Northwest History Consortium

Revolutionary War Battles

Cindy Mapston
5th Grade
Era 3: Revolution and the New Nation (1754-1820s) / Standard 1
Standard 1: The Causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory

Montana Content Standards
Standard 1: Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.
Standard 2: Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.
Standard 3: Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).
Standard 4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.
Standard 5: Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.
Standard 6: Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

SCENARIO

Many important battles were fought during America's War for Independence. Commemorating these battles helps to remind us of the tremendous risks and sacrifices that American colonists endured as they struggled for their freedom from British control. We know that the colonists eventually won the war, but the road to victory was by no means an easy one. Until the war finally ended, nobody knew for sure that Britain's powerful military forces could ever be defeated.

American soldiers outnumbered the British in most battles, but they were inexperienced in the ways of war and poorly supplied with weapons and other equipment. British forces, on the other hand, were well-trained and were amply supplied by the English government with good-quality weapons, uniforms, and other equipment.

The patriots did finally defeat the British, but along the way several battles ended in defeat and many soldiers lost their lives.

Today, these historic battles continue to shape the remembrance of America's struggle to gain their independence. For this reason, the president of the United States has decided that the American people should have the opportunity to learn more about the major battles that constituted the War for Independence. He has authorized an award for the construction of a new museum at the site of the most important battle fought during the war. The intent of the museum will be to educate people about the major battles of the Revolutionary War—particularly the battle that your group selects as being most important to the final American victory. The main difficulty, the president has discovered, is determining which battle site should receive the museum.

Revolutionary War Battles

TASKS

Your group has been selected by the President to serve on this recommendation committee. The task will be to investigate the battles listed and make a recommendation as to which battle was the most important to America's victory during the Revolutionary War and is worthy of having the museum at their site.

You need to determine how each of the following battles affected the course of the war and contributed to the final American victory:

- Bunker Hill
- Lexington and Concord
- Saratoga
- Trenton
- Yorktown

Problem:

- What constitutes "the most important battle"?
- What criteria will be used to determine the battle that contributed most to the American victory?
- What were the economic gains of the battle?
- What were the political gains of the battle?
- What were the strategic gains of the battle?
- What other gains did the battle provide?

Questions:

- Was the battle fought at the beginning, middle, or end of the war?
- What important events led up to this battle?
- Did the Americans win the battle?
- How many Americans and British were killed during this battle?
- How did this battle contribute to the final American victory?

NOTE: Even if the Americans lost the battle that you are investigating, did they gain experience that helped them defeat the British in future battles?

RESOURCES

Book

Wood, W.J. Battles of the Revolutionary War: 1775-1781. Chapel Hill, NC: Algonquin Books of Chapel Hill, 1990.

Revolutionary War Battles

Bunker Hill

"'The Decisive Day is Come:' The Battle of Bunker Hill." 2003. <u>Massachusetts Historical Society</u>. 2009. Boston, MA. 13 July 2009 **<http://www.masshist.org/bh/>**.

Lexington and Concord

Blauw, Marike. "The Battle of Concord: Quotation-information." 2003. <u>Revolution to Reconstruction</u>. 1994-2009. Groningen, NL. 13 July 2009 **<http://odur.let. rug.nl/ usa/E/concord/concor00.htm>**.

Kamphuis, Brenda. "The Battle of Lexington: Quotation-information." 2003. <u>Revolution to Reconstruction</u>. 1994-2009. Groningen, NL. 13 July 2009 **<http://odur.let.rug.nl/ usa/E/lexington/lexing00.htm>**.

Revolutionary War

*"Revolutionary War." <u>Geocities</u>. 2009. Sunnyvale, CA. 13 July 2009 **<http://www.geocities. com/Athens/delphi/4393/rev_war.html>**.

*NOTE: This site provides a good overview of the War for Independence. It includes linked pages that will help you investigate several of the battles being considered. This site also includes map collections, time lines, and profiles of important individuals who participated in the war effort.

Saratoga

"The American Revolution: The Battle of Saratoga." <u>The American Revolution Organization</u>. 2001-2007. East Aurora, NY. 13 July 2009 **<http://www.theamericanrevolution. org/battles/bat_sara.asp>**.

Yorktown

"Yorktown Is Won! October 19, 1781" 2004. <u>Public Broadcasting System (KCTA)</u>. 1995-2009. Arlington, VA. 13 July 2009 **<http://www.pbs.org/ktca/liberty/chronicle_ yorktown1781.html>**.

ASSESSMENT

1. Written tests or quizzes can be given.

2. Rubrics can be used to score students' presentation modes to include PowerPoints, written recommendations, or other projects that the students used to demonstrate what they had learned from the PBL activity.

