**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ AIG Learning Contract**

**American Revolution Contract for 5th Grade**

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| --- | --- | --- |
| **Dates:**Project to be**Completed by** | **Approved by:** | **Sign & Date** |
| AIG Specialist |  |
| Student |  |
| Classroom Teacher |  |
| Check-in dates | **initials** | **comments** |
|  |  |  |
|  |  |  |
|  |  |  |

You will explore the resources listed below to answer the essential questions about the American Revolution. Then you will complete 2 of the activities from CHOICE MENU.

Essential Questions:

• What were the major factors leading up to the American Revolution?

• What were the important turning points during the war?

• What were the immediate effects following the war?

Resources:

<http://www.digitalhistory.uh.edu/>

 Under the heading; ERAS select American Revolution/ review the various tabs (overview/ events/ people/ music/ etc…)

<http://www.brainpop.com/>

 select Social Studies/ select U.S. history/ select causes of the American Revolution

Rubrics:

A rubric is included for each activity that the student chooses. These rubrics will be used by the students to help guide and monitor their work. The rubrics will also help the teacher see if the students stayed on tasked and followed the guidelines.

**ACTIVITY CHOICE MENU**

Choice 1: News Report option A

Students will be working on a news report. The news report/segment will continue throughout the war with the students working on the script. The students will act as reporters who are reporting all of the important information that occurred during the war. Students will be using the local newspaper as a model of how to write news reports.

Choice 2: News Report option B

Students will work on finding and gathering information on the causes of the war. This information will be written up and used in a news report. Acting as news reporters, the students will look at the many events that preceded the war.

Taking the information that they have learned, they will make a news report about all that has been happening in the colonies.

Choice 3: Movie Poster

Create a movie poster from the book, Drums at Saratoga that would draw people in and explain the book. The poster is intended to draw the students back into the book and have them take a different look at the main idea. While doing this, they will be taking their information and coming up with a creative way of making a movie poster. The poster should include important characters and information from the book.

Choice 4: Sketch Boston Misunderstanding

Illustrate a pro British version of the Boston Massacre. Make the colonists seem like the bad guys. Once again, point of view is a crucial part to understanding history; The Boston Massacre was a well made piece of propaganda. Through that understanding, the students will try and show the British side of the story.

Choice 5: Invent a Currency

Invent a currency for the colonies. Who would you put on the money and why?

This project is intended to have students take a closer look at the important people during the Revolutionary period. This project will also take a look at our currency and examine who is on the money and why. Using this information, they will then pick important figures and create a currency that would fit the colonial period.

Choice 6: Rewrite Poem

Rewrite the poem “The Midnight Ride of Paul Revere” as told by the British.

Point of view is a crucial part in understanding history. By looking at this event from the other side of the story, the students can get a better sense of the whole picture. This activity will also help reinforce the beginning of the war itself.

Choice 7: Writing a Speech

Create a speech that you would say if you were George Washington and you had to inspire the troops going into battle. The students have all seen movies or read books where the main character inspires those around him. As a different activity, the students have to figure what would make people want to join a fight. What facts and important ideas would be incorporated to a speech by George Washington?

Choice 8: Critique the Declaration of Independence

Critique the Declaration of Independence. Write the mistakes that you think you found.

As critical readers and writers, the students should learn to read texts and analyze mistakes that are made. The Declaration of Independence has some mistakes that are obvious and some that are not.

Choice 9: Persuasive Letter

Write a persuasive letter to George Washington convincing him to lead them into battle. Persuasive writing is a great technique because it forces the students to search for supporting details and connect them to the main idea. The students have to think hard about what it would take for one man to have the responsibility of leading an army into battle against a superior opponent.

Choice 10: Political Cartoon

Draw a political cartoon with the 13 colonies, England and Atlantic Ocean as a template. Label and illustrate feelings of the colonies and England. This activity allows those who work better with images a chance to show what they have learned. This also gives the students a different look at the feelings of the colonists and the British. Through art and imagery, they can express feelings.

