

# Historical Literacy Project Model Unit Gallery Template

**Unit Title:** Stepping up to War

**Designed by:** Susanne Johnson and Kathleen Paulison

**District:** Caesar Rodney School District

**Content Area:** American History (Revolutionary War)

**Grade Level(s):** 7<sup>th</sup> – 8<sup>th</sup>

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**Summary of Unit:** This unit was inspired by an Education World article titled "Teaching the American Revolution- Scaffolding to Success", April 24, 2000. [http://www.education-world.com/a\\_curr/curr218.shtml](http://www.education-world.com/a_curr/curr218.shtml). In particular, we were drawn to teacher, Joe Banaszynski's use of scaffolding research materials to develop an in-depth knowledge of the causes of the Revolutionary War.

In this adaptation, students will be using their textbooks, other secondary sources, and primary sources to develop a deeper understanding of the events leading up to the Revolutionary War. Further more students will use a variety of graphic organizers and methods to demonstrate acquired knowledge. Finally, students will use the acquired knowledge to make a booklet supporting one side of the conflict.

## Stage 1 – Desired Results

What students will know, do, and understand

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**Delaware Content Standards:** HISTORY STANDARD THREE: Students will interpret historical data

**Big Idea(s)** Revolutions do not occur as an isolated event; rather they are the culmination of a series of events that triggered actions and reactions by all parties involved. The American Revolution was a result of a series of events and the actions and reactions of the British and the colonists.

**Unit Enduring Understanding(s):** Critical investigation demands constant reassessment of one's research strategies.

### Unit Essential Questions(s)

How did the secondary resources, I used, help me to further my understanding of the causes of the Revolutionary War?

How did the primary sources I used help me to further my understanding of the parties involved in events that led up to the Revolutionary War?

**Knowledge and Skills** (This should include key knowledge and skills that students will acquire as a result of this unit. Ex: difference between a primary and secondary source, historians use different sources. It should also include what students will eventually be able to do as a result of such knowledge and skill Ex: analyze a primary source document).

### Students will know:

**a) Historians use a wide variety of sources, secondary and primary, to develop an understanding of events.**

**b) Historians use primary resources to understand an event from a particular party's point of view.**

**Students will be able to:**

**a) use their textbook as research tool**

**b) locate specific information using secondary resources**

**c) verify facts with eyewitness accounts**

**d) synthesize, analyze, and express the opinions of a particular group of people involved in a historical event.**

## **Stage 2 – Assessment Evidence**

**(Design Assessments To Guide Instruction)**

(This should include evidence that will be collected to determine whether or not the Desired Results identified in Stage One have been achieved? [Anchor the unit in a performance task that requires transfer, supplemented as needed by other evidence –quizzes, worksheets, observations, etc.]

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**Suggested Performance/Transfer Task(s)** (Strive for an authentic task that will yield evidence of student mastery of the targeted benchmark. Ex: a book or movie review, closing statement, a Photo Story documentary, a student composed section of a history text, a timeline.)

**Essential Question Addressed:** How did the primary and secondary sources I used help me to further my understanding of the parties involved in events that led up to the Revolutionary War?

**Prior Knowledge:** Students have been investigating the major events that led up to the American Revolution. Each lesson has required them to delve deeper into the events. First, they just listed and organized the events according to date occurred. Next they investigated what the event was and the British and colonists' reactions. Finally, they read actual witnesses' writings about specific events. With these readings, students should be able to develop an understanding of the various parties reactions and maybe some insight into why they reacted that way.

**Scenario:** In the last part of Lesson 3, students evaluated each event as being fair or unfair and listed reasons why they took the position they did. Now students will be required to become a Patriot or a Loyalist. Students will defend their choices and create a booklet that reflects their research and conclusions. Note: All handouts for this are attached to the end of Lesson 3.

**Requirement:** Students should have the following in their booklets:

- a) A specific statement defining who they are (Patriots or Loyalists) and why they support that position.
- b) A minimum of 3 historical facts that support their stand.
- c) The use of a primary source or part of that source to support their stand and an explanation of why they chose this source.

