

The American Revolution in New York: The Saratoga Campaign  
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EPSY 582

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Unit Overview
<b>Content Area:</b> Social Studies
<b>Unit Title:</b> The American Revolution
<b>Target Course/Grade Level:</b> Grade 4
<p><b>Unit Summary:</b>            In this unit students are exposed to the American Revolution, specifically the Saratoga Campaign. In this unit, students are developing knowledge of the American Revolution through the integration of technology and the Arts. In learning about the American Revolution, students develop skills such as art interpretation, script writing, how to perform, research, and become a historical character. Lesson 1 introduces the Saratoga Campaign with a media tour. Lesson 2 presents information about camp life with a writing activity where students write a historical fiction as if they are in their camp. Lesson 3 examines the importance of leaders in the American Revolution. And finally Lesson 4 walks the students through the process of gathering data, storyboarding, script writing, and performing. Together, students are able to express their personal understandings through a variety of differentiated lessons and materials.</p> <p><b>Primary interdisciplinary connections:</b>  <i>English-Language Arts Skills &amp; Concepts:</i> Are developed and reinforced as students describe, plan, research, write and present their ideas. It is further connected through student writing activities. Reading takes place throughout the unit as students are exposed to informational texts, research, and visual language.  <i>Art Skills &amp; Concepts:</i> Students use the Arts as a way to express their observations and research as they interpret, create, and act on what they are learning and experiencing.  <i>Social Studies Skills &amp; Concepts:</i> Students are developed knowledge of the American Revolution through a close look at the Saratoga Campaign. In learning they are developing an understanding of common themes and the impact this historical event had on local, state, and national history.</p>
<p><b>Unit Rationale:</b>            I selected this unit of study based on a single lesson I taught in a previous education class. There, students reenacted the Battles of Saratoga using plastics army men and other props. Instead of doing the same thing, I built on the idea to include camp life, terrain analysis, perspective, and the inclusion of the arts. In picking this lesson, I knew that there would be opportunities to include a lot of different kinds of media. This unit is important to children because they are exposed to various media and how they interconnect to form a complete history of an event. Through the display of many kinds of art, through the eyes of many different people, students develop skills that help them synthesized information that is given to them in many ways. Students will learn about how the arts were influenced by the battles as well as how art was depicted based on the perspective of key figures during the American Revolution. Students are also learning to use a variety of skills to access content and build knowledge. They use these skills in various ways as well.</p>

### Learning Targets

#### **Standards (CCLS for ELA, NYS Learning Standards for Social Studies and the Arts):**

##### English Language Arts

**4.RL.6** Craft and Structure: Compare and contrast the point of view from which different stories are narrated, including the different between first- and third-person narrations.

**4.W.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources

**CCR.6** Assess how point of view or purpose shapes the content and style of a text.

##### Social Studies

#### **Standard 1—History of The United States and New York**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

*Key Idea 4:* The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments

PI 3: View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

#### **Standard 3--Geography**

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent work in which we live-local, national, and global-including the distribution of people, places, and environments over the Earth's surface.

*Key Idea 2:* Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.

##### Arts

#### **Standard 1: Creating**

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

*Key Idea Theater:* Students will create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.

PI C: use language, voice, gesture, movement, and observation to express their experiences and communicate ideas and feelings

PI D: use basic props, simple set pieces, and costume pieces to establish place, time, and character for the participants

#### **Standard 2 - Visual Arts**

*Key idea:* Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.

PI: Develop skills with electronic media as a means of expressing visual ideas

**Standard 4—Understanding the Cultural Dimensions and Contributions of The Arts**

Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.

PI: Look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures

**Unit Essential Questions**

1. How has the Saratoga Campaign affected local and state history?
2. How was the American Revolution depicted in various media?
3. How does perspective alter the events of the American Revolution?

**Unit Learning Targets**

*Students will...*

1. Work collaboratively to help each other learn and develop.
2. Analyze text for information about the central topic, actions, and events.
3. Develop and apply research skills.
4. Create visual and performance arts based on content.
5. Apply knowledge and experiences to artistic artifacts.
6. Interpret and respond to visual and performance art.

**Evidence of Learning****Summative Assessment (2 days)**

Students will be performing a short skit that has been developed across Lesson 3 and 4. In this summative assessment, students are expected to perform a skit that accurately represents their commander and one or more of the actions he took during the Saratoga Campaign. Both the teacher and the students will be evaluating the skit. Students will get feedback from both their peers and their teacher.

**Equipment needed:** Camera, student props

**Teacher Resources:**

1. Teacher scoring rubric
2. Student scoring rubric

**Formative Assessments**

1. Think-pair-share
2. 3-2-1 Strategy
3. Self-reflection Rubric
4. Word cloud activity
5. Artifact Graphic Organizer
6. Commander Graphic Organizer
7. Story Line/Storyboard
8. Checklist for Map Making
9. Military Camp Rubric

Lesson Plans	
Lesson	Timeframe
Lesson 1 The Setting of Saratoga	45 minutes/2 Days
Lesson 2 Military Camps	45 minutes/3 Days
Lesson 3 Writing a Pension Letter	45 minutes/3 Days
Lesson 4 Battle Stations	60-90 minutes/9-10 Days
<p><b>Teacher Notes:</b>  <i>Vocabulary Usage:</i> Students will use and practice their vocabulary throughout the lesson. Students will be encouraged to use vocabulary to describe the lives, culture, actions, and events of the SC in connection to their own life.  <i>Standards:</i> Full description of standards can be found in the unit summary section at the beginning of this document. Within each lesson are only the key aspects of each standard addressed specifically in that lesson.</p>	
<p><b>Curriculum Development Resources</b>  Click the links below to access additional resources used to design this unit:</p> <ol style="list-style-type: none"> <li>1. Battle of Saratoga History (<a href="#">Link</a>)</li> <li>2. Military Map Reading Packet (<a href="#">Link</a>)</li> <li>3. Revolutionary War Pension Project (<a href="#">Link</a>)</li> <li>4. Saratoga National Historical Park Website (<a href="#">Link</a>)</li> <li>5. Schnitzer, <i>Battling for the Saratoga Landscape, 1777</i> (<a href="#">Link</a>)</li> <li>6. Student Resource Packet (<a href="#">Link</a>)</li> <li>7. Web Page Credibility Checklist (<a href="#">Link</a>)</li> <li>8. <a href="http://www.storyboardthat.com">www.storyboardthat.com</a></li> <li>9. <a href="http://www.symbaloo.com">www.symbaloo.com</a></li> <li>10. <a href="http://www.wordle.net">www.wordle.net</a></li> </ol>	

