

# Revolutionary War Unit



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Dec. 8, 2008  
EDUC 327

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December 8, 2008

Dear Parents and Guardians,

In our fifth grade classroom we will be working on a Revolutionary War Unit for the next few weeks! This is going to be a lot of fun for your children and I can not wait to get started. Even though this is a social studies unit we will be incorporating all subject areas including math, science, writing, storytelling, music, art, physical education, cooking, and more.

We will start this unit next Monday with a guest speaker. This speaker will be my grandfather. I'm sure your children will love this. He will come in dressed up as a soldier and will bring many artifacts with him that the students can handle. Everyone is welcome to attend this fun filled day. If you plan on attending please write a note on the bottom slip and send it back with your child so I can get everything set up accordingly.

Many exciting things will be going on in our classroom during this unit. Your children will be learning about what it was like to be a colonist and dealing with taxes. Students will get a chance to go through an obstacle course that resembles a battle field, where they will get to wear authentic clothing.

I am so excited about this unit!! Please help me get your children excited about this unit as well. Discuss with your children what they are doing in class and reinforce what we are learning. Thank you for all your support this year!

Sincerely,

Ms. Husband

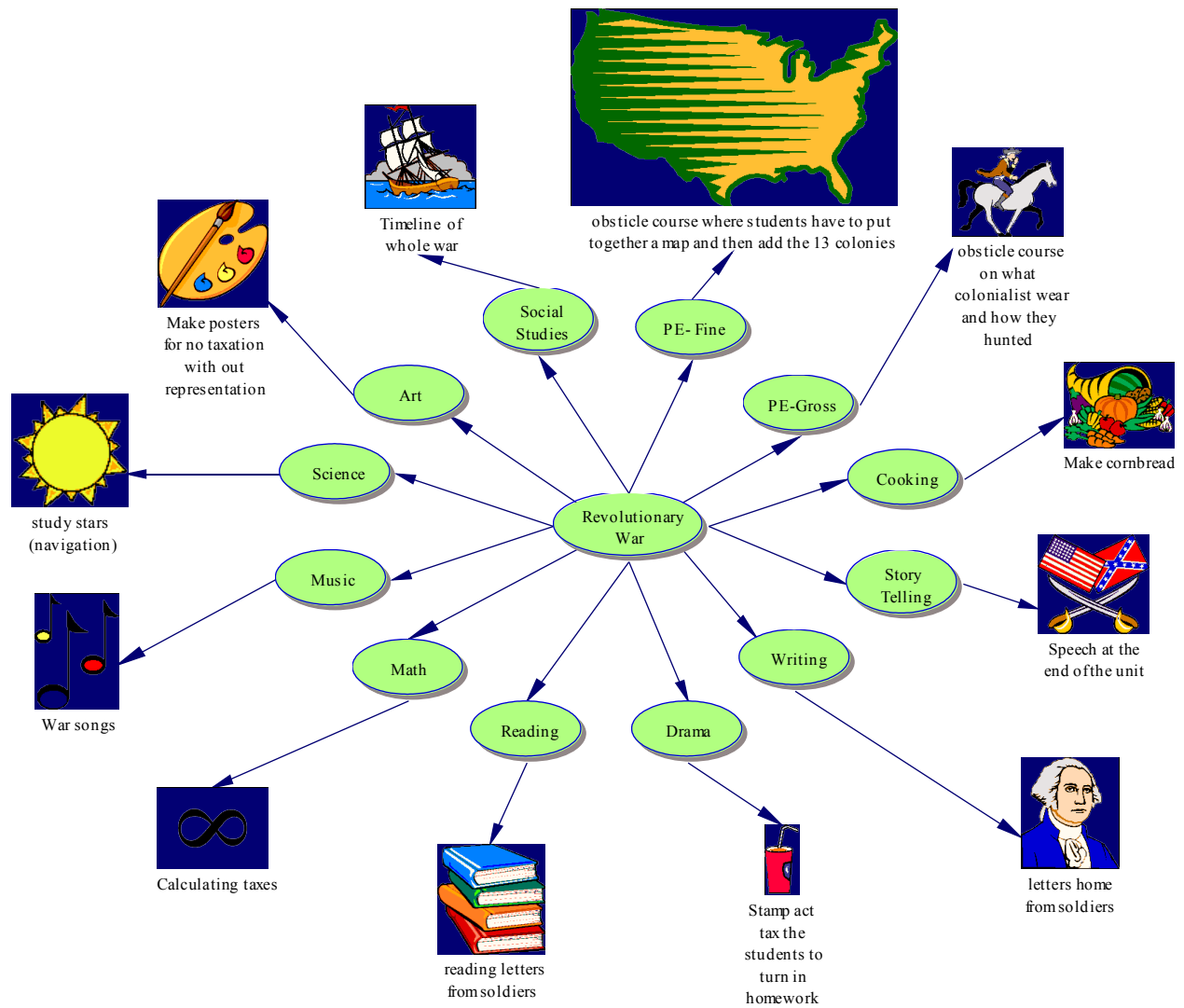
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\_\_\_\_ I would like to attend the guest speaker next Monday.

\_\_\_\_ I would like to come help throughout this unit.

Child's Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_



I choose to do a matching assessment for my pre-test because it covers just the basic information in the chapters. This test only covers the vocabulary terms and key people in the chapters. It will help me see what my students already know about the basic information. This test will help me see where my students are before starting the unit and what areas I need to focus more on during my unit.

For my post test I decided to go with multiple choice and short answer. I decided to do this because I could ask more in-depth questions and see if my students really understand the information in the unit. I also varied the questions to be different levels of blooms so that I could better assess my students learning.

I also have three students in my class that have IEP's and need their test modified to have less answers. I have inserted adapted test for these students.

MANCHESTER COLLEGE  
Education Department

LESSON PLAN by: Jennie Husband

Lesson: Clothes Obstacle Course (PE-Gross Motor) Length: 30 mins

Grade Intended: 5<sup>th</sup>

**Academic Standards: PE Standard:** 5.1.1 Demonstrate the ability to integrate locomotor (traveling action), non-locomotor (movement in place), and stability (balance) movements in more complex skills.

**Performance Objectives:** Students will complete 100% of the obstacle course using different locomotor skills and their ability to balance.

