

4th Grade American Revolution Project

Name _____ Date: _____

(Proposal Form Due, December 3rd, 2018)

"All men are created equal and have the right to life, liberty, and the pursuit of happiness" - Thomas Jefferson, stated in the Declaration of Independence, July 4, 1776.

Over the next few weeks, we will be learning about various famous people who have partaken in the American Revolution. As part of our studies, you will be researching one person, becoming an expert on their way of life in the 1700s. Furthermore, you will have the opportunity to focus on important battles, and/or other events of the American Revolution for further class discussion. As a class, we will discuss how these battles, people and/or events had an impact on the final outcome of the Revolutionary War. All of your research will be presented as a pamphlet, booklet, online presentation, or written document.

Below is a checklist to help you plan your research and keep you on track with deadlines. Heads up...The report will be worked on at home and at school, **so work a little each day to research, take notes, and stay on top of the deadlines below.**

Make sure that the work you do is written using your own thoughts and words. **DO NOT COPY exact phrases from book or the internet** unless you are using direct quotes or citing text evidence. I'm interested in an original report written by you, and not a copied report from sources that you use! Remember to analyze, elaborate and synthesize across texts or sources used. **You must type this report and it should be student created and not parent generated.** Parents may help you by checking for spelling, punctuation, and sentence fluency, but should not write it for you.

Here's our schedule of due dates:

It is important to follow the due date schedule below so you are not overwhelmed trying to finish the project for the final due date. Completion grades will be given for each separate due date to encourage you to stay on track!

Friday-December 3rd: Proposal Form and Parent Signature due

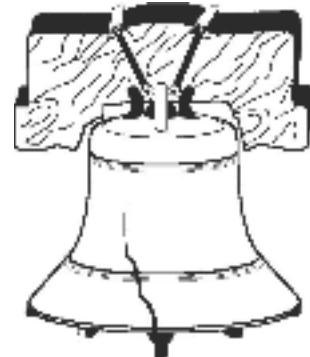
Friday-December 7th: At least 3 Research Questions due

Friday- December 14th: Remaining 3 Research Questions due

Monday-December 17th Artifact due

Friday-December 21st: Completed Project with Revisions and Edits (and Bibliography) due

December 21st: Museum Gallery Walk and Presentation



American Revolution Proposal Form

My three choices of important people of the American Revolution are: (see list below)

1. _____ 2. _____ 3. _____

Please check off each sentence below so that I know you are aware of this project.

- I have spoken to my parent/guardian about the project.
- I have started to think about the materials I need for my project.
- I am going to speak to my teacher if I have any questions.
- I understand what to do for my project.
- I will turn in my project ON OR BEFORE _____



Student signature:

Parent/Guardian signature:

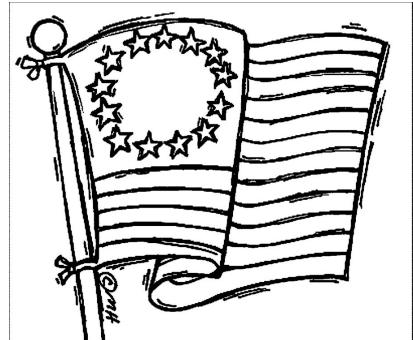
Please choose three people of the American Revolution below that you wish to research. The final decision will be made in class.

Important People of the American Revolution:

King George III	Patrick Henry	Thomas Jefferson
George Washington	Benedict Arnold	Paul Revere
Deborah Sampson	Molly Pitcher	Sam Adams
Benjamin Franklin	John Adams	Thomas Paine
Abigail Adams	John Hancock	Betsy Ross
Marquis de Lafayette	Alexander Hamilton	

Presentation Guidelines:

Your projects will be presented to the class as a "Museum of Revolutionists." The work you do will become an "exhibit" in our museum. In order to make this as innovative as possible, you will display your work as a pamphlet, online presentation (Prezi, video, etc.), or a written report, comic book, picture book, diorama, etc. **Be creative!** -- The options are endless.



Research Guidelines:

You must choose at least 6 of the questions below to answer about your person. Answer each question as completely as possible. (An example has been provided on the following page.)

- Include all possible information. You must make sure that you follow correct paragraph format and spell everything the best you can.
- To excel in standards, paragraphs must have **analysis, elaboration and synthesis** across texts or sources used. *Ways to Push Your Thinking Prompts* are attached.

Artifact:

Create an artifact or symbol that does one of the following:

- Describes an object your person used
- Describes a tool your person used during the Revolution
- Describes the route your person took to travel from one place to another
- Describes what happened to your person during an event

The options are endless! Be as creative as possible!

