

10-1-2009

## Grades 5-6 American Revolution

Gina Gonzalez  
*Pace University*

Follow this and additional works at: [http://digitalcommons.pace.edu/elem\\_soc](http://digitalcommons.pace.edu/elem_soc)



Part of the [Educational Methods Commons](#)

---

### Recommended Citation

Gonzalez, Gina, "Grades 5-6 American Revolution" (2009). *Social Studies*. Paper 3.  
[http://digitalcommons.pace.edu/elem\\_soc/3](http://digitalcommons.pace.edu/elem_soc/3)

This Lesson Plan is brought to you for free and open access by the Elementary School at DigitalCommons@Pace. It has been accepted for inclusion in Social Studies by an authorized administrator of DigitalCommons@Pace. For more information, please contact [rracelis@pace.edu](mailto:rracelis@pace.edu).

**The American  
Revolution:  
An Integrated Unit for  
Fifth Grade**

## American Revolution Unit Overview & Outline of Unit:

Students will be partaking in an integrated unit based on The American Revolution. They will have previously learned about The Revolutionary War in fourth grade, but they will review everything they learned last year, including causes leading up to the war, important turning points of the war and the immediate effects following the war. This will be a two-week unit that the students will be very much involved in. Each day, the teacher will do a mini lesson teaching and reviewing a specific part of the American Revolution. Then the class will work on an active involvement piece as a whole class. After the class finishes the active involvement piece, the students will independently work on 3 different activities that each student will get to choose.

The students will be split into 3 different groups based on their ability levels found through the pre assessment (**Green-High**, **Red-Average** & **Blue-Low**). Each group will receive a colored cube that will be matched with their levels. On the cube there will be six different activities that the students can

choose from. They will be asked to choose and complete 3 of the 6 activities throughout the two-week period of this unit. Below is an outline of how this two-week unit would be planned out.

**Essential Questions:**

- What were the factors leading up to the American Revolution?
- What were the important turning points during the war?
- What were the immediate effects following the war?

**New York State Standards:**

**Social Studies Standard 1: History of the United States and New York**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

**ELA Standard 1: Language for Information and Understanding**

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

**ELA Standard 2: Language for Literary Response and Expression**

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

**ELA Standard 3: Language for Critical Analysis and Evaluation**

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

## **The Revolutionary War: Birth of a Nation**

### **Reviewing the Immediate Causes of the American Revolution**

#### **Lesson 1**

**Subject:** Social Studies

**Grade:** 5<sup>th</sup> Grade

#### **Essential Questions:**

- What were the major factors leading up to the American Revolution?
- What were the important turning points during the war?
- What were the immediate effects following the war?

#### **Standards:**

NYS Social Studies-Standard 1---History of the United States and New York  
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

#### **Understandings/Objectives:**

- To review the immediate causes of the American Revolution
- To understand the reactions of the colonists to these causes
- To discover how each student would react if they were the colonists and to explore different alternatives to war, if any.

**Materials:**

Note cards with Vocabulary Words

Paper

Pencils

Review sheet (attached)

**Vocabulary:**

Revolution

Rebellion

Patriot

Loyalist

Boston Tea Party

American Revolution/Revolutionary War

**Prerequisite Knowledge/Skills:**

-A basic understanding of colonial life and the various events that lead up to the Revolutionary War.

**Pre- Assessment:**

Students will get a pre-test involving the whole unit before this lesson is taught. The pre-test is used to help the teacher see what the students already know and what has to be reviewed in depth. It also helps the teacher in figuring out where to focus the most instruction and where the students have the most difficulty, least difficulty, etc. The pre-test is also used so that the students get an idea of some of the topics and concepts that they will be reviewing, learning and working on in the upcoming unit. The students will not be graded on the pre-test although it will help the teacher place the students in the appropriate groups for the activities they will be completing later on. (Pre-test attached)

**Intended Audience:**

This lesson is intended for whole class instruction.

**Hook:**

Teacher will begin by saying, "If you like playing video games raise your hand." Many students in the class will raise their hand. Then the teacher will say, "Ok well, I have some bad news. From now on, every time that you play a video game, you will have to pay money before you play. You need to pay a tax." Then the teacher will say, "When you wake up in the morning what do you eat for breakfast?" Students will have a variety of different answers. Then teacher will say, "Well sorry, but now I will have to collect some money from you because you eat cereal, waffles, etc." After the teacher continues with a few questions like this, teacher will ask the students how they feel. Many students will feel angry, shocked, sad, etc. Then the teacher will explain that this is exactly how the colonists felt during the time leading up to the American Revolution because they were caught off guard.

