MANCHESTER COLLEGE
Education Department

LESSON PLAN by Emily Bauman

Lesson: Revolutionary War  Length: 2 hour/split into 2 days  Grade Intended: 5th

Origination of idea: original

Academic standards:
*History 5.1.10* The American Revolution: 1763 to 1783. Identify major British and American leaders and describe their roles in key events of the war for independence.

*History 5.1.12* The American Revolution: 1763 to 1783. Identify contributions of women and minorities during the American Revolution.

Performance Objectives: Students will write five facts about major British and American leaders, women, and minorities during the American Revolutionary War, after researching figures during the war and having a class discussion, correctly writing 5 out of 5 facts.

Assessment: The students will hand in their profile page to the teacher. The teacher will assess student’s this and their ability to write five accurate facts about famous figures during the Revolutionary War. By reading the material and class discussion students will have many facts to choose from.

Advanced Preparation by Teacher:
Prepare slideshow using pictures of minorities, women, and soldiers, and leaders-see attached
Teacher needs to arrange for Internet access
Collect reference materials by using the attached list as a guide

Procedure:

**Introduction/Motivation:**
1. Play a song that could be heard during the Revolutionary War. *(Gardner’s: Musical)* Ask students if they can guess what time period the song may have come from by listening to lyrics. *(Bloom’s: Analysis)* What kinds of struggles are these people in the song going through? *(Bloom’s: Application)* [5 minutes]
2. Have students get out a scrap sheet of paper and write down two important people described in the song and draw what they might have looked like. *(Gardner’s: Visual/Spatial)* [5 minutes]
3. When students finish, explain to them that this song was written about the Revolutionary War. A war we fought to gain independence from the British.
Encourage children to share ideas they drew. \textit{(Gardner’s: Linguistic) [2 minutes]}

Step-by-Step Plan:

1. Read aloud to class Revolutionary War children’s book \textit{An Enemy among Them}, and ask specific questions throughout. \textit{(Gardner’s: Linguistic) [10 minutes]}
2. Explain the importance of women and minorities in the war as well as commanding officers and soldiers. \textit{[10 minutes]} Allow students to ask questions.
3. Using previously created slideshows show students major leaders and contributors (including minorities and women) to the war efforts. \textit{(Gardner’s: Visual/Spatial) [5 minutes]}
4. Explain to students they will be involved in a research activity based on important figures during the war and women/minorities who contributed as well. Show them examples of reference materials you have collected and how to collect information from them. The internet and various books should be provided.
   a. The following information should be collected:
      i. How did the person contribute to the War? \textit{(Bloom’s: Knowledge)}
      ii. Why did they do this? \textit{(Bloom’s: Comprehension)}
      iii. What were their major roles? \textit{(Bloom’s: Knowledge)}
      iv. For what reasons did they want independence? Include names, dates and other interesting facts. \textit{(Bloom’s: Knowledge)}
5. Divide students into groups of two. \textit{(Gardner’s Interpersonal)} Assign groups one individual using the attached sheet. Both will research using internet. Each student should write up a “profile” using the about information asked for above. Give a short mini lesson on how you expect their “profiles” to look. \textit{[20 minutes]}
   a. Each profile should include a picture-Internet or draw- \textit{(Gardner: Visual/Spatial)}
   b. The questions should be answered in complete sentences
   c. Explain the importance of using descriptive words and getting the main ideas across
6. After profiles are completed, teacher needs to review information for accuracy and quality. Each question should be answered accurately or needs to be corrected.
7. After all information is completed-Use technology!! Each student should be allotted time to use a video camera to film themselves presenting their information. They may choose to present profiles as a skit, a play, commercial or advertisement. All questions must be covered in the document. Encourage them to be creative. \textit{[10 minutes each]}

8. Present these to the class and allow each student to make comments about their person. *(Gardner’s: Interpersonal) [10 minutes each]*

9. Each student should write 5 facts on a sheet of paper about figures during the Revolutionary War and hand it to teacher.

**Closure:** Today we learned about some important figures as well as minorities and women that helped us win our independence from Britain. We became familiar with many important people’s roles and contributions.

**Adaptations:** For student who has vision impairment, print off slide show for this student so they can follow along and continue to participate in discussion.

**Enrichment:** For students, who complete tasks quickly, ask them to find an appropriate level children’s book to enhance their knowledge of the subject. They may also visit this site to gain knowledge of the Declaration of Independence.
http://www.historyforkids.org/learn/northamerica/after1500/government/declaration.htm

**Self reflection:** Was I engaging speaker when reading children’s book and talking about slideshow. Did I give students enough information to assist in their learning or was I a facilitator only? What things could I do differently or to make this lesson more exciting? Were the children interested in the figures researched? What other levels of intelligences could be included in the research topics? Did the children enjoy the children’s book?
This list should be used for the following:

1. When picking literature for research reference materials
2. When assigning partners a specific person
3. This list is just a start, many other could be included