**Assessment:** Student will be assessed by whether they were able to complete the course or not. I will have a checklist and as the students make it through they will be check off the list for competition.

**Advanced Preparation by Teacher:** Articles of clothing from the 1700's, logs, pictures of animals, and water balloons.

**Procedure:**

**Introduction/Motivation:** How did you guys like our guest speaker yesterday?(Bloom's Evaluation) What were your favorite parts about yesterday? (Bloom's Evaluation) Now that we have learned some of the things that colonialist have gone through we are going to go through an obstacle course to learn more about their lives.

**Step-by-Step Plan:** We are going to need to get into four groups. Lets number off up to four. Ones over here, twos over by the window, threes over there, and fours by my desk. These are your teams(Gardner, interpersonal). No one will win or lose in this game we just need to have groups so that I have enough materials for everyone. Everyone remember who is in your group and go back to your desk so I can explain the game. Draw this on the board as you explain it (Gardner, Spatial). Everyone will start down at this end in four lines. One person will go through the obstacle course at a time. The first stop is clothing. There will be a large bag of different items that were wore in the 1700's you will need to pick out three different items and put them on. Now you are able to run to the next spot, at this stop you will see what it was like to build a log cabin. Here you will need to move four logs into place to start your log cabin. By the time your whole group gets done this log cabin should be finished(Gardner, Interpersonal). The third stop will be over here where you will have to grab a water balloon out of the bucket and throw it at the tree that has a picture of an animal. You must keep throwing water balloon until you hit the picture. This will show you how hard it was for people to hunt for their food. After you hit the tree you will have to run back to your line and tag the next person to start(Gardner, Kinesthetic). After everyone has had a chance to go through the obstacle course you may offer it to the students to

play again. You may then mix up teams and see what happens the 2<sup>nd</sup> time. At the end have the students help you clean up and regroup in the classroom.

**Closure:** What do you think about the different clothes that were wore in the late 1700's? (Bloom's, Knowledge) Would you like to wear those clothes today? (Bloom's, Knowledge) Was it hard trying to build a log cabin by yourself? (Bloom's, Knowledge) How did you feel about the water balloons, did you think it was hard to hit the tree? (Bloom's, Knowledge) What if the tree would have been moving like the animals were for the colonist? (Bloom's, Analysis) So now we know what kinds of clothes they wore, how they built their houses, and we even how hard it was for them to get their food. What other kinds of food do you think they eat though? (Bloom's, Application) Tomorrow we are actually going to cook in class. We are going to work in groups and make a common colonial food!

**Adaptation/Enrichment:** For students that are in wheel chairs or on crutches I would give them the option to work through the course with a partner. I would also make sure that the different stops were all on concrete instead of in the grass. I would also give these students an option of getting closer to the tree. I would finally make sure that there were articles of clothing that they could put on such as a shirt, hat, and gloves.

**Self-Reflection:** Did the students understand the activity? Did the students learn something from the activity? Would I do this activity again? What would I change before doing this activity again? Did the students enjoy this activity?

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Education Department

LESSON PLAN by: Jennie Husband

Lesson: Cornbread (Cooking)

Length: 35 mins

Grade Intended: 5<sup>th</sup>

**Academic Standards: Science Standards 5.2.7** Read and follow step-by-step instructions when learning new procedures.

**Performance Objectives:**

- Students will follow the directions as a group to make their cornbread, students must receive a total score of 8 out of 10 on the rubric

**Assessment:** Students will be assessed by both a rubric and informal assessment. The informal assessment will be on how well the students are working as a group. I will be taking notes while observing the students but will also take the students comments at the end of the lesson.

**Advanced Preparation by Teacher:** Flour, ground cornmeal, baking soda, baking powder, salt, eggs, buttermilk, butter, honey, 9 in. baking pan, baking spray, bowls, large mixing bowls and measuring utensils.

**Procedure:**

**Introduction/Motivation:** Now that we know what types of clothing the colonialist wore let's talk about what foods you think they ate. What do you think some common food where in the 1700's? (Bloom's, Knowledge) Think about what it would be like living in this time frame and what they would have to cook with. Cornbread was something everyone made during the Revolutionary War. How many of you have had cornbread? (Bloom's, Knowledge) Who wants to make their own cornbread today? (Bloom's, Knowledge/Evaluation) Well today we are actually going to get to make our own cornbread for everyone to have.

**Step-by-Step Plan:** "You guys will be working on this activity in your table groups. Each group will have to carefully follow the directions to make their cornbread. In your groups you need to pick a job. One person will measure everything, another person will mix everything, someone will need to read the directions, and the last person will supervise everything and help where it is needed. Every table will get a worksheet with the directions and the jobs listed at the top (Gardner, Spatial). Everyone will need to write their name next to the job they are completing. Now pass out the papers and read through the directions with the class and make sure they all understand them (Gardner, Spatial). Go over how to follow directions; where do you start, can you skip around, do you work together or everyone do a different step. Now have the students come get their supplies off the front desk. I will be in the room the whole time you are working on this activity. I will be walking around helping you and watching you, make sure you ask me any questions that you may have. Now let the students work together and make their cornbread (Gardner, Kinesthetic, Interpersonal).



After the students are done, I will get them reading quietly so that I can go put their cornbread in the oven. Once the cornbread is done cooking I will bring it back into the classroom and finish the lesson. Give the students their cornbread and let them try it.

**Closure:** Do you think it was easy making the cornbread? (Bloom's, Knowledge) Do you like the cornbread or can you not see how they use to eat so much of it? (Bloom's, Knowledge) Now write down on a piece of paper how well your group worked together. Include what went well and what didn't work out. Also say if you would change this activity in any way. Now write these questions on the board for the students (Gardner, Spatial). Now let's split up the cornbread evenly within your group so that you can take some home with you. So now that we know about the colonist, let's review from the previous unit what the colonies were and where they are located.

**Adaptation/Enrichment:** Make the groups balanced so that there are both low and high end kids in every group so that the high students can help the lower students.

**Self-Reflection:** How did the lesson go? Would I do this lesson again? Is there anything I would change in this lesson before doing it again? Did the students understand the directions? Did the lesson go smoothly? Did the cornbread turn out?

