**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** | |
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|  |  |  | |

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 can  accurately answer all  questions related to  a) stories in the  newspaper and b)  technical processes used to create the  newspaper. | The student can  accurately answer  most questions  related to a) stories  in the newspaper  and b) technical  processes used to  create the  newspaper. | The student can  accurately answer  most questions  related to a) stories  in the newspaper  and b) technical  processes used to  create the  newspaper. | The student appears  to have little  knowledge about the  facts and the  technical processes  used for the  newspaper. |
| **Spelling and**  **Proofreading** | No spelling or  grammar errors  remain after one or  more people (in  addition to the typist)  read and correct the  newspaper. | No more than a  couple of spelling or  grammar errors  remain after one or  more people (in  addition to the typist)  read and corrects  the newspaper. | No more than 3  spelling or grammar  errors remain after  one or more people  (in addition to the  typist) read and  correct the  newspaper. | Several spelling or  grammar errors  remain in the final  copy of the  newspaper. |
| **Articles -**  **Supporting**  **Details** | The details in the  articles are clear,  effective, and vivid  80-100% of the time. | The details in the  articles are clear and  pertinent 90-100% of  the time. | The details in the  articles are clear and  pertinent 75-89% of  the time. | The details in more  than 25% of the  articles are neither  clear nor pertinent. |
| **Who, What,**  **When, Where &**  **How** | All articles  adequately address  the 5 W's (who,  what, when, where  and how). | 90-99% of the  articles adequately  address the 5 W's  (who, what, when,  where and how). | 75-89% of the  articles adequately  address the 5 W's  (who, what, when,  where and how). | Less than 75% of the  articles adequately  address 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 well  during each class  period. Focused on  getting the project  done. Never  distracted others. | Used time well  during each class  period. Usually  focused on getting  the project done and  never distracted  others. | Used some of the  time well during each  class period. There  was some focus on  getting the project  done but  occasionally  distracted others. | Used some of the  time well during each  class period. There  was some focus on  getting the project  done but  occasionally  distracted others. |
| **Content -**  **Accuracy** | At least 7 accurate  facts are displayed  on the poster. | 5-6 accurate facts  are displayed on the  poster. | 3-4 accurate facts  are displayed on the  poster. | Less than 3 accurate  facts are displayed  on the poster. |
| **Grammar** | There are no  grammatical  mistakes on the  poster. | There is 1  grammatical mistake  on the poster | There are 2  grammatical  mistakes on the  poster. | There are more than  2 grammatical  mistakes on the  poster. |
| **Knowledge**  **Gained** | Student can  accurately answer all  questions related to  facts in the poster  and processes used  to create the poster. | Student can  accurately answer  most questions  related to facts in the  poster and  processes used to  create the poster. | Student can  accurately answer  about 75% of  questions related to  facts in the poster  and processes used  to create the poster. | Student appears to  have insufficient  knowledge about the  facts or processes  used 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 the  currency are  accurate. | 99-90% of the facts  on the currency are  accurate. | 89-80% of the facts  on the currency are  accurate.  Fewer than | 80% of  the facts on the  currency are  accurate. |
| **Knowledge**  **Gained** | The student can  accurately answer  all questions related  to facts on the currency and to  technical processes  used to create the  currency. | The student can  accurately answer  most questions  related to facts on  the currency and to  technical processes  used to create the  currency. | The student can  accurately answer  some questions  related to facts on  the currency and to  technical processes  used to create the  currency. | The student appears  to have little  knowledge about the  facts or technical  processes used to  create the currency. |
| **Attractiveness &**  **Organization** | The currency has  exceptionally  attractive formatting  and well-organized  information. | The currency has  attractive formatting  and well-organized  information. | The currency has  well-organized  information. | The currency  formatting and  organization of  material are  confusing to the  reader. |
| **Graphics/Pictures** | Graphics go well  with the currency  and there is a good  mix of text and  graphics. | Graphics go well  with the currency,  but there are so  many that they  distract from the  text. | Graphics go well  with the currency,  but there are too  few and the  currency does not  seem realistic | Graphics do not go  with the  accompanying  currency or appear  to be randomly  chosen. |