**Final Product:** The final product will be a booklet. This booklet will be shared with other students.

## Rubric(s)

Component	Score 4	Score 3	Score 2	Score 1
Position Statement	Student writes a statement that expresses their choice and clear reasons why.	Student writes a statement that expresses their choice and clear 1 reason why.	Student writes a statement that expresses their choice but reasons are not clearly stated.	Student writes a statement that expresses their choice, but does not write any reasons why
Usage of research source to defend position	Student uses 4 or more facts from researches that accurately defends their position	Student uses 3 - 4 facts from researches that accurately defends their position	Student uses 3 or less facts and some of the facts do not defend their position.	Student uses less than 2 facts or the majority of the facts used do not defend their position.
Primary Resource	Student demonstrates an understanding between the primary resources used and their position statement. 2 or more primary sources were used.	Student demonstrates an understanding between the primary resources used and their position statement. 1-2 primary sources were used.	Student understanding between the primary resources used and their position statement is unclear. Sources used were inaccurate or the connection between the position state and the source was not made clear.	Student understanding between the primary resources used and their position statement is unclear. Sources used were inaccurate or missing
Appearance	Use of illustrations, quotes, presentation of statement and facts were neat, persuasive and easy to read and locate specific required components	Use of illustrations, quotes, presentation of statement and facts were basically neat with a few errors, but the errors did not detract from the assignment, persuasive and for the most part easy to read and locate specific required components	Use of illustrations, quotes, presentation of statement and facts were basically neat with a few errors. The errors caused some distractions and made it difficult to follow.	Presentation was sloppy and detracted from locating the required components. Lacked illustrations, quotes. Had many errors

**Other Evidence:** As this unit has been progressing, students have had opportunities to display acquisition of knowledge. They have completed exit tickets, timelines, had to write summaries, supply justifications for positions chose using facts gathered. Please refer to the specific handouts and the lessons themselves for additional information.

**Student Self-Assessment and Reflection:** Each lesson has moments where students can reflect on their learning and teachers can monitor students understanding. For the end of this particular piece, students will look at fellow students' booklets and then see if they can understand why a Loyalist remained a Loyalist or why a Patriot felt justified to break away from the British.

## Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

(You might consider this the “Procedures” section of your unit plan. Be very specific in describing the procedures you want followed. A unit should consist of 3-5 lessons. This should include instructional activities and learning experiences needed to achieve the desired results (Stage 1) as reflected in the assessment evidence to be gathered (Stage 2). Give special attention to ways that you might differentiate learning so that the activities are broadly accessible, incorporate technology that is accessible broadly, and promote the acquisition of 21<sup>st</sup> Century skills.

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### Lesson # 1 Stepping into History

Susanne Johnson and Kathleen Paulison

**Lesson Description:** Using their United States history textbook the students will complete a chart listing both causes and effects of the Revolutionary War. Students will use the textbook as a reference guide and this lesson will be the foundation for the Unit. (Depending on the history book many of the causes have already been taught)

**Time Required:** 1-2 class period depending on student involvement.

**Essential Question Addressed:** How did the secondary resources I used help me to further my understanding of the causes of the Revolutionary War?

**Enduring Understanding:** Critical investigation demands constant reassessment of one’s research strategies.

**Materials:** Student textbook (1 per student or pair)  
Anticipatory Guide (handout 1)  
Textbook study guide (handout 2)  
Directions and Events organizer – 2 pages (handout 3)  
Notebook paper  
ELMO, overhead projector, or LCD projector (to guide students with the graphic organizer)

**Procedures:**

1. Warm-up: Students will complete an anticipation guide.
2. As a class, students will raise hands to show if they agree or disagree with the statements. Teacher will record responses on board not giving any acknowledgement of whether the answer is correct.
3. Breaking students into pairs, teacher will distribute remaining handouts and textbooks. Using the ELMO, LCD or overhead projector explain and demonstrate the process that will be used. Direct them to the area in the textbook where they can find needed information.
3. Using the textbook and graphic organizer, students will locate and record the events, and the British and American actions.
4. Circulate around the room, insure students are focused, and assist students who are having difficulty by guiding them in the proper direction. Teacher’s role for this activity is to act as a coach and guide learning not direct instruction. When circulating the classroom, ask students questions like: How are you finding the information? What cues did the book provide you with for information? Have students share their strategies with the class while working on the lesson. By sharing while working on the lesson instead at the end of the lesson, students begin to develop and utilize their own strategies
5. Upon completion of this activity, have students file graphic organizer in Social Studies notebook. The information gathered from this lesson will be needed in future lessons.

6. Direct students to review their anticipation guide and to make needed changes. As in step 1, record the class' response again. Also, do not give judgmental responses. Remember, we want students to discover information.

**Debrief:** *How does using a textbook help with investigations and analysis of historical events?*

. This lesson was intended to be the foundation for further in depth investigation of the events and effects that led to the Revolutionary War. Often students and teachers rely solely on the textbook and just read it and answer the questions. This activity has the students beginning to look at the textbook as a research tool and just one area to find information.

**Formative Assessment (“Check for Understanding”):**

Write on the board the following question and direct students to write answers on notebook paper. Students will hand responses to teacher exiting the class. Review and observe for students' awareness that the textbook helped enhance their knowledge.

**Exit ticket question:** How did your textbook reinforce or change your answers on your anticipation guide? Briefly explain.

Name \_\_\_\_\_

Date \_\_\_\_\_

*Social Studies – Revolutionary War*

*Anticipatory Guide*

Directions: Read the statements below and decide if they are true or false. Circle your response.

1. The Revolutionary War was started because some American colonists shot some British soldiers at Lexington, Massachusetts.

True

False

2. The British misunderstood the Colonists reasons for not wanting to pay taxes. The British thought the Colonists were being unfair because the average British subject paid more taxes than the Colonists. Besides, everyone knew the taxes were to pay for the protection of the Colonists.

True

False

3. American Colonists resented the presence of British soldiers in their towns and cities.

True














False

Handout - 1



**Remember**: When you read a chapter in a textbook, it is like going on a scavenger hunt. You need to look carefully at the text and illustrations to pick up clues. Use this checklist as a guide to help you search for the clues. May the history be with you!

***Chapter Checklist:***

-  Section focus questions
-  Vocabulary terms
-  Headings
-  Subheadings
-  Highlighted words or phrases
-  Tables
-  Graphs
-  Charts
-  Pictures
-  Captions and titles used with illustrations
-  Maps
-   Review questions both in the text, with illustrations and at the end of the section.



Directions: Wars rarely start over one incident. Usually, wars start over a series of events, actions and reactions from the parties involved. The American Revolutionary War occurred because of a result of actions and reactions by the British and the Colonists. In the next few lessons, you will be examining these issues more closely. In this lesson, you will use your textbook as a reference tool to help you locate and summarize events that led up to the Revolutionary War.

When using your textbook, remember to:



Concentrate your search to pages \_\_\_\_\_ of your textbook.



Use the "How to Read Textbook" guide to find the information you need.



Fill out your graphic organizer. Find between 5 and 8 events that led to the Revolutionary War. Write the British and Colonists' actions.

Name \_\_\_\_\_ Date \_\_\_\_\_

Social Studies - Revolutionary War

Textbook Organizers

year	Event	Actions taken by British	Actions taken by Colonists

Handout 3

**Lesson # 2**  
**Time Marches On**

Susanne Johnson and Kathleen Paulison

**Lesson Description:** After using their textbook to locate events that led to the Revolutionary War, students will explore in-depth the events that led to the Revolutionary War. They will use additional secondary resources to get the background information of these events. Students will then develop a class timeline to display the events. Students should conclude that the Revolutionary War was the culmination of a steady escalation of actions and reactions of both the Patriots and the British and not an isolated event that occurred out of the blue.

**Time Required:** 2 – 3 class periods

**Essential Question Addressed:** How did the secondary resources I used help me to further my understanding of the causes of the Revolutionary War?

**Enduring Understanding:** Critical investigation demands constant reassessment of one's research strategies.

**Materials:**

Notebook paper

Handout 4 - Graphic Organizer

Handout 5 - Exit tickets

Computers (ideally 1 per 2 – 3 students)

*If computers aren't available*, then the teacher can print out the resources and distribute one event per team.

The primary web site used in this lesson was <http://www.historycentral.com/revolt/causes.html>

**Time Line:**

*For self-contained class –*

Yarn or thick string

Tape

Construction paper

Glue sticks

*For multiple classes –*

Large roll of packing paper or butcher block (hardware stores sell large rolls in the paint department)

Markers

Tape

Construction paper

Glue sticks

**Procedures:**

1. Preparation:

**Class timeline** Note: there are 2 variations listed below, please choose the one that works for you or adapt. Also it is not relevant whether the timeline runs vertically or horizontally. Pick the one that works best for you.

*If you have a self-contained class, or ample wall space prepare your timeline:*

a) By taping on the wall approximately 4 -6 foot length of string. Please remember that this will be displayed through out the next two lessons.

b) Place short vertical pieces of string to represent the different events. (Refer to suggested list.)

c) At the beginning of your timeline, tape an Index card labeled 1763 – end of French and Indian War.

d) At the end of your timeline, tape another index card labeled 1775 – beginning of American Revolution

*If you teach multiple periods of Social Studies or do not have a permanent room:*

a) Cut a 4 - 6 foot roll of brown paper or butcher block (paper used in sub shops on a long roll). You will need one per class.

b) Approximately 2/3 down width of the paper, using a dark marker draw a horizontal line.

c) Evenly space short vertical lines to represent the different events. (Refer to suggested list.)

- d) At the beginning of your timeline, tape an Index card labeled 1763 – end of French and Indian War.
- e) At the end of your timeline, tape another index card labeled 1775 – beginning of American Revolution

### **Lesson Presentation**

1. Warm-up – Direct students to sketch a timeline using their notes from the previous lesson. (Approximately 10 minutes)
2. Upon completion, students tape sketches around classroom.
3. Have a short gallery walk around class and direct students to note differences and similarities.
4. Briefly, discuss findings. Students should be observing many similarities. Point out to the students that they did this activity using the same resource.
5. Introduce the students to the class timeline. Point out that it concentrates on the period of time that occurred between the French and Indian War and the Revolutionary War.
6. Break students into groups of 2 – 3 (depending on the number of computers available or class needs)
7. Pass out graphic organizer. \* Note: graphic organizer contains the websites needed for the activity. You may want to put the site on the computer ahead of time and save to Favorites for quicker access.
8. Students will go to designated websites and locate information to complete organizer as a group.
9. Using their graphic organizer, the groups will compose a brief explanation of the event including the event as a title, the year and an explanation of events and consequences. (See example)
10. As a class, have each group; present their event (in order) and their findings. Then tape the paper onto the class timeline.

**Debrief:** As the students are researching, wander through the room and ask the groups how these sources are enhancing their understanding of the events they found in their textbook. Ask them how their research using these materials differs from using their textbooks. Direct them to the Essential question used in both lessons: How did the secondary resources I used help me to further my understanding of the causes of the Revolutionary War?

When students present their findings to the class and as they place the paper on the timeline, again ask the students if they discovered anything they didn't know.

At the end, redirect them to the essential question. How did the secondary resources I used help me to further my understanding of the causes of the Revolutionary War?

**Formative Assessment (“Check for Understanding”):** For a formative assessment, pass out the Exit Ticket Handout and give students approximately 10 minutes for completion. Compare with the previous lesson's exit ticket to see if there is a more detailed understanding. (For further information on this variation of exit tickets, go to [http://writingfix.com/WAC/exit\\_tickets.htm](http://writingfix.com/WAC/exit_tickets.htm) and click on Exit Ticket- variation 2. You will be able to print out a handout and examples showing the uses of this type of exit tickets.)

Directions: You and your partner are about to explore a particular event that led up to the Revolutionary War. I have selected \_\_\_\_\_ as the event you will explore. Use the web site:

<http://www.historycentral.com/revolt/causes.html> to find out more information.

Name of Event \_\_\_\_\_

Date of event \_\_\_\_\_

As you read the selection list all the main idea words and phrases in the spaces below

Event	British reaction/ actions	Colonists actions/ reactions

Handout 4

## Part 2 - Sum It Up

Now it is time to sum up what you discovered. You are to write a summary of the selection using as many of the main idea words as possible. Write the words on the lines below. Imagine that you only have \$2.00 to spend and that each word costs 10 cents. Remember to include the event and British and colonists actions and reactions. Write in complete sentences and write interesting. This will be placed on the class time line. (P.S. - The title and punctuation marks are free.)

Event - \_\_\_\_\_

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\* This was adapted from Sum It Up Strategy, Reading Quest ([readingquest.org](http://readingquest.org))

Adapted from Pat Widdowson  
Surry County [NC] Schools

Handout 4

Exit Ticket Task: Choose an event on the timeline, other than the one you researched. Write the event. Then draw 3 illustrations. Box 1 is the event, Box 2 is the British and Box 3 is the colonists. Write a sentence to summarize your drawings.

Event		
1.	2.	3.
Summary sentence:		

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Event		
1.	2.	3.
Summary sentence:		

## Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

(You might consider this the “Procedures” section of your unit plan. Be very specific in describing the procedures you want followed. A unit should consist of 3-5 lessons. This should include instructional activities and learning experiences needed to achieve the desired results (Stage 1) as reflected in the assessment evidence to be gathered (Stage 2). Give special attention to ways that you might differentiate learning so that the activities are broadly accessible, incorporate technology that is accessible broadly, and promote the acquisition of 21<sup>st</sup> Century skills.

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### Lesson # 3 Those Are Fightin’ Words

Susanne Johnson and Kathleen Paulison

**Lesson Description:** In this lesson, students will be using primary sources to further increase their knowledge of the events that led up to the Revolutionary War. Using the primary sources, students will identify with a Loyalist or Patriots stand and will present a project that reflects and supports that stand.

**Time Required:** 2 – 4 class periods

**Essential Question Addressed:** How did the primary sources I used help me to further my understanding of the parties involved in events that led up to the Revolutionary War?

**Enduring Understanding: ):** Critical investigation demands constant reassessment of one’s research strategies.

**Materials:**

Handout 6 – Hunting for the Main Idea

Handout 7 – Think. Pair, Share

Handout 8 – Was the Revolution a Solution

**Procedures:**

*Warm – up:*

1. Either make a transparency or use the LCD picture of Paul Revere’s illustration of the Boston Massacre. Illustrations can be found online.
2. Have a Think Sheet (handout 6 ) available to all students.
3. Give students 5 – 10 minutes to observe and record responses.
4. Have students share responses and record their responses on chart paper.
5. Pose the questions: How does this illustration influence your opinion of the Boston Massacre? Do you think this should be the only primary source used to form an opinion about the Boston Massacre?

*Lesson –*

6. Explain that they have learned a lot in the last few lessons and that all the information was gathered from secondary sources. Today, they will start to look at primary sources for further understanding.
7. Inform the students that they already have formed opinions about the events that occurred. Direct them to the charts that are around the room. Tell them that they must decide if the event was fair or unfair and use a fact to back up their opinion.
8. Give them 5 minutes to just think of their responses. After 5 minutes, give students 5 -10 minutes to write responses on post-it-notes. After the designated time, have the students place their responses on the charts.
9. Conduct a gallery walk. Have students note responses to see if their fellow classmates put a response they had not thought about. Note: an interesting variation would be to leave up previous class’ responses and have the students note the different responses.



10. Pass out the Sum It Note sheet (Handout 7).
11. Break students into small groups or pairs. Give them access to computers and have them locate primary sources about the events listed on the handouts. Note: The research part of this lesson could take 2 – 3 class periods.
12. Circulate among students, assist them with the reading. Help them to skim for relevant information.
13. After completing the investigation, pass out the Think, Share, Pair, and Reflect Sheet. (Handout 8) Give time for students to complete.

*Final Assessment Lesson*

14. Review the last handout and give students 10 – 15 minutes for discussion of ideas and a-ha moments. Reflect back on the Essential question and have students share responses.
15. Redirect students to the charts around the room. Give them 5 – 10 minutes to add any additional proof. Encourage them to consider their primary sources.
16. Pass out handouts 9 and 10. Go over them with the students. Tell them they may use the charts, class timeline, and individual work and if possible the computers.
17. Give at least 1 – 2 class periods for completion of booklets.
18. Have students look at each others booklets and evaluate how effective the fellow students justified their stances.

