

## **The Revolutionary War:**

### **Rationale:**

The learner will assess the causes and effects of the battles of the revolutionary war and the personalities during this period in North Carolina and the New Nation. These topics are important for students to know how our country and government came to be and how we won our independence from England. We will look at outcomes of battles, who were the people that played a significant part in them and how they shaped the war. We will examine documents and accounts from this period and tie them into today through the mechanisms of writing and discussion.

### **Unit Objectives/S.W.B.A.T:**

1. Evaluate and assess the importance of the Declaration of Independence, how it was worded, and the importance of revision in writing documents by looking at both Thomas Jefferson's draft and the final copy of the Declaration of Independence, and then creating their own Declaration of Class Rules on their own and revise it after a class discussion about what the class, as a whole, wants.
2. Identify important personalities from North Carolina and the nation and their contributions, and understand how voice plays a role in writing by writing a speech posing as one of the personalities we discuss in class.
3. Write a short essay (one- one and a half pages) explaining how the absence of the contributions from North Carolina would have affected the war effort.
4. Participate in a Jigsaw with the class and fill out a Guided Response handout examining the important state and national documents and their effect on the formation of the state and national governments. (I.E. the Mecklenburg Resolves, the Halifax Resolves, the Albany Plan of Union, the Declaration of Independence)
5. Describe the battles and other significant events (such as foreign interventions, and ongoing domestic issues both political and economical) and the impact they had on the war by creating an annotated timeline depicting the significant events of the war.
6. Describe the reasons for the colonists' victory over the British and immediate outcomes of the war by writing an essay (two – three pages) about why the colonists won the war over the British despite having the underhand using the prompts provided.

### **Timeline for 10-day Unit:**

- Day 1: **In-Class:** Examine the rough draft of the Declaration of Independence and the final draft. Discuss the importance of the changes made and why they were changed. Discuss things that should be considered “Rights.” Then create a list of “Classroom Rights.”  
**Homework:** Create an individual “Declaration of Classroom Rights.”
- Day 2: **In-Class:** Discuss the individual “Declaration of Classroom Rights.” Decide on changes, and make a “Declaration of Classroom Rights” that satisfies the group as a whole. Use the compromises made in the Declaration of Independence, to work through negotiations.  
**Homework:** Revise individual declarations to fit the class as a whole.
- Day 3: **In-Class:** Discuss the significant documents of the revolutionary era and their impact. Break into eight “expert” groups and jigsaw about the four documents having two experts for each document.  
**Homework:** List and summarize each document noting who wrote it, its purpose and how it affected the war effort. Students should use their notes from the jigsaw to do so.
- Day 4: **In-Class:** Discuss the important figures and their influence on the war. Discuss voice and how it changes the effect of writing.  
**Homework:** Choose a significant figure and write a speech that sounds like one they would have given **OR** write a response to a speech given by one of those figures either supporting or challenging what they said. (Half-one page)
- Day 5: **In-Class:** Ask if anyone would like to read their speech. Pick two or three, and then collect them. Discuss the important contributions made to the war effort by North Carolina. Highlighting what they were, what they were used for and if any other part of the country provided similar items.  
**Homework:** Write a short reflection piece (one-two pages) about how the war effort would have been affected had these contributions not been available. Read about (in textbook) or briefly research the military events specified on the outline.
- Day 6: **In-Class:** Discuss the outline of the significant military, economic, and political events of the war and explain how we will be creating a timeline outline of those events. Begin discussing in detail the significant military events of the war.  
**Homework:** Read about (in textbook) or briefly research the military events specified on the outline. Being adding items discussed to the annotated timeline for all the events of the war.
- Day 7: **In-Class:** Finish discussing in detail the significant military events of the war.  
**Homework:** Continue adding to the annotated timeline for all the events of the war. Read about (in textbook) or briefly research the economical events specified on the outline.
- Day 8: Discuss significant economic events of the war and add them to the timeline outline of the events that played a part in the war.  
**Homework:** Add economical events to the annotated timeline for all the events of the war. Read about (in textbook) or briefly research the political events specified on the outline.

Day 9: In-Class: Discuss significant political events of the war and add them to the timeline outline of the events that played a part in the war.

Homework: Add political events to the annotated timeline for all the events of the war. Finish all touch ups to the timelines and bring to class to be checked and necessary corrections made.

