### Lesson Title
- Key Revolutionary Battles

### Grade Level
- 4

### Duration of Lesson
- 3 days

### Lesson Topic
- Revolutionary Battles

### SC Standards and Indicators
- 4-3.3 Summarize the importance of the key battles of the Revolutionary War and the reasons for the American victories including Lexington and Concord, Bunker Hill, Charleston, Saratoga, Cowpens, and Yorktown.

### Common Core Strategy(ies) addressed
- Establish the chronological order in reconstructing a historical narrative.
- Identify and explain cause-and-effect relationships.
- Identify the locations of places, the conditions at places, and the connections between places.
- Create maps, mental maps and geographic models to represent spatial relationships.
- Interpret visual information to deepen his or her understanding.

### Academic Vocabulary
- Patriot, Loyalist, Tory, hit-and-run tactic, turning point, siege, ally, alliance, blockade

### Lesson Materials Needed (attached at end of lesson)
- Revolutionary Battles SmartLesson
- Vocabulary SmartLesson
- Activity sheet#1
- Activity sheet#2
- Rubric for Activity #2
- Sentence strips or construction paper for each student
- 1 copy of The Important Book by Margaret Brown Wise
- Links to websites mentioned throughout the lesson plan
The following information came from the Support Documents within the *South Carolina Academic Standards for Social Studies 2011* (August 18, 2011) (http://www.ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/Social_Studies.cfm)

Some events and battles of the Revolutionary War were so significant that historians refer to them as “key”. Students should understand why these particular battles were turning points in the fighting of the Revolution. An understanding of the chronological order and geographic location of each of these battles is essential.

**Lexington and Concord** were small towns outside of Boston. The first shots of the Revolution were fired at Lexington and Concord. The British marched out of the city of Boston to capture suspected troublemakers (members of the Sons of Liberty, Sam Adams and John Hancock on their way to the Continental Congress) at Lexington and destroy the military supplies that were stored by the colonists at Concord. Minutemen were ready when the British Redcoats arrived at Lexington. This event is sometimes referred to as the “shot heard round the world” because of the impact of American revolutionary ideal on other nations. As a result, the Second Continental Congress met and named George Washington Commander-in-Chief of the army that gathered around Boston after Lexington and Concord.

**The Battle of Bunker (Breed’s) Hill** was significant because of what Americans learned. Although the untrained American troops were forced to surrender when they ran out of gunpowder, they inflicted heavy casualties on the British regular army. The battle demonstrated that the Americans could stand up to the British army in a pitched battle and would not easily be defeated. It also showed that Americans would need allies to supply ammunition and assistance. The British soon evacuated Boston and sailed to New York where they hoped to find Americans who were still loyal to King George III (Loyalists).

**The Battle of Saratoga**, New York was the turning point of the war for the American Patriots. American forces defeated the British in their attempt to split the colonies at the Hudson River. Because of this victory, the French (and the Spanish and Dutch, to a lesser degree) were willing to enter into an alliance with the Americans. This alliance, brought about by the efforts of Benjamin Franklin and John Adams, provided aid in the form of ships, soldiers, supplies, and economically by continuing to trade with the new nation. (Individuals enamored with the American cause had already volunteered their military assistance/expertise, such as the Marquis de Lafayette.)
Soon after their defeat in New York, the British turned their attention to South Carolina where they hoped to find large numbers of Loyalists. Although the first attempt by the British to capture Charleston was thwarted by the tides and resilience of the palmetto log fort that became known as Fort Moultrie, the British were successful the second time around. The port of Charleston, SC was under siege by the British for many days. It was attacked by blockading the harbor and cutting off supply lines, until it fell to the British. Soon Patriot partisans were fighting the British regular troops and Loyalists forces using hit and run tactics.

Cowpens was an important battle in South Carolina and showed cooperation of the regular Continental Army and the irregular partisan forces. The partisans led the attack and then fled the field, tricking the British forces into the range of the regular American army. The British were soundly defeated and retreated northward toward Virginia, where they would temporarily camp while awaiting transport by the navy to their winter quarters.

Yorktown (a peninsula in Virginia) thus became the final battle of the war. The French navy assisted General George Washington and his army by blockading the harbor. The blockade prevented the British ships from entering the harbor and allowing the British army to escape the American troops on land. Surrounded by American and French forces on land and sea, the British were outmaneuvered, defeated, and therefore surrendered. A peace treaty, negotiated by Benjamin Franklin, John Adams, and John Jay, was finally agreed upon two years later. [Treaty of Paris...or Peace of Paris (1783)].