**Procedure:**

1. "Before we jump into the lesson, I want to take a look at some vocabulary words that are important to know." Use the note cards to discuss the words and find out how much the students can relate them to the topic. Teacher will focus on vocabulary words from the pre-test.
2. "When we talk about the Revolutionary War we have to first understand the factors that lead to war. Let's quickly review the immediate causes of the American Revolution that we have previously learned and discussed" (View attached sheet)
3. "Now that we have a better understanding of some of the causes that led to the war, I want to break up into 5 groups and discuss each cause. What you are going to do is, in your groups you are going to put yourselves in the shoes of the colonists. I want each group to write down how they would react to the actions of the British. After about 10-15 minutes we are going to discuss each group's reaction to the various causes. I have assigned the following causes to each group: The Stamp Act (Group 1), Taxation without Representation (Group 2), The Intolerable Act (Group 3) the Townsend Acts (Group 4), and The Boston Massacre (Group 5).
4. Groups will be mixed heterogeneously and mixed according to ability levels.
5. After about 10-15 minutes, have students return to the meeting area and sit in their groups. Then each group will get an opportunity to share their reactions to the specific cause they focused on. Remind students that when they are sharing with their classmates, they need to remember that they are still "colonists".

**Authentic Assessments:**

- Discussions within groups
- Review the children's group work- Reactions
- Conferencing with individuals during group work

### **Tiered Activity**

**Grouping & Choice:** After students finish sharing their reactions to the specific causes, the teacher will introduce three different cubes. Each cube will have 6 different activities on it. Students will be given a chance to pick 3 different activities of their choice out of the 6 on the cube. Each cube will be a different color (Green, Red and Blue). Students will be broken up based on how well they did on the pre assessment. The three groups will be labeled as follows: **High-Green**, **Average- Red**, and **Low- Blue**. After the teacher tells each student what color they are, they will break up into the three groups. Then the teacher will give the specific colored cube to its corresponding colored group (ex. Green group will get the green cube and so on). The teacher will give the groups some time to read through all 6 of the activities. After they have read the 6 activities, each student will have to pick 3 of the 6 activities that they will complete throughout the unit. (Cube Activities attached)

### **Rubrics:**

A rubric will be provided for each activity that the student chooses. These rubrics will be used by the students to help guide and monitor their work. The rubrics will also help the teacher see if the students stayed on task and followed the guidelines.

### **Anchor Assignments:**

- Keep colonial journals. Pretend you are a colonist and write back home to family and friends. Use vocabulary words and new concepts reviewed and talked about in this unit.
- Pretend you are Nathaniel from Drums at Saratoga. Describe and illustrate one major adjustment that he had to deal with and record it in a page of his journal.
- Pretend you are the author of Drums of Saratoga. Write the next chapter of the book and explain what you think is going to happen.
- Go on Brain Pop under Colonial Times
- Read books from the Dear America Series and write a response
- Practice calligraphy writing
- Work on Question of the Day
- Finish any of the 3 activities that have not yet been completed

➤ Start a new activity from your colored cube

Name: \_\_\_\_\_

## American Revolution Pre-Assessment

1. The United States won its independence from:
  - A. Spain
  - B. France
  - C. Britain
2. The Revolutionary War lasted from:
  - A. 1775-1777
  - B. 1775-1783.
  - C. 1776-1779
3. The second half of the war was fought almost entirely in:
  - A. The South.
  - B. The mid-Atlantic.
  - C. New England.
4. The people who opposed the Revolution were called:
  - A. Loyalists.
  - B. Whigs.
  - C. Republicans.
5. Freedom was promised to slaves if they would fight:
  - A. In the British army.
  - B. In the American army.
  - C. Neither.
6. To win the Revolution, America needed the help of:
  - A. The Hessians.
  - B. The Indians.
  - C. The French.
7. What percent of colonists actively backed the Revolution?
  - A. 90 percent
  - B. 67 percent
  - C. Less than 50 percent
8. The Minutemen were so called because:

- A. They could be mustered in a few minutes.
- B. Their equipment was up to the minute.
- C. They often were forced to subsist on Minute Rice.

9. Most Americans who fought in the Revolution:

- A. Served the entire war.
- B. Served briefly and then went home.
- C. Changed sides at least once.

10. The British occupied which of the following cities at some point during the Revolution:

- A. Boston.
- B. New York.
- C. Philadelphia.
- D. Charleston.

\* Multiple Choice questions taken from

<http://www.funtrivia.com/playquiz/quiz299019223ba30.html>

<http://www.digitalhistory.uh.edu/modules/revwar/quiz1.html>

### **Cubing- Green Group**

Students will get a green cube that will have six different activities on it. They will get to choose 2 out of the 6 activities that they will have to complete.

