

# HBCSD TECHNOLOGY LESSON PLAN

## 5th GRADE ( Lesson 2)

**Grade Level - 5**

**Lesson Title - People of the American Revolution Database**

### Standards

Students understand the course and consequences of the American Revolution.

Social Sciences - 5.6.1 - Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.

Social Sciences - 5.6.2 - Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Ko sciuszko, Baron Friedrich Wilhelm von Steuben).

Social Sciences - 5.6.3 - Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).

#### Common Core State Standards Connections:

<u>ELA/Literacy -</u>	
<u>RI.5.1</u>	<a href="#">Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5-ESS3-1)</a>
<u>RI.5.7</u>	<a href="#">Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5-ESS3-1)</a>
<u>RI.5.9</u>	<a href="#">Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5-ESS3-1)</a>
<u>W.5.7</u>	<a href="#">Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</a>
<u>W.5.8</u>	<a href="#">Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (5-ESS3-1)</a>
<u>W.5.9</u>	<a href="#">Draw evidence from literary or informational texts to support analysis, reflection, and research. (5-ESS3-1)</a>
<u>Mathematics -</u>	
<u>MP.2</u>	<a href="#">Reason abstractly and quantitatively. (5-ESS3-1)</a>

### Technology Competencies

- Use proper keyboarding skills
- Develop effective search strategies
- Assess reliability and validity of electronic information
- Understand and abide by District Acceptable Use Policy
- Create/Use/Save files to and retrieve from network folders **M**
- Use Cut/Copy/Paste functions **R**
- Learn shortcut commands (CTRL+S, CTRL+P, etc.) **R**
- Use appropriate tools for the application (word processing, data base, spreadsheet, multimedia) **I**
- Choose and use appropriate network printer **R**

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### Purpose

Create a database of the significant people of the American Revolution

### Resources

<http://www.theamericanrevolution.org/people.aspx>

<http://library.thinkquest.org/TQ0312848/people.htm>

<http://mrnuusbaum.com/ampeople/>

<http://www.schenectady.k12.ny.us/users/title3/future%20grant%20projects/Projects/wel-american%20rev/index.htm>

<http://www.sparknotes.com/history/american/revolution/terms.html>

### Supplies

- Social Studies TE and textbooks
- Computers with Internet access
- List of People to Research

### Direct Instruction

1. As the unit on the American Revolution is taught, students can keep a database of important figures. Have them include fields that show facts they want to remember:
  - First Name
  - Last Name
  - Birthdate
  - Birth Place
  - Military Experience
  - Reasons Known to be Significant
  - Spouse
  - Children
  - Education
  - Other Interesting Facts

### Guided Practice

1. Students can add information as it is learned in class. At the end of the unit, assign each student a person from the list provided to research the missing facts that weren't learned already. Students will share their historical person's information for the other students to complete their database.
2. When databases are complete, have the students find meaningful ways to sort the information (ie. youngest to oldest person of significance, military experience, etc.)
3. Students should discuss how sorting their results can lead to deeper understanding of a topic.

### Differentiated Instruction

ELL - Have students work with a peer buddy to create the database.

GATE - Have students present their information to the class in a Prezi.

### Assessment

Monitor student databases for accuracy and completion. Check for understanding about that historical time period and the contributions of many.