Lesson Plan #1														
Content Area: Social Studies														
Lesson Title: The Setting of Saratoga					Timeframe: 45 Minutes/ 4 Days									
<b>Overview:</b> In this lesson students are able to learn about the use of primary art sources to learn about the Saratoga Campaign (SC). Students will examine maps, journals, and pictures to understand the concept of building personal histories.														
<b>Standards:</b> <u>English Language Arts</u> <b>4.RL.6</b> Craft and Structure: Compare and contrast the point of view from which different stories are narrated, including the different between first- and third-person narrations. <b>CCR.6</b> Assess how point of view or purpose shapes the content and style of a text. <u>Social Studies</u> <b>Standard 1:</b> View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts. <u>Arts</u> <b>Standard 4:</b> Look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures														
<b>Vocabulary:</b> <table><tr><td>1. Campaign</td><td>5. Regiment</td></tr><tr><td>2. Artifact</td><td>6. Company</td></tr><tr><td>3. Continental</td><td>7. Militia</td></tr><tr><td>4. Loyalist</td><td>8. Ration</td></tr></table>							1. Campaign	5. Regiment	2. Artifact	6. Company	3. Continental	7. Militia	4. Loyalist	8. Ration
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Lesson Components														
21 <sup>st</sup> Century Skills														
	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication	Collaboration								
<b>Interdisciplinary Connections:</b> <i>English Language Arts:</i> Students are developing writing skills in connection with art interpretation. <i>Arts:</i> Interpreting visual arts as it connects to the social studies content.														
<b>Integration of Technology:</b> <table><tr><td>1. Symbaloo</td></tr><tr><td>2. SmartBoard</td></tr><tr><td>3. Online Research.</td></tr></table>							1. Symbaloo	2. SmartBoard	3. Online Research.					
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<b>Equipment needed:</b> <table><tr><td>1. Large chart paper</td></tr><tr><td>2. SmartBoard/Computers</td></tr></table>							1. Large chart paper	2. SmartBoard/Computers						
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Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p>Students:</p> <ol style="list-style-type: none"> <li>1. Evaluate and reflect on journals and pictures of the SC.</li> <li>2. Compare and contrast their life to the life during the SC.</li> <li>3. Analyze pictures to understand the SC through the eyes of those who were there, as shown through art, writing, or artifacts.</li> <li>4. Develop an understanding of how to use primary documents to interpret historical events.</li> </ol>	<p>Lesson Sequence</p> <p><u>Before Learning: Lesson 1, 15 minutes</u></p> <ol style="list-style-type: none"> <li>1. Students will be asked; what can we learn from pictures? Journals? Is one type of source better than the other? From this information, the teacher will make a chart of information that can be learned from different types of sources.</li> <li>2. Students will then be shown a picture, and the teacher will model their thinking of what it says about the Saratoga Campaign.</li> <li>3. A journal will then be shown; the students will partake in guided practice to further their skill in interpreting for information.</li> <li>4. Finally, the students will be able to work independently or with a partner on the resources tour.</li> </ol> <p><u>During Learning:</u></p> <ol style="list-style-type: none"> <li>1. Students will answer the metacognitive questions;             <ol style="list-style-type: none"> <li>a. How does this artifact represent the people of the Saratoga Campaign?</li> <li>b. Does it connect to any other artifact?</li> <li>c. What can you learn from this artifact?</li> </ol> </li> <li>2. Students will use their journals to write information/notes/ideas about their research.</li> </ol> <p><u>After Learning:</u></p> <ol style="list-style-type: none"> <li>1. Students have now collected information.</li> <li>2. Students will brainstorm using a graphic organizer</li> <li>3. Students will have the choice to pick ONE resource to write about. This can be a picture, letter, journal, or movie.</li> <li>4. Students will brainstorm using a</li> </ol>	<ol style="list-style-type: none"> <li>1. Think-Pair-Share</li> <li>2. 3-2-1 Strategy</li> <li>3. Graphic Organizer</li> <li>4. Writing Piece</li> </ol>



	<p>graphic organizer describing how they would feel if that were a part of the content within their artifact. Using their resource, students will answer the metacognitive questions:</p> <ol style="list-style-type: none"> <li>How does this piece make me feel?</li> <li>It is similar or different from my daily life?</li> </ol>	
<p><b>Differentiation</b></p> <ol style="list-style-type: none"> <li><u>Learning Styles</u> <ol style="list-style-type: none"> <li><i>Linguistic</i>—Students will discuss, reason, and take turns reading aloud; also be able to put their thoughts and ideas into writing to express ideas, themes, and connections between resources.</li> <li><i>Visual-Spatial</i>—Students will have to visualize and analyze pictures to pull information about the past.</li> <li><i>Musical</i>—Students will listen to videos about the SC; this includes songs and short documentaries.</li> <li><i>Intrapersonal</i>—Students will self-reflect on their own life and how it may be similar or different than the life during the SC</li> </ol> </li> <li><u>Content</u>: This lesson is differentiated through content as students have the choice of which artifact to interpret.</li> <li><u>Readiness Level</u>: The readiness level is addressed as students are forming connection with an artifact that has a personal connection. Some artifacts have abstract connections that I will send the more advanced students to use, while others are more obvious connections that can be used for lower-level students.</li> </ol>		
<p><b>Resources Provided to Students</b></p> <ol style="list-style-type: none"> <li>Student Research Packet (<a href="#">Link</a>)</li> <li><a href="http://www.symbaloo.com/mix/saratogacampaign">http://www.symbaloo.com/mix/saratogacampaign</a></li> </ol>		
<p><b>Other Evaluation/Assessment:</b></p> <ol style="list-style-type: none"> <li>The teacher will use the formative assessment strategy 3-2-1. Students will write down three facts, two questions, and one big idea.</li> <li>As the assessment for the second lesson, the teacher will give students a check (=/-) to collect and evaluate the students writing; based on the students ability to             <ol style="list-style-type: none"> <li>Develop connections between historical piece and written piece.</li> <li>Fluency in writing, clear progression of ideas.</li> </ol> </li> </ol>		

**LESSON REFLECTION**

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

<b>Lesson Activities:</b>	<b>Strongly</b>	<b>Moderately</b>	<b>Weakly</b>
Are challenging and require higher order thinking and problem solving skills	<u><b>X</b></u>		
Allow for student choice	<u><b>X</b></u>		
Provide scaffolding for acquiring targeted knowledge/skills	<u><b>X</b></u>		
Integrate arts	<u><b>X</b></u>		
Integrate 21 <sup>st</sup> century skills	<u><b>X</b></u>		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	<u><b>X</b></u>		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	<u><b>X</b></u>		
Are varied to address different student learning styles and preferences	<u><b>X</b></u>		
Are differentiated based on student needs	<u><b>X</b></u>		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	<u><b>X</b></u>		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives		<u><b>X</b></u>	
Provide opportunities for student reflection and self-assessment			<u><b>X</b></u>
Provide data to inform and adjust instruction to better meet the varying needs of learners	<u><b>X</b></u>		

