

Unit Cover Page

Unit Title:	Midnight Riders	Grade Levels:	5 th
Subject/Topic Areas: History/The American Revolution			
Key Words: colonists, redcoats, revolution, patriots, Constitution, Bill of Rights			
Designed By: Longina Burroughs		Time Frame: 10 days	
School District: Riverside Unified		School: Magnolia	

Brief Summary of Unit:

In this unit about the American Revolution, students will learn about the important acts and events and battles that took place during the American Revolution. They will also learn about key individuals that took part in the Revolution as well as those who fought for their freedom from England. They will design a PowerPoint presentation to show important events that happened during the American Revolution and research a key individual that took part in the Revolution.

Students will also have the opportunity to improve reading comprehension, writing proficiency, and computer skills while they learn about the American Revolution.



Stage 1 - I identify Desired Results

Established Goals:

5.5.4 Students explain the causes of the American Revolution. Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).

5.6.1 Students understand the course and consequences of the American Revolution. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.

5.6.3 Students understand the course and consequences of the American Revolution. Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).

What essential questions will be considered?
desired?

What understandings are

<ul style="list-style-type: none"> • What were the causes of the American Revolution? • Who were some key individuals during this time and what was their role? • What were some major battles of the Revolutionary War and what happened there? • What was the result of the American Revolution? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Many events happened to lead to the American Revolution. • Key individuals helped form our country. • There were many battles fought during the American Revolution. • The ending of the American Revolution established our country.
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What key knowledge and skills will students acquire as a result of this unit?

<p>Students will know...</p> <ul style="list-style-type: none"> • Key terms - colonists, redcoats, revolution, patriots, Constitution, Bill of Rights • Key facts about the American Revolution 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Research and identify key individuals in the American Revolution. • Explain the course and consequences of the American Revolution by describing specific battles and leaders. • Identify the roles women played in the American Revolution.
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Stage 2 - Determine Acceptable Evidence

What evidence will show that students understand?

Performance Tasks:

American Revolution Assignment - Students will be put into groups of five. Students will create a PowerPoint Presentation about the important events and people of the American Revolution. Each student in the group will have a specific task to accomplish. Then the students will put their presentation together and present it to the class.

Character Map - Students will be assigned a key individual of the American Revolution. Students will research that individual and complete the character map. The following need to be included: the key individuals name, their role in the American Revolution, how that individual contributed during the American Revolution, background information, biggest accomplishment, and picture of character.

What other evidence needs to be collected in light of Stage 1 Desired Results?

Other Evidence:

Book quizzes - After reading a book, students will take a quiz to demonstrate their comprehension.

Fact Finding Sheets - Students will be able to show their demonstration of what they learned after researching.

Activity Sheets - Students will have to search the website to find specific information to learn about battles, leaders, etc.

Detectives Game - In a group students will research as many key individuals involved in the American Revolution. The students will then play a game against other students using the information gathered.

Student Self-Assessment and Reflection:

1. Self-assess the PowerPoint Presentation.
2. Self-assess the character map.
3. Reflect on fact finding sheets and activity sheets and see how much know now then you did at the beginning.

Stage 2 - Determine Acceptable Evidence (continued)

Assessment Task Blueprint

What understandings or goals will be assessed through this task?

Students will make a PowerPoint Presentation demonstrating their knowledge gained throughout the unit and then present it to other students.

What criteria are implied in the standards and understandings regardless of the task specifics? What qualities must student work demonstrate to signify that standards were met?

- Content is accurate.
- Describe the course and consequences of the American Revolution.
- Describe the impact of key individuals.

Through what authentic performance task will students demonstrate understanding?

Task Overview:

Since we have been learning about the American Revolution, you will be asked to put together a PowerPoint presentation that shows what knowledge you have gained. You need to include the following:

1. Title - title and names of people in your group
2. Table of Contents - tell your audience what you will be discussing

3. What started the Revolution – give a brief summary of what started the Revolution
4. Battle – Name at least 2-3 battles that were important. Each battle should have its own slide and a description of why that battle was important.
5. People – Name at least 3 patriots and 2 British Leaders. Each person should have its own slide and description of their role in the revolution
6. Acts/Events – Name at least 2-3 acts or events that were important in the Revolution. Each act or event should have its own slide with a description of that act of event and why it was important.
7. Result – What was the result of the American Revolution?

