A Glance Behind:

A Critical Reflection of My Growth as a Professional Educator

An Honors Thesis (HONRS 499)

by

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Muncie, Indiana

May 2012

Expected Date of Graduation

May 2012
Abstract

I have grown both personally and professionally during my four undergraduate years at Ball State University. In this paper, I use two unit plans, one from two years ago (Spring 2010) and one from this past semester (Spring 2012), to carefully examine my growth. After critically comparing and contrasting these two units, I analyze four areas in which I have grown, citing specific examples of growth as seen through the unit plans. I also reflect on this growth and reflect on what I have learned in the two years since the first unit was written. I have also included the two units for future examination and reflection.

Acknowledgements

I would like to thank Dr. Nina Yssel for agreeing to be my thesis advisor with no hesitation, on short notice, and with a hectic schedule. Without her help, I would not have been able to complete this paper. I will forever appreciate all she has done for me during my time at Ball State.

I would also like to thank Dr. Kathy Smith for her support during the initial stages of my Honors thesis. The support that she has given me throughout my four years at Ball State have been more than I could have asked for and are greatly appreciated.

Finally, I would like to acknowledge and thank my family and friends, who have always encouraged me to be the best that I could be and for pushing me to always reach higher.
I have grown both professionally and personally during my four years at Ball State University. Much of this growth has occurred because of the classes I have taken and the experiences that I have had the opportunity to be involved in during my undergraduate education. I have also grown professionally through the assignments and projects required in the many educational classes that I have taken. These assignments and projects are a good measure of the level of thinking and experience at the time of writing. These assignments, when reflected upon, also provide an opportunity to see the growth incurred over the span of four years. This paper will explore my growth both personally and professionally during the final two years of my undergraduate career.

In the fall of 2010, I was enrolled in the class, EDEL 350. One of the required assignments of this class is a ten-day unit plan with a total of four accompanying, fully written lesson plans. During my time in EDEL 350, a unique opportunity arose. A grant had recently been given to the Indiana Academy for Teaching American History. This grant was written for the intermediate teachers in counties surrounding the Indiana Academy and also involved pre-service teachers at Ball State. The intent of the grant and subsequent programming was to cover the content in depth to the in-service and pre-service educators. This grant also included discussion and implementation Understanding By Design model of unit planning, which focuses mainly on teaching to over arching themes. The two semesters that I was a participant focused mainly on the French and Indian War and the American Revolution. Because of this, I chose to write my unit plan on the American Revolution. This unit plan, from here on known as the 350-unit, is an interdisciplinary unit focusing on much of the American Revolution. This unit plan
reflects my beliefs of teaching and skill level at the beginning of my third year of college, over a year prior to student teaching. This original unit plan serves as a baseline for comparison for the purpose of this paper.

In spring semester 2012, I student taught at Wetzel Elementary School at the United States Army Garrison in Baumholder, Germany. I spent ten weeks teaching in a 24-student, 5th grade class. In was in this placement that I wrote and taught my Learning Assessment Model Project, hereafter referred to as the LAMP unit. As requested by my cooperating teacher, I created my LAMP over the American Revolution. Because of the Teaching American History grant participation, I felt very comfortable with the content of the unit and felt that I had a very strong knowledge base. The LAMP unit is an interdisciplinary unit focused on the American Revolution, starting at the Battle of Lexington and Concord and ending just before the Constitution is written. This unit plan was created as I was in the ‘field experience’ of student teaching and reflects the new discoveries and my changing opinions of teaching in the classroom.

While both of these units are written over the same topics, both are very different units. One of the reasons that the units are different is due to the difference in academic standards used. The 350-unit required only the use of the Indiana State Academic Standards, providing a wider range of content to be covered. Due to the unique situation of my student teaching, it was necessary to use not only the Indiana Academic State Standards but also the Department of Defense Education Activity (DoDEA) Academic Standards. When combining these standards, I had to combine multiple standards, creating only a small overlap in which the standards overlapped, significantly limiting the standards that I could teach and include. While this does change the content of the units, it does not change the intent of the units. Both units were written
to teach fifth grade students as much as possible about the American Revolution, given one-hour class periods for two weeks, or ten days.

There are multiple ways to compare these two units to see growth and development. Following this introduction are multiple sections in which specific areas of growth are discussed and expanded upon. At the end there is a general reflection on my journey through understanding of what it means to be a professional educator.

**CONTENT**

The content of a unit or a lesson plan can be defined as the information being taught within the lesson or the information being covered. When comparing the two completed units, there are many differences in the content I chose to include in each unit. Some of these differences come because of differing assignment requirements, differing educational settings, and differing views on what I felt should be discussed.

While each unit was created with the intent of teaching the American Revolution, the content was vastly different. As discussed above, the purposes and requirements of the two units are different as well, which leads to many differences. The 350-unit plan conforms only to the Indiana State Standards and was intended to be taught in a 5th grade classroom in Indiana. The LAMP unit was written to encompass both Indiana State Standards as well as Department of Defense Education Activity Standards and was written to be taught in a 5th grade Department of Defense Dependents School on an army base in Germany. Both of these are reasons the content differs.
In the 350-unit, the content is much broader and attempts to cover many more overarching concepts than what is taught in the LAMP unit. There are definite themes (important people, place and events, geography, etc) that are more expressly covered in the 350-unit. This unit also is also much more interdisciplinary than the LAMP unit, especially in regards to the standards used. The 350-unit incorporates standards from seven different content areas (Social Studies, Math, Science, English/Language Arts, Music, Health, and Physical Education). This unit uses more print resources, both for teacher preparation as well as student use. While both units use Indiana State Standards, the 350-unit begins with standards that cover the time leading up to the American Revolution and ends at generally the same spot as the standards used in the LAMP unit.

The LAMP unit covers a short time period, in regards to American history, and more carefully details specific people and events. This unit was written to correspond not only with Indiana State Standards but also with the Department of Defense Education Activity Standards. This forced the lessons to be more specific in order to fall within the overlap in standards. The LAMP unit includes only standards from Social Studies, English/Language Arts and Writing. A wide variety of content resources were used in this unit, ranging from print material to online databases and interactive websites. The unit begins at the very beginning of the American Revolution and ends with the standards that cover the current American government, roughly the same place that the 350-unit ends.
PRESENTATION OF INFORMATION

As educators grow and become better at what they do, they find methods to present information that work for them personally and that work for the class that they are currently teaching. The content of the lesson can be presented in many different manners including small groups, individual work and presentations, hands-on or physical activities and lecture. As I write lessons, I am very conscious of the presentation methods that I intend to use. I strive to ensure that I do not over-use one, single presentation method and work to include methods that allow all students access to the information in a manner that is easy to understand and grasp. After having student taught, I find that there is a balance that each teacher needs to find with his or her class. This balance will include presentation to the large group (lecture, reading the text as a class, etc) as well as more individual presentation efforts (individual research and presentations, discovery assignments, etc). Presentation of information should also take into account the learning styles and preferences of the students in the classroom.

After reviewing both units, I am able to easily see that I have a better grasp of effective presentation strategies in my LAMP unit. The 350-unit shows definite underdevelopment of many presentation strategies. In this unit, I often use discussion as a means to disseminate information. I realize now that, while conversation and discussion are valuable tools to use in the classroom, discussion is not always the easiest or best way to allow the students access to the information. Many lessons in both units employ the use of discussion as a teaching tool and a way to present information but the discussion in the LAMP unit was used sparingly and allowed for more authentic conversation. Looking now at my 350-unit, I also notice that I planned in time for discussions before any content had been covered. This would have created a lot of one sided
and stagnant ‘discussions,’ turning into a pseudo-lecture. In my 350-unit, the time that I had planned to spend in discussion about the topic being taught would be better spent engaging in and with the content.

In my LAMP unit, I use more sophisticated ways to present the content to the students. The change in placement and regularity of teaching may well be the cause of many of these changes but many are also because of personal and professional growth during the time between these two lesson plans. For example, in my LAMP unit I often used the SmartBoard or the students’ textbook to introduce and present information during the Social Studies lessons. These were two resources that were constantly available to me during the time that I taught my LAMP. Had these two resources been available to me during the time that I wrote the 350-unit plan, I might have incorporated them as I did in my LAMP unit. However, I find that my LAMP unit is more likely to be presented in a manner that students are able to quickly understand because I am much more skilled at finding the right pace for the lesson and presenting the information in a clear, concise, and age-appropriate manner.
As an educator becomes more proficient at teaching, he or she finds methods and instructional strategies that work in his or her classroom. These methods and strategies are then further refined by years of teaching and using the same general processes. Methodology and instructional strategies refer to the ways that educators teach the content, the activities they use and the strategies that are used to allow every student equal access to the content being presented. Examples of instructional strategies or methods could be group projects, lectures, the class work assigned or specific use of materials. Throughout my time at Ball State, many instructional strategies and methods have been discussed and demonstrated as we all begin to find our own personal teaching 'style.' A slight shift in methods and strategies can be seen from my 350-unit to my LAMP unit and are discussed in the paragraphs below.

Many instructional strategies worked well in my LAMP unit. The strategies used in my LAMP unit were more closely tailored to the fifth grade classroom that I was then teaching in but could be expanded for use in any classroom of the same instructional level.

One of the most important instructional strategies that I employed while planning and teaching my LAMP unit was discovery learning. In discovery learning, the students are allowed to explore the content on their own, discovering the important information on their own. This type of learning allows the students to make a personal connection to the information because of their enthusiasm due to of the act of discovering the information. The students in the classroom that I taught in during my student teaching grasped on to this type of teaching and were fairly self sufficient by the end of the LAMP unit. They were very focused on the information at hand and were able to pull out the important information.
This type of learning lends itself very nicely to group projects and presentations. I used this instructional strategy multiple times during my LAMP unit. Group projects give the students the opportunity to work with each other to find the necessary information and compile it into a format that is easy to present and easy for the rest of the class to understand. Because of the hands-on nature of group projects and presentations, the students seemed able to quickly grasp the information and discuss relevant facts amongst themselves in a relatively short amount of time. Most of the disputes during group projects came when deciding how to present the information, occasionally leading to the group splitting up for presentations. Group projects and presentations also allow students to develop their public speaking and public presentation skills in an environment that is safe and relatively comfortable.

Another instructional strategy that I found particularly valuable when teaching my LAMP unit was the use of clear, concise and relevant visuals. Throughout my LAMP I took advantage of the fact that a SmartBoard was available for my use during every lesson. I often showed pictures, graphics or information on the board. I was able to incorporate artwork into my lessons because of this and we were able to critically analyze these pieces as part of a lesson. I was also able to use pictures of people and locations to reinforce concepts that were being taught in the lesson. This allowed the students to make a more personal connection with the content being taught and the photos were often referenced when discussing people or events after the lesson was over.

A final strategy that was incredibly important was discussion. However, discussions were often a double-edged sword. There were times when my discussions absolutely flopped. It was at those times that I realized that the students either did not have enough content knowledge to feel comfortable enough to discuss the topic, were confused about the information they did have or
felt too uncomfortable to offer up any thoughts or information. While these instances were in the minority, they did happen and I learned valuable lessons from the “discussions that weren’t.”

The best discussions during my LAMP unit were often unplanned, stemming from a question or comment that was offered by one of the students in the middle of a lesson. These class conversations would occasionally get lengthy and we would be pulled slightly off topic, but it was at those moments that I could see the understanding occurring and enthusiasm building. Most of these conversations happened after the content had been delivered and the students felt they grasped it enough to take the educational risk to ask a question or make a statement. While I now believe that planning specific lesson time into each and every lesson may be a waste of valuable content exploration time, I also see the benefit of discussion as a class and the understanding that can be gained from taking advantage of these ‘teachable moments.’

There were methods and strategies that did not work as I taught my LAMP unit. As I reflect back on my LAMP unit, I realize that one of my biggest problems did not come from the methods and strategies themselves but what happened before that truly made the difference. In one lesson, I had planned to do a demonstration with the students, in groups, as if they were spending the winter at Valley Forge but, because I did not clearly explain my expectations, this demonstration quickly fell apart and I had to cut the activity short. I realize now that, especially in this situation, the explanation of expectations, the classroom management was more important than the demonstration itself. There was also one set of group presentations that fell apart because I was not clear on how I wanted the information presented.

In most of my education courses at Ball State, worksheets are highly discouraged or even banned from being used in lesson plans and teaching situations. I always thought this rule was to keep us from being lazy and teaching with a piece of paper but my understanding of worksheets
has come a long way in the past four years. After student teaching, I think that it is more important to be very selective of the worksheets that are used in the classroom. Worksheets can be valuable tools if carefully chosen and used correctly. I now feel that I would not have had the practical experience knowledge required to find, choose and use good worksheets in planned lessons. I found it very difficult to find worksheets, especially premade worksheets that fit the content and addressed in a manner that was consistent, age-appropriate and easily understandable. I attempted to make a few worksheets for my LAMP unit but found that even these fell through on occasion. If I were to rewrite my LAMP unit or use specific lessons in the future, I would take out the use of worksheets in all but a few cases, simply because they often led to more confusion than necessary and occasionally required more explanation than they were worth.

Reflectively looking at the 350-unit, I can see many bits of lessons that have potential and could easily be incorporated into the LAMP unit that I did teach. After reviewing the 350-unit again, I noticed that I made an effort to engage the students in a hands-on or physical activity in every lesson that was planned. This shows that I was conscious of the fact that most students learn best when actively engaged in the content being taught or discussed. I also have lessons that include individual and group research and presentations. After having taught my LAMP unit, I feel that these elements have great potential and should be expanded upon to make them more valuable to the students. I also see the importance of keeping these elements in the unit. A final observation of an element that would most likely work well if the 350-unit were implemented in the classroom are the elements of personal accountability. In many lessons students are asked to write in journals discussing the content or processes used in the lesson. This forces the student to be held accountable for his or her own learning. I feel that this element
would be a very valuable tool in the classroom, if used from the beginning, thoroughly explained and reinforced properly.

