Natalie Andrade **Grade 5**

**Lesson Plan 8**

Subject: American Revolution- **Students will make a foldable time line to review what they have learned about each battle and its outcomes.**

Resources used to create lesson: textbook Our Nation by Macmillan/McGraw-

Hill, 2003, construction paper, scissors,

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| State Standards: GRADE 5 ELA  Common Core Informational Text  Read with sufficient accuracy and fluency to support  comprehension.  a. Read grade-level text with purpose and understanding.  Writing Standards:  b. Provide logically ordered reasons that are supported  by facts and details.  Speaking and listening  Engage effectively in a range of collaborative discussions  (one-on-one, in groups, and teacher-led) with diverse  partners on *grade 5 topics and texts*, building on others’ ideas  and expressing their own clearly.  a. Come to discussions prepared, having read or studied  required material; explicitly draw on that preparation  and other information known about the topic to  explore ideas under discussion.  d. Review the key ideas expressed and draw conclusions  in light of information and knowledge gained from the  discussions.  e. Seek to understand and communicate with individuals  from different perspectives and cultural backgrounds.  **Social Studies:**  **Standard 2:World History**  use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives  **Standard 4: Economics**  use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.  **Standard 5: Civics, Citizenship, and Government**  use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation. |
| Unit Essential Question: How can revolutions change the world?  How can speaking your mind start a revolution? |
| Aim of lesson: What were the outcomes of the major battles of the American Revolution? |
| Objectives: Student will be able to:   * Recall major battles of the American Revolution and their outcomes * Use scissors and construction paper to create a foldable timeline * Work independently and cooperatively * Refer to resources such as the textbook or notes to state details |
| Assessment: Students should have created a neat and accurate foldable time line that will be used as a study tool. |
| Prerequisite skills, knowledge |
| Key guiding questions |
| Hook -MCj02874820000[1] Beginning of lesson |
| Development of lesson:   * We will review the major battles we have read about by organizing them into a foldable timeline. * I will model how to fold the construction paper and cut 3inch flaps on one side. The battle will go on the outside of the flap and the outcome will go on the inside. * Students may refer to the textbook and their notebooks to identify the major outcomes of these battles * Battles of Lexington and Concord April 19, 1775 * Battle of Bunker Hill * Washington retakes Boston * Battle of Rhode Island * Battle of Trenton * British take Philadelphia spring 1777 * Saratoga * Valley Forge |
| Closure of lessonj0078624 We will go over the battles and the major points the students should have in their foldable timelines. I will collect these and we will add to them in the next lesson as we learn how the war ended with victory at Yorktown and the Treaty of Paris. |
| Adaptations for Special Need & differentiation: I will have the construction paper marked to indicate where students need to cut to make the flaps. I will also add lines to make it easier for students to write. The foldable timeline is designed for tactile and visual learners. Those who need to may use the computer to type. |
| Follow-up Assignments: For homework on the Wiki- Students will be give a map to plot the battles in which the Patriots won in the Northern colonies. They will fill in the states and answer three questions:   1. In which year did the greatest number of battles take place? 2. How many victories does the map show that America had between 1775 and 1778? What about the British? 3. Where in Pennsylvania did battles take place? |
| Reflection and Revision: Did my students like making the foldable timeline?  Was this a good study strategy for my tactile learners? |