Day 10: In-Class: Using annotated timelines and all other material created during this unit, review all the advantages and disadvantages for each side and discuss why the war ended the way that it did. Touch on ways that the war could have differed had certain events had a different outcome. Create an outline for the essay and discuss the rubric.

Homework: Write an essay (2+ pages) on why the colonists won the war over the British despite having the underhand, **OR** discuss which significant events would have changed the outcome of the war and how would a British victory have changed the development of this country.

## **Day One: Declaration of Independence, writing strategy, and revision**

### SWBAT:

1. Explain the importance of the Declaration of Independence
2. Recognize the importance of wording in a piece of writing
3. Describe the importance of revision and compromise

### Materials:

1. First draft of the Declaration of Independence
2. Final draft of the Declaration of Independence
3. Copy of classroom rules

### Procedure:

1. Bellringer: (10 minutes)
  - a. Spend 5 minutes writing what kinds of things you believe should have been included in the Declaration of Independence. We will then discuss as a class.
2. Lesson: (60 minutes total)
  - a. Students will take guided notes as we read parts of the Declaration of Independence. (15 minutes)
  - b. We will then view the rough draft and focus on things that were changed through revision and discuss how these changes affected the document as a whole. (15 minutes)
  - c. The class will then discuss why certain parts needed to be changed with reference to compromise and agreement. (15 minutes)
  - d. As a class, we will read over the set of classroom rules and discuss how students feel they could be changed and improved. (15 minutes)
3. Lesson Content:
  - a. For the lesson, students will take notes on a guided response handout that the teacher has constructed. This handout will focus on the different phases and revisions of the Declaration of Independence as well as facts such as the signers, collaborators, and publication date.
  - b. The class will then engage in a discussion on revision and editing and how they differ.
4. Closure: (20 minutes)
  - a. Discuss homework. Students will write an individual Declaration of Classroom Rights. They will bring this assignment with them tomorrow to discuss revising the individual declarations to fit the class as a whole. (5 minutes)
  - b. In order to help students brainstorm for their homework assignment, they will create a loop in class. During this time, the teacher will be timing them in 5 minute increments and floating around the room. (15 minutes)
5. Follow-up:
  - a. The teacher will not collect the loop, but will rather explain to the students the importance of brainstorming and that they will be taking their loop home to help them with their homework assignment.

Evaluation Method:

- At the end of the class discussion on revision and editing, students will have an opportunity to share with the class a time when they were frustrated over their revision and writing process and what they did to overcome this feeling.

**Day 2: Declaration of Classroom Rights**

SWBAT:

1. Identify the authors of the Declaration of Independence and describe their contributions to the document.

Materials:

1. Individual “Declaration of Classroom Rights”
2. First draft of the Declaration of

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| <ol style="list-style-type: none"> <li>2. Recognize the importance of word choice in a piece of writing.</li> <li>3. Describe the importance of revision and compromise.</li> <li>4. Name and describe the four steps of revision.</li> </ol> | <ol style="list-style-type: none"> <li>Independence</li> <li>3. Final draft of the Declaration of Independence</li> </ol> |
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Procedure:

1. Bellringer (10 minutes)
  - a. Students will freewrite in their journals on what they think they will have to change in order to create a classroom declaration that fits every student's needs and wants. We will then briefly discuss this as a class.
2. Lesson (60 minutes total)
  - a. We will begin with a review of the previous day. Included in this will be the signers of the document, compromises made through the revision process, and why the authors and contributors decided to take out sections and change wording. (25 minutes)
  - b. We will then discuss the homework assignment from the previous night. Some students will share theirs and we will decide what we should keep and what we should throw out.
  - c. During this time we will also discuss the importance of revision and what it means to revise a piece of work. By the end of the day we will have a classroom declaration. (35 minutes)
3. Lesson Content:
  - a. Similar to the previous day, some time will be spent on the signers and collaborators of the document, as well as other facts.
  - b. The teacher will then explain the importance of word choice, using example sentences and showing a thesaurus.
  - c. The class will also learn about collaboration before editing the classroom declaration.
4. Closure:
  - a. Review and Q and A: (10 minutes) During this time, students will have the opportunity to ask questions about the material covered during class. Here, the homework will also be explained. Students are to take home the previous day's homework and revise it based on our class discussion. They are to bring both the rough draft and final draft to turn in tomorrow.
  - b. Students will need to fill out and hand in the Exit Slip: (10 minutes) (see descriptions below in follow up)
5. Follow up:

- a. The teacher will create a declaration of classroom rights and responsibilities and post it in the class. What we have learned about revision and the Declaration will be necessary to successfully complete the unit's final essay.

