

HEROES OF THE AMERICAN REVOLUTIONARY WAR

GRADES 5-8
SUSAN FREEMAN

TIME ALLOTMENT: Three to four 50-minute classes.

OVERVIEW:

The heroes of the American Revolutionary War were men and women who risked their lives and the lives of their families in order to live in a free country. We recognize some names, but are not sure of what they did that deserves to be remembered. We do not even know the names of many others. After completing the activities in this lesson, not only will the unknown heroes become known, but their deeds will inspire us all to a greater appreciation of their heroic conduct in the fight for freedom from England.

SUBJECT MATTER: Social Studies

LEARNING OBJECTIVES:

Students will be able to:

- List the characteristics of a hero.
- Determine the events that led to the Revolutionary War.
- Create graphic organizers to
 - a. infer the meanings of famous quotes from the Colonial Era
 - b. apply Benjamin Franklin’s truisms to the present
- Create posters that illustrate the positions of the Patriots and Tories with respect to the Revolutionary War.

STANDARDS:

Louisiana Social Studies Content Standards
<http://www.lcet.doe.state.la.us/doe/assessment/standards/SOCIAL.pdf>

H-1B-M6: Explaining the causes and course of the American Revolution

ELA-1-M1: Using knowledge of word meaning and developing basic and technical vocabulary using various strategies.

ELA-1-M3: Reading, comprehending, and responding to written, spoken, and visual texts in extended passages.

ELA-1-M4: Interpreting texts with supportive explanations to generate connections to real-life situations and other texts.

ELA-1-M5: Using purposes for reading to achieve a variety of objectives

ELA-2-M2: Using language, concepts, and ideas that show an awareness of the intended audience and/or purpose in developing complex compositions

ELA-2-M3: Applying the steps of the writing process

ELA-2-M4: Using narration, description, exposition, and persuasion to develop various modes of writing

ELA-2-M5: Recognizing and applying literary devices

ELA-2-M6: Writing as response to texts and life experiences

ELA-3-M1: Writing legibly

ELA-3-M2: Demonstrating use of punctuation, capitalization, and abbreviations

ELA-3-M3: Demonstrating standard English structure and usage

ELA-3-M4: Demonstrating understanding of the parts of speech to make choices for writing

ELA-3-M5: Spelling accurately using strategies and resources

ELA-4-M4: Speaking and listening for a variety of audiences and purposes

ELA-4-M6: Participating in a variety of roles in group discussions

ELA-5-M3: Locating, gathering, and selecting information using graphic organizers, outlining, note taking, summarizing, interviewing, and surveying to produce documented texts and graphics

ELA-5-M4: Using available technology to produce, revise, and publish a variety of works



MEDIA COMPONENT:**Video:**

Liberty's Kids, *One Life to Lose*.

Web sites:

<http://school.discovery.com/lessonplans/programs/revwar1/> Poem "Revolutionary Tea"

<http://www.enchantedlearning.com/graphicorganizers> Graphic Organizers

http://pbskids.org/libertyskids/arch_who.html Names of American Revolutionary Heroes

<http://www.multied.com/revolt/> Names of American Revolutionary Heroes

<http://www.ushistory.org/march/games/rebus.htm> Examples of a Rebus

MATERIALS:*Per Group:*

- Paper, pencils, pens, poster, markers, colors, colored pencils, materials for a mobile (string or yarn, construction paper or poster board)

PREP FOR TEACHERS:

1. Watch the video, **Liberty's Kids, *One Life to Lose***
2. Review Web sites
3. Download the poem, "Revolutionary Tea" from <http://school.discovery.com/lessonplans/program/revwar1>
4. Read the directions for using the poem.

INTRODUCTORY ACTIVITY:**(Setting the Stage:)**

Group activity. Follow directions given at the Web site.

Read the poem, "Revolutionary Tea".

Arrange students in small groups.

Assign a verse to each group. Each group creates a unique way to read and demonstrate that verse. Present to class.