**Jobs:**

1. **Measure the ingredients**
2. **Mix the ingredients**
3. **Read the directions**
4. **Supervise the group (make sure to keep the group on task)**

**Need from the front table:**

- **Small mixing bowl**
- **Large mixing bowl**
- **9 inch baking pan**

**Ingredients:**

- 1 1/2 cups flour
- 1 1/4 cups stone ground cornmeal
- 2 1/2 teaspoons baking soda
- 1 1/2 teaspoons baking powder
- 1 teaspoon salt
- 3 large eggs
- 1 cup buttermilk
- 1/4 cup melted butter, cooled slightly
- 1/4 cup honey

**Preparation:**

Heat oven to 425°. Grease a 9-inch square baking pan or spray with baking spray.

Combine the flour, meal, baking soda, baking powder, and salt in a large mixing bowl.

In another bowl, whisk the eggs with the buttermilk, butter, and honey. Pour the egg mixture into the dry mixture and stir just until combined. Pour into the prepared pan and bake for 20 to 25 minutes, or until a toothpick inserted in the center comes out clean.

### **Rubric**

| <b>Subject</b>                  | <b>1 point</b>  | <b>3 points</b>  | <b>5 points</b>   |
|---------------------------------|---|--|---|
| <b>Following the directions</b> | <b>Students in this group missed many steps and the cornbread did not turn out.</b> | <b>Students in this group seemed to do all the steps but the cornbread didn't completely turn out.</b> | <b>Students in this group followed the directions and their cornbread turned out.</b> |
| <b>Student jobs</b>             | <b>Student did not complete their job.</b>  | <b>Students completed their job but because of minor problems in their group.</b>                      | <b>Students completed their job and worked great in their group.</b>                  |

### Extra lesson

For this lesson the students will get a blank copy of a colony map. They will color each one of the different colonies and label them. Then I will laminate them and the students will cut them apart like a puzzle. This can then be used as a review for the students before our next PE- Fine Motor lesson. This can also be used then as a time filler during this unit for the students to review the colonies and where they are located.

MANCHESTER COLLEGE

Education Department

LESSON PLAN by Jennie Husband

Lesson: Find the Colonies (PE- Fine Motor) Length: 30 mins

Grade Intended: 5<sup>th</sup> Grade

**Academic Standards:** History 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 students' prior knowledge, students will correctly identify and locate all 13 colonies as a group with 100% accuracy.

Given the students' prior knowledge, the students will to correctly identify and locate at least 10 out of the 13 colonies on their quiz.

**Assessment:** Students will be assessed by a checklist. This checklist will be a list of the students name and when they put their colony up I will check off their name. I will also take notes on each child whether they had trouble figure out what names were colonies and whether they knew right away where to put them. The students will also have a short quiz where they have to label the 13 colonies on a blank map.

**Advanced Preparation by Teacher:**

- Large Blank Map with Velcro on the 13 colonies (one per group)
- 13 colonies typed out with Velcro on back
- Space outside
- 2 cones or dots per group (anything that students can use as a marker to run around)
- Somewhere to hang up the large maps (tree, side of the school, portable chalk board)

**Procedure:**

**Introduction/Motivation:** We all practiced what the colonies are and where they are located when we colored our maps right? (Bloom's, Knowledge) Well today we are going outside to play a game. Tell them that they will be doing a relay to review what the 13 colonies are and where they are located.

**Step-by-Step:** Before going outside you will want to explain the game. "Once we get outside we are going to split into groups. Each group will have a copy of this map (hold up map) and these colony name tags (hold up the colony strips)." (Gardner, Visual)

(Draw this on the board as explaining it to the students) (Gardner, Visual)

"How we are going to play this relay is your maps with be here, and your team will be lined up here. So you are going to start here and one person at a time run around these cones and then you will go in the middle grab colony name tag, make sure it's a colony and then run over and put it on the map (Bloom's, Knowledge). Once your tag is on the map run back to your line and the next person can go." Then take the students outside and show them where the cones, tags, and maps are at. Start by asking the

students what the 13 colonies are? (Bloom's, Knowledge)(Gardner, Linguistics) Split up the students and let them begin (Gardner, Kinesthetic). You also may want to play this game twice and mix up the teams the second time that way people won't say well "I'm better than you" because everyone will be mixed.

**Closure:** Have a discussion with the students, ask different questions on reciting the colonies (Bloom's, Knowledge) and why the colonies are located where they are?(Bloom's, Application) Also talk to the kids and see if the activity helped them, if so ask if this will help them with other subjects/topics. Then pass out a short quiz for the student to take on the 13 colonies and where they are located. "Now that we know about the colonialist and the colonies, let's learn more about what the colonist had to deal with because they were still under King George III rule and the taxes that he placed on them."

**Adaptation/Enrichment:** To enrich this activity you can change the movements, instead of just running you can hop, jump, crawl, etc. To enrich it on the social studies side you can add extra tags with city names on them so the students have to pick out the colonies from non-colony tags. To adapt this activity for a class that may have a student in a wheelchair, you could move it from the grass to a pavement area so it's easier for a wheelchair to roll around the cones. For students with crutches you can give them the option to hop through it if that's easier, you could also shorten the course for them maybe have them go around one cone instead of two. For students with severe learning disabilities you could partner them up with someone else. The person helping could start at the front of the line and run through first for their turn. Then when it comes to the person they are helping, they will help them through the course, to pick a colony tag, then also to put it on the map.

**Self-Reflection:** Were students able to complete the map? Did I clearly explain the directions, or did students have many questions? Were the students able to pick out the different colonies and remember where they were located? Did this lesson overall run smoothly? If not what can I do differently to help this lesson be more successful?