Lesson Plan #2																	
Content Area: Social Studies																	
Lesson Title: Military Camps				Timeframe: 45 minutes/ 3 days													
<p><b>Overview:</b> In this lesson students will develop their knowledge of military camps in order to make a historical-fiction piece. Students will design a map displaying fortifications around their neighborhood, school grounds, Local Park, or other open area. Students will use photographs to capture key concepts and display them in connection with their map as a basis in writing their historical-fiction piece.</p>																	
<p><b>Standards:</b> <u>English Language Arts</u> <b>4.W.8:</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources <u>Social Studies</u> <b>Standard 1:</b> View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts. <b>Standard 3:</b> Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. <u>Arts</u> <b>Standard 2 :</b> Develop skills with electronic media as a means of expressing visual ideas</p>																	
<p><b>Vocabulary:</b></p> <table><tr><td>1. Company</td><td>7. Redoubt</td></tr><tr><td>2. Militia</td><td>8. High ground</td></tr><tr><td>3. Regiment</td><td>9. Concealment</td></tr><tr><td>4. Rations</td><td>10. Terrain</td></tr><tr><td>5. Fortify</td><td>11. Obstacles</td></tr><tr><td>6. Defenses</td><td></td></tr></table>						1. Company	7. Redoubt	2. Militia	8. High ground	3. Regiment	9. Concealment	4. Rations	10. Terrain	5. Fortify	11. Obstacles	6. Defenses	
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	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication		Collaboration										
<p><b>Interdisciplinary Connections:</b> <i>English Language Arts:</i> Students are writing historical fiction in connection to their own chosen area. <i>Arts:</i> Students are creating a map, as well as taking photographs to capture the essence of their chosen area. <i>Mathematics:</i> Measuring and creating accurately scaled drawings when creating their map.</p>																	

<b>Integration of Technology:</b> <ol style="list-style-type: none"> <li>1. Taking Photos</li> <li>2. Editing Photos</li> <li>3. Use of Smartboard</li> </ol>		
<b>Equipment needed:</b> <ol style="list-style-type: none"> <li>1. Computers</li> <li>2. SmartBoard</li> <li>3. Cameras</li> </ol>		
Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p>Students:</p> <ol style="list-style-type: none"> <li>1. Create a fortified military camp based on their chosen area.</li> <li>2. Analyze information from various sources to identify aspects of a fortified military camp.</li> <li>3. Create visual display using photographs to capture and present ideas and concepts.</li> </ol>	<p>Lesson Sequence</p> <p><u>Before Lesson:</u></p> <p>Using the Student Resource Packet students will:</p> <ol style="list-style-type: none"> <li>1. Students will read pages 7-9 (Saratoga: Key to the Puzzle) Specifically searching for details about the defenses of a camp</li> <li>2. Students will also read pages 13-16 (Camp Followers, Food, Weapons, Artillery) to learn more about camp life</li> <li>3. Teacher will display pictures shown on pages (see below) and discuss what the pictures can tell us about a camp               <ol style="list-style-type: none"> <li>a. 5 Images of model redoubt</li> <li>b. 7 Map showing American fortifications</li> <li>c. 8 Map showing British defenses</li> <li>d. 10 "Is this real?"</li> <li>e. 15 Cannon</li> </ol> </li> <li>4. Students will also be introduced to KOCOA (Appendix A)</li> <li>5. Military Map Reading Packet</li> </ol> <p>Students will then be asked to take pictures of their chosen area (around their home, school, or local park) as homework**</p> <p>** [Earlier in the week, the teacher will have made a list of students who need to borrow a camera. Teacher will provide</p>	<ol style="list-style-type: none"> <li>1. Checklist for map-making</li> <li>2. Military Camp Self-assessment rubric</li> </ol>

<p>Students:</p> <ol style="list-style-type: none"> <li>1. Create a fortified military camp based on their chosen area.</li> <li>2. Analyze information from various sources to identify aspects of a fortified military camp.</li> <li>3. Create visual display using photographs to capture and present ideas and concepts.</li> </ol>	<p>cameras for students to without one to take pictures of the school grounds during recess. In case students are not able to take pictures, the teacher will have a few sets of pictures from areas for students to use] **</p> <p><u>During Lesson:</u></p> <p>Day 1 (45 minutes): Research and Brainstorming</p> <ol style="list-style-type: none"> <li>1. Students will have a chance to look through the materials again, looking to find out more about the defenses of a military camp and also the culture inside of a camp.</li> <li>2. Using KOCOA as a reference, students will ask themselves;             <ol style="list-style-type: none"> <li>a. What are our natural defenses?</li> <li>b. How much space do I have for soldiers, families, and resources?</li> <li>c. Where will the cannons go?</li> <li>d. Where will I need to build walls?</li> </ol> </li> <li>3. In addition to these questions, student discussion may bring out new questions that help all students develop a functional military camp.</li> </ol> <p>Day 2 (45 minutes): Creating</p> <ol style="list-style-type: none"> <li>1. Teacher will model how to set up camp.</li> <li>2. Students will use their pictures of key aspects to lay out their camp. They will also make a bird's eye view of the grounds and draw where they will lay their defenses, artillery, and housing.</li> <li>3. Students will use 'A Checklist for Map Making' to self-assess if they included all aspects.</li> </ol> <p>Student Process</p> <ol style="list-style-type: none"> <li>1. Students will first draw a map of their chosen area as it really is (Only what they see!)</li> </ol>	
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<p>Students:</p> <ol style="list-style-type: none"> <li>1. Create a fortified military camp based on their chosen area.</li> <li>2. Analyze information from various sources to identify aspects of a fortified military camp.</li> <li>3. Create visual display using photographs to capture and present ideas and concepts.</li> </ol>	<ol style="list-style-type: none"> <li>2. Student then add in buildings they need</li> <li>3. Number each picture of key camp aspects/defenses</li> <li>4. Label drawn map with picture numbers</li> <li>5. Add in labels for other defenses, cannons, and any other aspects</li> <li>6. Complete checklist to determine if criteria have been met.</li> </ol> <p><u>After Learning:</u></p> <p>Day 3: Writing</p> <ol style="list-style-type: none"> <li>1. The teacher will model how to use their picture to write historical fiction using the first 2 pictures.</li> <li>2. As a class, a discussion will be held for the student to partake in guided practice for the other 3 pictures.</li> <li>3. Students have the opportunity to then have independent practice with their own pictures.</li> <li>4. Students should discuss the KOCOA of your camp.             <ol style="list-style-type: none"> <li>a. What aspects are included/left out? Why?</li> <li>b. Why would this be the best place for a military camp?</li> <li>c. Use the vocabulary</li> </ol> </li> <li>5. Students will reflect on their work and if they would do anything differently.</li> </ol>	
<p><b>Differentiation</b></p> <ol style="list-style-type: none"> <li>1. <u>Learning Styles:</u> <ol style="list-style-type: none"> <li>a. <i>Linguistic</i>—Students will take read and discuss material to learn about camp defenses and will also be able to put their thoughts and ideas into writing to express ideas and voice.</li> <li>b. <i>Visual-Spatial</i>—Students will have to visualize and plan a fortified military camp based on the environment surrounding the school.</li> <li>c. <i>Intrapersonal</i>—Students will self-reflect on their own product to evaluate their learning.</li> <li>d. <i>Interpersonal</i>--Students will discuss and evaluate their camps together to build deeper understanding.</li> </ol> </li> <li>2. <u>Content:</u> Students have the choice of what they are going to focus on. They again differentiate for their own content as they choose sites that may be difficult to interpret.</li> <li>3. <u>Product:</u> The product in this lesson is differentiated so students can show their</li> </ol>		

understanding in the actual creating of the map, the capturing key aspects in pictures, and their writing piece. Because these products are so varied, all students will be able to show their mastery.

**Resources Provided to Students**

1. Student Resource Packet ([Link](#))
2. Cameras
3. Military Map Reading Packet ([Link](#))
4. Terrain Analysis Sheet
5. Checklist for Map Making
6. Creating a Military Camp Rubric
7. 5-Photo-Story ([Link](#))

**Other Evaluation/Assessment:**

Students will be assessed through self-reflection checklist, their writing piece, and a final rubric. Teacher comments will also be written with conjunction of score to help the student pinpoint target areas that still need development. This lesson will serve as a portion of the summative assessment.