#### **Choice 1: News Report**

Students will be working on a news report. The news report/segment will continue throughout the war with the students working on the script.

#### **Choice 2: Movie Poster**

Create a movie poster from Drums at Saratoga that would draw people in and explain the book.

#### **Choice 3: Analyze Store Taxes**

Analyze the store taxes and determine what would be fair based on value of money during that time.

#### **Choice 4: Rewrite Poem**

Rewrite the poem "The Midnight Ride of Paul Revere" as told by the British.

#### **Choice 5: Writing a Speech**

Create a speech that you would say if you were George Washington and you had to inspire the troops going into battle.

#### **Choice 6: Critique the Declaration of Independence**

Critique the Declaration of Independence. Write the mistakes that you think you found.

### **Cubing- Red Group**

Students will get a red cube that will have six different activities on it. They will get to choose 2 out of the 6 activities that they will have to complete.

#### **Choice 1: News Report**

Students will work on finding and gathering information on the causes of the war. This information will be written up and used in a news report.

#### **Choice 2:**

Illustrate a pro British version of the Boston Massacre. Make the colonists seem like the bad guys.

**Choice 3: Calculate Taxes**

Create a fictional store in which British imposes taxes. Calculate the unfair taxes and explain why this would make the colonists upset.

**Choice 4: Writing lyrics to colonial music**

While listening to colonial music, write a journal entry of what occurred at the Boston Massacre. After you finish the journal entry, try to compose the entry into lyrics that fit with the background music.

**Choice 5: Perform a Skit**

Apply the knowledge learned about George Washington and perform a skit about his life.

**Choice 6: Persuasive Letter**

Write a persuasive letter to George Washington convincing him to lead them into battle.

**Cubing- Blue Group**

Students will get a red cube that will have six different activities on it. They will get to choose 2 out of the 6 activities that they will have to complete.

**Choice 1:**

Determine what the final reason for the start of the war was. Be able to back up choice with facts.

**Choice 2: Political Cartoon**

Draw a political cartoon with the 13 colonies, England and Atlantic Ocean as a template. Label and illustrate feelings of the colonies and England.

**Choice 3: Timeline**

Create a timeline of 10 important events from before and through the war. Include dates and years.

#### **Choice 4: Create a Song**

Create a song that will help the class remember all the battles of the war.

#### **Choice 5:**

Line up in a group in battles lines to see the strategy behind marching into battle.

#### **Choice 6: Write a Letter**

Write a letter to King George discussing why you are upset as a colonist.

Name: \_\_\_\_\_

### **American Revolution Post Assessment**

**For the American Revolution Post Assessment, the students will be working on a two-part project, which will be done at home. This will be completed at the end of the unit.**

- For the first part of the project, everyone in the class will be working on a Poster Project to wrap up our unit. The poster project allows students to be as creative as they want and as different as they want. Teacher will be very flexible in what the students can create on the poster. The following are a few guidelines that the students must following in creating their posters:
  - The posters will be created based on any of the major events or major people discussed during the American Revolution Unit (Ex. Boston Tea Party, King George, Stamp Act, etc)
  - On the poster there must be a small summary about the specific event or person that they chose.
  - They may draw illustrations of the event or person or may make copies of pictures from textbook, get pictures from the internet, etc.
  - Along with the illustrations and summary, each poster should have at least 3 interesting facts that they have learned involving the specific event or person.
  - Be creative and unique as possible!
  
- For the second part of the project, students will write a self-reflective response. This response will only have to be 2-3 paragraphs which should include the following:

- What are some things that you really enjoyed learning about in the American Revolution Unit?
  - What questions or uncertainties do you still have about the American Revolution?
  - After completing all 3 of the individual activities in the unit, which are you most proud of and why?
  - What were your strengths when working on those activities?
  - What were some of your weaknesses?
- **This two-part post assessment is very helpful for both the students and the teacher. The teacher will be able to see what they really understood from the unit and what they still are confused about. This will also help the teacher change some of the unit around for the following years to come. It also helps the student because it allows them to self reflect. They can look at everything they have completed in the unit and can see what they liked, what some of their strengths were and what some of their weaknesses were.**

## Resources

<http://www.funtrivia.com/playquiz/quiz299019223ba30.html>

<http://www.digitalhistory.uh.edu/modules/revwar/quiz1.html>

<http://www.brainpop.com/>

<http://www.emsc.nysed.gov/nysatl/standards.html>

**Using Primary Sources Book**

# New York: Adventures in Time and Place

## Macmillan-McGraw Hill

### Choice 1: News Report

Students will be working on a news report. The news report/segment will continue throughout the war with the students working on the script. The students will act as beat reporters who are reporting all of the important information that occurred during the war. Students will be using the local newspaper as a model of how to write news reports.