Lesson Set

<table>
<thead>
<tr>
<th>Content Objective(s)</th>
<th>The student will:</th>
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<tbody>
<tr>
<td>&gt; develop a deeper understanding of key vocabulary words.</td>
<td>&gt; summarize the importance of the 6 key battles of the Revolution.</td>
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<tr>
<td>&gt; understand the chronological order and geographic location of each of the key battles.</td>
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<thead>
<tr>
<th>Literacy Objective(s)</th>
<th>The student will:</th>
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<tr>
<td>&gt; enhance vocabulary</td>
<td>&gt; establish the chronological order in reconstructing a historical narrative by applying knowledge of the battles of the Revolution to create “The Important Revolutionary Battles Book” (based on the book The Important Book, by Margaret Wise Brown).</td>
</tr>
<tr>
<td>Lesson Importance</td>
<td>It is important for students to understand why these particular 6 battles were called key battles in the fighting of the Revolution. It is also important for students to understand the chronological order and geographic location of the battles.</td>
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<td>Connections to prior and future learning</td>
<td>4th grade students were introduced to the American Revolution in 3rd grade in regards to the involvement in South Carolina (3-3.3). Prior to this lesson, students should have established an understanding of the causes of the Revolution (4-3.1). In 8th grade, students will deepen their understanding of the role of SC in the course of the American Revolution (8-2.5).</td>
</tr>
<tr>
<td>Anticipatory Set/ Hook (Engage)</td>
<td>Engage prior knowledge. Create a Circle-Thinking Map brainstorming all the reasons that colonists were angry at King George III and Parliament. Briefly revisit each one emphasizing the unfairness felt by the colonists (Stamp Act, Quartering Act, Intolerable Acts, etc.) This usually sparks some anger in the students. The only thing left to do was to FIGHT!</td>
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### Skill Development

Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.

The content portion is only a brief introduction; the bulk of the student learning will take place during the guided practice activity.

<table>
<thead>
<tr>
<th>Introduce content components</th>
<th>Tell students that the war is about to begin in our classroom. They will be learning about the 6 key battles and later they will be using the information to create a book entitled The Important Battles of the Revolution.</th>
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</thead>
</table>
| “I do” Skill from objective introduce/explain/model | > Using the “Thinking Map” from the Anticipatory Set (HOOK), categorize students’ brainstormed words into groups (people, places, activities, etc) Use this as a springboard to the new vocabulary words (Patriot, Loyalist, Tory, hit-and-run tactic, turning point, siege, ally, alliance, blockade,).  
> Introduce key battles using the interactive map found on this site.  
Titled: [American Revolution (298.0K)](http://highered.mcgraw-hill.com/sites/0073385573/student_view0/psi_map_index.html#) |
**Guided Practice**

This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as **Explore.**

| “We do” Activity Description | > Discuss each vocabulary word, clarifying as needed.  
> Use **Vocabulary SmartLesson** to check for understanding. (attached)  
> Introduce the 6 major battles using the **Teaching.SmartLesson.Battles.**  
Students will complete **Activity sheet 1** while the teacher is leading a discussion about each battle. The SmartLesson is designed to include written information, as well as links to short streaming videos for each battle. The last slide in the SmartLesson is a “Sun It Up” slide to help students understand how the battles and strategies all fit together.  
> Students will work in small groups or pairs to begin **Activity 2 sheet,** in which they label each battle piece with the name of a battle and work together to number the battles chronologically. **NOTE:** Ensure the students have the battles chronologically ordered correctly before allowing to glue in place.  
> The teacher will read aloud the book titled, **The Important Book** by Margaret Wise Brown. Emphasize the format of each page. Together create a page using “Our School” as the theme. |
| Checking for Understanding- “Informal” Assessment | Throughout the SmartLesson, ask essential questions about each battle, to provide a chance for clarification before moving to the next battle.  
Informal checking for “The Important Book” directions can be assessed while working together to create the “Our School” page of the book. |

**Closure**

Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.

| Content Solidified | Revisit the last slide in the SmartLesson (Sum it Up), and answer any questions that the students have.  
Ask students to come up with a nickname for each battle..(The Shot Heard ‘Round the World battle, The Bloody Battle, The Turning Point, The Trickery Battle, The Final Battle.) |
Independent Practice

| “You Do” | Students will complete the Timeline Activity 2 sheet, in which they chronologically arrange the 6 key battles in order and glue them in place on a sentence strip or construction paper making a timeline, and also write a short description of the importance of each battle. >Students will create a book titled The Important Battles Book. The book should include 1 page for each battle, and follow the guidelines given on the accompanying rubric. |

