

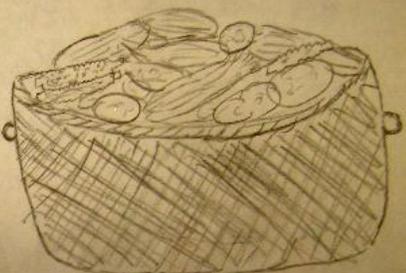
Research Based Revolutionary War Learning Activities

Nonlinguistic Representations

According to research, knowledge is stored in two forms: linguistic and sensory. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation or sensory representation has proven to not only stimulate but also increase brain activity. Incorporate words and images to symbols to represent relationships. Use physical models and physical movements to represent information. Within the Social Studies Curriculum students can use maps and geography to represent events in American history.

Chapter 13-16 Kathryn Hacking A1

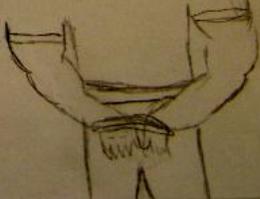
• Captain Smith traded with Natives and found out not all of them are enemies.



• Richard & I are now friends.

1 3
2 4

• Captain Smith left & lost two men. When he returned the gentlemen were stealing the Discover & all the food. Capt. Smith convinced them to come back but then was arrested for the two men & is going to be hanged for it.



• Captain Smith is teaching us how to use swords, & muskets.

Smell'a'vision

Objective: Use the sense of smell to help student better conceptualize the events in American History

Grade level: All

Time Required: 30-40 minutes

Materials Needed:

1. Background Readings related to the standard/ objective that the lesson will be addressing.
2. Paper, pencil

Description:

1. Before beginning level the playing field, i.e. ensure that students have access to learning activities or background readings related to the topic. Look for readings that are rich in sensory language. (see attached reading for an example)
2. Provide time for students to complete their readings. While reading they should identify five smells the reading evokes. After identifying the smell they should explain the smell evoked by the text, as well as reference the section of text used.

A. Smell 1:

Explanation:

B. Smell 2:

Explanation:

C. Smell 3:

Explanation:

D. Smell 4:

Explanation:

E. Smell 5:

Explanation

3. Once students have completed this activity you may wish to have them share their examples and explanations. Other follow up activities might include having students write a Cinquin poem, two voice poem or analogy poem, as explained in the similarities and differences section of the strategies notebook.

Sample Reading: "Blood on the River" by Elisa Carbone Chapter 1, pg 2-3

"London, England, October 1606

My feet slap, bare and cold on the cobblestones. I'm breathing hard from running. I turn the corner- the street is dark, empty. It's my chance. I find the right door under the sign with three gold balls. I've carried a rock with me. I slam the rock down hard on the padlock pounding it until it breaks free. Inside the pawnshop it is quiet and musty. It smells of old wood and candle wax.

There is the locket, displayed on a piece of beaver felt. I close my fingers around the cool, smooth silver. I haven't touched it since the day she died.

Mine. It should have been mine, because it was hers. I pull, but it is wired down tightly. I hear footsteps outside. I panic, yank on the wire-too hard. The wire sliced my hand. I see my blood drip, but the locket is in my grasp.

'You! Boy!' A man lumbers into the shop- it's the shopkeeper come from his house across the street.

He lunges, grabs me, but I'm too fast. I squirm away and run, escape out into the fog, and I'm lost. Disappeared.

I walk along the docks, past the dark hulks of ships bobbing slowly. My heart is still racing. I try to calm myself. I listen to sailors laughing and arguing, their card game stretching into the night. I even venture a whistle- nothing fancy, just my own tune. The shopkeeper will not find me, I promise myself. When he sees me in the daylight he will not know it was I who wrenched out of his grasp in the dark shop. And he certainly would never guess that I have not stolen anything, only taken back what is mine. It should have been given to me when she died, this locket of my mother's.

'This will bring a pretty penny,' they said at the poorhouse. 'It will pay for some of the extra food you eat.'

Can I help if I'm always hungry?

Then they expected me to stay on and keep working in the nailery, keep letting them beat me when they felt like it. As if I wanted to live in the poorhouse. As if Mum and I had wanted to be kicked out of our cottage on our farm. As if the blight was our fault and we wanted the crops to rot in the fields and had planned all along not to pay the rent to the lord of our cottage.

But I chose the streets instead. I'd rather dig in the garbage heaps with the rats for my meals.

Who know? Maybe my mum would still be alive if she hadn't been a widow and hadn't had to work so hard- first for the greasy, fat gentleman who owned our farm and cottage, and then after we'd been kicked off, making nails for twelve hours a day to pay our way at the poorhouse. Maybe she would still be alive if she'd had an easier time of it. Not my father, though. He would have drunk himself to death no matter what.

I find my favorite hollow near the London Bridge. Spiked on a pole atop the bridge is the severed head of a traitor- a man who betrayed the crown of England and paid for it with his life. I turn my face away so I don't have to look at those dull, staring eyes.

I curl up to go to sleep. For this one night, the locket is around my neck, hidden under my shirt. One night."

Example:

A. Smell 1: *I smell mist in the air like the smell of wet dirt after a rainstorm*

Explanation: *When John is running through the cold night.*

B. Smell 2: *I smell old books, like the kind in my Grandma's house*

Explanation: *When John is rummaging in the pawn shop*

C. Smell 3: *I smell blood, like rusting iron or when I bite the side of my cheek.*

Explanation: *When John cuts his hand in the pawn shop.*

D. Smell 4: *I smell saltwater, like my family's vacation to California.*

Explanation: *When John is walking along the docks.*

E. Smell 5: *I smell garbage in the streets, like the time we visited New York and there was a garbage strike and all of the garbage was in the street.*

Explanation: *When John is talking about living in the street.*

Political Cartoons

Objective: Understand and analyze a political cartoon to help student better understand the message and symbols inherent in political cartoons.

Grade level: 5-12

Time Required: 30-40 minutes

Materials Needed:

1. Political cartoons related to the standard/ objective that the lesson will be addressing.
2. Paper, pencil
3. Copies of the "Cartoon Analysis Worksheet"*

Description:

1. Provide students with a variety of political cartoons relevant to the subject or objective of the lesson. Look for political cartoons that are age appropriate and rich in symbolism that can be understood by the majority of the students.
2. Provide students with a copy of the Cartoon analysis worksheet.
3. Model or complete together a copy of the cartoon analysis.
4. Provide time for students to analyze their assigned political cartoon and complete the cartoon analysis worksheet.
5. After analyzing a political cartoon, you may wish to provide students time to create their own political cartoon. They could then share their cartoon with peers and have their peers analyze their work using the Cartoon analysis worksheet.

An excellent source of political cartoons is the Harpers Weekly online library of past presidential political cartoons. Available @ <http://elections.harpweek.com/> You also may wish to visit http://teachpol.tcnj.edu/amer_pol_hist/_use.htm This online site was compiled by Dr. William J Bell at the UNNJ and includes a number of cartoons in the public domain.

* Source: Library of Congress

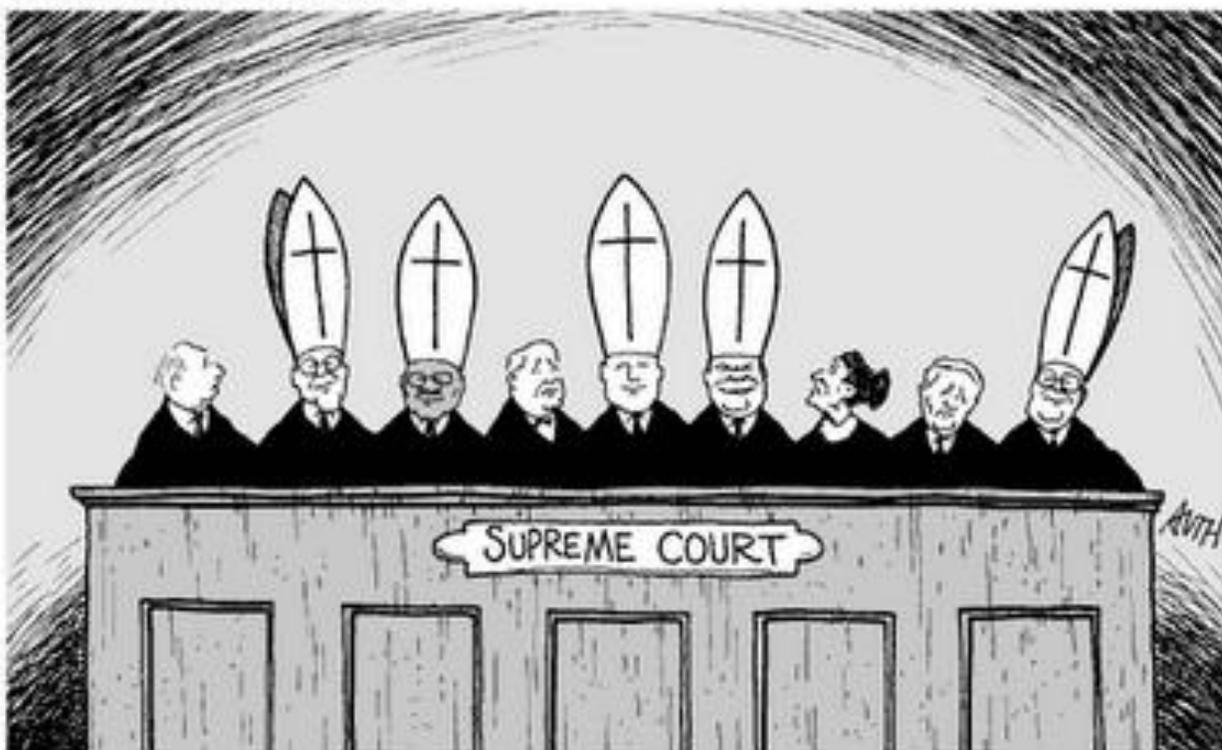
Cartoon Analysis Worksheet

Level 1	
Visuals	Words (not all cartoons include words)
1. List the objects or people you see in the cartoon.	1. Identify the cartoon caption and/or title. 2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon. 3. Record any important dates or numbers that appear in the cartoon.
Level 2	
Visuals	Words
2. Which of the objects on your list are symbols? 3. What do you think each symbol means?	4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so? 5. List adjectives that describe the emotions portrayed in the cartoon.
Level 3	
A. Describe the action taking place in the cartoon. B. Explain how the words in the cartoon clarify the symbols. C. Explain the message of the cartoon. D. What special interest groups would agree/disagree with the cartoon's message? Why?	

Political Cartoons & The Bill of Rights



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CHURCH & STATE

Art Synopsis

Objective: Students will summarize the objective or Enduring Understanding using pictures and symbols.

Grade level: 5-12

Time Required: 30-40 minutes

Materials Needed:

1. Background Readings and or lecture/ discussion related to the standard/ objective that the lesson will be addressing.
2. Unlined paper, pencil, colored pencils
3. Digital Camera (optional) and accessories
4. Slide show software. Windows photo viewers works well, as does Google Picassa software (free from Google), in addition many digital cameras come with slide show software
5. Projector to show student work (optional)
6. Computer (optional)

Description:

1. Provide students with background readings and/or present a lecture relevant to the subject or objective of the lesson. Look for readings that are age appropriate and rich in narrative details. Historical fiction is ideal for this type of activity.
2. Model or complete together an artistic synopsis of the text and/ or lecture.
 - A. Be sure to include artistic details that encapsulate the totality of the text, vs. minor details or events (see example on the front page of this section).
 - B. Be aware not all students are artists; however encourage them to do the best possible job.
3. Provide time for students to complete their art synopsis.
4. When complete have students share their work.
 - A. Peer Share.
 - B. Group Share
 - C. Photograph work and share with the class. This works particularly well for book chunking or jig-sawing a book in a day.

Objective: Students will understand the affect of the Intolerable Acts and the Stamp Act. They will be able to identify who it affected and why?

Following the lecture and/ or readings provided by your teacher, draw in the boxes below two pictures, or political cartoons 1) representing the Intolerable Acts and 2) the Stamp Act. Be creative; however, be sure to include with your pictures ideas that **define the Acts**, and indicate both **who they affected and why?**

Be prepared to share and explain your pictures to your peers.

Intolerable Acts	Stamp Act

Create a memory

Life is not for the timid or afraid. To be experienced in its totality students must learn to live richly and fully, to follow the example of Henry David Thoreau and "... live deliberately, to suck the marrow from the bones of life.."

Objective: Students will create a memory using all five of their senses in order to more fully remember the learning experience.

Grade level: All

Time Required: Five minutes. If used sparingly, and in the right context this learning activity can be extremely powerful.

Materials Needed:

Sensory experiences that provide meaningful and unique memories in which students are able to draw on all five of their senses, for example this activity would be ideal when participating in a travel seminar, ropes course, eating period foods, viewing period photographs while listening to period music etc...

Description:

1. Look for a window in which participants are fully engaged in the learning experience.
2. Ask participants to stop and focus for a full minute on each of their senses for example...
 - A. "Close your eyes focus on what you hear. What sounds stand out? Which sounds are subtle?"
 - B. "Open your eyes focus only on what you see. What do you see? What colors are they? What things are highly visible? What things are less visible?"
 - C. "Close your eyes focus only on what you can smell. What are the different things you smell? What are they like? Are they subtle or pungent?"
 - D. "Close your eyes focus only on what you feel? Is it cold, hot, warm, dry humid etc..? What does it feel like on your hair, skin, hands etc...?"
 - E. "Close your eyes focus only on what you can taste. Can you taste the salt in the air, the heat, the humidity etc..?"
3. Once students have completed this activity you may wish to have them share their examples and explanations. Other follow up activities might include having students write a Cinquin poem, two voice poem or analogy poem, as explained in the similarities and differences section of the strategies notebook.

