

Title: Women in the American Revolution

Subject: SS

Topic: **American Revolution**

Grade:4-8

School: Elementary / Middle

Wiregrass History Consortium Unit Plan			
GPS Standard:	SS4H4c,d SS8H3		
Concept:	Women in the American Revolution		
Essential questions (2-5 questions) (What you want the students to know.)	<p>What role did women play in the American Revolution?</p> <p>What was _____'s role in the American Revolution?</p>		
Elements (What you want the students to understand.)	<p>Women played a significant, often silent role in the American Revolution. Students will be able to identify several women and their roles in the American Revolution.</p>		
Launch Activity (Hook)	<p>Word Splash with several women's names from the time period involved in the American Revolution. Discuss how they could be involved. Students will view a united streaming video about Deborah Samson. Class discussion over her role in the American Revolution will involve the lengths women would go to in order to aid their country.</p>		
Knowledge & Skills (People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)	<p>Knowledge American Revolution time period. Nancy Hart Phyllis Wheatley Lydia Darragh Abigail Adams Patience Wright</p>	<p>Any other women from the time period.</p>	<p>Skills Be able to identify at least five women and their role in the American Revolution.</p>
Assessment Evidence: What evidence will show that students met the learning goal?			
Traditional Assessment (Quizzes, Test, Selected Responses)			
Short quiz over the assigned women and their roles in the American Revolution if desired.			
Portfolio Assessment			
Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)			
Students will complete a presentation of a woman in the American Revolution of their choice from a list provided by the teacher. Rubric for project will be drawn up based upon grade level and requirements. Presentations must include one or more of the following: Written report, PowerPoint, foldable. Collage, backboard, model, pamphlet,			

brochure, board game, timeline, play, etc.
Student Self-Assessment
Differentiation Associated with this unit
Can be addressed by type of project presented to meet student's needs and or abilities.
Resources and instructional tools: textbook, internet sites of Women in the American Revolution, trade books, videos, computers, United Streaming, Georgia Stories, LCD projector.