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

**Rubric for** **Newspaper: News Report Script**

Teacher Name: **Mrs. Burdette**

**Classroom Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- |
| CATEGORY | **4** | **3** | **2** | **1** |
| **Knowledge****Gained** | The student canaccurately answer allquestions related toa) stories in thenewspaper and b)technical processes used to create thenewspaper. | The student canaccurately answermost questionsrelated to a) storiesin the newspaperand b) technicalprocesses used tocreate thenewspaper. | The student canaccurately answermost questionsrelated to a) storiesin the newspaperand b) technicalprocesses used tocreate thenewspaper. | The student appearsto have littleknowledge about thefacts and thetechnical processesused for thenewspaper. |
| **Spelling and****Proofreading** | No spelling orgrammar errorsremain after one ormore people (inaddition to the typist)read and correct thenewspaper. | No more than acouple of spelling orgrammar errorsremain after one ormore people (inaddition to the typist)read and correctsthe newspaper. | No more than 3spelling or grammarerrors remain afterone or more people(in addition to thetypist) read andcorrect thenewspaper. | Several spelling orgrammar errorsremain in the finalcopy of thenewspaper. |
| **Articles -****Supporting****Details** | The details in thearticles are clear,effective, and vivid80-100% of the time. | The details in thearticles are clear andpertinent 90-100% ofthe time. | The details in thearticles are clear andpertinent 75-89% ofthe time. | The details in morethan 25% of thearticles are neitherclear nor pertinent. |
| **Who, What,****When, Where &****How** | All articlesadequately addressthe 5 W's (who,what, when, whereand how). | 90-99% of thearticles adequatelyaddress the 5 W's(who, what, when,where and how). | 75-89% of thearticles adequatelyaddress the 5 W's(who, what, when,where and how). | Less than 75% of thearticles adequatelyaddress the 5 W's(who, what, when,where, and how). |

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

**Rubric for Making A Poster: Movie Poster**

Teacher Name: **Mrs. Burdette**

**Classroom Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- |
| CATEGORY | **4** | **3** | **2** | **1** |
| **Use of Class****Time** | Used time wellduring each classperiod. Focused ongetting the projectdone. Neverdistracted others. | Used time wellduring each classperiod. Usuallyfocused on gettingthe project done andnever distractedothers. | Used some of thetime well during eachclass period. Therewas some focus ongetting the projectdone butoccasionallydistracted others. | Used some of thetime well during eachclass period. Therewas some focus ongetting the projectdone butoccasionallydistracted others. |
| **Content -****Accuracy** | At least 7 accuratefacts are displayedon the poster. | 5-6 accurate factsare displayed on theposter. | 3-4 accurate factsare displayed on theposter. | Less than 3 accuratefacts are displayedon the poster. |
| **Grammar** | There are nogrammaticalmistakes on theposter. | There is 1grammatical mistakeon the poster | There are 2grammaticalmistakes on theposter. | There are more than2 grammaticalmistakes on theposter. |
| **Knowledge****Gained** | Student canaccurately answer allquestions related tofacts in the posterand processes usedto create the poster. | Student canaccurately answermost questionsrelated to facts in theposter andprocesses used tocreate the poster. | Student canaccurately answerabout 75% ofquestions related tofacts in the posterand processes usedto create the poster. | Student appears tohave insufficientknowledge about thefacts or processesused in the poster. |