Map Analysis

Objective: Students will analyze the geography and climate at Valley Forge and evaluate the chances of the Colonial Army's survival at Valley Forge. They will determine what should be done to ensure their survival.

Grade level: 8-12

Time Required: 40-50 minutes

Materials Needed:

1. Background Readings on the Geography of Valley Forge, Pennsylvania.
2. Unlined paper, pencil
3. Copy of handout "Critical Information Gathered by the British Spies"

Description:

1. Provide students with background readings and/or present a lecture about Valley Forge. Look for readings that are age appropriate and rich in narrative details. Historical fiction is ideal for this type of activity. One such example is "The Winter of Red Snow: The Revolutionary War Diary of Abigail Jane Stewart (Dear America) **Author:** Kristiana Gregory.
2. Explain to students that they will use two sources, one a fictitious reconstruction of a secondary source and one a primary source, to draw conclusions about the conditions at the winter resting site of the Continental Army at Valley Forge in 1777-1778. Distribute "Report from a Loyalist Spy: Background and Conditions in Valley Forge", to students. Have them read the letter, ostensibly from a Loyalist (pro-British, anti-Patriot) informant. Distribute the primary source, "Journal of John Joseph Stoudt" These are observations, not measurements, made by a local man. They will use both accounts to complete this assignment.
2. Set up the scenario: "You are a British soldier. You were captured by the Continental Army near Valley Forge and brought to the encampment where you were held for a month. During that time you were able to observe the environment and daily activities. You were able to escape and return to the British. You will now report on the Valley Forge encampment by drawing a map of the area and completing the handout entitled: Critical information gathered by the British spies.
3. Provide time for students to complete their map and "Critical information gathered by the British spies" handout.
4. When complete have students share their work.

Sample Readings

Briefing 1: Report from a Loyalist Spy: Background and Conditions in Valley Forge

March 1778

I am your most humble servant and loyal true to the Crown of England and King George III. The purpose of this report is to provide the British Army with information about General George Washington and his Continental Army, currently positioned at their winter encampment in Valley Forge. Harsh weather has created serious hardships for the so-called “patriots.” I am committing this information to paper as a service to you and as a way to display my devotion to the Crown and dislike of the rebels. Washington selected the Valley Forge area, about 18 miles northwest of Philadelphia, where I reside, for the winter encampment of the Continental Army for a number of reasons. The topography or lay of the land enhances the camp’s defenses. It is a high, easily fortified plateau that is ideal to monitor the activities of the British forces wintering here in Philadelphia. It also protects the interior of Pennsylvania from attack. Yet it is far enough away from your troops to make a surprise attack unlikely.

The Schuylkill River—fordable in places during most of the year, often frozen in the winter—forms the northern boundary of the large camp. Valley Creek flows through a deep gorge near its western edge. A high ridge serves as a natural defensive barrier. This ridge serves as the outer defense line of the camp and several earthen forts (I believe you call these redoubts) are built there as outlook posts and for protection in the event you attack. Trenches are dug as an inner line of defense around the camp. The surrounding hills are covered with trees, mainly cedar, hickory and oak. The soldiers are using the trees to build huts and fires for cooking and heating, so they are rapidly disappearing.

As you probably know, the camp encompasses some small farms where wheat, rye, oats, corn, and vegetables are grown in season. A variety of livestock such as chickens, cattle, pigs, and sheep are raised under typical circumstances. But the farms could not provide enough food for the soldiers and most of the crops and livestock are now gone. The rich farmland to the west might be a source of food, but there is scarce little there now, in March. Food shortages are a problem. From my sources at the Market in Philadelphia I know that local farmers prefer to sell their produce and animals to you, the British, because you pay in gold and at a higher price than the Continental Congress can provide to General Washington and his troops. The Congress is not allotting sufficient money to the Army. When food is purchased, supplies are being delivered to the camp at Valley Forge intermittently because of problems with the Army’s provisioning system and because the roads this winter have been impassable. The Schuylkill, another means of transportation, has been frozen frequently. Soldiers are so hungry that they eat spoiled and rotten food when it finally reaches them.

The soldiers at Valley Forge are also reported to be suffering greatly from diseases. The death toll has been high (several thousand men) from typhus, smallpox, pneumonia, and other illnesses. It is my estimation that the army is close to collapse. My spies tell me that they can see the soldiers drilling under the leadership of General Washington and a Prussian officer but that the men have no proper clothes or shoes and suffer greatly. Winter is ending. In the spring conditions may improve, but for now, this is my report of the state at Valley Forge.

Briefing 2: The Diary of Joseph Plumb Martin. An account of the Continental Army and Conditions in Valley Forge

“The army continued at and near the Gulf for some days, after which we marched for the Valley Forge in order to take up our winter quarters. We were now in a truly forlorn condition, - no clothing, no provisions, as disheartened as need be. We arrived, however at our destination a few days before Christmas. Our prospect was indeed dreary. In our miserable condition, to go into the wild woods and build us habitations to stay (not to live) in such a weak, starved and naked condition, was appalling in the highest degree, especially to New Englanders, unaccustomed to such hardships at home. However, there was no remedy, - no alternative but his or dispersion;- but dispersion, I believe was not thought of,- at least, I did not think of it,- we had engaged in the injured defense of our country and were willing, nay we were determine to persevere as long as such hardships were not altogether intolerable. But we were now in absolute danger of perishing and that in the midst of a plentiful country. We then had but little and often nothing to eat for days together; but now we had nothing and saw no likelihood of any betterment of our condition. Had there fallen deep snows (and it was the time of the year to expect them) or even heavy and long rain storms, the whole army must have inevitably have perished. Or had the enemy, strong and well provided as he then was, thought fit to pursue us, our poor emaciated carcasses must have ‘strewed the plains’;we arrived at Valley Forge in the evening; it was dark; there was no water to be found, and I was perishing with thirst. I searched for water till I was weary and came to my tent without finding any;- fatigue and thirst joined with hunger, almost made me desperate. I felt at that time that I would have taken any victuals from the best friend that I had on earth by force.

Mapping ACTIVITY:

Continental Army at Valley Forge

Group Activity: You are a British soldier. You were captured by the Continental Army near Valley Forge and brought to the encampment where you were held for a month. During that time you were able to observe the environment and daily activities. You were able to escape and return to the British. You will now report on the Valley Forge encampment by doing the following:

On the paper provided:

- Draw a map of Colony of Pennsylvania
- Mark the location of Valley Forge
- Draw a sketch of the encampment and give information about its strategic location.

Complete “Critical Information Gathered by the British Spies”

- Environment (Land and Water)
- People (Colonial & Loyalist sympathizers)
- Resources
- Conclusion about the Colonists activities in the area and their chances for success.
- Conclusion about what should be done about the Valley Forge Encampment.

Map of Pennsylvania and Encampment at Valley Forge



Critical Information Gathered by the British Spies

Environment (Land and Water)		
People (Colonial & Loyalist sympathizers)	<u>Colonial Sympathizers</u>	<u>Loyalist Sympathizers</u>
Natural Resources		

<p>Conclusion about Continental Armies activities in the area and their chances for success.</p>	
<p>Conclusion about what should be done about encampment @ Valley Forge</p>	

Blow the Roof Off

Objective: Students will use physical actions combined with words to review and reinforce their knowledge of the Revolutionary War, this activity can be replicated with other curriculum, however the text and words would have to be changed to support the curriculum.

Grade level: 5-12

Time Required: Time will vary, initially plan 5-10 minutes; however if used throughout a unit as an anticipatory set or concluding activity students should be able to complete it within 2-3 minutes. Encourage students to improve their time daily.

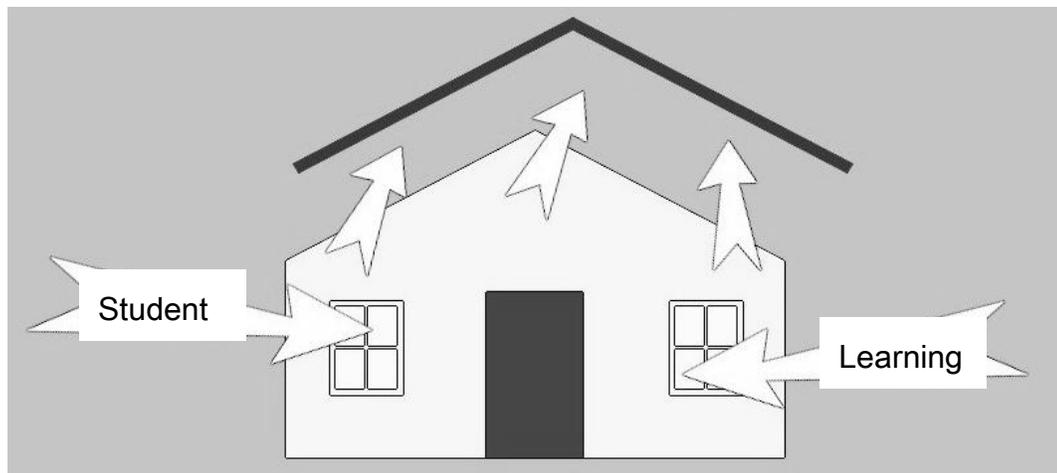
Materials Needed:

1. Background Readings and/or lecture/ discussion related to the Revolutionary War
2. A class set of instructions for "Blow the Roof Off" each student should receive one activity. Copy and cut student instructions into strips.

Description:

1. Give each student one of the numbered pieces of paper.
2. Instruct each student that the goal is to complete the activity as quickly as possible. Students must do and say everything on their paper strip.
3. Run through the activity one time to show students how to complete the activity. Encourage them to have fun with the activity and read their parts loudly in a clear voice.
4. Time the students as they complete the activity.

Blow the Roof Off



American Revolution- Blow the Roof Off!

1. Stand up and announce: “Here ye, Here ye, the French and Indian War cost the English a lot of money!”
2. Run to the board write down: “\$”. Return to your seat
3. Run to the board write down: “Stamp Act” Return to your seat.
4. Run to the board write down: “Tea Act”. Return to your seat.
5. Walk to the window and yell outside: “Why should we have to pay for it!” Return to your seat.
6. Sit in your seat and say, “We should not fight against the king. We are British subjects. I am proud to be British!”
7. Sit in your seat and say, “I am loyal to England. All of my family lives in England.”
8. Run to the front of the room and shrug your shoulders as if confused about what you should do. Return to your seat.
9. Say in a loud voice, “What about the Boston Massacre? Did you hear the British shot our boys?”
10. Stand up and say, “What massacre? It was just a misunderstanding!”
11. Stand on your chair and yell, “That was no misunderstanding! It was a deliberate act on the part of the British!” Return to your seat
12. Sit in your seat and act real bored. Yawn and stretch and say, “It is just history. These guys are all dead now.”
13. Stand and say, “I am an American and am proud of it!” Return to your seat
14. Say in an excited voice: “Did you hear about the Boston Tea Party?”
15. Turn to your neighbor and say: “342 chests of tea dumped in the Boston Harbor”
16. Go to the board and write “342”. Return to your seat.
17. Yell out: “I’d like to see the British drink the tea right out of the harbor. That harbor is so full of garbage that the tea ought to taste rather interesting!”
18. Say in a disgusted voice: “Great now the British are moving into our homes”

19. Stand up on your chair, raise your fist in the air and yell "These Acts are INTOLERABLE!" Return to your seat.
20. Go to the front of the room raise both hands in the air and say: "We have to hide our weapons and store our guns- let's put them in Concord!" Return to your seat.
21. Run to the window -yell: "The British are coming, the British are coming!" Return to your seat.
22. Stand up, make a motion like you are shooting a gun and say "Bang, Bang. Gotcha." Return to your seat.
23. Go to the light switch, turn the lights off and on and declare in a loud voice "Wow, those people in Boston are going to pay for this!" Return to your seat.
24. Go to the front of the room and lay down as if dead say: "I died at Bunker Hill". Return to your seat.
25. Stand up on your chair and say "Hey look, the British are leaving Boston!" Return to your seat.
26. Stand by your seat and say, "I hear Thomas Jefferson is home writing the Declaration of Independence."
27. Go to the front of the classroom and read in a loud voice as if reading in front of an audience:
"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness" Return to your seat.
28. Stand up, raise your hand above your eyes as if looking into the distance and say "Oh, no, the British are taking New York!" Return to your seat.
29. Run to the door and yell "Run Washington Run!" Return to your seat.
30. Stand up and sing the first stanza to Jingle Bells. Return to your seat.
31. Stand up and say: "The Americans attacked the Hessians on Christmas Eve". Return to your seat.
32. Go to the window and yell: "The Americans Rock!" Return to your seat.
33. Stand by your desk and run in place while saying: "Congress is on the run, the British are in Philadelphia" Return to your seat.
34. Stand up and act like you are shivering, say: "We froze at Valley Forge". Return to your seat.

35. Stand up, act as if you are stabbing a bayonette and say “We became an Army at Valley Forge!” Return to your seat.
36. Raise a fist in the air and yell: “Viva la France”
37. Clap your hands three times and yell, “Go Americans!”
38. Go to the board and write down “Yorktown”. Return to your seat.
39. Stand up, point in the distance and yell: “Hey look the British are losing!” Return to your seat.
40. Run to the window and yell: “British go home!” Return to your seat.