One of the most blatant issues with the 350 lesson plan can be found in the pacing of the lessons. In this unit, I cover a significant number of standards in ten days. After the field experience of student teaching, I have realized that this number of standards is truly unrealistic in the amount of time given. If paced as it currently is, all of the standards would have been included but none could be truly covered in depth, with the final intent being mastery. Many of the lessons in the 350-unit could be split into two or three days, depending on the number of tasks required for the completion of each lesson. Reflecting on the 350 lesson, I also feel that I had a very naïve idea of how long it would take students to complete certain tasks. If these lessons were to be taught, most activities would be incredibly rushed and there is a fair chance that the students would be left more confused than when they started.
PROGRESS REPORTING AND ASSESSMENT

One of the requirements of the LAMP unit is the use of formal assessments before teaching the unit and after teaching the unit to assess student learning and comprehension of content. These scores provided a valuable key to how much the class as a whole grasped and how well each student understood the different aspects of the unit. The pretests, given to all students one week before beginning the unit, were used to guide the unit. Before giving the pretest, I had created an outline of the content that I had anticipated needing to teach and had created a rough schedule. After grading and analyzing the scores of the pretest, I was able to 'tweak' my outline to fit what needed to be taught. The scores from the pretest showed me that there was a general lack of knowledge across all of the class, with some students peaking in specific areas and other students peaking in other areas. The only areas of near proficiency fell under the standard that included interpreting and analyzing time lines. Through these scores, I realized that I did not need to remove or add any content to the unit but I would need to spend more time on certain content areas than others. The information that I gleaned from the pretest scores proved invaluable in planning and shaping the unit into the successfully implemented unit that it was. The post-test data were also very important because it showed that there was an increase in student learning in every content and standard addressed. I can therefore judge the success of the unit not only through personal experience but through the data collected.

The 350-unit did not require any formal assessment to be planned into the unit, therefore no pre- or post-testing was ever planned for. I now believe that this is a huge downfall for this unit. Because of the lack of assessment, there is no method by which I can determine what information might need to be stressed more, what information might need to be cut from the unit.
completely or what information might need to be moved to a different day or time. This puts whoever happens to be teaching this unit at a huge disadvantage. Without the baseline knowledge of the students’ prior knowledge as a class and individually, it would be very difficult to teach the content in a manner that promotes student learning. Granted, teaching the 350-unit as is, some students would learn the content but most would have a difficult time simply because the unit was not written for the students specifically. It would be very practical, and one could argue critical, to add a pre-test and post-test to this unit before and after teaching it.

One element of assessment that both units plan for and utilize is the use of informal assessment continually throughout each lesson. As each individual lesson is being taught, questions are constantly being asked to ensure that the students are generally keeping up with the information being thrown at them and are beginning to think critically about the topics and issues being addressed. The development of a constant stream of ‘checking for understanding’ without consciously thinking about it is critical in the development of an educator who understands his or her students and cares about their learning. I believe that building a time to check for understanding in the lesson shows a conscious effort in this area and demonstrates early signs of an educator who is in tune with his or her students.
Classroom management, or the ability to keep students engaged, keep distractions to a minimum and effectively use rewards and punishment, is essential in any classroom at any grade level. When reflecting on all aspects of teaching, I believe that I have grown the most in my classroom management. This can be seen through the lessons as well as through personal reflection on my beliefs about classroom management.

One classroom management technique that I used often during my student teaching was the use of an online countdown timer, projected onto the SmartBoard. I could set this time to whatever amount of time I thought necessary for the students to complete the task at hand, set it, and let it go. This countdown time would visibly count down on the SmartBoard until reaching zero, when a bell rings. This held the students responsible for completing the task in the amount of time given. I often used this time for transitions as well, giving the students a specific amount of time to follow 3 to 5 simple directions. This system worked incredibly well and the students were always much more enthusiastic about completing the task when they had the visual cue of the countdown timer. I discovered this tool while student teaching so there is no way that it could have been included in the 350-unit when I wrote it, but, I would now find a way to include it in the lessons if I were to teach them.

Another management technique that I employed during student teaching was a very precise way of grouping the students for group projects. In order to do this, I had to have a very good knowledge of the personalities and relationships of all of the students. Specific grouping allowed me to choose the students who I felt would support the learning of one another and compliment the strengths of one another. On most occasions, these groups worked out
wonderfully but, once or twice, these groups did not work so well. If I were to redo the 350-unit to fit a specific class, the knowledge of how to group students would need to be used to decide how best to divide up the class during many of the lessons. Because this unit is not specifically planned toward any one classroom, it was not possible at the time of writing it to create groups.

A final management technique that was used during the LAMP unit was to give the students a simple preview of what was to take place during the lesson. Lots of detail was never given but, after the overview, the students had a general view of what was to come and were able to make decisions based on their desire to move on to the next activity. These times were planned into the lesson within the ‘Goal for Learner’ section of the lesson plan. The 350-unit did not include a lesson preview for any of the lesson. In order to help the students understand the order of the day as well as what is expected at each moment of the lesson, I believe previewing the lesson is an important aspect of classroom management.
PERSONAL AND PROFESSIONAL GROWTH

I have grown in many ways, both personally and professionally, since completing EDEL 350. Many of these changes can be attributed to the practical ‘field’ experience of student teaching, spending every day in the classroom with the students that you are teaching and experiencing the lessons with them as they learn. There are three examples of professional growth that can be seen through the comparison of these two unit plans.

The first measure of growth lies in planning itself. By simply looking at the lesson plans that were created for my LAMP unit, it is easy to see that I have a better, more realistic, view of planning for teaching. My lessons in the LAMP unit are fully fleshed out and include all of the necessary aspects of a proper lesson plan. Even the format of the lesson plans are simpler to read and seem less cluttered, making them easier to read and more likely to be used and followed. The lessons written for the 350-unit are fleshed out but, when read, seem rather inexperienced in the number of things required, the preparation involved and the content itself. Through personal reflection I can see that I am better at planning for lessons as well as adjusting lessons in the middle of teaching if need be. This all came with the practical experience of student teaching.

Another area of professional growth is in the pacing of my lessons. When looking at the lesson summaries written for my 350-unit, it is easy to see the amount of content that I try to cram into a one-hour lesson. After carefully analyzing those lesson summaries after student teaching, I know that most of them would never fit into a one-hour lesson, unless it was in a small group setting. The pacing of my LAMP lessons is much more appropriate for the age and maturity levels of the students in a fifth grade classroom. The lessons in the LAMP unit are written in a manner that allows for more flexibility, with time built in for discussion if needed.
and back up activities if the lesson concludes earlier than expected. The differences in the pacing of each unit plan clearly shows growth and development in regards to pacing.

A final area of growth that can be seen through these two unit plans is classroom management. There is a definite lack of classroom management planned in the 350-unit. While the actual written lessons may include a little more in the realm of classroom management, very little is actually taken into account. The LAMP lesson plans include many more aspects of classroom management including planning for transitions and alternatives for activities or assignments for students unwilling to participate. Just the heightened recognition of classroom management shows professional growth.
GENERAL REFLECTION

The practical experience of student teaching has produced more professional growth than I expected in one semester. There are many things that I have learned in the semesters since writing the 350-unit. This knowledge comes from practical experience, constructive criticism from peers and professors, and from thoughts and opinions that have matured over the past four years. For the purpose of personal and professional growth, I have included some of the thoughts and ideas I have come to better understand in the years following EDEL 350.

Allow for more time than you think you will need and have a backup plan. This is a concept that I learned while student teaching. It does not matter how well I think the students are going to do on a lesson, we always could have used more time. More time allows for spontaneous discussion within the lesson, a longer period for the students to engage with the content and generally means that the lesson does not feel rushed or forced. There is, however, a fine line between the perfect amount of time and not having enough to do in a lesson. A contingency plan should always be in place to counter any ‘extra’ time that might be had. For example, in one of my lessons, we had extra time but I chose to use that time to fill out a class KWL chart. This led to some great discussions and I had a better idea of what my student understood at that point.

Give the students the opportunity to surprise you. I do not know that this can necessarily be planned for in a written lesson plan but there are steps that can be taken to give each and every student a higher chance. I found that, when I challenged my students with new concepts, ideas, and content in creative manners, most stepped up to the plate and the outcome was much more than I ever hoped for. I think that it is important to give the students work and tasks that are
just above what they think they can achieve, leaving them with a huge sense of pride in their accomplishment when they do achieve that. In lesson plans that I have written following EDEL 350, I have found myself finding new ways to teach to students with differing learning styles and abilities through multiple activities or different expectations for each student and assignment. Allowing the students the opportunity to surprise you makes the classroom a more exciting learning environment for everyone and keeps the students focused and ready for more.

**Know your stuff.** If I have learned nothing else since EDEL 350 and my time spent with the Teaching American History grant, I have learned that it is incredibly important to have a solid base knowledge of the content that is being taught. It was only through the Teaching American History grant that I came to have such a broad knowledge base on the topic of the American Revolution and this knowledge base has become invaluable. The writing of the LAMP unit was so much easier, as was the teaching, because I knew the content and could answer questions quickly and efficiently during the lessons. A solid content knowledge in all subject areas will not come easily and can only be achieved through an attitude of constant learning and discovery.

**Find a way to be genuinely excited.** As I have taught in classrooms across Muncie and in student teaching, I have found, through personal reflection that the students can tell when I am not excited about the content or feel less comfortable with the lesson itself. There have been days and topics that I have had to teach that I would have rather not taught and, on those days, the students did not seem to respond as well to the information that I was attempting to teach them. I have learned that it is very important to find something to be excited about in every lesson, even if it is something as small as finding that one student who begins to understand during that
lesson. Finding genuine excitement in every lesson can be exhausting but the students feed off the energy and verve that you, as the teacher, put into the lesson.

*Find a way to personalize the information.* The students connect best with information that is personal to them, individually or as a class. This is not a concept that I really saw lived out until I taught my LAMP unit. There are a few lessons in my LAMP unit that allow for personalization by having the students act out information or research and present information. These personal connections mean that the students are actively engaged in the lesson and have connected to the content in a deeper way. I also observed, during my LAMP unit, that allowing students the opportunity to teach other students the information that they have learned gives each student a sense of ownership of the content.

All of these new and refined ideas about teaching will be incredibly beneficial, as I become a first year teacher. I, fortunately, have great love of learning and know that love will never fully be satisfied, allowing me room to grow and improve every year that I teach.
EDEL 350 Unit and Lessons
Day 1

Subject(s): Social Studies and Physical Education

Indiana State Standards:
Social Studies
5.1 Students will describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800, with an emphasis on the American Revolution and the founding of the United States.

Physical Education
5.3 Students develop a more thorough understanding of the relationship between lifestyle and health. Through observation and analysis, students are able to critique others as they begin to develop an awareness of the physical, mental, social and emotional importance of physical activity. Students choose to participate in activities during leisure time that will maintain or enhance health-related physical fitness.

Indiana State Indicators
Social Studies
5.1.7 Colonization and Settlements: 1607 to 1763. Identify and locate the 13 British colonies that became the United States and describe daily life (political, social, and economic organizations and structure). (Core Standard)
5.1.8 Colonization and Settlements: 1607 to 1763. Identify the early founders of colonial settlements and describe early colonial resistance to British rule. (Core Standard)
5.1.9 The American Revolution: 1763 to 1783. Analyze the causes of the American Revolution as outlines in the Declaration of Independence.

Physical Education
5.3.1 Participate in health-enhancing physical activity


Lesson Objective:
Students will compare the facts they know about the American Revolution with the facts they learned during the lesson.

Resources:


**Materials:**
True/false question cards, cluster organizers, maps (topographical, historical, etc) of the United States/colonies, reflection journals

**Lesson Summary:**
To begin this unit, we will begin by discussing the American Revolution “outside of the textbook.” Students will get a taste of what to expect throughout this unit. We will begin by playing a true/false game, which requires the students to quickly move from one side of the room to another as they see fit. One side of the room is the true side and the other is the false side. Students will be actively engaged with this activity and will begin to see concepts and topics we will be exploring through the course of this lesson. After the true/false activity, we will, as a class, create a cluster graphic organizer exploring many of the central topics (causes, debates, results, etc) of the Revolution. We will also explore maps to get a general feeling of the geography of the time. The students will then compare their current knowledge of the American Revolution with what they just learned in the lesson. This will be in paragraph form and will allow the students to reflect upon what they have learned and determine if they need to change their existing views on any given topic. At the close of the lesson, students will journal some of their expectations of the unit and new concepts or facts that they learned during the lesson.
Day 2

Subject(s): Language Arts and Music

Indiana State Standards:

English/Language Arts

5.3 Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the www.doe.in.gov/standards/readinglist.html, which illustrate the quality and complexity of the materials to be read by students. At Grade 5, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.

6.3 Students read and respond to grade-level-appropriate historically or culturally significant works of literature. The selections in the www.doe.in.gov/standards/readinglist.html illustrate the quality and complexity of the materials to be read by students. At Grade 6, students read a wide variety of fiction, such as classic and mythology, poetry, short stories, dramas, and other genres.

Music

5.9 Students experience music of a variety of styles and genres associated with the United States and its history. They recognize roles of American musicians.

Indiana State Indicators:

English/Language Arts

5.3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose. (Core Standard)

6.3.4 Define how tone or meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration (repetition of sounds, such as wild and woolly or threatening throngs), and rhyme. (Core Standard)

Music

5.9.1 Investigate and perform music associated with historical periods, individuals, events, and movements in the United States such as songs of the railroad, American heroes, the American Revolution, or a specific decade.

Topic: Poetry

Lesson Objective:

Students will examine Yankee Doodle from the American Revolution to determine if the lyrics use any of the characteristics of language to convey tone or meaning.

Resources:

Materials:
The Midnight Ride of Paul Revere (one copy of the book, one copy of the poem for each student), Visual representations of terms, Blank cluster papers, Colored pencils, Copies of the Yankee Doodle lyrics, Yankee Doodle song

Lesson Summary:
The primary focus of this lesson will be poetry, an English/Language Arts concept but will incorporate elements of the Revolutionary War. The lesson will begin with the reading of the poem The Midnight Ride of Paul Revere. This poem has been put into picture book form, illustrated by Christopher Bing, which is a wonderful tool for capturing student’s attention. The lesson will then move into a class discussion of what literary devices Longfellow used when writing this famous poem. There will be pictorial/visual representations shown to the class and posted throughout the lesson so that the students may refer to them when needed. Next, in small groups, students will find and underline specific examples of these literary devices in their copy of the poem. Each literary device will be a separate color. When the students have completed this activity, each group will share the examples they found with the class. Then, each student will be given a copy of the lyrics to Yankee Doodle and we will listen to the song in class and then sing it as a group. Finally, each student will analyze the lyrics to determine if any of the literary devices were used to convey tone of meaning.
Day 3

Subject(s): Social Studies

Indiana State Standards:
Social Studies
5.1 Students will describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800, with an emphasis on the American Revolution and the founding of the United States.