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

**Rubric for Making Money: Invent a Currency**

Teacher: **Mrs. Burdette**

**Classroom Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- |
| CATEGORY | **4** | **3** | **2** | **1** |
| **Content -****Accuracy** | All facts on thecurrency areaccurate. | 99-90% of the factson the currency areaccurate. | 89-80% of the factson the currency areaccurate.Fewer than | 80% ofthe facts on thecurrency areaccurate. |
| **Knowledge****Gained** | The student canaccurately answerall questions relatedto facts on the currency and totechnical processesused to create thecurrency. | The student canaccurately answermost questionsrelated to facts onthe currency and totechnical processesused to create thecurrency. | The student canaccurately answersome questionsrelated to facts onthe currency and totechnical processesused to create thecurrency. | The student appearsto have littleknowledge about thefacts or technicalprocesses used tocreate the currency. |
| **Attractiveness &****Organization** | The currency hasexceptionallyattractive formattingand well-organizedinformation. | The currency hasattractive formattingand well-organizedinformation. | The currency haswell-organizedinformation. | The currencyformatting andorganization ofmaterial areconfusing to thereader. |
| **Graphics/Pictures** | Graphics go wellwith the currencyand there is a goodmix of text andgraphics. | Graphics go wellwith the currency,but there are somany that theydistract from thetext. | Graphics go wellwith the currency,but there are toofew and thecurrency does notseem realistic | Graphics do not gowith theaccompanyingcurrency or appearto be randomlychosen. |

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

**Rubric for Poems: Rewrite Poem**

Teacher: **Mrs. Burdette**

**Classroom Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Writing Process** | Student devotes a lotof time and effort tothe writing process(drafting, reviewing,and editing). Workshard to make thepoem wonderful. | Student devotessufficient time andeffort to the writingprocess (drafting,reviewing, andediting). Works andgets the job done. | Student devotessome time and effortto the writing processbut was not verythorough. Doesenough to get by. | Student devotes littletime and effort to thewriting process.Doesn't seem tocare. |
| **Focus on****Assigned Topic** | The entire poem isrelated to theassigned topic andallows the reader tounderstand muchmore about the topic. | Most of the poem isrelated to theassigned topic. Thepoem wanders off atone point, but thereader can still learnsomething about thetopic | Some of the poem isrelated to theassigned topic, but areader does notlearn much about thetopic. | No attempt has beenmade to relate thepoem to theassigned topic. |
| **Creativity** | The poem containsmany creative detailsand/or descriptionsthat contribute to thereader's enjoyment.The poet has reallyused his imaginationand referred back tothe original poem. | The poem contains afew creative detailsand/or descriptionsthat contribute to thereader's enjoyment.The poet has usedhis imagination andreferred back to theoriginal poem. | The poem contains afew creative detailsand/or descriptions,but they distract fromthe poem. The poethas tried to use hisimagination andreferred back to theoriginal poem. | There is littleevidence of creativityin the poem. Thepoet does not seemto have used muchimagination andreferred back to theoriginal poem. |
| **Spelling and****Punctuation** | There are no spellingerrors in the finaldraft. Character andplace names that theauthor mentionedare spelledconsistentlythroughout. | There is one spellingerror in the finaldraft. | There are 2-3spelling errors in thefinal draft. | The final draft hasmore than 3 spellingerrors. |

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

**Rubric for Persuasive Speech: Creating a Speech**

Teacher Name: **Mrs. Burdette**

**Classroom Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **CATEGORY** | **4 -****Above Standards** | **3 -****Meets Standards** | **2 -****Approaching Standards** | **1 -****Below Standards** |
| **Attention****Grabber** | The introductoryparagraph has a stronghook or attentiongrabber that isappropriate for theaudience. This couldbe a strong statement,a relevant quotation,statistic, or questionaddressed to thereader. | The introductoryparagraph has a hookor attention grabber,but it is weak,rambling orinappropriate for theaudience. | The author has an interestingintroductory paragraph but theconnection to the topic is notclear. | The introductoryparagraph is notinteresting AND is notrelevant to the topic. |
| **Support for****Position** | Includes 3 or morepieces of evidence(facts, statistics,examples, real-lifeexperiences) thatsupport the positionstatement. The writeranticipates the reader'sconcerns, biases orarguments and hasprovided at least 1counter-argument. | Includes 3 or morepieces of evidence(facts, statistics,examples, real-lifeexperiences) thatsupport the positionstatement. | Includes 2 pieces of evidence(facts, statistics, examples,real-life experiences) thatsupport the position statement. | Includes 1 or fewerpieces of evidence(facts, statistics,examples, real-lifeexperiences). |
| **Grammar &****Spelling** | Author makes noerrors in grammar orspelling that distractsthe reader from thecontent. | Author makes 1-2errors in grammar orspelling that distractthe reader from thecontent. | Author makes 3-4 errors ingrammar or spelling thatdistract the reader from thecontent. | Author makes morethan 4 errors ingrammar or spellingthat distracts thereader from thecontent. |
| **Audience** | Demonstrates a clearunderstanding of thepotential reader anduses appropriatevocabulary. Anticipatesreader's questions andprovides thoroughanswers. | Demonstrates ageneral understandingof the potential readerand uses vocabularyand argumentsappropriate for thataudience. | Demonstrates someunderstanding of the potentialreader and uses argumentsappropriate for that audience. | It is not clear who theauthor is writing for. |

