

American Revolution Graphic Novel

Name: William Pettus – USI.6

Major Topic for the Unit of Instruction: American Revolution

Length of Unit:

Part or all of 5- 6 90 minute class periods

Stage 1 Desired Result:

Standards of Learning:

USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by:

- a) Identifying the issues of dissatisfaction that led to the American Revolution;
- c) Explaining key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, and Patrick Henry.

Major Understanding:

Students will understand that the American Revolution was a long process, a series of events that connect together to help to form our country; that different people played different roles in those events, some had large roles to play and some had smaller roles.

Essential Questions:

What events may have led up to the colonies wanting to gain their independence? Who influenced this movement? How and why?

Student Objectives:

- Students will identify reasons the colonist were dissatisfied with Great Britain's rule over them.
- Students will explain the key events of the American Revolution.
- Students will describe the role that the key individuals played in the American Revolution.

Blooms Taxonomy:

Creating, analyzing, applying, and evaluating.

21st Century Skills:

Students will be collaborating in group work, creating, problem solving, assessing and analyzing information, and communicating with other groups.

Stage 2 Assessment Evidence

List Performance tasks:

The students will be working in collaborative groups to create a graphic novel depicting the major events and people of the American Revolution. Each group will be researching a series of events and people to create slides or pages in a graphic novel that the whole class will be compiling. The groups will be required to research their events or people, determine what took place, and analyze the information to determine what should be included in the slide. Create the slide art work and narration, and finally fit it into the class book in the correct sequence.

Stage 3: Learning Plan

DAY 1:

Introduction

45 min. (1/2 90 min. block)

Use introductory power point and examples of graphic novels to introduce project. Give students rubrics and describe the task that they will need to perform. Divide students into 8 groups of roughly equal size and distribute group assignments. (Assignments include non related events and people or a person and the events they participated in.) Help students to plan research portion of project by modeling research techniques.

Materials:

- Power point
- examples of graphic novels
- rubrics
- group assignment pages
- slide/ research pages

DAY 2 and 3:

Research

Students will use computers and the internet to research the events or people that they have been assigned. Students will need to compile their research on the form provided to focus research. Research will be collected in a Livebinder. <http://www.livebinders.com/>

Materials:

Computers and internet access to Livebinders with collected artwork on specific people designated in project.

DAY 4, 5, and 6

Students will use these class periods to work with their groups to take their research and turn each event or person into a slide/page for the book using the template provided on the research page. Each page must include a date, picture, and a narration of the action taking place in the picture.

As groups finish their first drafts we will scan them into to the computer and display them on the Promethean board and edit them as a class. After critiquing, each group will need to revise their slides and resubmit them for editing. This process should continue until all slides are acceptable to the class. Once all slides are in their final form they will need to be sequenced into a rough book form. The class will review the book and make any necessary changes before finalizing the book.

Materials:

- Template pages
- Scanner
- Computer
- Promethean board or interactive white board (This lesson may be adapted for completion without an interactive white board)
- writing and coloring materials

Assessment:

Students' work will be assessed using the rubrics distributed to them in the introduction part of the project. This unit is part of our larger unit that covers SOL US 1.6.

Collaboration/Research/Presentation Rubric (40 pts.)	Excellent 10 to 9 points	Accomplished 8 to 7 points	Acceptable 6 to 5 points	Poor 4 to 0 points	Score
Collaboration	The group worked well together and completed their work in a timely and efficient manner. All members of the group participated equally and showed respect.	The group worked well together and completed their work in a timely and somewhat efficient manner. Some members of the group participated equally and showed respect.	The group worked together and completed their work. All members of the group participated.	There were several issues with the group completing the tasks of the project. Respect was not shown on a consistent basis.	
Research	Covers topics in-depth with details and examples; subject knowledge is excellent.	Includes essential knowledge about the topic; subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.	
Oral Presentation	Interesting, well-rehearsed with smooth delivery that holds audience's attention.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience's attention.	Delivery not smooth, but able to hold audience's attention most of the time.	Delivery not smooth and audience's attention is lost.	
Sources Cited	All sources (information and graphics) are accurately documented.	All sources (information and graphics) are somewhat accurately documented.	Some sources (information and graphics) are accurately documented.	Some sources are not accurately documented.	
TOTAL POINTS				40 POINTS	

