

# LEADS Thematic Unit

## Grade 7

### Unit 2: *Bravery*



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## Section 1

### Common Core Curriculum Standards

#### Reading: Literature

##### Key Ideas and Details

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

##### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

##### Integration of Knowledge and Ideas

7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
8. (Not applicable to literature)
9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

##### Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### Reading: Informational Text

##### Key Ideas and Details

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

##### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

## **Integration of Knowledge and Ideas**

7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

## **Range of Reading and Level of Text Complexity**

10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

# **Writing**

## **Text Types and Purposes**

1. Write arguments to support claims with clear reasons and relevant evidence.

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Provide a conclusion that follows from and reflects on the narrated experiences or events.

## **Production and Distribution of Writing**



4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

### **Research to Build and Present Knowledge**

7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

Apply *grade 7 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

### **Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **Language**

### **Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Explain the function of phrases and clauses in general and their function in specific sentences.

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).

Spell correctly.

### **Knowledge of Language**

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

### **Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **Section 2**

### **Seventh Grade Unit 2**

#### **Theme Overview**

**“Bravery”** was selected for an eight-week interdisciplinary study of the American Revolution. The goal for this unit is for students to acquire an understanding of the forces and events that led to America’s independence from Britain and the establishment of a new nation. Through a study of fiction and non-fiction materials, students will investigate the nature of bravery and heroism. Students will examine how bravery naturally leads to character development. This thematic unit will incorporate language arts and social studies standards. Students will be able to work as individuals, on teams, and in small groups.

#### **Driving Questions**

- **What were the political, economic, social, geographical, and cultural conflicts that led to the American Revolution?**
- **What were the political, economic, social, geographical, and cultural conflicts that led to the American Revolution?**
- **How did the major American and British leaders impact the key events of the Revolution?**
- **How do the decisions made during the American Revolution affect our society today?**
- **What hardships and difficulties did the revolutionaries face, and how were they able to sustain the rebellion in spite of those challenges?**
- **How can literary characters inspire bravery and courage in the lives of people today?**
- **How does bravery naturally lead to character development?**

#### **Core Text suggested activities:**

1. Tier 1 instruction-look through the read aloud and determine the appropriate background knowledge to be provided.
2. Read alouds – model for students and discuss vocabulary words.
3. Vocabulary word walls: from core novel, supplemental materials and content areas.
4. Comprehension strategies - model during the read aloud as a think aloud.
5. Predictions – have students make predictions about possible outcomes and make adjustments as necessary
6. Inferences - use textual information and provide supporting evidence.
7. Graphic organizers – use as necessary.

#### **Guided Practice**

##### **Purpose:**

1. Intervention-teacher: guided reading/guided writing

2. Demonstration-teacher: mini lesson
3. Share-student with partners: speak and listen
4. Combine-students with group: speak and listen

### Guided Reading

1. Pre - Build background
2. During - Students read – take anecdotal notes to determine reading habits in order to inform intervention
3. Post – Answer questions

Utilize <http://bookwizard.scholastic.com/tbw/homePage.do> to evaluate DRA, Lexile measure, grade interest level, etc. of titles in classroom library.

Sample of additional leveled titles for differentiation:

#### Above:

Novel Title/Author	Lexile Measure	Grade Level Equivalent
<i>The Last Silk Dress</i> /Ann Rinaldi	630	8.1
<i>Lafayette and the American Revolution</i> /Russell Freedman	1160	10.6

#### On:

Novel Title/Author	Lexile Measure	Grade Level Equivalent
<i>The American Revolution: Chronicle of America's Wars</i> / Lisa Frederiksen Bohannon	1050	7.8
<i>Heroines of the American Revolution: America's Founding Mothers</i> /author unknown	820	7.5

#### Below:

Novel Title/Author	Lexile Measure	Grade Level Equivalent
<i>Shadow of a Bull</i> /Maia Wojciechowska	740	5.8
<i>20,000 Leagues Under the Sea</i> /Jules Verne	540	4.7

### Guided Reading: American Reading and Literature Circle Novels from OPA

Guided reading novels are to be used after the teacher reads from the CORE and models a skill to be learned (i.e. summarizing). After the teacher gives them a purpose for reading (based on the skill she modeled with the CORE novel), the students then read their guided reading novel. Guided reading is as its name implies: the students (3-5 per group) read for a purpose, and then the teacher checks in with them as they read, checking for comprehension



and guiding them to perform the skill. Over time, the teacher must slowly release the students to perform the skill in writing without his/her assistance. For example, if a student can write a summary on their independent reading level without any assistance, they have mastered that skill on that level.

