

Engaged Learning Project

Title of Project: The Revolutionary War Era

Subject(s): Social Studies; Language Arts

Grade Level(s): 8th

Abstract:

Social Studies: Students will be exploring what it was like to live in the late 1700's and create a newspaper with articles about different aspects of life during the Revolutionary War. Articles will range from battles to daily life to types of food. Groups will also be asked to create an iMovie of a short news broadcast highlighting some of their favorite stories.

Language Arts: Students will peer edit and review the news articles. They will be looking for errors in grammar and sentence structure, as well as deciding if the writing is appropriate for the audience in which it will be presented.

Learner Description/Context:

The school in which this project will take place is a Title I school in a rural town in north Georgia. The majority of students are white, with approximately 4% of the student population being African American, and approximately 1% of the population being Hispanic. Class sizes range from 28-32 students, with each having their own computer. This will allow students to perform quality research and successfully complete their newspapers and iMovies in class. The majority of this project will take place within the classroom, since many students do not have internet access at home. Through this project, students will gain an understanding of the differences and difficulties of the life in the late 1700's, and discuss the many reasons why colonists wanted independence.

Time Frame: 4 weeks

Week One: Introduction to taxes and acts leading to the Revolutionary War

Week Two: Important people, battles, and daily life research

Week Three: Create, edit, and revise newspapers

Week Four: Create, edit, and share iMovie presentations

Other than 5-10 minute daily warm-ups, the majority of class time will be devoted to this engaged learning project.

Standards Assessed:

SS8H3a. – Explain the immediate and long-term causes of the American Revolution and their impact on Georgia; include the French & Indian War, Proclamation of 1763, Stamp Act, Intolerable Acts, and the Declaration of Independence.

SS8H3b. – Analyze the significance of people and events in Georgia on the Revolutionary War; include loyalists, patriots, Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, the siege of Savannah.

ELAGSE8W2d – Use precise language and domain-specific vocabulary to inform about or explain the topic.

ELAGSE8W4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELAGSE8W5 – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

ELAGSE8W6 – Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

ISTE Standards:

1. Creativity and innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes
- b. Create original works as a means of personal or group expression

2. Communication and collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- d. Contribute to project teams to produce original works or solve problems

3. Research and information fluency

Students apply digital tools to gather, evaluate, and use information.

- a. Plan strategies to guide inquiry

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- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. Process data and report results

4. Critical thinking, problem solving, and decision making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Identify and define authentic problems and significant questions for investigation
- b. Plan and manage activities to develop a solution or complete a project

5. Digital citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- a. Advocate and practice safe, legal, and responsible use of information and technology
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. Demonstrate personal responsibility for lifelong learning
- d. Exhibit leadership for digital citizenship

6. Technology operations and concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

- a. Understand and use technology systems
- b. Select and use applications effectively and productively
- c. Troubleshoot systems and applications
- d. Transfer current knowledge to learning of new technologies

Learner Objectives:

As a result of this project, students will gain a deeper understanding of life during the Revolutionary War era, as well as become more informed about the causes and events that led to the colonists wanting their independence from Great Britain. Students will learn the organization and style of newspaper articles from a local newspaper editor, and will use technology to create their own news broadcasts to highlight a specific area of their newspapers. Students will post their newspapers to a class blog for outside newspaper editors to critique. Final student articles will be published in the North Bartow News and iMovie broadcasts will be shared on Technology Night at AMS. Students will also review sentence structure, proper grammar, and tone and voice of their writing as they compose their newspaper articles.

The “hook” or Introduction:

“All the King’s Smarties”- an activity where students are given Smarties to represent taxes. A group of students are the colonists and have to repeatedly give up their candy as more taxes are imposed on the colonies. This will lead into a discussion on the many reasons why the colonists asked for independence. At this time, we will also discuss the colony of Georgia, and their reluctance to follow the other colonies into the war for independence.

Process:

Project Week One:

Monday: Introduction activity – All the King’s Smarties. Notes on taxes and acts leading up to the war.

Tuesday: Notes on the Boston Massacre and Tea Party. Students will research and draw a picture of the “Midnight Ride”.

Wednesday: Introduction to the Declaration of Independence.

Thursday: Formation of groups for project work; overview of different programs available to students to create their newspapers and how to best conduct their research.

Friday: Notes on the Revolutionary War – colonists’ issues, Lexington & Concord, Battle of Kettle Creek, Siege of Savannah, and content vocabulary

Project Week Two:

Monday: Discussion and video of life during the 1700’s – food, clothing, music, hobbies, etc.

Tuesday: Students research and write their first newspaper article based on yesterday’s discussions (in the form of an advertisement).

Wednesday: Notes concerning battles of the war.

Thursday: Students write their second newspaper article on a battle from yesterday’s discussion.

Friday: Notes over the events of the end of the Revolutionary War.

Project Week Three:

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Monday: Students will have the opportunity to speak with the editor of the North Bartow News, our local newspaper, to ask questions and gain insight for constructing their newspapers.

Tuesday: Students continue to work on articles for their newspapers. Students will upload their newspapers (while in progress) to a class blog. Editors from the North Bartow News will be available to make comments and provide guidance to students as they continue to construct their newspapers.