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

**Rubric for Reading - Analyzing Information: Critique the**

**Declaration of Independence**

AIG Teacher: **Mrs. Burdette**

**Classroom Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- |
| CATEGORY | **4** | **3** | **2** | **1** |
| **Summarization** | Student uses only 1-3 sentences todescribe clearlywhat the article isabout. | Student usesseveral sentences toaccurately describewhat the article isabout. | Student summarizesmost of the articleaccurately, but hassome slightmisunderstanding. | Student has greatdifficultysummarizing thearticle. |
| **Identifies facts** | Student accuratelylocates at least 5facts in the articleand gives a clearexplanation of whythese are facts,rather than opinions. | Student accuratelylocates 4 facts in thearticle and gives areasonableexplanation of whythey are facts, ratherthan opinions. | Student accuratelylocates 4 facts in thearticle. Explanation isweak. | Student has difficultylocating facts in anarticle. |
| **Identifies****opinions** | Student accuratelylocates at least 5opinions in thearticle and gives aclear explanation ofwhy these areopinions, rather thanfacts. | Student accuratelylocates at least 4opinions in thearticle and gives areasonableexplanation of whythese are opinions,rather than facts. | Student accuratelylocates at least 4opinions in the article.Explanation is weak. | Student has difficultylocating opinions inan article. |
| **Identifies details** | Student discussesmany details foreach main point. | Student discussessome details foreach main point. | Student is able to onlydiscuss a few of thedetails. | Student cannotdiscuss details withaccuracy. |

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

**Rubric for Interpretive Drawings: Sketch Boston Misunderstanding**

AIG Teacher: **Mrs. Burdette**

**Classroom Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Labels** | Every item thatneeds to beidentified has alabel. It is clearwhich label goeswith which part. | Almost allitems (90%)that need to beidentified havelabels. It isclear whichlabel goes withwhich part. | Most items (75-89%) that need tobe identified havelabels. It is clearwhich label goeswith which part. | Less than 75% of the itemsthat need to be identifiedhave labels OR it is notclear which label goes withwith item. |
| **Drawing -****details** | All assigned detailshave been added.The details areclear and easy toidentify. | Almost allassigneddetails (at least85%) havebeen added. A few details aredifficult to identify. | Fewer than 85% of theassigned details arepresent | most details aredifficult to identify. |
| **Spelling** | All words arespelled correctly inthe title, labels andcaption/description. | All commonwords arespelledcorrectly in thetitle, labels anddescription. 1-2words may bemisspelled. | 75% of the wordsare spelledcorrectly in thetitle, labels, anddescription. | Fewer than 80% of thewords are spelled correctlyin the title, labels, anddescription. |
| **Title** | Title is informative,centered, andlarger than othertext and explainsthe drawing. | Title isinformative andlarger thanother text, butdoes not reallyexplain thedrawing. | Title is informativeand centered, butis not appropriatefor drawing. | The title is incomplete anddoes not clearly indicatewhat is going on in drawing. |

