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EDUC 331

Thematic Unit

Grade: 5th grade

Theme: The American Revolution

Goals:

- Understand of the events that led up to the American Revolution.
- Recognize the events and principles from the American Revolution that made our country what it is today and apply this knowledge to become effective citizens.

Rationale: It is important for students to understand why our country is organized the way it is and see how important our history is to the formation of our government and continuing laws and legislation. The events and ideas that came from the American Revolution are the same principles that combined to create the foundation of our country. If students understand why we have certain laws in place or why our country is set up the way it is, then they are more likely to become responsible citizens.

Standards:

- 5.1.11 - Analyze the causes of the Revolution, such as colonial resistance to British imperial policies, the denial of traditional rights of Englishmen to American colonists, and taxation without representation.
Example: The Stamp Act, Townsend Acts, taxes on tea, and the Coercive Acts.
- 5.1.12 - Identify major British and American leaders and describe their roles in key events, such as the First and Second Continental Congresses, drafting and approval of the Declaration of Independence (1776), publication of *Common Sense*, and major battles of the Revolutionary War.
Example: King George III, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine, George Washington, and General Charles Cornwallis.
- 5.1.15 - Explain consequences of the Revolution, including the drafting of state constitutions and the achievement of independence by the United States.

Objectives:

- After finishing the unit on the American Revolution, students will be able to describe events that led up to the war.
- After working through the unit on the American Revolution students will be able to explain major consequences of the American Revolution.
- After gaining knowledge about the foundation of the United States, students will use their knowledge to become more effective citizens.

American Revolution Pre/Post Assessment Tool

Name: _____

Multiple Choice Directions: Circle the letter that best answers for each question.

1. Who took part in a famous ride to warn the colonist that the British were coming?
 - a. Paul Revere
 - b. George Washington
 - c. John Hancock
 - d. Samuel Adams
2. The American Revolution began with what battle or battles?
 - a. The Battle of Bunker Hill
 - b. Battles of Lexington and Concord
 - c. The Battle of Saratoga
 - d. The Battle at Cambridge
3. After the French and Indian War, parliament passed what act to help raise money?
 - a. The Intolerable Act
 - b. The Townshend Act
 - c. The Stamp Act
 - d. The Tea Act
4. Who took command of the Continental Army?
 - a. Samuel Adams
 - b. Thomas Paine
 - c. Thomas Jefferson
 - d. George Washington
5. Who wrote *Common Sense*?
 - a. Thomas Jefferson
 - b. John Hancock
 - c. Thomas Paine
 - d. John Adams
6. Which treaty ended the American Revolution?
 - a. The Treaty of Paris
 - b. The Treaty of Versailles
 - c. The Treaty of Boston
 - d. The Treaty of Britain
7. What did congress send to Britain to try and avoid war?
 - a. the Constitution
 - b. the Declaration of Independence
 - c. the Olive Branch Petition
 - d. the Townshend Request

8. What country did not help the American soldiers during the war?
- a. France
 - b. Spain
 - c. Russia
 - d. Germany

Short Answer Directions: Write a few words or sentences that best answers each question.

9. List two events or reasons that led the colonist closer to war.

1.

2.

10. List two ways that the American Revolution effected the government we have today.

1.

2.



Math:
Students figure out ratios of British and Patriot soldiers at different battles.



Music:
Students will study music from the Revolution and create their own lyrics to a song.



Drama:
Impersonate characters and scenes from "Johnny Tremain."



Storytelling:
Retell Paul Revere's ride by making a picture book to share with younger students.



Reading:
Conflict and Revolution-Students will read fiction and non fiction stories about conflicts and write and create pop-up reports.



Cooking:
Study important women during the revolution and make liberty tea.

American Revolution



Art:
Create a colonial quilt, each square will represent an important person or event connected to another country.



Social Studies:
Students will discuss the process of declaring independence and complete a cause and effect worksheet.



Science:
Students will experiment to see the effects of the Boston Tea Party on the environment of the harbor.



Writing:
Write own persuasive speech after reading Patrick Henry's "Give me liberty or give me death!"



P.E. Fine Motor:
Discuss Betsey Ross and the American Flag. Create 5 point stars and a replica of the first flag.



P.E. Gross Motor:
Dodgeball game representing different fighting techniques and battles.

LESSON PLAN by: Meganmarie Pinkerton

Adapted from: Indiana Social Studies Grade 5 Standards Resource, February 2003

Lesson: Conflict and Revolution (Reading)

Length: 30 minutes

Age or Grade Intended: 5th Grade

- **Academic Standard(s):**
- 5.5.3 Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States and give examples of how these conflicts were resolved.
- 5.1.20 Read historical fiction and nonfiction about an event of the American Revolution and reconstruct the literal meaning of passages by identifying who was involved, what happened, where it happened, what events led these developments, and what consequences or outcomes followed.
- **Performing Objectives:**
- After reading a book on conflicts during the revolutionary war students will write a paragraph summary of the book.

After reading a selected book on conflicts during the revolutionary war students will create a pop-up report, with four pages discussing the introduction, events leading to the conflict, the conflict, and the resolution.

Advanced Preparation/Materials: Gather grade appropriate books about conflicts during the time of the American Revolution. Examples include *And What Happened Then*, *Paul Revere?*, *Guns for General Washington*, *If You Were There in 1776*, *The Boston Tea Party*, and *Finding Providence*. For each student: copy of pop-up book instructions, paper, pencil, 4 pieces of white construction paper. For the class you need scissors, glue, colored pencils, crayons, and a stapler.

Introduction/Motivation: Ask students if they have ever been in a conflict before. (Gardner's intrapersonal, Bloom's knowledge) Discuss what a conflict is. (Gardner's interpersonal) Tell them that today they are each going to read a book and research a particular conflict that occurred before or during the revolutionary war. They will have the opportunity to make a book and report their findings to the class.

Step-by-Step Plan:

1. Allow students to pick out a book from your selection to read and report on.
2. Allow student time to read the book, pass out paper for students to write on.
3. Instruct students to write a summary of the book focusing on the conflict and resolution highlighted in the story. (Gardner's linguistic, Bloom's knowledge)
4. Pass out pop-up instructions, explain and show sample. Tell them to include the introduction, events leading to the conflict, the conflict, and the resolution. (Bloom's comprehension and application)
5. Pass out materials and instruct students to create their pop-up, let students work. Tell them to add a title and an illustration for the cover. (Gardner's kinesthetic, visual/spatial)
6. Have each student present their pop-up to the class.

Closure: Create a timeline of the events on the board and talk about each event's significance in the revolutionary war, discuss as a class the different ways that the conflicts were resolved. (Bloom's knowledge and comprehension) Clean up desks and think about a conflict in their own lives that they would like to write about during creative writing time.

Adaptations/Enrichment: Students with LD, MiMH, ADHD could work with a partner and read in pairs. Then they would have an opportunity to write the summary together and create the pop-up book together. It would also be helpful to have the pop-up books already put together and provide graphic organizers for the students to write the parts of the introduction, events leading to the conflict, the conflict and the resolution. It might also be helpful for the whole class if you read one short story together and went through the steps as a class. For enrichment students could research their topic some more and rewrite the ending to the book or come up with another resolution.

Self-Reflection/Assessment:

- Check pop-up books to make sure all the parts of the story are there.
- Read student's summaries to see if they match up with the story.

LESSON PLAN by: Meganmarie Pinkerton

Adapted from: "Times That Try Men's Souls"

http://www.coreknowledge.org/CK/resrcs/lessons/03_4_TIMESTRY.PDF

Lesson: Patrick Henry's Persuasive Speech (Writing)
minutes

Length: 30

Age or Grade Intended: 5th Grade

➤ **Academic Standard(s):**

➤ 5.5.4(language arts)Write persuasive letters or compositions that:

- state a clear position in support of a proposal.
- support a position with relevant evidence and effective emotional appeals.
- follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last.
- address reader concerns.

➤ 5.1.12(social studies)Identify major British and American leaders and describe their roles in key events, such as the First and Second Continental Congresses, drafting and approval of the Declaration of Independence (1776), publication of *Common Sense*, and major battles of the Revolutionary War.

Performing Objectives:

➤ After discussing persuasive speeches, students will write a persuasive speech that includes at least 3 out of 4 standard persuasive speech components.

After reading Patrick Henry's speech, students will write answers to questions about the speech with 85% accuracy.

Advanced Preparation/Materials: An overhead copy of Patrick Henry's speech, "Give Me Liberty, Or Give Me Death". An overhead. The teacher will also need to come up with questions about the speech or Patrick Henry that they believe are important. Determine what components of persuasive speech that the teacher would like to highlight during the lesson.

