

# Revolutionary War Heroes

Martha Washington \_\_\_\_\_

Abigail Adams \_\_\_\_\_

Molly Pitcher \_\_\_\_\_

Crispus Attucks \_\_\_\_\_

Sybil Ludington \_\_\_\_\_

Thomas Paine \_\_\_\_\_

Patrick Henry \_\_\_\_\_

Paul Revere \_\_\_\_\_

Samuel Adams \_\_\_\_\_

George Washington \_\_\_\_\_

John Hancock \_\_\_\_\_

John Adams \_\_\_\_\_

Benjamin Franklin \_\_\_\_\_

Thomas Jefferson \_\_\_\_\_

Nathanael Greene \_\_\_\_\_

Ethan Allen \_\_\_\_\_

George Rogers Clark \_\_\_\_\_

Lydia Darragh \_\_\_\_\_

William Dawes \_\_\_\_\_

John Dickinson \_\_\_\_\_

Nathan Hale \_\_\_\_\_

Thomas Jefferson \_\_\_\_\_

John Paul Jones \_\_\_\_\_

Richard Henry Lee \_\_\_\_\_

Francis Marion \_\_\_\_\_

Joseph Plumb Martin \_\_\_\_\_

Daniel Morgan \_\_\_\_\_

James Otis Jr. \_\_\_\_\_

Betsy Ross \_\_\_\_\_

Peter Salem \_\_\_\_\_

Deborah Sampson \_\_\_\_\_

Thomas Sumter \_\_\_\_\_

Phillis Wheatley \_\_\_\_\_

# Revolutionary War Hero Project

## Due Dates

- \_\_\_\_\_ - 5 items on your checklist.
- \_\_\_\_\_ - 5 items on your checklist.
- \_\_\_\_\_ - 5 items on your checklist.
- \_\_\_\_\_ - The whole project is due today.

## Directions

- \_\_\_\_\_ Choose a Revolutionary War Hero from the list in class.
- \_\_\_\_\_ Buy a poster board (any color is OK).
- \_\_\_\_\_ Go to the library or the internet to get some information about your hero. Try to get something that is appropriate for this project. (You will not need to read an entire book on your hero, but you will need to find out several bits of information about him/her.)
- \_\_\_\_\_ Read about your hero.
- \_\_\_\_\_ Complete the organizer on your hero. Write a lot!
- \_\_\_\_\_ Create a border around your poster board that somehow represents your hero (e.g. Cubs symbols for Mr. Solarz).
- \_\_\_\_\_ Attach a colored picture of your hero in the top center portion of your poster board. Design a frame around it to make it close to 8"x10" size.

- \_\_\_\_\_ Complete two or more organizers (the list is at the end).
  
- \_\_\_\_\_ In the center of your poster board, neatly write or type the name of your hero in large enough letters that it can be seen from a short distance.
  
- \_\_\_\_\_ In the top-left corner of the poster board, place a summary (in your own words) of your hero's accomplishments and experiences. Be sure to focus on **how they became famous & details about their life.**
  
- \_\_\_\_\_ In the top-right corner of the poster board, place a poem that somehow represents your hero's accomplishments and experiences. It can be an acrostic, a limerick, a haiku, etc.
  
- \_\_\_\_\_ In the bottom-left corner of the poster board, staple a small paper lunch bag that represents your hero's backpack. Decorate the outside. Inside, fill it with colorful representations of the actual items he/she would have had. Be sure to label everything, so that I know what it is!
  
- \_\_\_\_\_ To the right of the paper bag, place a three-fold travel brochure (6 total flaps) that would attract tourists to go back in time to visit your hero. Complete 5 of the 6 flaps (in color). Staple the blank side to the poster board.
  
- \_\_\_\_\_ To the right of the travel brochure, create a medal for your hero that recognizes their most important accomplishment and explains the accomplishment!
  
- \_\_\_\_\_ In the bottom-right corner of the poster board, place a letter that your hero might have written to someone that they cared about around the time they accomplished their goal. Make this letter as real sounding and as real looking as possible. Remember the time period is the 1700's.

- \_\_\_\_\_ Spice up the remaining blank space by adding colorful designs or pictures. Do anything else that could add creativity points to your project. Make your project as appealing as possible!
  
- \_\_\_\_\_ Make sure that you have fun doing this project. Think of the alternatives: a long research paper on your hero, learning about every hero in detail, etc.! This will be a lot more fun!
  
- \_\_\_\_\_ When you are unsure about how to do something, or if the directions aren't clear enough - ASK ME - ASK ME - ASK ME!!!

**If you don't like some of the activities above, you may replace a few:**

1. Option to replace the colored picture above:  
"Paper Plate People" - Use the directions from the handout to make a paper plate person of your hero. It needs to be in color and have things glued to it, so that it is not just a drawing or painting of your person.
  