Indiana State Indicators:
Social Studies
5.1.19 Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Using primary and secondary sources to examine an historical account about an issue of the time, reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed.

Topic: Primary and Secondary Sources/ Historical Thinking

Lesson Objective:
Students will analyze a document to determine if it is a primary or secondary source.

Resources:


Materials:
Deposition of John Parker (on computer), *The Battle of Lexington and Concord*, Blank Venn diagrams, Document Analysis Worksheets, Primary and secondary sources for student analysis

Lesson Summary:
This lesson will begin with the examination of the document, The Deposition of John Parker. This primary source document will be projected so that all students have the opportunity to examine this primary source. As a class, we will discuss the important parts and features of the document. Then, as a class, we will discuss the differences between primary and secondary
sources. We will fill in a Venn diagram comparing The Deposition of John Parker to the book, *The Battle of Lexington and Concord*. As the students discover more differences in the two documents, we will discuss if the characteristic being described is true for all primary/secondary sources or just for these specific documents. The students will then, individually, look at either a primary or secondary source. The student will not know which one he or she has selected. The students will use the document analysis worksheet, taken from the National Archives website, to analyze their document. The final step will be for the student to determine if the document is a primary or a secondary source.
Day 4

Subject(s): Social Studies and Math

Indiana State Standards:
Social Studies
5.1 Students will describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800, with an emphasis on the American Revolution and the founding of the United States.

Math
5.7 Students make decisions about how to approach problems and communicate their ideas.

Indiana State Indicators:
Social Studies
5.1.17 Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Create and interpret timelines showing major people, events and developments in the early history of the United States from 1776-1801.

Math
5.7.7 Make precise calculations and check the validity of the results in the context of the problem.

5.7.8 Decide whether a solution is reasonable in the context of the original situation.

Topic: Creating and Using Timelines

Lesson Objective:
Students will create an accurate timeline of the American Revolution using mathematical equations and problem solving.

Resources:


Materials:
major event cards, large timeline, 10 events from each year, group timelines, ruler, calculator, journals

Lesson Summary:
This lesson will begin with a quick activity in which students work to place major events leading up to the Revolutionary War onto a large timeline at the front of the room. This will serve as a brief introduction to timelines as well as work as a reference for the rest of the class period. Next, the class will be split into four groups and each group will have a separate year during the war that they will work on. Each year will have ten events. The students must first sort through the events to decide upon the order the events go in. When the order has been decided, they will be instructed that they now must use their mathematical problem solving skills to determine the best way to create a timeline that is accurate in its representation of passing time (the dates must be the proper distance apart). Each student must write in his or her journal every step that the group is taking to come to a solution for creating an accurate timeline. When a method is decided upon, the group should then create their accurate timeline. At the end of the class period, each group should have a completed timeline and each student should have a journal entry describing the process in which their group came to a solution. To close the lesson, each group will present their year (in chronological order, as to create one large timeline) and will explain to the class the process they used to make the timeline accurate.
Day 5

Subject(s): Social Studies

Indiana State Standards:
Social Studies
5.1 Students will describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800, with an emphasis on the American Revolution and the founding of the United States.

Indiana State Indicators:
Social Studies
5.1.10 The American Revolution: 1763 to 1783. Identify major British and American leaders and describe their roles in key events of the war for independence.

5.1.12 The American Revolution: 1763 to 1783. Identify contributions of women and minorities during the American Revolution.

Topic: People of the Revolution

Lesson Objective:
Students will research two individuals important to the American Revolution, creating short biographies that will later be shared with the group.

Resources:


Hyperlink to list of teacher-approved student research websites (currently attached to bottom)

Materials:
Foam board labeled with names, Tape, Laminated individual cards, Computers (or access to computer lab), Notebooks/blank paper for research, Footprint outline

Lesson Summary:
The lesson will begin with the students simply trying to match names and faces. The students will have the opportunity to pair the name of an important individual with a picture of that individual. This will be used later when each student has the opportunity to present the individual he or she studied. Next, each student will be assigned an important individual to research. Using the websites given to them, each student will research their individual to discover the following things: name of the individual, years the individual lived, a famous quote, accomplishments, why the individual is important to the American Revolution and an interesting fact. The students will record their research into their journals. When the student has finished researching, he or she will
transfer the important facts to a footprint, because the leaders created a path for others to follow.
The lesson will close with short presentations by each of the students. Each will tell the class
their individual’s contributions to the American Revolution and will ensure that the picture used
at the beginning of class matches the correct name. The completed footprints will be hung
around the room.

King George III
http://www.kidinfo.com/american_history/american_revolution.html
http://encyclopedia.kids.net.au/page/ki/King_George_III
http://www.britannia.com/history/monarchs/mon55.html

Lord Charles Cornwallis
http://www.kidinfo.com/american_history/american_revolution.html
http://www.libertyskids.com/arch_who_ccornwallis.html
http://encyclopedia.kids.net.au/page/ch/Charles_Cornwallis

Benjamin Franklin
http://www.newton.k12.ks.us/tech/ar.htm#PEOPLE
http://www.kidinfo.com/american_history/american_revolution.html
http://colonialhall.com/biodoi.php

Patrick Henry
http://www.newton.k12.ks.us/tech/ar.htm#PEOPLE
http://www.kidinfo.com/american_history/american_revolution.html

Thomas Jefferson
https://www.cia.gov/kids-page/6-12th-grade/operation-history/revolutionary-war.html#James
http://www.newton.k12.ks.us/tech/ar.htm#PEOPLE
http://www.kidinfo.com/american_history/american_revolution.html
http://colonialhall.com/biodoi.php

John Adams
http://www.newton.k12.ks.us/tech/ar.htm#PEOPLE
http://www.kidinfo.com/american_history/american_revolution.html
http://colonialhall.com/biodoi.php

Thomas Paine
http://www.newton.k12.ks.us/tech/ar.htm#PEOPLE
http://www.kidinfo.com/american_history/american_revolution.html

General George Washington
https://www.cia.gov/kids-page/6-12th-grade/operation-history/revolutionary-war.html#James
http://www.newton.k12.ks.us/tech/ar.htm#PEOPLE
http://www.kidinfo.com/american_history/american_revolution.html

Abigail Adams
http://www.earlyamerica.com/earlyamerica/notable/adamsa/
http://www.libertyskids.com/arch_who_adamsa.html
http://www.notablebiographies.com/A-An/Adams-Abigail.html

Martha Washington
http://www.earlyamerica.com/earlyamerica/notable/washingtonm/
http://www.newton.k12.ks.us/tech/ar.htm#PEOPLE

Mercy Otis Warren
http://www.newton.k12.ks.us/tech/ar.htm#PEOPLE
Deborah Sampson
http://www.pocanticohills.org/revolution/sampson.htm
http://www.newton.k12.ks.us/tech/ar.htm#PEOPLE

James Armistead
http://www.libertyskids.com/arch_who_jlafayette.html
https://www.cia.gov/kids-page/6-12th-grade/operation-history/revolutionary-war.html#James
http://www.eduplace.com/kids/socsci/ca/books/bke1/biographies/bk_template.jsp?name=armiste
&bk=bke1&authorname=armiste&state=ca

Joseph Brant
http://www.libertyskids.com/arch_who_jbrant.html
http://www.kidinfo.com/american_history/american_revolution.html
Day 6

Subject(s): Social Studies and Science

Indiana State Standards:
Social Studies
5.3 Students will describe the Earth/sun relationship and use global grid systems. They will identify regions; describe physical and cultural characteristics; and locate states, capitals and major physical features of the United States. They will also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.

Science
5.2 Observe, describe and ask questions about patterns in the sun-moon-earth systems.

Indiana State Indicators:
Social Studies
5.3.4 Places and Regions: Locate Native American Indian and colonial settlements on maps and suggest reasons for the locations of these places.

Science
5.2.2 Observe and use pictures to record how the sun appears to move across the sky in the same general way every day but rises and sets in different places as the seasons change.

Topic: Native Americans and Their Settlements

Lesson Objective:
Students will sketch a Native American village and explain how the movement of the sun influenced their sketching decisions.

Resources:


Materials:
computer, projector, map of Native American settlements

Lesson Summary:
As motivation, we will begin the lesson by looking at the interactive settlement map as a class. In a short, whole-class discussion, the students should make some observations as to where major cities are located as well as Native American settlements. The students will then receive a map of major Native American settlements during the colonial period. We will discuss why those settlements are located in those locations (access to water, food sources, landscape, etc.). After discussing where the settlements are located, we will discuss why the settlements are configured the way that they are. I will ask the students if they know what the Native Americans used as a calendar. We will briefly discuss the importance of the movement of the sun. The next activity will be a demonstration of how the earth moves around the sun and why the sun appears at different places in the sky during different times of the year. The students will be placed into one of 5 groups and each person will play a part in recreating the earth revolving around the sun. When that demonstration is complete, the students will use their knowledge of how the sun moves through the sky to brainstorm ways in which the Native Americans might have used this information (building mounds, planting crops, predicting seasons, etc). These ideas will then be discussed as a class. Finally, the students will use their knowledge to sketch a Native American village and explain how the movement of the sun influenced their sketches.
Day 7

Subject(s): Social Studies and English

Indiana State Standards:

Social Studies
5.3 Students will describe the Earth/sun relationship and use global grid systems. They will identify regions; describe physical and cultural characteristics; and locate states, capitals and major physical features of the United States. They will also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.

English
5.5 At Grade 5, students write narrative (story), expository (informational), persuasive, and descriptive texts. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 5 students use the writing strategies outlined in Standard 4 - Writing Processes and Features to:

Indiana State Indicators:

Social Studies
5.3.12 Environment and Society: Describe and analyze how specific physical features influenced historical events and movements.

English
5.5.6 Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as appropriate.

Topic: Major Battles/Events of the Revolutionary War

Lesson Objective:
The students will write a newspaper article discussing how landscape influenced where battles were fought.

Resources:


Materials:
computer, projector, blank topographical map, sample newspaper articles,

Lesson Summary:
The lesson will begin with the exploration of the interactive website listed above. As a class, we will discuss the major battles and where they took place. Then, each student will receive a blank topographical map and will plot the major battles on the map. Next, we will, as a class, discuss the ways in which the landscape of America might have been an influence on where the battles were fought. The students will then look at sample newspaper articles and we will discuss how to change tone and style to make an article seem authentic. The students will then write a newspaper article, discussing how a major battle was influenced by the landscape.
Day 8

**Subject(s):** Social Studies and Health

**Indiana State Standards:**

**Health**

5.2 Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors. Students compare how the family, peers, culture and media influence personal and family health. Students review how laws influence health promotion and risk reduction.

**Indiana State Indicators:**

**Health**

5.2.2 Identify the influence of culture on health practices and behaviors.

5.2.6 Describe ways technology can influence personal health.

**Topic:** Health During the Revolution

**Lesson Objective:**

Students will create an instructional manual of proper healthy practices and behaviors that could be given to an individual from the colonial era to help them stay healthy.

**Resources:**


**Materials:**

YouTube video (cued); comparison/contrast charts; premade, blank instructional booklets
Lesson Summary:
This lesson will begin with the class watching excerpts from the YouTube video, “Revolutionary War Medicine and Its Echos Today.” The students will be instructed to listen carefully to the information presented and remember all they can. After watching the excerpts, the students will share, in small groups, what they found most interesting. They will also share any new discoveries that were made. When the students have completed this activity, we will discuss the role health and medicine played in the American Revolution. As a class, we will compare and contrast health, medicine and technology of the colonial period and today. The students will then be introduced to the idea of an apothecary and their role in colonial medicine. Finally the students will create an instructional book for the people of the colonial period. They will need to include historically accurate ways to keep themselves healthy (such as washing their hands, they will not be able to use modern technology in their advice). The students must include at least four ways in which the people of colonial times can stay healthy.
Day 9

Subject(s): Social Studies and Language Arts

Indiana State Standards:
Social Studies
5.2 Students will identify main components and characteristics of the United States government. They will identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.

English/Language Arts
5.2 Students read and understand grade-level-appropriate material. The selections in the www.doe.in.gov/standards/readinglist.html illustrate the quality and complexity of the materials to be read by students. At Grade 5, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, books in many different subject areas, magazines and periodicals, reference and technical materials, and online information.

Indiana State Indicators:
Social Studies
5.2.4 Foundations of Government: Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution and the Bill of Rights.

English/Language Arts
5.2.3 Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.

Topic: Documents Important to the American Revolution

Lesson Objective:
Students will write instructions describing how to find a main idea or theme in a historical document.

Resources:


Lesson Summary:
The lesson will start by exploring the draft of the Declaration of Independence from the Library of Congress website. We will use the “Themes” option to discuss the main ideas of the Declaration. We will also discuss ways to find the main idea in a document (such as, look for significant paragraphs and sentences, use punctuation, etc). Then, the students will be placed into four groups. Each group will receive a copy of one of the four main documents: the Articles of Confederation, the Northwest Ordinance, the U.S. Constitution, and the Bill of Rights. Each group will read their document and underline or highlight the parts they think are important. After choosing the important parts of the document, the groups will decide upon a main idea or theme of the document. This should be put into an explanatory paragraph so that, when shared, the main idea is explained. When all groups have completed this task, each group will share their paragraph with the class. This will also be a chance for other groups to ask questions about the document. The final activity in this lesson will be for the students to write instructions explaining how to identify a main idea in a historical document. The instructions should include a minimum of ten steps and should be written using full sentences.
Day 10

**Subject(s):** Social Studies

**Indiana State Standards:**

*Social Studies*

5.2 Students will identify main components and characteristics of the United States government. They will identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.

**Indiana State Indicators:**

*Social Studies*

5.2.9 Roles of Citizens: Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.

**Topic:** Perspectives

**Lesson Objective:**
The students will create a fact book explaining 10 previously unknown facts about the American Revolution.