Introduction/Motivation: Who has ever tried to get someone to do something or persuade someone else into seeing things your way?(Bloom's Knowledge) During the American Revolution many people had different ideas about how things should be handled, so they tried to persuade others to think like them. One important person was Patrick Henry who gave the important persuasive speech, "Give Me Liberty, or Give Me Death!" Today we will look at his speech and its impacts and then you will write your own speech and try to persuade the class.

Step-by-Step Plan:

7. Read Patrick Henry's speech, first in monotone, then with feeling, discuss the difference.
8. Discuss what Henry's speech it talked about and was trying to do.(Bloom's Comprehension, Gardner's linguistic and interpersonal)
9. Discuss things that students try to persuade people about and how they do it.
10. Talk about important aspects of persuasive speeches.
11. Tell students that they are going to vote on their favorite holiday. Each student will write a persuasive speech on why their holiday is the best and present it to the class. Then the class will vote on the best holiday.
12. Students will brainstorm ideas and write their speeches.(Gardner's intrapersonal, Bloom's application)
13. Students will give their speeches (Gardner's linguistic and interpersonal)

14. Vote on the best holiday.

Closure: Class discussion on convincing aspects of the speeches. Review Patrick Henry's speech and have students write answers to questions about persuasive speeches and Patrick Henry in their writing journal.(Bloom's knowledge) Explain that you will take time to celebrate the favorite holiday later in the week.

Adaptations/Enrichment: LD, MiMH, ADHD-create a written checklist for students to check off important parts of a persuasive speech as they complete them, or let them use kidspiration to brainstorm. Also let them work with partners to complete questions in writing journals.

Self-Reflection/Assessment: -use a rubric for written and oral speeches

-Read student's responses in journals.

Give Me Liberty Or Give Me Death

Patrick Henry, March 23, 1775.

No man thinks more highly than I do of the patriotism, as well as abilities, of the very worthy gentlemen who have just addressed the House. But different men often see the same subject in different lights; and, therefore, I hope it will not be thought disrespectful to those gentlemen if, entertaining as I do opinions of a character very opposite to theirs, I shall speak forth my sentiments freely and without reserve. This is no time for ceremony. The questing before the House is one of awful moment to this country. For my own part, I consider it as nothing less than a question of freedom or slavery; and in proportion to the magnitude of the subject ought to be the freedom of the debate. It is only in this way that we can hope to arrive at truth, and fulfill the great responsibility which we hold to God and our country. Should I keep back my opinions at such a time, through fear of giving offense, I should consider myself as guilty of treason towards my country, and of an act of disloyalty toward the Majesty of Heaven, which I revere above all earthly kings.

Mr. President, it is natural to man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth, and listen to the song of that siren till she transforms us into beasts. Is this the part of wise men, engaged in a great and arduous struggle for liberty? Are we disposed to be of the number of those who, having eyes, see not, and, having ears, hear not, the things which so nearly concern their temporal salvation? For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth; to know the worst, and to provide for it.

I have but one lamp by which my feet are guided, and that is the lamp of experience. I know of no way of judging of the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years to justify those hopes with which gentlemen have been pleased to solace themselves and the House. Is it that insidious smile with which our petition has been lately received? Trust it not, sir; it will prove a snare to your feet. Suffer not yourselves to be betrayed with a kiss. Ask yourselves how this gracious reception of our petition comports with those warlike preparations which cover our waters and darken our land. Are fleets and armies necessary to a work of love and reconciliation? Have we shown ourselves so unwilling to be reconciled that force must be called in to win back our love? Let us not deceive ourselves, sir. These are the implements of war and subjugation; the last arguments to which kings resort. I ask gentlemen, sir, what means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motive for it? Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies? No, sir, she has none. They are meant for us: they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging. And what have we to oppose to them? Shall we try argument? Sir, we have been trying that for the last ten years. Have we anything new to offer upon the subject? Nothing. We have held the subject up in every light of which it is capable; but it has been all in vain. Shall we resort to entreaty and humble supplication? What terms shall we find which have not been already exhausted? Let us not, I beseech you, sir, deceive ourselves. Sir, we have done everything that could be done to avert the storm which is now coming on. We have petitioned;

we have remonstrated; we have supplicated; we have prostrated ourselves before the throne, and have implored its interposition to arrest the tyrannical hands of the ministry and Parliament. Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded; and we have been spurned, with contempt, from the foot of the throne! In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope. If we wish to be free-- if we mean to preserve inviolate those inestimable privileges for which we have been so long contending--if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained--we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of hosts is all that is left us!

They tell us, sir, that we are weak; unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction? Shall we acquire the means of effectual resistance by lying supinely on our backs and hugging the delusive phantom of hope, until our enemies shall have bound us hand and foot? Sir, we are not weak if we make a proper use of those means which the God of nature hath placed in our power. The millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us. Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Besides, sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable--and let it come! I repeat it, sir, let it come.

It is in vain, sir, to extenuate the matter. Gentlemen may cry, Peace, Peace-- but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!

LESSON PLAN by: Meganmarie Pinkerton

Adapted from: Every Student Learns: Teacher's Guide for Social Studies: The United States

Lesson: The Soldiers at the Battle of Bunker Hill (Math)

Length: 20 minutes

Age or Grade Intended: 5th Grade

➤ **Academic Standard(s):**

➤ 5.1.5 (math) Explain different interpretations of fractions: as parts of a whole, parts of a set, and division of whole numbers by whole numbers.

➤ 5.3.9 Interpret historical maps and create maps of the United States in different historical periods using map elements, such as title, legend, directional indicator, scale, and projection.

Performing Objectives:

➤ After a discussion about the Battle of Bunker Hill students will orally discuss three questions about the event in small groups.

After studying the Battle of Bunker students will calculate the ratio of British soldiers to Patriot soldiers in simplest form.

Advanced Preparation/Materials: The teacher will review the section in the book about the Battle of Bunker Hill. The students will need their textbooks and scrap paper and writing utensils.

Introduction/Motivation: “Don’t fire until you see the whites of their eyes.” Who do you think said this and why? (Bloom’s knowledge) Open your books to page 290. Today we are going to talk about the Battle of Bunker Hill and the amazing odds that the Patriots had to face.

Step-by-Step Plan:

15. Have students read the section on the Battle of Bunker Hill to themselves.
(Gardner’s linguistic and intrapersonal)
16. Now what can you tell me about the statement “Don’t fire until you see the whites of their eyes.”? Who said this and why? (Bloom’s comprehension)
17. Study the map on page 290.
18. Break into groups of about four students. Discuss in groups and share with the class. What three hills did the British attack during the Battle of Bunker Hill? Why did the Patriots choose a hill for the location of their forts?
(Bloom’s comprehension and analysis, Gardner’s interpersonal)
19. Discuss the disadvantage that the Patriots faced with numbers of soldiers.
20. On paper have the students calculate the ratio of British soldiers (2,000) to Patriot soldiers (1,200). Instruct them to express it in simplest form. Then how many British soldiers were there for every 3 Patriots. What is the ratio of British soldiers killed to Patriot soldiers killed? (Bloom’s application, Gardner’s mathematical.
21. Discuss the ratios as a class and how much of a disadvantage the Patriots had.

Closure: Have students move back to their desks. Explain that each battle had a certain significance to the war and that we will continue to study important battles from the Revolutionary war throughout the unit and study how the tables turn for the Patriots and the British.

Adaptations/Enrichment: This lesson might be difficult for students with LD and MiMH due to their abilities in math and their ability to discern information from the text. It is helpful for these students that they work on the content questions as a group so that

they can see the processes modeled and have help answering the questions. It would be helpful to have the math questions written out on a worksheet so they know how to set it up. Also they would benefit from working with a partner and then going over the questions as a class on the chalkboard. Enrichment: Students could get statistics from all the different battles during the revolution and make a chart showing the ratios between the British and Patriot soldiers. They could also create ratios for wins and losses and see how they correlate.

Self-Reflection/Assessment: -Observe and listen to students in their groups as they discuss and answer the content questions from the section

-Observe their answers to see how they correlate with the information presented in the map on page 290.

-Collect their math work and check problems for correctness.

LESSON PLAN by: Meganmarie Pinkerton

Adapted from: Every Student Learns: Teacher's Guide for Social Studies: The United States

Lesson: Intro to Declaring Independence (Social Studies)

Length: 30 minutes

Age or Grade Intended: 5th Grade

➤ **Academic Standard(s):**

➤ 5.1.12 Identify major British and American leaders and describe their roles in key events, such as the First and Second Continental Congresses, drafting and approval of the Declaration of Independence (1776), publication of *Common Sense*, and major battles of the Revolutionary War.