## Colonies name tags

New York

Pennsylvania

Delaware

Connecticut

Massachusetts

New Hampshire

New Jersey

Virginia

Maryland

South Carolina

Rhode Island

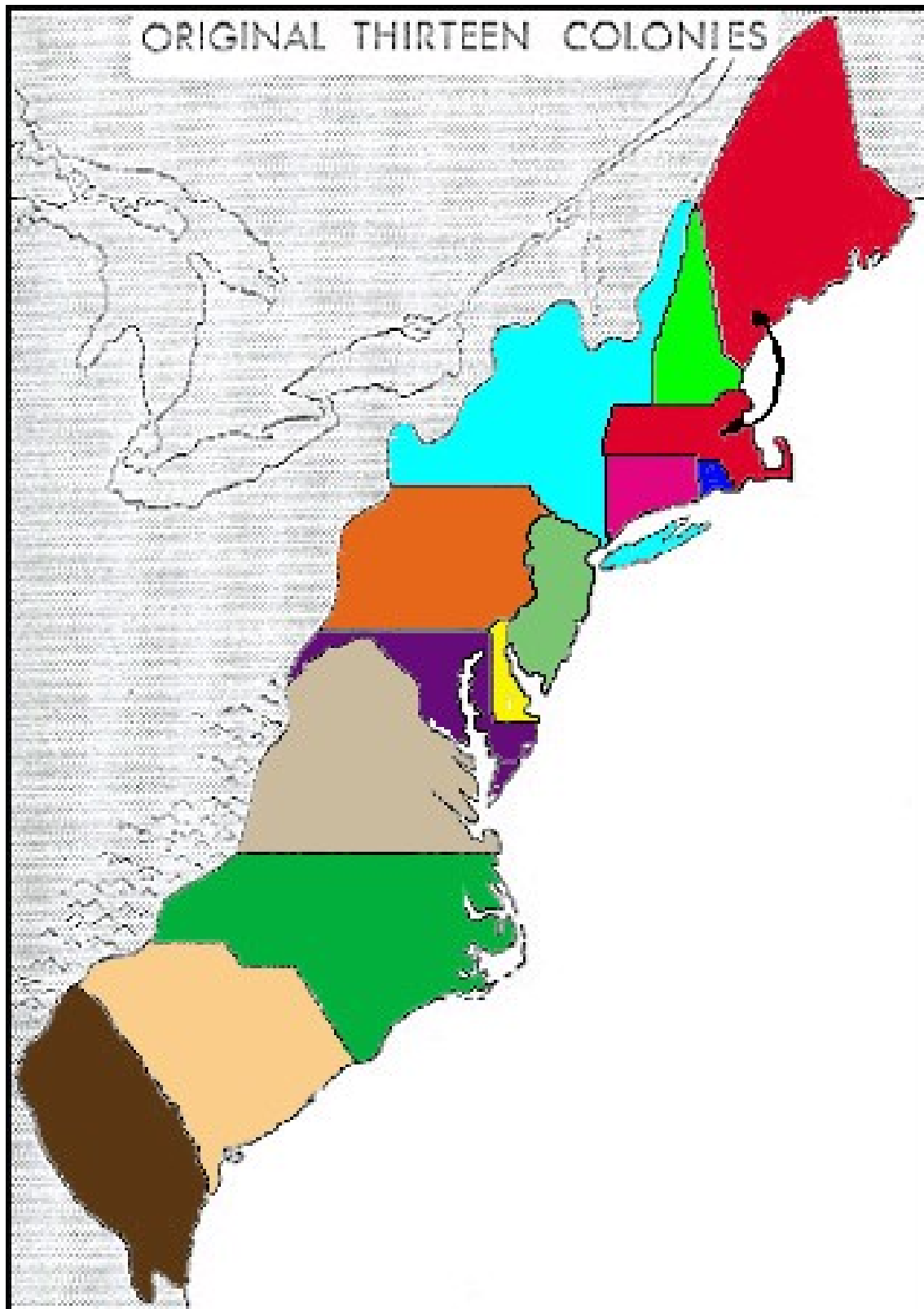
North Carolina

Georgia





Colo



# nies Map

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LESSON PLAN by Jennie Husband

Lesson: Stars (Science) Length: 30 mins

Grade Intended: 5<sup>th</sup>

Original idea

- As we already know from our previous lessons, colonialist lived very different then we do today. We have learned that they hunt different, their food and clothing were different, and even how they got from place to place was different.
- Explain how many people used the stars as a way of navigating.
- Time this so now the students are going to lunch so it gives you time to set up.
- Move all the tables back in the classroom and have glow in the dark stars. Place them on the ceiling.
- When the students come back explain the game. Students will have to use the stars to find different spots around the room.
- You may turn the lights off to make it more difficult or leave them on to prevent many problems.
- Give the students a paper that gives north and south directions with them knowing that where the North Star is on the ceiling.

Sample worksheet

1. Start on the red X on the floor.
    - a. Locate the north star and travel three paces directly south
    - b. Now turn west and travel 5 paces.
    - c. You should be at a small circular object what is it \_\_\_\_\_.
- Students will then be graded based on their answers on their worksheet.

### Extra Lesson

I will read chapter 8 lesson 1 to the students in class during our social studies time. Students will have to follow along in their books. I will do this as a think aloud stopping to point out important information to the students to set them up for our next lesson on the Stamp Act and taxes.

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Education Department

LESSON PLAN by Jennie Husband

Lesson: Stamp Act Taxes (Math) Length: 30 mins

Grade Intended: 5<sup>th</sup> Grade

Idea taken from: Patricia King Robeson (Montgomery County Public Schools)

Source: [http://www.montgomeryschoolsmd.org/curriculum/socialStd/grade5/Cant\\_Behave.html](http://www.montgomeryschoolsmd.org/curriculum/socialStd/grade5/Cant_Behave.html)

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

**Math:** 5.5.7 Add and subtract with money in decimal notation.

**Performance Objectives:**

- Given the class discussion, students will describe, on the back of the math worksheet, one reason how today's Americans demonstrate being respectful and responsible citizens with 100% accuracy.
- After going over the first worksheet as a class, the students will accurately add and subtract money in decimal notation on the second worksheet receiving at least an 80%

**Assessment:** Student will be assessed on their worksheets they turn in. The worksheet on the different taxes will just be checked for completion. The paycheck worksheet will be graded for accuracy and the students must get at least an 80% or they will have to make corrections to their worksheet and come explain what they did and the right way to solve the problems. The students will also be assessed on their response to the question "What is one reason how today's Americans demonstrate being respectful and responsible citizens?" Students must answer "By paying taxes." If not we will go over more in-depth that paying taxes is a way to be a responsible citizens.