Summative/ “Formal” Assessment

| Assessment | Assessment of knowledge of the 6 key battles will be measured by: (1) Timeline Activity sheet 2 and (2) The Important Battles Book |

Differentiation

| During Lesson | Teacher will provide differentiation through individual level of questioning. Lower level students are paired with higher-level students in groups/partners, |
| Assessment | The creativity of each student making their own The Important Battles Book provides built in differentiation for each student. |

Reflection

| Lesson Reflection | My students enjoy this part of history. They are angry at King George III and want revenge! Most of my students do not engage in the learning if it comes strictly from a Social Studies book. I am glad that I included the Streaming Video clips for each battle. The clips bring a real “face” to the history and my students seem to have a deeper understanding of the topic. The pair/share activity, where they worked together to arrange the battles chronologically went well, and the lower-level students were able to be successful. The students’ “Important Battles Book” turned out really good. I was impressed with the range of detail that the students included. The next time that I teach this lesson, I would change the “Anticipatory Set”. I would have students analyze a Primary Source picture/photo depicting a scene of Patriots after hearing that the war is over and complete a Photo Analysis. Real life photos would probably capture their interest more. |
Overall, I am pleased with the success of the lesson.

## Materials Needed for Lesson

> Teaching SmartBoard Lesson (attached).  
> Citation page for streaming video clips (attached)  
> Vocabulary SmartLesson (attached)  
> Activity sheet #1 (attached below)  
(CCSD 4<sup>th</sup> grade Teacher Resources)  
> Activity sheet #2 Timeline activity (attached below)  
(CCSD 4<sup>th</sup> Grade Teacher Resources) |
Streaming Videos from www.unitedstreaming.com

1) “Preparing for the Battle of Bunker Hill”
2) “Fighting at Bunker Hill”

Citation (MLA)

3) “Shot Heard Around the World “
4) “Second Battle of Saratoga”
5) “Yorktown”

Citation (MLA)

6) “Cowpens: A Decisive Defeat for the British”

Citation (MLA)

7) “Shot Heard Around the World”

Citation (MLA)
<table>
<thead>
<tr>
<th>Battle</th>
<th>Important Information</th>
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<tbody>
<tr>
<td>Lexington and Concord</td>
<td></td>
</tr>
<tr>
<td>Bunker Hill</td>
<td></td>
</tr>
<tr>
<td>Saratoga</td>
<td></td>
</tr>
<tr>
<td>Yorktown</td>
<td></td>
</tr>
<tr>
<td>Siege of Charleston</td>
<td></td>
</tr>
<tr>
<td>Cowpens</td>
<td></td>
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</tbody>
</table>
The British and which was won by the Americans?

5. Can you tell from the soldier which battle was won by
4. Give them an a sentence strip or construction paper.
3. Put the soldiers in the battles chronological order.
2. Write a brief description about each battle.
1. Cut out the 6 soldiers.

Revolutionary War Battles Timeline

 Siege of Charleston

Battle of Bunker Hill

Important Battles of the
# The Important Battles Book
## RUBRIC

Teacher Name: __________________________

Student Name: __________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Content - Accuracy</td>
<td>All facts in the book are accurate.</td>
<td>99-90% of the facts in the book are accurate.</td>
<td>89-80% of the facts in the book are accurate.</td>
<td>Fewer than 80% of the facts in the book are accurate.</td>
</tr>
<tr>
<td>Writing - Organization</td>
<td>Each page in the book followed the required pattern.</td>
<td>Almost every page in the book followed the required pattern.</td>
<td>Most pages in the book followed the required pattern.</td>
<td>Less than half of the pages followed the required pattern.</td>
</tr>
<tr>
<td>Attractiveness &amp; Organization</td>
<td>The book has exceptionally attractive formatting and well-organized information.</td>
<td>The book has attractive formatting and well-organized information.</td>
<td>The book has well-organized information.</td>
<td>The book’s formatting and organization of material are confusing to the reader.</td>
</tr>
<tr>
<td>Graphics/Pictures</td>
<td>Graphics go well with the text and there is a good mix of text and graphics.</td>
<td>Graphics go well with the text, but there are so many that they distract from the text.</td>
<td>Graphics go well with the text, but there are too few and the brochure seems &quot;text-heavy&quot;.</td>
<td>Graphics do not go with the accompanying text or appear to be randomly chosen.</td>
</tr>
</tbody>
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