5.2.4 Identify and explain key ideas about government as noted in founding documents of the United States, such as the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights.

➤ **Performing Objectives:**

➤ After a discussion on the process of declaring independence students will complete a worksheet discussing the causes and effects of this topic with at least five out of seven questions correct.

After a discussion on the process of declaring independence students will complete a Venn diagram foldable discussing the differences and similarities between the first and second continental congress with three facts in each section.

Advanced Preparation/Materials: Review chapter 8 lesson 1 in the text book, use suggested questions in the *Every Student Learns Teacher's Guide (accompanying the text book)* and supplement other questions to model a section walk through. Each student needs a copy of the worksheet in *Quick Study (accompanying the text book)* pg. 67, their textbook, writing utensils, paper, scissors and crayons for continental congress foldable.

Introduction/Motivation: Discuss the lesson title "Declaring Independence". What does it mean to "declare" something? Why would someone declare independence? Why do you think the founders of the United States wrote the Declaration of Independence? (Bloom's knowledge and comprehension, Gardner's interpersonal) Today we are going to discuss some of the reasons and steps that led up to the Declaration of Independence.

Step-by-Step Plan:

22. Have students look at the timeline on pg. 296-297 and read the descriptions. What new information do you think you will learn about these important dates in U.S. History? (Bloom's analysis)
23. Instruct students to look at the pictures on pg. 297. How is the furniture set up? What do you think will take place in this room? (Bloom's analysis) read the captions and discuss.
24. Read the section "Time to Part" pg. 298. Teacher thinks and models aloud, what you think about the page and what it tells you. Ask students what they think. (Bloom's application)
25. Tell students that they are going to work with partners while they read each section of the lesson silently. While they read they will organize their thoughts by filling out the lesson 1 worksheet. (Gardner's interpersonal, linguistic and visual)
26. Once students are done with the worksheet discuss some of the differences in the two continental congresses.

27. Show them how to make a Venn diagram foldable to show differences and similarities in the two.

28. Pass out materials and give students time to work on their foldable.

Closure: When students are finished give them time to clean up then discuss what they have written on their foldables. Have each student provide one fact that they listed. Explain that in the next lesson they will begin to learn about the actual war.

Adaptations/Enrichment: This lesson works well for students with LD, MiMH, and ADHD because students will be working in partners for the worksheet and this provides them with a graphic organizer. They could also work with a partner to fill out their foldable. It might be helpful for these students if you highlight important phrases in their books so they can focus on those. Also the teacher could make a list of possible facts for the foldable and the student would then need to decide where each fact belongs in the Venn diagram. As an enrichment students could write a paragraph listing the rights that they would include as “unalienable rights” and why. They could even study the declaration more in depth and create their own version of the Declaration of Independence.

Self-Reflection/Assessment: -Grade worksheet.

-Check foldable for three facts in each section and their correctness.

LESSON PLAN by: Meganmarie Pinkerton

Adapted from: Every Student Learns: Teacher's Guide for Social Studies: The United States

Lesson: Boston Harbor Clean up (Science)

Length: 20 minutes

Age or Grade Intended: 5th Grade

➤ **Academic Standard(s):**

➤ 5.1.11 Analyze the causes of the Revolution, such as colonial resistance to British imperial policies, the denial of traditional rights of Englishmen to American colonists, and taxation without representation.

5.1.6 (science) Explain how the solution to one problem, such as the use of pesticides in agriculture or the use of dumps for waste disposal, may create other problems.

➤ **Performing Objectives:**

➤ After a discussion and experiment concerning the Boston Tea Party, Students will complete a worksheet discussing the Boston Tea Party and how that affected the environment

After studying the Boston Tea Party students will write a paragraph discussing three things that are polluting the Harbor today and what people are doing to reduce the pollution.

Advanced Preparation/Materials: The teacher will review lesson 2 pages 276-282. Find websites and print or cut out articles discussing clean up of Boston Harbor and current clean up projects in the community. Each group of students will need a clear glass of water, two tea bags, scissors, and a spoon. Each student will need a "The Colonist Rebel" worksheet and a writing utensil.

Introduction/Motivation: What was the Boston Tea party? Did the colonist sit around and have a tea party discussing the revolution? Or did the British have a party in Boston? Today we are going to read about some of the events that led up to the Revolution, focusing on the Boston Tea Party. Then we will discuss the environmental effects of this event and what current steps are being made to clean up the harbor. (Bloom's knowledge)

Step-by-Step Plan:

29. Have students read the section "The Colonists Rebel" pg. 276-282 independently. Pass out worksheets and have them answer questions while reading. (Bloom's knowledge, Gardner's intrapersonal)
30. What can you tell me about the Boston Tea Party? Class Discussion. (Bloom's knowledge, Gardner's interpersonal) How do you think it affected the water quality? (Bloom's application)
31. Break up into 5 groups and explain tea experiment instructions on the worksheet.
32. Have students complete the experiment. (Gardner's kinesthetic, visual)
33. Discuss results as a class.
34. Bring up current pollution of the harbor. Pass out articles and have groups share the computers. Student groups will research three causes and methods of reducing the pollution. (Bloom's knowledge)
35. Give students time to write their paragraphs as a group and then present it to the class.

Closure: Discuss how people affect the environment sometimes without knowing it. Bring up a few pollution issues in the community and things that the students can do to help on their own. (Bloom's evaluation, Gardner's interpersonal)

Adaptations/Enrichment: This lesson might be difficult for students with LD, MiMH or ADHD because they are reading the text and researching articles for information. They could work with a certain partner on each of the questions for help, but there is already an accommodation by working in a group to combine research findings. The teacher could also highlight important phrases in the text to help them focus their attention on important information. Enrichment: As an enrichment students could research pollution problems in their own community and decide what things they could do as a student to help out. Then they would write up a plan of action and get an adult to supervise, complete their project or get one started with the class and then write a reflection on their experience.

Self-Reflection/Assessment: -Observe group work and class discussion to see how everyone is involved.

- Check their worksheets to see for correctness.

- Check their science labs to see that they filled out predictions and observations.

- Read over their research paragraphs to make sure they wrote three forms of pollution and three ways to reduce it.

Name _____

The Colonist Rebel Reading Guide



1. When did the Boston Massacre occur? _____
2. Name one of the victims. _____
3. Who formed the Committee of Correspondence? _____
4. Where did Paul Revere ride to and from? _____ to

5. What did the Tea Act say? _____

6. When did the Boston Tea Party happen? _____
7. Name one thing that the British did to punish Boston after the “tea party” _____

8. Where was the first Continental Congress
held? _____
9. What was a minute man? _____
10. What was the name of Patrick Henry’s speech? _____

Tea Party Experiment



Materials: Clear glass of water, two tea bags, scissors, and a spoon.

Directions: ~Fill out predictions and observation 1

~Cut the two tea bags

~Pour the two tea bags into the glass-Observe

~Stir up the tea.

~write final observation and answer questions.

Observation 1: What do you see?

Prediction: What do you think will happen?

Observation 2: What does it look like now?

Observation 3: Did it change after you stirred it? How?

Think about it: How do you think the Boston Tea Party affected the water of Boston Harbor after doing this experiment?

Research it: Using the computer, books and articles, research 3 past and present forms of pollution and what they did or are doing to reduce those pollution problems. Write a short paragraph explaining your findings.

LESSON PLAN by: Meganmarie Pinkerton

Adapted from: PBS http://www.pbs.org/ktca/liberty/tguide_5.html

Lesson: Music of the Revolution (Music)

Length: 50 minutes

Age or Grade Intended: 5th Grade

➤ **Academic Standard(s):**

5.5.4 Compare significant examples of visual arts, crafts, music, architecture, and literature from early United States history and illustrate how each reflects the times and cultural background of the historical period.

5.7.2 (music) Describe ways that music is related to other subjects.

Performing Objectives:

- After studying song lyrics from the Revolutionary War period, students will work in groups to write at least 9 out of 10 answers correctly to questions pertaining to the significance of the lyrics.

After a discussion on the significance of Revolutionary War music, students will use research and a tune from the Revolutionary War era to write their own song lyrics including at least 4 facts about a certain event during the Revolutionary War.

Advanced Preparation/Materials: The teacher will need to download or find a CD with the music for “Yankee Doodle”, “God Save the 13 States”, and “The World Turned Upside down”, “Johnny Has Gone for A Soldier”, and “The Liberty Song” and a computer or CD player. Each student will also need a copy of the lyrics to each song and a copy of the song question sheets. Students will need access to computers, a list of helpful websites, textbooks, encyclopedias, trade books and other informational material to research different events during the Revolution. Students will need writing utensils, construction paper, and colored pencils. The teacher will also make up his/her own song lyrics ahead of time for a model.