Creating a Soundtrack

Objective: Students will identify music that best encapsulates the events studied to review and reinforce their knowledge of the curriculum this activity can be replicated with other curriculum, however the text and words would have to be changed to support the curriculum.

Grade level: 5-12

Time Required: 30 minutes. When sharing song list more time will need to be provided.

Materials Needed:

1. Background Readings and or lecture/ discussion related to the Curriculum
2. Pen/ Pencil for each student
3. A copy of the "IPOD handout"
4. Boom box or IPOD (optional)

Description:

1. Level the playing field by ensuring all students have access to the curriculum, i.e. lecture, readings etc...
2. Instruct each student that they will be creating a sound track with which to study the curriculum
3. Model the activity to show students how to complete the activity. Encourage them to use a variety of music and chose the music that supports the curriculum. For example if studying the Battle of Long Island they would need a song that shows stealth, followed by fierce fighting, ending with defeat for example "*I saw his round mouth crimson*" by Fionna Crimson conversely if studying Yorktown they would need a song that shows defiance and victory, for example "*We will, We will rock you*" by Queen
4. Provide students time to complete the activity.
5. Allow students to share their sound track. Ideally they would bring their soundtrack to class and share the music with their peers.

IPOD



On the above ipod screen, make a playlist of at least six songs that you could use as background music for a PowerPoint illustrating the key events and or battles of the Revolutionary War. Choose songs that would best represent or give the feeling of the events and/or battles. In the space provided below explain why you chose each song (see example). *Example: "If You're Reading This" by Tim Mcgraw. It's a letter from a soldier to his wife written as if he has passed away, explaining his choice to fight and why he's not 'coming home.'* I would use it to illustrate the winter of 1777-1778 while the troops were at Valley Forge.

1.Song/Use: _____

2.Song/Use: _____

3.Song/Use: _____

4.Song/Use: _____

5.Song/Use: _____

6.Song/Use: _____

Global Mapping

Objective: Students will map the global impact of the Revolutionary War

Grade level: 8-12

Time Required: 1-2 hours

Materials Needed:

1. Background Readings and/or lecture on the Global impact of the Revolutionary War
2. Pencil
3. Copy of handout “Global impact of the Revolutionary War”
4. Copy of World Atlas
5. Copy of blank world map

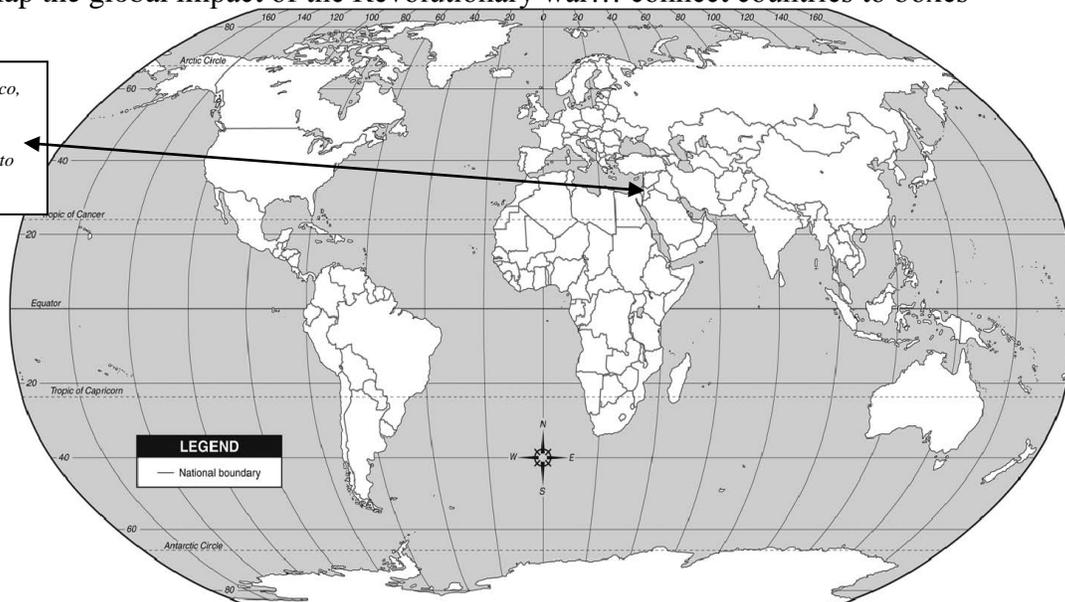
Description:

1. Provide students with background readings entitled “Global impact of the Revolutionary War” and or present a lecture about the global impact of the Revolutionary War. Look for readings that are age appropriate and use numerous maps.
2. Explain to students that they will be mapping the global impact of the Revolutionary War. They will use the lecture and or the provided readings to identify regions of the globe impacted by the Revolutionary War. Distribute “Report from a Loyalist Spy: Background and Conditions in Valley Forge” to students. Have them read the letter, ostensibly from a Loyalist (pro-British, anti-Patriot) informant. Present a lecture on the global impact of the Revolutionary War. They will use both accounts to complete this assignment.
3. Provide time for students to complete their map “Global impact of the Revolutionary War.”

Exp.....

Map the global impact of the Revolutionary war... connect countries to boxes

Country/Region: Morocco,
Algeria, Libya, Tunis
Impact: U.S lost UK
protection against Pirate led to
the Barbary Wars



Global Impact of the Revolutionary War

Barbary States (Algiers, Morocco, Tripoli, Tunis)	United States fought a war against them in 1801-1805. After the Revolution, Americans lost British protection and were attacked by pirates who wanted tribute in exchange for hostages.
South England	Nearly invaded by a fleet of 500 French & Spanish troops—1779
Portugal	Commercial reforms (including taxes on colonies) and administrative reforms (including more representation in colonies) led to rebellions in Brazil
Iran	Safavid Empire experienced rebellions in the 18 th century
Arabia / Iraq	Muhammad ibn Abd al-Wahhab and his followers resisted the authority of the Ottoman empire in the late 18 th century and sought autonomy from the empire.
Ohio River Valley	Pontiac's Rebellion sought to push the British empire out of the valley and to strengthen & confirm the national identity of peoples living there.
India	The British East India Company did the work of the British Empire here. Asserted British authority, gave local rulers pensions and military services in return for taxes. While co-opting local leaders, this also put the Company in debt and sent it to Parliament for help—which led to the Tea Act in 1773.
Ireland	Resistance to British rule in the 18 th century, gaining an independent Irish Parliament in 1782 (lasted until 1798 when another rebellion, with French support, led the British to end the Irish Parliament).
South Africa	Dutch settlers disputed Dutch land and trade policies in late 18 th century
Java	Dutch settlers rebelled over taxes and control of labor, late 18 th century
Cairo, Egypt	Rebellion against the Ottoman empire, 1785-1798
Greece	Independence movement from the Ottoman Empire in 1820s
Haiti (St. Domingue)	Slave revolt against French authorities in 1791; Americans—especially southern slaveholders—saw it as a real danger to the United States, fearing it would inspire slave rebellions. John Adams met with the 1 st Black Ambassador in a show of support. Limited American support for other revolutions; limited movement toward emancipation and rights for blacks in the U.S..
Jamaica	1797-8; British colonial authorities clashed with free blacks (Maroons)
Peru	Tupac Amaru led a rebellion in 1780 against Spanish imperial policies that expanded trade within the empire but led to more taxes and undermined customary economic and political practices. “Long

	live our great monarch—long live Carlos III and may all duty collectors die!”
New Granada (Venezuela, Panama, Ecuador, Colombia)	1781 Comunero revolt against Spanish imperial policies that expanded trade within the empire but led to more taxes and undermined customary economic and political practices. “Long live the king! Death to bad government!” Beginning of Spanish colonial Revolt
Brazil	1789: Joaquim Jose da Silva Xavier sought to create an independent republic like the New United States, protesting new regulations from the Portugal.
Gibraltar	Site of a battle in the American Revolution when France & Spain sent 100,000 men to take Gibraltar from the British. They failed, and Gibraltar remained British.
East & West Florida	Returned to Spain after the Revolution in exchange for the British keeping Gibraltar
St. Eustatius	Dutch possession in the Caribbean; vital source of military supplies to the colonists during the Revolution.
Paris	Site of treaty between Britain and the American colonies in 1783
Versailles	Site of treaties signed on the same day as the Treaty of Paris, 1783, but between Britain and France, and Britain and Spain
China	Focus of British and American trading interests after the Revolution
Venezuela	One of many Latin American countries that preferred to follow the less radical example of the American form of revolution than that of the French.
West Indies	Part of the British empire; after the Revolution, Americans were not allowed to trade there though they made up an important part of colonial America’s trade.
Ohio River Valley	After the American Revolution, British promised to remove their forts, but did not; Ultimately, their persistence helped lead to the War of 1812
Malta	Because the British refused to return Malta to the Knights of Hospitallers in 1802, war broke out with France. British began seizing American ships during this war.
Argentina	South American republic established after the American Revolution

Colombia	South American republic established after the American Revolution
Chile	South American republic established after the American Revolution
Mexico	North American republic established after the American Revolution
Peru	South American republic established after the American Revolution
France	Secretly gave the American colonies 1 million livres, matched by donations from the Spanish, which the Americans used to buy materiel for the American revolution. These funds paid, for example, for 80% of the gunpowder used in the war. Became a formal ally of the colonies in 1778.
Spain	Offered to ally with the British against the colonies, in exchange for Gibraltar. When the British refused, Spain allied with France (though not formally with the colonies) against Britain.
German principalities	Troops from various principalities were hired to help the British fight the revolution. Some 29,000 came to America as soldiers. "Hessians"
Senegal River (West Africa)	France got back slave trading posts here after the American Revolution as part of the Treaty of Versailles.
Southeast Asia	Contested by the Dutch and the British; After the American Revolution, the Dutch gained better access to forts & ports here in their settlement with the British, by agreeing not to interfere with British shipping.
Poland	Birthplace of Thaddeus Kosciuszko who came to the American colonies to fight in the Revolution, was made a brigadier general, and later went back to Poland to try to help his own country win independence.
Canada	By 1812, 4/5 of Upper Canada's 100,000 people were American born. About 1/5 of them were refugees from the Revolution. So in a real sense, the American Revolution laid the foundations for the nation of Canada as well as of the U.S.
Montreal	Patriot troops defeated the British here in 1776
Quebec	Patriot troops failed to defeat the British here in 1776
Nova Scotia	British stronghold during the American Revolution, particularly after troops retreated from Boston early in the war

Biography

Objective: Students will summarize the objective or Enduring Understanding using pictures and symbols.

Grade level: 5-12

Time Required: 30-40 minutes

Materials Needed:

1. Background Readings and or lecture/ discussion related to the standard/ individual that the lesson will be addressing.
2. Pencil, colored pencils
3. Silhouette of the individual being student

Description:

1. Provide students with background readings and or present a lecture relevant to the individual(s) or objective of the lesson. Look for readings that are age appropriate and rich in narrative details. Historical fiction is ideal for this type of activity.
2. Model or complete together an artistic synopsis of the text and/ or lecture.
 - A. Be sure to include artistic details that encapsulate the totality of the text, vs. minor details or events (see example on the front page of this section).
 - B. Be aware not all students are artists; however encourage them to do the best possible job.
3. Provide time for students to complete their art synopsis.
4. When complete have students share their work.
 - A. Peer Share.
 - B. Group Share

Sensory Biography

Following the presentation on George Washington use the instructions below to complete the following assignment.

1. **IN THE TOPS BACKGROUND OF THE PORTRAIT**, write words, descriptions, pictures adjectives etc... about Washington's life, and military career. For example stories from his personal life (his childhood, marriage, young adulthood etc) and stories of his military career, including his experience in the French and Indian War.
2. **WITHIN THE PORTRAIT**. Write words, descriptions, pictures, adjectives etc... about what Washington might have heard, smelled and said about what he experienced during the Revolutionary War.
 - a. Words around his eyes that describe what he might have seen.
 - b. Words around his ears that describe what he might have heard.
 - c. Words around his nose that describe what he might have smelled.
 - d. Words around his mouth to describe what he might have said.
3. **IN THE BOTTOM BACKGROUND OF THE PORTRAIT**, write five words, descriptions, pictures, adjectives etc.. that best describe Washington as a leader.



In the box below draw pictures representing the various roles women played during the Revolutionary War.



New England Illustrated

Background

The New England Colonies included Connecticut, settled for religious reasons in 1626; Massachusetts, settled for both religious and political reasons in 1630; Rhode Island, settled for religious freedom in 1636

In the New England Colonies most people lived on small farms growing barely enough for the family to live on. People in seaport towns worked as shipbuilders, fishermen, whalers, or traders.