2. Option to replace the summary above:  
"How to Be (George Washington)" - Minimum of 15 requirements such as: "You would need to be the first president," or "You would need to have a wife named Martha." Typed and neat.
  
3. Option to replace the medal above:  
"Certificate of Achievement" - Find a certificate template and fill in all the required fields making sure to list their major accomplishment.

**You must choose two of these organizers to complete. You can do more for extra credit (points will be determined by how well you do).**

1. "Person Pyramid"
2. "On the Road to the Future"
3. "Up-the-Stairs Time Line"
4. "Resume Builder"
5. "1-2-3 Summary"
6. "Interviewing Guide"

# Revolutionary War Hero Project Organizer

1. What is your hero's full name? \_\_\_\_\_

\_\_\_\_\_

2. Where and when was your hero born? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. When did they die? How did your hero die? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Why is your hero famous? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Researching and Reporting: People of the Past

These activities require students to research and report on historical figures from different time periods.



## Person of the Year

- 🔍 **Objectives**
  - Analyze information about a historical figure
  - Develop written communication skills
- 📁 **Materials**
  - Examples of news/personality-related magazines (*Newsweek, Time, People, Us*)

In this activity, students “become” journalists for a famous news magazine. Their assignment is to select a “Person of the Year” for the next issue. As journalists they need to convince their editor-in-chief that the person they have selected should be given this title. Students write an article clearly stating a position of support for their “Person of the Year.” It is important for students to present evidence in support of this person based on research from books, periodicals, and primary and secondary sources. Finally, students should conclude by restating their position and justifying their choice for this prestigious honor. Students can also design a magazine cover honoring this person. Have students give oral presentations, then take a class vote to select the most outstanding person based on criteria the class has selected.

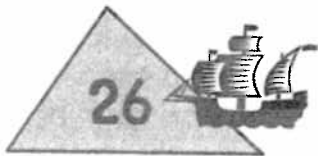




## Interview Program

- Objectives** • Develop written and oral communication skills

Have students write a list of sample interview questions that they might ask a historical figure. Students can work in pairs to do research and role-play an interview of famous people for the class.



## People Poems

- Objectives** • Develop written communication skills

This is a great activity for integrating English into the social studies classroom. Students can write a poem about a person they have researched. The poem can be in the form of an acrostic, in which the first letter of each line begins with a letter of the person's name. The lines consist of words or phrases describing the person's characteristics.

### Example of an Acrostic:

**L**anky  
**I**ntelligent  
**N**ote-worthy  
**C**ivil War President  
**O**ral communicator  
**L**awyer by profession  
**N**ick-named "Honest Abe."

Another type of poem is the diamante, which takes its name from the diamond-shaped form it makes. In order for students to make a diamante, they need to follow the line-by-line formula on page 33.

person's first name  
two adjectives that describe the person  
three "ing" words related to the subject  
four nouns that describe the person  
three verbs that tell how the person acted or felt  
two adjectives that describe the person  
person's last name

### Example of Diamante:

**Abraham**  
lanky, bearded  
thinking, caring, feeling  
emancipator, leader, president, martyr  
commanded, led, assassinated  
honest, presidential  
**Lincoln**



## Poster People

- 🔍 **Objectives**
  - Analyze information about a historical figure
- 📦 **Materials**
  - Art supplies

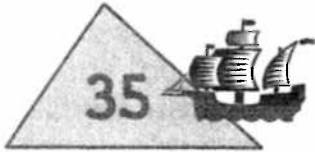
In this activity students make a poster to honor a person who has, through time (past or present) made a significant contribution to history. The posters should advertise the person's life and accomplishments. Students might also include quotes from the person on their poster.



## What's in the News?

- 🔍 **Objectives**
  - Analyze information about a historical figure
  - Develop written communication skills
- 📦 **Materials**
  - Current magazines

Divide the class into small groups and explain that each group will make its own "Person of the Year" magazine. All the articles must be about one person and the time period in which he or she lived. You might have students bring in current magazines and discuss the types of articles and advertisements found in them. Have students brainstorm ideas for their magazine and then write their comments on the board.