Introduction/Motivation: Play “Yankee Doodle” ask students what the song is and what they think it is about (Bloom’s knowledge and comprehension, Gardner’s musical). Pass out the lyrics, look at them and write the brainstorm on the board. Then explain the researched meaning behind the song and how it was used during the war. Discuss the historical importance of songs during the Revolution and explain that they will examine 4 songs from this era and their importance in groups. Then each person will have the opportunity to create their own song about a certain event from the war.

Step-by-Step Plan:

36. Pass out lyrics to the other four songs. Play each song and have students follow along. Encourage them to write comments on the lyrics papers as they go along (Gardner’s musical).
37. Break students up into four groups assign each group to a song and pass out the song questions.
38. Instruct students to work together and think of the best answers to the all of the questions. They will use research of their assigned song to answer the questions pertaining to their song with facts (Gardner’s interpersonal, linguistic, Bloom’s comprehension, analysis, and application).
39. Come back together as a class, students discuss their ideas for each answer and then the group that researched the song will present their findings and answers.

40. Review the different ways that songs impacted the war (Bloom's comprehension, application and analysis).
41. Revisit the "Yankee Doodle" lyrics and play the song again. Explain that students will make a song to fit the "Yankee Doodle" tune and format with a chorus and two verses (Gardner's musical, linguistic, and intrapersonal).
42. Instruct students to pick and research a topic or event from the war and create their lyrics including at least four different important facts from their event (Bloom's knowledge).
43. Allow time for research and creativity. Pass out construction paper and materials for students to write their lyrics.

Closure: Tell students to put their materials away and that they will have more time to work on their lyrics later. Tomorrow everyone will get a chance to share their lyrics with the class. Starting with the teacher, you will put the lyrics on the overhead and everyone will sing along with the tune while the music plays. Each song will become great ways to study different events from the war.

Adaptations/Enrichment: Students with LD, MiMH, and ADHD will already be working in groups to complete the worksheets; they can also work in pairs to create their own song lyrics. Creating the lyrics might become frustrating so it would be helpful to bounce ideas off of other students. It would also be beneficial to have certain research materials or websites that go with each song so that the students do not have to figure out what kind of materials to use, they just need to look up the information from predetermined materials. An enrichment activity would be for students to compare a song from this lesson with a war/protest song from more recent time, then write a comparative essay or create a Venn diagram regarding the two songs.

Assessment:

- Check each student's worksheet for written answers and their correctness.
- Read through the students' song lyrics and check to make sure that they are accurate and include at least four facts concerning their topic.

Question Sheet for Revolutionary War Music

1. First, review the lyrics for “God Save the Thirteen States.” The song was sung to the tune of “God Save the King.” Why do you think the writer of this song wanted to have the song sung to the tune of a British song?
2. Look at the third stanza of the song. How does this sum up the reason for revolution?
3. Next, view the lyrics for “The World Turned Upside Down.” Legend is that this song was played when Cornwallis surrendered to Washington at Yorktown. Why would this song be fitting according to Britain’s view?
4. From whose viewpoint is “Johnny Has Gone for a Soldier” sung?
5. What do the words in the last stanza of “Johnny Has Gone for a Soldier” symbolize, in your view?
6. Next, study the lyrics for *Liberty Song*. In the first stanza, what do you think the author means by “No tyrannous acts shall suppress your just claim or stain with dishonor America’s name”.
7. What do you think the message in the chorus of this song is?
8. How do these songs compare in scope and tone to a song such as “Yankee Doodle,” which is probably more well-known as a Revolutionary-era song?
9. Which one of these songs, in your view, tended to unite colonists the most? Which one the least? Explain your view.
10. Speculate on whether music today has the same impact on political, military, and social issues as it did in the 18th Century. Is the impact greater? Less? Explain your answer.

“Yankee Doodle” (<http://www.contemplator.com/america/> for other lyrics & music)

| | |
|---|--|
| <p>Father and I went down to camp Along with Captain Gooding And there we saw the men and boys As thick as hasty pudding.</p> <p><i>Chorus</i> Yankee doodle, keep it up Yankee doodle dandy Mind the music and the step And with the girls be handy.</p> <p>There was Captain Washington Upon a slapping stallion A-giving orders to his men I guess there was a million.</p> <p><i>Chorus</i></p> <p>And then the feathers on his hat They looked so' tarnal fin-a I wanted pockily to get To give to my Jemima.</p> <p><i>Chorus</i></p> <p>And then we saw a swamping gun Large as a log of maple Upon a deuced little cart A load for father's cattle.</p> <p><i>Chorus</i></p> <p>And every time they shoot it off It takes a horn of powder It makes a noise like father's gun Only a nation louder.</p> <p><i>Chorus</i></p> <p>I went as nigh to one myself As' Siah's underpinning And father went as nigh agin I thought the deuce was in him. We saw a little barrel, too The heads were made of leather They knocked upon it with little clubs And called the folks together.</p> <p><i>Chorus</i></p> | <p>And there they'd fife away like fun And play on cornstalk fiddles And some had ribbons red as blood All bound around their middles. The troopers, too, would gallop up And fire right in our faces It scared me almost to death To see them run such races.</p> <p><i>Chorus</i></p> <p>Uncle Sam came there to change Some pancakes and some onions For' lasses cake to carry home To give his wife and young ones.</p> <p><i>Chorus</i></p> <p>But I can't tell half I see They kept up such a smother So I took my hat off, made a bow And scampered home to mother.</p> <p><i>Chorus</i></p> <p>Cousin Simon grew so bold I thought he would have cocked it It scared me so I streaked it off And hung by father's pocket.</p> <p><i>Chorus</i></p> <p>And there I saw a pumpkin shell As big as mother's basin And every time they touched it off They scampered like the nation.</p> <p>Other Verses:</p> <p>And there was Captain Washington, With gentlefolks about him, They say he's gown so 'tarnal proud He will not ride without them.</p> <p><i>Chorus</i></p> <p>There came Gen'ral Washington Upon a snow-white charger He looked as big as all outdoors And thought that he was larger.</p> <p><i>Chorus</i></p> |
|---|--|

“Johnny’s Gone for a Soldier”

Here I sit on Buttermilk Hill
Who can blame me, cryin' my fill
And ev'ry tear would turn a mill,
Johnny has gone for a soldier.

Me, oh my, I loved him so,
Broke my heart to see him go,
And only time will heal my woe,
Johnny has gone for a soldier.

I'll sell my rod, I'll sell my reel,
Likewise I'll sell my spinning wheel,
And buy my love a sword of steel,
Johnny has gone for a soldier.

I'll dye my dress, I'll dye it red,
And through the streets I'll beg for bread,
For the lad that I love from me has fled,
Johnny has gone for a soldier.

“The World Turned Upside Down”Version 1

If buttercups buzz'd after the bee,
If boats were on land, churches on sea,
If ponies rode men and if grass ate the cows,
And cats should be chased into holes by the mouse,
If the mamas sold their babies
To the gypsies for half a crown;
If summer were spring and the other way round,
Then all the world would be upside down.

Version 2

Goody Bull and her daughter together fell out,
Both squabbled and wrangled and made a great rout.
But the cause of the quarrel remains to be told,
Then lend both your ears and a tale I'll unfold.
Derry down, down, hey derry down,
Then lend both your ears and a tale I'll unfold.

The old lady, it seems, took a freak in her head,
That her daughter, grown woman, might earn her own bread,
Self-applauding her scheme, she was ready to dance,

But we're often too sanguine in what we advance.
Derry down, down, hey derry down,
But we're often too sanguine in what we advance.

For mark the event, thus for fortune we're cross,
Nor should people reckon without their good host,
The daughter was sulky and wouldn't come to,
And pray what in this case could the old woman do?
Derry down, down, hey derry down,
And pray what in this case could the old woman do?

Zounds, neighbor, quoth pitt, what the devil's the matter?
A man cannot rest in his home for your clatter
Alas, cries the daughter, Here's dainty fine work,
The old woman grows harder than Jew or than Turk
Derry down, down, hey derry down,
The old woman grows harder than Jew or than Turk.

She be damned, says the farmer, and do her he goes
First roars in her ears, then tweaks her old nose,
Hello Goody, what ails you? Wake woman, I say,
I am come to make peace in this desperate fray.
Derry down, down, hey derry down,
I am come to make peace in this desperate fray.

Alas, cries the old woman, And must I comply?
I'd rather submit than the hussy should die.
Pooh, prithee, be quiet, be friends and agree,
You must surely be right if you're guided by me,
Derry down, down, hey derry down,
You must surely be right if you're guided by me.