**Resources:**


**Materials:**
open-minded portraits, blank fact books

**Lesson Summary:**
The lesson will begin with a general discussion of all that has been learned throughout the unit. We will review the different people groups that were key in the American Revolution (colonists, Native Americans, British troops). We will then discuss how each of these groups held a different perspective and each saw the war in a slightly different way. The students will create an open-minded portrait for a different group as we discuss them. This discussion will then lead into a discussion of the fact that everyone in the classroom also views the unit differently, each having different interests. The students will then use this knowledge to begin creating their fact books. Every student’s book will be different because of the differing perspectives on the unit. A rubric for the fact book can be found [here](http://www.ehow.com/how_4894848_make-fact-book-children.html). The students will then share their books with the class so that perspectives can be shared.
INTASC Principle(s):
Principle 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.

Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

Principle 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

IN State Standard(s):
English Standard 6.3 Students read and respond to grade-level-appropriate historically or culturally significant works of literature. The selections in the www.doe.in.gov/standards/readinglist.html illustrate the quality and complexity of the materials to be read by students. At Grade 6, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, mysteries, adventures, folklore, mythology, poetry, short stories, dramas, and other genres.

IN State Indicator(s):
6.3.4 Define how tone or meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration (repetition of sounds, such as wild and woolly or threatening throngs), and rhyme.

Lesson Objective:
The students will create a “cluster” graphic organizer, showing their knowledge of alliteration, punctuation, figurative language and sentence structure.

Materials/Media:
The Midnight Ride of Paul Revere (one copy of the book, one copy of the poem for each student)
Visual representations of terms
Blank cluster papers
Colored pencils

Motivation:
This topic will be introduced by reading the first few pages of the book “The Midnight Ride of Paul Revere.” The students will have the opportunity to hear the beginning of the poem read and look at the pictures as it is read.

Goal for Learner:
Today we are going to learn about what makes writing unique. We will learn about how the literary devices alliteration, punctuation, figurative language and sentence structure shape poetry. Then we will create and fill in a graphic organizer.

**Procedure:**

- **New Information**
  First we will discuss the different literary elements used in this poem. As we discuss the definition of each element we will find and circle the elements in the first four verses on the student’s blank copy of the poem. Each of these terms has been printed on a piece of paper with the definition and some examples so that the students will have a visual reference throughout the lesson.
  
  **Alliteration:** repetition of sounds (verse 2: ready to ride; verse 4: wanders and watches, eager ears, around him he hears, muster of men)
  
  **Punctuation:** How does the author use punctuation to add interest to the poem? What sort of punctuation is used? (verse 2: signal light --; verse 3: “Good-night!”)
  
  **Figurative Language:** Does the author use similes or metaphors? Does the author use personification? (verse 3: “a phantom ship, with each mast and spar across the moon like a prison bar)
  
  **Sentence Structure:** How does the author create his or her sentences? Are they long or short? Complex sentences or simple sentences? (each of the first 4 verses is one long sentence)

Now that we have found them in this poem, we can create a graphic organizer so that Tuesday, we can talk about how these elements convey tone or meaning.

- **Modeling**
  After we have discussed the elements of the poem, we will create a small cluster organizer so that the students know what is expected of them during the practice/application portion. I will show students how to find other examples of varied sentence structure, underline it in their poem and include it on their cluster organizer.

- **Guided Practice**
  The guided practice section will be the students filling out a cluster organizer for “sentence structure.” Each student will be given a blank piece of paper (larger than 8.5 x 11, if I can find it) with a circle in the middle. The students will label the middle circle “The Midnight Ride of Paul Revere.” From there, we will create a branch and a new cluster labeled “Sentence structure” and will begin to fill it in as I modeled in the modeling portion of the lesson. Students will then work together to find more examples of unique sentence structure, quoting the poem and justifying their answer in each bubble. **Cooperative Learning**

- **Check for Understanding**
  Throughout the lesson, I will ask questions to ensure that the students are following along and are understanding as we go. At this point in the lesson I will ask the following questions: What are the main characteristics this author uses in the poem “The Midnight Ride of Paul Revere?” How do you find alliteration? Are punctuation and sentence structure related? What are some examples of figurative language?
• **Practice/Application**
  Students will receive a blank sheet of paper (larger than an 8.5 x 10 sheet, if I can find them) on which he or she will create their “cluster” graphic organizer. The students will begin with the cluster organizer we created during the guided practice section and will expand their organizer to include alliteration, punctuation and figurative language. **Non-linguistic Representations**

• **Closure**
  To wrap up the lesson, we will briefly discuss how the students can use this knowledge in their own writing. As a group we will brainstorm ways to improve their writing and can jot down ideas in their notebooks for future use.

**Evaluation of Student Learning:**
I will use the following checklist to evaluate the student learning:

___ The student included clusters for the following
      ___ alliteration
      ___ punctuation
      ___ figurative language
      ___ sentence structure

___ The student created a cluster-type graphic organizer.
___ The student was able to apply what they learned to their own writing.
___ The student uses proper grammar and spelling.

**Lesson Extension:**
If time allows, we will share the cluster organizers that the students have created. Because each student may have found different examples, the results of this activity could vary greatly.

**Annotated Bibliography:**

**Informational:**

This book has beautiful illustrations that compliment the words of the classic poem by Longfellow. It also includes a history of the poem and the ride that Paul Revere made that night, making it a great resource. This book, and the poem taken from it, is to be used throughout the lesson. This book can be found in the children’s section at Kennedy Library in Muncie, Indiana.

This website was created by the Paul Revere Memorial Association. It includes a lot of fun interactive pieces for teachers and students to find information and look at history in a new way. This website is used as information only but will be used in the second lesson plan of the two-day sequential.
Instructional:


In my EDRDG class, we are currently using this book. It has many, many good ideas as to how to teach students reading strategies in a way they can understand. While the students that I will be teaching will not need remediation, the content that I used from the book (information on the benefits of comparison) is useful for all students. The information found in this book will be used in the guided practice section of the lesson plan. This book can be found in my personal library.


The section of this book that I will be using information from is specifically about the use of the cluster graphic organizer. It contains step-by-step information on how to properly use a cluster organizer, why it is beneficial and how to modify it for diverse learners. The content used from this book will be used in the guided practice section of the lesson plan. This book can be found in my personal library.
Name: Leander Kauffman
Practicum Teacher: C. Coelho
Lesson Topic: Primary/Secondary Sources
Email Address: Whole or Small Group: Small: Rnd. Robin

EDEL 350 Section: 002
Grade Level: 5th
Subject: History/Reading

INTASC Principle(s):
Principle 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.

Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

Principle 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

IN State Standard(s):
History 5.1 Students will describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800, with an emphasis on the American Revolution and the founding of the United States.

IN State Indicator(s):
History 5.1.19 Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Using primary and secondary sources to examine an historical account about an issue of the time, reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed.

Lesson Objective:
Students will analyze a document to determine if it is a primary or secondary source.

Materials/Media:
Deposition of John Parker (on my computer)
Lexington and Concord books
Blank Venn diagrams
Document Analysis Worksheets
Documents for student analysis
Blank notebook paper

Motivation:
We will begin the lesson by looking at the deposition document written by John Parker on my computer. This will allow the students to zoom in or out as necessary to attempt to read it. We will try to read what the letter says.

Goal for Learner:
Today we will be looking at what the differences are between primary and secondary sources. We will compare and contrast the two and we will fill out a Document Analysis Worksheet.

Procedure:

- **New Information**
  First we will talk about what makes the Deposition of John Parker document unique and why the students think this document is old. (Handwriting, paper, language used, date, etc)
  Primary source – a document or artifact that was written in a specific period of time. (For example, the Deposition of John Parker) I will explain that this is a primary source because it tells what happened at Lexington and Concord and was written right after it happened.
  I will then spread the Lexington and Concord books out across the table and have the students quickly glance through them. We will discuss what makes these books unique. (Pictures, language, quotes, etc)
  Secondary source – a document or artifact written about or representing a specific period of time but not written during that time. (Example, the Lexington and Concord library books).
  We will discuss the differences between primary and secondary sources and will see if we can ‘find’ any examples of primary sources in the secondary sources. This will be time of free exploration, time to ask questions and time to discuss.

- **Modeling**
  I will show the student how we are going to use blank Venn diagrams to compare and contrast primary and secondary sources. Not only will we use characteristics but we will use examples from the materials we have used as well.

- **Guided Practice**
  Each of the students will be given a blank Venn diagram to use. As a group we will compare and contrast primary and secondary sources. Each student is expected to contribute to the discussion. **Identifying Similarities/Differences, Non-linguistic Representations (graphic organizers)**

- **Check for Understanding**
  Throughout the lesson, I will be asking quick questions to ensure that each student understands what is being taught. At this point, I will ask a few higher level questions such as, “Is it better to use primary or secondary sources when researching?” “Which type of document gives you a better glimpse into daily life during a specific time period?” “Which type gives you a better glimpse into an historic event as a whole?”

- **Practice/Application**
  Each student will be given a document, either a primary or secondary source. After completing the document analysis worksheet, each student will determine whether the document is a primary or secondary source.

- **Closure**
As a closing activity, the students will share the documents that they just analyzed. They will give a brief summary of the document and will share what they determined it to be.

**Cooperative Learning**

**Evaluation of Student Learning:**
Students will be evaluated using the following check list:

- The student read the document.
- The student filled out the document worksheet to the best of their ability.
- The student made a determination as to whether the document was a primary or secondary source.
- The student wrote neatly and age appropriately.
- The student was willing to work.

**Lesson Extension:**
As a lesson extension, we will write a paragraph, making it either a primary or a secondary source. Then we will share what we wrote.

**Annotated Bibliography:**

- **Instructional:**


This document, provided by the National Archives, is very useful in helping student understand what makes primary and secondary sources unique. I will be slightly modifying this worksheet to include a primary or secondary source check box. This document will be used in the Practice/Application portion of the lesson plan.


This book is helpful when trying to find strategies to use in my lesson. In this lesson, I chose to use it in the guided practice section, using the Venn diagram section to explain how to make Venn diagrams more effective. This resource can be found in my personal library.
INTASC Principle(s):
Principle 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.

Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

Principle 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

IN State Standard(s):
Social Studies 5.1 Students will describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800, with an emphasis on the American Revolution and the founding of the United States.

IN State Indicator(s):
Social Studies 5.1.10 The American Revolution: 1763 to 1783. Identify major British and American leaders and describe their roles in key events of the war for independence. – Example: People: King George III, Lord Charles Cornwallis, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine and General George Washington
Social Studies 5.1.12 The American Revolution: 1763 to 1783. Identify contributions of women and minorities during the American Revolution. – Example: Abigail Adams, Martha Washington, Mercy Otis Warren, Deborah Sampson, James Armistead and Joseph Brant

Lesson Objective:
Students will research two individuals important to the American Revolution, creating short biographies that will later be shared with the group.

Materials/Media:
Foam board
Tape
Laminated individual cards
Computers
Notebooks/blank paper for research

Motivation:
As a group, the students will attempt to match the name of a significant individual, their picture and what that individual is best known for. This game will include all 14 of the individuals listed in the standards and will be done on a foam board so that as we learn about the individuals, the
students can correct and/or verify their guesses.

**Goal for Learner:** Today we are going to discuss some of the people who had influence in the American Revolution. We are going to do some research on these individuals and will present them to each other next time we meet.

**Procedure:**
- **New Information**
  I will briefly discuss each of the individuals on this list giving VERY basic information about them. The students will be doing some light research about 2 individuals later in the lesson and will present these to the group. Any individual not covered, I will cover on day 2.
  - King George III
  - Lord Charles Cornwallis
  - Benjamin Franklin
  - Patrick Henry
  - Thomas Jefferson
  - John Adams
  - Thomas Paine
  - General George Washington
  - Abigail Adams
  - Martha Washington
  - Mercy Otis Warren
  - Deborah Sampson
  - James Armistead
  - Joseph Brant

- **Modeling**
  Using my computer, I will show the students how to look up information using the slip of paper they will receive. On the first day, they will work on finding information on their two individuals.

- **Guided Practice**
  Students will work on finding information about their individual. They will have time to look up information as well as ask questions. I will also encourage students to use print material either in the classroom or from the books that will bring in.

- **Check for Understanding**
  Students will be asked questions throughout the lesson. As they are just researching today, there will not be many critical thinking questions.

- **Practice/Application**
  Each student should have at least one footprint completed by the end of day one. They will have a little time to work on the second footprint on day two.

- **Closure**
To close the activity, I will ask the students how they are doing to ensure that they feel comfortable with what is happening in the lesson. I will then tell them that we will continue researching and present our individuals next time we meet.

**Evaluation of Student Learning:**
As of day one, students will need to have one footprint completed for one of their individuals.

**Lesson Extension:**
Because this is a two day lesson, if we have more time, we will simply continue to research online.
Name: Leander Kauffman
Practicum Teacher: C. Coelho
Lesson Topic: Mapping Skills
Email Address: 

INTASC Principle(s):
Principle 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.

Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

Principle 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

IN State Standard(s):
Social Studies 5.3 Students will describe the Earth/sun relationship and use global grid systems. They will identify regions; describe physical and cultural characteristics; and locate states, capitals and major physical features of the United States. They will also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.

IN State Indicator(s):
Social Studies 5.3.10 Human Systems: Using historical maps, locate and explain the conflict over the use of land by Native American Indians and the European colonists.

Social Studies 5.3.11 Environment and Society: Describe adaptation and how Native American Indians and colonists adapted to variations in the physical environment.

Social Studies 5.3.12 Environment and Society: Describe and analyze how specific physical features influenced historical events and movements.

Lesson Objective:
Students will compose a letter to a figurative friend in England, explaining why the landscape of America is so important to the colonists and the French and Indian War.

Materials/Media:
Blank computer paper
Maps
Blank lined paper
Highlighters

Motivation:
I will ask students to quickly draw a map of their classroom without looking around. It doesn’t have to be detailed, just a basic sketch.
Goal for Learner: Today we will be looking at maps of the United States and deciding whether or not the landscape of America played a role in the French and Indian War. We will then write letters from the perspectives of the colonists.

Procedure:

- **New Information**
  There are a few things about historical maps that show us how important the land was in decision-making and battles.
  When you drew your map of the classroom, what are some of the things that don’t change? (the projector in the middle of the room, the four walls, the chalkboard, the sink, etc) So you set up the classroom around those things, correct? When the colonists began expanding westward, the same thing happened. There were certain things that couldn’t be moved so they had to settle around those things. This caused conflicts with the Native Americans, who were already settled in those areas.
  Let’s look just at population first. What are some things you notice about this map? (Time period it was created, the colonies are different sizes; it only shows rivers, etc) What is a reason that the population would have been like this in the colonies? (rivers, ports, Appalachian Mountains, etc) The settlers had to work around the existing landscape to find new land.
  Now we are going to look at a map of the French and Indian War. What is unique about this map? (perspective, the forts and Native American settlements are labeled, shows routes, shows cities, etc) Do you notice anything important about where the forts are located? Where the cities are located? Where the Native American settlements are? Does the land play any role in the location of these places?