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

**Rubric for Letter-Writing: Persuasive Letter**

AIG Teacher: **Mrs. Burdette**

**Classroom Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- |
| CATEGORY | **4** | **3** | **2** | **1** |
| **Sentences &****Paragraphs** | Sentences andparagraphs arecomplete, well constructedand of varied structure. | All sentences arecomplete and well constructed(no fragments, no run-ons).Paragraphingis generally done well. | Most sentences are complete and well constructed.Paragraphing needs some work. | Many sentencefragments or run-onsentences OR paragraphing needs lots of work. |
| **Ideas** | Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about. | Ideas wereexpressed in a prettyclear manner, but the organization could have been better. | Ideas were somewhat organized, but were not very clear. It tookmore than onereading to figure out what the letter was about. | The letter seemed tobe a collection ofunrelated sentences.It was very difficult tofigure out what theletter was about. |
| **Format** | Complies with all therequirements for apersuasive letter. | Complies with almostall the requirementsfor a persuasiveletter. | Complies withseveral of therequirements for apersuasive letter. | Complies with lessthan 75% of therequirements for apersuasive letter. |
| **Salutation and****Closing** | Salutation andclosing have noerrors incapitalization andpunctuation. | Salutation andclosing have 1-2errors incapitalization andpunctuation. | Salutation andclosing have 3 ormore errors incapitalization andpunctuation | Salutation and/orclosing are missing |

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

**Rubric for** **Making A Cartoon: Political Cartoon**

AIG Teacher: **Mrs. Burdette**

**Classroom Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- |
| CATEGORY | **4** | **3** | **2** | **1** |
| **Use of Class****Time** | Used time wellduring each classperiod. Focused ongetting the projectdone. Neverdistracted others. | Used time wellduring each classperiod. Usuallyfocused on gettingthe project done andnever distractedothers. | Used some of thetime well during eachclass period. Therewas some focus ongetting the projectdone butoccasionallydistracted others. | Did not use classtime to focus on theproject OR oftendistracted others. |
| **Labels** | All items ofimportance on thepolitical cartoon areclearly labeled withlabels that can beread from at least 3ft. away. | Almost all items ofimportance on thepolitical cartoon areclearly labeled withlabels that can beread from at least 3ft. away. | Several items ofimportance on thepolitical cartoon areclearly labeled withlabels that can beread from at least 3ft. away. | Labels are too smallto view OR noimportant items werelabeled. |
| **Knowledge****Gained** | Student canaccurately answer allquestions related tofacts in the politicalcartoon andprocesses used tocreate the politicalcartoon. | Student canaccurately answermost questionsrelated to facts in thepolitical cartoon andprocesses used tocreate the politicalcartoon. | Student canaccurately answerabout 75% ofquestions related tofacts in the politicalcartoon andprocesses used tocreate the politicalcartoon. | Student appears tohave insufficientknowledge about thefacts or processesused in the politicalcartoon. |
| **Content -****Accuracy** | At least 7 accuratefacts are displayedon the politicalcartoon. | 5-6 accurate factsare displayed on thepolitical cartoon. | 3-4 accurate factsare displayed on thepolitical cartoon. | Less than 3 accuratefacts are displayedon the politicalcartoon. |

Standards Utilized on independent learning contract

5th grade teachers

Literacy

[CCSS.ELA-Literacy.RI.4.1](http://www.corestandards.org/ELA-Literacy/RI/4/1/) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-Literacy.RI.4.2](http://www.corestandards.org/ELA-Literacy/RI/4/2/) Determine the main idea of a text and explain how it is supported by key details; summarize the text.

[CCSS.ELA-Literacy.RI.5.6](http://www.corestandards.org/ELA-Literacy/RI/5/6/) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

[CCSS.ELA-Literacy.RI.5.8](http://www.corestandards.org/ELA-Literacy/RI/5/8/) Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

[CCSS.ELA-Literacy.RI.5.9](http://www.corestandards.org/ELA-Literacy/RI/5/9/) Integrate information from several texts on the same topic in order to write or [speak](http://www.corestandards.org/ELA-Literacy/RI/5/) about the subject knowledgeably.