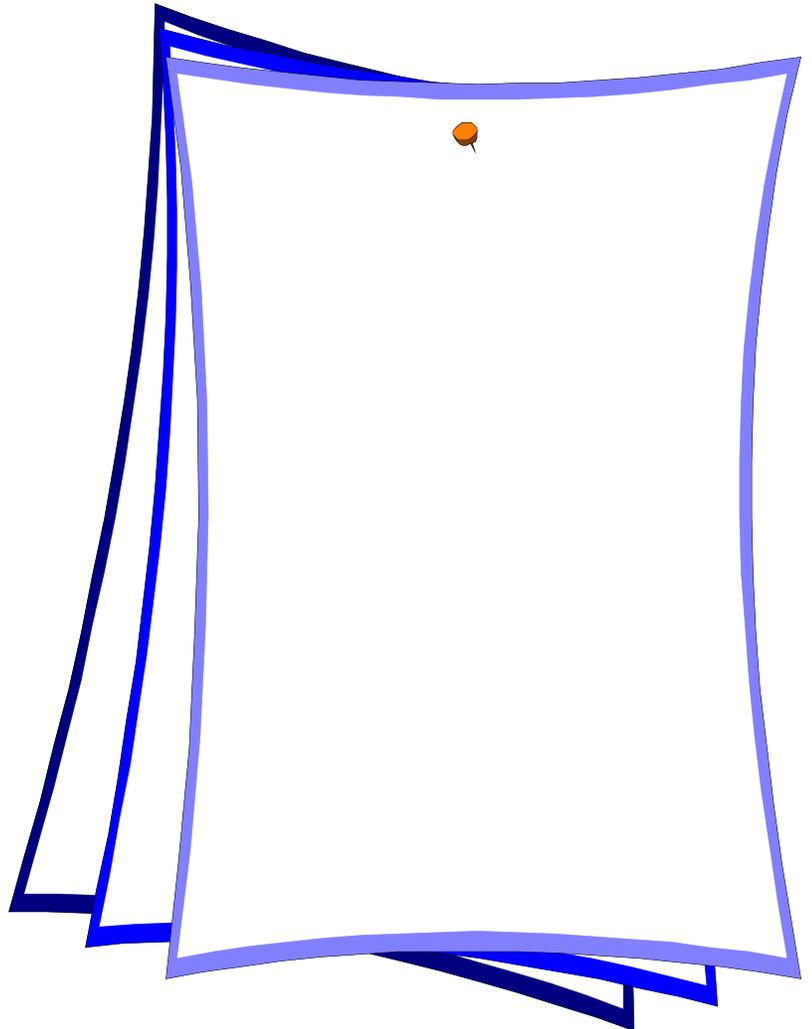


Assignment:

Pretend that you are an illustrator for the make-believe newspaper “New England Illustrated” in the late 1600's. Your editor is planning to publish a special report on New England colonial life. You have been assigned to draw 8 illustrations to go along with the article. The editor has given you a brief portion of the article on each topic to be illustrated. Read each summary and draw an illustration that has something to do with the description of New England colonial life, when you are completed answer the questions at the end of the readings.

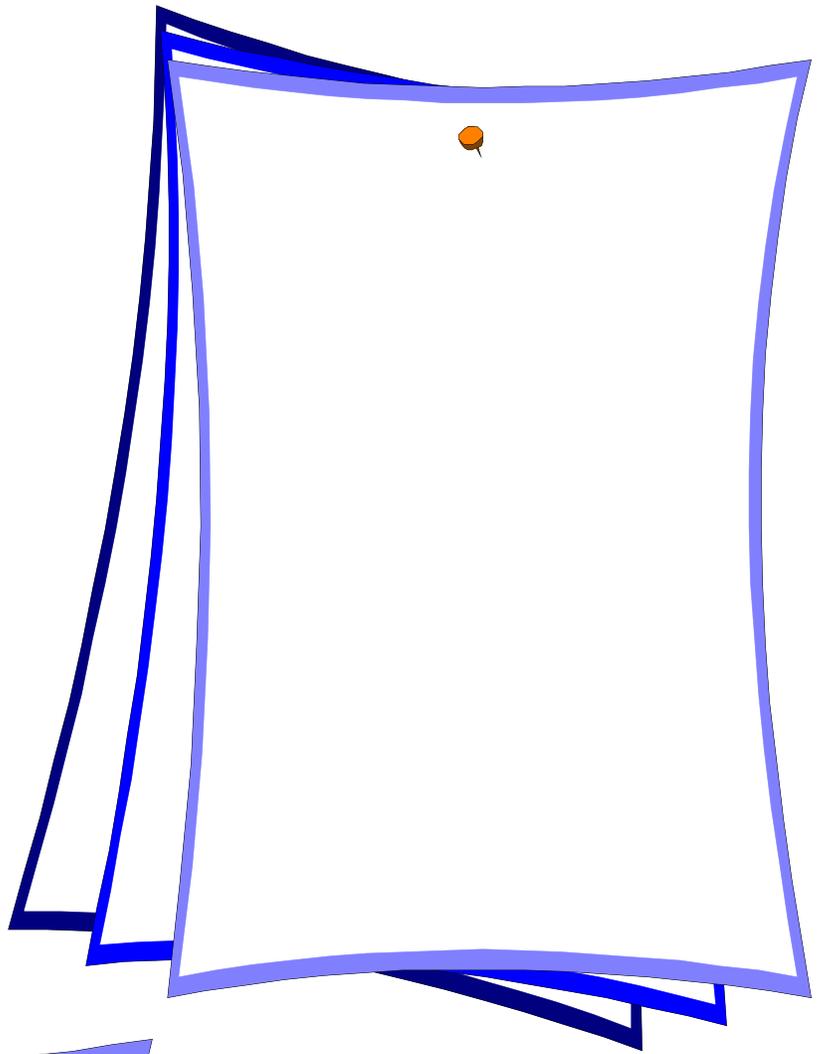
Laws:

There are strict laws against card playing, mixed dancing, drunkenness, swearing missing church and cooking on Sunday. These laws are enforced by the local sheriff or constable. A trial is held with a jury of 12 men determining guilt or innocence. Punishments include a fine, a whipping or public ridicule in the pillory, stock or dunking stool. The pillory is a wooden frame with holes to lock in a person's head and hands. The stock is a similar devise to lock in their feet and hands. The dunking stool is a long pole with a set attached to dunk a person in water. The punishment for serious crime, such as murder, robbery, treason or piracy is death by hanging.

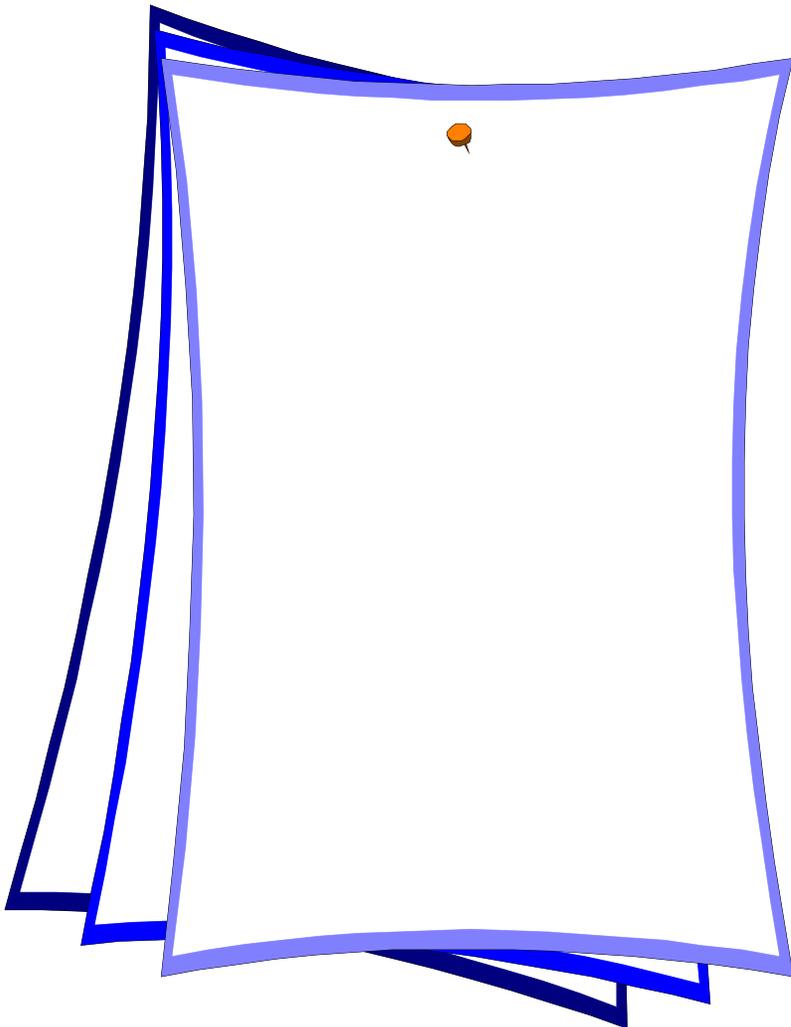


Recreation:

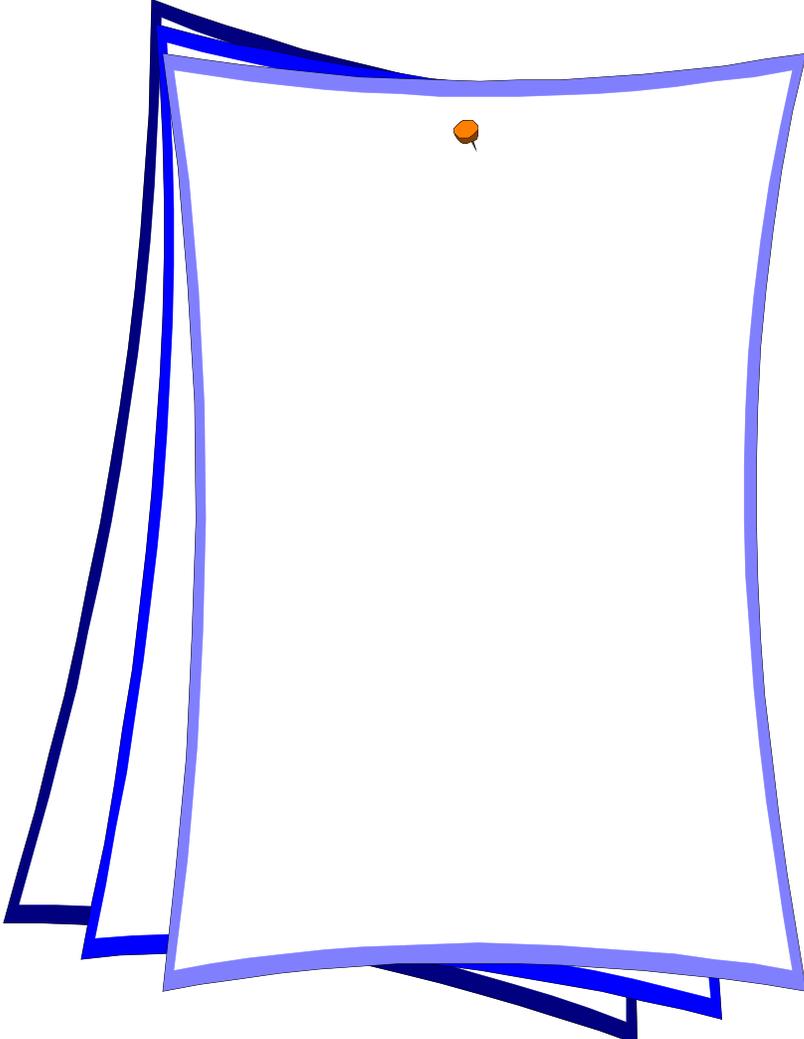
New Englanders combine their work with play. Neighbors get together to build a new house or barn. When the work is done, they eat, drink, sing and exchange news. Competitions include corn husking, plowing, foot races, spelling bees, shooting and seek, hopscotch, leap frog and London Bridges. They like simple inexpensive toys like balls, dolls, jump ropes, kites, marbles, tops and toy soldiers.



Schools:

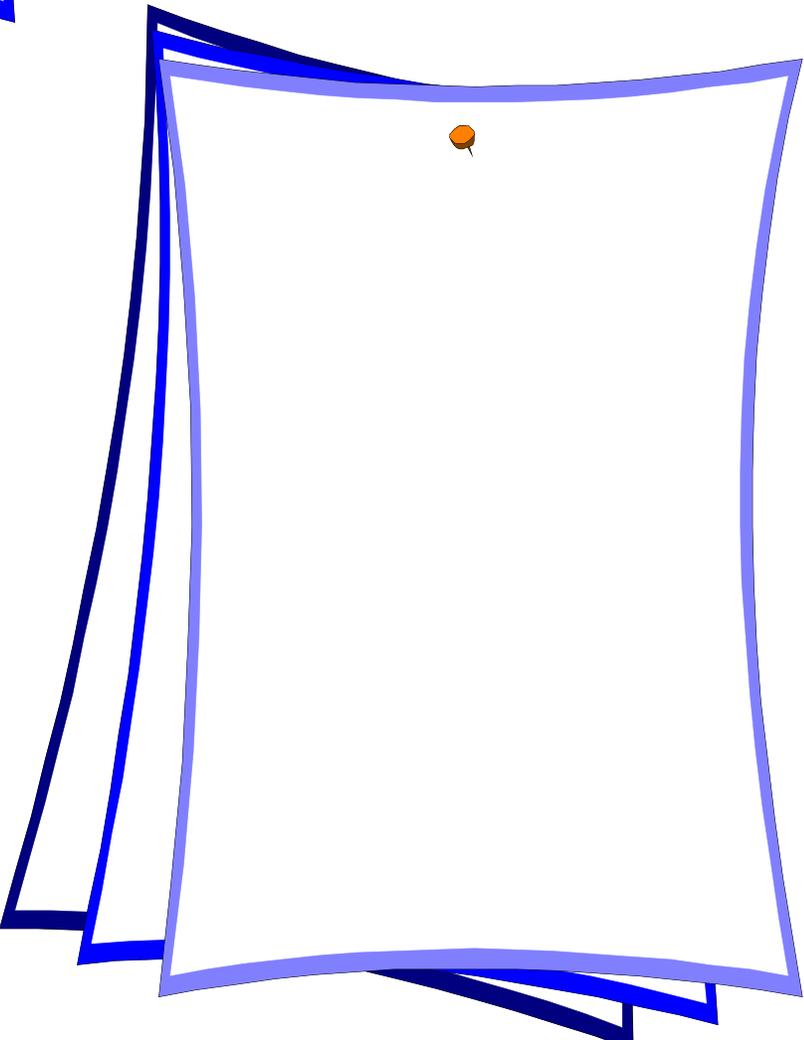


Wealthy parents send their children to private schools or hire a tutor who lives in their homes. New England private schools called “dame schools”, teach the alphabet, spelling, writing and arithmetic. Since 1647, Massachusetts towns over 50 families must have a public school. College students are trained as ministers. Harvard, the first college in America, was founded in 1636. Poor parents teach their children at home. Fathers teach sons how to farm, raise livestock and use firearms. Mothers show daughters how to cook, sew, spin, weave and preserve food. Some boys, called “apprentices”, learn a skill from a master craftsman in return for food, lodging and hard work. Some girls are “bound out” doing household chores in another home.