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 lot  of time and effort to  the writing process  (drafting, reviewing,  and editing). Works  hard to make the  poem wonderful. | Student devotes  sufficient time and  effort to the writing  process (drafting,  reviewing, and  editing). Works and  gets the job done. | Student devotes  some time and effort  to the writing process  but was not very  thorough. Does  enough to get by. | Student devotes little  time and effort to the  writing process.  Doesn't seem to  care. |
| **Focus on**  **Assigned Topic** | The entire poem is  related to the  assigned topic and  allows the reader to  understand much  more about the topic. | Most of the poem is  related to the  assigned topic. The  poem wanders off at  one point, but the  reader can still learn  something about the  topic | Some of the poem is  related to the  assigned topic, but a  reader does not  learn much about the  topic. | No attempt has been  made to relate the  poem to the  assigned topic. |
| **Creativity** | The poem contains  many creative details  and/or descriptions  that contribute to the  reader's enjoyment.  The poet has really  used his imagination  and referred back to  the original poem. | The poem contains a  few creative details  and/or descriptions  that contribute to the  reader's enjoyment.  The poet has used  his imagination and  referred back to the  original poem. | The poem contains a  few creative details  and/or descriptions,  but they distract from  the poem. The poet  has tried to use his  imagination and  referred back to the  original poem. | There is little  evidence of creativity  in the poem. The  poet does not seem  to have used much  imagination and  referred back to the  original poem. |
| **Spelling and**  **Punctuation** | There are no spelling  errors in the final  draft. Character and  place names that the  author mentioned  are spelled  consistently  throughout. | There is one spelling  error in the final  draft. | There are 2-3  spelling errors in the  final draft. | The final draft has  more than 3 spelling  errors. |

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 introductory  paragraph has a strong  hook or attention  grabber that is  appropriate for the  audience. This could  be a strong statement,  a relevant quotation,  statistic, or question  addressed to the  reader. | The introductory  paragraph has a hook  or attention grabber,  but it is weak,  rambling or  inappropriate for the  audience. | The author has an interesting  introductory paragraph but the  connection to the topic is not  clear. | The introductory  paragraph is not  interesting AND is not  relevant to the topic. |
| **Support for**  **Position** | Includes 3 or more  pieces of evidence  (facts, statistics,  examples, real-life  experiences) that  support the position  statement. The writer  anticipates the reader's  concerns, biases or  arguments and has  provided at least 1  counter-argument. | Includes 3 or more  pieces of evidence  (facts, statistics,  examples, real-life  experiences) that  support the position  statement. | Includes 2 pieces of evidence  (facts, statistics, examples,  real-life experiences) that  support the position statement. | Includes 1 or fewer  pieces of evidence  (facts, statistics,  examples, real-life  experiences). |
| **Grammar &**  **Spelling** | Author makes no  errors in grammar or  spelling that distracts  the reader from the  content. | Author makes 1-2  errors in grammar or  spelling that distract  the reader from the  content. | Author makes 3-4 errors in  grammar or spelling that  distract the reader from the  content. | Author makes more  than 4 errors in  grammar or spelling  that distracts the  reader from the  content. |
| **Audience** | Demonstrates a clear  understanding of the  potential reader and  uses appropriate  vocabulary. Anticipates  reader's questions and  provides thorough  answers. | Demonstrates a  general understanding  of the potential reader  and uses vocabulary  and arguments  appropriate for that  audience. | Demonstrates some  understanding of the potential  reader and uses arguments  appropriate for that audience. | It is not clear who the  author 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 to  describe clearly  what the article is  about. | Student uses  several sentences to  accurately describe  what the article is  about. | Student summarizes  most of the article  accurately, but has  some slight  misunderstanding. | Student has great  difficulty  summarizing the  article. |
| **Identifies facts** | Student accurately  locates at least 5  facts in the article  and gives a clear  explanation of why  these are facts,  rather than opinions. | Student accurately  locates 4 facts in the  article and gives a  reasonable  explanation of why  they are facts, rather  than opinions. | Student accurately  locates 4 facts in the  article. Explanation is  weak. | Student has difficulty  locating facts in an  article. |
| **Identifies**  **opinions** | Student accurately  locates at least 5  opinions in the  article and gives a  clear explanation of  why these are  opinions, rather than  facts. | Student accurately  locates at least 4  opinions in the  article and gives a  reasonable  explanation of why  these are opinions,  rather than facts. | Student accurately  locates at least 4  opinions in the article.  Explanation is weak. | Student has difficulty  locating opinions in  an article. |
| **Identifies details** | Student discusses  many details for  each main point. | Student discusses  some details for  each main point. | Student is able to only  discuss a few of the  details. | Student cannot  discuss details with  accuracy. |