- **Modeling**
  Using the map French and Indian War, I will show the students how to read about a battle and then find and highlight it on the map. I will do this for two of the examples. Then I will show them how we will highlight important features of the landscape so we can see how they might relate.

- **Guided Practice**
  Working in pairs, the students will find the important battle sites and features of the land. As a group, we will discuss their findings.

- **Check for Understanding**
  I will be asking many questions throughout the lesson but at this point I will allow the students to ask any questions they might have and will ask them some general questions such as, “What role did the landscape of the United States affect the colonists and Native Americans?”

- **Practice/Application**
  The students will write a letter from the perspective of a colonist. They will be writing to a friend back home that is asking about the French and Indian War. They will answer in
complete sentences and will tell their friend how important the land is to this war and to the settlement. Students will write at least 5 sentences.

- **Closure**
  As a closing activity, the students will share the letters they have written. We will discuss if the landscape of America is still important today.

**Evaluation of Student Learning:**
Students will be evaluated using the following checklist:
- ___ Student completed the writing assignment.
- ___ Student wrote neatly and with generally correct spelling and grammar.
- ___ Student addressed the prompt when writing.
- ___ Student actively participated in the lesson.
- ___ Student wrote from the perspective of a colonist.

**Lesson Extension:**
We will look at topographic and population maps of the United States today and make a decision as to whether or not landscape plays a role in where people live and settle.

Dear Friend,

I hear that the landscape is very beautiful in America. I have also been told that it is very important to everyone who is settling there. What do you think? Has the landscape played a role in your life in the New World?

Write back soon,

Your friend.
LAMP Unit and Lessons
<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Standard(s)</th>
<th>Description</th>
</tr>
</thead>
</table>
| Day 1 02/13/2012 | **Indiana:** ELA - 5.RI.9  
**DoDEA:** SS - 5SS6.a | **Beginning of the American Revolution**  
- Battle of Lexington and Concord  
  - Act out portions of the battle  
  - Look at primary source paintings/engravings  
- Start timeline  
  - Discuss purpose of timelines  
  - Students create paragraphs or pictures for an assigned event |
| Day 2 02/14/2012 | **Indiana:** SS - 5.1.10  
ELA - 5.RI.7, 5.RI.9  
**DoDEA:** SS - 5SS5.c, 5SS6.a | **Important Leaders during the Revolutionary War**  
- George Washington, Benjamin Franklin, Patrick Henry, John Adams, Thomas Paine, Thomas Jefferson  
- Picture walk  
- Research individual in groups  
- Present individual |
| Day 3 02/15/2012 | **Indiana:** SS - 5.1.9  
**DoDEA:** SS - 5SS5.a, 5SS6.a | **Map the Battles of the American Revolution**  
- Map the important battles as a class  
- Create may key sheet  
- Practice map skills |
| Day 4 02/16/2012 | **Indiana:** SS - 5.1.19, 5.1.20  
**DoDEA:** SS - 5SSK.6  
ELA - 5E1b.4 | **Declaration of Independence**  
- Importance  
- People involved  
- When, where, why  
- Interactive online activity and fill out analysis worksheet  
- Watch Declaration being read |
| Day 5 02/21/2012 | **Indiana:** SS - 5.1.11  
**DoDEA:** SS - 5SS6.a, 5SS6.b | **Winter at Valley Forge**  
- Reenactment  
- Picture Walk  
**Foreign Leaders**  
- Von Steuben, de Lafayette, de Galvez  
- Read out of SS book |
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Indiana:</th>
<th>DoDEA:</th>
</tr>
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<tbody>
<tr>
<td>6</td>
<td>02/22/2012</td>
<td><strong>FactBook Work Day</strong></td>
<td><strong>SS - 5SS5.c, 5SS6.a, 5SS6.b, 5SS6.c, 5SSK.1, 5SSK.2, 5SSK.6</strong></td>
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<tr>
<td></td>
<td></td>
<td>• Discuss checklist</td>
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<td></td>
<td></td>
<td>• Give students time to work on FactBooks</td>
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<tr>
<td></td>
<td></td>
<td>• Research using books or computers</td>
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<td></td>
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<td>• Publish once 10 facts have been handwritten</td>
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<tr>
<td>7</td>
<td>02/27/2012</td>
<td><strong>Important Women of the Revolution</strong></td>
<td><strong>SS - 5SS6.c</strong></td>
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<tr>
<td></td>
<td></td>
<td>• Look at and create tombstones in groups</td>
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<tr>
<td></td>
<td></td>
<td>• Research in groups</td>
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<td></td>
<td>• Fill out data collection sheet</td>
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<tr>
<td>8</td>
<td>02/28/2012</td>
<td><strong>Share tombstones</strong></td>
<td><strong>SS - 5SSK.1, 5SSK.2, 5SS6.a</strong></td>
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<td><strong>Winning the Revolution</strong></td>
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<td></td>
<td></td>
<td>• Quick review of all previous lessons</td>
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<td></td>
<td></td>
<td>• Surrender at Yorktown</td>
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<td></td>
<td></td>
<td><strong>Timelines and time terms</strong></td>
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<td></td>
<td></td>
<td>• Terms: century and decade</td>
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<td></td>
<td></td>
<td>• Discuss timelines and how to read them</td>
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<tr>
<td>9</td>
<td>02/29/2012</td>
<td><strong>Government</strong></td>
<td><strong>SS - 5.2.7</strong></td>
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<td>• BrainPop video and worksheet</td>
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<td></td>
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<td>• Branches, functions, relationships</td>
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<td>• Create government tree</td>
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<tr>
<td>10</td>
<td>03/01/2012</td>
<td><strong>Review baseball</strong></td>
<td><strong>SS - 5.1.10, 5.1.11, 5.1.12, 5.1.17, 5.1.19, 5.2.7</strong></td>
</tr>
<tr>
<td></td>
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<td>• Review all topics covered in the unit</td>
<td><strong>SS - 5SS5.c, 5SS6.a, 5SS6.b, 5SS6.c, 5SSK.1, 5SSK.2, 5SSK.6</strong></td>
</tr>
</tbody>
</table>
Student Name: Leander Kauffman  
Class/Grade: Escobar - 5th  
Date to be Taught: February 13, 2012

Subject/Topic: Social Studies – Beginning of the American Revolution (The Battle of Lexington and Concord)

Indiana State Standard(s):  
English/Language Arts: Reading  
Informational Text – 5.RI.9 – Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

DoDEA Standard(s):  
Social Studies: 5SS6.a – Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders’ alliances on both sides.

1. Materials
   - SmartBoard
   - Video cued on History.com (http://www.history.com/videos/first-revolutionary-battle-at-lexington--concord)
   - Lexington & Concord primary sources  
     o Battle of Lexington  
     o British Army in Concord
   - Half-sheets of white printer paper
   - List of assigned topics
   - Learning Logs
   - Student Materials: pencil

2. Objective(s)
   - Students will relate the causes of the Revolution to the beginning of the battles of the American Revolution.

3. Motivation
   - Review all that was learned up to this point. Where did we leave America?
     o The colonists were angry and beginning to understand the need to band together to oppose the British.
     o Leaders are beginning to emerge within the colonies, forming new alliances and groups (such as the Committees of Correspondence)
     o What events or vocabulary can the students remember? (Boston Massacre, Boston Tea Party, Stamp Act, Townshend Acts, Tea Act, etc)
   - What is going to happen next? (Create a sense of suspense)

4. Goal for Learner
   - Today we will be learning about the start of the American Revolution, a war that not only changed our country, it helped to create it. We will focus on the first battle of the American Revolution: The Battle of Lexington and Concord. We will also be working on the timeline that I have put on the wall. You are going to help me with some of the items that will be on the timeline!
5. Content and Procedures

- Ask students to explain the significance of what Paul Revere did. Build upon their prior knowledge to include that Paul Revere rode through Lexington and Concord to warn them that the British were coming. And, indeed, the British came.
  - Explain that the British were looking for secret stores of weapons, said to be in Concord. The British were first stopped in Lexington by the colonists and fought. Colonists lost but not by much. The British then moved on to Concord where they were met by more colonists and again, the colonists were defeated. They regroup though and attacked the British on Old North Bridge and won.
  - Personalize the story by acting out and asking how students would feel.
    - Have one group of students/tables be Lexington, another Concord and a small group is the Old North Bridge.
    - Acting as the British and explaining what has happening, march to Concord and stage a ‘battle’. The British win and continue on toward Concord.
    - Leaving the Lexington group (explain that a few were dead, some were wounded, and some snuck off toward the Old North Bridge), move toward the Concord group. Explain what happens when Concord is attacked. The colonists are defeated again but some sneak off toward the Old North Bridge to head the British off.
    - Discuss the stand-off at The Old North Bridge. Have some of the students from the Lexington group and some from the Concord group move to the Old North Bridge group and defeat the British.
  - Look at the primary source drawings/engravings of The Battles of Lexington and Concord (one at Lexington, one at Concord, one at the Old North Bridge) [short discussion of primary and secondary sources occurred at this time because of a student question]
    - Battle of Lexington – Where are the colonists? Where are the British? Are there differences in the number of colonists and British? Note the leader of the British (Why is he on a horse?). Note the location of the battle in regards to the town of Lexington. How are the colonists reacting? What questions do the students have?
    - British Army in Concord – Where are the British in the picture? What are the two men doing? Does the artist tell us anything about the setting (buildings, cloud cover, cemetery, etc)? Where are the colonists in this picture? Are there more British troops or colonists? Would you have been scared? What questions do the students have?
  - Watch the video on History.com
    - Why are the British headed toward Concord? (stores of weapons in Concord)
    - Do any of the primary sources make it seem like one group or the other fired first? Does anyone group look like they are winning? What did you learn from this video that you didn’t know before?

6. Practice/Application [didn’t go into depth regarding timelines as much as I would have liked]

- Discuss the importance of a timeline, what it shows us and how it can be used. Discuss how to read a timeline.
• Each student will be given a half-sheet of white printer paper on which to either write or draw information about a specific event. The event that each student receives has been pre-determined and will be given to students before they begin.
  o If drawing a picture, it must have a title or be descriptive enough for everyone to know what it represents.
  o If writing sentences, there must be at least 5 sentences.

7. Evaluation of student learning
• Each student will write a brief entry in their learning logs, discussing the facts that they learned in today’s lesson.

8. Closure
• Review the main ideas of the lesson
  o The Battle of Lexington and Concord was the first battle of the American Revolution and was a colonist victory (unexpectedly). [Ended up discussing the number of colonists fighting against the British at Lexington. I wrote the number 70 on 11 pieces of paper and had 10 students hold the papers on one side of the room and another student hold up the paper on the opposite side to show the approximate 10:1 ratio of British soldiers to colonial minutemen.
• Preview tomorrow’s lesson – We will be looking at some of the most important leaders of the American Revolution.

9. Transition
• Students should get ready to go to lunch and recess. Check to see if there is indoor or outdoor recess. After getting themselves ready for lunch, they should return to their seats until called to line up. At 11:57, transition students down to lunch in the cafeGYMatorium.

Reflection:

For the first lesson of my LAMP, this lesson went well. My students already know of my love of Social Studies so I was able to keep enthusiasm high throughout the lesson. I feel that my somewhat extensive knowledge base regarding the Revolution causes me to move faster than what I should. I often ‘forget’ that my students don’t know this information. I need to focus on teaching the content and not on having a conversation with the students. I also need to pay attention to the amount of time that I have available. I feel that I planned to do too much for the time available. We did not get into timelines as far as I would have liked. I will need to adjust my future lesson plans to ensure that I am able to teach the necessary content in the time that I have allotted.

The students responded well to this lesson. Most seemed actively engaged throughout the lesson and many were eager to supply questions, comments or answers to questions. During this lesson, the best quality responses occurred when looking at the engravings/paintings of the
battles. Many students asked good questions about what they didn’t understand in the paintings. A short spontaneous discussion about primary and secondary sources also occurred during this time after being initiated by one of the students. I was also impressed by the creativity and quality of drawings and paragraphs that the students created for the timeline. Many students drew pictures and included text. The pictures were thoughtful and representative of the event given to the student.
## List of Assigned Timeline Topics

<table>
<thead>
<tr>
<th>Student(s)</th>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jade, Nico</td>
<td>1763</td>
<td>French and Indian War ends</td>
</tr>
<tr>
<td>Bryanna, Lorne</td>
<td>1765</td>
<td>Stamp Act Passed</td>
</tr>
<tr>
<td>Emilyann, Michael</td>
<td>1766</td>
<td>Stamp Act Repealed</td>
</tr>
<tr>
<td>Antany, Trae</td>
<td>1767</td>
<td>Townshend Acts passed / Colonists boycott British goods</td>
</tr>
<tr>
<td>Treyvon, Roman</td>
<td>1768</td>
<td>British warships arrive in Boston Harbor</td>
</tr>
<tr>
<td>Lane, Josua</td>
<td>March 5, 1770</td>
<td>Boston Massacre</td>
</tr>
<tr>
<td>Luca, Sammy</td>
<td>1772</td>
<td>Committee of Correspondence formed by Sam Adams</td>
</tr>
<tr>
<td>Leila, Jonah</td>
<td>Dec. 16, 1773</td>
<td>Boston Tea Party</td>
</tr>
<tr>
<td>Maddy, Miles</td>
<td>Sept. 1774</td>
<td>First Continental Congress met</td>
</tr>
<tr>
<td>Emma, Andrew</td>
<td>1775</td>
<td>Patrick Henry gives his famous <em>Liberty or Death</em> speech</td>
</tr>
<tr>
<td>Caleb, Patricia</td>
<td>April 18, 1775</td>
<td>Paul Revere’s Ride</td>
</tr>
<tr>
<td>Mykaela</td>
<td>April 19, 1775</td>
<td>The Battle of Lexington and Concord</td>
</tr>
</tbody>
</table>
Indiana State Standard(s):

**Social Studies:** 5.1.10 – Identify major British and American leaders and describe their roles in key events of the war for independence.