Art & Text Rubric (60 pts.)	Excellent 10 to 9 points	Accomplished 8 to 7 points	Acceptable 6 to 5 points	Poor 4 to 0 points	Score
<u>Amount of Information</u>	All necessary information is addressed and all questions are answered with all the required research	Most necessary information is addressed and most questions are answered	Some necessary information is addressed and some of the questions are answered	One or more topics are addressed.	
<u>Quality of Information</u>	Panel clearly relates to the main topic. It includes several supporting details	Panel clearly relates to the main topic. It provides 1-2 supporting details.	Panel clearly relates to the main topic. No details	Panel has little or nothing to do with the main topic.	
<u>Sources Cited</u>	All sources (information and graphics) are accurately documented.	All sources (information and graphics) are mostly accurately documented,	All sources (information and graphics) are not accurately documented.	Sources are not documented.	
<u>Mechanics</u>	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical, spelling or punctuation errors.	Many grammatical, spelling or punctuation errors.	
<u>Composing & Written Expression</u>	Shows consistent organization, elaborated the main idea. Overall unity. Good sentence construction and varied vocabulary.	Good control of organization, some elaboration but needs more. Used appropriate vocabulary and showed basic control of sentence formation.	Showed fair organization with little to no elaboration. Goes off topic. Used bland vocabulary and the author's tone were not clear.	No central idea and poor organization. Listed ideas with no elaboration. Word choice and information are general and the sentences are dull.	
<u>Art Work</u>	Art work very clearly displays scene and accurately shows action that is taking place. Is very neat and colored consistently	Art work clearly displays the scene and accurately shows the action that is taking place. Is neat and colored adequately.	Art work displays the scene and shows the action that is taking place. Is neat and colored.	Art work does not display the scene and action that is taking place. Is not neat or colored.	
<u>TOTAL POINTS</u>				60 POINTS	

American Revolution Project

Group member assignments

Historian—responsible for final checks of accuracy for your group's slides. _____

Artist—responsible for final checks on artwork for your group's slides. _____

Writer – responsible for final check of all dialogs for your group's slides. _____

American Revolution Project

My Group:

My Person and or Events:

A.

B.

C.

D.

E.

American Revolution Project

US History 1

Our Assignment—Our class has been given the opportunity to create a new book to help teach people about the American Revolutionary War. Instead of writing a book, we're going to draw one. We're going to put the people and events of the war into a graphic novel. This of course will require some research, some drawing, coloring, editing, and a lot of teamwork. Our class will complete one book and each of you will work with a partner or two to get your assigned parts complete. I hope your excited about this opportunity I think it's going to be a lot of FUN.



Project Check list

As we work on this project it will be necessary to check in on our progress. This check list will allow you and I to keep track of where you and your group are in the creative process. I will need to sign off on each of these before you move on to the next part.

1. _____ Research for assigned event/person slide 1
2. _____ Research for assigned event/person slide 2
3. _____ Research for assigned event/person slide 3
4. _____ Artwork plan for assigned slides
5. _____ Rough Draft slide 1
6. _____ Rough Draft slide 2
7. _____ Rough Draft slide 3
8. _____ Rough Drafts submitted for class critique
9. _____ Corrections to slides after class critique
10. _____ Final slides submitted for class critique
11. _____ Final slides corrected and sequenced in book.

American Revolution Project



GRAPHIC NOVEL

What's our style?

Realistic



Cartoonish



Project Jobs



- **Research**— everyone in the group is responsible for research and planning of slides
- **Historian**— responsible for final checks of accuracy of group's slides
- **Artist**— responsible for final checks on artwork for your group's slides
- **Writer** — responsible for final check of your group's slides

Process

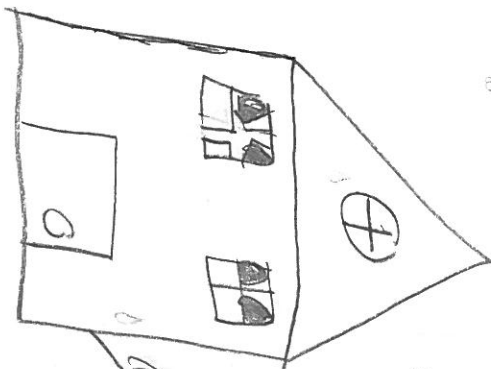


- Identify your event and or person
- Research relevant dates, location, people involved, what happened, and importance to over all story of your event/person.
- Plan slide-- date, picture, dialog, and caption.
- Complete a rough draft and have it critiqued
- Revise and resubmit(as many times as is necessary)
- Complete final draft and sequence it into whole class book.