Communication:

News is spread by word of mouth. There are newspapers in every colony, but they are available only in the larger cities. Letters are sent with friends or by colonial mailmen called “postriders”. They carry letters or messages by horseback from town to town. Along the way, they pass on the latest news at taverns or post offices. In large cities, a “town crier” walks through the streets reading official messages.



Money:

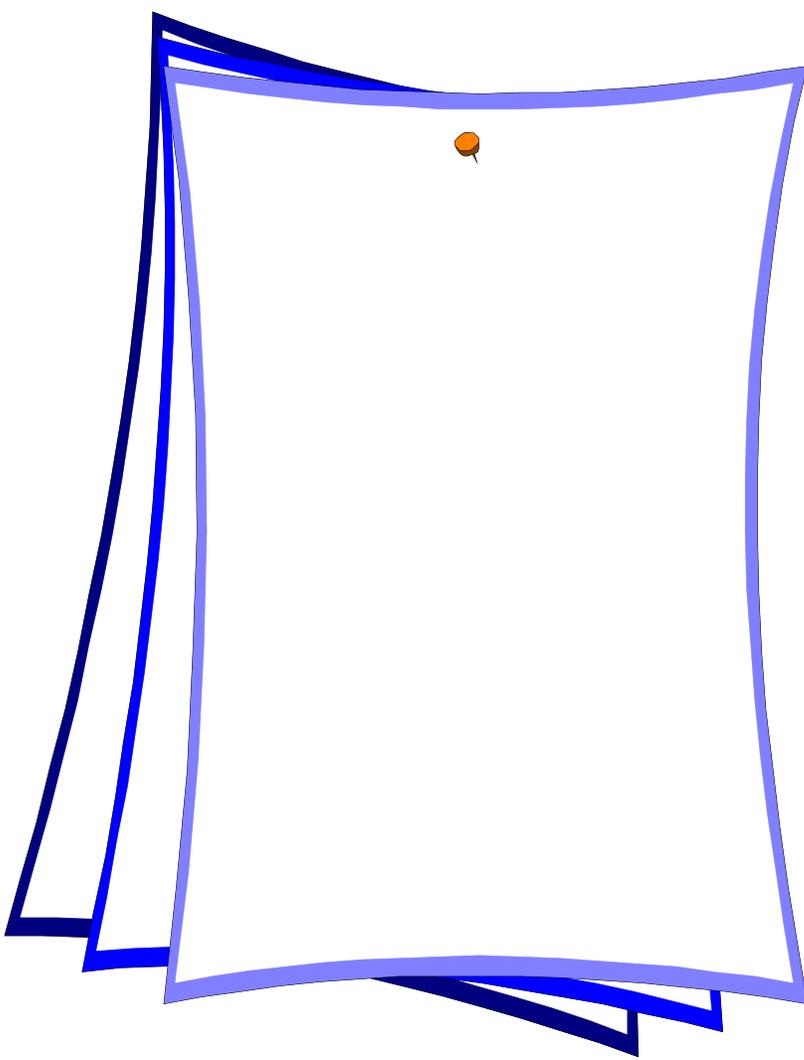
Most colonists use the “barter” system in which goods are traded for goods. Crops such as grain or fruits are used as money. The governing body of England, called “Parliament” forbids the colonies to print paper money or mint coins. Some coins come into the colonies through trade with the West Indies. Merchants must weigh the coins on scales since it is common to shave edges of coins to get slivers of gold or silver.

Travel

Colonists rarely travel far from home except merchants, planters and traders. Travel over land is difficult since there are few roads or bridges. Most routes follow the Indian paths. Some paths have been widened to allow for travel by horse and wagon or cart. The few bridges are only wide enough to be crossed on foot. Some larger rivers have “ferries” to take travelers and their goods across. Taverns along the way provide food and lodging.

Religions

Religion is very important to most colonists. Many people came to America to worship in their own way. Many groups in the Northeast had left England to escape religious persecution and viewed their way of life as a “purer”, more correct form of religion based on the Bible. Churches serve as the town social center for courtship, visiting and hearing the latest news. Churches keep important records of births, marriages and deaths. Ministers supervise education and care for the poor, sick and needy. There are strict rules on proper behavior. Sunday is a day of rest where no work can be performed including cooking, housework, shaving or cutting hair. Church services last 3-4 hours with Sunday afternoons spent in prayer or Bible study.



Fashion

Wealthy colonists wear the latest fashions direct from London. Business men along the coast wear white linen shirts with ruffles around the neck and wrists. A long, colorful waistcoat is worn over the shirt with a three-quarter length topcoat. Their breeches are made of silk or velvet with silk hose fastened at the knees with silver buckles. It is fashionable to wear a white powdered wig under a top hat.

Wealthy woman wear a single undergarment called a “shift”, with a petticoat and a colorful dress made of linen or wool. A cape or hooded cloak completes the outfit.

Religious men and women frown on the practice of wearing fancy or colorful clothing, they consider it vain and prideful. These men and women often dress in subdued colors.

Using the articles you have read answer the following questions:

Short Answer

1. What is a punishment device in which a person's head and hands are locked?
2. From where did wealthy colonists import the latest fashions?
3. How was most colonial news exchanged?
4. What was the first college in America (established in 1636)?
5. How long were the typical colonial worship services?
6. What are twelve men who decide the guilt or innocence in colonial trials called?
7. What is the governing body of England called?
8. What are colonial mailmen called?
9. What is the practice of trading goods for goods?
10. On what day could no work be performed by the Colonists?
11. Where did poorer families teach their children?
12. What was the name of a colonist who read official messages in large cities?
13. Why did most people attend a colonial college?
14. Who supervised education and cared for the poor, sick and needy?
15. What was a young man called who worked for a master craftsmen to learn a skill?
16. What were colonial private schools called?

Short Essay

Would you have like to have lived during colonial times? Explain your answer

What do you think was the most interesting part of colonial life? Explain your answer

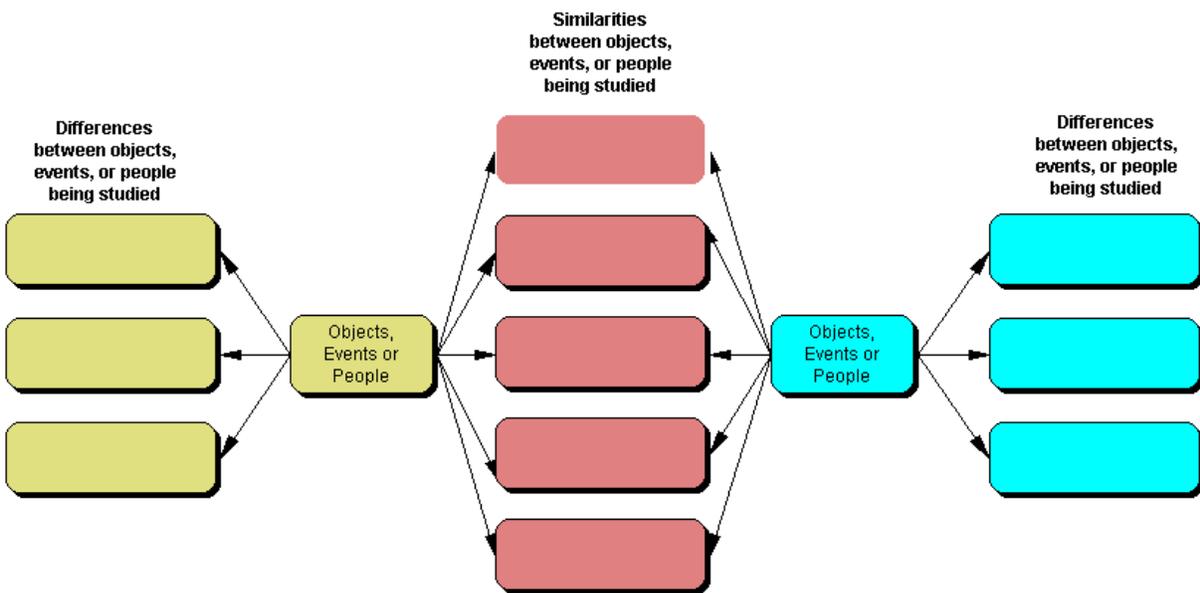
What would you miss most about modern life if you traveled in a time machine to colonial times and could not return? Explain your answer.

Other ideas or suggestions for using non-linguistic representation in the classroom:

1. Simulation Game
 - Sweat Shop and Assembly Line
 - Witch Hunt
 - American Revolution
2. Primary Source Photo-analysis
3. Games
 - Railroad game, flags, identify this object
4. Interviewing
5. Photo-document analysis using NARA forms
6. Political Opinion Spectrum. Vote with your feet.
7. "Reporter" activity with names from history (Twenty questions)
8. Poster-making to report on sections of book or chapter read, use pictures or symbols only to tell about your section of the book or chapter.
9. Cubing by Categories
10. This is your Life
 - Ask questions to determine who is the real person and who are the imposters.
11. Mental Maps of America*
12. Storyboards
 - Story Maps/ Revolutionary War and Civil War
13. Wanted Poster
14. Reading Maps
15. Observation of Physical and Human Environment
16. Visualizing
 - Making posters illustrating the Five themes of Geography
17. Pedigree Charts
 - Using Maps and Sticky notes or yarn
18. Children's Story book, scanned and put on line (on the t.v) share with the students via the projector as a warm up.

Identifying Similarities & Differences

The ability to break a concept into its similar and dissimilar characteristics allow students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. Research also notes that graphic forms are a good way to represent similarities and differences. Use Venn diagrams or charts to compare and classify items. Engage students in comparing, classifying, and creating metaphors and analogies.



Instructions:

- 1) Review the list of British Resources vs Colonial (American) Resources below.
- 2) Rank both the British and American strengths from highest (or greatest impact on the outcome of the war) to lowest (or least impact on the outcome of the war).
- 3) Rank both the British and American strengths from highest (or greatest impact on the outcome of the war) to lowest (or least impact on the outcome of the war)
- 4) Be prepared to defend your choices.

British Resources vs. American Resources

Great Britain **Strengths:**

- a) Population (7.5 million to 2.5 million colonists)
- b) Monetary wealth
- c) Naval forces
- d) Professional army armed with 6' muskets with bayonets attached
 - i) 50,000 British
 - ii) 30,000 Hessians
 - iii) 30, 000 American Loyalists

Weaknesses:

- a) Unrest in Ireland
- b) British government inept and confused, led by King George III and Lord North
- c) Lack of British desire to crush American cousins. Whigs cheered American victories.
- d) Military difficulties
 - i) Second-rate generals
 - ii) Brutal treatment of soldiers (one lashed 800 times for striking an officer)
 - iii) Inadequate, poor provisions (old, rancid, wormy). Undernourished
 - iv) Need for clear victory. A draw would be a colonial victory.
 - v) Armies were 3000 miles from home. Orders took months to reach the front.
 - vi) Vast colonial territory (1000 by 600 miles) to subdue. No urban nerve center to conquer.

Colonial **Strengths:**

- a) Outstanding leadership
 - i) Military--Washington
 - ii) Diplomatic--Franklin
 - iii) European imports--Lafayette, Kosciuzko, Von Steuben
- b) Colonists fighting defensively
- c) Self-sustaining agricultural base
- d) Colonists were better marksmen (Americans accurate at 200 yds.)
- e) Moral advantage. Americans were supporting a just cause with a positive goal.