Writing

[CCSS.ELA-Literacy.W.5.2](http://www.corestandards.org/ELA-Literacy/W/5/2/) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

[CCSS.ELA-Literacy.W.5.2a](http://www.corestandards.org/ELA-Literacy/W/5/2/a/) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), [illustrations](http://www.corestandards.org/ELA-Literacy/W/5/), and multimedia when useful to aiding comprehension.

[CCSS.ELA-Literacy.W.5.2d](http://www.corestandards.org/ELA-Literacy/W/5/2/d/) Use precise language and domain-specific vocabulary to inform about or explain the topic.

[CCSS.ELA-Literacy.W.5.2e](http://www.corestandards.org/ELA-Literacy/W/5/2/e/) Provide a concluding statement or section related to the information or explanation presented.

Social Studies

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| --- |
| 5.C&G.2.1 Understand the values and principles of a democratic republic.Rationale: Through researching American Revolution, students will learn about the guiding values and democratic principles included in the United States Constitution. |

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

American Revolution Pre-Assessment

1. The United States won its independence from:

A. Spain

B. France

C. Britain

2. The Revolutionary War lasted from:

A. 1775-1777

B. 1775-1783.

C. 1776-1779

3. The second half of the war was fought almost entirely in:

A. The South.

B. The mid-Atlantic.

C. New England.

4. The people who opposed the Revolution were called:

A. Loyalists.

B. Whigs.

C. Republicans.

5. Freedom was promised to slaves if they would fight:

A. In the British army.

B. In the American army.

C. Neither.

6. To win the Revolution, America needed the help of:

A. The Hessians.

B. The Indians.

C. The French.

7. What percent of colonists actively backed the Revolution?

A. 90 percent

B. 67 percent

C. Less than 50 percent

8. The Minutemen were so called because:

A. They could be mustered in a few minutes.

B. Their equipment was up to the minute.

C. They often were forced to subsist on Minute Rice.

9. Most Americans who fought in the Revolution:

A. Served the entire war.

B. Served briefly and then went home.

C. Changed sides at least once.

10. The British occupied which of the following cities at some point during the

Revolution:

A. Boston.

B. New York.

C. Philadelphia.

D. Charleston.

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

American Revolution Post Assessment

For the American Revolution Post Assessment, the students will be working on a two-part project, which will be done at home. This will be completed at the end of the unit.

• **For the first part of the project**, everyone in the class will be working on a Poster Project to wrap up our unit. The poster project allows students to be as creative as they want and as different as they want. Teacher will be very flexible in what the students can create on the poster. The following are a few guidelines that the students must follow in creating their posters:

o The posters will be created based on any of the major events or major people discussed during the American Revolution Unit (Ex. Boston Tea Party, King George, Stamp Act, etc)

o On the poster there must be a small summary about the specific event or person that they chose.

o They may draw illustrations of the event or person or may make copies of pictures from textbook, get pictures from the internet, etc.

o Along with the illustrations and summary, each poster should have at least 3 interesting facts that they have learned involving the specific event or person.

o Be creative and unique as possible!

• **For the second part of the project**, students will write a self-reflective response. This response will only have to be 2-3 paragraphs which should include the following:

o What are some things that you really enjoyed learning about in the American Revolution Unit?

o What questions or uncertainties do you still have about the American Revolution?

o After completing all 3 of the individual activities in the unit, which are you most proud of and why?

o What were your strengths when working on those activities?

o What were some of your weaknesses?

- **This two-part post assessment is very helpful for both the students and the teacher. The teacher will be able to see what they really understood from the unit and what they still are confused about. This will also help the teacher change some of the unit around for the following years to come. It also helps the student because it allows them to self reflect. They can look at everything they have completed in the unit and can see what they liked, what some of their strengths were and what some of their weaknesses were.**