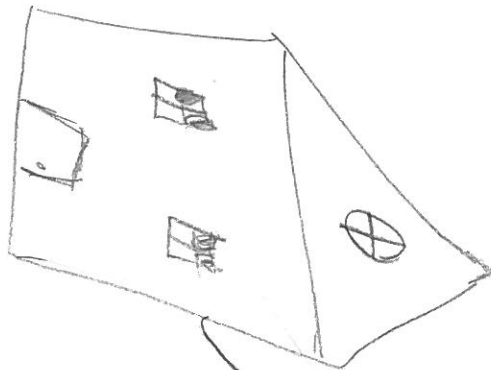
Slide 1

Capture of Charleston S.C.

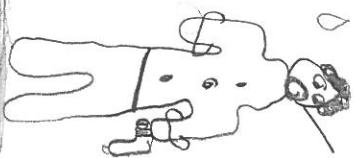
Slide 2



"Honest
best m^d"
muskete



Thurday
up all



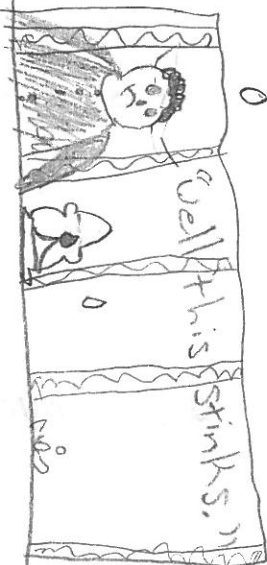
Hey Hey
you?



"The regulars
are gone and
out?"



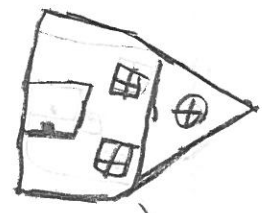
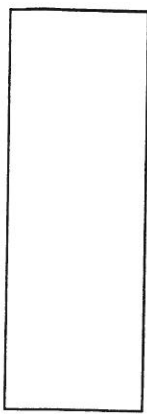
"Come on goe stupid horse."



"Well his
stinks."

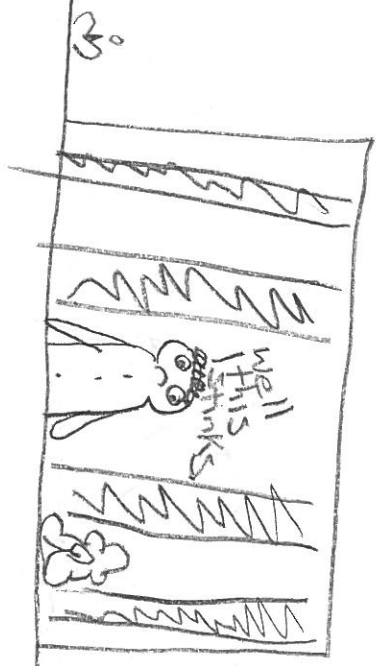
Paul Terere was riding to Concord to warn
that the British were coming and...

him and his trusty horse got captured.



"Get in the
Basement"