LESSON PLAN by: Meganmarie Pinkerton

Adapted from: *Every Student Learns: Teacher's Guide for Social Studies: The United States*

Lesson: A Colonial Quilt (Art)

Length: 30 minutes

Age or Grade Intended: 5th Grade

➤ **Academic Standard(s):**

- 5.1.13 Assess the influence of other countries, such as France, Spain, Russia, Germany, Poland, and the Netherlands, in the American Revolution; identify individuals from other countries who assisted the American cause.

Example: The Marquis de Lafayette, Bernardo de Galvez, Thaddeus Kosciusko, and Friedrich Wilhelm Von Steuben.

➤ **Performing Objectives:**

➤ After studying the influences of other countries on the American Revolution students will create a picture of a person, event or country representation, showing how that country influenced the war.

After creating a picture representing another countries influence on the American Revolution, students will write a short description and reason for why that event, place or person is important to the Revolution.

Advanced Preparation/Materials: Teacher review pg. 314-315. Provide access to computers, encyclopedias and other informational books about other countries contributions to the American Revolution. Each student will need a 6in. X 6in. square of red, white, or blue construction paper, crayons or colored pencils and a pencil. The teacher will also need pieces of butcher paper to glue all of the quilt squares onto to make the quilt. The teacher could decorate the boarder or have students work on it during their free time, it would also be helpful if the teacher created a sample quilt square to show the students.

Introduction/Motivation: Instruct students to read the “You are there” section on page 314 of their text book. From this reading, do you think other countries were involved in the American Revolution? How and Why do you think they were involved? Today we are going to talk about other countries involvement in the Revolution then you will create a class quilt as a thank you of their support. (Bloom’s comprehension and application)

Step-by-Step Plan:

44. Have students look at the timeline on pg. 314-315 and read the descriptions. What do you realize about the sequence of events? (Bloom’s knowledge).
45. Read the rest of the section on pages 315 silently in small groups. Discuss and jot down the countries that entered the war and the people who were involved. As a class discuss these findings. (Bloom’s knowledge, Gardner’s interpersonal).
46. What was one of the effects of Spain’s entry into the war against Britain? (Bloom’s analysis, Gardner’s linguistic).
47. Instruct students to read the rest of the section to page 319. Note the different factors that lead to the Continental Armies victory in the American Revolution. (Bloom’s knowledge and comprehension, Gardner’s verbal)
48. Explain Quilt project. Each student will choose a person, event, or place associated with a different country that influenced the American Revolution.

They will write a few notes about what it is and what they want to portray as they research.

49. Pass out 6in. X 6in. squares and instruct students to illustrate their important subject then write a short description of what it is and why it is important on the square (Bloom's knowledge and comprehension, Gardner's visual, intrapersonal, and linguistic).

50. If they are done early they can help decorate the boarder of the butcher paper.

Closure: When everyone is finished they will explain their quilt square to the class and place it on a predetermined spot on the butcher paper, and display it in the room or a display case. (Gardner's linguistic) Discuss what might have happened without the help of other countries. (Bloom's evaluation). The next step in our history is to determine what to do with our country now that we have our freedom, and we will start there on our next unit.

Adaptations/Enrichment: This lesson works well for students who have LD, MiMH, and ADHD because it has a hands-on component and they are able to look up information in a small group setting. Some things that might be helpful would be a graphic organizer for the information about different countries' involvement and something to help them organize their thoughts for their quilt square. Enrichment: Students could create a collage of different things that each country contributed or write a short essay on a country's contribution or a specific person from another country.

Self-Reflection/Assessment: -Check that they have created a drawing, illustrating their topic according to the rubric.

-Use the rubric to grade that the student's written description of their illustration, including the reason for why that person, place, or event was important,

| | Beginning | Deveolping | Accomplished | Score |
|---|--|--|--|--------------|
| Illustration of person, place, or event. | 0 points There is no illustration or the drawing does not correlate with the lesson. | 2 points There is an illustration depicting related content, the illustration is sloppy and difficult to discern. | 4 points The illustration depicts a person, place or event connected with another nation during the Revolution. The illustration is visually appealing (colored and neat) | |
| Description of person, place, or event. | 0 points There is no description, it does not correlate with the content or picture, and has many grammatical errors. | 2 points The description correlates and provides reason. Some grammatical errors. | 4 points The description is informational and provides good reasoning with few grammatical errors. | |

LESSON PLAN by: Meganmarie Pinkerton

Lesson: How They Fought (P.E. Gross Motor)

Length: 30 minutes

Age or Grade Intended: 5th Grade

➤ **Academic Standard(s):**

5.1.2 (P.E.) Demonstrate the ability to manipulate (throw, catch, strike, swing, push, pull) objects with the skills necessary to participate in games and lead-up (preparing for sports) activities.

5.1.12 Identify major British and American leaders and describe their roles in key events, such as the First and Second Continental Congresses, drafting and approval of the Declaration of Independence (1776), publication of *Common Sense*, and major battles of the Revolutionary War.

➤ **Performing Objectives:**

➤ After studying the different fighting techniques used during the American Revolution students will participate in a dodge ball game representing different battles.

After participating in American Revolution dodge ball students will write a reflection on how leaders and fighting techniques impacted the outcomes of battles.

Advanced Preparation/Materials: Teacher needs to review the sections in the book discussing minutemen, Green Mountain Boys, different battles and various leaders in those battles. Set up gym for dodge ball. Half of the gym should have things for students to hide behind, nets, chairs, or gymnastics mats to represent trees that the colonist would use for cover. The other half should be fairly open. Find a dodge ball for each student.

Introduction/Motivation: Talk about the statistics from the math lesson about the Battle of Bunker Hill. What were some advantages and disadvantages that the colonist had while fighting the British? Do you think you could do better? Today we are going to play a game representing some of the battles of the revolution and see if we have the same outcomes as they did. (Bloom's knowledge and application)

Step-by-Step Plan:

51. Explain that you will be playing dodge ball with a twist. The class will be divided into a colonist side and a British side.
52. Explain that you will reenact different battles or fighting tactics. Example: Battle of Bunker hill had 1,200 patriots and 2,000 British soldiers. So we would split up the class using the ration of 3/5 having 9 students for the colonist and 15 students for the British. Then play dodge ball and see which side wins.
53. Take students to the gym and explain the first battle. Battle of Bunker Hill, split student up like mentioned in the classroom. Play and see what happens. (Gardner's kinesthetic and interpersonal)
54. Next one is the difference in Minutemen and British soldiers. Minutemen fighting: used trees while British marched in lines, so one half of class uses "trees" for cover while playing and the British side has to march in a line. (Gardner's kinesthetic and interpersonal)
55. Go back to the classroom and discuss as a class how the different tactics worked out. (Bloom's analysis and evaluation, Gardner's interpersonal and logical)
56. Then each student will look up some of the other tactics used by different groups or leaders in the textbook. Write a paragraph describing the outcomes

of the games versus the outcomes in real life, and some of the advantages and disadvantages that the colonists had with one leader, one tactic, and one battle. (Bloom's analysis and evaluation, Gardner's interpersonal and logical)

Closure: When everyone is finished they will explain one of their findings of an advantage or disadvantage that they wrote down. (Gardner's interpersonal)

Adaptations/Enrichment: This lesson will work well for students with ADHD and ED, because it will give them the opportunity to move around while learning and expend some energy. It would be helpful to write down descriptions and game rules and go over them with students with ADHD, ED, LD, and MiMH so that they understand what they are doing. Also the teacher could assign certain people, battles, or tactics for the students to research and highlight those sections in the book so it is easier to pick out the big ideas.

Enrichments: Students could research the different battle tactics in depth and create their own battle plan. They could either draw a diagram or write out their plan of action.

Self-Reflection/Assessment: -Observe the games to make sure all students participate.

-Use a checklist to grade the student's written reflection on the experience.

Reflection Check List: 2 points for each section, total 10 points.

- ~Student included a reflection on the set up of both dodge ball games ____
- ~Included comparison on the outcomes of both games versus real life. ____
- ~Included a disadvantage or advantage with one leader____
- ~Included a disadvantage or advantage with one tactic____
- ~Included a disadvantage or advantage with on battle____

LESSON PLAN by: Meganmarie Pinkerton

Adapted from: Gary Hopkins, Education World http://www.education-world.com/a_lesson/02/lp267-04.shtml

Lesson: Betsy Ross 5 Point Star (find motor)
minutes

Length: 50

Age or Grade Intended: 5th Grade



➤ **Academic Standard(s):**

- 5.1.12 Identify major British and American leaders and describe their roles in key events, such as the First and Second Continental Congresses, drafting and approval of the Declaration of Independence (1776), publication of *Common Sense*, and major battles of the Revolutionary War.
- 5.1.14 Identify and evaluate contributions of women during the American Revolution, including Abigail Adams, Martha Washington, Mercy Otis Warren, and Molly Pitcher.