**Advanced Preparation by Teacher:** Copies of the two worksheets, overhead projector,

overhead markers, overhead copies of the worksheets, and the book *Can't You Make Them Behave, King George?* By Jean Fritz and pictures by Tomie de Paola

**Procedure:**

**Introduction/Motivation:** Ask the students what they think about when they hear the word "taxes", and then write the word on the board, remind them about the reading in Social Studies earlier in the day (Bloom/Comprehension). Let the students call out different answers, repeat them and write them on the board (Gardner/ Spatial and Linguistic). Then tell the students that you will be reading a book to them called *Can't You Make Them Behave, King George?* This story will explain the idea of a government imposing taxes to raise revenues to pay for goods and services it provides. Ask the students who they think the "Them" refers to in the title (Bloom/Application). Explain to the students that this book describes the life of King George III and the "Them" refers to the colonists. Finally read the story to the students, and discuss the book with the students (Gardner/Linguistic).

**Step-by-Step Plan:** Tell the student that after the French and Indian War, Britain needed money to pay for the ships, soldiers, food, and supplies it provided in the colonies. King George III tried to acquire money from the colonists by forcing them to pay duties and taxes. When our founding fathers wrote the Constitution, they recognized the need for taxes, to provide goods and services for the people, and we still have taxes today. Work through the worksheet Indiana State Taxes as a class. Discuss it as you go, helping the students fill out unknown parts. Then have the students work in partners/groups on the paycheck worksheet (Gardner/ Spatial, Interpersonal, and Logical). Each student will act as if their gross pay was 100 dollars and they will have to fill out the tax part and find what their net pay is (Bloom/ Application). Explain to the students that people who receive paychecks have to pay different taxes and that the tax money is taken out before they receive their paychecks.

**Closure:** Then compare this to the stamp act tax, see what the students think about state and federal taxes, are they fair, do we need them, etc. (Bloom/Application) Discuss the good and bad sides of taxes. If students think taxing is unfair discuss what the states could do instead of taxing. (Gardner/Interpersonal). This lesson will then go into the drama lesson where the students will receive a wax sealed letter and a certain pay each week. Students will then be taxed for things such as bathroom breaks, extra pencils, and turning in homework.

**Adaptation/Enrichment:** Adaptation that could be made for this lesson is if a student has trouble working in groups they can be offered to work by themselves. The other is true too, if a students need extra help you could have him work with a partner or you could give him more attention. You could also make yourself part of a group and put the low end math students in that group so that you can guide them through the worksheet.

**Self-Reflection:** Did students understand the worksheets? Could to students make the connection from the stamp act to today's taxes? Did the lesson run smoothly? If not what can be changed to help the lesson? Were the students engaged during the lesson or did the lesson seem to advanced or to low for the students?

### Questions over the book:

1. Why did King George III send scouts to advertise the fact that he needed a queen?  
(Communication networks were very limited, and the only way to receive information was to deliver it yourself or send information with someone else.)
2. How did the king acquire the silver, pearls, diamond tiara and other items which he needed for the wedding since the natural resources for these products are not available in England?  
(He had them imported from countries where they are produced.)
3. Identify two reasons the king called mountains "useless things". (The King liked to walk everywhere; mountains are hard to walk on; it is not possible to see what is happening on the other side of the mountain.)
4. Ask the students to look in an atlas and name the mountains to which the King might have been referring. (Appalachian Mountains in America, Apennines in Europe, Cambrians Mountains in Wales and the Scottish Highland or Grampian Mountains in Scotland.)
5. The Proclamation Line of 1763 stated that "Colonists could not live beyond the top ridge line of the Appalachian Mountains". Why do you think King George III made this proclamation? (After the French and Indian War, King George III gave the land on the west side of the Appalachians to the Native Americans. He wanted the colonists together in order to have control.)
6. Why did the colonists protest the Sugar Act? (The colonists wanted representation in Parliament and did not want control over their trade.)
7. Identify items which were taxed by the Stamp Act and explain the colonists' reaction to the act. (Items taxed included newspapers, pamphlets, and legal documents. Patrick Henry and Sam Adams led protests and threatened the stamp distributors.)
8. In 1767, the British Parliament passed the Townshend Duties and said the money would be used to pay governors and judges in the colonies. Explain the Townshend Duties and how the colonists reacted. (Townshend Duties taxed paper, lead, painters' colors and tea. The colonists boycotted these goods and the Sons of Liberty was formed to pressure all merchants to support the boycott.)
9. Describe the event which made King George feel like he was a father with very disobedient children. (The colonists were still being taxed without representation in Parliament, and when ships from the East India Company reached Boston, the colonists disguised themselves as Indians and threw the tea into the harbor.)
10. The second section of the Declaration of Independence listed 27 ways King George III misused his power. Identify two ways related to economics that King George used that were unfair to the colonists before the start of the Revolutionary War. (King George III taxed the colonists without their consent or representation and closed Boston's harbor to trade.)
11. On October 19, 1781, General Cornwallis surrendered his army to General Washington. Why didn't King George III receive the news until November 25, 1781? (It took 38 days for the ship to cross the Atlantic Ocean and the messenger to reach King George III.)

Education Department

LESSON PLAN by Jennie Husband

Lesson: Stamp Act (drama)

Length: 20 mins (Carried thought the whole unit)

Grade Intended: 5<sup>th</sup>

**Academic Standards: Social Studies: 5.4.9** Identify the elements of a personal budget and explain why personal spending and saving decisions are important.

**Performance Objectives:** Given the information in the letter, students will create an informal budget and will have to get 2 out of 3 on the rubric.

**Assessment:** Students will be graded by how they turn in assignments and use their chips. The students will be graded by a rubric.

**Advanced Preparation by Teacher:** Letter for each student (tea died and wax sealed), counting chips, supplies (pencils, paper, etc.), and candy.

**Procedure:**

**Introduction/Motivation:** The motivation will come when the students come in and see a wax sealed letter on their desk. Leave a message on the board telling the students when they get to their desk to open and read the instructions in the letter. This letter will explain to the student that they are a colonist and will state what their job is and what they get paid for that job. It will also explain that the teacher is the king/queen and will make all laws for the colonist. This letter will also have the taxes for different activities in the classroom (Gardner, Visual). "Now that we have learned about the different taxes placed on the colonist I thought it would be fun to have our own taxes in class and see how you guys feel about them."