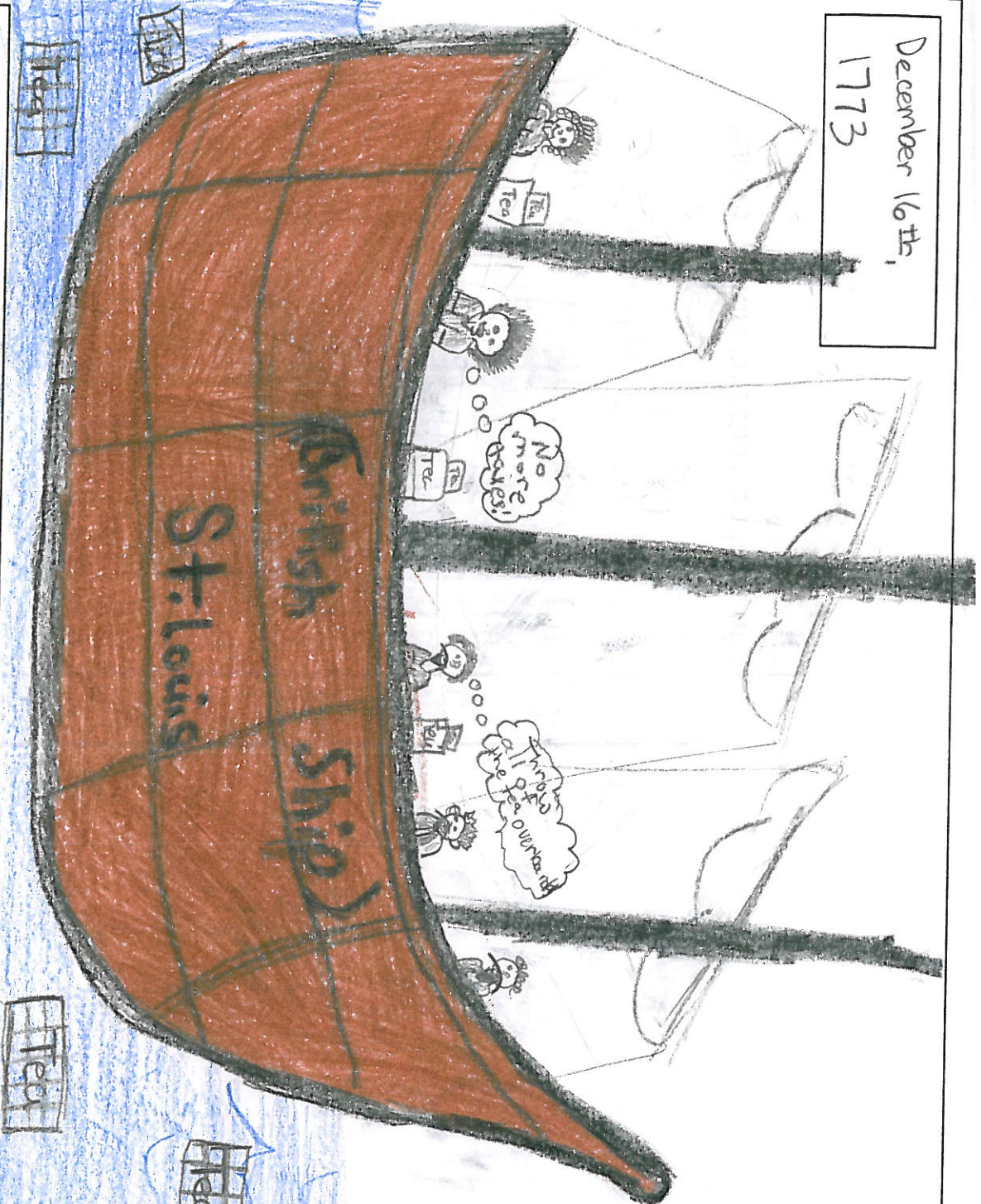
"Hey you stop!"



Paul released us riding to a concert to warn
that the british are coming and...

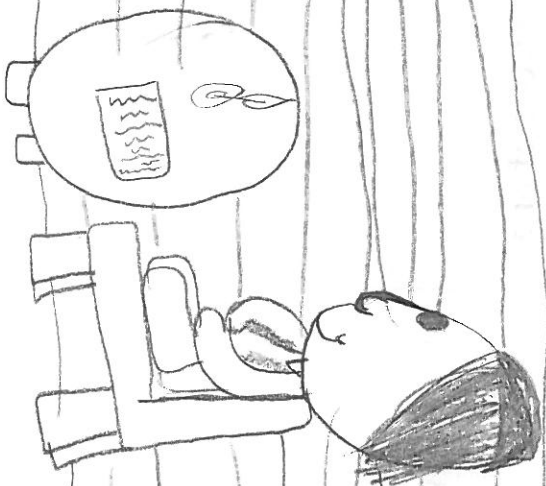
him and his trusty horse got captured.

December 16th,
1773



Here, The Boston Tea Party is taking place. Where: Boston Harbor.
When: December 16th 1773. Why: The colonists were protesting on taxes.
There were 3 tea trader ships anchored in the Boston Harbor. Several
hundred Bostonians, disguised as American Indians/ Native Americans got on the ships
and dumped 344 boxes of tea overboard into the Atlantic Ocean. This became
known as the "Boston Tea Party".

1770
year.



Phillis Wheatley was born in 1753 in West Africa and died in 1784. She loved to write poems. She was 13 when she wrote her first poem and published it. She was the first African American female to publish a book. Phillis Wheatley wrote themes during the Revolutionary war expressing ideas of the rebellious colonists. (She was also a freed slave after her owner died.)