# Paper Plate People

- 🕒 **Objectives**
  - Identify key facts about a historical person or event
- 📦 **Materials**
  - Paper plates (plastic and foam plates will not work)
  - Tongue depressors
  - Crayons or markers

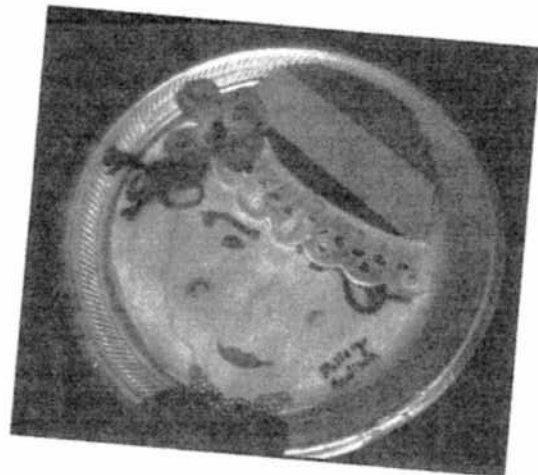
Have students research a famous person from the era being studied in class. Once they have completed the research, students draw symbols that characterize that individual's contribution to society, along with a profile or portrait of the person, on a paper plate.

On the back of the plate, students list three clues that they can read aloud as the rest of the class tries to identify the person. The tongue depressor can be attached to the back of the paper plate in order for the student to handle the plate more easily.

## Teacher Tips

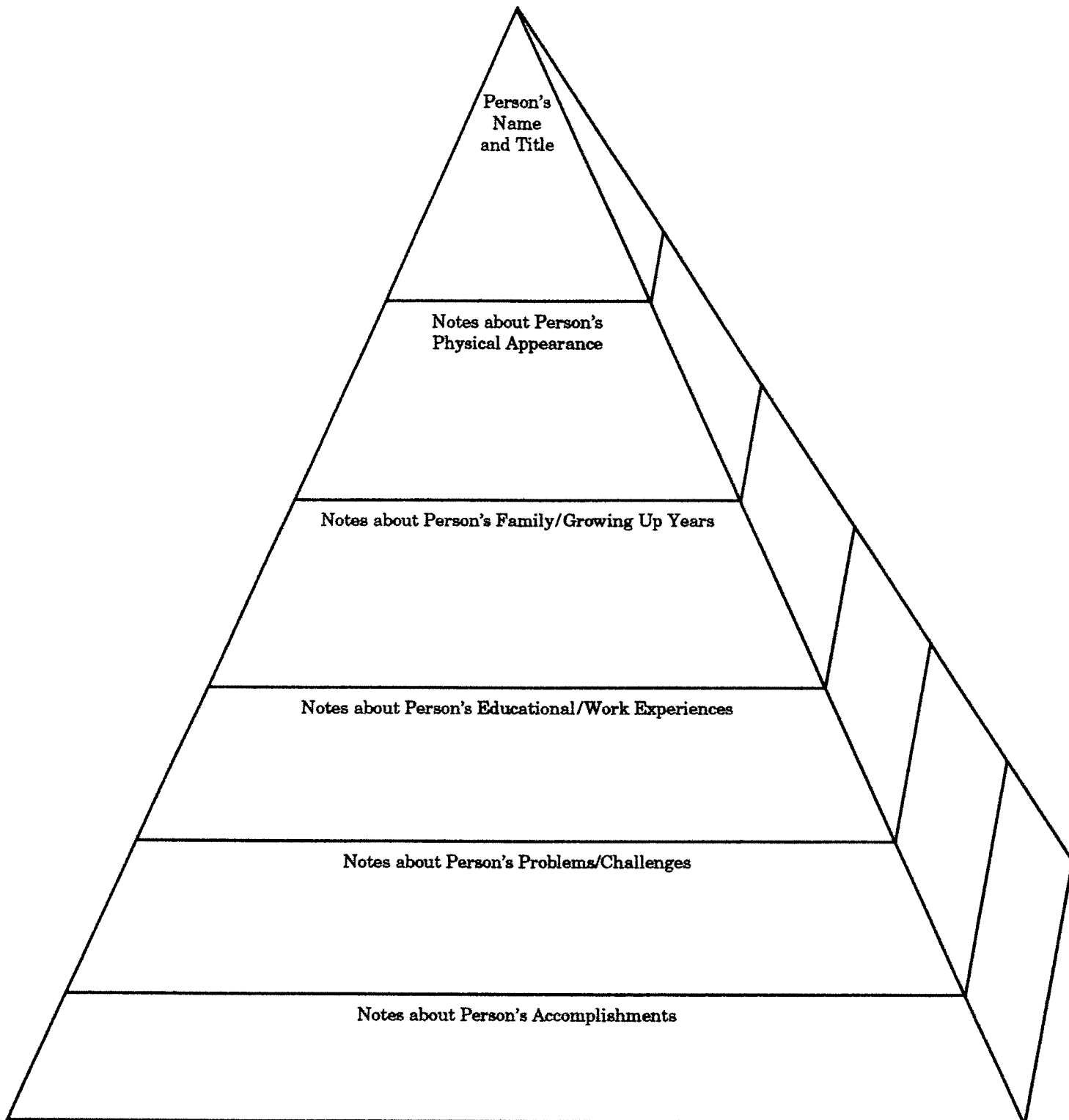


- **Group students by time periods and have them create a short skit using their paper plate people. Students can perform the skit for the rest of the class.**
- **Have students create a "paper plate people" timeline by holding their "people" and lining up in chronological order.**
- **Pair students and have them interview each other and then introduce one another's personalities to the class.**
- **Have students write a short paragraph about their paper plate person.**
- **Create a bulletin board display using the paper plate people. Title it "Faces in History."**