3. The rubrics that follow can be used to score these projects.

Revolutionary War Battles

HyperStudio/PowerPoint Appearance and Content

CATEGORY	4	3	2	1
Background	Background does not detract from text or other graphics. Choice of background is consistent from card to card and is appropriate for the topic.	Background does not detract from text or other graphics. Choice of background is consistent from card to card.	Background does not detract from text or other graphics.	Background makes it difficult to see text or competes with other graphics on the page.
Graphics Sources	Graphics are hand-drawn. The illustrator(s) are given credit somewhere in the presentation.	A combination of hand-drawn and HyperStudio graphics are used. Sources are documented in the presentation for all images.	Some graphics are from sources that clearly state that non-commercial use is allowed without written permission. Sources are documented in the presentation for all "borrowed" images.	Some graphics are borrowed from sites that do not have copyright statements or do not state that non-commercial use is allowed, OR sources are not documented for all images.
Originality	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 cards.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.
Text - Font Choice & Formatting	Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.

Northwest History Consortium

Revolutionary War Battles

Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate, but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors, but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
Sequencing of Information	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card.	Most information is organized in a clear, logical way. One card or item of information seems out of place.	Some information is logically sequenced. An occasional card or item of information seems out of place.	There is no clear plan for the organization of information.
Use of Graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive, but all support the theme/content of the presentation.	All graphics are attractive, but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
Cooperation	Group delegates tasks and shares responsibility effectively all of the time.	Group delegates tasks and shares responsibility effectively most of the time.	Group delegates tasks and shares responsibility effectively some of the time.	Group often is not effective in delegating tasks and/or sharing responsibility.
Effectiveness	Project includes all material needed to gain a comfortable understanding of the topic. It is a highly effective study guide.	Project includes most material needed to gain a comfortable understanding of the material, but it is lacking 1 or 2 key elements. It is an adequate study guide.	Project is missing more than 2 key elements. It would make an incomplete study guide.	Project is lacking several key elements and has inaccuracies that make it a poor study guide.

Revolutionary War Battles

Oral Presentation Rubric

CATEGORY	4	3	2	1
Comprehension of Content Material	Student shows a full understanding of the topic.	Student shows a good understanding of the topic.	Student shows a good understanding of parts of the topic.	Student does not seem to understand the topic very well.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Speaks Clearly	Student speaks clearly and distinctly all (100-95%) the time and mispronounces no words.	Student speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Student speaks clearly and distinctly most (94-85%) of the time. Student mispronounces no more than one word.	Student often mumbles or can not be understood OR mispronounces more than one word.
Stays on Topic	Student stays on topic all (100%) of the time.	Student stays on topic most (99-90%) of the time.	Student stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Time-Limit	Presentation is 5-6 minutes long.	Presentation is 4 minutes long.	Presentation is 3 minutes long.	Presentation is less than 3 minutes OR more than 6 minutes.

Revolutionary War Battles

Vocabulary	Student uses vocabulary appropriate for the audience and extends audience vocabulary by defining words that might be new to most of the audience.	Student uses vocabulary appropriate for the audience and includes 1-2 words that might be new to most of the audience, but does not define them.	Student uses vocabulary appropriate for the audience, but student does not include any vocabulary that might be new to the audience.	Student uses several (5 or more) words or phrases that are not understood by the audience.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume is often too soft to be heard by all audience members.

REFERENCES/CITATIONS

ALTEC. "HyperStudio PowerPoint Appearance and Content Rubric." 4Teachers.org. 2009. Lawrence, KS. Advanced Learning Technologies Consortia (ALTEC) at the University of Kansas. 10 June 2009 **<http:// rubistar.4teachers.org/index.php?screen=CustomizeTemplate&bank_rubric_id=5&section_id=3&>**. Adapted and revised by Cindy Mapston for Northwest History Consortium with permission.

ALTEC. "Oral Presentation Rubric." 4Teachers.org. 2009. Lawrence, KS. Advanced Learning Technologies Consortia (ALTEC) at the University of Kansas. 10 June 2009 **<http://rubistar.4teachers.org/index. php?screen=CustomizeTemplate&bank_rubric_id=4&section_id=1&>**. Adapted and revised by Cindy Mapston for Northwest History Consortium with permission.

"History Standards for Grades 5-12 United States." UCLA National Center for History in the Schools. 2005. Los Angeles, CA. 21 May 2009 **<http://nchs.ucla.edu/standards/us-standards5-12.html>**.

Mapston, Cindy. "Revolutionary War Battles." NWESD Organization. 2008. Anacortes, WA. 14 July 2009 **<http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/3.1__ Revolutionary WarBattles.Mapston.5.pdf>**.

OPI. "Montana Standards for Social Studies." Montana Office of Public Instruction. 2009. Helena, MT. 6 July 2009 **<http://www.opi.state.mt.us/pdf/Standards/ContStds-SocSt.pdf>**.