

Written By: Tammy Black

Unit: What Tensions did America Face During the Revolutionary War Period?

Title of lesson: The American Revolution: Saratoga to Valley Forge

Timeframe: One-Two day lesson (50 minutes each)

Standards addressed:

National Standards:

2G: Draw upon data in historical maps in order to obtain or clarify information on the geographic setting in which the historical event occurred, its relative and absolute location.

4B: Obtain historical data from a variety of sources, including the Internet, trade books, and textbooks.

5A: Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.

Alaska Standards:

Geography A.1 – Use maps and globes to locate places and regions.

History A.1 – Understands chronological frameworks for organizing historical thought and place significant ideas, people, and events within time sequences.

History B.1.d: Students should comprehend the consequences of peace and violent conflict to societies and their cultures.

Social Studies Knowledge, Skills, Dispositions:

Identify previously learned relevant factual material to note cause and effect relationships and draw inferences from factual materials. Dispositions will be to develop tolerance and understanding other people's perspective and rationales.

Learning objectives: At the completion of this lesson, students will know & be able to:

1. The students will describe the different points of view of those who direct and fight wars are real people who make observations and have feelings.
2. The students will summarize how that the conditions under which the American Revolution was fought during the period 1777 until July 1778 were indeed harsh.

Cooperative skills addressed:

Listening skills when listening to others share their points of view.

Technology inclusion:

Internet access will be needed.

Materials needed:

Textbooks, trade books, and reference books detailing battles of 1777 and 1778.

Access to the Internet

Paper

Pencil

Lesson Plan/Lesson Design (Description of tasks/activities):

Include sections on:

1. Prior Knowledge:

The students will have the background knowledge of the on-going tensions between America and England during this time. They will have learned about The French and Indian War, The Stamp Act, Townshend Act, Boston Massacre, Boston Tea Party, Continental Congress, Battles of Lexington, Concord, and Bunker Hill, Declaration of Independence.

The students will have recorded their information and data in their interactive notebooks.

Opening activity –

The teacher will help students appreciate the difficulty enlisted men and generals, on either side, faced during the Revolutionary War in keeping track of their experiences.

The teacher will ask the students if they have ever kept a diary or travel journals based on their personal experience. Students will share.

In those pre-electronic and pre-electric days, even diaries and writing implements were hard to come by on the war front.

Their assignment is for each to write a diary entry that tells about the writer's experiences on a significant day of the war during 1777 and up until July 1778.

**3. Specific lesson design--
Day 1**

To focus this assignment as much as possible, tell students that they must write from the point of view of one of the following:

On the American side:

Washington
Gates
Von Steuben

On the British side:

Howe
Clinton
Burgoyne

In addition, the writer of each diary entry must begin the entry with a specific date

(Anytime in 1777 until July 1778) and the name of the place where he or she is

composing it. Students should choose from the following locations:

Brooklyn Heights	Fort Ticonderoga
Germantown	Harlem Heights
Monmouth Courthouse	Philadelphia
Princeton	Saratoga
Trenton	Valley Forge
White Plains	

Students will use the Internet, various books, and materials to gather their information. The teacher will encourage the students to use some of the new vocabulary in their work.

Vocabulary:

Consternation: Amazement or dismay that hinders or throws into confusion.

Context:

The American army was weak in numbers, dispirited, and with little ammunition.

The country was in the deepest consternation.

Entrenched: Placed in a strong defensive position.

Context:

Washington entrenched his army at Brandywine Creek across Howe's path of

Advance to Philadelphia.

Alliance: An association to further the common interest of the members.

Context:

The French government agreed to enter into an alliance with the Americans so long

as the war took place against the British.

Day 2:

Discussion Questions:

1. Discuss whether fighting on American soil gave the Americans an advantage over the British. Give examples.
2. Defend or criticize General Burgoyne for his persistence and unwillingness to surrender earlier in the war.

3. Discuss what France could gain or lose by joining forces with the Americans against the British.
4. Compare the physical and mental condition of General Washington's soldier before and after the arrival of "Baron General" Friedrich Von Steuben.

Extensions:

Who were the Hessians?

Have students research the role of the Hessian soldiers. Who were they, where did they come from, and whom did they help and why? Have students prepare a brief written report.

Historical Marker

Ask students to choose a battle between the British and the Americans. Direct them to create a historical marker for the battle site so that others may learn about what happened there. The minimum information that students should include on the plaque is name of the place, number of dead, names of leaders, and results of the battle.

4. **Assessment** -- How will you know what students have learned? How will they know what they have learned? Is there a product from this lesson?

You can evaluate your students' diary entries using the following three-point rubric.

Three Points: Inclusion of date and place, three pieces of verifiable information And three pieces of invented information(as outlined in procedures); Totally coherent and unified in paragraphs; error-free grammar, usage, and mechanics.

Two Points: Inclusion of date and place, two pieces of verifiable information and two pieces of invented information; mostly coherent and unified paragraphs; some errors in grammar, usage, and mechanics.

One Point: Inclusion of date and place; lacking at least two pieces of verifiable information and two pieces of invented information; paragraphs lacking coherence and unity; many errors in grammar, usage, and mechanics.

** Students may also include this in their Interactive Notebook as part of their on going assessment.