**LESSON REFLECTION**

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

<b>Lesson Activities:</b>	<b>Strongly</b>	<b>Moderately</b>	<b>Weakly</b>
Are challenging and require higher order thinking and problem solving skills	<u><b>X</b></u>		
Allow for student choice	<u><b>X</b></u>		
Provide scaffolding for acquiring targeted knowledge/skills	<u><b>X</b></u>		
Integrate arts	<u><b>X</b></u>		
Integrate 21 <sup>st</sup> century skills	<u><b>X</b></u>		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	<u><b>X</b></u>		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		<u><b>X</b></u>	
Are varied to address different student learning styles and preferences	<u><b>X</b></u>		
Are differentiated based on student needs	<u><b>X</b></u>		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	<u><b>X</b></u>		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	<u><b>X</b></u>		
Provide opportunities for student reflection and self-assessment	<u><b>X</b></u>		
Provide data to inform and adjust instruction to better meet the varying needs of learners	<u><b>X</b></u>		



Lesson Plan #3													
Content Area: Social Studies													
Lesson Title: Writing a Pension Letter				Timeframe: 45 Minutes/4 Days									
<p><b>Overview:</b> In this lesson students will be viewing two pension letters and the word clouds that goes with it. Students will be split into eight groups and each given a commander. Their job is to research their commander to write a pension letter, analyze their text, and create a word cloud. At the end of the lesson, students will be analyzing the importance of words to find common themes amongst their peers.</p>													
<p><b>Standards:</b> <u>ELA:</u> <b>4.W.8:</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources <u>Social Studies</u> <b>Standard 1:</b> View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts. <u>Arts</u> <b>Standard 2:</b> Develop skills with electronic media as a means of expressing visual ideas</p>													
<p><b>Vocabulary:</b></p> <table><tr><td>1. Pension</td><td>5. Positive Space</td></tr><tr><td>2. Foreground</td><td>6. Color</td></tr><tr><td>3. Background</td><td>7. Mood</td></tr><tr><td>4. Negative Space</td><td></td></tr></table>						1. Pension	5. Positive Space	2. Foreground	6. Color	3. Background	7. Mood	4. Negative Space	
1. Pension	5. Positive Space												
2. Foreground	6. Color												
3. Background	7. Mood												
4. Negative Space													
Lesson Components													
21 <sup>st</sup> Century Skills													
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication X Collaboration								
<p><b>Interdisciplinary Connections:</b> <i>English Language Arts:</i> Students are reading to examine a text for information. Students are also using this information and translating it from a written text into a visual art. <i>Arts:</i> Students are learning the importance of foreground/background as well as how to change their word cloud to develop the mood of the piece.</p>													
<p><b>Integration of Technology:</b></p> <ol style="list-style-type: none"><li>1. Wordle.com</li><li>2. Use of SmartBoard</li></ol>													
<p><b>Equipment needed:</b></p> <ol style="list-style-type: none"><li>1. Computers/ SmartBoard</li><li>2. Pointer/Chart paper</li></ol>													

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p>Students:</p> <ol style="list-style-type: none"> <li>1. Analyze a text for central topic through word study.</li> <li>2. Create a word cloud representing a Saratoga Campaign Commander.</li> <li>3. Analyze text through research.</li> <li>4. Write a pension letter for a commander.</li> <li>5. Collaborate in groups to build an understanding of their commander's efforts.</li> </ol>	<p>Lesson Sequence</p> <p><u>Before Lesson:</u></p> <p>Students will read the two pension letters to see if they can pull the high frequency words out. The two word clouds will then be shown to the students. With a think-pair-share, students will discuss the differences between the two word clouds. They will ask themselves:</p> <ol style="list-style-type: none"> <li>1. What are the most important words?</li> <li>2. What places (towns, states) are important?</li> <li>3. What are the differences/similarities?</li> </ol> <p>In the class discussion that follows, the teacher will have students brainstorm facts/ideas that should be included in their own pension letter.</p> <p><u>During Lesson:</u></p> <p>In 8 groups (4 groups of 3 and 4 groups of 2) students will be given a Saratoga campaign commander. Students will then be asked to use their resource packet and the internet to do some research to write their own pension letter. Their job is to create a pension letter that highlights that commander's military action during the SC.</p> <p>Here, here the sound of war is done!</p> <p>In the pension letter students have to include:</p> <ol style="list-style-type: none"> <li>1. Date of birth</li> <li>2. Wife and other family members</li> <li>3. Rank of Office</li> <li>4. Number of troops under their command</li> <li>5. What they did during the Saratoga campaign             <ol style="list-style-type: none"> <li>a. Use the timeline in the Resource Packet</li> <li>b. List 4 to 6 actions your commander took to help their side of the war</li> </ol> </li> </ol> <p>After their pension letter is written, students will complete the following:</p>	<ol style="list-style-type: none"> <li>1. Think-pair-share</li> <li>2. Word Cloud Reflection</li> <li>3. Collaboration Self-Reflection</li> </ol>

<p>Students:</p> <ol style="list-style-type: none"> <li>1. Analyze a text for central topic through word study.</li> <li>2. Create a word cloud representing a Saratoga Campaign Commander.</li> <li>3. Analyze text through research.</li> <li>4. Write a pension letter for a commander.</li> <li>5. Collaborate in groups to build an understanding of their commander's efforts.</li> </ol>	<ol style="list-style-type: none"> <li>1. Predict what the 5 most important words are in their pension</li> <li>2. Create a word cloud and edit with the goal of displaying the most important aspects of your commander</li> <li>3. Analyze if their prediction was correct               <ol style="list-style-type: none"> <li>a. Why did it differ?</li> <li>b. What are the most important words?</li> </ol> </li> </ol> <p><u>After Learning:</u> Students will then share their pension letters with the class. During these discussions, students will reflect on their pension and word cloud and those of others, what would be the most important 5 words if we made a word cloud of everyone's pension letter? As a class, they will create a Saratoga Campaign Commander word cloud.</p>	
<p><b>Differentiation</b></p> <ol style="list-style-type: none"> <li>1. <u>Learning Styles:</u> <ol style="list-style-type: none"> <li>a. <i>Linguistic</i>—Students will take read and discuss material to learn about their commander and will also be able to put their thoughts and ideas into writing to express ideas and voice.</li> <li>b. <i>Visual-Spatial</i>—Students will have to visualize and plan their word cloud to best showcase their commander.</li> <li>c. <i>Intrapersonal</i>—Students will self-reflect on their own product to evaluate their learning.</li> <li>d. <i>Interpersonal</i>--Students will discuss and evaluate their group collaboration to build deeper understanding.</li> </ol> </li> <li>2. <u>Product:</u> Students have the choice of how to arrange their word cloud. They are changing and creating it to address the different vocabulary words presented in this lesson.</li> <li>3. <u>Readiness Level:</u> Students are using a coded text to find information. As they are searching, different commanders have been coded to scaffold student readiness level. For example, Clinton is a commander that is mention often and many of his actions are explicitly stated. He will be given to a lower level group as they will be able to make connections more easily to the content.</li> </ol>		
<p><b>Resources Provided to Students</b></p> <ol style="list-style-type: none"> <li>1. Student resource packet (<a href="#">Link</a>)</li> <li>2. David Coy (<a href="#">Link</a>) &amp; Charles Goff (<a href="#">Link</a>)</li> <li>3. Web Page Credibility Checklist (<a href="#">Link</a>)</li> <li>4. Collaborative Self-Reflection</li> </ol>		
<p><b>Other Evaluation/Assessment:</b> Students will be assessed through a self-reflection rubric. The students will assess themselves after they present their word cloud.</p>		

**LESSON REFLECTION**

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

<b>Lesson Activities:</b>	<b>Strongly</b>	<b>Moderately</b>	<b>Weakly</b>
Are challenging and require higher order thinking and problem solving skills	<u><b>X</b></u>		
Allow for student choice		<u><b>X</b></u>	
Provide scaffolding for acquiring targeted knowledge/skills	<u><b>X</b></u>		
Integrate arts	<u><b>X</b></u>		
Integrate 21 <sup>st</sup> century skills	<u><b>X</b></u>		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	<u><b>X</b></u>		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	<u><b>X</b></u>		
Are varied to address different student learning styles and preferences		<u><b>X</b></u>	
Are differentiated based on student needs	<u><b>X</b></u>		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	<u><b>X</b></u>		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	<u><b>X</b></u>		
Provide opportunities for student reflection and self-assessment	<u><b>X</b></u>		
Provide data to inform and adjust instruction to better meet the varying needs of learners		<u><b>X</b></u>	

Lesson Plan #4							
Content Area: Social Studies							
Lesson Title: Battle Stations						Timeframe: 60-90 Minutes/ 9-10 Days	
<b>Overview:</b> In this lesson students build an understanding of how to write a script based off a coded text. They go through the process of learning how to identify the characters, actions, and dialogue to make a story board on storyboardthat.com. The goal of this lesson is to have students display their knowledge through performance art. The skit will be a part of the summative assessment.							
<b>Standards:</b> <u>English Language Arts</u> <b>4.RL.6</b> Craft and Structure: Compare and contrast the point of view from which different stories are narrated, including the different between first- and third-person narrations. <b>CCR.6</b> Assess how point of view or purpose shapes the content and style of a text. <u>Social Studies</u> <b>Standard 1:</b> View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts. <u>Arts</u> <b>Standard 1:</b> Use language, voice, gesture, movement, and observation to express their experiences and communicate ideas and feelings. And use basic props, simple set pieces, and costume pieces to establish place, time, and character for the participants							
<b>Vocabulary:</b> 1. Script 2. Scene 3. Narrator 4. Dialogue							
Lesson Components							
21 <sup>st</sup> Century Skills							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication	X	Collaboration
<b>Interdisciplinary Connections:</b> English Language Arts, Arts and Social Studies							
<b>Integration of Technology:</b> 1. Storyboardthat.com 2. SmartBoard 3. Internet Research							
<b>Equipment needed:</b> 1. Computers 2. SmartBoard 3. Various props, paper, scissors, colored pencils, 4. Teacher Assessment Rubric							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p>Students:</p> <ol style="list-style-type: none"> <li>1. Create a historically accurate skit.</li> <li>2. Analyze events, ideas, and evidence to support actions of important figures of the American Revolution.</li> <li>3. Communicate ideas through the use of appropriate language, vocabulary and gesture</li> <li>4. Work collaboratively to develop a production.</li> </ol> <p>Students:</p> <ol style="list-style-type: none"> <li>1. Create a</li> </ol>	<p>Lesson Sequence</p> <p>In 8 groups (4 groups of 3 and 4 groups of 2) students will use the same commander given during Lesson #3. (Students will have background knowledge, and will have to complete less research). Students will use their resource packet and the internet to do research with the goal of writing a script and performing a skit about their commander.</p> <p><u>Day 1: Text Coding and Research</u></p> <p>As the text selected it at a higher reading level, it will need to be broken down into pieces. To do this, the teacher will highlight the names of the commanders for students.</p> <p>Directions: Review the “Text Coding Key.” Skim through the article, if you are representing an American Commander, look for the BLUE highlight. If you are representing a British Commander, look for the RED highlight. For students who need more assistance, the text will already have coding completed so they can focus on the content.</p> <p>It is your job to read the text <i>before</i> and <i>after</i> your commander’s name shows up in the text. Be sure to work and discuss respectfully with the other members of your side of the war.</p> <p>Text Coding</p> <ol style="list-style-type: none"> <li>1. Red: British Commanders</li> <li>2. Blue: American Commanders</li> <li>3. Yellow: Places/Setting</li> <li>4. Green: People your commander interacted with</li> <li>5. Circle: Main events</li> <li>6. Underline: Actions</li> </ol> <p>Sample questions to ask yourself when researching:</p> <ol style="list-style-type: none"> <li>1. Brainstorm a list of important events for each commander</li> <li>2. Think about what resources you need,</li> </ol>	<ol style="list-style-type: none"> <li>1. Commander Graphic Organizer</li> <li>2. Drawn Storyline</li> <li>3. Written Script</li> <li>4. Collaboration Self-Reflection</li> </ol>

<p>historically accurate skit.</p> <p>2. Analyze events, ideas, and evidence to support actions of important figures of the American Revolution.</p> <p>3. Communicate ideas through the use of appropriate language, vocabulary and gesture</p> <p>4. Work collaboratively to develop a production.</p> <p>Students:</p> <p>1. Create a</p>	<p>and who you asked for them?</p> <p>3. What battles did your commander take a part in?</p> <p>4. What battles did you lose/win? Did you tell anyone about them?</p> <p>5. How many soldiers did you bring with you?</p> <p>6. What kind of actions might you show when you win/lose a battle?</p> <p><u>Day 2: Building a Story Line</u></p> <p>To understand how a topic is made into a story line, students will learn how to make a story line that incorporates four pictures with words added to the pictures. Explain that today we will begin writing scripts. Just like in a story, a script needs to be planned out. Instead of storyboarding, we're going to start by using a story we already know, and try to change it into a script, as if we were going to turn it into a movie.</p> <p>First, a student led discussion will be held where students get the chance to discuss and decided some key details.</p> <p>1. What characters are included?</p> <p>2. What are the important events each group should include in their skit?</p> <p>3. What kind of dialogue should characters be having during the skit?</p> <p>As a class students will use the story of the Three Little Pigs. Using just the first part of the story (The pigs building their three houses, and the wolf blowing down the door of the straw house) Student will brainstorm and discuss the questions stated above. As a class, they will use the graphic organizer to plan their writing and decide what should happen in each of the four squares.</p> <p>Students will then get to use some of their own research on their commander and begin to brainstorm ideas to put into their graphic organizer.</p> <p><u>Day 3: Writing Scripts</u></p> <p>To understand how the story line is used to develop scripts, students will use comic scripts</p>	
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<p>historically accurate skit.</p> <p>2. Analyze events, ideas, and evidence to support actions of important figures of the American Revolution.</p> <p>3. Communicate ideas through the use of appropriate language, vocabulary and gesture</p> <p>4. Work collaboratively to develop a production.</p> <p>Students:</p> <p>1. Create a</p>	<p>to write out dialogue and actions into Script Format.</p> <p>The teacher will model using a think-aloud strategy for the example in the student resource packet. After which, the class will be guided through using another comic strip.</p> <p>Students now have the chance to start writing their own script following their graphic organizer and film strip.</p> <p><u>Day 4: Mini-Lesson: Setting a Scene--Mood</u>          Explain that mood is how you feel when you read or perform a piece. Setting the right scene is critical so that the actors will know how to perform your piece. Hold up several picture books. Have the students describe the feelings that specific pictures give them, such as happy, angry, scary, or fun.          Have the students identify the mood of "Frankenstein." Together, identify words in the script that help develop that mood.</p> <p>Have students start to brainstorm what they could add to their own pieces to help develop the mood of their individual pieces. Encourage them to add these details to their scripts today.</p> <p><u>Day 5: Mini-lesson: Present Tense</u>          Explain that scripts are written in present-tense because they are happening 'right now,' in the instant that they are being performed.</p> <p>Using some common verbs, such as run, jump, yell, or walk, show the students the past, present and future tense. Then, provide a couple of verbs, such as bought, whisper, or throw, and have the students tell you the present-tense.</p> <p>In their groups they will change lines from their notes and story lines into the present tense. Also, to work on fluency, students can use the sample ones below and change them into present-tense in script form.</p>	
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<p>historically accurate skit.</p> <ol style="list-style-type: none"> <li>Analyze events, ideas, and evidence to support actions of important figures of the American Revolution.</li> <li>Communicate ideas through the use of appropriate language, vocabulary and gesture</li> <li>Work collaboratively to develop a production.</li> </ol> <p>Students:</p> <ol style="list-style-type: none"> <li>Create a</li> </ol>	<p>Examples:</p> <p>Bobby opened the window. <i>changes to</i> (Bobby opens the window.)</p> <p>“You get out of here!” Fred FRED: (<i>yelling</i>) You get out of here! yelled at the dog.</p> <p>The tree crashed to the ground. (<i>The tree falls down. Crashing noises.</i>)</p> <p>Gwen said, “I hoped you would GWEN: I hoped you would come to my party! come to my party!”</p> <p>Encourage students to use present-tense as they work on their pieces for the day.</p> <p><u>Day 6: Mini-lesson</u></p> <ol style="list-style-type: none"> <li>Have a whole class discussion on what it takes to “perform” and write ideas on the board.             <ol style="list-style-type: none"> <li>Ask students what they expect from a “good” performance. Write ideas on the board.</li> <li>Ask students “What does it take to be ready to do a “good” performance? Write ideas on the board.</li> <li>Use the ideas to guide ‘rehearsal time’ with the students.</li> </ol> </li> </ol> <p><u>Day 7-8: Student Practice and Ordering</u></p> <p>As a class, students will discuss the order to which they should present their skits. The goal of this discussion is to determine if students are able to put events into a sequence.</p> <p>In this lesson students will review and revise their written skit and practice their performances.</p> <ol style="list-style-type: none"> <li>Begin by having students review their parts and check them according to the “Knowledge/Information” column in the rubric.</li> <li>Groups should make any changes they</li> </ol>	
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<p>historically accurate skit.</p> <p>2. Analyze events, ideas, and evidence to support actions of important figures of the American Revolution.</p> <p>3. Communicate ideas through the use of appropriate language, vocabulary and gesture</p> <p>4. Work collaboratively to develop a production.</p>	<p>would like to make at this time.</p> <p><u>Day 9-10: Student performance/evaluation</u></p> <p>Students perform their skit to the rest of the class. During this time, the other students will be watching and evaluating their peers.</p>	
<p><b>Differentiation</b></p> <p>1. <u>Learning Styles</u></p> <ul style="list-style-type: none"> <li>a. <i>Linguistic</i>—Students will take read and discuss material to learn about their commander and will also be able to put their thoughts and ideas into writing to express ideas and voice.</li> <li>b. <i>Visual-Spatial</i>—Students will have to visualize and plan their storyboard to best showcase their commander.</li> <li>c. <i>Intrapersonal</i>—Students will self-reflect on their own product to evaluate their learning.</li> <li>d. <i>Interpersonal</i>--Students will discuss and evaluate their group collaboration to build deeper understanding.</li> <li>e. <i>Musical</i>—Students may want to make a war chant to show their understanding of their commander’s actions.</li> </ul> <p>2. <u>Readiness Level</u>: Students are using a coded text to find information. As they are searching, different commanders have been coded to scaffold student readiness level. For example, Clinton is a commander that is mention often and many of his actions are explicitly stated. He will be given to a lower level group as they will be able to make connections more easily to the content.</p>		
<p><b>Resources Provided to Students</b></p> <ul style="list-style-type: none"> <li>5. Computers</li> <li>6. Student Research Packet (<a href="#">Link</a>)</li> <li>7. Student “skit” Resource Packet</li> </ul>		
<p><b>Other Evaluation/Assessment:</b></p> <ul style="list-style-type: none"> <li>1. Students are assessed based on their self-reflections, peer reflections, and teacher assessment. Including all three allow for many avenues of feedback and perspectives on student learning.</li> </ul>		

**LESSON REFLECTION**

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

<b>Lesson Activities:</b>	<b>Strongly</b>	<b>Moderately</b>	<b>Weakly</b>
Are challenging and require higher order thinking and problem solving skills	<u><b>X</b></u>		
Allow for student choice	<u><b>X</b></u>		
Provide scaffolding for acquiring targeted knowledge/skills	<u><b>X</b></u>		
Integrate arts	<u><b>X</b></u>		
Integrate 21 <sup>st</sup> century skills	<u><b>X</b></u>		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	<u><b>X</b></u>		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	<u><b>X</b></u>		
Are varied to address different student learning styles and preferences	<u><b>X</b></u>		
Are differentiated based on student needs	<u><b>X</b></u>		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	<u><b>X</b></u>		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	<u><b>X</b></u>		
Provide opportunities for student reflection and self-assessment	<u><b>X</b></u>		
Provide data to inform and adjust instruction to better meet the varying needs of learners	<u><b>X</b></u>		

### Resources and Materials

Below are the materials that are not already included in the unit outline.

1. Lesson 1 .....	Page 29
a. Media Tour Directions	
b. Graphic Organizer	
2. Lesson 2 .....	Page 31
a. Terrain Analysis	
b. Checklist For Map Making	
c. Creating a Military Camp Rubric	
d. 5-Photo-Story Rubric	
e. Grade Sheet	
3. Lesson 3 .....	Page 35
a. Directions	
b. Collaborative Self-Reflection	
4. Lesson 4 .....	Page 37
a. Commander Graphic Organizer	
b. Drawn Story Line	
c. Storyboard Rubric	
d. Peer Reflection Rubric	
e. Teacher Evaluation Rubric	
5. Grading and Data Collection .....	Page 48
a. Formative Assessment Table	
b. Summative Assessment Table	
c. Collaboration Self-Reflection Table	

## Media Tour

Think, Pair, Share: What can we learn from pictures? What can we learn from journals? Is one type of source better than the other?

**Directions:** During your media tour, look at the pictures, journals, and videos to develop an understanding of the setting and people of the Saratoga Campaign. Keep in mind that you will be creating a journal entry stating how you would feel to be a part of the Saratoga Campaign and how your daily life is similar or different.

When taking notes, think about the following questions:

3. How does this artifact/picture/journal represent the people of the SC?
4. Does it connect to any other pictures?
5. What can you learn from this piece?
6. Does this piece connect to my life?

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

## Media Tour

Resource Name: \_\_\_\_\_

Resource Type (Circle one)   Picture                      Video                      Journal                      Quote

What is the subject?

How does it make you feel?

What can you learn from it?

Does it connect to any other resources? (Give examples!)

How does it connect to your life?

## Terrain Analysis

**Directions:** Read the selection below, use KOCOA to analyze the area you choose. If you identify one of the KOCOA, take a picture of it! You will need it for your map!

Terrain analysis made its way into the U.S. Army Field Manual in 1938 as war raged in Europe. At that time, this particularly military approach to deconstructing the landscape was reduced to the acronym—KOCOA—its letters representing:

1. *Key terrain*—features, such as high ground, which must be controlled in order to achieve military success;
2. *Obstacles*—features, such as swamps and ravines, which protect the defender and/or impede the attacker;
3. *Cover and concealment*—areas where elements of an army may be placed without detection or fear of direct or indirect fire, such as woods, buildings and man-made fortifications, even tall grass or crop land;
4. *Observation*—viewshed areas, such as high ground or buildings providing vantage points for observation of enemy movements;
5. *Avenues of approach and retreat*—landscape features such as roads, lanes and areas that allow effective movement of troops during assaults or retreat.

## APPENDIX B

## A Checklist for Map Making

Name \_\_\_\_\_

Date \_\_\_\_\_

	Did I include this in my Camp Map?	
	Yes	No
The <b>title</b> should be at the top (or bottom if needed) printed on a ruler drawn line and in capital letters.		
The <b>legend</b> , with a border, should be easily found on the map. Inside the legend should be: - all symbols used on the map - the scale		
The arrow, drawn with a ruler, <b>indicating North</b> should be clearly visible near the legend or title.		
All required parts <b>labelled clearly</b> , correctly and neatly (e.g. buildings, practice area) Correct structure (e.g. begin with a capital, written on an invisible ruler line, tall and short letters distinguished, no erasable moments)		
<b>Color</b> use should be: - blue – all water ( <i>be sure that it is water</i> ) - red or black – human made features (cities, roads) - green – low lands - orange or yellow – middle ground - brown - high ground		
Finally, a map must be completed <b>NEATLY</b> with your name and the date clearly written on a ruler line.		



## APPENDIX C

## Creating a Military Camp Rubric

Student Name: \_\_\_\_\_

CATEGORY	20-17	16-12	11-8	8-0
Title and Legend	Title tells the purpose/content of the map and is clearly distinguishable. Legend is contains a complete set of symbols, including a compass rose.	Title tells the purpose/content of the map and Legend is mostly complete. Missing compass rose.	Title present, Legend is incomplete.	No Title, No Legend
Neatness of Color and Lines	All straight lines are ruler-drawn, all errors have been neatly corrected and all features are colored correctly	All straight lines are ruler-drawn, most errors have been neatly corrected and most features are colored correctly.	Most straight lines are ruler-drawn, most errors have been neatly corrected and colors do not make sense.	Many lines, corrections of errors, and/or features are not neatly done.
Labels	At least 90% of the items are labeled and located correctly.	80-89% of the items are labeled and located correctly.	79-70% of the items are labeled and located correctly.	Less than 70% of the items are labeled and located correctly.
Scale	All features on map are drawn to scale and the scale used is clearly indicated on the map.	Most features on map are drawn to scale and the scale used is clearly indicated on the map.	Many features of the map are not drawn to scale even though a scale is clearly indicated on the map.	Many features of the map are not drawn to scale and/or there is no scale marker on the map.
Collaboration and Reflection	Worked well with others by sharing ideas. Writing displays self-reflection and understanding of key aspects of a military camp.	Worked well with others by sharing ideas. Writing displays understanding, but no self-reflection.	Listened to others by did not volunteer ideas. Writing displays little understanding and no self-reflection.	Did not share ideas or provide self reflection.

Score

Title and Legend \_\_\_\_\_

Neatness of Color and Lines \_\_\_\_\_

Labels \_\_\_\_\_

Scale \_\_\_\_\_

Collaboration and Reflection \_\_\_\_\_

Total Score \_\_\_\_\_

## 5-Photo-Story Historical Fiction Rubric

CATEGORY	20-18	17-13	12-8	7-0
Accuracy of Facts	All facts presented in the story are accurate.	Almost all facts presented in the story are accurate.	Most facts presented in the story are accurate (at least 70%).	There are several factual errors in the story.
Setting	Many vivid, descriptive words are used to tell when and where the story took place.	Some vivid, descriptive words are used to tell the audience when and where the story took place.	The reader can figure out when and where the story took place, but the author didn't supply much detail.	The reader has trouble figuring out when and where the story took place.
Characters	The main characters are named and clearly described in text as well as pictures. Most readers could describe the characters accurately.	The main characters are named and described. Most readers would have some idea of what the characters looked like.	The main characters are named. The reader knows very little about the characters.	It is hard to tell who the main characters are.
Writing Process	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.

**My Score**

Accuracy of Facts \_\_\_\_\_  
 Setting \_\_\_\_\_  
 Characters \_\_\_\_\_  
 Writing Process \_\_\_\_\_  
**Total** \_\_\_\_\_

**Teacher Score**

Accuracy of Facts \_\_\_\_\_  
 Setting \_\_\_\_\_  
 Characters \_\_\_\_\_  
 Writing Process \_\_\_\_\_  
**Total** \_\_\_\_\_

**Directions:**

## Write a Pension Claim

A pension (pronounced “**pen**-shun”) was a written account of a retired soldier documenting his service in the army. The pension proved he was eligible to receive payment from the government in return for his past military duty. You’ll need to include important details from events you were involved in —those details help support your claim!

### 1. Research

Use your Resource Packet first to find information. (Read pages 16-19)  
If you still need to find more information, you may use Google to complete your search. Remember that not all websites are creditable, use our “Web page Creditability Checklist” BEFORE using the information.  
Where was your army on a given date?  
Were you involved in fighting in a specific area?  
Were you injured in a battle?  
Who was your commanding officer, someone who can confirm your story?

### 2. Write

Use your research to write your pension claim. Be sure to include as much detail as possible. You want to capture who your commander was and how they were involved in the war. Use complete sentences, proper grammar, and proper punctuation.

### 3. Analyze

Re-read your writing. Without counting, which words occurred the most? What words will be emphasized in your word cloud?

### 4. Create Word Cloud

Edit your word cloud in any way you want. Make sure it accurately represents your commander. As a group discuss if your predictions were correct.  
What are the most important words?  
What was different? Why?

### 5. Presentation

Present your commander, pension claim, and word cloud to the class. Be sure to focus the presentation on the important words that appeared in your word cloud.

Name: \_\_\_\_\_

Commander \_\_\_\_\_

**Directions: Read the following questions, circle 1-4 for each.**

1: Not at all

2: A little

3: Most of the time

4: Completely

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. Our group worked well together                     | 1 | 2 | 3 | 4 |
| 2. I understand who our commander was                 | 1 | 2 | 3 | 4 |
| 3. I understand what our commander did during the war | 1 | 2 | 3 | 4 |
| 4. My writing was done to the best of my ability      |   |   |   |   |
| a. Complete sentences                                 | 1 | 2 | 3 | 4 |
| b. Proper grammar                                     | 1 | 2 | 3 | 4 |
| c. Proper punctuation/capitalization                  | 1 | 2 | 3 | 4 |
| 5. My word cloud accurately represents my commander   | 1 | 2 | 3 | 4 |

**Answer the following questions in a complete sentence:**

I added to our project by:

Our group had trouble with:

The American Revolution  
Skit Development  
Student Resource Packet

Name \_\_\_\_\_ Commander \_\_\_\_\_

Other Characters

Setting

Event	Event	Event	Event
Action	Action	Action	Action

## Model Comic Strip



Title: **Blackmail by Snoopy**

Characters: Linus Snoopy

Setting: Linus' house. Linus is writing a letter while Snoopy watches.

LINUS: (*writing*) I would like to recommend Snoopy for Neighborhood Dog of the Year. He is truly a dog among dogs.

(*turning to Snoopy*) How's that?

SNOOPY: Great! (*Snoopy gives Linus his blanket.*)

LINUS: What a way to get your blanket back!

SNOOPY: What a way to get a letter of recommendation!

Title \_\_\_\_\_



Characters \_\_\_\_\_

Setting \_\_\_\_\_

Script

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Title \_\_\_\_\_



Characters \_\_\_\_\_

Setting \_\_\_\_\_

Script

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Title \_\_\_\_\_



Characters \_\_\_\_\_

Setting \_\_\_\_\_

Script

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Title \_\_\_\_\_



Characters \_\_\_\_\_

Setting \_\_\_\_\_

Script

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Name \_\_\_\_\_

Commander \_\_\_\_\_

Title

Characters

Setting

Script:

## Storyboard Rubric

CATEGORY	4	3	2	1
Content	All content is in the students' own words and is accurate.	Almost all content is in the students' own words and is accurate.	At least half of the content is in the students' own words and is accurate.	Less than half of the content is in the students' own words and/or is accurate.
Clarity and Neatness	Storyboard is easy to read and all elements are so clearly written, labeled, or drawn that another student could create the presentation if necessary.	Storyboard is easy to read and most elements are clearly written, labeled, or drawn. Another person might be able to create the presentation after asking one or two questions.	Storyboard is hard to read with rough drawings and labels. It would be hard for another person to create this presentation without asking lots of questions.	Storyboard is hard to read and one cannot tell what goes where. It would be impossible for another person to create this presentation without asking lots of questions.
Cooperation	Worked cooperatively with partner all the time with no need for adult intervention.	Worked cooperatively with partner most of time but had a few problems that the team resolved themselves.	Worked cooperatively with partner most of the time, but had one problem that required adult intervention.	Worked cooperatively with partners some of the time, but had several problems that required adult intervention.

My Score

Content \_\_\_\_\_

Clarity and Neatness \_\_\_\_\_

Cooperation \_\_\_\_\_

**Total** \_\_\_\_\_

Teacher Score

Content \_\_\_\_\_

Clarity and Neatness \_\_\_\_\_

Cooperation \_\_\_\_\_

**Total** \_\_\_\_\_

Name of Presenter \_\_\_\_\_ Commander \_\_\_\_\_

Presenter # \_\_\_\_\_

**Directions: Listen to the presenter! You should be able to find out the characters, setting, and main event from listening. You should be able to understand the actions through the presenter's expression.**

As you listen and watch, please fill out the rubric below

Characters \_\_\_\_\_

Setting \_\_\_\_\_

Main Event/s \_\_\_\_\_

**Directions: Circle the score you think they deserve 4 is the highest, 1 is the lowest.**

Category	Score 4 (Highest) - 1 (Lowest)			
1) Is the script well-organized with a clear beginning, middle, and end for the story?	4	3	2	1
2) Is the scene clearly stated, listing where, when, and other important bits of information the reader needs to understand?	4	3	2	1
3) Does the dialogue help move the story forward?	4	3	2	1

Total Score \_\_\_\_\_

## Teacher Evaluation

Student Name \_\_\_\_\_

CATEGORY	4	3	2	1
Historical Accuracy	All historical information appeared to be accurate and in chronological order.	Almost all historical information appeared to be accurate and in chronological order.	Most of the historical information was accurate and in chronological order.	Very little of the historical information was accurate and/or in chronological order.
Role	Point-of-view, arguments, and solutions proposed were consistently in character.	Point-of-view, arguments, and solutions proposed were often in character.	Point-of-view, arguments, and solutions proposed were sometimes in character.	Point-of-view, arguments, and solutions proposed were rarely in character.
Actions	Student displays several actions that accurately fit the period, show considerable work/creativity and make the presentation better.	Student displays 1-2 actions that accurately fit the period, and make the presentation better.	Student displays 1-2 actions which make the presentation better.	The student displays no actions OR the actions chosen detract from the presentation.
Collaboration	Almost always listens & shares with, the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.

Historical Accuracy \_\_\_\_\_

Role \_\_\_\_\_

Actions \_\_\_\_\_

Collaboration \_\_\_\_\_

Total Score \_\_\_\_\_

Name	3-2-1 Assessment	Graphic Organizer	Piece	Participation	Map Checklist	Participation2	Word cloud Reflection	Pension Letter	Participation3	Graphic Organizer2	Script Writing	Finished Script	Participation4
Student 1													
Student 2													
Student 3													
Student 4													
Student 5													
Student 6													
Student 7													
Student 8													
Student 9													
Student 10													
Student 11													
Student 12													
Student 13													
Student 14													
Student 15													
Student 16													
Student 17													
Student 18													
Student 19													
Student 20													
Student 21													
Student 22													
Student 23													
Student 24													
Student 25													
Student 26													



	Camp						5-Photo-Story					
Name	Title and Legend	Neatness	Labels	Scale	Collaboration	Total Camp	Accuracy	Setting	Characters	Writing Process	Total Writing	Grand Total
Student 1												
Student 2												
Student 3												
Student 4												
Student 5												
Student 6												
Student 7												
Student 8												
Student 9												
Student 10												
Student 11												
Student 12												
Student 13												
Student 14												
Student 15												
Student 16												
Student 17												
Student 18												
Student 19												
Student 20												
Student 21												
Student 22												
Student 23												
Student 24												
Student 25												
Student 26												
Average												

	Storyboard				Peer				Teacher					
Name	Content	Clarity	Cooperation	Storyboard Total	Organization	Setting	Dialogue	Peer Total	Accuracy	Role	Actions	Collaboration	Teacher Total	Grand Total
Student 1														
Student 2														
Student 3														
Student 4														
Student 5														
Student 6														
Student 7														
Student 8														
Student 9														
Student 10														
Student 11														
Student 12														
Student 13														
Student 14														
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Student 17														
Student 18														
Student 19														
Student 20														
Student 21														
Student 22														
Student 23														
Student 24														
Student 25														
Student 26														
Average														