### Newspaper : News Report Script

---

Teacher Name: **Ms. Gonzalez**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Knowledge Gained</b>	The student can accurately answer all questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.	The student can accurately answer most questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.	The student can accurately answer most questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.	The student appears to have little knowledge about the facts and the technical processes used for the newspaper.
<b>Spelling and Proofreading</b>	No spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	No more than a couple of spelling or grammar errors remain after one or more people (in addition to the typist) read and corrects the newspaper.	No more than 3 spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	Several spelling or grammar errors remain in the final copy of the newspaper.

<b>Articles - Supporting Details</b>	The details in the articles are clear, effective, and vivid 80-100% of the time.	The details in the articles are clear and pertinent 90-100% of the time.	The details in the articles are clear and pertinent 75-89% of the time.	The details in more than 25% of the articles are neither clear nor pertinent.
<b>Who, What, When, Where &amp; How</b>	All articles adequately address the 5 W's (who, what, when, where and how).	90-99% of the articles adequately address the 5 W's (who, what, when, where and how).	75-89% of the articles adequately address the 5 W's (who, what, when, where and how).	Less than 75% of the articles adequately address the 5 W's (who, what, when, where, and how).

### Choice 2: Movie Poster

Create a movie poster from Drums at Saratoga that would draw people in and explain the book. The poster is intended to draw the students back into the book and have them take a different look at the main idea. While doing this, they will be taking their information and coming up with a creative way of making a movie poster. The poster should include important characters and information from the book.

### Making A Poster : Movie Poster

---

Teacher Name: **Ms. Gonzalez**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Use of Class Time</b>	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.

<b>Content - Accuracy</b>	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
<b>Grammar</b>	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
<b>Knowledge Gained</b>	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.

### Choice 3: Invent a Currency

Invent a currency for the colonies. Who would you put on the money and why? This project is intended to have students take a closer look at the important people during the Revolutionary period. This project will also take a look at our currency and examine who is on the money and why. Using this information, they will then pick important figures and create a currency that would fit the colonial period.

### Making Money : Invent a Currency

---

Teacher Name: **Ms. Gonzalez**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
----------	---	---	---	---

<b>Content - Accuracy</b>	All facts on the currency are accurate.	99-90% of the facts on the currency are accurate.	89-80% of the facts on the currency are accurate.	Fewer than 80% of the facts on the currency are accurate.
<b>Knowledge Gained</b>	The student can accurately answer all questions related to facts on the currency and to technical processes used to create the currency.	The student can accurately answer most questions related to facts on the currency and to technical processes used to create the currency.	The student can accurately answer some questions related to facts on the currency and to technical processes used to create the currency.	The student appears to have little knowledge about the facts or technical processes used to create the currency.
<b>Attractiveness &amp; Organization</b>	The currency has exceptionally attractive formatting and well-organized information.	The currency has attractive formatting and well-organized information.	The currency has well-organized information.	The currency formatting and organization of material are confusing to the reader.
<b>Graphics/Pictures</b>	Graphics go well with the currency and there is a good mix of text and graphics.	Graphics go well with the currency, but there are so many that they distract from the text.	Graphics go well with the currency, but there are too few and the currency does not seem realistic	Graphics do not go with the accompanying currency or appear to be randomly chosen.

#### Choice 4: Rewrite Poem

Rewrite the poem “The Midnight Ride of Paul Revere” as told by the British. Point of view is a crucial part in understanding history. By looking at this event from the other side of the story, the students can get a better sense of the whole picture. This activity will also help reinforce the beginning of the war itself.

### Poems : Rewrite Poem

---

Teacher Name: **Ms. Gonzalez**

Student Name: \_\_\_\_\_

CATEGORY	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
----------	----------	----------	----------	----------

<b>Writing Process</b>	Student devotes a lot of time and effort to the writing process (drafting, reviewing, and editing). Works hard to make the poem wonderful.	Student devotes sufficient time and effort to the writing process (drafting, reviewing, and editing). Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.
<b>Focus on Assigned Topic</b>	The entire poem is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the poem is related to the assigned topic. The poem wanders off at one point, but the reader can still learn something about the topic.	Some of the poem is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the poem to the assigned topic.
<b>Creativity</b>	The poem contains many creative details and/or descriptions that contribute to the reader's enjoyment. The poet has really used his imagination and referred back to the original poem.	The poem contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The poet has used his imagination and referred back to the original poem.	The poem contains a few creative details and/or descriptions, but they distract from the poem. The poet has tried to use his imagination and referred back to the original poem.	There is little evidence of creativity in the poem. The poet does not seem to have used much imagination and referred back to the original poem.
<b>Spelling and Punctuation</b>	There are no spelling errors in the final draft. Character and place names that the author mentioned are spelled consistently throughout.	There is one spelling error in the final draft.	There are 2-3 spelling errors in the final draft.	The final draft has more than 3 spelling errors.

