

## Shutterfly Photo Story Lesson Plan

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**STATE: ARIZONA**

**SUBJECT: SOCIAL STUDIES / ENGLISH LANGUAGE ARTS**

**GRADE LEVEL: 5**

**LESSON TITLE: BIOGRAPHIES OF THE AMERICAN REVOLUTION**

**Common Core/State Curriculum Standards:**

**Social Studies - History Standards » Grade 5**

**S1C4PO3** Identify the impact of the following individuals on the Revolutionary War.

American Military Leaders

- **George Washington**
- Nathan Hale
- Ethan Allen
- Richard Montgomery
- Benedict Arnold
- Francis Marion
- Nathanael Greene
- Horatio Gates

Patriot Leaders

- **Thomas Paine**
- **Thomas Jefferson**
- Sam Adams
- **John Adams**
- **Benjamin Franklin**
- **Patrick Henry**
- James Otis
- John Hancock
- Richard Henry Lee

British Military Leaders

Colonists

- Paul Revere
- William Dawes
- Crispus Attucks
- Haym Salomon

- Charles Cornwallis
- William Howe
- John Burgoyne
- Thomas Gage

British Leaders

- **King George III**

Foreign Military Leaders

- (France) Marquis de Lafayette
- (France) Comte de Rochambeau
- (Prussia) von Steuben
- (Poland) Thaddeus Kosciuszko

\* **BOLD** indicates individuals with significant roles during the Revolutionary War

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### English Language Arts Standards » Writing » Grade 5

#### Production and Distribution of Writing:

**CCSS.ELA-LITERACY.W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

#### Research to Build and Present Knowledge:

**CCSS.ELA-LITERACY.W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

#### ISTE NETS Student Technology Standards:

**1. Creativity and Innovation** - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

b. Create original works as a means of personal or group expression

**2. Communication and Collaboration** - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

d. Contribute to project teams to produce original works or solve problems

**3. Research and Information Fluency** – Students apply digital tools to gather, evaluate, and use information.

b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

#### Learning Objectives:

- To expand their knowledge, the 5th grade students will actively engage in reading trade books with full participation.
- Students will understand the cause and effect of the American Revolutionary War.
- Students will be able to identify key people involved in the American Revolutionary War.
- After learning about the important people during the Revolutionary War, the students will write biographies including important facts with accuracy.

**Students Learning Targets:** *(What will students know and be able to do as a result of this lesson?)*

The students will recognize important leaders of the war.

The students will be able to identify the impact of individuals on the Revolutionary War and share what they have learned with digital media to be published in a Shutterfly Photo Story book.

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**Instructional Strategies:** (*Project-based learning, direct instruction, inquiry-based instruction, cooperative learning, etc.*)

- Project based learning
- Cooperative learning in groups

**How Students Will Use Shutterfly Photo Story:**

Students will use the Shutterfly Photo Story to create books to share what they have learned about how individuals impacted the Revolutionary War.

**Required Materials:**

- iPads
- Library and Internet for resources for information for the biographies

**Lesson Length:** 3 weeks.

**Resources:**

- Reference Materials (dictionaries, thesauruses, etc.)
- Internet Websites with Revolutionary War photos

**Procedures/Activities:** (*What will the teacher and students do?*) (*Prior Knowledge. Opening Activity, Step-by-Step Learning Activities, Closure, Post-Instruction Reflection*)

**Prior Knowledge**

Pass out a KWL chart to the students that they will be able to fill in what they already know and what they want to know about the American Revolutionary war to get the students thinking about what they are going to be talking about during the upcoming weeks. Explain to the students that they are going to be learning about the causes and important people of the American Revolutionary War and how the conflict was resolved.

**Learning Activities**

Have students recall how powerful King George III and Great Britain were after the French gave up their territories. Remind students that fighting a war for that long, and in so many places, had been very expensive for Great Britain.

Tell students that the British Army and Navy were protecting the colonists. Ask students to identify what the English people might have expected to gain from protecting the colonies. Lead students to realize that there would be trade-offs for the colonists and that they were expected to be loyal British subjects and help the Mother Country.

Explain that most people in the colonies were private business owners and only the unskilled laborers, indentured servants, and slaves did not own some type of business.

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Have the students begin their research on the key individuals in the Revolutionary War. Select an individual for their Shutterfly Photo Story book.

### **Closure:**

In groups of 2-4, have students share their final biographies. As time permits, have each group nominate one person to share with the whole class.

### **Reflection:**

Discuss with the students how well they rate their knowledge of the Revolutionary War post-biography creation. How did they enjoy the biography writing process? Did it help them understand the Revolutionary War? What was the most fun/ difficult aspect of creating their book?

**Differentiation:** *(Lesson suggestions for enrichment or re-teaching. Scaffolding needed as a result of misunderstandings noted during formative assessment.)*

Groups were assembled to create books that allowed students of all levels to work together to help each other out.

### **Special Education/ESL Accommodations & Modifications:**

Easier Biography books were provided to students to enable relevant research.

**Extensions:** *(Additional activities, follow-up lesson ideas, how the Photo Story book will be shared)*

Students will be sharing the biographies they created with each other so they can all learn about all the contributors that impacted the American Revolution.

**Assessment:** *(How will you determine if students have met the lesson objectives? How will your students know if they have successfully met the lesson objectives? Incorporate formative as well as summative assessments – rubrics, etc.)*

Projects will be graded based on a biography rubric.

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### BIOGRAPHY GRADING RUBRIC

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

CATEGORY	Excellent	Good	Satisfactory	Needs Improvement
<b>Quality of Information</b>	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
<b>Mechanics</b>	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
<b>Sources</b>	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
<b>Diagrams &amp; Illustrations</b>	Diagrams and illustrations are neat, accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are neat and accurate and sometimes add to the reader's understanding of the topic.	Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the topic.
<b>Timeline</b>	Timeline includes five to seven significant events in chronological order.	Timeline includes three to four significant events in chronological order.	Timeline includes one to two significant events in chronological order.	Timeline is not arranged in chronological order, does not include significant events, and/or is missing completely.
<b>Oral Presentation</b>	Student presents information accurately in own words and answers questions related to research He/she speaks clearly and at appropriate volume.	Student presents information accurately and answers questions related to research with support from research materials. He/she speaks clearly and at appropriate volume.	Student presents information with some inaccuracies and needs teacher support to answer questions related to research. He/she requires reminders to speak clearly and at appropriate volume.	Student presents information with many inaccuracies. He/she may read word for word from research report. He/she is soft spoken and is not clear during presentation.