What student products and performances will provide evidence of desired understandings?

PowerPoint Presentation containing at least seven slides.	Oral presentation demonstrating knowledge of subject matter.
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By what criteria will student products and performances be evaluated?

<ul style="list-style-type: none"> • Sequencing of information • Content is accurate. • Spelling and grammar are correct. • The student used graphics to enhance presentation. • The slides were effective in learning information. 	<ul style="list-style-type: none"> • Effective explanation of PowerPoint Presentation. • Showed knowledge of subject matter.
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Stage 3 – Plan Learning Experiences
WHERE TO

- Introduction
1. Begin by introducing the American Revolution to your students using a PowerPoint Presentation. H
 2. Fill out a K-W-L Chart to see what students know (K) and what they want to know (W) about the American Revolution.
 3. Introduce the website, Junior Web Detectives. Navigate through the site showing students what each icon means and where they can find information. W
 4. Introduce the Essential Questions and discuss the culminating unit

- performance tasks. W
5. Introduce key vocabulary as it comes up. W
 6. Days 1 -5 follow steps 7-10
 7. Read two chapters in *Midnight Riders*. H
 8. Discussion (teacher led)
 - a. K-W-L Chart (found on www.thejwd.com) (whole class) E, R
 - b. Discuss battles or people named in the book (whole class) E
 9. Activity Sheets (individually)
 - a. Students can complete any from 1-10. At the end of the unit they will need to have completed at least 3-5. E, T, O
 10. Ensure students know the important events discussed. Student chooses an event or individual discussed earlier and gather more information from the website or textbook. Complete 3 storytelling sheets. (act/event, battles, patriots or British leaders) (individually) E, R, T, O
 11. Research for Detectives Game. Give student individual to research. Complete character web. (individually or in small groups) E, R, T, O
 12. Students complete a book quiz to demonstrate understanding of *Midnight Riders*. E, R
 13. Students exchange their character maps with someone in their small group for peer assessment. E-2, R
 14. Play Detectives Game (whole class) – The detectives game is a group activity. The game is designed to teach students about some of the key individuals who took part in the American Revolution. E-2, R
 - a. See Detectives Game under Teacher Information on www.thejwd.com
 15. Planning for the Boston Tea Party Play (small group) – Students will work in cooperative groups and perform a play about the Boston Tea Party. E, T
 - a. See Boston Tea Party Play under Teacher Information on www.thejwd.com
 16. Present Boston Tea Party Play (small group) E
 - a. See Boston Tea Party Play under Teacher Information www.thejwd.com
 17. PowerPoint Presentations (small group) E-2, R, O
 - a. See American Revolution Assignment handout attached. AmericanRevolution.doc
 18. Present PowerPoint Presentations (small group) E, O
 19. Finish filling out K-W-L Chart. What did they learn? (L) (whole class) E-2

W=where the unit is headed and why H=hook students E=equip students R=rethink, reflect, revise
 E=evaluate progress T=tailored to reflect individual talents O=organized to optimize deep
 understanding

Stage 3 – Plan Learning Experiences (continued)

Introduction

1. Introduce the American Revolution to your students using PowerPoint Presentation. Fill out a K-W-L Chart to see what students know (K) and what they want to know (W) about the American Revolution.
2. Introduce the website, Junior Web Detectives. Navigate through the site showing students what each icon means and where they can find information.
3. Follow the lesson plans for each day.

Day 1 – 5

1. Read two chapters in *Midnight Riders*.
2. Discussion
 - a. K-W-L Chart (found on www.thejwd.com) (whole class)
 - b. Discuss battles or people named in the book (whole class)
3. Activity Sheets (individually)
 - a. Students can complete any from 1-10. At the end of the unit they will need to have completed at least 3-5.
4. Ensure students know the important events discussed. Student chooses an event or individual discussed earlier and gather more information from the website or textbook. Complete 3 storytelling sheets. (act/event, battles, patriots or British leaders) (individually)
5. Research for Detectives Game. Give student individual to research. Complete character web. (individually or in small groups)

Day 6

1. Play Detectives Game (whole class)
 - b. See Detectives Game under Teacher Information on www.thejwd.com

Day 7

1. Planning for the Boston Tea Party Play (small group)
 - a. See Boston Tea Party Play under Teacher Information on www.thejwd.com

Day 8

1. Present Boston Tea Party Play (small group)
 - a. See Boston Tea Party Play under Teacher Information www.thejwd.com

Day 9

1. PowerPoint Presentations (small group)

- a. See American Revolution Assignment handout attached.
AmericanRevolution.doc

Day 10

1. Present PowerPoint Presentations (small group)
2. Finish filling out K-W-L Chart. What did they learn? (L) (whole class)



Who's Listening?