### Choice 5: Writing a Speech

Create a speech that you would say if you were George Washington and you had to inspire the troops going into battle. The students have all seen movies or read books where the main character inspires those around him. As a different activity, the students have to figure what would make people want to join a fight. What facts and important ideas would be incorporated to a speech by George Washington?

### Persuasive Speech : Creating a Speech

---

Teacher Name: **Ms. Gonzalez**

Student Name: \_\_\_\_\_

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards
<b>Attention Grabber</b>	The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, a relevant quotation, statistic, or question addressed to the reader.	The introductory paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience.	The author has an interesting introductory paragraph but the connection to the topic is not clear.	The introductory paragraph is not interesting AND is not relevant to the topic.
<b>Support for Position</b>	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).
<b>Grammar &amp; Spelling</b>	Author makes no errors in grammar or spelling that distracts the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distracts the reader from the content.
<b>Audience</b>	Demonstrates a clear understanding of the potential reader and uses appropriate vocabulary. Anticipates reader's questions and provides thorough answers.	Demonstrates a general understanding of the potential reader and uses vocabulary and arguments appropriate for that audience.	Demonstrates some understanding of the potential reader and uses arguments appropriate for that audience.	It is not clear who the author is writing for.

### **Choice 6: Critique the Declaration of Independence**

Critique the Declaration of Independence. Write the mistakes that you think you found. As critical readers and writers, the students should learn to read texts and analyze mistakes that are made. The Declaration of Independence has some mistakes that are obvious and some that are not.

## **Reading - Analyzing Information : Critique the**

## Declaration of Independence

Teacher Name: **Ms. Gonzalez**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Summarization</b>	Student uses only 1-3 sentences to describe clearly what the article is about.	Student uses several sentences to accurately describe what the article is about.	Student summarizes most of the article accurately, but has some slight misunderstanding.	Student has great difficulty summarizing the article.
<b>Identifies facts</b>	Student accurately locates at least 5 facts in the article and gives a clear explanation of why these are facts, rather than opinions.	Student accurately locates 4 facts in the article and gives a reasonable explanation of why they are facts, rather than opinions.	Student accurately locates 4 facts in the article. Explanation is weak.	Student has difficulty locating facts in an article.
<b>Identifies opinions</b>	Student accurately locates at least 5 opinions in the article and gives a clear explanation of why these are opinions, rather than facts.	Student accurately locates at least 4 opinions in the article and gives a reasonable explanation of why these are opinions, rather than facts.	Student accurately locates at least 4 opinions in the article. Explanation is weak.	Student has difficulty locating opinions in an article.
<b>Identifies details</b>	Student discusses many details for each main point.	Student discusses some details for each main point.	Student is able to only discuss a few of the details.	Student cannot discuss details with accuracy.

### Choice 1: News Report

Students will work on finding and gathering information on the causes of the war. This information will be written up and used in a news report. Acting as news reporters, the students will look at the many events that preceded the war. Taking the information that they have learned, they will make a news report about all that has been happening in the colonies.

### Newspaper : News Report

Teacher Name: **Ms. Gonzalez**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Knowledge Gained</b>	The student can accurately answer all questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.	The student can accurately answer most questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.	The student can accurately answer most questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.	The student appears to have little knowledge about the facts and the technical processes used for the newspaper.
<b>Spelling and Proofreading</b>	No spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	No more than a couple of spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	No more than 3 spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	Several spelling or grammar errors remain in the final copy of the newspaper.
<b>Articles - Supporting Details</b>	The details in the articles are clear, effective, and vivid 80-100% of the time.	The details in the articles are clear and pertinent 90-100% of the time.	The details in the articles are clear and pertinent 75-89% of the time.	The details in more than 25% of the articles are neither clear nor pertinent.
<b>Who, What, When, Where &amp; How</b>	All articles adequately address the 5 W's (who, what, when, where and how).	90-99% of the articles adequately address the 5 W's (who, what, when, where and how).	75-89% of the articles adequately address the 5 W's (who, what, when, where and how).	Less than 75% of the articles adequately address the 5 W's (who, what, when, where, and how).

### Choice 2: Sketch Boston Misunderstanding

Illustrate a pro British version of the Boston Massacre. Make the colonists seem like the bad guys. Once again, point of view is a crucial part to understanding history; The Boston Massacre was a well made piece of propaganda. Through that understanding, the students will try and show the British side of the story.