**Expository Text** - Articles from Encarta and/or Grolier, Newsweek, Time, National Geographic, and the news paper

### **Guided Writing**

Have anchor texts available to provide models of the writing strategy.

### **Build Background**

- 6+1
- Process
- Write Aloud
- Writer's workshop
- Graphic organizers

## **Section 3**

### **Materials**

#### **Core novels and /or authentic readings:**

*My Brother Sam is Dead* by James Lincoln Collier and Christopher Collier

*Cast Two Shadows* by Ann Rinaldi

*Social Studies textbook*

#### **My Brother Sam is Dead Summary:**

All his life, Tim Meeker has looked up to his brother Sam. Sam's smart and brave -- and is now a part of the American Revolution. Not everyone in town wants to be a part of the rebellion. Most are supporters of the British -- including Tim and Sam's father. With the war soon raging, Tim knows he'll have to make a choice -- between the Revolutionaries and the Redcoats . . . and between his brother and his father.

#### **Cast Two Shadows Summary:**

Fourteen year old Caroline is caught in the violent web of war -- her Patriot father is imprisoned, her Loyalist brother Johnny is wounded, her best friend is hanged by the British before her eyes, and her sister is fast becoming the doxy of the cruel British officer who has commandeered their house. To further complicate matters, although her family chooses to ignore it, Caroline knows that she is the result of her father's dalliance with one of his black slaves. In fact, her grandmother, Miz Melindy, still lives in the slave quarters. When Caroline and Miz Melindy take a long wagon journey together (in an attempt to save Johnny), the young heroine at last comes to terms with the complexity and tumult of her life.

## Section 4

### Teacher Resources

#### Writing

6 + 1 Traits of Writing for Grades 3 and Up Ruth Culham

#### American Revolution

<http://www.americanrevolution.com/>  
<http://www.historyisfun.org/>

#### Timeline of the American Revolution

<http://www.ushistory.org/DECLARATION/revwartimeline.htm>  
[http://www.homeofheroes.com/hallofheroes/1st\\_floor/birth/1bc6a.html](http://www.homeofheroes.com/hallofheroes/1st_floor/birth/1bc6a.html)

#### Vocabulary List

<http://www.melodyshaw.com/files/AmRevWordsWks1-4.pdf>

#### Women of the Revolution

[http://score.rims.k12.ca.us/score\\_lessons/women\\_american\\_revolution/](http://score.rims.k12.ca.us/score_lessons/women_american_revolution/)

#### Spies of the American Revolution

<http://www.si.umich.edu/spies/>  
[http://womenshistory.about.com/od/spies/Women\\_Spies\\_in\\_History.htm](http://womenshistory.about.com/od/spies/Women_Spies_in_History.htm)

#### Black Soldiers of the Revolution

<http://www.pbs.org/wgbh/aia/part2/2p51.html>  
<http://www.americanrevolution.org/blk.html>

#### Original documents:

<http://www.yale.edu/lawweb/avalon/avalon.htm>  
<http://library.thinkquest.org/TQ0312848/people.htm>

#### Key People in the American Revolution:

[www.theamericanrevolution.org/people.aspx](http://www.theamericanrevolution.org/people.aspx)  
[www.sparknotes.com/history/american/revolution/section3.rhtml](http://www.sparknotes.com/history/american/revolution/section3.rhtml)  
<http://library.thinkquest.org/TQ0312848/people.htm>

