

# **Battling Through the Revolutionary War**

Patricia Deaver

Bethune Elementary School

[patriciaandeaver@hotmail.com](mailto:patriciaandeaver@hotmail.com)

## **Overview**

Students will learn about the major battles of the Revolutionary war through the Internet and streaming videos. Each student will research a battle from the Revolutionary War and write a newspaper article describing who, what, when, where, and why the battle occurred.

## **Connection to the Curriculum**

This lesson connects social studies with Geography and Language Arts.

## **South Carolina Social Studies Academic Standards**

4-3.4 Summarize the events and key battles of the Revolutionary War, including Lexington and Concord, Bunker (Breed's) Hill, Charleston, Saratoga, Cowpens, and Yorktown.

## **South Carolina Social Studies Literacy Standards**

F. Ask geographic questions.

P. Locate, gather, and process information from a variety of primary and secondary sources including maps.

## **Grade Range**

This lesson is designed for fourth grade but can be adapted for multiple grade levels.

## **Time**

60 minutes day one

45 minutes day two

(90 minutes if done in one day)

## **Materials Needed**

*South Carolina: An Atlas*

Computer with Internet connections

Newspaper

White paper

## Objectives

1. Students will identify a major battle from the Revolutionary War.
2. Students will create a newspaper article explaining the reasons for the major battle of the Revolutionary War.
3. Students will illustrate a scene from a major battle of the Revolutionary War.

## Suggested Procedures

1. Show students the map of the Revolutionary War Engagement in South Carolina (*South Carolina: An Atlas*, page 16). Talk about the different places shown on the map. Ask students if they have ever been to any of these places. If so, did they see any signs that there had been a battle during the Revolutionary War? Give students time to share.
2. Show students a reenacted battle from the Revolutionary War (streaming video- *The American revolution: From Colonies to Constitution: The War for Independence*)
3. Discuss some of the battles seen in the video. The video will provide substance for teacher-led discussion.
4. Tell students they will be researching a major battle from the Revolutionary War. Allow students to choose their battle, however no more than two students may choose the same battle.
5. Allow time for students to research their battles on the Internet. A good website to use is [www.patriotresource.com/battles.html](http://www.patriotresource.com/battles.html) . Students must be able to answer the questions what, where, when, why, and how the battle took place.

***This is where I would end the lesson on day one. If you are doing all of this in one day continue with step 6.***

6. Discuss what a newspaper is and why it is important. Talk about different parts of the newspaper. Why is it important for it to have a name? Why does the date need to be on it? How much does it cost? What is the headline and why is it important. Who was the article written by? Is there an illustration? How do we know what the illustration is showing us? *This is where I would show a transparency/internet resource of a newspaper from 1776*

(<http://www.earlyamerica.com/earlyamerica/past/past3.html>)

7. Tell students that we are going to write a newspaper article about the battle we have studied. The newspaper should be dated the day after the battle occurred. If it was printed back then how much would the newspaper cost? Would it cost \$0.50 like it is today? Why or why not? (During this time papers ranged in price from 1-1 ½ cents depending on how far away you lived. <http://www.stamps.org/kids/images/Lcpost.pdf> )

8. Students should give the newspaper a name, date, cost, and headline. When they write their article it should answer the questions who, what, when, where, why, and how the battle occurred. The newspaper should include an illustration with a caption. Show students a sample newspaper article on a battle of the Revolutionary War (you will need to make this by following the guidelines on the rubric). Point out each part that they will be required to have on their newspaper. *You may want to give each student a copy of the rubric you will be grading them with.*

9. Allow students time to work on their newspapers.

10. When the students have finished have them share their newspapers with the class. This is a great way to review the battles of the Revolutionary War.

### **Suggested Evaluation**

Grading Rubric for newspaper articles

### **Lesson Extensions**

Create a time line of the Battles of the Revolutionary War

Visit a battlefield from the Revolutionary War

### **Materials Provided**

Grading rubric for newspaper articles

### **Resources**

*South Carolina: An Atlas*

Contact the SCGA at 1-888-895-20223 or [www.cas.sc.edu/cege](http://www.cas.sc.edu/cege)

[www.unitedstreaming.com](http://www.unitedstreaming.com)

[www.patriotresource.com/battles.html](http://www.patriotresource.com/battles.html)

<http://www.earlyamerica.com/earlyamerica/past/past3.html>

<http://www.stamps.org/kids/images/Lcpost.pdf>

Grading Rubric for Battling Through the Revolutionary War

Parts of a newspaper:	<i>points available</i>	<i>points earned</i>
Name	5	
Date	5	
Cost	5	
Headline	5	
Illustration with caption	10	
Answer the following questions:		
Who	10	
What	10	
Where	10	
When	10	
Why	10	
How	10	
Neatness counts!!!!	<u>10</u>	
	100	

Grading Rubric for Battling Through the Revolutionary War

Parts of a newspaper:	<i>points available</i>	<i>points earned</i>
Name	5	
Date	5	
Cost	5	
Headline	5	
Illustration with caption	10	
Answer the following questions:		
Who	10	
What	10	
Where	10	
When	10	
Why	10	
How	10	
Neatness counts!!!!	<u>10</u>	
	100	