Wednesday: Students research and write an article on a person from the Revolutionary War era (students will choose a person from our content standards) and explain how this person was significant not only to the Revolution, but specifically how they were significant to the colony of Georgia.

Thursday: Students will work with another student from their ELA class to peer edit their newspaper articles.

Friday: Students will finish revisions and begin discussions for which article they will present for their news broadcast.

Students will submit an article from their paper to the North Bartow News, which has agreed to publish those articles in a future issue of the paper, with a summary of the assignment that the students completed.

Project Week Four:

Monday: Students work on producing their iMovies.

Tuesday: Students finish working on their iMovies and make any final newspaper revisions.

Wednesday: Students share their iMovie broadcasts with the class and submit their newspapers for grading, as well as complete peer reviews.

Thursday: Student iMovies will be shared on morning announcements.

Friday: Student iMovies will continue to be shared on morning announcements.

Product:

Students will create a newspaper to report on the many events of the Revolutionary War. Each group member will be responsible for contributing to the newspaper the following pieces: 3 news stories (1 event, 1 battle, 1 person), 2 colonial advertisements, and 1 opinion letter, in which students will decide if they would side with the British or the colonists. After creating the newspapers, groups will choose one article to present as a news broadcast on iMovie. The news broadcasts will be aired on morning announcements, as well as during Adairsville Middle's annual Technology Showcase in February. A rubric will be used to assess the products produced at the end of the project.

Technology Use:

Laptops – The laptops allow the project to be student directed.

- Internet
 - Student directed: Research emerges from questions posed by students. Students may generate new questions/ideas as they continue researching on their own.
 - Multidisciplinary: Students' research must integrate both social studies and language arts knowledge to create their newspapers and iMovies.
 - Student Role: Students will peruse new ideas through research that they will compile and publish through their newspaper articles and iMovie presentations. Students will be able to inform each other of their findings.
 - Explorer
 - Teacher
 - Producer
 - Teacher Role: The teacher will learn through the students' research of unknown questions.
 - Co-learner/Co-investigator
- Microsoft Word
 - Authentic/meaningful: Allows students to participate in real life/simulated scenario by taking on the adult role of compiling articles and creating a newspaper.
 - Student directed: Requires students to take responsibility and make decisions related to their learning.
 - Student Role: Students explore technological tools while at the same time informing others of their discoveries and producing a newspaper and an iMovie.
 - Explorer
 - Teacher
 - Producer
 - Teacher Role: Teachers will mediate and monitor students while working on their projects, redirecting as needed.
 - Facilitator
 - Guide

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- Collaborative: Students co-construct knowledge from multiple perspectives including each other and an outside expert (editor from local newspaper).
- iMovie
 - Authentic/meaningful: Produce products for audiences that would care about the results.
 - Student directed: Takes new and unexpected directions as new knowledge is discovered and processed.
 - Student Role: Students explore new technological tools (iMovie) while helping other as they create and develop their iMovie.
 - Explorer
 - Teacher
 - Producer
 - Teacher Role: The teacher will monitor the process of learning as well as providing explanations when needed.
 - Facilitator
 - Guide
 - Collaborative: Students will explain multiple perspectives while learning from others.
 - Assessments (Performance based): Students will produce an iMovie to share and publish with an audience. iMovies will be assessed, along with the newspapers, based upon a rubric. The rubric will be given to students at the beginning of the project to help guide the instructional process.

References and Supporting Material:

All the King's Smarties Activity: This will be used during the introduction.

<http://hunterteachingtales.blogspot.com/2013/10/tried-it-tuesday-causes-of-american.html>

YouTube videos for supplementing notes and information presented.

<https://www.youtube.com/watch?v=4ERLY0LhjcM> - Road to Revolution

<https://www.youtube.com/watch?v=HIUiSBXQHCw> - Crash Course World History #28

Rubrics for Assessment:

http://www.leadingpbl.org/w/file/fetch/56645011/Revolutionary_War-Kenowa.pdf

What modifications have you made since you submitted your "idea" for feedback?

Since posting my idea, I have made a couple of modifications. First, I have added in a peer rubric, so that students will have to opportunity to rate their peers as well as self-reflect on their experiences during the project. Also, I have added in a visit from an outside expert. The editor of the North Bartow News will be speaking to the class about composing and editing their newspaper articles. Additional staff will be available to help students revise and edit their newspapers through the use of a classroom blog.

Which indicators of Engaged Learning will be high in this lesson and Why?

Standards-based: This project will directly relate to content standards for 8th grade social studies and language arts, as well as address many of the NETS – S Standards.

Authentic/Meaningful: Students will not only create their own newspaper, but will also film their own news broadcasts.

Multi-disciplinary: This project will incorporate reading, writing, and social studies standards.

Producer: Students will produce their own newspapers and news broadcasts.

Collaborative: Students must collaborate with their group members to produce quality work for their projects. Students will also work with outside experts to construct their newspapers.

Which indicators would you like to strengthen?

I would like to strengthen the culturally responsive indicator.

What LoTi level do you think this lesson would be and Why?

I think my project will be at a LoTi level of 4. Students will be working collaboratively to produce meaningful work. An outside expert will be available to students and they will also have access to unlimited use of technology.

What help would you like to receive from us?

Ideas to strengthen the culturally responsive indicator, or any other ideas for improvement of the project. I would also like to know if I have assigned the appropriate LoTi level.

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