Discuss the vocabulary and meaning of the poem.

Ask students to define hero. Using a graphic organizer, list the characteristics of a hero. Site for graphic organizer: <http://www.enchantedlearning.com/graphicorganizers>

Ask students to list who they think are heroes of the American Revolutionary War. What characteristics of those listed does each possess? (*answers will vary*)

LEARNING ACTIVITY:

Begin the video. FOCUS FOR MEDIA INTERACTION: Ask students to be able to name the commanding British Officer and the three Americans who met with him to negotiate peace with Great Britain.

Stop after the first LNN segment.

Go to the following sites:

http://pbskids.org/libertyskids/arch_who.html

<http://www.multied.com/revolt>

Click on "Archives" (left margin)

Each group is to choose a name from the list. Make a graphic organizer explaining why that person is a hero as well as his/her contributions to the American Revolutionary War. Share organizers. Students take notes about each person as the mobiles are shared with the class.

Using the following Web site, <http://www.multied.com/revolt/> (click on “Causes of the War”), students will create mobiles that explain the reasons for the Revolutionary War. One side of each piece of the mobile, write a cause of the war, explain the cause on the other side. Students present mobiles to the class.

Restart the video. FOCUS FOR MEDIA INTERACTION: Instruct students to listen carefully to Benjamin Franklin’s explanation cold air verses warm air for a cold. Why would General Howe not accept the credentials of the three Americans?

Stop after the second LNN segment.

Go to the following site: <http://school.discovery.com/lessonplans/programs/revwar1>

Students will choose a Benjamin Franklin “truism” (this can be done individually or as a group activity).

They are to explain the truism and rewrite it using contemporary language (put it in their own words).

Under what circumstances would the truism be used today? Students share their truisms with the class.

Restart the video. FOCUS FOR MEDIA INTERACTION: Instruct students to be able to explain how Sara saves James from impressment. Students should be able to recite Nathan Hale’s famous quote. Stop after the third LNN segment.

Students make a “Guess My Hero” foldable (see attachment)

Students write a fact about the hero, the American Revolutionary person chosen after the first LNN segment, on the inside of each flap on the left side of the foldable. The right side of the foldable, under the flaps, contains a picture and the name of the hero. As a fact on the left of the foldable is read, the class makes a guess as to the identity of the hero. A flap on the right is uncovered, gradually showing the identity of the hero.

This activity is similar to the LNN activity.

Restart the video. FOCUS FOR MEDIA INTERACTION: Instruct students to be able to discuss the reasons Nathan Hale’s story must be told. Stop after the fourth LNN segment.

Students, individual or pair activity, create “Continental Cartoons” of the 13 Original Colonies. It would be interesting to give the name of each colony to more than one pair or individual in order to see more than one description of each colony. The names of the colonies are presented as a series of pictures. Classmates use the pictures to guess the colony. Use the LNN segment as a guide as well as the following website: <http://www.ushistory.org/march/games/rebus/htm>

CULMINATING ACTIVITIES:

Group Activity

Divide the small groups into two sides: the Patriots and the Tories. Each small group designs a poster either promoting the Revolutionary War or opposing the war. The teacher may need to decide which groups will be Patriots and which groups will be Tories. Each group presents the poster for that group and explains reasons for being for or against the Revolutionary War.

CROSS-CURRICULAR EXTENSIONS:

ART:

- Students create cartoons about the Revolutionary War.

ENGLISH/LANGUAGE ARTS:

- Students create a class newspaper. They write articles about the Revolutionary War hero they chose earlier in the lesson.

COMMUNITY CONNECTIONS:

- Field trip to the pentagon barracks in downtown Baton Rouge ,LA
- Field trip to Chalmette, LA to the Revolutionary War Battle Site.

STUDENT MATERIALS:

See attached:

- Foldable Diagram



Foldable

Fold paper lengthwise. Cut on the dotted lines while paper is folded.
