

# The American Revolution Curriculum

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| <b>Short Summary:</b>                   | Students will learn about the life and struggles of colonialists during the American Revolutionary years, why the war was fought, and the results.   |  |
| <b>General Educational Goals:</b>       | <p>Students must be aware of why the war was fought and important it was for the colonialists to find a solution to the problems they had with England during this era. Students will be exposed to this war in subsequent grade levels in middle school, as well as in high school, so it is important to give students prior knowledge of at least the basic reasons behind the war, such as what led to the war and what the results were from fighting this war.</p> <p>The goals chosen came from both what the state of Georgia expects students to know concerning the American Revolution and from my own knowledge of what students will need to know for future classes. The goals also originate from my personal feelings as to the basis for why it is important to contribute to the community and our country as patriots. To further these goals into more specific subject matter, the teacher will concentrate on the people, the economics with trade, the geographic events which occurred during the battles, and using the Web to balance activities which enhance the knowledge of my students.</p> |  |
| <b>Target Learners:</b>                 | 4th grade students   |  |
|   | <b>Subject:</b>  | The American Revolution and why this war was important to the development of the new United States of America. The focus will be on the learners.  |
|   | <b>Subtopics:</b>  | geography, economics, map skills and reading, and use of the Web. Outlines and concepts maps used.   |
|   | <b>Description:</b>  | The students will explore the colonial world before, during, and after the American Revolution. Students will understand the geography of the states before and after the war, as well as understand the economics of the states and the new country before and after the war. The Web will be consistently used to help students understand the concepts of the war and research the people and the events before, during, and after the American Revolution. |
| <b>Prerequisites &amp; Assumptions:</b> | Assumptions in teaching the students about the American Revolution are that, due to the nature of the war in which the United States is currently involved and with so many of their parents involved in this war, the students should enjoy reading   |  |

about, researching and exploring this war. Students will need to understand what causes the war, the names of those involved, certain documents ascertained during the war, and know how to use the Web and Inspiration to complete research and create graphs. Students will also need to know how to create documents to be placed on a website. Since I have already taught my students how to use Inspiration, Microsoft Power Point, and the Web in the Computer Lab at the school, students should now be ready to take the next steps. Students have also already created research papers with bibliographies and title pages, power point presentations, and graphs, so they should be ready. My assumption is that the students want to learn and that the students will look forward to understanding the war that led to the development of our country. I will be giving both directions and expecting self-regulation in terms of their learning, and with the directives and skills I have taught them in the past, this should be their next step.

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| <b>The Learning Objectives:</b> | Students will explore the colonial world by understanding the lifestyles of colonists during this era.                                 |
|                                 | Students will create maps based on the geography of the states before and after the American Revolution.                               |
|                                 | Students will describe the relationship between the geography of the states and the economics of the new country after the war.        |
|                                 | Students will use different medians of technolog0y to create graphs and research the people and the events of the American Revolution. |
|                                 | Students will make analogies to situations happening in the American Revolution to wars in our modern era.                             |

Learning objectives are constantly reviewed and changed to suit the needs of the students as defined by the how in depth the subject can be taken with the particular class being taught.

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| <b>Aims &amp; Rationale:</b> | The aim of this curriculum is to serve as an important step in student learning on the history of the United States. The educator will teach students the important people, events, and geographical map skills needed to understand the historical importance of the American Revolution. The educator will teach students to become computer- and technologically-literate through the use of tools |
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such as the Web, Inspiration, Microsoft Power Point, and other technologies important to the development and growth of knowledge for students. As the state of Georgia dictates that students become computer-literate by the time they reach the middle grades, students in this class will produce products that are conducive to this learning environment.

**Activities:** Skills will be needed to complete activities on map reading as well as using the Web. The Somatic approach could be used to identify what people had or didn't have during this war and how people died for a cause. It will be easy to invest in Attitude, as the feelings, emotions, and character demands of participants in the war will be a main focus. The Process, or multiple steps in completing projects, will be a main focus in using the Web for research and other projects. Students will also experience the war by reviewing diaries, hearing war stories, and writing plays and other activities.

The list of activities that students could do leading them toward the learning objectives set up for the American Revolution are as follows:

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| 1. | Survey/Questionnaire: Students work in teams to create a survey/questionnaire on what they believe is important to know about the events of the American Revolution. |
| 2. | Web Quest: Students complete a web quest on information obtained on the American Revolution.   |
| 3. | Graphs: Students create a web map/graph on the events of the American Revolution with Inspiration.   |
| 4. | Research Papers: Students choose topics for research on the American Revolution then create research papers and make presentations.                                  |
| 5. | Activities for the Web: Students create their own web searches and activities for the web on the topics they chose.  |
| 6. | Debate: Students hold a debate using their topics to discuss the aspects of the American Revolution.   |
| 7. | Plays: Students create plays using the information they learned in their research and then impersonate the characters of the plays.                                  |
| 8. | Plays will be videotaped for the school web site with permission of school administrators.   |
| 9. | Plays can be developed in the form of Old-Fashioned Radio Plays or commercials if desired.   |