

Battles of the American Revolution

*A Curriculum Resource by Marguerite Ames
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The Newscast

Your team is responsible for producing a newscast-style presentation on your assigned battle. Each member will have specific responsibilities, but may be called upon to assist other members during the presentation. Remember your audience will be taking notes for the purpose of writing a diary entry about your battle. Consequently, make sure you present all important information in a clear, interesting, and organized fashion. Each newscast must be supported by Keynote/Powerpoint slides. A team's slides must be clear, concise, unified in design, and sources of the images appropriately cited. Each student must create at least three slides and complete a hands-on component.

1. Identify **individual roles** and responsibilities (*presentation suggestions in italics*):

Anchor: Provides background information, such as a summary of the events that led to this particular conflict. This might include a summary of the campaign so far or recent related engagements. The anchor also summarizes at the end, explaining the potential impact or consequence of this battle and predicting what might come next. (*oral presentation maybe enhanced by visuals, compose original theme music or perform traditional music*)

Cartographer: Maps campaign, showing how parties involved ended up in that place at that time. Provides the geographic setting (location, topography, ground cover, settlement, and climate of the area, as well as the weather at the time of the battle. NOTE: This is the larger picture! (*maps & models*)

Biographer: Interviews 2-4 significant persons involved in the battle, including. This should include at least 2 real people, but may include fictional character as well, both civilian and military. Note that biographic information cannot be later than the date of the interview, although what we know happened to the individual might be suggested. (*interviews of re-enactors, slides of real individuals should include portrait*)

Human interest: Provides information military camp life &/or civilian life at the time in the area. You might choose to focus in a particular topic, such as the role of African-Americans, medicine, food, textiles, technology, child life, Native Americans, agriculture, etc. (*interviews, illustrations, charts, samples of foods/hand work*)

Cultural liaison: Creates/performs original music, poetry &/or art commemorating &/or depicting this battle. If using historical examples, performs/explains/teaches music, poetry, or paintings directly related to the battle or dances from the period. Be sure to convey historical context. (*recitations of classic*

and/or original poems, performance of traditional and /or original music, demonstration of historic dance, analysis of paintings, creation of a work of art)

Military expert: Responsible for comparing the opposing forces on the field in terms of numbers, equipment, training. Illustrates/explains troop movements and outcome. *(demonstrate using models or maps, compare forces using images and /or graphs)*

Battles of the American Revolution

Saratoga-Trenton-Brandywine & Germantown-Camden-Cowpens-Yorktown

2. Gather information, decide how you will present it and develop plan for your presentation. Meet regularly with your group to compare information and get feedback from group members. Practice for smoothness and clarity.

3. Make sure you have a hands-on component. This might include: making a map, a model, an example of a craft, or an illustration, preparing a food item, creating a model, performing original music and/or poetry (must be memorized), taking a role in an interview, wearing an accurate costume,

4. Present your newscast to the class on _____. You will have a 45-minute class period for your presentation. Remember to figure in time to set-up, present, field questions, and clean up.

Use the following required resources: books and periodicals from the library and classroom. In addition, each group will have a file of xeroxed articles to borrow. After you have perused these sources, you may also visit the links bookmarked on the school web site under your battle. Other internet searching should be done at home. Also, each group will have time to view a segment of a video related to their battle.

Be sure to:

Capture your audience's attention with visuals, enthusiastic attitude, and unique style. Use illustrations, maps, models, costumes, interviews, demonstrations, etc. Be well prepared. Have all components complete, memorize your part, if appropriate, and be prepared to respond to questions. Be unique! Look for unusual details to add to your newscast. Consider original ways of presenting your information. **Make sure to cite all sources, both for individual images in your slide show and for your presentation, which could be a formatted sheet handed in with your rubric.**

Evaluation: see attached rubric

(Journal Entries:

As your colonist, write a journal entry about the news of this battle. Since you are an “expert” on this particular battle, it should be very well detailed as well as written with strong voice, content and organization. You will also be expected to produce a diary entry for **one** of the other battles, so you will need to take notes during their presentations. The

more complete your notes, the better your diary entry will be!)

Name: _____ Battle: _____

Team members: _____

Your role: _____

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Name: _____

Battle: _____

Role: _____

Hands-on: _____

Comments: _____

	Exemplary	Commendable	Adequate	Unacceptable
Oral	compelling speaker, strong & well-modulated voice, eye contact	spoke clearly, good projection, some eye contact	spoke clearly with adequate projection	difficult to hear and/or understand
Plan	careful planning evident in all aspects of the highly polished presentation	well-prepared, rehearsed, and confident in presentation	prepared, but presentation lacked confidence and/or polish	little evidence of preparation/rehearsal; read from paper
Content	complete, accurate, and rich historical content	complete and accurate historical content	accurate historical content included in presentation	historical content missing unclear or misleading
Hands-on	accurate costumes, models, works of art, music, drama and demonstration clarify and enhance content	costumes, models, works or art, music, performance or demonstration used to enhance or clarify presentation	nor original art, music, props or performance incorporated into presentation	no art, music, performance, models or demonstration of any kind
Tech (3-6 slides)	technology used appropriately, creatively and effectively to enhance, clarify and support content	technology used appropriately and effectively to clarify and support content	technology used appropriately to clarify or support content	use of technology is not appropriate nor does it clarify or support content
Teamwork	high degree of collaboration and organization evident in both	collaboration and organization evident in both form and content	collaboration evident in form or content	little evidence of collaboration and/or organization

	form and content			
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