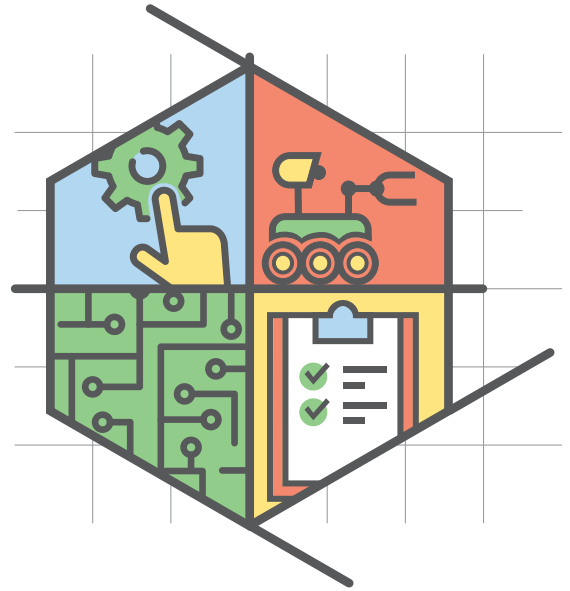


British & American Perspectives



5th grade social studies/ELA/technology lesson



ABOUT THIS UNIT

These units were developed by students taking their first pedagogy courses (Fundamentals of Instruction and Methods of Technology Integration) at Washington State University Vancouver's College of Education. ESD 112 and WSUV have partnered together to integrate computer science fundamentals into teacher education courses with the goal of demystifying computer science and encouraging more elementary teachers to expose students to computer science/computational thinking concepts across the curriculum.

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A digital copy of this document is available on the STEM Materials Center website at: <https://www.stemmaterials.org/british-american-perspectives>

ATTRIBUTION

This lesson is a result of a collaborative effort between Educational Service District 112 and Washington State University Vancouver.

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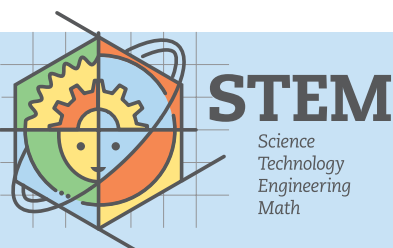
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OSPI

Overview

Summary/Purpose

In this lesson, students will create a document that showcases their knowledge about the American Revolution from either the British or the American perspective. The purpose of the lesson is to build understanding on American independence and our responsibility for keeping our freedom. It will help students analyze differing perspectives to explain why the two sides chose to go to war instead of finding another solution.

Common Core State Standard

CCSS.ELA-LITERACY.W.5.3

Writes narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequencing.

SOCIAL STUDIES 4.3.1

Analyzes the multiple perspectives and interpretations of historical events in U.S. history.

SOCIAL STUDIES 2.3.1

Understands the impact of British government on the economy of the thirteen colonies.

CS or Ed Tech Standard

EDUCATIONAL TECHNOLOGY LEARNING STANDARDS: GRADES 3-5: 1.D.

Students explore age appropriate technologies and begin to transfer their learning to different tools or learning environments.

Background/Prior Knowledge

Students have already:

- Performed a skit and discussed the American perspective
- Designed a storyboard about the British Perspective
- Discussed occupations during the American Revolution
- Memorized the geography/names of the 13 colonies
- Discussed the economics of the British and how it controls the 13 colonies

Learning Targets & Assessments

TARGET	ASSESSMENT(S)
Students will create a design artifact that analyzes a certain perspective of one country during an event.	<ul style="list-style-type: none">• Formative-Informal: Newspaper• Formative-Informal: Scratch• Formative-Formal: Peer-Evaluation• Formative-Formal: Student instruction/planning sheet

Sample Artifact

[Boston Tea Party Scratch Program](#)

[Sample Newspaper](#)

Materials Needed

Student devices connected to the internet

[Scratch](#)

Online newspaper template

A newspaper created by the colonists

An American Revolution cartoon

[Peer evaluation form](#)



Instructional Sequence

WHAT WILL THE TEACHER BE DOING?

Introduce the Target of the Day on the whiteboard.

Introduction (5 minutes)

Teacher will be showing the students a copy of a newspaper that was created by the colonists during the American Revolutionary War on the computer.

Teachers will direct the students to study the newspaper for 1 minute.

Whole Group Share: Teachers will call on volunteers to share what they thought about the newspaper and any elements they found interesting.

