

Virginia Studies VS.5

Major Topic for the Unit of Instruction: Revolutionary War

Length of Unit: 4

STAGE 1: DESIRED RESULTS

SOL: VS.5

Major understanding goals:

Students will understand **the reasons the American Colonies went to war with Great Britain as expressed in the Declaration of Independence; George Washington, Patrick Henry, Thomas Jefferson, Jack Jouett, and James Lafayette contributed to the fight for independence.**

Essential Question(s):

Why would the colonists want to leave the security of being governed by a powerful country, such as England? Why is the Declaration of Independence such an important document? What roles were played by various groups of people during the war? What influenced their decision to play the role they chose? Who are some important Virginia historical figures that contributed to America's independence? What contributions did George Washington, Thomas Jefferson, James Lafayette, Patrick Henry, and Jack Jouett make to mark them important in Virginia's history and fight for independence from Great Britian? Why do we call Jack Jouett Virginia's Paul Revere?

Student Objectives (These are observable, measurable outcomes that students should be able to demonstrate and that you can assess. Your assessment evidence in Stage 2 must show how you will assess these. Your learning activities in Stage 3 must be designed and directly linked to having students be able to achieve the understandings, answer the essential questions, and demonstrate the desired outcomes)

Refer to individual lesson plans for each of the objectives.

Bloom's Taxonomy Skills (What skills are you developing in this unit?)

Creating, evaluating, analyzing, applying, understanding, remembering)

Lesson 1 – analyzing

Lesson 2 – discover and explain

Lesson 3 – research, generate, and create

Lesson 4 – create, explain, and reconstruct

STAGE 2: ASSESSMENT EVIDENCE

List the Performance Task(s) Authentic, performance based tasks that have students apply what they have learned and demonstrate their understanding; Designed at least at the application level or higher on Bloom's Taxonomy. Rubrics can be used to guide students in self-assessment of their performance.

Lesson 1 – The completion of a T chart using a word processing program.

Lesson 2 – Use internet search engines to collect information about groups of people who resided in Virginia during the Revolutionary War Era.

Lesson 3 – Research historical figures and create a Powerpoint presentation.

Lesson 4 – Students reconstruct the ride of Jack Jouett will use a newspaper clipping generator, such as <http://www.fodey.com/generators/newspaper/snippet.asp> to convert their story to a newspaper article.

STAGE 3: LEARNING PLAN

See each individual lesson plan.

Target Grade and Course: Fourth Grade – Virginia Studies

Lesson 1 – Revolutionary War – Declaration of Independence

Recommended Time: 60 minutes

Relevant Standards of Learning: VS 1a, VS 5a

Objective(s): The student will analyze the Declaration of Independence by creating a list of positive and negative words and phrases contained in the document. Decide whether the grievances outweigh the benefits of remaining an English colony.

Essential Question(s):

Why would the colonists want to leave the security of being governed by a powerful country, such as England? Why is the Declaration of Independence such an important document?

Materials: Computers for groups of four students, teacher's laptop, projector, copies of the Declaration of Independence (excerpted and reworded) for each group, document camera, pink and blue highlighters

Motivator/Prior Knowledge: Before

Think, pair, share: Now that you are older, do you need your parents as much? In what ways are you more independent? (5 min.)

Procedure: During

1. Break down the word “independence” for its full meaning (5 min.)
2. Watch video “Causes of Revolutionary War” from United Streaming (Discovery Education). (5 min.)
3. Review why England felt the need to tax the colonies for more revenue (high cost of French and Indian War) (2-3 min.)
4. Distribute copies of the “Declaration of Independence”. (1-2 min)
5. Read the document and demonstrate the use of highlighters in recognizing positive and negative language (3-5 min.)
6. Using two colored highlighters, highlight positive words in pink and negative words in blue. (10 – 15 min.)

After

1. Create a T chart using a word processing program and list positive and negative words and phrases contained in the document (10 min.)
2. Decide if they would sign the Declaration. If so, sign their name at this link:
http://www.archives.gov/exhibits/charters/declaration_sign.html (3-5 min)

Lesson 2 – Roles of Various Groups During the War

Target Grade and Course: Fourth Grade – Virginia Studies

Recommended Time: 2 45 minute class periods

Relevant Standards of Learning: VS 5b

Objective: The student will discover and explain the similarities and differences in the roles played by women, Africans and whites during the Revolutionary War.

