

# Revolutionary War

## Summary

After researching the time period around the Revolutionary War, students should understand the how's and why's behind the Revolution.

### **Enduring Understanding:**

Key events led to self-government in the colonies.

Change comes through revolution.

Independence was important to the American colonies.

Individuals, even outside of the elected leaders can have a profound impact on history.

### **Essential Questions:**

What factors contribute to war?

How did the Revolutionary War impact the colonies ability to rule themselves?

Does change only come through compromise?

Can an individual person make a difference?

## Main Core Tie

Social Studies - 5th Grade

[Standard 2 Objective 2](#)

## Time Frame

5 class periods of 45 minutes each

## Group Size

Small Groups

## Student Prior Knowledge

Students should have a basic understanding of the differing views that led to the revolution.

Have the students write everything (brain drain) that they know about the Revolutionary War as a pre-assessment.

To do this project, students should have basic research skills and an understanding of how to use, read, and create a timeline.

## Intended Learning Outcomes

Students will research and understand the major people and events in the Revolutionary War. They will consider the prevailing thoughts of the time in regard to individual rights.

## Instructional Procedures

Create a blank timeline across the front of the room. Split the class into approximately 6 groups.

Assign each group a period of time that they are to research.

A suggested break up might be:

1774-1775

1776

1777

1778

1779-1780

1781-1783

Give each group a folder with enough Revolutionary Research worksheets for everyone in the group

and a small pile of 4X6 or 5X7 cards. Individually they will research the major events, people, documents, battles, etc for their time period.

Then they will compile their individual information into a group Revolutionary Research worksheet to find the MOST important facts.

Collect the folders each day to check their progress. Students should then put the facts on individual index cards to place on the class timeline. Each group will present their information on the timeline to the class.

Conduct a class discussion using the essential questions to help the students go beyond the facts to some of the how's and why's behind the Revolution.

### Extensions

Read the book *Crossing the Delaware* by Louise Peacock aloud to give different points of view to the crossing of the Delaware. Have students research a specific event in depth, and then write a small book in the style of the read aloud.

### Assessment Plan

Once the time line has been created and discussed, students will choose the event/person that they feel was the most important element of change in the Revolutionary War to write a half page on. They need to give factual evidence to support their claim. Use the provided rubric to assess their writing.

### Rubrics

[Most Important Event/Person in the Revolution](#)

### Authors

[Marty Austin](#)

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