

Title: Women of the Revolution

Subject: Social Studies

Topic: American Revolutionary War

Grade: 4

School: Dewar Elementary

Wiregrass History Consortium Unit Plan			
GPS Standard: QCC 4.20	Describes the contributions of key individuals in the American Revolution including Colonial & British men, women, & minorities		
Concept:	Women contributed to the Revolutionary War effort.		
Essential questions (2-5 questions) (What you want the students to know.)	How did women contribute to the Revolutionary War effort? Who were the key women who contributed?		
Elements (What you want the students to understand.)	The student will understand that women played a varied and important role in the American Revolution.		
Launch Activity (Hook)	Have a female guest, possibly another teacher, dress in period costume and enter the classroom in character as a woman from the battlefield. Have her speak in character for about 5 minutes. Read aloud "Revolutionary Women and Children" from <u>A History of US, From Colonies to Country</u> , by Joy Hakim pg. 106-109		
Knowledge & Skills (People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)	Knowledge The class will be divided into groups of three, making sure there is a girl in each group. Each group will draw a name from the mystery box. The names listed are women related to the Am. Rev. War. Each group will research their particular name for several days using internet, encyclopedia, trade books, primary sources and all other available. One of the girls in each group will assume the role of their particular character and will present the biography in period costume. The other members of the group will create and use visual aids such as cue cards, drawings, pictures, and any so chosen to make the presentation.	Names Abigail Adams Margaret Corbin Molly Hays McCauley Phyllis Wheatley Martha Bratton Rebecca Motte Betsy Ross Deborah Sampson Martha Washington Patience Wright Vocabulary seamstress; proclaim; soldier; pension; enlist; laundress; biscuit; Iroquois treaties; innkeeper; smallpox; grievous; blockade; moderation	Skills research computer internet usage cooperative work synthesizing information
	Assessment Evidence: What evidence will show that students met the learning goal?		
Traditional Assessment (Quizzes, Test, Selected Responses)			

Portfolio Assessment
Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)
Use the rubric to assess the presentations.
Student Self-Assessment
Differentiation Associated with this unit
Students needing differentiation will be provided with accelerated vocabulary definitions and placed in groups with higher achievers.
Resources and instructional tools: Internet connections, encyclopedia, trade book references, costumes, poster paper, markers, <u>A History of US From Colonies to Country</u> by Joy Hakim