Lesson Plan by: Logan Smith

Unit Lesson #4: Introduction of the Minutemen and the significance of Paul Revere’s ride

Lesson: The Minutemen – Paul Revere & the Battle of Concord and Lexington & Bunker Hill

Length: 45-55 minutes

Grade Intended for: 5th

Academic Standard(s):

SS 5.1.9 The American Revolution: 1763 to 1783. Analyze the causes of the American Revolution as outlined in the Declaration of Independence.

SS 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.

Music 5.9.1 Investigate and perform music associated with historical periods, individuals, events, and movements in the United States such as songs of the railroad, American heroes, the American Revolution, or a specific decade.

Performance Objectives:

After listening to the discussion over the Minutemen and Bunker Hill, the students will learn about Paul Revere’s famous ride, what started the Battle of Lexington and Concord, and how the British were able to take control over Breed’s Hill.

While playing the “Yankee Doodle” game, the students will learn the words to a famous historical song and understand the songs’ significance to the Revolutionary War between the British and the Americans.

After the discussion and activity, the students will be assessed through a quiz in identifying the main ideas from the Battle at Bunker Hill with 90% accuracy.

Assessment

The students will be assessed in their participation and effort in the activity as well as their amount of correct answers on the written quiz given at the end of the lesson.

Advanced Preparation by the Teacher

I will need to have the discussion material and quizzes prepared before I begin teaching the lesson.

I will need to have combs and wax paper prepared for all of my students in order to do the activity.
I will need to have all of the words to the song, “Yankee Doodle” written on cards as well as have a pocket chart prepared for the students to put the cards into for the purpose of the activity.

Lastly I need to make sure that I have a recording of the song, “Yankee Doodle”, in which I can play for the students over and over again during the activity.
Bloom’s Questions

- Who were the Minutemen and why were they called that? (Knowledge)

- What was the significance of the first shot at the Battle of Lexington and Concord? (Comprehension)

- Was it a smart decision by Paul Revere to ride through the battle grounds? Why or why not? (Analysis)

- What was the actual name of the Hill they were fighting on? (Knowledge)

- Who was in control of this battle, the British or the Americans? (Evaluation)

- What would happen to the British soldiers if on the third charge up the hill, the colonists didn’t run out of ammunition? (Synthesis)

- Can you relate this type of back and forth battle to anything you’ve ever experienced in your own life? (Application)

Procedure

Introduction / Motivation

To introduce this lesson I will need to review some of the material discussed from the previous lesson involving the Boston Massacre and Boston Tea Party. I will review with them how the Boston Massacre began through a simple snowball fight and how this fight sparked an even greater battle which eventually led to the onset of the Boston Tea Party. We will discuss the hatred between the British soldiers and Americans, the involvement of the British East India Company, the significance of tea, the wannabe Mohawk Indians, and the influence of Paul Revere. I will be looking for several responses from my students to show that they remembered the previous material, but also so that they are able to relate that lesson to a small fraction of the Revolutionary War.

I will introduce the importance of the Minutemen to the Battle of Lexington and Concord.

In New England men began arming themselves. These men were known as minutemen because they could be ready to fight in a matter of a minute.

They practiced fighting and marching with wooden guns.

On April 18, 1775 the British commander in Boston sent soldiers to Concord to find guns and powder.
They were also ordered to arrest Samuel Adams and John Hancock who were hiding in Lexington.

Paul Revere made his famous midnight ride from Boston to Lexington, Massachusetts to warn the citizens that the British army was on its way.

The next day the battle of Lexington and Concord took place. The first shot fired was later known as "The shot heard 'round the World" due to the impact of the war that followed.

Next we will briefly discuss the Battle that occurred at Bunker Hill

The colonists took a hill that overlooked the Boston Harbor. The hill was called Breed's Hill after its owner. The army thought they were on a different hill named
Bunker Hill which was nearby. The battle that took place was called the Battle of Bunker Hill because of this mistake.

The battle began when the British commander sent soldiers up the hill to take it from the colonists. The British were forced back by the Americans muskets. They charged again and were again driven back by colonial guns.

On the third charge the colonists were almost out of ammunition so the British were able to take over Breed's Hill. The colonial army lost 140 men in the battle. The British army lost many more. Nearly 1000 British were killed or wounded.

The song *Yankee Doodle* was written by the British to make fun of the Americans. The Americans however adopted the song and began singing as their own. The song was heard throughout the Revolutionary War from the time the British retreated at Concord to the Americans' surrender at Yorktown.

Using combs and wax paper, we will make a game with the words of “Yankee Doodle”.

Divide the class into two teams (*Gardner’s Interpersonal*). Team one lines up. The words are written on cards then thrown randomly on the floor. The first player for team one walks to find the first word of the song and places it in a pocket chart that will be made by me before the lesson (*Gardner’s Bodily Kinesthetic*).

That player then walks to the end of the line while the second player for team one finds the second word to the song, places it in the chart, then walks to the end of the line (*Gardner’s Bodily Kinesthetic*).

Play continues in this manner until all the words are in the correct order on the pocket chart (*Gardner’s Linguistic Intelligence*). I will time the students as they play and once the first team has finished the song the second team will go and try to beat the first team’s time.

The time will be recorded by playing the song “Yankee Doodle” and the winner will be determined by:

How many times did team one listen to the song as they raced to put the words in order?

How many times did team two listen to the song?

Whichever team listened to “Yankee Doodle” for the shortest amount of time while also putting all of the words together correctly in the pocket chart will be declared the winner of the game.

We will then form a line as a class and march around the room listening to and singing “Yankee Doodle” one time through (*Gardner’s Musical Intelligence*). This will give the
students an understanding of what the soldiers on both sides looked like during the war at Bunker Hill. The song, “Yankee Doodle”, was a very important song heard everywhere during this battle so it will provide knowledge and a connection for the students in relating the activity to what actually happened at Bunker Hill.
Closure

The students will take a written quiz over some of the key concepts from the Battle at Bunker Hill and will be assessed by their amount of correct answers. (Gardner’s Intrapersonal)

Tomorrow we will be talking about the forming of The Second Continental Congress and its’ leaders as well as the impact of the German soldiers (Hessians) during this ongoing battle between American & British soldiers.

Adaptations / Enrichments

For students with a learning disability or ADHD, the following adaptations might be considered:

Provide them with some facts over The Battle at Bunker Hill and the Minutemen to help guide them through the lecture so they are not confused.

When playing the “Yankee Doodle” game tell the student which card to pick up on the floor so that they don’t hurt their team or strongly affect the outcome of the game.

For students who are gifted or excelled, the following enrichment activities might be considered.

Provide a “challenge quiz” for those excelled learners to give them more difficult questions over the content of the lesson.

Self Reflection: Questions to ask myself:

Are the students paying attention and following along during the lecture at the beginning of the lesson?

Do they understand the material as we go through it in class?

Am I thoroughly explaining the key terms and concepts?

Is everyone participating in the “Yankee Doodle” game?

Are the students making connections to their own lives during the game and through our class march at the end of the lesson?

Are they motivated to learn the material and is this teaching method enjoyable to learn?

Works Cited

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