Examples: Creating or making a tea bag design to represent the Boston Tea Party, recreating the Declaration of Independence...

Be Creative! You can draw, build, or use technology!

Bibliography:

Be sure to cite your sources somewhere on your project. You must have at *minimum three different sources*.

Example:

<https://revolution.mrdonn.org/thomasjefferson.html>

Research Questions:

You must choose at least 6 of the questions below to answer about your person. Answer each question as completely as possible.

- **General Biography:** Where and when was he/she born. Explain about his/her family members and background. (*Were they wealthy? What was their occupation -farmers? Shopkeepers?*) What is something interesting about his/her childhood? What was his/her educational background? Was he/she married and did he/she have children?
- What are some of the important/ major accomplishments of this person?
- How is this person important to the American Revolution? What did he/she do?
- What side of the war did they favor and why?
- Explain specific events or actions of this person and tell *why* they are notable and relevant for the Revolution.
- What happened to this person **after** the American Revolution was over?
- **Evaluation of his/her contribution:** What would you have done in his/her place? Do you think he/she made a good choice? Would you have had the personal qualities to do what he/she did? How might things have turned out if this person had not made the same choices?
- State a quote or saying for which this person is famous (if possible). Then, explain the significance of this quote. What does it mean?

Each bullet point should be decorated with some pictures relating to the person/ American Revolution. These can be hand drawn or from the internet.

****WHEN DONE, proofread your report. Check for capitals, appropriate punctuation, spaces after punctuation marks, and accurate spelling (use a dictionary!)****

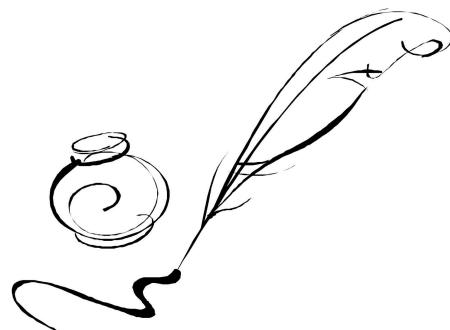
Example:

How is this person important to the American Revolution? What did he/she do?

Deborah Sampson was important to the American Revolution. According to Womenshistory.org, "Deborah became a hero of the American Revolution when she disguised herself as a man and joined the Patriot forces." **This demonstrates** that the drive of this woman could not be stopped and was able to persevere to fight for her country. More so, Sampson was given a very dangerous assignment in the war, that even George Washington considered attacking, but declined. **This illustrates** that Sampson did anything in her power to help her country, regardless of how perilous it was. She was fearless! Furthermore, she was the only woman to earn money for participating in the army. **The thought I have about this is**, that even though women were not allowed to fight in the army back then, Congress recognized her courageousness and rewarded her. These examples truly exhibit how important Deborah Sampson was to the American Revolution.

Ways to Push Your Thinking:

- This demonstrates...
- This illustrates...
- This shows...
- The thought I have about this...
- The author illustrates....
- The research conveys...
- I realize...
- In other words...
- The important thing about this is...
- What this means is that...
- The significance of this is...



American Revolution Research Rubric

4	<p>The project includes ALL of the following:</p> <p>Each required section is completed in full ** Artifacts are accurate and neatly constructed ** Research questions are completed and accurate. Project reflects the impact the person made during the American Revolution with analysis, elaboration, and synthesis ** At least 2 sources cited ** Grammar, spelling, and punctuation correct ** Colorful, neat, presented well ** Clear, concise, legible</p>
3	<p>The project includes the following:</p> <p>Each required section is completed in full ** Artifacts are accurate and neatly constructed** Research questions are completed and mostly accurate. Project reflects the impact the person made during the American Revolution with a few analysis, elaboration, and synthesis ** 2 sources cited ** Grammar, spelling, and punctuation correct ** Colorful, neat, presented well ** Clear, concise, legible</p>
2	<p>The project includes the following:</p> <p>Each required section is attempted, though they may not all be complete ** Artifacts are attempted, but may not be done, or not attempted at all ** Research questions might be incomplete/ no completely accurate. Project reflects the impact the person made during the American Revolution with very little to no analysis, elaboration, and synthesis ** 1 source cited ** Grammar, spelling, and punctuation mostly correct ** Colorful, somewhat neat, partially presented well ** Somewhat clear, concise, legible</p>
1	<p>The project includes the following:</p> <p>Each required section may or may not be accounted for or complete ** Artifacts are not attempted ** Research questions are incomplete. ** No sources cited ** Grammar, spelling, and punctuation not correct ** Not colorful, neat, or presented well ** Not clear, concise, or legible</p>

Teacher Comments: