

NEH Lesson Plan

Jenna Berry 2014

Overview:

Students will consider the needs and roles of different groups before, during, and after the Revolutionary War.

Materials:

Students will need access to the **jigsaw website**.

<http://edtech2.boisestate.edu/jennaberry/502/jigsaw.html>

Students will be introduced to the **rubric** for their opinion essays.

Students will complete **perspective sheets**.

Standards:

Utah Social Studies Standards – 5th Grade

<http://www.uen.org/core/core.do?courseNum=6050>

Standard 1

Students will understand how the exploration and colonization of North America transformed human history.

Objective 3

Distinguish between the rights and responsibilities held by different groups of people during the colonial period.

- a. Compare the varying degrees of freedom held by different groups (e.g. American Indians, landowners, women, indentured servants, enslaved people).

Standard 2

Students will understand the chronology and significance of key events leading to self-government.

Objective 1

Describe how the movement toward revolution culminated in a Declaration of Independence

- b. Analyze arguments both for and against declaring independence using primary sources from Loyalist and patriot perspectives.

Common Core Writing Standards – 5th Grade

<http://www.corestandards.org/ELA-Literacy/W/5/>

CCSS.ELA-LITERACY.W.5.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.5.1.A

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

CCSS.ELA-LITERACY.W.5.1.B

Provide logically ordered reasons that are supported by facts and details.

CCSS.ELA-LITERACY.W.5.1.C

Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).

CCSS.ELA-LITERACY.W.5.1.D

Provide a concluding statement or section related to the opinion presented.

Activities

Fifth grade is students' first formal exposure to U.S. history. Students will be guided and given a broad overview. In this activity students will watch as the teacher models using S.O.A.P. and they will answer a few questions about different groups of Americans.

Over the course of a week the class will study the documents and articles linked to the jigsaw website. The teacher will assist students in reading and interpreting the materials. The teacher will walk students through the S.O.A.P. questions in the case of documents as they look for answers to the four perspective questions. Students will be assigned a particular 'role' at the beginning of the week. All students will be required to record answers to the four questions on the 'Perspectives' page. Students will also be required to write an opinion essay explaining how they felt a member of their assigned role might have felt about the war.

Adaptations

Students who are learning English or otherwise struggle accessing or responding to material will be permitted to work with a partner if desired and be given extra time and assistance as needed.

Evaluation

Students will be evaluated on the completion of their perspective pages. Their essays will be evaluated using a rubric based on the common core standards for opinion writing.

Revolutionary Perspectives

Name: _____

Demographic: _____

What are the needs of this group?	Are any of these needs met as a result of the war?
What is the role of this group during the war?	What is the cost of the war for this group?

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CCSS.ELA-LITERACY.W.5.1.D

Provide a concluding statement or section related to the opinion presented.

State opinion clearly in a main idea sentence	/5
Information is gathered in groups with headings	/5
Includes a visual	/5
Main body of at least twelve sentences (three paragraphs) includes at least one of the following in each paragraph:	
quotations, facts, definitions, and examples supporting reasons.	/15
Opinions and reasons are linked with words, phrases, and clauses	/5
Ideas are ordered logically	/5
Concluding sentence includes opinion	/5
Handwriting is legible	/5
Capitals and periods on all sentences	/5
Includes 5+ important vocabulary words on the topic	/5
Includes a drafting document	/5
Includes a self-completed checklist	/5

Score _____ /70

Teacher Comments:
