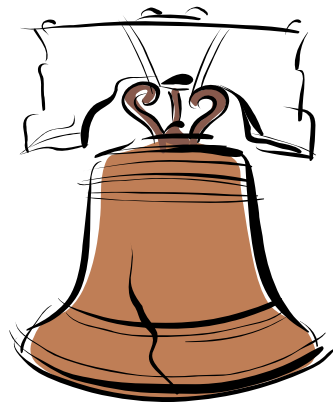


*Mrs. Canale's Fourth Grade Class*

# The Story of the American Revolutionary War



*Unit Summary for Star W Project, Year 2005 - 2006*  
*Marilyn Canale, Grade Four*  
*The Story of the American Revolutionary War*

*Title of Project:*

*The Story of the American Revolutionary War*

*Grade Level/Subject:*

*Fourth Grade Language Arts/Social Studies*

*Curriculum Objective:*

*The students will create a class book, using technology, internet resources, and computer software programs. The book will tell the story of how our nation won its independence.*

*CCCS: 3.1A - 3; 3.1D - 2; 3.1E - 2; 3.1F - 2; 3.1G - 3;  
3.1G - 5; 3.1H - 3; 3.2A - 4; 3.2A - 9; 3.2B - 1;  
3.2B - 7; 3.2D - 12; 3.5A - 1; 3.5A - 2; 3.5A - 3;  
3.5A - 7; 6.4B - 2; 6.4B - 4*

*Technology Objectives:*

*The students will be able to locate pre-selected web-sites on the internet.*

*The students will be able to export relevant information from the internet.*

*The students will be able to use Microsoft Word applications.*

*The students will be able to use Inspiration software.*

*Materials Needed:*

*computers*  
*color printers*  
*computer paper*  
*specialty-design computer paper*  
*pocket folders*  
*teacher-formatted worksheets*  
*highlighters*  
*pencils*  
*Microsoft Word*  
*Inspiration*  
*Internet Explorer*  
*Power Point*  
*digital camera*

*Description of Environment:*

*Four desktop computers and four color printers were available for project tasks within the classroom setting. Open-access time in the computer lab was utilized for many tasks. Overall, the students worked on the book project once a week for about four months.*

*Lesson One*

*The Story of the American Revolutionary War Book is introduced and the individual topics are assigned.*

*Lesson Two*

*The students research information, using the internet.*

*Lesson Three*

*The students read the collected information to identify relevant facts.*

#### *Lesson Four*

*The students record the information on pre-formatted worksheets.*

#### *Lesson Five*

*The students develop the paragraphs about their topics.*

#### *Lesson Six*

*The students type their written tasks using Microsoft Word applications.*

#### *Lesson Seven*

*The students develop topic images with appropriate titles, using the internet.*

#### *Lesson Eight*

*The students create web designs for a Revolutionary War topic.*

#### *Lesson Nine*

*The students create a timeline for the War.*

#### *Lesson Ten*

*The students participate in a simulated Revolutionary War event and finalize the project, including book cover ideas.*

#### *Lesson Eleven*

*The students have their pictures taken wearing an eighteenth century hat.*

### *Evaluation of Project*

*rubric based on the necessary elements of the project  
teacher observations of students' writing tasks*

### *Teacher Evaluation of the Project:*

*The Story of the American Revolutionary War Book was a successful project for my class of fourth graders. First of all, the students demonstrated an amazing interest in the topic of the Revolutionary War. They showed great pride in their individual topics. The children were constantly on the "look-out" for Revolutionary War information. Every time our class was in the library, one or more students would always want to search for Revolutionary War books or information. This was very rewarding to see as their teacher.*

*From the classroom teacher's perspective, the project was very manageable. The students were basically self-motivated and readily worked on any task that they were asked to do. The class used open-access time in the computer lab for most of the technology tasks. Many times the students helped each other when problems were encountered. Furthermore, the students thought of creative ideas themselves to improve the project.*

## Lesson One: The Story of the American Revolutionary War

**Objective:** The students will understand what the Revolutionary War means.  
The students will understand that he/she is responsible for a project topic.

**Materials:** individual pocketed folders; list of the class project topics; individual project topic page; pencils; desktop or laptop computers

**Activity:** The pre-labeled pocketed folders are distributed. The list (already done by the teacher) of the project topics is given to each student. An individual topic page is given to each student. The teacher will assign the individual Revolutionary War topic for each student. The students will record their topics on their topic pages. The students will log onto the internet and then onto Google images. The search topic is "the American Revolutionary War". The teacher will guide the students to appropriate images to review and exemplify what the War was all about.

**Assessment:** At least half of the students will be able to name something from the Google images.  
All of the students will be able to name the topic of the War that he/she is responsible for.

**CCCS:** 3.1A-1; 3.5A-7; 6.4B-2

# Revolutionary War Topics

*Star W Project 2005 - 2006*

Declaration of Independence

Boston Massacre

Boston Tea Party

Liberty Bell

Battles of Lexington and Concord

Battle of Bunker Hill

Battle of Trenton

Battle of Princeton

Battle of Yorktown

Valley Forge

George Washington

Benjamin Franklin

King George III

Paul Revere

Molly Pitcher

Deborah Samson

Betsy Ross

Crispus Attucks

Benedict Arnold

John Paul Jones

Lesson Two: The Story of the American Revolutionary War  
(two sessions)

Objective: The students will locate information about their individual project topics, using internet web-sites.

Materials: individual pocketed folders; pre-selected web-sites hand-outs; pencils; desktop computers; printer; computer paper; pre-arranged Power Point slide presentation

Activity: The individual pocketed folders will be distributed. Each student will restate his/her individual project topic. At the computers, the students will access the teacher-prepared Power Point slide show of ten images that demonstrate Revolutionary War events. Next, the students will log on to the internet and begin searching for information using the web-sites indicated on the hand-outs. Two sets of information may be printed out. Students will record on the hand-out relevant web-sites that were used.

Assessment: All of the students will be able to find at least one web-site that can be used for information about their individual topics.

CCCS: 3.1H-3; 3.1G -3; 3.5A-1; 6.4B-2

# Revolutionary War Topics

My Name

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My Topic

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## Lesson Three: The Story of the American Revolutionary War

*Objective: The students will identify important and relevant facts in their research information.*

Materials: individual pocketed folders; the print-outs of information from the internet searches; highlighters

Activity: The students will read the information pages that have already been printed during the website searches. Using highlighters, the students will identify information that will be included in the paragraphs for the book. The teacher will assist by guiding the students to find facts in a sequential order.

Assessment: All of the students will be able to identify and comprehend at least five relevant facts for their Revolutionary War topic.

CCCS: 3.1E-2; 3.1F-2; 3.1H-3; 6.4B-2

# Project Websites

*My Revolutionary War Web-Sites*

By \_\_\_\_\_

1. <http://www.yahooligans.com>

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2. <http://www.infoplease.com>

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3. <http://www.britannia.com>

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4. google.com  
Revolutionary War Web-Sites for Kids

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5. my own web-site

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Lesson Four: The Story of the American Revolutionary War  
(two sessions)

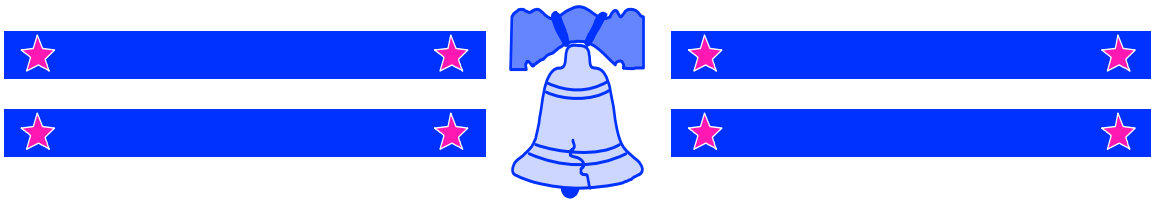
*Objective: The students will find and record important facts about their project topics from the internet research print-outs.*

Materials: individual pocketed folders; pencils; pre-made, fact-recording worksheets; internet print-outs

Activity: The students will use the internet print-out research papers from their project folders. Referring to the previously high-lighted facts, the students will decide what facts will be used and recorded on their fact worksheets. These facts will be the information that will develop into their topic paragraphs. The teacher will guide the students in making sure that the facts are recorded in sequential order.

Assessment: All of the students will be able to find and record at least seven important facts.

CCCS: 3.1A-3; 3.1G-3; 3.1H-3; 3.2B-7



*My Topic:* \_\_\_\_\_

*My Important Facts*

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

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3. \_\_\_\_\_

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4. \_\_\_\_\_

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\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Lesson Five: The Story of the American Revolutionary War

*Objective: The students will compose the paragraphs about their individual Revolutionary War topics.*

**Materials:** individual pocketed folders; the hand-outs of the selected facts; pencils; pre-designed hand-outs for paragraph writing; research print-outs

**Activity:** The students will open their project folders and review their pre-written fact sheets. The pre-designed hand-outs for paragraph writing will be distributed. The students will develop paragraphs that tell the story of their individual Revolutionary War topics. The teacher will assist in the organizing of the information. The students will proof-read the task.

**Assessment:** All of the students will be able to complete at least a seven-sentence paragraph.

**CCCS:** 3.1D - 2; 3.1G - 5; 3.2A - 4; 3.2 - 7; 3.2 - 11



## Lesson Six: The Story of the American Revolutionary War

*Objective: The students will type a written task using Microsoft Word.*

Materials: individual pocketed folders; worksheets of the written topic paragraphs; desktop computers; printers; Microsoft Word

Activity: The students will log onto the computers and access Microsoft Word. Referring to their written topic worksheets, the students will type the tasks. The teacher will review font style, font size, spacing, and margins so that each selection will be uniform. Proofreading will be done throughout the typing task. When the typing is completed, the students will review how to save their documents. The topic selections will be saved. A short review of how to retrieve their documents will be done.

Assessment: All of the students will be able to type at least one paragraph and save it to file.

CCCS: 3.2A - 9; 3.2B - 1



*Our Revolutionary War TIMELINE*

The Declaration of Independence \_\_\_\_\_

The Boston Massacre \_\_\_\_\_

The Boston Tea Party \_\_\_\_\_

Battle of Lexington and Concord \_\_\_\_\_

Battle of Trenton \_\_\_\_\_

Battle of Yorktown \_\_\_\_\_

George Washington \_\_\_\_\_

Benjamin Franklin \_\_\_\_\_

Crispus Attucks \_\_\_\_\_

Paul Revere \_\_\_\_\_

Betsy Ross \_\_\_\_\_

Molly Pitcher \_\_\_\_\_

Deborah Sampson \_\_\_\_\_

King George III \_\_\_\_\_

John Paul Jones \_\_\_\_\_

Benedict Arnold \_\_\_\_\_

The Liberty Bell \_\_\_\_\_

## Lesson Seven: The Story of the American Revolutionary War

*Objective:* The students will locate a relevant topic image on the internet and design appropriate subtitles.

**Materials:** individual pocketed folders; desktop computers; Microsoft Word; Internet Explorer

**Activity:** The students will log on and access Microsoft Word. Each student will type his/her topic title. The font style and font size will have been already decided on. The document will be minimized. Through the internet explorer, Google images will be searched for related pictures of these topics. The teacher will check the images chosen. Each picture will be imported to the Word document and sized. Under the picture an appropriate phrase will be typed. Then the letters of these subtitles will be enhanced with alternating blue - red colors. The document will be saved.

**Assessment:** All of the students will be able to create a completed image page.

**CCCS:** 3.1A - 3; 3.2A - 9; 3.2D - 12

Lesson Eight: The Story of the American  
Revolutionary War  
(two sessions)

**Objective:** The students will create a web design that illustrates a Revolutionary War topic.

**Materials:** computers; Internet Explorer; Inspiration software; printers; computer paper; individual pocketed folders; pencils; composition paper; chalkboard; chalk

**Activity:** On the day before using Inspiration, the students will log onto the Internet Explorer and search for information about the original thirteen colonies. The students will find a list of the thirteen colonies and the dates these colonies became states. The information will be recorded and the teacher will make copies for each student. For the next day's assignment, the students will have these pre-made lists and log onto Inspiration. At the chalkboard, the teacher will outline how the web design will be done. The design will show each colony with its date of statehood. (Students are already familiar with Inspiration). After print previews, the documents will be saved.

**Assessment:** Each student will be able to create a sample Inspiration document that illustrates the intended result.

CCCS: 3.1A-3; 3.2D-12; 3.5A-3; 6.4B-2

Lesson Nine: The Story of the American Revolutionary War  
(three sessions)

Objective: The students will organize and design a time-line Pattern.

Materials: computers; printers; individual pocketed folders; pre-made timeline information worksheet; internet research print-outs; pencils; specialty computer paper; Inspiration software

Activity: On the day before using the computers, the students will complete (as a group) the time-line information data worksheet. At the computers, the students will log on to Inspiration. The teacher will review the basic Inspiration functions that are needed to create a time-line. Then the students will complete the time-line task. For the third session, the students will review and make necessary or preferred changes. The documents are saved and printed out on the specialty paper.

Assessment: All of the students will be able to make a basic Inspiration time-line web.

CCCS: 3.1A - 3; 3.2A - 9; 3.5A - 3; 6.1A - 4

## Lesson Ten: The Story of the American Revolutionary War

**Objectives:** The students will participate in a simulated historical event.

The students will discuss book cover images.

**Materials:** computers; printers; individual pocketed folders; computer paper

**Activity:** The students will log on to the web-site "archives.gov" which has the activity called "Join the Signers of the Declaration of Independence." Each student will "sign" the Declaration of Independence. These "documents" will be printed out. Ideas for the final book covers will be explored with Word Art and Clip Art.

**Assessment:** At least half of the students will be able to explain why the signing of the Declaration of Independence was important.

At least half of the students will share an idea for a book cover.

**CCCS:** 3.5A - 2; 6.4B - 4