Essential Questions:

What roles were played by various groups of people during the war? What influenced their decision to play the role they chose?

Materials: Interactive notes, computers, internet, access to GoogleDocs

Motivator/Prior Knowledge:

Ask students the question “ For our class party, should we have pizza or chicken nuggets? Or do you care which food we have? Students who want pizza, go to the back of the room. Students who want chicken nuggets, go to the front of the room. Students who are neutral go to the middle of the room. (10 min.)

Procedure: During

1. Students will access interactive notes to read about the contributions of Virginians during the Revolutionary War period. Mark information they deem important. (15 min.)

(Notes are included. They may be shared with students via Googledocs or other automated tool).

2. Students will also research roles using the various internet search engines. (15 min.)

3. Students will meet in groups of 3 (1 person per role) to include women, Africans, and whites. Each group will work together to complete the Google form by creating a diary entry that reflects feelings and contributions of the roles played by each group made during the war. (35 min.)

After

Discuss what they thought most interesting about each of the groups studied. (10 min.)

Lesson 3 – Contributions of Historical Figures During the Revolutionary War Era

Target Grade and Course: Fourth Grade – Virginia Studies

Recommended Time: two 45 minute class periods

Relevant Standards of Learning: VS 5b

Essential Question(s):

Who are some important Virginia historical figures that contributed to America's independence? What contributions did George Washington, Thomas Jefferson, James Lafayette, and Patrick Henry make to mark them important in Virginia's history and fight for independence from Great Britain?

Objective(s): The student will work in groups of four to research and generate a list of information regarding George Washington, Thomas Jefferson, James Lafayette, and Patrick Henry to create a comprehensive Powerpoint presentation.

Materials: Computers for groups of four students, internet access, Virginia Studies textbooks, primary source readers (From Teacher Created Resources), Powerpoint by Microsoft.

Motivator/Prior Knowledge: Before Write for 3 minutes everything you know about George Washington, Thomas Jefferson, James Lafayette, and Patrick Henry. At the end of said time, share information with elbow partner. Make a class chart after share time. (10 - 15 min.)

Procedure:

During

1. Arrange students in groups of four and give them the guidelines for their research. (3-5 min)
2. Students will work cooperatively to locate the information requested on their "Hunting for History" research paper. (20 – 25 min)
3. Continue research if necessary during the first 15 minutes of the second class period.
4. Work cooperatively with their teams to create their presentation and upload it to Edmodo. (30 min)

After:

1. Students will view other presentations on Edmodo and leave feedback for other groups.
2. Go back to class chart and revise and/or add important information. (10 – 15 min)

Evaluation/Assessment (How will student understanding be assessed?):

Completed notes and presentation posted on Edmodo with feedback.

Extensions:

Find other historical personalities related to the Revolutionary War Era and create a second presentation of the student's choice.

Lesson 4 – Jack Jouett

Target Grade and Course: Fourth Grade – Virginia Studies

Recommended Time: two 45 minute class

Relevant Standards of Learning: VS 5c

Objective(s): The student will create a newspaper article that explained and reconstruct the event of Jack Jouett’s ride.

Essential Question(s):

What contributions did Jouett make to mark them important in Virginia’s history and fight for independence from Great Britain? Why do we call Jack Jouett Virginia’s Paul Revere?

Materials: Computers for each pair of students, internet access, Edmodo access, printer

Motivator/Prior Knowledge:

Before

Read the Midnight Ride of Paul Revere as a class and discuss why Paul Revere is so well known. Introduce Virginia’s Paul Revere, Jack Jouett. (10-15 min)

Procedure: During

1. Students sign on to Edmodo to find links providing information regarding Jack Jouett:
 - a. <http://www.americanrevolution.org/jouett.html>
 - b. http://www.ushistory.com/story_jack.htm
 - c. <http://www.jouetthouse.org/>
2. They will explore each site for information about Jack Jouett and his famous ride throughout Virginia. (30 min)
3. Students will focus on the Who? What? Where? When? Why? And How? Necessary to create a comprehensive newspaper article, as discussed in writing class, using Google Docs or Microsoft Word. (30 min)
4. After completing the article, they will use a newspaper clipping generator, such as <http://www.fodey.com/generators/newspaper/snippet.asp> to convert their story to a newspaper article. (10 – 15 min)
5. Completed articles will be saved and printed for a class publication.