Weaknesses:

- a) Colonies were badly organized, disunited for war.
- b) Continental Congress debated, but took little action and exercised less leadership
- c) No written constitution (Articles of Confederation) not adopted until 1781.
- d) Colonies were jealous of Congress, each other's region.
- e) Economic difficulties
 - i) Little metallic currency available
 - ii) Fearful of taxation, Congress issued virtually worthless Continental currency
 - iii) Inflation led to increased prices, desertions from army.
- f) Limited military supplies
 - i) Inadequate firearms and powder
 - ii) Clothing and shoes scarce. At Valley Forge, 2800 men barefooted.
- g) American soldiers were numerous but unreliable
- h) Profiteers used greed and speculation to weaken morale and aid the British

Most Important

Least Important



Most Important

Least Important

**Great Britain
Strengths**

**Colonial (American)
Strengths**

Most Important

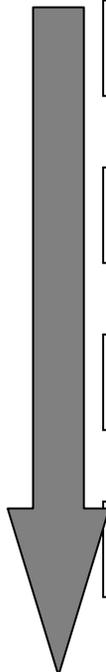
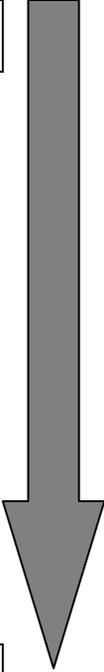
Great Britain Weaknesses

Least Important

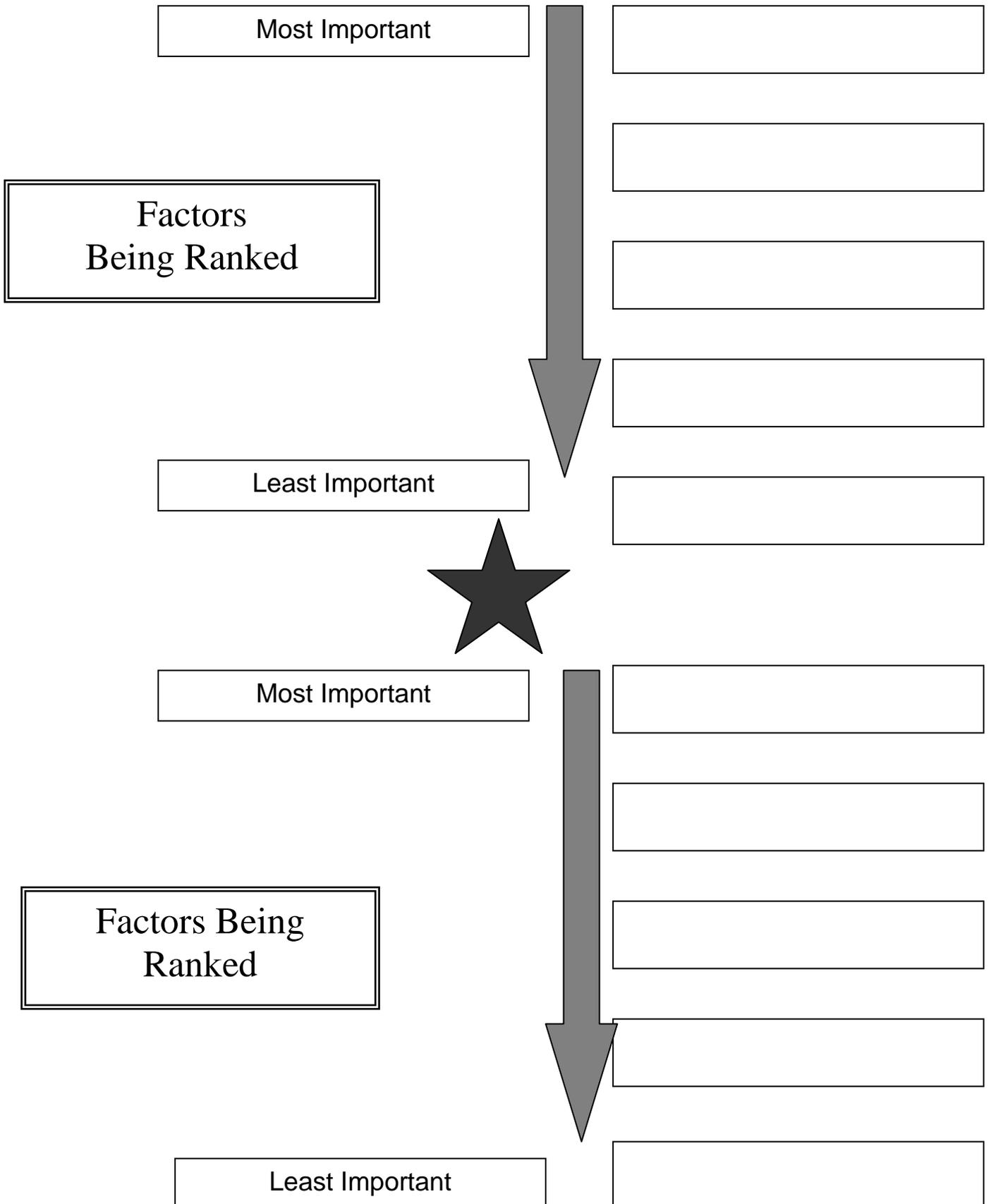
Most Important

Colonial (American) Weaknesses

Least Important



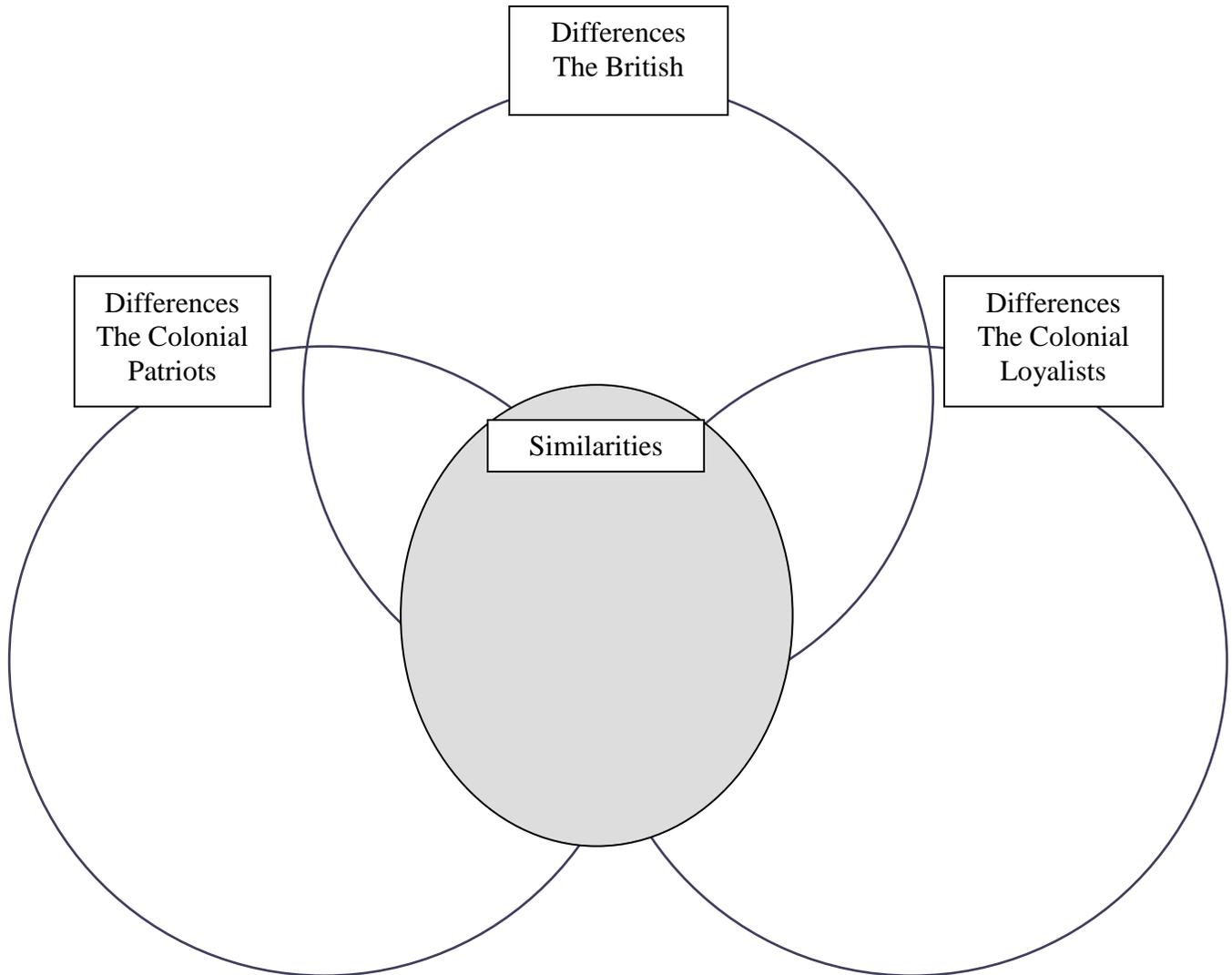
Identifying and Ranking Similarities and Differences Template



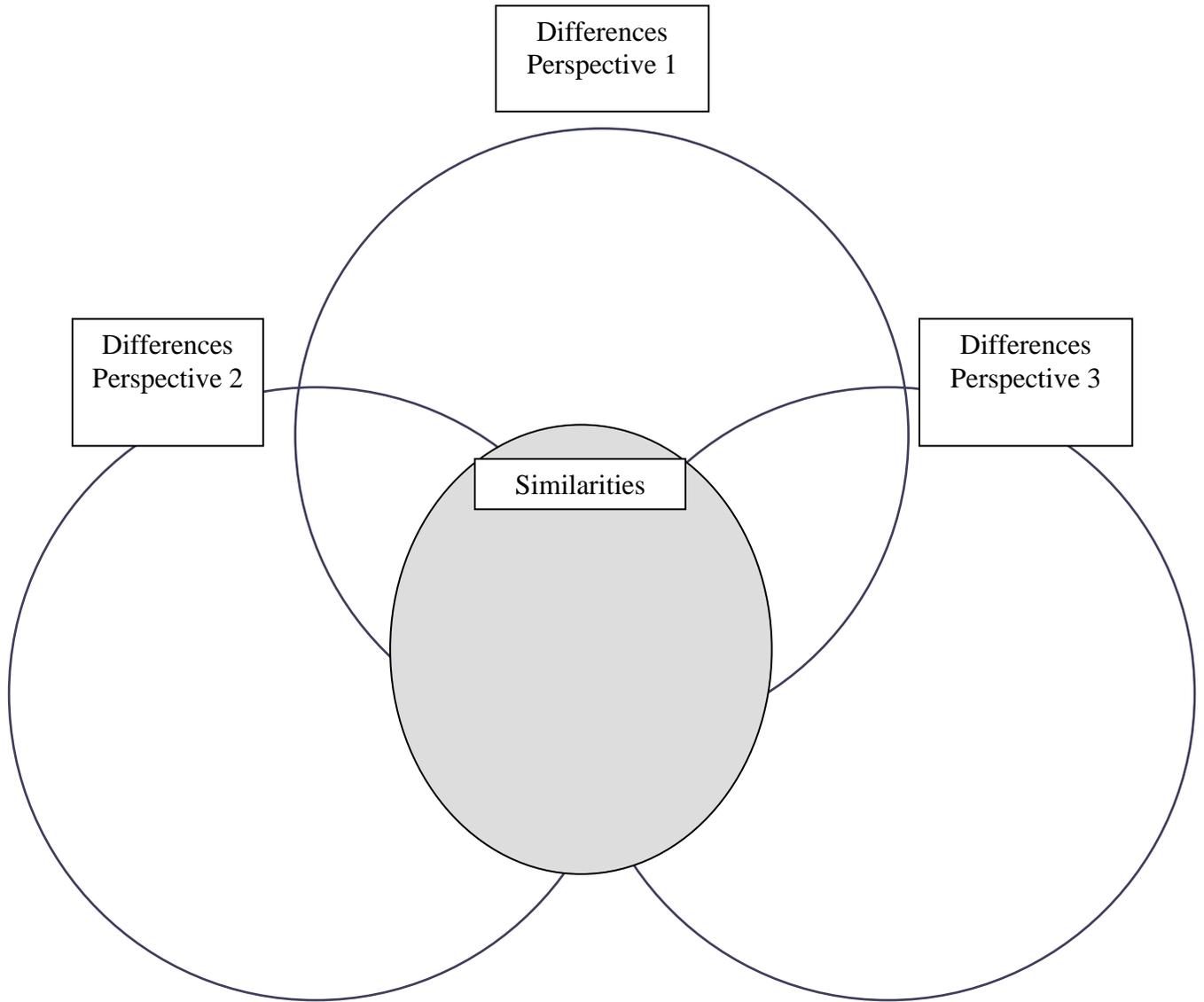
Perspectives on the Revolutionary War

Instructions:

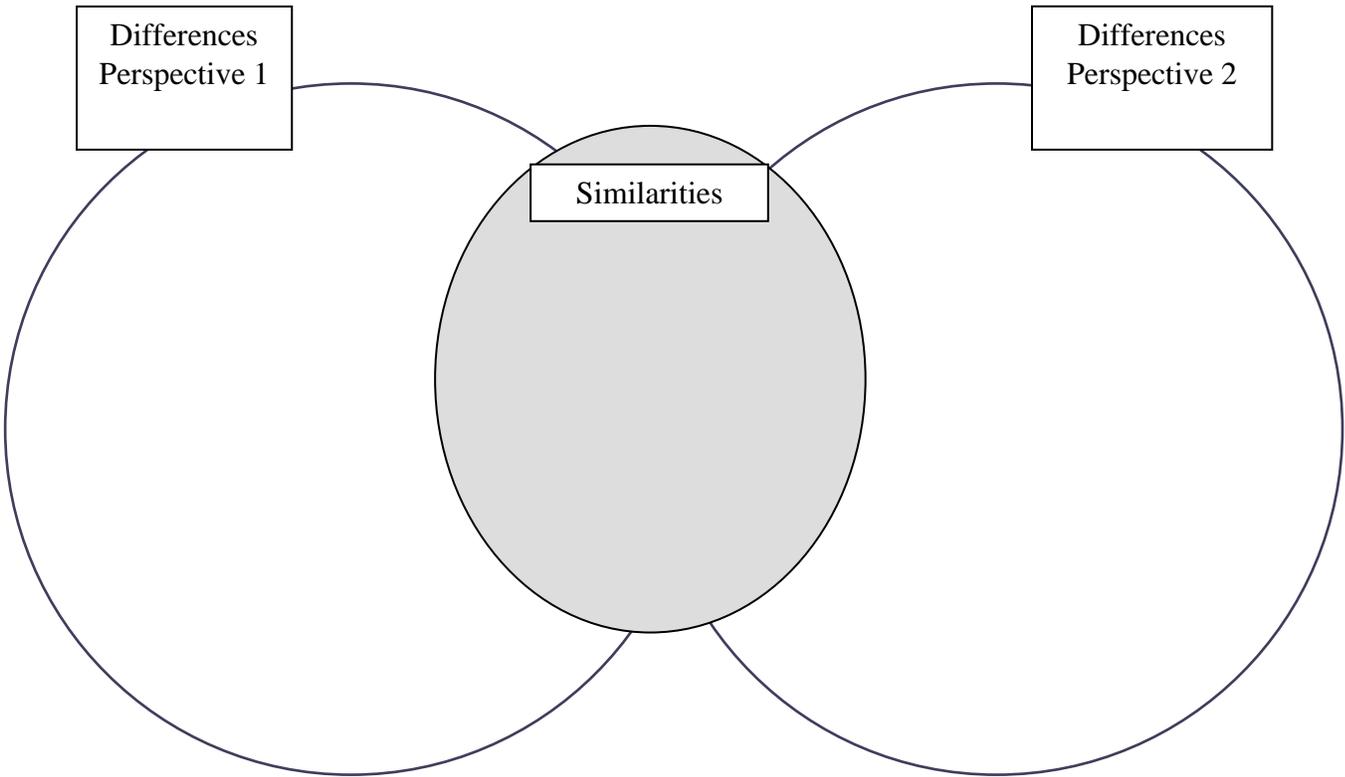
- 1) Read the three primary accounts of the Revolutionary War representing the perspectives of A) The British B) The Colonial Patriots C) the Colonial Loyalists
- 2) Identify similarities and differences within each of their stories and perspectives on the war.
- 3) Be prepared to defend your choices.