**Debrief:** The essential question students will focusing on is: How did the primary sources I used help me to further my understanding of the parties involved in events that led up to the Revolutionary War? Using the initial warm-up, the think pair share and of course working on the performance piece gave many opportunities for this to be brought up.

**Formative Assessment (“Check for Understanding”):** This lesson does not contain a separate formative assessment. Several pieces of this lesson lend themselves to reflecting on students’ progress. The warm-up, the use of charts, the class discussions and the Think, Pair and Share all allow for checking student’s knowledge and understanding..



### Hunting for the Main Idea

Directions: You will be searching the internet for primary sources about the following:

The Boston Massacre, Stamp Act, Townsend Act and the Boston Tea Party

Try looking for illustrations, diary entries, letters and official proclamations.

Read them and focus on the main ideas and key phrases.

Write the websites used on the lines below. Remember to include the webmaster and last time updated. Then in the spaces provided write the key ideas and phrases that help you to understand the event.

Websites used: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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<p>Boston Massacre</p>	<p>Boston Tea Party</p>
<p>Stamp Act</p>	<p>Townsend Act</p>

Now that you have learned all this fantastic, interesting and new information about the causes of the Revolutionary War, it's time to share it.

**Question: Did the colonists have a legitimate reason for going to war against Great Britain?**

*Think*- Do you agree or disagree? Write your reasons. Think about the research you have done. How has it helped form your opinions? Cite examples.

*Pair* - Share your thoughts with another. Write 1 thing they said that you found interesting.

*Group* - Now you and your partner share with another pair. Again. Write down one interesting thing.

*Reflect* - On your own, reflect on the discussions and again answer the original question. Cite reasons and examples.

## Was a Revolution the solution?

Ready to shine and let us all see what you know, how you've grown in your knowledge and opinions? Good because here is your assignment:

You must choose whether you are a Patriot (someone who believed that war with Great Britain was the solution) or a Loyalist (someone who believed that there were other solutions beside a revolution.) You will be creating a Shutter Booklet (directions follow) that reflects and defends your position.

You will be scored on the following:

- a) Writing a clear position statement that shows whether you consider yourself either a Patriot or Loyalist.
- b) Defending your position with at least 4 facts.
- c) Citing at 2 or primary sources that defend your position.
- d) Presenting your information in a way that will inform and attempt to persuade others to your side.

Booklets will be constructed out of cardstock (provided by teacher). You may write in pen, markers, and colored pencils. You may draw illustrations; print out excerpts or small pictures. You may also type your responses. All primary sources used should be documented as such and where you got them should be noted on the back of the booklet.

You may use your notes, class charts and timelines to assist you. You will have 2 complete class periods to finish your assignment.

### Instructions to make a Shutter Fold Booklet:

1. Begin as if you were going to make a hamburger fold, but instead of folding, pinch the middle.
2. Fold the outer edges of the paper to meet the pinch, or midpoint, forming a shutter fold. (Like a window shutter)

Name \_\_\_\_\_ Date \_\_\_\_\_

Scoring Guide -

Component	Score 4	Score 3	Score 2	Score 1
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Usage of research source to defend position	Student uses at 4 or more facts from researches that accurately defends their position	Student uses at 3 - 4 facts from researches that accurately defends their position	Student uses 3 or less facts and some of the facts do not defend their position.	Student uses less than 2 facts or the majority of the facts used do not defend their position.
Primary Resource	Student demonstrates an understanding between the primary resources used and their position statement. 2 or more primary sources were used.	Student demonstrates an understanding between the primary resources used and their position statement. 1-2 primary sources were used.	Student understanding between the primary resources used and their position statement is unclear. Sources used were inaccurate or the connection between the position state and the source was not made clear.	Student understanding between the primary resources used and their position statement is unclear. Sources used were inaccurate or missing
Appearance	Use of illustrations, quotes, presentation of statement and facts were neat, persuasive and easy to read and locate specific required components	Use of illustrations, quotes, presentation of statement and facts were basically neat with a few errors, but the errors did not detract from the assignment, persuasive and for the most part easy to read and locate specific required components	Use of illustrations, quotes, presentation of statement and facts were basically neat with a few errors. The errors caused some distractions and made it difficult to follow.	Presentation was sloppy and detracted from locating the required components. Lacked illustrations, quotes. Had many errors