You will need to choose one of the following scenarios and write a letter accordingly.

1. Pretend you are a Colonist who is ready to fight for your freedom from England. Persuade King George III to allow the Colonists to be free. Why should you have your freedom? Why shouldn't you pay taxes?
2. Pretend you are King George III. Convince the Colonists that they should stay under your rule. Why should they pay taxes? Why shouldn't they fight for their freedom from you?
3. Pretend you are a British soldier and King George III has just told you that you need to go to the colonies to watch the colonists. How do you feel about this? Whose side are you on? Persuade King George III to go to war or convince him that he is making a bad decision.
4. Suppose you live in England but the rest of your family is living in the colonies. How do you feel about the war? Are you on the colonist's side or the British side? Convince your family that they need to remain under British rule or convince King George III to allow the colonies to have their freedom.

Persuasive Essay : Who's Listening?

Student Name: _____

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Attention Grabber	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.	
Position Statement	The position statement provides a clear, strong statement of the author's position on the topic.	The position statement provides a clear statement of the author's position on the topic.	A position statement is present, but does not make the the author's position clear.	There is no position statement.	
Evidence and Examples	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.	
Transitions	A variety of thoughtful transitions are used. They clearly show how ideas are connected	Transitions show how ideas are connected, but there is little variety	Some transitions work well, but some connections between ideas are fuzzy.	The transitions between ideas are unclear OR nonexistent.	
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	

Sentence Structure	All sentences are well-constructed with varied structure.	Most sentences are well-constructed and there is some varied sentence structure in the essay.	Most sentences are well constructed, but there is no variation in structure.	Most sentences are not well-constructed or varied.	
Grammar & Spelling	Author makes no errors in grammar or spelling that distract 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 distract the reader from the content.	
Capitalization & Punctuation	Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read.	Author makes 1-2 errors in capitalization or punctuation, but the essay is still easy to read.	Author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	