➤ **Performing Objectives:**

- Using information from the lesson students will write a paragraph with two facts about Betsy Ross in their journals.

Given a list of people, places, and events from the American Revolution, students will write a brief description of two chosen topics from that list.

Advanced Preparation/Materials: A copy of the Betsy Ross story off line and star instructions. A piece of paper; red, white and blue and scissors for each student. Large rolls of red, blue and white paper for a bulletin board, stapler and glue. A picture of the first American flag.

Introduction/Motivation: Who knows who made the first American flag (Bloom's knowledge)? Why do our stars have five points instead of six on the flag (Bloom's knowledge)? We are going to talk a little bit about why the flag is the way it is and then we will create a replica of the first flag for our bulletin board.

Step-by-Step Plan:

57. Explain the Betsy Ross story and her 5-point, 1-cut star.
58. Give students scrap paper and scissors to try and figure out how she did it. (Bloom's application, Gardner's kinesthetic, mathematical)
59. Show students how to fold paper and make one cut.
60. Give 13 students white paper. 1 red, 1 white, 1 blue to each student to cut out 3 stars. (Gardner's kinesthetic)
61. Brainstorm list of important people, places and events on the board, each student picks two to write and describe on two stars. Write an adjective to describe the U.S. or living here on the last one.
62. Discuss the set up of the original flag. Create the rest of the flag to scale with the large bulletin board paper, put it together on the bulletin board with description stars around it. (Gardner's interpersonal, mathematical)
63. Clean-up

Closure: Each student presents what they wrote. Explain you will be studying these places, events and people more in-depth later. Students write quick paragraph with two facts about Betsy Ross in their journals before next subject.

Adaptations/Enrichment: MiMH-help students fold. LD, MiMH, ADHD-work with a partner to find information for stars.

Self-Reflection/Assessment: -Check students' descriptions on stars.
-Read students' paragraphs in journals.

Cut a 5-Pointed Star in One Snip ★

The Betsy Ross House, <http://www.ushistory.org/betsy/flagstar.html#step1>

Step 1. Fold an 8-1/2" x 10" piece of paper in half.

Step 2. Fold and unfold in half both ways to form creased center lines. (Note: be sure paper is still folded in half.)

Step 3. Bring corner (1) right to meet the center line. Be sure to fold from the vertical crease line.

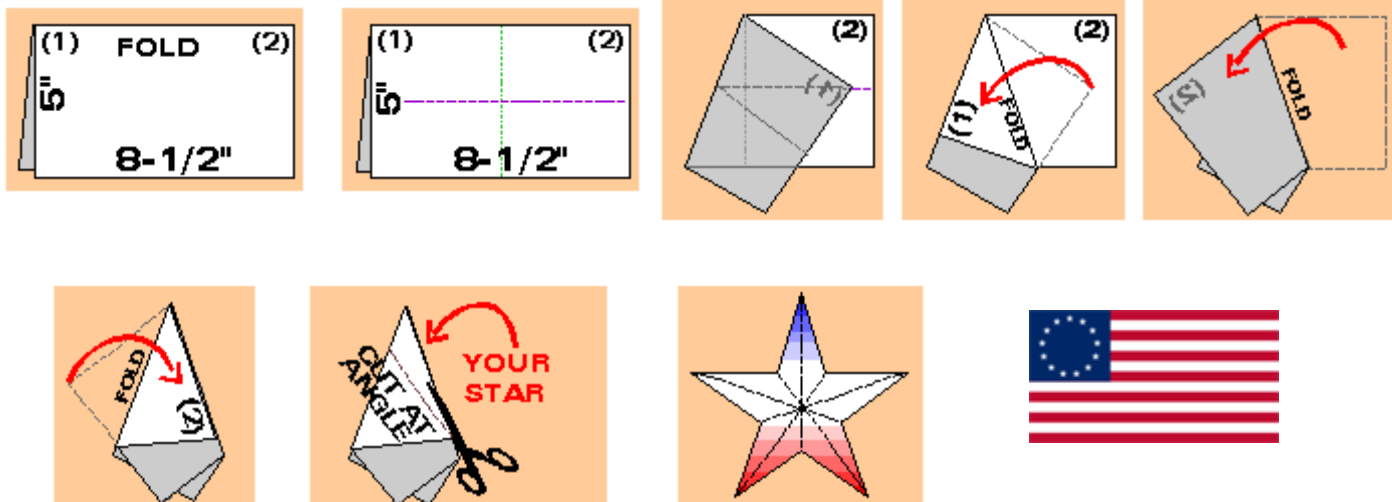
Step 4. Bring corner (1) left till edges coincide, then make the fold.

Step 5. Bring corner (2) left and fold.

Step 6. Bring corner (2) right until edges coincide. Then fold.

Step 7. Cut on the angle as shown in the picture. Then unfold the small piece.

Step 8. Marvel at your perfect (we hope!) 5-pointed star! If your star is not perfect, take a fresh piece of paper (8-1/2" x 10" — not 8-1/2" x 11") and [return to Step 1](#).



LESSON PLAN by: Meganmarie Pinkerton

Adapted from: <http://www.hmns.org/files/education/BF-Post-activities.doc>

Lesson: Let's Have a Tea Party (Cooking)

Length: 30 minutes

Age or Grade Intended: 5th Grade

➤ **Academic Standard(s):**

- 5.1.14 Identify and evaluate contributions of women during the American Revolution,
 - including Abigail Adams, Martha Washington, Mercy Otis Warren, and Molly Pitcher.
 - Example: Research on the Internet using women's history Web sites.
- 5.1.11 Analyze the causes of the Revolution, such as colonial resistance to British imperial policies, the denial of traditional rights of Englishmen to American colonists, and taxation without representation.

➤ **Performing Objectives:**

- After discussion important women during the Revolutionary war, students will use researched information about a specific woman to share four facts with the class.

After listening to classmates' reports on important women during the Revolution students will complete a worksheet matching the important women with their achievements with 85% accuracy.

Advanced Preparation/Materials: Ingredients for the liberty tea, multiple tea kettles or sauce pans, a hot pad or way to boil water, ingredients for candles, cardboard containers, old coffee cans, and a double boiler. Each student needs a copy of the "Important Revolutionary Women" worksheet, notebook paper and a pencil. The teacher needs to set up centers with instructions at each center: Center 1 with the materials to make tea, center 2 with materials to make candles, center 3 research station on the computers, center 4 trade books about important women, center 5 resource center with informational texts on important women.

Introduction/Motivation: What would you do if you couldn't afford to pay for your favorite food anymore? What if someone charged you twice as much for your purchase as other people? What if you could only buy Kroger brand food, or you could only have one type of cookie (raisin)? Well today we are going to talk about what important women did in our history to overcome some of these obstacles, when the British imposed acts and tariffs to control what and how people bought goods. Then we are going to go back in time and try out some of their solutions.

Step-by-Step Plan:

64. Discuss some of the acts that the British imposed on the colonists (stamp, tea, Townshend) How do you think that affected the colonists? (Bloom's comprehension)
65. Bring up the Daughters of Liberty. What would you do in their position? (Bloom's comprehension and analysis, Gardner's interpersonal) How women decided to help out the cause and boycott certain goods. (paper, wool and tea)
66. Explain that they will be visiting different stations around the room they will make liberty tea, colonial candles and research important women from that time period. They will be in six different groups each person in a group will research a different person. Then when they are done researching they will form a group with other people who researched the same person that they did,

- and decide which facts to present to the class. Once they figure that out everyone will get their tea and listen to each group present a different person.
67. Point out each station and explain what is there.
 68. Break students up into groups, they have 5 minutes at each station. Two groups go to the research table at a time and take materials back to their desk to write their paragraph with four facts. Let them go to each station have the teacher will be at the tea station and explain and an aid or volunteer will be at the candle station. (Gardner's kinesthetic, visual/spatial)
 69. Once everyone has been to their stations, have them regroup into their important person groups and discuss the information that they want to share. Have one person record each fact that each person will share, then each person will share in their group presentation. (Gardner's interpersonal, Bloom's knowledge)
 70. When everyone is ready go through the line and get a cup of tea and go back to their seats, pass out "Important Women" worksheet for them fill out while the groups present.
 71. Groups present, (Gardner's linguistic) encourage questions after each presentation.

Closure: Go over the worksheet as a class and discuss the importance of boycotts and the Liberty Tea. Clean up stations explain that they will be role playing or reenacting some other types of boycotts or protest at a later time.

