

Portfolio Deliverable: Portfolio Planning Guide

Deliverable: Revolutionary War

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Stage of Development: Late Adolescence

Grade: 11th-12th AP US History

Teacher Goals:

GEMS

- Goal: Students will be able to detail important days, battles, people, and lessons that happened during the Revolutionary War.
- Evidence: Students will create notecards and timelines while engaging in constructive dialogue about events that occurred during the war.
- Measures: Students should show strengths and weaknesses of each side, while also showing the turning points that helped the US win.
- Stakes: It is important to know how the early Americans battled and how their fighting helped shape what would eventually become the United States.

Student Goals:

GRASP

- Your goal: Students will be able to create a timeline of important events during the Revolutionary War.
- Your role: Artist/Historian
- Your audience: Their peers
- Your situation: You've been commissioned by a local museum to create and illustrate a timeline of events that occurred during the Revolutionary War.
- Product: A timeline

Essential Question: How does knowing the events of the American Revolutionary War help our understanding of the sacrifices and moments that lead to the creation and maintaining of America?

Enduring Understanding: Knowing the events leading to the Revolutionary War, during it, and the aftermath of it will increase our understanding of the early American's path to gaining independence.

Deliverable Lesson Plan

60 minute lesson

Topic

American Revolutionary War

Developmental Stage Characteristic	Recognition that people are products of their environment and that past events, and that present circumstances influence personality and behavior (pg 475)
Standard/Skill	6-12.USH1.4.3.1 Provide and evaluate examples of social and political leadership in early American history.
Research-based Strategy or Concept	<p>Reasoning: “The ability to think logically and weigh evidence soundly when drawing conclusions.” (245)</p> <ul style="list-style-type: none"> Students should be able to give reasons on why the war started, why certain types of warfare was necessary, among various other factors about the war. <p>Rehearsal: “Repetition of information in order to remember it.” (255)</p> <ul style="list-style-type: none"> Students should rehearse the learnings and findings from their homework and be prepared to report on them in class if called upon.
Frontload	2 students will present the two different halves of the war, the key battles, key moments, and how the war came from the start to the finish of it.
Vocabulary Instruction	Revolutionary War, various commanders and generals of the various armies, types of warfare, battle sites, etc.
Lesson Sequencing and Scaffolding	<p>(5 min)</p> <p>Learning Intentions:</p> <ol style="list-style-type: none"> 1. Students will understand why this war was important to the early Americans. 2. Students will gain skills on how to analyze history and determine what impact it has on the current day. <p>(5 min x2) Frontload & Opening Write: 2 students will present the two different halves of the war, the key battles, key moments, and how the war came from the start to the finish of it. Classmates will pay attention to their peers and update their notes/note cards if they need to</p>

	<p>(10 min) Introduce the formative assessment, have them complete it: Make a timeline of important events throughout the Revolutionary War.</p> <p>(28 min) Scaffolded Instruction & Vocabulary</p> <ol style="list-style-type: none"> Vocabulary: Go over briefly key events, people, battles, and moments that will be necessary to know for exams and end of week quizzes. I Do: Instruction over the content We Do: Scaffold the formative assessment You Do Together: Complete the formative assessment We Do: Come back together and summarize what we learned <p>(2 min) Summary</p> <p>Next Steps:</p> <p>(5 min) Closing Write: Exit Ticket</p> <ul style="list-style-type: none"> What battle do you think turned the tide for the Americans? Give detail on how it turned the tide, where it came on the timeline, and why it was so important.
Formative Assessment Model	<p>You've been commissioned by a local museum to create and illustrate a timeline of events that occurred during the Revolutionary War. List and detail the key moments that you feel would be important for everyone who visits, so they can understand. Make sure you detail the day, place, people, and impact of those moments on your timeline.</p>