### Interpretive Drawings : Sketch Boston Misunderstanding

---

Teacher Name: **Ms. Gonzalez**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Labels</b>	Every item that needs to be identified has a label. It is clear which label goes with which part.	Almost all items (90%) that need to be identified have labels. It is clear which label goes with which part.	Most items (75-89%) that need to be identified have labels. It is clear which label goes with which part.	Less than 75% of the items that need to be identified have labels OR it is not clear which label goes with item.
<b>Drawing - details</b>	All assigned details have been added. The details are clear and easy to identify.	Almost all assigned details (at least 85%) have been added. The details are clear and easy to identify.	Almost all assigned details (at least 85%) have been added. A few details are difficult to identify.	Fewer than 85% of the assigned details are present OR most details are difficult to identify.
<b>Spelling</b>	All words are spelled correctly in the title, labels and caption/description.	All common words are spelled correctly in the title, labels and description. 1-2 words may be misspelled.	75% of the words are spelled correctly in the title, labels, and description.	Fewer than 80% of the words are spelled correctly in the title, labels, and description.
<b>Title</b>	Title is informative, centered, and larger than other text and explains the drawing.	Title is informative and larger than other text, but does not really explain the drawing.	Title is informative and centered, but is not appropriate for drawing.	The title is incomplete and does not clearly indicate what is going on in drawing.

### Choice 3: Calculate Taxes

Create a fictional store in which British imposes taxes on ten different items. Calculate the unfair taxes and explain why this would make the colonists upset. Taxes can be a somewhat foreign concept to elementary students. By having them create a store with items and taxes on those items, they can better grasp the concept of unfair taxes.

## Math - Problem Solving : Calculating Taxes

---

Teacher Name: **Ms. Gonzalez**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Completion</b>	All problems are completed.	All but one of the problems are completed.	All but two of the problems are completed.	Several of the problems are not completed.
<b>Neatness and Organization</b>	The work is presented in a neat, clear, organized fashion that is easy to read.	The work is presented in a neat and organized fashion that is usually easy to read.	The work is presented in an organized fashion but may be hard to read at times.	The work appears sloppy and unorganized. It is hard to know what information goes together.
<b>Explanation</b>	Explanation is detailed and clear.	Explanation is clear.	Explanation is a little difficult to understand, but includes critical components.	Explanation is difficult to understand and is missing several components OR was not included.
<b>Mathematical Concepts</b>	Explanation shows complete understanding of the mathematical concepts used to solve the problem(s).	Explanation shows substantial understanding of the mathematical concepts used to solve the problem(s).	Explanation shows some understanding of the mathematical concepts needed to solve the problem(s).	Explanation shows very limited understanding of the underlying concepts needed to solve the problem(s) OR is not written.

#### Choice 4: Writing lyrics to colonial music

While listening to colonial music, write a journal entry of what occurred at the Boston Massacre. After you finish the journal entry, try to compose the entry into lyrics that fit with the background music. The connection between the written word and music is a unique one. Students work on activities like this in their music classes. Using their prior experience with this kind of activity, we can try to have the students think about the Massacre with their eyes and their ears.

## Writing a Song : Writing lyrics to Colonial Music

Teacher Name: **Ms. Gonzalez**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Focus on Topic (Content)</b>	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
<b>Flow &amp; Rhythm (Sentence Fluency)</b>	All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.	Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand.	Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand.	The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.
<b>Grammar &amp; Spelling (Conventions)</b>	Writer makes no errors in grammar or spelling that distracts the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
<b>Penmanship (Conventions)</b>	Paper is neatly written or typed with no distracting corrections.	Paper is neatly written or typed with 1 or 2 distracting corrections (e.g., dark cross-outs; bumpy white-out, words written over).	The writing is generally readable, but the reader has to exert quite a bit of effort to figure out some of the words.	Many words are unreadable OR there are several distracting corrections.

### Choice 5: Perform a Skit

Apply the knowledge learned about George Washington and perform a skit about his life. The skit will have a script that is pre-made for them. Their assignment will be to get into the role and to try and put themselves in the shoes of George Washington and those involved in his life.