**English/Language Arts:** Reading Informational Text – 5.RI.7 – Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**English/Language Arts:** Reading Informational Text – 5.RI.9 – Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

DoDEA Standard(s):

**Social Studies:** 5SS5.c – Describe and compare the views, lives and impact of key individuals during this period.

**Social Studies:** 5SS6.a – Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indiana leaders’ alliances on both sides.

1. Materials
   - Picture walk with 6 important men
   - SmartBoard
   - Document Camera (DocCam)
   - Bio-Cube Recording sheet
   - Computers (2 per group)
   - Large pieces of white paper
   - Markers/crayons
   - Student Materials: Social Studies textbook, pencil

2. Objective(s)
   - Students will research and share information about an important individual to the American Revolution.

3. Motivation
   - Introduce the 6 important individuals that the students will be ‘meeting’ today through a picture walk. Show portraits of the 6 men of importance that will be discussed and ask students to identify the individual, if they know the name or accomplishments of that person. [Students really only knew George Washington, a few guessed at the others correctly]

4. Goal for Learner
   - Today you are going to become an expert on one individual who was critical to the American Revolution. Then, you are going to share what you have learned with the class.
5. Content and Procedures

- Explain to students that the war has started and new leaders are beginning to step up from different colonies to take charge of different things. One person cannot do everything so different people stepped forward to take care of different things, working together to create a new nation.

- Students will be divided into groups of four students. Each group will be given a leader who was crucial to the American Revolution. Each group will be allowed to use two computers to ‘research’ their leader using only the databases approved by the school. Students must find the information required from the biographies found online.
  - George Washington
  - Thomas Paine
  - John Adams
  - Benjamin Franklin
  - Thomas Jefferson
  - Patrick Henry

- During this time, the students should use and complete the Bio-Cube recording sheet to gather information about the individual they are researching. All spaces in the recording sheet should be filled and the sheet should be filled out individually, although working in a group. [Bio-Cube worksheets were a little difficult for students to comprehend, all the concepts are correct but a little more explanation or a different, more precise form might have been better]

- If a student or a group finished the recording sheet before it is time to share individuals, give them a piece of large white paper and ask them to create a visual for their individual. This could be a web, a portrait with information, or another graphic organizer. [Most groups didn’t get to the visual part of the assignment/presentation]

6. Practice/Application

- Students will present the leader that they were assigned. They will also discuss how they found the information in the biographies (pull out facts, summarize the whole thing, etc) and who did what within the group.

- As each group presents, ensure that all students are paying attention by asking follow up questions or asking for certain pieces of information to be repeated by listening classmates. Reinforce the important accomplishments or responsibilities of each important individual. [Presentations were very sloppy and not all of the essential information was covered]

7. Evaluation of student learning

- Students will be evaluated using the Bio-Cube recording sheet. Each space should be filled using complete sentences when appropriate (ex. Quote should be in a sentence, birth and death dates do not have to be in a sentence).

8. Closure

- Review the important people. Make sure the focus on the following people/questions:
  - Thomas Paine wrote the booklet Common Sense
  - Ben Franklin’s relationship with France
- John Adams was a member of the Continental Congress
- Thomas Jefferson was the main author of the Declaration of Independence
- George Washington was the commander of the Continental Army.

- Ask the students if there are any questions that they still had about any of the individuals. If there are questions that can easily be answered, answer them or do minor online research with the class to find the answer.

9. Transition
- Students should get ready to go to lunch and recess. Check to see if there is indoor or outdoor recess. After getting themselves ready for lunch, they should return to their seats until called to line up. At 11:57, transition students down to lunch in the cafeGYMatorium.

Reflection:

This lesson was a little rougher than yesterday's. The students didn't like the research element and many had questions about the categories listed on the recording sheet. I was able to observe student interaction and classroom dynamics during this lesson. There are certain students who do not work well together, and when using the Box of Doom to pick students, I can't always control who is in what group. Because of this, some students ended up working on their own. This led to a messy presentation time. There were more groups than originally planned and different, slightly inconsistent information, present by multiple students. I think that the intent and idea was right but actual execution didn't work out so well. I am unsure of the amount of information the rest of the class gleaned from each presentation. This topic is one that I will definitely have to recover and revisit so that the students have a clearer understanding of the leaders of the Revolution.

I was slightly shocked at the number of students who refused to work with other students. Ms. Escobar has certain contracts put in place for students who CANNOT work with one another but the students causing problems were not those students. I feel that student success was hindered by this fact. The rest of the class was unable to absorb the information because specific students would not participate to the fullest extent of their capabilities. The information written on the BioCube recording sheet was, generally, quality information and showed me that the students gained a lot of knowledge of their specific leader. I should have included some assessment element to assess the students' knowledge of the leaders that they didn't become an expert on. I might be able to write something for day 3 or day 4.
Indiana State Standard(s):

**Social Studies: 5.1.9** – Using primary and secondary sources to examine historical account about an issue of the time, reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed.

**DoDEA Standard(s):**

**Social Studies: 5SS5.a** – Understand how political, religious, and economic ideas and interests brought about the Revolution.

**Social Studies: 5SS6.a** – Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders’ alliances on both sides.

1. Materials
   - Atlases
   - Smart Board
   - Document Camera (DocCam)
   - Blank, printed maps
   - “Map Key” recording sheets
   - Google Maps on the SmartBoard
   - Important Individuals picture walk from Day 2
   - Student Materials: pencil, something hard to write on

2. Objective(s)
   - Students will label battles and cities important in the American Revolution.

3. Motivation
   - Have the paper passers pass out one atlas to each student (the atlas does not have to be the student’s atlas) and ask each student to keep it closed on his or her desk. Once every student has an atlas ask the students to quickly find a map of the world in the atlas and hold it up. Once all students have found that, ask them to find the state of Indiana (in these atlases, each state has its own page). Once each student has found Indiana, ask the students what the third largest city in Indiana is (Ft. Wayne) and have one student explain how they found that out (there is a list on the side of the page). Have the students flip to the Iowa page and ask them what crops are most often grown in Iowa and have a single student explain how they found it. Have all students close their atlases.

4. Goal for Learner
   - Today we will be looking at where battles took place and why they happened where they did. We will also look at who won these battles and why they were significant to the American Revolution.
5. Content and Procedures

- Have the paper passers pass out the blank maps of the northeastern part of United States as well as the 'map key' recording sheet. Ask the students to meet at the SmartBoard with something to write with and a hard surface to write on.
- Once at the SmartBoard, have each student look at the blank map and decide what is missing. (Compass Rose, Title, Legend/Key, etc). Add these missing things to the map.
- Discuss the first battle of the American Revolution (The Battle of Lexington and Concord) in Lexington and Concord, Massachusetts. Using Google Maps, find those cities on the map and show the students how to find those places on their maps. Add a dot to the blank map and label it 1. On the map key sheet, fill in the corresponding box, including the name of the battle, the date of the battle and what city(s) the battle occurred in.
  - Students should follow along with what is being shown on the DocCam and should be filling out their own sheets.
- One by one, find the locations for all of the following battles, labeling them on the map and filling out the map key sheet. Give the students a little information about the battle while they are filling out the map key sheet so they have a little information to add to their schema.
  1. Philadelphia, Pennsylvania [mapped]
  2. The Battle of Lexington and Concord (Lexington and Concord, MA) [mapped]
  3. The Battle of Bunker Hill (Charlestown, Boston, MA) [mapped]
  4. The Battle of White Plains (White Plains, NY) [mapped]
  5. The Battle of Trenton (Trenton, NJ) [mapped]
  6. The Battle of Princeton (Princeton, NJ)
  7. The Battle of Brandywine (Brandywine, MD)
  8. The Battle of Germantown (Germantown, MD)
  9. The Battle of Oriskany (Oriskany, NY)
  10. The Battle of Bennington (Bennington, VT)
  11. The Battle of Saratoga (Saratoga, NY)
  12. The Winter at Valley Forge (Valley Forge, PA) [looked at but not mapped]
  13. The Battle of Yorktown (Yorktown, NY) [mapped]
- Once finished mapping all of the battles, discuss why the battles were held in these locations.
  - All on the east coast because they hadn’t really discovered the west yet.
  - Close to water because the British came by sea.
  - Centered around Boston and Philadelphia because they were important cities

6. Practice/Application

- Students should label the map given to them as instructed (dot with line and number). On the ‘map key’ recording sheet, the students should include the name of the battle, the date of the battle, what city the battle took place in and who won the battle.

7. Evaluation of student learning

- The maps and recording sheets completed by the students will be graded for completion.
8. Closure
- If time, review the people discussed yesterday. Using the pictures on the PowerPoint and the lesson plan from yesterday. Discuss the important things that these men did.

9. Transition
- Students should get ready to go to lunch and recess. Check to see if there is indoor or outdoor recess. After getting themselves ready for lunch, they should return to their seats until called to line up. At 11:57, transition students down to lunch in the cafeGYMatorium.

Reflection:

As a whole, we did not get as far into this lesson as I would have liked. We were only able to map 6 of the 13 battles. During the lesson itself, I realized this and skipped the ‘unnecessary’ battles and only mapped the ‘important’ battles. I am unsure as to whether my expectations were too high for this lesson or if my motivational activity was simply too long (the entire motivational activity lasted almost 10 minutes!). I am certain that there are elements of both issues. I wouldn’t say that the lesson bombed, but I wanted much more from this lesson. I would have like to get to the final conversation about why battles happened where they did. I feel that many of the students would have had some interesting ideas and insights. I also would have liked to spiral back to the leaders that were discussed and presented yesterday. I think it is important to review these leaders, bringing them to the front of students’ memory again, especially as the unit progresses.

The students responded well to this lesson. I feel that they enjoyed using Google Maps to find the location of the cities. Pulling up Google Maps caused quite a stir amongst the students because they aren’t allowed to use Google. I was a baffled by their lack of basic geographical knowledge of the United States. I know that we learned the states in 3rd or 4th grade but most of my students had no clue which states were which. I had also counted on the diversity of my students to play into some of them knowing the states. When we actually got around to using the maps and Google Maps, I had to outline most of the states so that they students could see where the state lines were. Even with a fairly localized map, many had trouble mapping without my example. This might also be a special awareness development problem and I am simply working at a level “above their heads.” This being said, most students followed along really well and were able to properly complete what I asked of them.
**Student Name:** Leander Kauffman  
**Class/Grade:** Escobar – 5th  
**Date to be Taught:** February 16, 2012

<table>
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<tr>
<th>Subject/Topic: Social Studies – Declaration of Independence</th>
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**Indiana State Standard(s):**  
*Social Studies:* 5.1.19 – Using primary and secondary sources to examine historical account about an issue of the time, reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed.  
*Social Studies:* 5.1.20 – Read and interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States

**DoDEA Standard(s):**  
*Social Studies:* 5SSK.6 – Students differentiate between primary and secondary sources.  
*English/Language Arts:* 5E1b.4 – Draw inferences, conclusions. Or generalizations about text and support them with textual evidence and prior knowledge.

1. **Materials**  
   - SmartBoard  
   - Document Camera (DocCam)  
   - Philadelphia Picture Walk  
   - Written Document Analysis Worksheet  
   - Declaration of Independence Video found at [http://www.youtube.com/watch?v=jYyttEu_NLU](http://www.youtube.com/watch?v=jYyttEu_NLU)  
   - Student Materials: pencil, hard surface to write on (could be textbook, clipboard, etc), Social Studies textbook

2. **Objective(s)**  
   - Students will demonstrate a basic understanding of the Declaration of Independence and its significance though examination of the document itself.

3. **Motivation**  
   - Go on a picture walk of Philadelphia, briefly discussing Independence Hall and why it is important in the creation of the Declaration of Independence. Discuss what went on in each place and make sure students understand that they can still visit Independence Hall to this day.

4. **Goal for Learner**
Today, we are going to take a close look at the Declaration of Independence. We are going to hear it read and examine the draft. This very important document is critical to the development of our nation.

5. Content and Procedures

- Ask the students what they know about the Declaration of Independence. (Who wrote it? When was it written? Why was it written? Why is this document important/why is it included in the social studies book? Etc)
- Read page 299 in the social studies book as a class to give students a brief overview of the Declaration and its history. [This actually worked surprisingly well as a quick intro. All of the necessary information was included and the students listened to their classmates really well.]
  - Present a brief history of the Declaration of Independence to the students. Include a brief discussion of the following:
    - Why the Declaration came about
    - Who was involved
    - Where it was created and signed
    - The significance of the document
- Give the students a few reasons that the Declaration of Independence is important, personally. [The students know that I love Social Studies so it wasn’t a surprise to them that I got this excited about the Declaration. I think this helps to keep them motivated and begin to make their own personal connections to the material.]
  - These men were risking their lives to create a new country that is still around today.
  - This was one of the first major acts of cooperation between all of the colonies, forming one committee together and creating a very important document.
  - We are a “baby country” but have preserved our history fairly well as the document itself resides in Washington DC and you can tour Independence Hall in Philadelphia.

6. Practice/Application

- As a class, we will look at the draft of the Declaration using the Library of Congress website. We will look at some of the themes and some of the most famous lines.
- As a class, discuss the editing process that can be seen. [Pulled a little language arts and writing into the lesson through the editing process. The conversation was very brief as there was not a lot of time left.]
- Then we will examine the Declaration as a class. Students can ask questions, we can discuss word choice or simply read bits and pieces of the draft of the Declaration of Independence.

7. Evaluation of student learning

- Students will complete the Written Document Analysis Worksheet for the Declaration of Independence. They may choose to fill it out as class progresses or they may choose to wait for the end of the class. The students do not have to include a quote from the document in element 6C and are only required to write one thing for item 6D.
8. Closure
- As a class, listen to the Declaration of Independence being read by celebrities. Students should be silent during this because they should be listening only. This document is incredibly important to the history of our nation and should be heard at least once (some of the list of grievances in the middle can be skipped over, but not all). [I was very impressed at how well all of the students listened. The Declaration is very important and I am very glad that they paid attention and focused on what was being said.]
- Discuss where the document is now, if anyone has seen it and how awe inspiring it really is.

9. Transition
- Students should get ready to go to lunch and recess. Check to see if there is indoor or outdoor recess. After getting themselves ready for lunch, they should return to their seats until called to line up. At 11:57, transition students down to lunch in the cafeGYMatorium.