**Step-by-Step Plan:** Start by explaining everything to the class (Gardner, Linguistic). Explain to the students that they will have to pay you to use the bathroom, get a drink, turn in homework, etc. Then discuss with the students how they feel about that (Bloom's, Comprehension) (Gardner, Interpersonal). Ask the students what they think about their jobs (Bloom's, Comprehension). See if the students know why the teacher picked the jobs they did and why didn't they get to pick (Bloom's, Comprehension). Also see how the students feel about everyone getting a different amount of chip/pay (Bloom's, Knowledge). Now just put this off to the side and go on to the next lesson but remember you must collect chips from them all day (Gardner, Intrapersonal and Logical).

**Closure:** At the end of the day leave time to come back and discuss how the day went using the chips, did students run out of chips? Where they not able to turn in their homework because they had no chips? Do they think it is fair that they had to use the chips? (Bloom's, Knowledge) Tomorrow we are going to take how we feel about the taxes and see how we can create a art project like the colonist did in chapter 8. Also tell the students that they are going to do this everyday now and that they can earn chips by behaving and each day they get their pay. Branching off this then the next day you would want to talk to the students about budgeting their pay and have them look at how many homework assignments they have so they know how many they need to keep aside for that. You can't do this the first day because you want the students to figure it out for themselves first.

**Adaptation/Enrichment:** some students you will have to give little hints to if you see them using all their chips right away. Say different things to them about using chips for homework. For some students I may have to type out a list of all the different activities you need chips for and how you can earn chips and use contact paper to put it on their desk.

**Self-Reflection:** Did the students get excited for the lesson? Were the students engaged? Will I want to do this activity again? If I did this lesson again would I change anything? Do I need to add different/more adaptation?

### Grading Rubric

| Subject  | 1 point   | 2 points  | 3 points   |
|----------|---|---|--|
| Homework | Student did not budget their chips correctly and missed more than 2 assignments throughout the week | Student did not budget their chips correctly and missed at the most 2 assignments throughout the week | Student was able to turn in all assignments throughout the week. |



*Dear Colonist,*

*You will find a small sack on your desk. This is your pay for the day.*

*Your new job for the week is \_\_\_\_\_. You will be paid \_\_\_\_\_ chips everyday for doing this job. However these chips must be used for different things.*

*Bathroom = 2 chips*

*Drink = 2 chips*

*Hand in homework = 1 chip*

*Buy candy from the store = prices posted on candy 2- 5 chips*

*Buy supplies from the store = prices posted on supplies 3- 6 chips*

*Misbehaving = 3 chips*

*Be careful with your chips for your homework will not be graded if you don't have a chip to pay me to grade it!!!*

*Good Luck*

# *Queen Husband*

MANCHESTER COLLEGE  
Education Department

LESSON PLAN by Jennie Husband (Original idea)

Lesson: Stamp Act Posters (Art) Length: 30mins

Grade Intended: 5<sup>th</sup> Grade

## **Academic Standards:**

**Art 5.6.1** Demonstrate refined perceptual skills through convincing representation of objects and subject matter from life.

5.6.3 Create symbols, metaphors, and subject matter for artwork and utilize ideas from other works.

**Performance Objectives:** Given copies of older posters, students will create their own posters using at least 1 symbol or metaphor.

Given the students previous knowledge, students will create and discuss their posters to the class getting at least 10 out of 15 on the rubric.

**Assessment:** Students will be assessed based on a rubric on their posters, and how they present them.

**Advanced Preparation by Teacher:** Construction paper, markers, glue, scissors, pictures of no taxation with out representation posters

## **Procedure:**

**Introduction/Motivation:** To introduce this lesson, have a discussion with the class about how the colonists felt about the taxes that King George III imposed on them (Bloom's, Knowledge)(Gardner, Interpersonal and Linguistic). Also bring up the worksheet they did for the math lesson where they figured out the taxes that come out of paychecks and ask how they felt about those taxes (Bloom's, Comprehension). Also talk about how they feel about the taxes in the classroom. What do they think about them are they fair should the teacher be queen, why didn't they get to pick their jobs? Write their ideas on the board (Gardner, Visual). Then to motivate them tell them that they are going to do get to draw and create their own poster.

**Step-by-Step Plan:** Start by showing the class pictures of different no taxation posters (Gardner, Visual). Talk about the posters, pick out the similarities and differences (Bloom's, Analysis). Ask the students find common themes or pictures (Bloom's, Analysis). Then explain

that the students will be making their own posters (Gardner, Intrapersonal). Tell them that they can be as creative as they can but all posters must follow the school and classroom rules.

**Closure:** After the students have made their posters close the lesson by having the students share their work. When the students are sharing their work ask them different questions about it, such as, why they wrote on it what they did or why did they use certain colors? (Bloom's Application) Talk to the students about how this had a large role in leading to the colonist breaking apart from the British.

**Adaptation/Enrichment:** Adaptations I would make for this lesson, if I had a student that had trouble cutting or drawing. I could have many different printed out pictures for them to pick from and color and then I could help them cut it out and they could glue it on construction paper. I could also have an aid or myself help them. I could also pair some students up in groups. For students who have troubles getting around the classroom, I would make sure I locate the supplies close to their desk to make it easier for them to get them. To enrich this activity you can have the students look up the different posters (class set of computers) you can also have them then do another poster but have them relate it to their school. For example they can do something about lunch, or length of recess.

**Self-Reflection:** Did this activity run smoothly? What would I change after completing this lesson? Did students use different images and creative language to get their points across?

## Poster Rubric

| Subject | 1 Point  | 3 Points  | 5 Points  |
|---------|--|---|---|
| Message | The student had no clear message on their poster | The student established a message on their poster but wasn't unique | The student established a clear and unique message  |
| Images  | The student had no pictures on their poster      | The student had images but they did not support their message       | The student had images that supported their message |

**Explanation/  
presentation of poster**

The student was unable to explain why they made their poster the way they did.

The student was able to explain at least half of what they added to their poster.

The student was able to explain their whole poster and why they choose to different colors, images, and messages.

**Extra Lesson**

Read Chapter 8 lesson 3 The Revolution Begins, to the students in class. Stop throughout the chapter and discuss key information. This should be like a read aloud to the students. Make sure the students are following along in their books.

MANCHESTER COLLEGE  
Education Department

LESSON PLAN by Jennie Husband

Lesson: Letters Home Length: 30 to 45 mins.