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 that  needs to be  identified has a  label. It is clear  which label goes  with which part. | Almost all  items (90%)  that need to be  identified have  labels. It is  clear which  label goes with  which part. | Most items (75-  89%) that need to  be identified have  labels. It is clear  which label goes  with which part. | Less than 75% of the items  that need to be identified  have labels OR it is not  clear which label goes with  with item. |
| **Drawing -**  **details** | All assigned details  have been added.  The details are  clear and easy to  identify. | Almost all  assigned  details (at least  85%) have  been added. A few details are  difficult to identify. | Fewer than 85% of the  assigned details are  present | most details are  difficult to identify. |
| **Spelling** | All words are  spelled correctly in  the title, labels and  caption/description. | All common  words are  spelled  correctly in the  title, labels and  description. 1-2  words may be  misspelled. | 75% of the words  are spelled  correctly in the  title, labels, and  description. | Fewer than 80% of the  words are spelled correctly  in the title, labels, and  description. |
| **Title** | Title is informative,  centered, and  larger than other  text and explains  the drawing. | Title is  informative and  larger than  other text, but  does not really  explain the  drawing. | Title is informative  and centered, but  is not appropriate  for drawing. | The title is incomplete and  does not clearly indicate  what 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 and  paragraphs are  complete, well constructed  and of varied structure. | All sentences are  complete and well constructed  (no fragments, no run-ons).  Paragraphing  is generally done well. | Most sentences are complete and well constructed.  Paragraphing needs some work. | Many sentence  fragments or run-on  sentences 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 were  expressed in a pretty  clear manner, but the organization could have been better. | Ideas were somewhat organized, but were not very clear. It took  more than one  reading to figure out what the letter was about. | The letter seemed to  be a collection of  unrelated sentences.  It was very difficult to  figure out what the  letter was about. |
| **Format** | Complies with all the  requirements for a  persuasive letter. | Complies with almost  all the requirements  for a persuasive  letter. | Complies with  several of the  requirements for a  persuasive letter. | Complies with less  than 75% of the  requirements for a  persuasive letter. |
| **Salutation and**  **Closing** | Salutation and  closing have no  errors in  capitalization and  punctuation. | Salutation and  closing have 1-2  errors in  capitalization and  punctuation. | Salutation and  closing have 3 or  more errors in  capitalization and  punctuation | Salutation and/or  closing 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 well  during each class  period. Focused on  getting the project  done. Never  distracted others. | Used time well  during each class  period. Usually  focused on getting  the project done and  never distracted  others. | Used some of the  time well during each  class period. There  was some focus on  getting the project  done but  occasionally  distracted others. | Did not use class  time to focus on the  project OR often  distracted others. |
| **Labels** | All items of  importance on the  political cartoon are  clearly labeled with  labels that can be  read from at least 3  ft. away. | Almost all items of  importance on the  political cartoon are  clearly labeled with  labels that can be  read from at least 3  ft. away. | Several items of  importance on the  political cartoon are  clearly labeled with  labels that can be  read from at least 3  ft. away. | Labels are too small  to view OR no  important items were  labeled. |
| **Knowledge**  **Gained** | Student can  accurately answer all  questions related to  facts in the political  cartoon and  processes used to  create the political  cartoon. | Student can  accurately answer  most questions  related to facts in the  political cartoon and  processes used to  create the political  cartoon. | Student can  accurately answer  about 75% of  questions related to  facts in the political  cartoon and  processes used to  create the political  cartoon. | Student appears to  have insufficient  knowledge about the  facts or processes  used in the political  cartoon. |
| **Content -**  **Accuracy** | At least 7 accurate  facts are displayed  on the political  cartoon. | 5-6 accurate facts  are displayed on the  political cartoon. | 3-4 accurate facts  are displayed on the  political cartoon. | Less than 3 accurate  facts are displayed  on the political  cartoon. |

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

|  |
| --- |
| 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.**