Teacher will instruct students to take out their notes and write down newspaper and definition:

Newspaper: A publication printed on paper that is issued regularly.

Teacher reviews the word "perspective" with the class.

Then the teacher will show a cartoon on the computer and will ask for the students to spend 2 minutes to study the cartoon with the person sitting next to them.

Activity (40 minutes):

Teachers will direct the students to get their chrome-book or Ipad and will be given the option of either doing an online newspaper or doing a cartoon on Scratch. The teacher will also provide an instruction sheet. Then the teacher will give them the prompt of the theme being a perspective from either a British soldier or an American Citizen. The teacher will also give the students two links: one for the online newspaper to get the template and for Scratch.

WHAT WILL THE STUDENTS BE DOING?

Students will study the newspaper on the document camera.

Students will share their thoughts and observations.

Students will be taking notes in their notebooks.

Students will study the cartoon for 2 minutes. They have the option of working with a partner, if they want.

After being given instructions ([see instruction sheet](#)), students will go on their devices to begin their independent work.

ELLs will have the option of working on the newspaper in their native language. If they choose Scratch, they can present in only visuals. Special needs and ELLs can work with a buddy.



Instructional Sequence

WHAT WILL THE TEACHER BE DOING?

Gallery Walk (5 minutes): After 40 minutes, the teacher will hand the students a peer evaluation sheet. The teacher asks the students to leave their devices open with their project on the screen.

Teacher will instruct the students to go to one device (one person per device, so nobody gets excluded) and evaluate the project.

Closure (5 minutes):

Self-Reflection/Journal Entry: Teacher will instruct students to take out their journal and will give them the following questions to answer:

- How did doing this activity shape your opinion of one perspective?
- What part of your cartoon/newspaper do you think stood out the most? Why?
- What area do you think could use improvement?

WHAT WILL THE STUDENTS BE DOING?

Students will set their devices up for a gallery walk.

Students will go to a device and evaluate their peer's project, based on the criteria in the [peer evaluation form](#).

Students will answer the questions in their journal and turn it in.



British & American Perspectives

Project Instruction Sheet

Background

During the American Revolution, people spent \$450 million dollars on printing newspapers to be sold at only 50 cents. People would line up to buy a newspaper to get updates on what acts the British were planning to release to the public. The most entertaining part of the newspaper was seeing the American perspective of certain war events, especially when the perspectives came from the point of views of neighbors, the Patriots, the Sons of Liberty, and General George Washington.

General George Washington sent you a letter asking if you could design a newspaper or a cartoon on Scratch of your perspective of an act/event that took place during the Revolutionary War to be sold on the day the Constitution is signed. Events could include the Boston Tea Party, the Crossing of the Delaware, the Battle of Lexington, the Townshend Acts, and the Signing of the Declaration of Independence.

Newspaper Option

If you choose to do a newspaper, you are expected to:

- Write 1-2 pages
- Choose a specific topic
- The event/topic must be seen from an American or a British perspective
- Include 1-2 pictures
- Date in correspondence to the event date (i.e. Boston Tea Party was on December 16th, 1773)
- Take notes from 1-2 websites on the event (see planning notes section)

Scratch Option

If you choose to do the cartoon on Scratch, you must have:

- 3-4 sprites (more if desired)
- 4-6 word bubbles that must describe the emotions and perspective of an event of your choice. It must be from the British or American Perspective.
- Setting must be from an American Revolution event.
- Sound must be present
- Speech must be referenced from notes you'll find on 1-2 websites about your event (use the planning notes section)

Planning Notes

As a part of your final grade, you are required to turn in notes of what you picked up from your event. You are required to have at least five bullet points of notes that come from 1-2 websites during the research process.



Peer Evaluation Form

Criteria

You will have the opportunity during our gallery walk to evaluate one of your classmates' work. For the evaluation process, I will be assigning your partner on random selection. Students will be evaluating based on the following goals:

For the Newspaper:

- Organization of sections
- Grammar
- Analyzing of perspective
- Accuracy of facts
- Variety of information
- Pictures
- Quotations

For Scratch:

- Number of sprites
- Background (is it not distracting the scene)
- Perspective/feelings of the event
- The number of word bubbles
- Accuracy of the event
-

Questionnaire

Your name: _____

Partner's name: _____

1. How do you think George Washington would describe this project and why?

2. Would George Washington consider this project sellable and why?

3. What would this project be improved and why?