**Art Integration Lesson Plan Template**

LTC 4240: Art for Children

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| Lesson Title & Big Idea: Perspectives on the American Revolution | Grade Level: 5th |
| Lesson Purpose: Students begin to see that there are multiple perspectives in life, even when it seems like the facts are laid out. History is one of those subjects where students think the things they are told from textbooks or their teachers are fact, when there are still points of view that are not considered. The American Revolution is a great example for showing the perspectives of both sides. | Class Periods Required:1-2 |
| Key Concepts (2-3):The American Revolution was fought between the British and the colonists who wanted their freedom. The colonists believed they were right to fight because the British had imposed tariffs and laws that they didn’t agree with without giving them a say. The British believed that as the ruling country, they could enact their own laws. Events like the Boston Tea Party and Declaration of Independence gave them even more reason to be angry.  | Essential Questions (2-3):Why is it important to view multiple perspectives on history?Can we decide who is right and who is wrong all of the time?Why did the British need to fight? Why did the colonists? |
| Lesson Objectives: * Students will describe the reasons why each side of the Revolutionary War was fought by doing internet and book research and presenting each side to the class in a poster presentation.
* Students will learn that history is often described as a set of facts but often has many different perspectives by learning about the factors that influenced the Revolutionary War.
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| Grade Level Expectations (GLEs) * Explain the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful (3a.D)
* Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters (7.A)
* Distinguish between fact and opinion and recognize bias and points of view (7.C)
 | Missouri Core Academic Standards (Common Core State Standards) * [CCSS.ELA-Literacy.RI.5.3](http://www.corestandards.org/ELA-Literacy/RI/5/3/) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
* [CCSS.ELA-Literacy.RI.5.6](http://www.corestandards.org/ELA-Literacy/RI/5/6/) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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| Integrated Content Areas:1. Visual Art2. Social Studies | Identify & define **common vocabulary/concepts** that connect visual art with the non-art content area.Perspective: a certain way of regarding situations, facts, and spaces; sometimes judging their relative importance |
| Anticipatory Set (Gaining Attention):The literacy lesson and reading of George Vs. George will serve as the anticipatory set for this lesson. | Closure (Reflecting Anticipatory Set):Present the information the students have researched in a round table discussion, each student sharing a fact or opinion that they found. |
| Lesson Activities & Procedure(s):1. Students will take what they’ve learned from George Vs. George to compare and contrast the different points of view. Questions to ask include be why did the British fight in the war, why did the colonists, why were there some colonists who sided with the British, was there a right or wrong side, what other questions do you have?2. Students will build on what they know by doing more in depth research on both sides using primary and secondary sources on the web and in books similar to George vs. George.3. Students will present their information on a t-chart, presenting how both sides were justified in their fight in the American Revolution4. A skit will be created based on the student’s facts and writing piece from the writing lesson. They will develop it as a class and have four scenes: events before the war in the colonies and the British government and the completion of the war from the British and now American perspective. | Lesson Texts & Materials:* computers
* If You Lived At the Time of the American Revolution by Kay Moore
* Liberty or Death by Betsy Maestro
* You Wouldn’t Want to Be at the Boston Tea Party! By David Salariya
* Primary resources and letters from the British crown
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| Lesson **adaptations** for challenged learners:Students who may have difficulties researching and finding information may work in pairs or groups to complete the charts. | Lesson **extensions/enrichments** for gifted learners:After finding the information, students will develop an argument defending the British perspective because most of the information we can find on our history only gives the American perspective. Students will have to provide reasoning for why they believe that is the case. |
| **Formative Assessment** strategies:Presentation of the opinions, facts, and points of view of the colonists and British based on the research conducted. |