone and with a partner.

Example: Perform rhythmic body movements and communicate ideas and feelings with and without music.

5.7.3 Engage in and enjoys independent and interactive physical activity.

Social Studies:

5.1.1 Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.

Performance Objectives:

In order to learn about past culture, the students will actively participate and interact with one another through dance.

Assessment:

The teacher will be observing the students throughout the process. The teacher will be watching for active listening and participation with correct attitudes and behaviors.

Advanced Preparation by Teacher:

- Reserve the gym for this activity
- Have two lines made out of tape about 4 feet apart to have the students stand on
- CD and CD player with music available

Procedure:

Introduction/Motivation: Allow the students to get back into character and inform them that it may be beneficial to put on their gym shoes as well. As the students enter the gym for this activity, have them line up on the baseline of the gym, girls on the left and boys on the right. Match them up with partners and if there is not an even number of boys to girls, just match them together as well. Does anyone know any popular dances that people would do during the American Revolution? (Bloom's Knowledge) If no one knows, just have them guess. Begin playing the music for the Virginia Reel and see if anyone can guess. Give a brief lesson on the background of the Virginia Reel and instruct the students to join you on the tape lines, one partner on one and the other partner on the other.

Step-by-Step Plan:

1. Today we are going to learn about the popular dance the Virginia Reel.
2. The first time we will learn it together, the second you will practice with your partner, and the final time you will perform with the music! This dance requires rhythm and communication with your partner and the rest of the class. Where you are standing on the tape will determine which pair is first and which is last. Now talk to your partner to decide who will lead the motions first and who will follow. (Gardner's Bodily-Kinesthetic and Intrapersonal)

3. The teacher will throw out cues to the class on who goes when. The students will have to concentrate and be aware of what others are doing as well. By the 3rd round, all students should be able to accurately recreate the Virginia Reel. (Gardner's Verbal and Intrapersonal)

4. The class will continue to practice and will create similar outfits to those of the war. The class will present this dance to the rest of the school at the PE Extravaganza.

Closure: After the class has effectively completed the dance I would have them circle up. What are some differences in today's dance to the Virginia Reel? (Bloom's Knowledge) What other differences did you notice? Our last activity will be cooking. I know that you all have been excited to do this one so there are some things we have to remember for tomorrow. I sent a note home with all of you earlier this week asking your parents to help with the supplies. Most of you have brought those in but if you have not remind your parents tonight!

Adaptations/Enrichments: To adapt this, the students could get all of the movements on paper for them to visually see. A different rhythm of music could be picked that would be a slower beat. An enrichment could include having the classmates take turns doing the teachers job of calling out the movements to the rest of the class. This could be another form of memorization for the students.

Self-Reflections: Did the students correctly participate in the activity? Did they show progression through the 3 stages? Did my adaptations help the students learn the dance on a different level? What can I do differently the next time I teach this lesson to further engage the students?

Revolutionary War Unit (Cooking)

Lesson Plan by:

Bridgett Shultz

Lesson: "Corn Craze" **Length:** 45 minutes – 1 hour **Grade Intended** 5th

Academic Standard(s):

Social Studies:

5.1.1 Identify and describe early cultures and settlements that existed in North America

Performance Objectives:

After making cornbread, the students will write a 3 sentence reflection on their personal thoughts of the 18th century food.

Assessment:

The teacher will observe to make sure all of the students are participating in making the batter to cook. The teacher will look over the sentences to see if the students enjoyed cooking cornbread with one another.

Advanced Preparation by Teacher:

- Copies of the recipe for each student
- Supplies
- Ingredients
- Internet: to watch the demonstrational movies on how to make cornbread.

Procedure:

Introduction/Motivation: How many of you have chores around the house? (Bloom's Knowledge) Do any of your chores consist of cooking or helping bake with your parents? Well, in the 18th century, the colonists couldn't just take a Twinkie out of the wrapper and eat it for a snack when they were hungry. Instead they had to cook. Because of this cooking was learned by everyone at a very young age. How many of you live near a corn field or own a field? (Bloom's Knowledge) Well, corn was the staple food in many of the colonist's diets. A staple is something that is the main food eaten and the main source of energy in the diet. One popular choice to cook and eat was cornbread!

Step-by-Step Plan:

1. The students will start the lesson by watching an informational video on how to make cornbread. (Gardner's Visual)

Website online: <http://www.youtube.com/watch?v=-t5AHdwc5VI&NR=1>

2. The students will be put into small groups with the needed supplies and ingredients. The students as a group will make the cornmeal as demonstrated in the video. (Gardner's Comprehension) (Gardner's Verbal) (Gardner's Bodily-Kinesthetic)

3. After the cornbread is complete and cooked, the students will get the opportunity to test it out and see if they would choose it as a snack today. (Bloom's Analysis) They will discuss this within their small groups. (Gardner's Intrapersonal)

4. Send the students back to their seats to write a 3 sentence paragraph on why they did or didn't like the cornbread and if they would eat it the 18th century food as a snack today! (Bloom's Evaluation)

Closure: Give the students an opportunity to share their paragraph to the rest of the class. (Gardner's Verbal) Would you enjoy cornbread or corn as the staple food in your meals? (Bloom's Evaluation) If you enjoyed cooking and eating the cornbread, it is really easy to make again at home with your parents help. Take the recipe and let your entire family enjoy what the colonists liked!

Adaptations/Enrichments:

The students could create a 3 paragraph paper on the history of corn and why it was the staple of the new world. This could tie in social studies and researching. The recipe could also be doubled and the students would have to break down the fractions to make the correct amount.

Self-Reflections: Did the students correctly participate in the stages of cooking the cornbread? Did the students evaluate the cornbread through writing sentences on their own thoughts? Were the adaptations and enrichments beneficial to the students? What can I do differently the next time I teach this lesson to further engage the students?

Homemade Cornbread Recipe

Preheat oven to 425 degrees
In a greased 9x9' pan: Cook for 20-25 minutes

1 cup flour
1 cup yellow cornmeal
¼ cup sugar
4 teaspoons baking powder
¾ teaspoon salt
1 cup milk
2 eggs
¼ cup vegetable oil