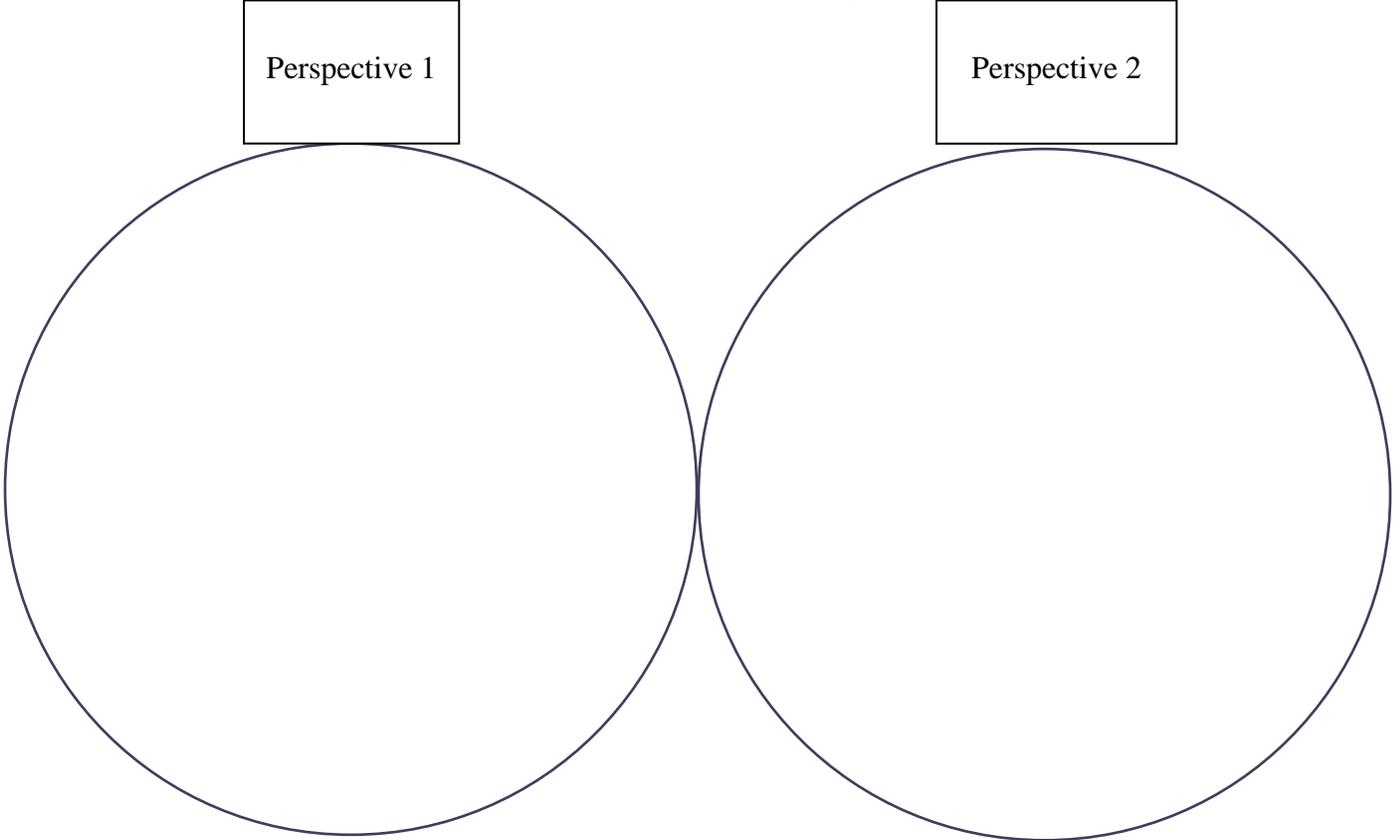
Three Perspectives: Similarities and Differences Template



Two Perspectives: Similarities and Differences Template



Disjointed Perspectives Template



Analogy, Metaphors &/or Similes

Abstract reasoning processes such as analogic thinking are important, but they are difficult skills for students to develop. Graphic representations of abstract relationships help students understand connections and parallels between ideas.

The following activities can be utilized to introduce students to metaphors within the Social Studies Curriculum.

- Use a grab bag filled with everyday objects to generate similes in sentences. For example, students draw an object from a grab bag and have to compare it to one of the founding fathers.
 - John Adams was like a teddy bear in his love for Abigail Adams.
 - Thomas Jefferson was like an egg, fragile yet practical.
 - George Washington was like a shoe, he was used until he was worn out.
 - Etc...
- Ask students to take turns describing an event or individual without using any names or places
 - Record students' descriptions on the board.
 - When the mystery event or individual is revealed, ask students to use the descriptive words to draw pictures and make a sentence comparing the event or individual to something else: "The Battle of Trenton was violent and swift like a surprise thunder storm".

Analogy Poem

Analogy Poem Example

(1) I am like a mule

(2) A mule eats others leftovers, (3) a mule is like a work horse.

(4) A work horse does other peoples work, (5) A work horse is like a slave.

(6) A slave is like dirt, it gets stepped on by others, (7) Dirt is like waste.

(8) Waste is what we throw away when we have used up all that is good, (9) Waste is like garbage.

(10) Garbage rots or burns, garbage gets destroyed. (11) Garbage is like a mule.

(12) I am a mule.

Instructions for writing an Analogy Poem

In writing your own analogy poem, write a poem that utilizes pairs of analogies which demonstrate clear relationships between them, for example “I am like a mule, A mule eats others leftovers, a mule is like a work horse”. With your analogy poem you might use words such as: “like” or “as”, for example “slavery is like prison” or you can write using metaphors for example: “I am a prisoner”. Think about ideas for your poem that might make for a good analogy or comparison poem.

- 1.**
- 2.**
- 3.**

At your tables, or with a partner, brainstorm a list of words that are important to your idea. (You don't have to use all of these, but ask other students what words they would use about this topic).

- | | |
|-----------|------------|
| 1. | 7. |
| 2. | 8. |
| 3. | 9. |
| 4. | 10. |
| 5. | 11. |
| 6. | |
| 12 | |

Use your ideas to begin writing your poem. Your first line (1) should compare your character to something or someone. Your second line (2) should explain what that something or someone does. Your third line (3) should compare your something or someone to something or someone else. Line 4 (4) should explain and relate the 2nd thing or person to the first object. Repeat this process 3 times, returning to your first analogy. Notice how in the sample poem it starts with “I am like a mule”, five stanzas later it ends with “I am a mule”. Prior to writing your analogy poem, reference (or look at) the example analogy poem above.

Begin writing your poem. Make sure to include at least 12 stanzas.

(1) _____

(2) _____

(3) _____

(4) _____

(1) _____

(2) _____

(3) _____

(4) _____

(1) _____

(2) _____

(3) _____

(4) _____

Two Voice Poem

I am black
I am white
We are human.

I am from Africa, I lived on a farm.
I am from the West Indies, I lived on a plantation.
We were farmers

I am on a slave ship- I am a slave.
I am on a slave ship- I am a slave driver.
We hate our life!

I fear the slave drivers
I fear the slaves
We fear them!

I want to go home
I want to go home
We want to go home!

I am black
I am white
We are human

Instructions for writing a Two Voice Poem

The poem is usually written with two voices—one for each person who is reading the poem. Sometimes, the poet wants the two readers to say something at the same time. If that is the case, then the poet will use “We” to start the phrase. You can compare two-voice poetry to a conversation between two people. In writing your own poem for two voices, think about how the men, women, children, slaves and traders, slave hands and masters who lived through slavery might talk about the experience. List 3 ideas for your dialogue that might make for good poetry with more than one voice.

- 1.
- 2.
- 3.

At your tables, or with a partner, brainstorm a list of words that are important to your idea. (You don't have to use all of these, but ask other students what words they would use about this topic).

- | | | |
|----|----|-----|
| 1. | 5. | 9. |
| 2. | 6. | 10. |
| 3. | 7. | 11. |
| 4. | 8. | 12. |

Cinquin Poems

Objective: Use analogies to write a five stanza cinquian poem in which students will explore the events and people in Social Studies

Grade level: 7-12

Time Required: 30-40 minutes

Materials Needed:

1. Background Readings related to the material about which students will write their cinquian poem
2. Paper, pencil

Description:

1. Before beginning, level the playing field, i.e. ensure that students have access to learning activities or background readings related to the topic. This activity is designed to be a conclusion to a lesson.
2. Cinquain poems are made up of five lines and discuss a content presented in a diamond shape.

Line 1: One noun

Line 2: Two adjectives

Line 3: Three "ing" words

Line 4: A four word phrase

Line 5: Another word (synonym) for the beginning word

Example:

REVOLUTION
VIOLENT, BLOODY,
DEFYING, FIGHTING, SACRIFICING,
DIVIDED, BROTHER AGAINST
BROTHER
WAR

CONNECTIONS

Quote or Picture

The fate of unborn millions will now depend, under God on the courage and conduct of this army.”

*General George Washington
July 2, 1776*

This reminds me of...

Lord of the Rings, when the armies are meeting at the castle fort, and all of the women and children are hiding in the basement below listening to the fighting. There is a clear line between good and evil, and all of them- all “men” are depending on the men, elves and dwarves who have gathered to help them survive. This also makes me think that sometimes millions of untold lives depend on the few. It inspires me to do what is right, not just for myself but for my children and grandchildren

Template

CONNECTIONS

Quote or Picture

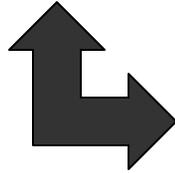
This reminds me of...

Example

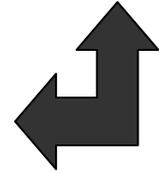
Similarities & Differences

British

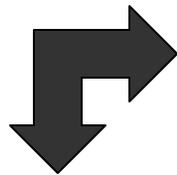
Americans



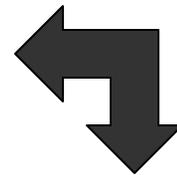
How are they similar?



The Americans had been English Colonists for over 150 years. Culturally they had a lot in common. Both sides had family in the other country. By and large they spoke the same language, the primary religion was Anglican. They shared a common heritage. They were economically dependent on each other. They shared a military tradition. They fought side by side in the French & Indian, Queen Anne's and King Williams Wars. Many American military officers, including Washington had first learned to fight with the English. They often used similar fighting styles. Both lacked adequate supplies, and were dealing with a lack of consistent leadership from their government (Congress & Parliament). Both had to rely on Europeans to help them in the war.



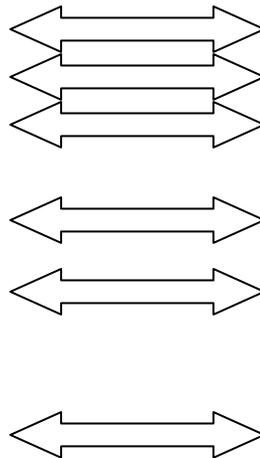
How are they different?



Compared to

*Population (7.5 million)
Lack of desire to crush 'American' cousins. Whigs cheered Amer. Victories
British government inept and confused, led by King George III and Lord North Second rate generals
Need for clear victory. A draw would be a colonial victory.
Monetary wealth*

*Armies were 3000 miles from home.
Orders took months to reach the front.
Vast colonial territory (1000 by 600 miles) to subdue. No urban nerve center to conquer.*



*Population (2.5 million colonists)
Moral advantage. Americans were supporting a just cause with a clear goal.
Outstanding leadership including: Washington, Franklin & Europeans*

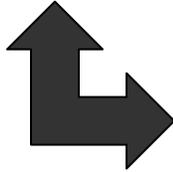
Colonists fighting defensively

Economic difficulties little metallic \$ available. Fearful of taxation, Congress issued worthless \$. Inflation led to increased prices, desertions from army.