Reflection:
This lesson went really well! Maybe it was only perceived success because I am so enthusiastic about the Declaration of Independence, but I am really proud of how well the students listened, followed along and contributed to discussions. The students also followed along and provided some insightful answers in regards to the Written Document Analysis Worksheet. The boxes that were filled out individually contained many good answers and I received a few good questions back in the questions box. This shows me that the students are connecting with the material provided.

This subject is one that I am absolutely in love with and I was able to share one of my great loves with my class. The first discussion went really well and the students contributed more than I expected them to. Even having a limited knowledge of the Declaration of Independence, many chose to add to the discussion with thoughtful insights and other contributions. When thinking about the lesson before teaching it, I thought that seeing the copy of the Declaration would have a more profound impact than would watching the celebrities read the Declaration but I was mistaken. While I think the Declaration is very moving (I still get goose bumps when I hear it read), I didn’t think my students would find it very exciting. I actually thought that they would get fidgety about a minute into the video. However, most sat, thoroughly engrossed, for the entire 6 minutes that we watched. I was very impressed by this fact and feel that most, if not all, of the students were able to take something away from the lesson, be it knowledge or an emotional connection.
Indiana State Standard(s):
Social Studies: 5.1.11 – Describe foreign aid to the colonies during the American Revolution.

DoDEA Standard(s):
Social Studies: SSS6.a – Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indiana leaders’ alliances on both sides.
Social Studies: SSS6.b – Describe the contributions of France and other nations and of individuals to the outcome of the Revolution.

1. Materials
- SmartBoard
- Valley Forge Picture Walk
- Box of Doom
- Student Materials: pencil, Social Studies textbook

2. Objective(s)
- Students will be introduced to Valley Forge.
- Students will demonstrate a basic understanding of foreign leaders of the American Revolution

3. Motivation
- Have students think back to all of the Social Studies lessons taught last week and recall as many details as they can remember (The Battle of Lexington and Concord, leaders, mapping the battles, the Declaration of Independence). Correct any misconceptions as necessary and review as much as possible in a time span of about 4 to 6 minutes.

4. Goal for Learner
- Today we will talk about how hard life was during the Revolution, including a winter that the Continental Army spent at Valley Forge as well as how the colonists (now Americans) won the Revolutionary War. We will also take a look at some of the leaders from other countries.

5. Content and Procedures
- Tell the students that the Continental Army spent one horrible winter at Valley Forge in Pennsylvania and they are get to experience a little bit of that.
  - Split the class into three groups of eight students. Each group is one cabin. Student should take off their shoes and any jackets coats that they are wearing because the soldiers at Valley Forge had no shoes and it was freezing so they should be a little cold.
o Have each group of eight sit in rows of four, facing each other. Once they have settled into those positions, have everyone take one ‘scoot’ in towards the other line so that they are very cramped in their ‘cabins.’

o While they are still sitting like this (do not allow any student to scoot back, change positions, put on their jacket, etc), discuss what the conditions were like at Valley Forge. Show students pictures of what the cabins and bunks looked like and how many people would have squeezed into one cabin. Discuss having to build a cabin on your own, often hiking for miles in the snow just to cut down one tree. Discuss getting sick and bugs in the cabin and using the restroom. Discuss the fact that George Washington came through the camp almost every day to check on his soldiers.

o Once students get too antsy or if all the information has been presented, students may leave their ‘cabin,’ go back to their desks and quietly put their shoes on.

o Ask the following questions? How did you feel in that situation? How might the soldiers have felt? What would you have done if you had to live through that?

- Have the students turn to page 315 in their Social Studies books to read about the foreign leaders Von Steuben, Lafayette, and de Galvez. Read through the pages and briefly discuss why each individual was important to the American Revolution and winning.

- Briefly discuss the contributions of France.

6. Practice/Application
- As a class, discuss/review what was learned in the lesson. Each student should say something that they learned and no fact should be repeated by another student. Use the box of doom to choose the order students are called on.

7. Evaluation of student learning
- Informal evaluation will occur throughout the lesson and students will be assessed for understanding through questioning, discussion and general participation.

8. Closure
- Discuss the project that the students will be working on tomorrow. Explain to students that they will be given a checklist and will be asked to create a Fact Book of 10 different facts and explanations. These individual FactBooks will be compiled into one large class FactBook. If there is extra time before transition, students may take out a sheet of paper and begin to brainstorm ideas for facts.

9. Transition
- Students should get ready to go to lunch and recess. Check to see if there is indoor or outdoor recess. After getting themselves ready for lunch, they should return to their seats until called to line up. At 11:57, transition students down to lunch in the cafeGYMatorium.
Reflection:

This was not the most exciting lesson and I feel a little bad about that fact. However, over the students did fairly well. The Valley Forge demonstration did not go as I had planned it. I was able to put the students into ‘cabin’ groups and squeeze them together but they were not able to keep themselves in control and I had to stop that part of the lesson early. Because of this, we glazed over the last part of the Valley Forge and began reading out of the book. This was not one of my strongest lesson plans and I feel like it could have been planned and executed better. I am unsure as to whether the lapse in self-control during the Valley Forge demonstration was caused by a lack of maturity on the part of the student or if it was a lack of management on my part. While it was probably a combination of both, I feel that I could have been better at managing the students’ behavior and the demonstration would have been smoother and I would have been able to complete it.

The students seem to get very excited to see pictures that I have taken. They have responded well to the pictures of Philadelphia and seemed to enjoy looking at the pictures from Valley Forge. Not only do they seem to enjoy looking at the pictures but also they seem to genuinely get excited about them. Student participation in the Valley Forge demonstration was not spectacular, which led to me cutting the activity short but the students did actively participate in a short discussion about the photos. Many asked good questions and listened intently to answers.
**Student Name:** Leander Kauffman  
**Class/Grade:** Escobar – 5th  
**Date to be Taught:** February 22, 2012  
**Subject/Topic:** Social Studies – FactBook Creation

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<th>Standard and Indicator:</th>
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| Indiana                | 5.1.10, 5.1.11, 5.1.12, 5.1.17, 5.1.19, 5.2.7  
| DoDEA                  | 5SS5.c, 5SS6.a, 5SS6.b, 5SS6.c, 5SSK.1, 5SSK.2, 5SSK.6  
|                        | [Because of the nature of this lesson, the entire scope of the unit is covered]  

1. Materials  
- Fiction books on the American Revolution and related topics  
  - *A Picture Book of John and Abigail Adams (Picture Book Biographies)* by David A. Adler  
  - *Abigail Adams: First Lady of the American Revolution (Ready-to-Read. Level 3)* by Patricia Lakin  
  - *DK Eyewitness Books: American Revolution* by Stuart Murray  
  - *DK Eyewitness Books: First Ladies* by Amy Pastan  
  - *Everybody's Revolution* by Thomas Fleming  
  - *First of First Ladies: Martha Washington (We the People Biographies)* by Lucia Raatma  
  - *George Washington (First Biographies)* by Barbara Knox and Lola M. Schaefer  
  - *George Washington (Rookie Biographies)* by Wil Mara  
  - *How the Revolutionary War Was Won (Revolutionary War Library)* by John Micklos  
  - *Let It Begin Here!: Lexington & Concord: First Battles of the American Revolution* by Dennis B. Fradin  
  - *The Declaration of Independence (American Symbols)* by Lori Mortensen  
  - *The Revolutionary War (True Books: American History)* by Brendan January  
  - *Understanding the Declaration of Independence* by Sally Senzell Isaacs  
  - *Washington at Valley Forge* by Russell Freedman  
  - *What Do You Know about the American Revolution* by Lynn George

- FactBook Checklist  
- Elmo, computer and SmartBoard  
- Laptop computers  
- Student Materials: pencil, Social Studies textbook

2. Objective(s)  
- Students will begin to work on their American Revolution FactBook.
3. Motivation
- Have each student share one fact that they have brainstormed but make it clear that students should not repeat any fact. Give each student the opportunity to share.

4. Goal for Learner
- Today we are going to have a research and a workday. You already have some facts brainstormed and we will spend time expanding on what you currently have.

5. Content and Procedures
- Introduce checklist
  - Using the Elmo, display checklist on the SmartBoard
  - Read through the checklist, making sure that all students understand the requirements listed. [give students the opportunity to ask questions, be explicit in the instructions given]
- Discuss and make available the resources
  - Discuss the stack of books available for the students to use. Briefly introduce each book and the information that might be found inside.
  - Briefly discuss facts and finding unique facts. What is a fact? What makes a fact unique? Examples?
- Allow students time to complete FactBook
  - Students should be given approximately ½ hour to look through the books available in order to find facts
  - If 10 facts have been handwritten, they may begin to type them.
  - All 10 facts should have at least 3 explanation sentences.

6. Practice/Application
- Students will type the 10 facts they have chosen, formatting them according to the checklist.

7. Evaluation of student learning
- Formal evaluation will occur at the end of the LAMP unit when the project is graded. Informal evaluation is to occur throughout the lesson through the asking and answering of questions as well as observation of students while working in the classroom.

8. Closure
- Have students clean up the room and return any book that they have been using. Computers should be put away according to classroom rules and expectations and students should return to their seats. Once all students are back in their seats, have each student hold up the number of facts that they have completed.

9. Transition
- Students should get ready to go to lunch and recess. Check to see if there is indoor or outdoor recess. After getting themselves ready for lunch, they should return to their seats until called to line up. At 11:57, transition students down to lunch in the cafeGYMatorium.
Reflection:

For a day of mostly research, this went very well! I very much enjoy the opportunity to watch the students' research, discover and work independently. I just love how excited they get when they find an interesting fact, especially if they think that I don't know it (which happens often, I love learning as much as they do!). I think that the checklist helped a lot. There were still a few students who didn't do as much as I would have liked. These are the same students who typically get done quickly and turn in poorly completed work. With a little redirection, I was able to get these students to create a better product. The checklist helped in this because I was able to show them the specific step that needed to be completed to a greater extent. Another issue that we ran into was the lack of computers available. There are only enough computers for about half of the class, which meant that only those students who were ahead of the game could get to the typing portion of the FactBook creation. Because of the low number of computers, a good portion of the class was left in limbo, not able to complete any more of their FactBooks because they did not have access to the computer. I compensated for this by giving the students without computers the option of hand writing all of their facts and supporting sentences out and typing them up myself. I only had two handed in to me today so I guess I will see how this system actually works out.

The students seem motivated to find facts and accomplished quite a bit over the time that was available to them. It would have been a good thing to have a finished copy of the FactBook instead of just the checklist but I think the students are getting the idea and we will continue to work on formatting and editing. The students who had access to a computer got farther than I expected and should soon be finished with their portion of the FactBook. Most of the students worked diligently during the time they were given. As a whole, I think that we will end up with a very successful class FactBook.
**Student Name:** Leander Kauffman  
**Class/Grade:** Escobar – 5th  
**Date to be Taught:** February 27, 2012

**Indiana State Standard(s):**  
*Social Studies:* 5.1.12 – Identify contributions of women and minorities during the American Revolution.  
*Writing:* 5.W.7 – Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**DoDEA Standard(s):**  
*Social Studies:* SS.6.c – Examine the different roles women played during the Revolution.  
*Writing:* S.W.6 – Use grade-level-appropriate note-taking skills when completing research for writing.

1. Materials
- Pictures of tombstones
- Example of George Washington tombstone
- Data collection sheet
- Books for research
  - *A Picture Book of John and Abigail Adams (Picture Book Biographies)* by David A. Adler
  - *Abigail Adams: First Lady of the American Revolution (Ready-to-Read. Level 3)* by Patricia Lakin
  - *DK Eyewitness Books: American Revolution* by Stuart Murray
  - *DK Eyewitness Books: First Ladies* by Amy Pastan
  - *Everybody's Revolution* by Thomas Fleming
  - *First of First Ladies: Martha Washington (We the People Biographies)* by Lucia Raatma
  - *George Washington (First Biographies)* by Barbara Knox and Lola M. Schaefer
  - *George Washington (Rookie Biographies)* by Wil Mara
  - *How the Revolutionary War Was Won (Revolutionary War Library)* by John Micklos
  - *Let It Begin Here!: Lexington & Concord: First Battles of the American Revolution* by Dennis B. Fradin
  - *The Declaration of Independence (American Symbols)* by Lori Mortensen
  - *The Revolutionary War (True Books: American History)* by Brendan January
  - *Understanding the Declaration of Independence* by Sally Senzell Isaacs
  - *Washington at Valley Forge* by Russell Freedman
  - *What Do You Know about the American Revolution* by Lynn George
- Slips of paper with names of important women
- Computer (1 per group)
• Blue/gray paper (3 per group)
• Black permanent markers (1 per group)
• Glue, tape, scissors
• Student Materials: pencil, Social Studies textbook

2. Objective(s)
• Students will create a tombstone and write a eulogy for a specific woman important to the Revolution.

3. Motivation
• Briefly review the important leaders of the American Revolution discussed earlier in the unit. Why were they important to the Revolution?

4. Goal for Learner
• Today we are going to learn about the women who were important to the American Revolution. We are going to be a little creative with what we do and you will work in a group to create something that will be shared with the class.

5. Content and Procedures
• Reveal the secret that, not only do I love Social Studies, I also love cemeteries! [Great reaction from the students, some in shock, some in horror, some deciding that it makes sense.]
• Look at pictures of tombstones. Discuss what can be seen on these tombstones (name, dates, family members, contributions, shape of the stone, engravings/carvings). Allow the students time to simply look at the tombstones and take everything in. [Good conversations happening here. Students noticed more details than I thought they would.]
• Explain to the students that they are going to be creating tombstones for the important women of the Revolution. Because each woman is already dead, this shouldn’t offend anyone. Show the students the George Washington example. Note the name, the dates, the detail and the accomplishments and explain why each was chosen.
• Explain to the students that they will also be writing a eulogy to share with their classmates. Define eulogy and what is typically included in a eulogy.
• Have the paper passers pass out the data collection sheet and split the students into groups. Record what students are in each group and have groups choose their important woman from the bowl.
• Using the books at the front of the classroom or using the computer (1 computer per group, approved websites only), students will find information on their important woman and will complete the data recording sheet.