Grade Intended: 5<sup>th</sup>

After the reading lesson where students read soldiers letters, students will write their own letters. Student will act as if they a soldier in the Revolutionary War and write a letter home to a loved one. Students can be either a colonialist or a British soldier. Students will then be graded on the following checklist. Make sure to go over what letter format is, what is included when writing a letter, what does a letter look like, ect.

Check List

- ☐ Less than three grammar mistakes
- ☐ The letter is written in an organized format
- ☐ The letter is written from a soldiers point of view.
- ☐ The letter is written to a loved one back home.

MANCHESTER COLLEGE  
Education Department

LESSON PLAN by: Jennie Husband

Lesson: Cause and Effect timeline (S.S.) Length: 20 mins

Grade Intended: 5<sup>th</sup>

**Academic Standards: Social Studies** 5.1.17 Create and interpret timelines showing major people, events and developments in the early history of the United States from 1776-1801.

**Performance Objectives:** Students will use their cause and effect worksheets to create a time line at the end of the unit, at least 6 out of 10 on the rubric.

**Assessment:** Students will be assessed on a rubric. This lesson is just one part of their final project at the end of this unit.

**Advanced Preparation by Teacher:** construction paper and markers.

**Procedure:**

**Introduction/Motivation:** We are finally done learning information in this unit. Now everyone needs to prove to me that they know the information we have gone over. You will prove this to me by creating a big project. You will have time in class to complete this whole project so don't worry about having to do it all at home. I have also split it up into small chunks so we can slowly pull it all together.

**Step-by-Step Plan:** Today we will be working on the first part to our project. Everyone will have to create a timeline. This timeline will have to include at least 15 major events that happened throughout the revolutionary war. You can include as many events as you would like and everyone doesn't have to include the same events. However, you must be able to support why you picked every event that you did. So if I am walking around the room as ask you about an event and why it is on your timeline, you will have to be able to defend your choice. So let's start by talking about what a timeline really is (Bloom's, Knowledge). Very good it is a way to map out different events in chronological order. What is chronological order though? (Bloom's, Knowledge) Very good it means that the events will be in the order that they occurred in time, the events will have to be in sequence. Who can show me on the board what a timeline looks like? (Bloom's, Knowledge) (Gardner, Spatial) If I need some help creating my timeline where

do you think would be a good place to look? (Bloom's, Application) Yes it is on the top of some pages in your Social Studies book and also at the end of each lesson there is a small timeline. Now let's make a list on the board of events you think we could use. (Bloom's, Comprehension) (Gardner, Spatial and Linguistic) Now pass out the instruction sheet and go over it again with the class (Gardner, Spatial).

**Closure:** who would like to share what they did with the class?(Bloom's, Knowledge) Can you explain why you put those events on your timeline? (Bloom's, Application) (Gardner, Linguistic) Explain that the students will have to pick from their timeline one event or person they want to learn more about. This will carry over into the next lesson.

**Adaptation/Enrichment:** To adapt this lesson I would give more support to the students or give them example finished timeline on their desk to look at but ask them to include different events. To enrich this activity I would have the students but more in-depth ideas on their timelines. I would also ask them to help out other students that need help when they are finished.

**Self-Reflection:** Did the students understand the activity? Would I do this activity again? Was this activity too simple? Did this lesson run smoothly? Did the students learn something from this lesson? Will the students be able to later recall the information and use it again?

#### Rubric

| Subject          | 1 point   | 3 points  | 5 points   |
|------------------|---|---|--|
| Number of events | Student have between 5 to 8 events                                    | Students have between 8 to 12 events                                      | Students have between 12 to 15 events  |
| Type of events   | Student only had one type of event on their timeline ex. Only battles | Student use 2 types of events on their timeline. Ex battles and laws/acts | Student had a variety of events on their timeline such as battles, famous people, and laws |

## Revolutionary War Timeline

Purpose: To show in order different events that happened throughout the Revolutionary War. This timeline helps you better visualize what different events happened in the Revolutionary War and what might have cause or affected the war.

What to include on your timeline: You need to include at least 15 events that happened between 1760 and 1783. You may use any events that we have learned about in class or that our in our book. You must use a variety of events. This means you must include a combination of:

- Battles
- People
- Laws/acts
- Main events (ex. First colonists die in struggle against British, Boston Tea party, First Continental Congress, and there are many more)

Not only must you include 15 different events you must also be able to defend why your events are important. Why you included them on your



timeline. This does not need to be written down but if I ask in class you must be able to provide me an explanation.

You will be graded on the number of events that you include and also on the variety of the events. Neatness will be assessed when this is turned in with your final project. So make sure it is also neat so that will not have to be redone before the final project.

MANCHESTER COLLEGE  
Education Department

LESSON PLAN by Jennie Husband

Lesson: Instruments (Music) Length: 30 mins

Grade Intended: 5<sup>th</sup>

Music taken from: <http://www.earlyamerica.com/music/revolutionary.htm>

Go to this website with the students and play the different songs. Have the students listen closely to the lyrics (Have a handout of the lyrics so they can visual see them, too) Focus mainly on relating the words to the instruments used. Then discuss the wording and why certain words were chosen. Talk about the different themes of the songs and how they relate to the instruments. Pose questions like; are sad song loud or quiet, fighting songs use more or less percussion? (Bloom's, Application)

- Then have the student's think of an event that we have discussed in class like the Boston Tea Party.
- Have them think about everything that happened in that event.
- Now act as if they are composers and have them write what instruments would be used to express this event.
- Have them include the tempo of the song as well.

Grade based on how well the students' instruments reflect the event.

MANCHESTER COLLEGE  
Education Department

LESSON PLAN by: Jennie Husband

Lesson: Story Telling famous people Length: 20-30 mins

Intended Grade: 5<sup>th</sup> grade

**Academic Standards: Language Arts:** 5.7.6 Use volume, phrasing, timing, and gestures appropriately to enhance meaning.

**Performance Objectives:** Students will use different volumes, phrasing, timing, and gestures during this lesson and their final presentation.

**Assessment:** Students will be assessed on their final project based on the rubric at the end of the lesson plan. Students will also fill out a student evaluation on their partner, this will not be a grade but it will show me where each student is and if we need to go over this standard again before our final project date.