Adaptations/Enrichment: Students with LD, MiMH, ADHD could be partnered up with another student to travel to the stations with. The teacher could also make a paper for students to fill out about their specific person to make sure that they know what they are looking for. The worksheet could ask for birthdates, place they lived, what they did, other ways that woman was involved ect. This would help them to organize their thoughts and keep them focused. As an enrichment students could spend more time researching their individual and write an interview with the person or they could work with a partner and act out the interview. One person would ask the questions and the other would respond as if they were that historical figure.

Assessment:

- Check group written reports to make sure that they included at least four facts.
- Check students' important women worksheet for correctness.

Important Women of the Revolution

1. Deborah Sampson

-What was she known for? _____

-Write two other important facts.

2. Mercy Otis Warren

-What was she known for? _____

-Write two other important facts.

3. Abigail Adams

-What was she known for? _____

-Write two other important facts.

4. Martha Washington

-What was she known for? _____

-Write two other important facts.

5. Molly Pitcher

-What was she known for? _____

-Write two other important facts.

6. Betsy Ross

-What was she known for? _____

-Write two other important facts.

Liberty Tea

For most of the 1600s, the colonists had no tea, coffee, or chocolate to drink. These were unknown to the colonists because they had not been introduced to England when America was first settled. However, in the early 1700s imports of tea came from East Indian companies.

The settlers did not know how to consume tea and made some remarkable mistakes. Some boiled the tea leaves in water, threw the water out and ate the leaves. Others put butter and salt on the leaves. When they figured out the proper way to brew it, colonists enjoyed tea very much.

When the Stamp Act was passed, many colonists switched from tea to coffee which they considered a more patriotic drink. Some colonists found it difficult to give up tea, so they showed their patriotism by making tea from raspberry leaves. This was called Liberty Tea.

Ingredients:

6 Cups water

3 tsp dried raspberry leaves (available at health food stores)

Honey to taste

Steps:

1. Pour 6 cups of cold water into a tea kettle or saucepan. Heat on high until it boils
2. Put the raspberry leaves into the teapot
3. Have adult pour boiling water into the teapot. Let the tea steep (brew) for 5 minutes
4. Pour the tea through the strainer into teacups and sweeten with honey

Colonial Etiquette

Turning the teacup upside down on its saucer and placing the spoon on top meant you wanted no more tea. One visiting Frenchman knew nothing of the signal and became desperate after this 6th cup of tea. He finally stuffed the teacup into his pocket after emptying it.

Molded Candles

The colonists made most of the items they used daily. Candles were the most common form of lighting since the use of electricity for lighting had not been invented yet.

Caution: Keep baking soda handy to smother flames should paraffin ignite.

Ingredients:

Paraffin

Cotton string

Equipment:

Cardboard containers (milk cartons work well)

Double boiler

Pencil

Steps:

1. Melt paraffin in top of a double boiler over low to medium heat
2. Cut string about 4 inches longer than the cardboard container

3. Cut off the top of the container. Poke a hold in the bottom and thread the cut string through the hold. On the outside of the carton bottom, knot the string to hold it in place
4. Turn container right side up and tie the other end of the string onto a pencil that has been laid across the top of the container. The string should be tight
5. Pour melted wax into the cardboard container, almost to the top
6. After the wax has cooled and hardened thoroughly, remove from the container by dipping it in hot water for about 10 seconds and inverting the container
7. Remove pencil and cut off excess string

<http://www.hmns.org/files/education/BF-Post-activities.doc>

Trade Books and Resources

- Deborah Sampson Goes to War* By : Bryna Stevens
- Revolutionary Mothers: Women in the Struggle for Independence* By: Carol Berkin
- Masquerade: The life and Times of Deborah Sampson* By: Alfred Younge
- They Called Her Molly Pitcher* By: Cynthia Von Buhler
- Molly Pitcher: Young Patriot* By: Augusta Stevenson
- Abigail Adams: Witness to a Revolution* By: Natalie S. Bober
- Abigail Adams: An American Woman* By: Vera Laska
- Martha Washington: America's First Lady* By : Jean Brown Wagoner
- America's First Ladies: Their Uncommon Wisdom* By: Bill Adler
- Betsy Ross & The Silver Thimble* By: Stephanie Greene
- Betsy Ross: Designer of Our Flag* By: Ann Weil

LESSON PLAN by: Meganmarie Pinkerton

Lesson: Paul Revere's Ride (Storytelling)

Length: 45 minutes

Age or Grade Intended: 5th Grade

➤ **Academic Standard(s):**

- English/Language Arts -5.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.
- English/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.

➤ **Performing Objectives:**

➤ After studying Paul Revere's ride, students will create an informational picture book with a minimum of 5 pages.

After studying Paul Revere's ride students will compare "Paul Revere's Ride" by Henry Wadsworth Longfellow to textbook information to determine at least 5 facts to include in their picture book.

Advanced Preparation/Materials: Each student will need a copy of the "Paul Revere's Ride" by Henry Wadsworth Longfellow and social studies textbooks. They will also need pencils, construction paper, computer paper, and crayons for their book. The teacher will need to pick out important facts about Paul Revere's ride to discuss in class. The teacher needs a copy of "Paul Revere's Ride" for the overhead or smart board, and an overhead/smart board and markers. Have a sample of a historical picture book. He/She could also create a sample picture book page to show what is expected and find a class from a younger grade for students to share their stories with.

Introduction/Motivation: What is your favorite short picture book? Were any of them based on historical events? Well today we are going to look at a very famous poem about Paul Revere's ride and then each of you will have the opportunity to create your own short picture book to share with younger students in our school. (Bloom's knowledge)

Step-by-Step Plan:

72. Pass out a copy of "Paul Revere's Ride" to each student. Give them time to read over it and mark on their own, important facts from the poem. (Gardner's visual)
73. As a class go over the poem on the overhead/smart board and underline or circle important facts. (Bloom's comprehension)
74. Read about Paul Revere in the text book and discuss the historical facts with the class. Discuss the differences between the historical facts and the poem. Why do you think the poet wrote it this way? (Bloom's analysis and evaluation, Gardner's interpersonal)
75. Tell students that they are going to create a picture book to share with younger students based on the poem and facts they discussed. Show examples of picture books and discuss important aspects of them. (pictures depicting the short sentences on each page, chronological order, at least 5 facts, the type of audience, ect.), show your own sample page.

76. Give students time to brainstorm the facts they would like to include, book set up, and write a rough draft. Work with a partner to edit. (Gardner's linguistic, visual, and interpersonal).

77. Pass out construction paper for the covers, computer paper, and crayons. Let students publish their story.

Closure: When everyone is finished a few students will share one important aspect of their picture book, what makes it good, an important fact or well drawn illustration. Discuss these good aspects then explain that the students will be visiting their first grade reading buddies next week and they will have the opportunity to share their book with their buddy. (Gardner's linguistic)

Adaptations: It might be hard for students with MiMH and LD to decide the best ways to put their story together. The teacher could provide a graphic organizer for the students to organize their thoughts and ideas. These students could also just base their story solely on the poem, using each verse or a few verses on each page and then they will need to illustrate these pages.

Enrichments: Students could do a larger project and pick a few important people and events from the Revolutionary War. Then they could create a picture book summarizing important aspects of the War.

Assessment: -Grade the picture books according to the rubric.

Picture Book Rubric: 20 points total.

| | Beginning 0 points | Developing 2 points | Accomplished 4 points | Score |
|-----------------------------|---|---|---|--------------|
| Illustrations | There are no illustrations or the drawings do not correlate with the story. | There are illustrations depicting related content, the illustrations are sloppy and difficult to discern. | The illustrations correlate with the story The illustration is visually appealing (colored and neat) | |
| Content | The content contains no correlation to the poem or factual evidence. | The story shows some correlation to the poem and has a few facts. | The story has at least 5 facts and correlates with the factual information from the poem | |
| Mechanics | Many spelling and grammatical errors. | Some spelling and grammatical errors. | Few spelling and grammatical errors. | |
| Cover | No illustration, title, or author. | Is missing either the illustration, title, or author or sloppily put together. | Includes relevant illustration, title and author. Visually appealing. | |
| Overall Presentation | Many aspects of the project are missing or poorly presented. | One aspect of the project is missing, project is satisfactorily put together. | All aspects of the project are presented and well put together. | |

LESSON PLAN by: Meganmarie Pinkerton

Adapted from: Study Guide for Johnny Tremain By: Esther Forbes

Lesson: Impersonating Johnny Tremain (Drama)

Length: 40 minutes

Age or Grade Intended: 5th Grade

➤ **Academic Standard(s):**

➤ 5.5.3 Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States and give examples of how these conflicts were resolved.