Character Map

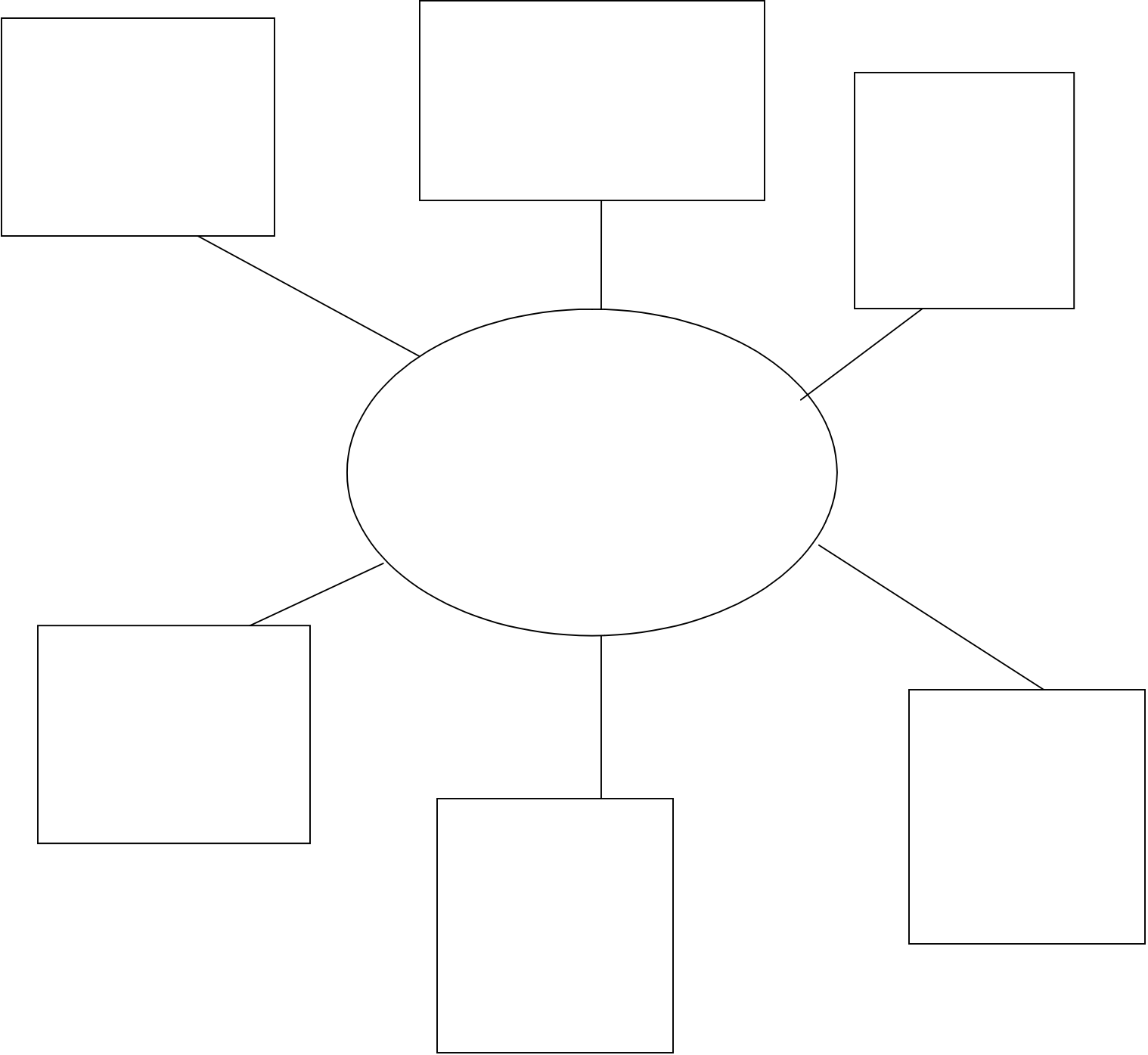
Students will be assigned a key individual of the American Revolution. Students will research that individual and complete the character map. The following need to be included:

1. The key individuals name
2. Their role in the American Revolution
3. How did that individual contribute during the American Revolution?
4. Background information
5. Biggest accomplishment
6. Picture of character

Resources

1. www.thejwd.com This website will have general information on individual student is assigned.
2. Fifth grade social studies book. Students can look in their books to gather more information.
3. Encyclopedias – students can use to go above and beyond to find more detailed information.

Character Map follows. Students can create their own or use the one given.



American Revolution Assignment

Students will be put into groups of five. Students will create a PowerPoint Presentation about the important events and people of the American Revolution. Each student in the group will have a specific task to accomplish. Then the students will put their presentation together and present it to the class.

The presentation will include the following:

1. Title – title and names of people in your group
2. Table of Contents – tell your audience what you will be discussing
3. What started the Revolution – give a brief summary of what started the Revolution
4. Battle – Name at least 2-3 battles that were important. Each battle should have its own slide and a description of why that battle was important.
5. People – Name at least 3 patriots and 2 British Leaders. Each person should have its own slide and description of their role in the revolution
6. Acts/Events – Name at least 2-3 acts or events that were important in the Revolution. Each act or event should have its own slide with a description of that act of event and why it was important.
7. Result – What was the result of the American Revolution?

Resources

View or print the rubric for PowerPoint Presentation

Websites

1. www.thejwd.com – general information about people, battles, acts and events of the American Revolution.
2. <http://www.eharcourtschool.com/index.jsp?message=logout> – social studies textbook online version.



CATEGORY	4	3	2	1
Sequencing of Information	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card.	Most information is organized in a clear, logical way. One card or item of information seems out of place.	Some information is logically sequenced. An occasional card or item of information seems out of place.	There is no clear plan for the organization of information.
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
Use of Graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
Effectiveness	Project includes all material needed to gain a comfortable understanding of the topic. It is a highly effective study guide.	Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. It is an adequate study guide.	Project is missing more than two key elements. It would make an incomplete study guide.	Project is lacking several key elements and has inaccuracies that make it a poor study guide.