6. Practice/Application
• Students will work in groups to complete their tombstone. Before receiving the paper to create the tombstone, students must have the data collection sheet completed and should get approval. Each group will be given 3 sheets of blue-gray paper and 1 marker. The groups can choose to make one large tombstone or individual tombstones but make sure they understand that these are the only materials that they will receive.
• Remind students that they will present their tombstones and eulogy tomorrow.
7. Evaluation of student learning
   • Students will be graded on the data collection worksheet. Every space should be filled out and there should be a eulogy of at least 3 sentences on the back.

8. Closure
   • Students should clean up the classroom and place any finished or ‘in-progress’ tombstones under the back table. Ask each group to share the name of their important woman with the class as a very quick preview of the individuals the class will learn about tomorrow.

9. Transition
   • Students should get ready to go to lunch and recess. Check to see if there is indoor or outdoor recess. After getting themselves ready for lunch, they should return to their seats until called to line up. At 11:57, transition students down to lunch in the cafeGYMatorium.

Reflection:
I really enjoyed this lesson. I got to combine so many of my favorite things into one lesson (Social Studies, the American Revolution, cemeteries, teaching all in one lesson)! I think that looking at the pictures of tombstones at the beginning of the lesson was very important. I wasn’t going to do this until I realized that I had photos of tombstones on my computer that I could use. I’m very glad that I did this because it showed all of the variation that there is between tombstones. I think that it gave the students a little more creative license when it came to creating their tombstones. This is one of the days that I stepped back for a moment and allowed the students to “do their thing” and it worked out well.

It was really fun to watch the students create these tombstones. After getting over the initial shock of having to create tombstones, they worked very well in the groups they were placed in. There was a lot of creativity and exciting facts being found. I was impressed by the variety of shapes the stones took upon by the end of the project. The students were able to find the necessary information with very little guidance from me. While there were certain pieces of information that I wanted each group to include, most groups found it on their own and included it on their data recording sheet. The students worked consistently for the entire time and created some really nice products. I am excited to have them share and present them tomorrow!
**Indiana State Standard(s):**

**Social Studies:** 5.1.17 – Create and interpret timelines showing major people, events, and developments in the early history of the United States form 1776-1801

**English/Language Arts:** Speaking and Listening – 5.SL.4 – Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**DoDEA Standard(s):**

**Social Studies:** 5SSK.1 – Students place key events and people of the historical era they are studying in a chronological sequence and with a spatial context; they interpret time lines.

**Social Studies:** 5SSK.2 – students correctly apply terms related to time, including past, present, future, decade, century, and generation.

**Social Studies:** 5SS6.a – Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders’ alliances on both sides.

1. **Materials**
   - Example George Washington Eulogy
   - Example George Washington tombstone
   - Blue/gray paper, markers, tape, glue, scissors
   - SmartBoard
   - Pictures of presentations!
   - Student Materials: pencil, Social Studies textbook

2. **Objective(s)**
   - Students will share their knowledge of one of the important women of the American Revolution with the class.
   - Students will demonstrate a general understanding of timelines and time terms through conversation.

3. **Motivation**
   - Begin this lesson by sharing an example eulogy for George Washington. Be dramatic. Then show students the example tombstone again and ask them to think about all they have learned about the important woman they studied.

4. **Goal for Learner**
   - Today we are going to share the tombstones that you and your groups created. You will also read your eulogy. After that, we will talk about the last battle of the American Revolution; the battle in which the British surrendered!
5. Content and Procedures

- Allow the students 5 minutes to work in their groups to finish their tombstones, finish their eulogy or decide how the presentation is going to work. Emphasize that the recording sheets will be collected so every member of the group must have his or hers filled out.

- Ask the students if there are any groups that would like to volunteer to present first.
  - Students will stand in the front of the room and show their tombstone to the rest of the class.
  - One individual will read the eulogy (if all are the same) or each student will read his or her eulogy (if each eulogy is different).
  - One group member will explain the tombstone and why they chose the information that was written on the tombstone.
  - Emphasize the important aspects of each woman.
    - Martha Washington – was the most active female Patriot, followed George during battles, helped the colonies as much as possible
    - Abigail Adams – wrote to her husband while he was attending the Continental Congress, giving him advice about the new nation
    - Phillis Wheatley – wrote poetry about the Revolution and against slavery, first African American woman to be published
    - Deborah Sampson – dressed as a man so that she could fight the British in the Continental Army
  - Once each group has presented, run through the important facts again and tell the students that the stones will all be placed in a class ‘graveyard’. Have the students turn in their data collection sheet to the Social Studies tray.

6. Practice/Application

- With the students, review all of the information covered during this lesson. Start a few quiet conversations between groups of students about what they learned, especially about timelines and the final battle of the American Revolution.
7. Evaluation of student learning
   - The data collection sheet completed in the previous lesson will be used to grade student performance on the tombstone activity.

8. Closure
   - If there is extra time, allow students to work on FactBooks. If there is little to no extra time, ask students to share one new fact or piece of information they learned today. This could be done one at a time, sharing with the whole class, in small groups or partners.

9. Transition
   - Students should get ready to go to lunch and recess. Check to see if there is indoor or outdoor recess. After getting themselves ready for lunch, they should return to their seats until called to line up. At 11:57, transition students down to lunch in the cafeGYMatorium.

Reflection:

As the LAMP unit winds down, I find that I want to keep teaching this topic. It is fun for me because I very much enjoy Social Studies and this topic and the students also seem to be having a good time. Today’s lesson included information from yesterday and new information from today, which worked out really well. The students had the opportunity to hear new information from their peers, which, I believe, helps the information ‘stick’ a little better. Reading the book was also a good choice because I am not as knowledgeable about the Battle of Yorktown. All of the necessary information is in the book and easily accessible by all students, which is why I chose to use it instead of an activity or discussion.

The students did really well on the presentation of their eulogy and tombstones. A few chose to be very dramatic when presenting their tombstones, which meant that there was a bit of comic relief as well as a lot of good information shared amongst classmates. I feel that the students have a good, albeit basic, understanding of the important women of the American Revolution. The students seem excited about the prospect of a class ‘graveyard’ and their contribution to this graveyard. I am eager to look at their recording sheets and see what was included in their notes about the individual assigned. There was also a lot of good thinking going on during the timeline/time terms portion of the lesson. There were a few instances that I posed questions that a student answered incorrectly and was gently corrected by another classmate. The discussion of timelines and time terms leads me to believe that the students know and understand the basics of the material.
Student Name: Leander Kauffman  
Class/Grade: Escobar – 5th  
Date to be Taught: February 29, 2012

Indiana State Standard(s):  
Social Studies: 5.2.7 – Describe the three branches of the United States government, their functions and their relationships

DoDEA Standard(s): none

1. Materials
   - SmartBoard
   - BrainPop video: http://www.brainpop.com/socialstudies/usgovernmentandlaw/branchesofgovernment/
   - BrainPop worksheet
   - Box of Doom
   - Green construction paper cut into fourths
   - White and brown paper in the shape of a tree/tree trunk
   - Tape & scissors
   - Student Materials: pencil, something hard to write on

2. Objective(s)
   - Students will demonstrate a basic understanding of the three branches of government, who makes up these branches and their function through the completion of a class "government tree".

3. Motivation
   - Quickly review the important women of the Revolution, time terms and the Battle/Surrender at Yorktown.

4. Goal for Learner
   - Today we are going to take a look at our government. The colonists fought for the right to create this government and we must be able to appreciate it and understand how it works. We will watch a short video, complete a worksheet and then create a class visual aid.

5. Content and Procedures
   - Have students move to the SmartBoard, bringing with them a pencil and something hard to write on.
   - Watch the BrainPop video on the government. Have students follow along carefully as there is a lot of information presented in a very short amount of time.
   - When the video is finished, have the paper passers pass out the BrainPop worksheets. Give the students 5-7 minutes to complete the paper to the best of their ability. After being given time to work on their own, complete the rest of the worksheet as a class, discussing answers as needed. [Students were unable to follow the video so the worksheet was very difficult to do. Had to go over every item as a class and discuss to some depth because of the fast-paced information presented in the video.]
• When the paper is complete, give the students the following instructions before allowing them to move back to their seats: Turn in the paper that was just completed, go back to their seats, get out a pencil and wait for further instruction.

6. Practice/Application
• Using the box of doom, place all students in one of the following three categories: Legislative, Executive, or Judicial. Have the students brainstorm what they know about their category and think of two facts.
• Pass out 2 green squares to each student. Explain to the students that each square will become a leaf on our “government tree.” Show them the trunk that is currently on the board, labeled The US Government. Have the students write their facts on the green sheet and then cut the sheets to look like leaves.
• As the students are working on cutting, add branches to the “government tree,” explaining each branch as it is added.
  o Judicial: Supreme Court, lesser courts
  o Legislative: Congress, Senate, House of Representatives
  o Executive: President, VP, Government Departments and Agencies
• As students finish their leaves, have them come to the front of the classroom and attach the leaves to the appropriate branch. [Students were excited to contribute to a whole class project and the final product is wonderful!]

7. Evaluation of student learning
• Evaluation will occur informally, throughout the lesson through observation, discussion and asking/answering questions. Students’ depth and breadth of knowledge will be judged by informally assessing the leaves that were placed on the “government tree.”

8. Closure
• Read each leaf of the “government tree” to the class so that all students benefit from the leaves of their classmates. Answer any questions that students might have at this time.

9. Transition
• Students should get ready to go to lunch and recess. Check to see if there is indoor or outdoor recess. After getting themselves ready for lunch, they should return to their seats until called to line up. At 11:57, transition students down to lunch in the cafeGYMatorium.

Reflection:

Wow, that BrainPop video was fast! Typically, I feel like BrainPop videos are a little under my students’ intellectual levels but this video packed so much information in such a short amount of time that I could barely keep up. Because of this, I thought it was important to spend more time on the written activity. I wasn’t planning on this but after watching the video with the class, it was apparent that they had taken very little from this video. Even the worksheet was
confusing and included more than needed to be covered in this lesson. We somehow made it through alive though and I feel that the students handled this challenging video well.

Even though (or possibly because) the information was presented so quickly and was a little more difficult than is typical, I feel that the students kept up and were able to contribute to the lesson in a positive manner. Most of the students completed the BrainPop worksheet as we discussed each element. Many also had insights that were helpful for the entire class. I also believe that the tree visual helped many students. I am glad that each student had the opportunity to contribute to the tree twice, and all branches of government were equally covered because of the way the students were split up. As a whole, I feel like the students did well, despite the lack of slow and intelligible information.
Student Name: Leander Kauffman
Class/Grade: Escobar – 5th
Date to be Taught: Mar. 1, 2012
Subject/Topic: Social Studies - Review Baseball

1. Materials
   - Single, cleared off desk in front of room
   - Die
   - Sheet of Questions
   - Brightly colored bases (first, second, third)
   - Three ‘outs’ cards
   - Student Materials: pencil and notebook (choice), chairs

2. Objective(s)
   - Students will actively review all material presented throughout the unit.

3. Motivation
   - Ask the students, “Who has been to a baseball game?” Allow answers and a brief discussion of the key elements of baseball – the batter, the dugouts, the pitcher’s mound, the bases, the diamond shape, the outs and batting from home plate

4. Goal for Learner
   - Today we are going to play review baseball. We are going to cover everything that we have learned over the past 3 weeks! The only way that this is going to work, however, is for you to listen carefully and stay quiet.

5. Content and Procedures
   - The basics of review baseball:
     o Students are divided into two teams. Each team sits in their ‘dugout’ (two rows of chairs facing each other and comes to bat as their team moves down the row.
     o Clearly explain that this game needs to remain quite or we will simply read the material again.
     o One person from the first team comes up to “bat”. They stand at home plate (a desk with a die on it) and roll the die.
       ▪ 1 or 2 = single
       ▪ 3 or 4 = double
       ▪ 5 or 6 = triple
       ▪ If a 6 is rolled, the student has the option to go for a home run.

Standard and Indicator:
Indiana
   5.1.10, 5.1.11, 5.1.12, 5.1.17, 5.1.19, 5.2.7

DoDEA
   5.SS5.c, 5.SS6.a, 5.SS6.b, 5.SS6.c, 5.SSK.1, 5.SSK.2, 5.SSK.6

[Because of the nature of this lesson, the entire scope of the unit is covered]
- A question is given based on the level of difficulty determined by the dice.
- If the student gets the correct answer, they move to the designated base.
- If the student gets the incorrect answer, the question moves to the “outfield” or the other team. If the other team gets it correct on the first try, it is considered an “out” and is tallied on the board.
- Three “outs” and the teams switch.

• The students may take notes on the questions that are asked because the questions will be the information covered on the test next week.
• Tie breaker needed! Gave the teams each a piece of paper and a pencil and asked 3 hard questions. The teams could work together to get the answers. One team missed one and the other got all three correct so a winner was declared!

6. Practice/Application
• Play review baseball.

7. Evaluation of student learning
• Evaluation will take place informally, throughout the lesson through observation, discussion and answering/asking questions. Participation will also be a factor in the information evaluation of student learning.

8. Closure
• Give every person on the winning team 3 Esco dollars. Explain that each of the questions given will have a similar question on the test, so if the students feel comfortable with that information, they shouldn’t worry about the test. Explain that they can always come and ask for more information or help before the test.

9. Transition
• Students should get ready to go to lunch and recess. Check to see if there is indoor or outdoor recess. After getting themselves ready for lunch, they should return to their seats until called to line up. At 11:57, transition students down to lunch in the cafeGYMatorium.

Reflection:

This was my favorite review game when I was in school and I am glad that I got to pass it on to my 5th graders! Because I am comfortable with this game and how it is run, I was able to let loose a little and have a good time while reviewing for the post test. I am glad that I had a specific list of question at differing “bases” because it would have been very difficult to keep track of what information I had already covered. It also would have been very difficult to be consistent with the level of difficulty for each base without a pre-made list of questions. I would count this lesson as a success and a nice wrap up for the unit.
I think the students had fun and were active in the review process. A few students chose to take notes after I had explained that the questions asked during the game would be the same or very similar to the questions asked on the test. Everyone participated and every student was “up to bat” at least twice. It also ended up being a very close game, which heightened suspense and enthusiasm. I also think that the students excel at activities like this that are out of the ordinary and involve movement and teamwork. I was impressed by the enthusiasm of all of the students as well as the teamwork and motivation they gave to one another. It was a fun lesson and I truly believe that all of the students are prepared for the post test.