#### Character Development:

<http://faith-homeschool.clubspaces.com/object.aspx?id=33&o=9717>  
<http://www2.scholastic.com/browse/unitplan.jsp?id=18>  
<http://www.pameladowd.com/Adobe/CharacterDevelopmentChart.PDF>

#### Additional Resources:

<http://library.thinkquest.org/TQ0312848/people.htm>

### ***My Brother Sam Is Dead***

**Highly Recommended Site:** <http://mybrothersamisdead.historyofredding.com/index.html>

This site includes:

- Chapter Summaries and Analysis
- A List of Characters and the People that they Fictionalize
- Maps and Photos of Various Settings in the Novel
- Teaching Aids

<http://www.webenglishteacher.com/collier.html> (links to a myriad of vocabulary, geography, and standards-based learning activities)

[http://www.create.cett.msstate.edu/create/classroom/lplan\\_view.asp?articleID=196](http://www.create.cett.msstate.edu/create/classroom/lplan_view.asp?articleID=196) (after the lesson plan, there are numerous links to projects about the American Revolution)

[http://www2.scholastic.com/browse/collateral.jsp?id=1332\\_type=Book\\_typeId=28](http://www2.scholastic.com/browse/collateral.jsp?id=1332_type=Book_typeId=28) (a list of discussion questions for whole-group discourse or literature circles)

### ***Cast Two Shadows***

<http://www.webteaching.com/free/shadows.htm> (novel activities, vocabulary lessons, online tests)

<http://www.reviewandreact.com/store/pdetails981.php> (read, react to, and create book reviews)

[http://score.rims.k12.ca.us/score\\_lessons/women\\_american\\_revolution/](http://score.rims.k12.ca.us/score_lessons/women_american_revolution/) (links to prominent female figures from the American Revolution)

<http://timelines.com/1780> (a website that outlines key events in history--here, the American Revolution in South Carolina. There are also links to relevant videos/clips).

## **Section 5**

### **Suggested Activities**

#### ***My Brother Sam is Dead***

**Making Choices:** While they are reading the novel, suggest that students keep lists of reasons that both men, the brother and the father, give for the positions they take on the war.

**Performance:** Write a monologue in the persona of the colonist that they have imagined. In the monologue, each student must explain his or her unique perspective on the complex events unfolding. Each monologue should show that the sibling, spouse, parent, or other observer is noticing the details about a war that those caught up in the fighting or in supporting the king might overlook or not see objectively. Give your students several options for presenting their monologues (live performance, audiotape or videotape recording, or reader's theater. Involve the audience in critique each presentation.

Refer to "Teacher Resources" section for additional suggested student activities.

**Character Education/Media Connection: Bravery:** Students will read an expository piece or a copy of a newspaper article containing a hero or a heroic deed. In small groups, students will list the examples of bravery that are depicted in the article, generating characteristics common to heroic deeds.

**U.S. History Connections:**

a. What makes a revolution a revolution? What distinguishes a revolution from mere widespread change? Brainstorm and list the criteria for a revolution, and define it in political, economic, and social terms.

b. Research another colony that fought for independence from a more powerful country. Analyze the issues in that struggle. Compare that conflict to the American Revolution.

c. You are an (ambassador/diplomat/arbitrator) hired by King George to reason with the American colonists in an attempt to forestall or avoid the revolution. Create a "Declaration of Dependence" stating why it would be in the best interest of the colonists to remain part of Britain.

d. Research writings of the time i.e. Thomas Paine's *Common Sense*. Create a political pamphlet written expressing opinions for or against the war.

e. Create a portfolio of editorial cartoons collected from a variety of sources. Design your own political cartoon reflecting the sentiments of the time period.

f. Rewrite the *Declaration of Independence* as a personal statement made by the student, reflecting his or her rights and freedoms with a rationale for why he or she deserves them.

**Cast Two Shadows**

**Social Studies Connection: Create a Family Tree:** Caroline's family is a little complicated. You will learn more about the family's situation as you read the story. To help keep track of all family members, create an organized list or chart of Caroline's family members.