Evaluation Method:

- Exit Slip: On one side of an index card, students are to write the 4 steps of revision and something they learned about each step. On the other, they are to draw a picture of the most interesting thing they learned in class today and a question that they still may have about the Declaration of Independence, revision process, or Revolutionary War as a whole.

**Day Six : Military Events and Beginning an Annotated Timeline**

SWBAT:

1. Understand how to create an annotated timeline that displays all the events of the war clearly.
2. Create a valuable study tool, using the GR outline sheet and also the timeline, for the military events.
3. Being to summarize key military

Materials:

1. Long papers for timelines
2. Pictures and other audio-visuals
3. Guided Response note sheets.
4. Projector or Smartboard

events from the revolutionary war.

Procedure:

1. Warm-up:
  - a. (10 Minutes) Take five minutes to write about the battles of the revolutionary war. Imagine that you are a colonial resident or a British soldier and write a letter or a note to a friend or family member about what you saw in the battle. Be sure to note which battle you are talking about. Then we will talk about it in about five minutes.
2. Lesson:
  - a. (10 minutes) Hand out the GR note sheet created from the list produced in the previous class and explain how it is to be used. (this handout will be a list of each event with a place to write in the date and a few lines on which to summarize the event). Show the example of the timeline that the teacher has created in advance for this project or use one that has been used in another unit.
  - b. (60 minutes) Complete all the military events on the sheet through a class discussion guided by the teacher. Students should be able to add input because of the reading they have done the night before.
3. Lesson Content:
  - a. At the beginning of this class we will discuss the tools that will be used to create the annotated timeline and the requirements to successfully complete the project. This timeline will be a helpful tool when completing the unit's final essay and also when it comes time to study for the end of the course/grade test..This lesson will cover some the military (about half) events that occurred throughout the revolutionary war. Students will need to actively contribute to the discussion from the knowledge gained from the reading.
4. Closure:
  - a. (10 Minutes) We will discuss any further questions about either the timeline or the content we went over today. Hand in Exit slip (see description below)
5. Follow-up:
  - a. Students will take the information that they wrote on their GR note sheet and transcribe it on to the timeline that they will begin creating for homework tonight. All the information from today will need to be used in writing the final essay.

Evaluations Method:

- In addition to the discussion at the end of class the students will need to hand in an exit slip.
  - Exit Slip: The students will write at least three questions they have or things they wish to have clarified in class tomorrow.

## **Day Ten: Preparing Final Essays**

### SWBAT:

1. Use prewriting techniques to generate text to include in their essays.
2. Describe what information they will use in their essays.
3. Begin writing their essay.

### Materials:

- Paper
- Cubing Cubes
- White Boards
- [www.timerime.com](http://www.timerime.com)
- iPads or tablets
- Flip Cams
- Final Essay Instructions and Rubric

### Procedure:

1. Bell Ringer/ Bridge: (10 minutes)

- a. Freewrite for five minutes. Prompt: If you were an official helping to plan a war what parts of a war campaign do you believe are the most important for success? Take into consideration all we have learned about the Social, political, economical and military aspects of the revolutionary war and write what you believe is paramount. We will discuss at the end of five minutes.
2. Lesson: (60 minutes total)
  - a. (15 minutes) Have students get into groups of three or four and begin listing on paper or whiteboards all the things they want to talk about in their essays, narrowing down to specific “whos and whats.” Make sure students record all of their thoughts to be turned in with their papers by either taking pictures of white board work or having someone copy it down.
  - b. (15 minutes) In the same groups, students can now use the textbooks, notes, timeline, computers or iPads to begin gathering information about the “whos and whats” they have chosen. Students need to make sure they have all their thoughts recorded by either printing or copying down on to paper what they do or find. Also, remind them if they take information from an outside source they must cite the work.
  - c. (30 minutes) Either by themselves or in their groups they may choose one of the prewriting methods to begin generating text to be used in their essays. (Clustering, cubing, brainstorming, looping etc.) Make it clear that while students may pre-write together they will all be responsible for their own essay. During this time the teacher will walk around giving feedback to groups and individuals.
3. Description of content
  - a. Today the content of the lesson is a review of everything we have done over the course of this unit. Students will be taking in all that we have gone over and begin using pre-writing techniques to process that information so to use it in their final essay.
4. Closure: (20 minutes)
  - a. Open up a classroom discussion about the papers. Push for questions on the writing process unit information. Tell students this is a time to ask the teacher and the class about things they have questions about or want more feedback/advice about.
5. Follow Up:
  - a. Students will write their essays over the weekend and will hand in the prewriting materials. When papers are handed back, time out of class will be taken to go over feedback and students will be required to hand in the essay once more for a chance of up to five extra points on their grade. As with all essays and papers after I have graded and responded to their writing they will be able to revise and edit based on feedback and return the paper as many times as they want to gain up to five additional points on their score. I will give new feedback each time.