**Advanced Preparation by the Teacher:** Any picture book to read to the class and class evaluation forms.

**Procedure:**

**Motivation/Introduction:** Read a story completely monotone. Ask the students what they thought about how you read the story? (Bloom's, Knowledge) "How do you think I should have read it? (Bloom's, Knowledge) If you were me what would you have done differently? (Bloom's, Knowledge) Why would you have read with more expression? (Bloom's, Knowledge) Right! It is much more exciting when someone reads and talks with expression. You guys should be almost done preparing your presentations on your famous people right? (Bloom's, Knowledge) So today we are going to work on giving our presentations to a friend using expression in our voices." (Gardner, Linguistics)

**Step-by-Step Plan:** "I want you to work with your November partner (Gardner, Interpersonal), find a place in the room where you two can work together practicing what you have done of your speech (Gardner, Linguistics). Fill out this evaluation on your partner. You will not get a grade on this, this is for your use to see how much more work you need to do before the final project. I will also see this evaluation so I know where everyone is at and how much more work we need to do in class."

**Closure:** "Who thinks their partner was almost perfect? (Bloom's, Knowledge) Great and who feels they need a little more practice before they give their presentation to the class? (Bloom's,

Knowledge) Would anyone like to come in front of the class now and try giving their speech using what we just worked out? (Bloom's, Knowledge)" After students give their presentations give them little suggestions on how to make it better for their final based only on the standard we are working on (Gardner, Linguistics).

**Adaptations/Enrichments:** Enrichments: I would have the students try their speech in front of the class because it's a completely different feeling having all your classmates looking at you. This will also give the lower students another chance to see good use of expression. Adaptation: I would put these students with higher students so they get more feedback on their speech and they will also get a chance to see a higher student's presentation which may in turn help their presentation.

**Self-Reflection:** Did the students enjoy this assignment? Where the students engaged throughout this assignment? Would I do this assignment again? If so would I change anything before doing it again?

#### Evaluation Form

Your Name: \_\_\_\_\_

Your Partner's Name: \_\_\_\_\_

Rate your partner on a scale from one to five. Five being your partner did a great job and one being your partner did not show this at all and still need work.

1. Your partner used different voice volumes to emphasis different points throughout their presentation.

1      2      3      4      5

2. Your partner used appropriate gestures throughout the presentation.

1      2      3      4      5

3. Your partner's speech was excited and kept your interest.

1      2      3      4      5

4. Your partner's speech was easy to follow and understand.

1      2      3      4      5

Below leave any comments to your partner about their speech and how they can make it better before the final due date.

### Extra lessons

Have the students create a final project. This project will be around one famous person from the Revolutionary War time frame. This person can be anyone that the students can find enough information on to completely the whole project.

### Included in the project

- Timeline of 15 event already graded in a lesson
- Student must dress up as their person
- Students must give a speech about their person
  - Their life growing up
  - Important dates
  - Key things this person did in their life
  - Why they picked this person
- Students must create a map of the colonies and show where this person spent most their time

## Technology

Technology will be used many times in my unit. I will use the Smart board in my classroom throughout my unit to give the students different flip lessons to reinforce what they are learning. My class will also use the classroom laptops throughout different lesson to look up different key information from this time period. For our art lesson I would like the students to use the classroom laptops to look up different pictures of posters from the Revolutionary War so they can better create their own. Another way that technology will be used in my class room is during our music lesson. Students will use a website that I have found to listen to different Revolutionary song.

## Trade Books

Ferling, John. Almost a Miracle: The American Victory in the War of Independence. USA: Oxford University Press, 2007.

- Ferling stressed that victory depends on making the fewest mistakes. Despite chances to end the war in battle, by negotiation or by conferences, Britain lost the war because lack of manpower and the decision to wage limited war.

Griffith, Samuel. The War for American Independence: From 1760 to the Surrender at Yorktown in 1781. University of Illinois Press, 2002.

- This book looks at the war from a soldier's view. It is written from a political and military standpoint of our War for Independence and used all primary sources as references.

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

- This book follows an eleven-year-old boy and his family. Teddy's family is torn apart because his mother is a Loyalist and his father is a Patriot.

McCullough, David. 1776. Simon & Schuster, 2006.

- This is a gripping narrative that shows the beginning of the American Revolution. McCullough cover the military side of 1776.

McCullough, David. John Adams. Simon & Schuster, 2002.

- This book is about the life of John Adams. This book includes all Johns struggles and great accomplishments.

Pope Osborne, Mary. Revolutionary War On Wednesday. Random House Books for Young Readers, 2000.

- Jack and Annie are in another adventure they travel back in time to the Revolutionary War. They then get to play in convincing Washington to carry on with his patriotic duty.

Recht Penner, Lucille, and . Liberty!: How the Revolutionary War Began. Random House Books for Young Readers, 2002.

- This book talks about all the reason that the American Revolution began. How the colonists were fed up with British law and how the 13 colonies joined together.

Reid, Stuart. Soldiers of the Revolutionary War (General Military). Osprey Publishing, 2002.

- This book examines in detail the uniforms and equipment used by the rival armies of George Washington and King George. This book also looks into the methods these uniforms were produced.

Schanzer, Rosalyn. George vs. George: The Revolutionary War as Seen by Both Sides. National Geographic Children's Book, 2004.

- This book looks at George Washington and King George III, and demonstrate the two men's reasoning behind the decisions they made and draw parallels between them. This book does a great job of looking at both sides of the war.

Wood, W. J. Battles of The Revolutionary War: 1775-1781. Da Capo Press, 2003.

- This book looks into the myth that the Americans just outlasted the British in the Revolutionary War. The author claims that the Americans won their independence by employing superior strategies, tactics, and leadership.

## Guest Speaker

My guest speaker for this unit would be my grandpa. After my grandfather got out of World War II, he got into studying all the wars and collecting different uniforms and artifacts from all the wars the US has been involved in. He has learned many stories and is great relating with children.

I would have my grandfather come in as a guest speaker to get the students excited about the unit. I would have him spend a few hours in the classroom telling the students stories, showing them different artifacts that he has collected and answering any questions the students have before we dive into the unit.

My grandfather will come in dressed up as if he was a soldier. I may also ask one of his brothers to come with him to help. His brother could dress up as the opposing side that why the students get to see both sides. His brothers are just as into the wars as my grandfather is so they may have more to share with my students as well. I think this will be a great way for the students to get engaged in the unit because they will get to see and touch things from the Revolutionary War.