**Social Studies/ Consumer Science Connection: Food Origins:** Miz Melindy makes some fascinating dishes. Some dishes were common at that time, others are particular to her culture. Look at the list of foods mentioned in the story. Choose a food that can be categorized as southern cuisine. Research the roots of the dish to find its origin. Cook the dish and write about its roots and how it tastes.

<ul style="list-style-type: none"><li>❖ Which event could not have happened if ____?</li><li>❖ If ____ happened, what might the ending have been?</li><li>❖ How was this situation to _____?</li></ul>	<ul style="list-style-type: none"><li>➤ Prepare a list of criteria to judge a show/meal/etc.. Indicate priority and ratings.</li><li>➤ Conduct a debate about an area of special interest.</li></ul>
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<ul style="list-style-type: none"> <li>❖ What was the underlying theme of _____?</li> <li>❖ What do you see as other possible outcomes?</li> <li>❖ Why did _____ changes occur?</li> <li>❖ Can you compare your _____ with that presented in _____?</li> <li>❖ What must have happened when.....?</li> <li>❖ How is _____ similar to _____?</li> <li>❖ What are some of the problems of...?</li> <li>❖ Can you distinguish between _____?</li> <li>❖ What was the turning point in the story?</li> <li>❖ What was the problem with _____?</li> <li>❖ What were some of the motives behind _____?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Make a booklet about 5 rules you value.</li> <li>➤ Form a panel to discuss a topic. State criteria.</li> <li>➤ Write a letter to _____ advising changes that are needed.</li> <li>➤ Prepare an argument to present your view about.</li> </ul>
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#### Character Education: Making Choices:

a. Caroline had only a few minutes to decide what she would like to take with her from her burning house. A fire is such a tragedy, one that even happens today. Imagine that you had to immediately leave your house and could only choose five possessions to take with you. List the five items below (exclude family members or pets) along with an explanation of why you chose the item.

b. Analyze the quote by George Eliot and write a personal essay about what this means to you.

**“The strongest principle of growth lies in human choice.” --George Eliot**

c. In *Cast Two Shadows*, making choices is a prevalent theme. Several characters are forced to make tough decisions in adverse circumstances, and are fundamentally changed as a result of their choices. Tell about a time when you were forced to make a tough decision. What were your options? What choice did you make? What changed (opinions, relationships, ideologies) as a result of your decision?

#### Writing Component

a. **Sensory Descriptive:** Mama Sarah keeps a diary, which was a very common practice during the time of the American Revolution. The reader is not privy to what Mama Sarah writes. Imagine that Mama Sarah writes about her relationship and feelings about Caroline, who turned out not to be her biological daughter. Write a minimum two-paragraph diary entry from Mama Sarah's point of view.

b. **Imaginative/Narrative:** In the prologue of the book, the story of Kit's hanging is told. Kit was Caroline's good friend. His death stays with her and guides her decisions and actions for a long time. Sometimes when you write about something that makes you sad, it can help you to cope. Write a good-bye letter to Kit from Caroline. Write about the things that made Kit special and about times they shared together. You will have to make these things up since they were not written about by the author. Make sure what you write is plausible for the time period of the book.

c. **Analytical/Persuasive:** The role of women was quite different during the late 1700s. Even the way men thought of women was different. Caroline's tutor's wife told Caroline that men think the chief virtues of a woman are modesty, meekness, and affability. Write a persuasive essay: Do you agree that these are the most important virtues for a woman? If not, what would you say are the three most important virtues? Write a persuasive essay expressing and supporting your opinion.

d. **Practical/Informative:** In the final chapter of the book, Rawdon receives word about an attack at Williamson's plantation. He is told that Johnny was responsible. That leads to Rawdon's setting fire to Caroline's house. Write what you think may have been in the letter received by Rawdon. Write it from a colonel to Rawdon describing what happened.