## Historical Role Play : Perform a Skit

Teacher Name: **Ms. Gonzalez**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Historical Accuracy</b>	All historical information appeared to be accurate and in chronological order.	Almost all historical information appeared to be accurate and in chronological order.	Most of the historical information was accurate and in chronological order.	Very little of the historical information was accurate and/or in chronological order.
<b>Role</b>	Point-of-view, arguments, and solutions proposed were consistently in character.	Point-of-view, arguments, and solutions proposed were often in character.	Point-of-view, arguments, and solutions proposed were sometimes in character.	Point-of-view, arguments, and solutions proposed were rarely in character.
<b>Knowledge Gained</b>	Can clearly explain several ways in which his character "saw" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his character "saw" things differently than other characters.	Can clearly explain one way in which his character "saw" things differently than other characters.	Cannot explain one way in which his character "saw" things differently than other characters.
<b>Required Elements</b>	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required

### Choice 6: Persuasive Letter

Write a persuasive letter to George Washington convincing him to lead them into battle. Persuasive writing is a great technique because it forces the students to search for supporting details and connect them to the main idea. The students

have to think hard about what it would take for one man to have the responsibility of leading an army into battle against a superior opponent.

## Letter-Writing : Persuasive Letter

Teacher Name: **Ms. Gonzalez**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Sentences &amp; Paragraphs</b>	Sentences and paragraphs are complete, well-constructed and of varied structure.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.
<b>Ideas</b>	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.
<b>Format</b>	Complies with all the requirements for a persuasive letter.	Complies with almost all the requirements for a persuasive letter.	Complies with several of the requirements for a persuasive letter.	Complies with less than 75% of the requirements for a persuasive letter.
<b>Salutation and Closing</b>	Salutation and closing have no errors in capitalization and punctuation.	Salutation and closing have 1-2 errors in capitalization and punctuation.	Salutation and closing have 3 or more errors in capitalization and punctuation.	Salutation and/or closing are missing

### Choice 1: Fact Finder

Determine what the final reason for the start of the war was. Be able to back up choice with facts. Before the war began, there were many events that occurred

that lead to war. The students have to find out what event sticks out the most and why. The event they choose will be supported with details and opinions as to why they chose that event.

## Persuasive Response : Fact Finder

Teacher Name: **Ms. Gonzalez**

Student Name: \_\_\_\_\_

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards
<b>Accuracy</b>	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.
<b>Support for Position</b>	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).
<b>Evidence and Examples</b>	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.
<b>Sources</b>	All sources used for quotes, statistics and facts are credible and cited correctly.	All sources used for quotes, statistics and facts are credible and most are cited correctly.	Most sources used for quotes, statistics and facts are credible and cited correctly.	Many sources are suspect (not credible) AND/OR are not cited correctly.

### Choice 2: Political Cartoon

Draw a political cartoon with the 13 colonies, England and Atlantic Ocean as a template. Label and illustrate feelings of the colonies and England. This activity allows those who work better with images a chance to show what they have learned. This also gives the students a different look at the feelings of the colonists and the British. Through art and imagery, they can express feelings.

### Making A Cartoon : Political Cartoon

Teacher Name: **Ms. Gonzalez**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Use of Class Time</b>	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
<b>Labels</b>	All items of importance on the political cartoon are clearly labeled with labels that can be read from at least 3 ft. away.	Almost all items of importance on the political cartoon are clearly labeled with labels that can be read from at least 3 ft. away.	Several items of importance on the political cartoon are clearly labeled with labels that can be read from at least 3 ft. away.	Labels are too small to view OR no important items were labeled.
<b>Knowledge Gained</b>	Student can accurately answer all questions related to facts in the political cartoon and processes used to create the political cartoon.	Student can accurately answer most questions related to facts in the political cartoon and processes used to create the political cartoon.	Student can accurately answer about 75% of questions related to facts in the political cartoon and processes used to create the political cartoon.	Student appears to have insufficient knowledge about the facts or processes used in the political cartoon.
<b>Content - Accuracy</b>	At least 7 accurate facts are displayed on the political cartoon.	5-6 accurate facts are displayed on the political cartoon.	3-4 accurate facts are displayed on the political cartoon.	Less than 3 accurate facts are displayed on the political cartoon.

### Choice 3: Timeline

Create a timeline of 10 important events from before and through the war, include dates

and years. Timelines are useful because they give students a good look at what happened and when. This activity is also useful because it makes the students pick out what is important information for a timeline and what can be left out.

## Timeline : Create a Timeline

---

Teacher Name: **Ms. Gonzalez**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Content/Facts</b>	Facts were accurate for all events reported on the timeline.	Facts were accurate for almost all events reported on the timeline.	Facts were accurate for most (~75%) of the events reported on the timeline.	Facts were often inaccurate for events reported on the timeline.
<b>Dates</b>	An accurate, complete date has been included for each event.	An accurate, complete date has been included for almost every event.	An accurate date has been included for almost every event.	Dates are inaccurate and/or missing for several events.
<b>Spelling and Capitalization</b>	Spelling and capitalization were checked by another student and are correct throughout.	Spelling and capitalization were checked by another student and were mostly correct.	Spelling and capitalization were mostly correct, but were not checked by another student.	There were many spelling and capitalization errors.
<b>Time Use</b>	Classroom time was used to work on the project. Conversations were not disruptive and focused on the work.	Classroom time was used to work on the project the majority of the time. Conversations were not disruptive and focused on the work.	Classroom time was used to work on the project the majority of the time, but conversations often were disruptive or did not focus on the work.	Student did not use classroom time to work on the project and/or was highly disruptive

### Choice 4: Create a Song

Create a song that will help the class remember all the battles of the war. Much like the timeline, this activity will help the students get the facts about the battles of the war. In the songs, they will include the important information such as the who, what, where, why, and when.

### Writing a Song : Create a Song

---

Teacher Name: **Ms. Gonzalez**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Flow &amp; Rhythm (Sentence Fluency)</b>	All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.	Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand.	Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand.	The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.
<b>Grammar &amp; Spelling (Conventions)</b>	Writer makes no errors in grammar or spelling that distracts the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distracts the reader from the content.
<b>Focus on Topic (Content)</b>	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
<b>Penmanship (Conventions)</b>	Paper is neatly written or typed with no distracting corrections.	Paper is neatly written or typed with 1 or 2 distracting corrections (e.g., dark cross-outs; bumpy white-out, words written over).	The writing is generally readable, but the reader has to exert quite a bit of effort to figure out some of the words.	Many words are unreadable OR there are several distracting corrections.

### Choice 5: Create a Dialogue

Create a dialogue using different characters from the Revolutionary War period. The dialogue should be from a famous event during the Revolutionary War period. Using the knowledge about the important people of the period, the students can create a creative dialogue that they think would occur. This gives the students the chance to think creatively about what they think would be said during that period.

### Dialogue : Create a Dialogue

---

Teacher Name: **Ms. Gonzalez**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Acting/dialogue</b>	The student uses consistent voices, facial expressions and movements to make the characters more believable and the dialogue more easily understood.	The student often uses voices, facial expressions and movements to make the characters more believable and the dialogue more easily understood.	The student tries to use voices, facial expressions and movements to make the characters more believable and the dialogue more easily understood.	The student tells the story but does not use voices, facial expressions or movement to make the dialogue more interesting or clear.
<b>Characters</b>	The main characters are named and clearly described (through words and/or actions). The audience knows and can describe what the characters look like and how they typically behave.	The main characters are named and described (through words and/or actions). The audience has a fairly good idea of what the characters look like.	The main characters are named. The audience knows very little about the main characters.	It is hard to tell who the main characters are.
<b>Voice</b>	Always speaks loudly, slowly and clearly. Is easily understood by all audience members all the time	Usually speaks loudly, slowly and clearly. Is easily understood by all audience members almost all the time.	Usually speaks loudly and clearly. Speaks so fast sometimes that audience has trouble understanding.	Speaks too softly or mumbles. The audience often has trouble understanding.

<b>Connections/Transitions</b>	Connections between events, ideas, and feelings in the dialogue are creative, clearly expressed and appropriate.	Connections between events, ideas, and feelings in the dialogue are clearly expressed and appropriate.	Connections between events, ideas, and feelings in the dialogue are sometimes hard to figure out. More detail or better transitions are needed.	The dialogue seems very disconnected and it is very difficult to figure out the dialogue.
--------------------------------	--	--	---	---

### Choice 6: Write a Letter

Write a letter to King George discussing why you are upset as a colonist. Letter writing is a good skill to master. Incorporating it with history is useful because the students can now apply facts and opinions to persuade the king to alter his ways.

## Letter-Writing : Write a Letter

---

Teacher Name: **Ms. Gonzalez**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Content Accuracy</b>	The letter contains at least 5 accurate facts about the topic.	The letter contains 3-4 accurate facts about the topic.	The letter contains 1-2 accurate facts about the topic.	The letter contains no accurate facts about the topic.
<b>Ideas</b>	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.
<b>Format</b>	Complies with all the requirements for a friendly letter.	Complies with almost all the requirements for a friendly letter.	Complies with several of the requirements for a friendly letter.	Complies with less than 75% of the requirements for a friendly letter.

<b>Salutation and Closing</b>	Salutation and closing have no errors in capitalization and punctuation.	Salutation and closing have 1-2 errors in capitalization and punctuation.	Salutation and closing have 3 or more errors in capitalization and punctuation.	Salutation and/or closing are missing
-------------------------------	--	---	---	---------------------------------------

Rubrics were taken from  
[RUBISTAR.com](http://RUBISTAR.com)