Performing Objectives:

➤ After reading sections from *Johnny Tremain* students will impersonate a character from the story using minimal props, personality, body language and tone of voice.

While impersonating a character from *Johnny Tremain* students will work with another student to recreate a scene depicting conflict or resolution from the story.

Advanced Preparation/Materials: Students will have been reading on their own or the teacher will have been reading passages from *Johnny Tremain* to the class for a few weeks. The teacher will come up with an example conflict or resolution to depict and act out an impersonation of someone to show students what is expected.

Introduction/Motivation: Have you ever tried to impersonate some one or act a certain way to persuade people? What are some examples of times that you have impersonated someone? (Bloom's knowledge) Today we are going to work on our acting skills and impersonate a character from our readings in *Johnny Tremain*.

Step-by-Step Plan:

78. Think of the time in *Johnny Tremain* where Billy Dawes impersonates a drunk and sneaks out of Boston. What is some thing that he did to perform an accurate impersonation? (Bloom's knowledge and comprehension, Gardner's linguistic)
79. The teacher will perform a good and bad impersonation of what Billy Dawes might have done.
80. Class discusses important aspects of good impersonations. (Bloom's analysis)
81. Put students in pairs, and instruct them to choose a scene from the story where there is conflict or resolution of a conflict. (Bloom's comprehension)
82. Each student will pick a person from that scene to study and determine how to impersonate that character. Re-create the character's personality using body language and tone of voice. (Bloom's application and synthesis)
83. Then students will figure out a way to perform that scene for the class utilizing their impersonation skills. (Bloom's synthesis, Gardner's interpersonal, bodily/kinesthetic, and linguistic)
84. Then each pair will present their scene to the class. After each presentation discuss how the students utilized good acting skills. Also discuss the conflict and how it was resolved. (Bloom's evaluation, Gardner's interpersonal, linguistic, and bodily/kinesthetic)

Closure: When everyone is finished bring it all together and discuss how some of the little conflicts were part of the main plot or big conflict in the story. Connect these conflicts with the ideas and conflicts behind the American Revolution. (Bloom's analysis and synthesis, Gardner's linguistic)

Adaptations: This lesson works well with students who have LD, ED, and ADHD. It will give them an opportunity to visually see parts of the story and discuss scenes more in-depth. It will also keep them occupied and on task by doing hands on activities. It would be helpful to pair these students up with a stronger student so that there is leadership and they can work together to determine what characters and scenes to do. It might also be helpful if the teacher picks out certain scenarios or characters for the students to act out. The teacher could create a hand out with only that scene and a short description of the characters on it. It would also be helpful if the students had a graphic organizer to organize their main ideas or topics from their scene or character so they know what they need to act out.

Enrichment: Students could create play as a project using *Johnny Tremain*. They would create a shortened version hitting on important events and assign students different roles.

Self-Reflection/Assessment: -Use a checklist to be sure students impersonate a character.

-Use a checklist to make sure students act out a scene appropriately.

-Use a checklist to see if student make a connection between scenes, plot and history.

Johnny Tremain Scene Action Checklist:

~Student uses a character from the book____

~Student re-creates characters personality____

~Re-creates personality using body language____

~Re-creates personality using tone of voice____

~Student uses a scene from the book depicting conflict or resolution____

~Student works with a partner to perform the scene for the class____

~Student impersonates characters from that scene____

~Student uses specific actions from that scene____

~Student explains connection between that scene and underlying plot____

~Student discusses connection between conflicts from the book and the actual Revolution____

Meganmarie Pinkerton

American Revolution Unit
Technology

With the technology available to us in the school systems it is hard to think of not utilizing the benefits that technology can bring to the learning environment. I plan to incorporate technology throughout my unit for instruction, research, and publications. One way that I often found myself incorporating technology into my lessons is through student and teacher research. I will use the computer and internet to research helpful ideas for lessons, trade book resources and interesting facts. I expect my students to utilize the computer for research of various topics. During the science lesson they must research information about the pollution in Boston Harbor. There are other times that they are required to look up more information about certain people or events for class projects. They will find a lot of this information on the internet. My student teaching placement is also obtaining many new modes of technology that I will get to utilize during my unit in the spring. Students will use writers, keyboards with little screens, at their desk to write reports and then scan the reports into the computer to be printed. I will also have the opportunity to use an interactive whiteboard while teaching. I will use this to post Paul Revere's poem, song lyrics, maps, and other informational texts so that the whole class can see it and interact with the material while saving our work.

Revolutionary War Unit Trade Books



Reading lesson

- And Then What Happened, Paul Revere?* By: Jean Fritz
- Guns for General Washington* By: Seymour Reit
- If You Were There in 1776* By: Barbara Brenner
- The Boston Tea Party* By: Steven Kroll & Peter M. Fiore

Liberty Tea lesson

- Deborah Sampson Goes to War* By: Bryna Stevens
- Revolutionary Mothers: Women in the Struggle for Independence* By: Carol Berkin
- Masquerade: The life and Times of Deborah Sampson* By: Alfred Younge
- They Called Her Molly Pitcher* By: Cynthia Von Buhler
- Molly Pitcher: Young Patriot* By: Augusta Stevenson
- Abigail Adams: Witness to a Revolution* By: Natalie S. Bober
- Abigail Adams: An American Woman* By: Vera Laska
- Martha Washington: America's First Lady* By : Jean Brown Wagoner
- America's First Ladies: Their Uncommon Wisdom* By: Bill Adler
- Betsy Ross & The Silver Thimble* By: Stephanie Greene
- Betsy Ross: Designer of Our Flag* By: Ann Weil

Drama lesson

- Johnny Tremain* By: Esther Forbes

Meganmarie Pinkerton

American Revolution Unit Field Trip to The Forks of Wabash

www.historicforks.org

For our 5th grade American Revolution Field Trip we will be traveling to the Historic Forks of Wabash. The Historic Forks of Wabash is an educational historical park that represents an area where there was interaction between the Miami Indiana nation, European settlers and the American Government. Historic Forks strives to preserve, protect, enhance and interpret the geographical area, it serves the community by providing information about the site and cultural history that it represents.

The purpose of this field trip is to give the students an idea of what life would have been like during the Revolutionary war. This is a place that General Henry Hamilton and his British Redcoats passed through from Detroit to take Vincennes in 1778. This site also has examples of buildings characteristic of the pioneers. The Historic Forks of Wabash provides many educational programs that provide students with hands on experience giving students a better understanding of pioneer life.

During this field trip students will participate in the educational programs and tours provided by the Historic Forks of Wabash. They will take a class on pioneer chores, tour a log house, work with spinners and weavers, and participate in hands on activities. Once they return from the field trip they will write a reflection in their journals explaining what they learned about pioneer life, and what they thought was difficult or different from their original perceptions of pioneer life in that time.

The Historic Forks of Wabash is located 25 minutes away from the elementary at 3011 W Park Dr, Huntington, IN 46750. It costs \$3 a student. Tours and educational programs can be set up ahead of time by phone (260) 356-1903 or email: infor@historic.forks.com.

February 1, 2007

Dear Parents & Guardians,

I wanted to take this opportunity to tell you a little bit about our upcoming American Revolution Unit. I am very excited about all of the great learning experiences that your children will be involved in throughout this unit. Many of the lessons have connections to other subjects and include hands on activities, group cooperation, crafts and research projects. We will also take a field trip to The Forks of Wabash to learn about life during that time period.

Students will participate in many different types of lessons throughout this unit. The lessons will include skills from reading, writing, math, social studies, science, music, art, P.E., cooking, storytelling, and drama. For the storytelling they will make a picture book describing Paul Revere's ride and then share their work with younger students in our buddy class. They will also create a persuasive speech based on Patrick Henry's "Give me liberty or give me death" speech and write their own lyrics to a patriotic song, among many other projects.

The field trip to The Forks of Wabash should be a very enjoyable trip for the students. They will travel around the park and see houses that would have been similar to ones from that time period. They will also participate in activities such as pioneer crafts and chores. This field trip will give the students a great hands-on experience to help them understand what life would have been like during the time of the American Revolution. We will need at least two parents as chaperones. I will provide more details at a later time. For more information on the park visit www.historicforks.org.

I feel that this whole unit will be a great learning experience for your child. Please involve yourself in their work. Ask them about their speech, song, or other projects they complete, your involvement will add meaning and pride to the experience and work that they participate in. We need a few volunteers to help out with the cooking lesson on February 23rd and at least two chaperones for the field trip on March 14th. More information will be sent home concerning specific activities. Please feel free to e-mail me with any questions, concerns, or availability for activities.
MHPinkerton@manchester.edu

Sincerely,

Meganmarie Pinkerton