Evaluation method:

- During the 20 minutes of discussion try to provoke a response from every student in the class and note those who seem to have trouble. Push quiet students to interact with the class. If their hesitation reflects in their work encourage them to participate next time, ensuring them this is a safe learning environment.

### **Evaluation of Unit:**

The evaluation of this unit will be a comprehensive essay of at least two pages. Students will be able to choose from two prompts. For both questions they will be required to include a certain amount of information from each section. See the instruction sheet and rubric below.

#### **Final Essay on the US Revolutionary War**

Write an essay of at minimum of two pages using the information we have discussed over this unit. You may choose to answer one of the following prompts:

##### **Question 1:**

**Pose as a British officer writing back to the king to tell him the outcome of the war and why you think the American colonists won the war, in spite of the superior British military power and skill.**

- **Be sure to include at least:**
  - **two important figures and why they were significant,**
  - **one important document,**
  - **major contributions that helped the war effort from North Carolina,**
  - **two events from each section on the timeline (6 total)**
  - **(Optional) name contributions from other areas of the country.**
  - **(Optional) name more of any of the important figures, events and/or documents.**

##### **Question 2:**

**Which significant events would have changed the outcome of the war? Write a journal entry as either a defeated colonist or a victorious British soldier. Describe how a British victory would have changed the development of this United States of America?**

- **Be sure to include at least:**
  - **two important figures and why they were significant,**
  - **one important document,**
  - **major contributions that helped the war effort from North Carolina,**
  - **two events from each section on the timeline (6 total)**
  - **(Optional) name contributions from other areas of the country.**
  - **(Optional) name more of any of the important figures, events and/or documents.**

**\*\*Note:** for this question you may change the events or what happens to people, places or things as long as it describes such in a way that demonstrates understanding of the person/place/thing and the effect. You must explain how this outcome is different than what really happened and why it is significant.

**Turn in all pre-writing work and rough drafts with essay at the front.**

	0-10pts.	11-20pts.	21-30pts.	31-40pts.	41-50pts.	Score
Success at demonstrating understanding of task. 50%	Shows no effort to connect to the theme of the writing. Addresses one or none of the required aspects.	Theme is not clear Addresses fewer than half of the required aspects but more than one.	Vaguely connecting with but constantly straying from the theme Only address half of the required aspects.	Shows good understanding of the theme but strays off at times. Addresses all most of the task.	Shows a clear understanding of the theme, Addresses all aspects of the task.	
Quality of writing. 20%	No clear organization of thought  Statements are unsupported	Organization unclear or vague, jumps from one topic to the next or is redundant Statements unsupported by fact or relevant example.	Organization is clear but jumps around or is redundant in a few places. Few Statements supported by facts or relevant examples.	Writing is organized clearly.  Supports most arguments with fact or relevant example	Writing is well organized. Supports arguments with facts and relevant examples.	
Grammar and Mechanics 5%	Riddled with GUM errors (25+)	Many GUM errors (24-20)	Some GUM errors (19-15)	Few GUM errors (14-10)	Hardly any GUM mistakes (fewer than 10)	
Revision 25%	No revision turned in or revision does not show significant change.	Revision has only been edited.	Revision has only been edited with few revisions to content.	Revision shows recognizable difference but does not show thoughtful consideration of	Revision shows thoughtful consideration of feedback. Revisions make a recognizable difference.	

				feedback given.		
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Total before revision: \_\_\_/75

**Total after revision: \_\_\_/100**