

2009

Teacher: Victoria Berger

Grade Level: 4/5th Grade

Title of Lesson: **Stamp Project**

Content Areas: Social Studies

Description of Lesson: Students will be participating in activities that teach them about the American Revolution. Students will understand the history of American Revolution, analyze information, and become more aware of the roles of the participants during this time period.

Lesson Plan:
Stamp Project

Goals:

- Students will understand how to analyze information in order to draw conclusions from their research of the American Revolution.
- Students will be able to write about their person of interest from the American Revolutionary time period.
- Students will create a paper stamp. This stamp will include biographical information about the heroes/heroines of the American Revolution.

Objectives:

- Students will research heroes/heroines of the American Revolution.
- Student will choose to write about a person from this time period and create a stamp along with biographical information on the person of interest.
- Students will present their projects to the class.

Curriculum Social Studies State Standards:

- NYS Standard 2 -Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in world history and examine the broad sweep of history from a variety of perspectives ask geographic questions about where places are located and why they are located where they are; what is important about their locations, and how their locations are related to the location of other people and places.

Guiding Questions for this lesson:

- What is the American Revolution?
- Who fought during this time period?
- What role did this person take during the American Revolution?
- Describe how this person became involved in the American Revolution.
- What are some reasons why the American Revolution began?

Assessment/Evaluation:

- The activity itself serves as a form of assessment because students will demonstrate their knowledge of the topic through class participation.
- Teacher will observe students interacting with their partners by walking around the classroom and listening to their conversations.
- The teacher will see which students completed stamp project.
- The teacher will give students a final worksheet as a culminating activity. The worksheet will list these questions: What did you learn about the American Revolution? What was the role of the hero/heroine during this time period? What questions do you still have about the American Revolution?

Closure:

- Students will create stamp projects.
- The students will color and decorate their projects.
- The teacher will give students a final worksheet as a culminating activity. The worksheet will list these questions: What did you learn about the American Revolution? What was the role of the hero/heroine during this time period? What questions do you still have about the American Revolution?
- These projects will be posted around the room where students will be able to read them.

Learning Connection:

- Students will need to know how to answer research questions.
- Students will need to know how the topic relates to them so they will be engaged in the activity.
- Students will need to practice public speaking, teamwork/or individual work.
- Students will learn how to write an essay.
- Writing and Social studies will be connected within the activities.

Learning Activities or Tasks:

Day 1

- Begin the session by inviting students to share what they know about the American Revolution.
- Write down the answers on chart paper by making a KWL chart.
- Read to students the first chapter of the book *My Brother Sam is Dead* for a read aloud (read one chapter a day until the book is finished).

The teacher can discuss what happened in the story. This book will excite the students and allow for them to become engaged in the topic of the American Revolution.

The teacher will discuss with the students that there were men and women who fought during this time period. The teacher and students will come up with a list of questions that must be answered. The students will receive the questions (you can include more) and a list of men and women who were involved during this time period:

Examples:

When and where was the person born?

What were the names of the spouse and children of this person (if applicable)

How did this person contribute to the American Revolution? (5 or more details)

Examples:

Abigail Adams

Nathan Hale

Paul Revere

Betsy Ross

Deborah Samson

The students can also conduct research at home if they are able to access the internet. The students can also think of more questions for homework.

Day 2

- Review day 1. Instruct students to gather on the rug with their questions from the day before.
- Have students get into groups of 4 to share their questions for 5 minutes.
- After 5 minutes, ask students to share their questions with the rest of the class.
- The students will choose a person to study from a list compiled by the teacher. The students will then be able to look at the books during this time period.

Day 3

- Review day 1 and 2 of the lesson.
- Tell students that they will be using their research questions to compose a mini biography on the person from the American Revolutionary war.
- Review the procedures on how to conduct research.
- The students will receive a list of questions that must be answered. Research for the rest of the period.
- The students will hand in their research questions at the end of the period.

Day 4

- Briefly review day 1, 2, and 3.
- The teacher will show the students stamps. The teacher will discuss with the students why stamps are important. The students will be making their own stamps with the person from the American Revolution to include with their essay.
- The students will receive their corrected questions or work on their questions from the previous day.
- The teacher will give students a piece of colored paper or tracing paper to make the picture for their stamp.
- The students will use the rest of the lesson to write their practice draft, final copy, or decorate their stamp.

Day 5

- Briefly review day 1-4.
- The students will use the rest of the lesson to write their practice draft, final copy, or decorate their stamp.

Day 6

- Briefly review day 1-5.
- The students will use the rest of the lesson to write their final copy or decorate their stamp.

Day 7

- The students will use the rest of the lesson to write their final copy or decorate their stamp.

Day 8

- The students will present their projects to the class.

Teaching Strategies:

- Students will work in cooperative learning groups or individually.
- Students will work and interact with each other in the classroom.
- The role of the teacher is to teach, facilitate and be an evaluator.

Classroom Management:

- Students will work in groups or at their desks.
- Special needs students will be paired with other students in the class.
- Reading materials appropriate for these learners will be available.
- Teacher is available to students in any way necessary.

Materials:

- Paper
- Pencils
- Colored Paper
- Markers
- *My Brother Sam is Dead* book.
- The teacher would also prepare a final written work sheet listing questions such as: What did you learn about the American Revolution? What questions do you still have about immigration?
- Stamps
- American Revolution books for research

Evaluation and Teacher reflection:

- As a critique, the teacher will examine how the goals and objectives were met. Students will enjoy this activity because they will be able to discuss their stamp project.
- The teacher can ask himself: How did the students respond to this project? Was content presented and developed in a logical manner? Were children allowed to fully explore content? Was there a balance between activity and

process? Was the time allotted for the lesson appropriate? Was each student able to comprehend the material? Was the teacher able to provide a lesson that included several multiple intelligences strategies?