After

Choose volunteers to read their articles to the class. Give oral feedback to the students. (10 – 15 min)

Evaluation/Assessment (How will student understanding be assessed?):

Newspaper articles will be assessed for accuracy of information.

Extensions:

Write a song or poem for Jack Jouett. Students may refer to The Midnight Ride of Paul Revere.

Virginians during the Revolutionary War

Virginians played many varied roles during the Revolutionary War. Virginia patriots served in the Continental Army and fought against the British, leading to the British surrender at Yorktown. Some Virginians remained loyal to the king and were known as loyalists. Other Virginians were neutral and did not take sides. During the war, women had to take on even more responsibilities to support the war effort.

African Americans from Virginia were divided about the war. Some enslaved Africans fought for a better chance at freedom. Some free Africans fought for independence during the American Revolution. James Lafayette, an enslaved African from Virginia, served in the Continental Army and successfully requested his freedom after the war. Many American Indians fought alongside the Virginia patriots and the British.

Ask Questions, Make Inferences or Predictions, Making Connections

- Who were patriots?
- Who were loyalists?
- What does being neutral mean?
- Who took on more responsibilities during the war?
- What role did enslaved Africans play during the war?
- Who was an enslaved African from Virginia who served in the Continental Army and successfully requested his freedom after the war?

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Contributions of Virginians during the Revolutionary War Era

Several well-known Virginians made significant contributions during the Revolutionary War era. Patrick Henry inspired patriots from other colonies when he spoke out against taxation without representation. He will always be remembered for saying, "... give me liberty or give me death." Thomas Jefferson provided political leadership by expressing the reasons for colonial independence from Great Britain. Jefferson wrote these reasons in the Declaration of Independence. Finally, George Washington provided the necessary military leadership by serving as commander-in-chief of the Continental Army. These contributions were very significant to the patriot cause during the Revolutionary War era.

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List the members of your group.	
What group of people did you research?	
What position did they take during the Revolutionary War?	
Write a diary entry for the group of women. Pretend you have taken the same position they have in the war. Through your voice, specific reasons and feelings should be evident in the diary entry.	
Write a diary entry for the group of Africans. Pretend you have taken the same position they have in the war. Through your voice, specific reasons and feelings should be evident in the diary entry.	
Write a diary entry for the group of whites. Pretend you have taken the same position they have in the war. Through your voice, specific reasons and feelings should be evident in the diary entry.	

CPR VS.5b guide part one

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CPR VS.5b notes part one

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CPR VS.5b guide part two

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CPR VS.5b notes part two

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Name _____

Hunting for History

What colonial person/place/thing am I researching? _____

When did he/she/it exist? _____

My person/place/thing is important because _____

Four fascinating facts about him/her/it are:

1. _____

2. _____

3. _____

4. _____

These resources helped me learn about my topic:

Lesson 4 – Jack Jouett

Target Grade and Course: Fourth Grade – Virginia Studies

Recommended Time: two 45 minute class

Relevant Standards of Learning: VS 5c

Objective(s): The student will create a newspaper article that explained and reconstruct the event of Jack Jouett’s ride.

Essential Question(s):

What contributions did Jouett make to mark them important in Virginia’s history and fight for independence from Great Britain? Why do we call Jack Jouett Virginia’s Paul Revere?

Materials: Computers for each pair of students, internet access, Edmodo access, printer

Motivator/Prior Knowledge:

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Procedure: During

1. Students sign on to Edmodo to find links providing information regarding Jack Jouett:
 - a. <http://www.americanrevolution.org/jouett.html>
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Extensions:

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