## Section 6

### Technology

<http://projects.edtech.sandi.net/ofarrell/mybrosam/index.html> (Webquest based on the novel *My*

*Brother Sam is Dead*)

<http://library.thinkquest.org/11683/High.html> (Revolutionary Webquest)

<http://lcweb2.loc.gov/ammem/ndlpedu/features/index.html> (Technology based activities)

[http://docs.google.com/fileview?id=0B\\_BNmWFHYgqEYWI1YTk2NDQ4ZGRiOS00ZDIwLWExMDQtZWZhZWE3YTl1ZmRj&hl=en](http://docs.google.com/fileview?id=0B_BNmWFHYgqEYWI1YTk2NDQ4ZGRiOS00ZDIwLWExMDQtZWZhZWE3YTl1ZmRj&hl=en) (Activities and Projects for *My Brother Sam is Dead*)

### **Audio/Video:**

Video: *The American Revolution: From Colonies to Constitution: The Road to Revolution*  
<http://player.discoveryeducation.com/index.cfm?guidAssetId=6BDD8C86-FF70-4C14-99AC-51CDD9B7FF88&blnFromSearch=1&productcode=US> (keyword access: "American Revolution, grades 6-8)

Video: *Causes of the American Revolution: Seeds of Liberty*

<http://player.discoveryeducation.com/index.cfm?guidAssetId=D400A01A-7486-4EAD-BD40-45D22155650A&blnFromSearch=1&productcode=US>

Video: Causes of the American Revolution: A Review

<http://player.discoveryeducation.com/index.cfm?guidAssetId=D400A01A-7486-4EAD-BD40-45D22155650A&blnFromSearch=1&productcode=US>

Video: The Revolutionary War: Dark Days

<http://player.discoveryeducation.com/index.cfm?guidAssetId=7A5889A6-6495-4B83-AF2D-A5EB26CB91B9&blnFromSearch=1&productcode=US>

## Section 7

### Project Based Learning

#### **Science PBL (short-term leading to long-term PBL):**

During the Revolution, the first submarine, "The Turtle," was invented. Ben Franklin was recruited to create a light source for the submarine. He found bioluminescence.

- After researching bioluminescence, students are easily led into a lively discussion of why animals would benefit from the ability to produce light
- Identify various deep sea creatures that have these characteristics
- Research how submarines evolved during and after the revolution through technology
- Create a presentation of the different species through accurate and detailed representations on card stock. Glow-in-the-dark fabric paint is applied to the animals according to where they have photophores. The class will be able to simulate the deep- sea environment.
- Students could create mobiles representing their animals and adaptations they will need to survive.
- Students can create their own creatures and special adaptations that would fit into their environment and depict these on posters or a classroom collage

#### **Social Studies PBL (short- term PBL resulting in the long-term PBL of a trial/court marshal):**

George Washington's army lacked funds to fight the world's most powerful arm. In order to win he needed to wage an invisible war-a war of espionage and deception.

- Research espionage techniques used during the American Revolution.
- Research famous spies (i.e. Benedict Arnold).
- Investigate the method special agents used to encode and hide their information.
- Design a map illustrating the route of the spy.

- Design a wanted poster or create a dossier.

**Language Arts PBL** (short-term PBL resulting in a long-term PBL of a graphic novel or children's storybook):

Investigate the role of women in the Revolutionary War:

- Make a poster depicting the individual; include dates and places of birth and death.
- Write a factual essay explaining the issues with which the individual was involved.
- Compose a letter from the woman's perspective, in which she expresses her opinion about her work or interests/hobbies. Include the gender-specific difficulties the woman may encounter in her daily experiences.
- Present a chart listing the duties (or a "day in the life" timeline) of a typical woman during the Revolution.

## **Section 8**

### **Assessments**

- Informal, daily observations
- Writing conferences
- Anecdotal notes (guided reading and guided writing)
- Rubrics
  - Writing Rubric ([rubistar.org](http://rubistar.org))
  - Speaking Rubric
  - Oral-  
Presentation/Dram  
atization Open-  
Ended Scoring  
Rubric Final  
Project
- Learnia
- Study Island
- Debates
- Projects
- Oral Presentations