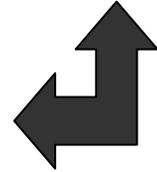
Americans knew the terrain. They were fighting in their own back yard (so to speak)

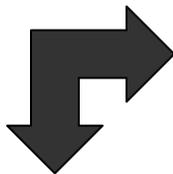
Example
Template

Similarities & Differences

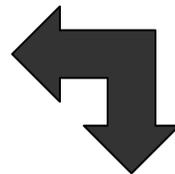


How are they similar?

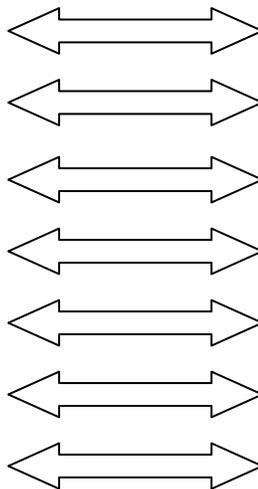




How are they different?



Compared to



*Example
Template*

Differences & Similarities

Topic A

Topic B

Main Idea	Different	Similar	Different

So what? What is important to understand about this?

Summarizing and Note Taking

These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented. Provide a set of rules for creating a summary. When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text.

Iwanna Gettana
Mrs Master Teacher
Period 4

Conflict in the West

What were the economic and social factors that led to conflict in the West?

NOTES

- 1. People coming West could not build Traditional homes they had to build Houses out of dirt chunks, called sod*
- 2. Life was hard for women in the West women could only be one of two things Moms and wives or work as Prostitutes Life was hard for women. Babies often died and widowed women had to remarry in order to survive... single women were not accepted in the West.*
- 2. Gold was discovered in California in 1849. Thousands rushed to Ca. They are called the 49ers' Working a "stake" was not easy. Killings on the Gold fields were Common.*
- 3. Sutters fort was in Sacramento Ca. a Mormon who had been stationed in Ca. working to get money to take him Back home to SLC found the first gold*
- 4. Miners fought with Ranchers for land resources in California. Vigilante law was common, hangings were generally The result... without trial*
- 5. Natives paid the greatest price for west ward expansion.*

RESPONSES

- I want to know more about sod houses?*
- I saw some of these when my family went To visit my Aunt in Nebraska... I would have hated living in a house like that how did they keep it clean?!*
- Whatever! I can't believe women had no say in their lives- how wrong is that! This reminds me of my favorite books. "Daughters"*
- That would be horrible to lose your baby*
- I want to find the name/ stories of some women who actually made it... became doctors, nurses, in the West etc...*
- I want to find out why the Natives and Mexicans never discovered Gold... Maybe it was fate.*
- I had a relative in the Mormon Battalion I wonder what his connection was with this man? I want to find out if any of the gold made it back to SLC or to Orem*
- I want to find out where some of these battles occurred and the names of those people involved.*
- I want to find out what happened to the California Indians we talked about in class*

Summary of Research on Summarizing

Summarizing and notetaking are two of the most powerful skills students can acquire. They provide students with tools for identifying and understanding the most important aspects of what they are learning.

- To effectively summarize, students must delete some information, substitute some information and keep some information.
- To effectively delete, substitute, and keep information, students must analyze the information at a fairly deep level.
- Being aware of the explicit structure of information is an aid to summarizing information.
- Verbatim is the least effective way to take notes.
- Notes should be considered a work in progress.
- Notes should be used as study guides for tests.
- The more notes that are taken, the better.

Classroom Practice in Summarizing

- Summary Frames use a series of questions designed to highlight the critical elements for specific types of information.
- Reciprocal Teaching involves summarizing, questioning, classifying and predicting.

Classroom Practice in Note Taking

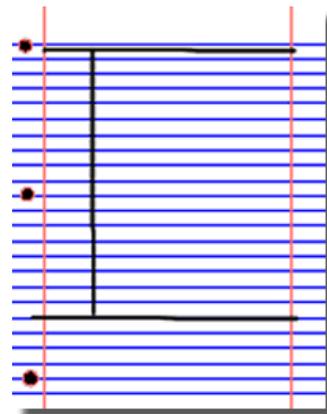
- Teacher-Prepared Notes are one of the most straightforward uses of notes.
- Variety of formats: Informational Outlines, Webbing and Combination Notes.

Cornell Notes

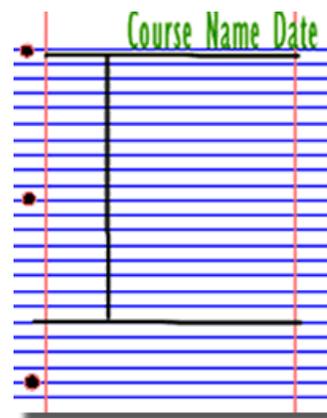
Objective: To help students take organized notes through identifying keywords and concepts from lecture

Steps:

1. **Preparation.** Divided the paper into two sections. Students draw a vertical line from top to bottom that is a few inches from the left margin. See attached drawing.

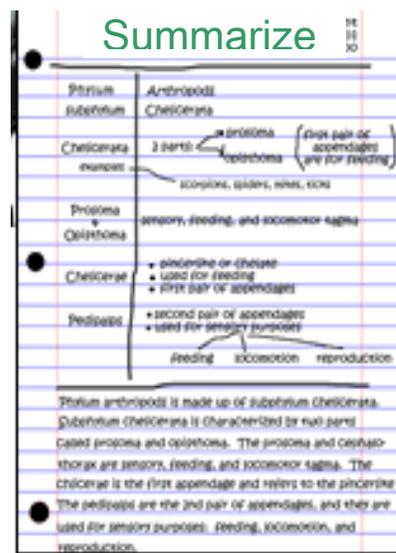


2. **Name & Title.** Students write their name, course, and date at the top of each page. Write a general title for the lecture. See attached drawing.



3. **Write Notes.** Students take all notes about key points on the right side of the page, and write all main ideas/concepts on the left of the page. They should skip one line between ideas and several lines between topics. Connect key points in the left column to supporting notes and points in the right hand column with arrows.

4. **Review, Clarify & Summarize.** Write a summary at the bottom of your page. Mention all key points



R.A.P

Objective: Students will utilize note taking to help them better understand what they read in class.

Grade level: 5-12

Description:

R. Read the Paragraph

A. Ask yourself what are the main ideas and details?

P. Put your notes into your words, i.e. paraphrase them.

This means that the sentence should:

- be accurate
- make sense
- contain a complete thought, subject, and verb
- contain useful information, and
- be in your own words.

Example:

Read a paragraph

“Proliferation is best understood as the rapid increase in the number and destructive capability of armaments. Evidence of the impact of proliferation on world affairs can be seen in the arms race between Germany and Great Britain that helped to spark World War I; the nuclear arms race between the superpowers, the U.S. and the Soviet Union, that brought us to the brink of a World War III; and the clandestine arms buildup in Iraq that helped it fight the Gulf War.”

Ask myself, "What are the main ideas and details?"

"The main idea of this paragraph is to show there is evidence of the impact of proliferation on world affairs. The supporting details are the world affairs listed: the arms race between Germany and Great Britain that helped to spark World War I, the nuclear arms race between the U.S. and Soviet Union which almost became World War III, and the clandestine arms buildup in Iraq that helped it fight the Gulf War."

Put the main ideas and details in my own words by paraphrasing

"There are three pieces of evidence that show how the spread of weapons, and the increase in the number of destructive weapons, has affected world affairs. The first was World War I between Germany and Great Britain; the second was the possibility of World War III between the U.S. and the Soviet Union, and the third is the concealed weapons that Iraq used during the Gulf War."

What are the main ideas & details?



Main Ideas

Paragraph 1
-Malthus:
overpopulation leads to a shortage of resources to sustain human life

Paragraph 2
-technology in agriculture has lead to increased production from natural resources

T Chart Summary

Example summary

The Revolutionary War	
Main Idea	Details or Examples
European Aid was essential to the success of the Revolutionary cause.	1. 2. 3. 4.
The Declaration of Independence arose from Colonial concerns & grievances prior to the Revolutionary War	1. 2. 3. 4.
Numerous political groups played a role in the Revolutionary Movement.	1 2 3 4
The Revolutionary war affected the colonists (both Loyalists & Revolutionaries) in numerous ways.	1 2 3 4

Key Ideas Summary

5-10 Key individuals, events and or ideas:

A C. E. G. I.	B. D. F H. J.
--	--

Summarize: (In 15-20 words)

Chalk Talk

Objective:

Chalk Talk is a silent way to review, check on learning, brainstorm, or summarize. Because it is done in complete silence, it gives students the opportunity to engage in learning in a change of pace way. It encourages thoughtful and one of a kind response.

Time Required:

Time: 5 minutes to 30 minutes.

Grade Level:

5-12

Materials Needed:

1. Chalk/Dry Ink Board or butcher paper attached to table top or wall and markers.
2. Back ground readings

Description

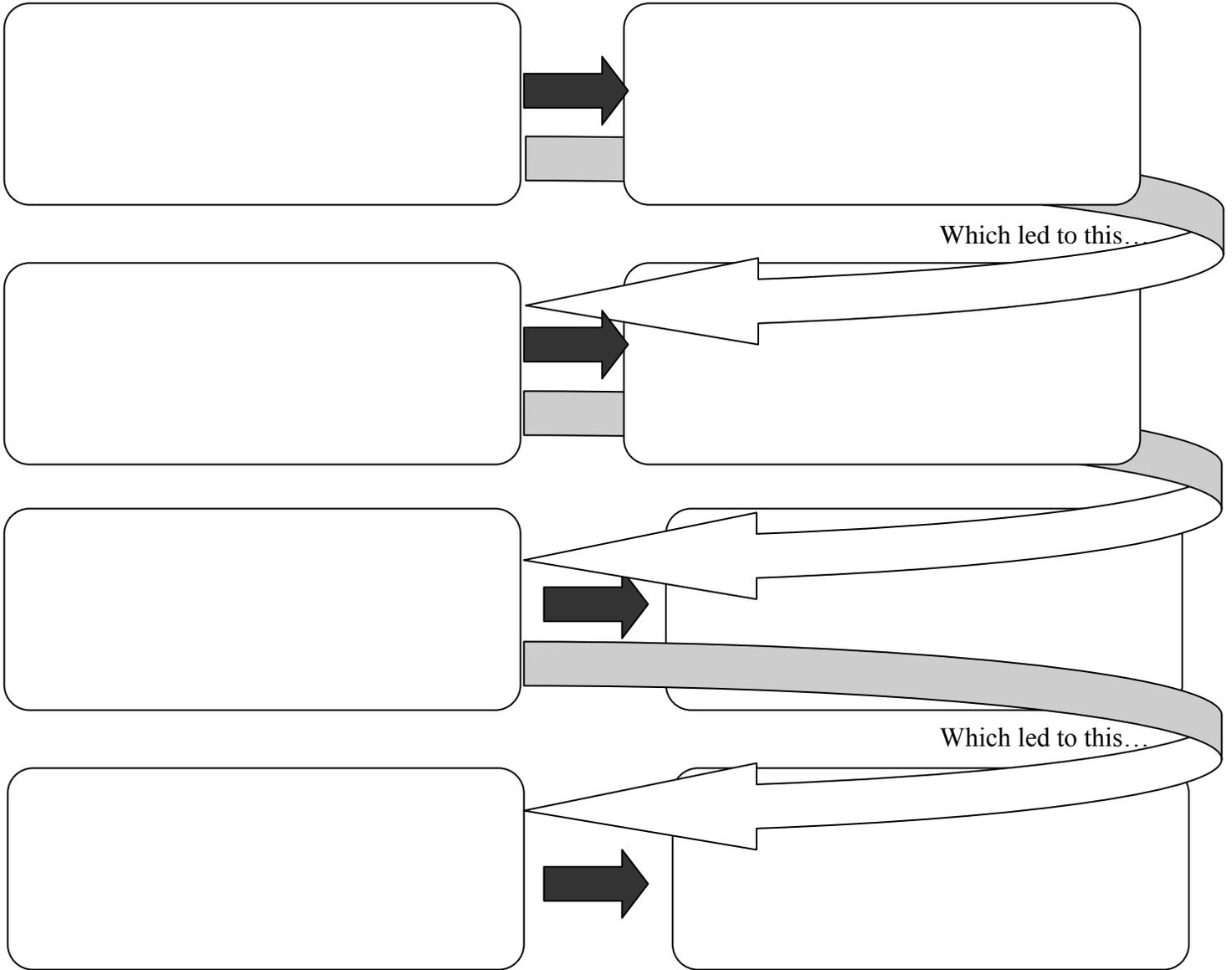
- Teacher explains very briefly that chalk talk is a SILENT activity. No one may talk at all and anyone may add to the chalk talk as they please. Students can write their comment but they may also comment on a student's thought. When adding to an existing comment draw a line from the original comment to theirs.
- Teacher writes a relevant question in the middle of the board/paper.
- Same questions:
 - What did you learn today about the causes of the Civil War?
 - Who are some of the Founding Fathers and what was their contribution?
 - Why was slavery economically essential to the South?
 - What is an alternative to war?
 - The war over – now what?
- One marker for every student is wonderful but easy access to several will also work.
- Students write when they have something to write. Perhaps there will be silence as students read what other students have read-allow wait time. This is a thought provoking process. It takes time for thoughts to take form.
- Teacher can choose to take an active or passive role. They can stand back and watch the chalk talk unfold or they may choose to expound thinking by making comments on a student's thought, add a question to a student's thought or add his/her own reflection.

Chalk talks can either be simple and uncomplicated or it is spirited and complex, but is a silent exchange of facts, thoughts and/or ideas.

Cause & Effect Summary

This.....

Caused This....



So what? What is important to understand about this?