*Directions on  
page 58*

# Person Pyramid



**Skills**

Students will:

- + identify key events
- + sequence events in a logical order
- + place a series of events along a continuum of time

**Purpose**

Sequencing events helps students gain a sense of order and time. As students place key events, ideas, or people they are studying in a chronological sequence, they are better able to evaluate the information and form connections between the past and the present. This organizer provides students with a means for visualizing a sequence of events and gives them individualized practice in using and reading time lines.

**How to Use the Organizer**

Help students brainstorm and list key events in the time period they are studying. Then show them how to make one mark along the center line of the Road to the Future for each of the events in the list. Students can use words, pictures, or a combination of the two to label each mark. Ask volunteers to use their completed organizers to recall and retell the sequence of events that they have recorded.

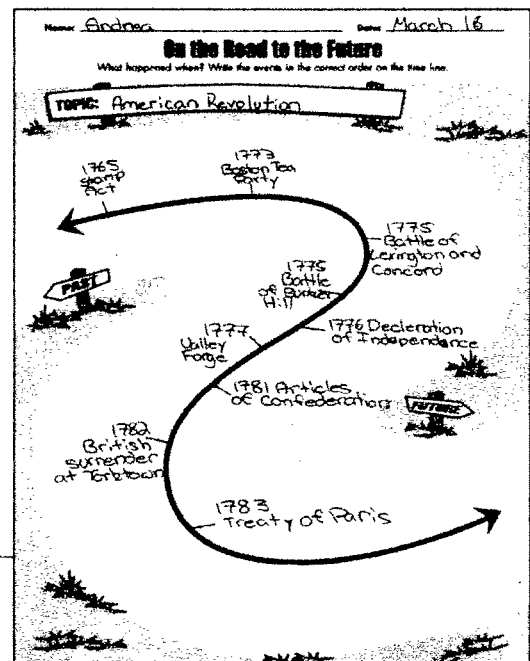
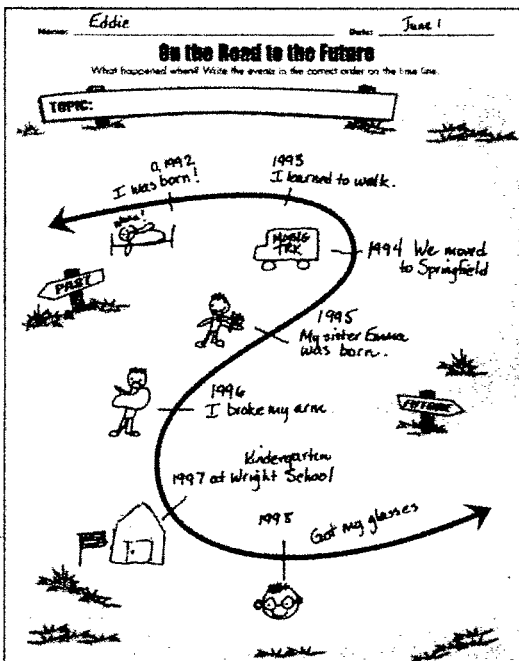
**Examples**

**Primary Grades**

For a homework assignment, a first grader asked his father to help him list important events for each year of his life, beginning with his birth. Together, the student and his father chose one major event to highlight for each year, and decided how to mark and label the time line on the organizer. The father recorded the words for each label, and the student illustrated each event. At school, the student used the organizer to give a brief oral presentation about his life.

**Intermediate Grades**

Fifth graders studying the American Revolution used the organizer as a study aid for a unit test. The class first listed the major events of the Revolution on the chalkboard and discussed the significance of each event. Students recorded key events in order, and used the organizer to help them recall the events as they studied for the test.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# On the Road to the Future

What happened when? Write the events in the correct order on the time line.

TOPIC: \_\_\_\_\_



PAST

FUTURE



# Up-the-Stairs Time Line

## Skills

- Identifies and summarizes key events
- Selects an initiating and culminating event
- Sequences events chronologically

## Purpose

Selecting a topic and culminating event, such as the beginning of World War II and Nazi Germany's invasion of Poland, is a helpful starting point for identifying a chain of events that led up to the culminating event. This organizer offers a structure in which students can organize information about a sequence of related events.

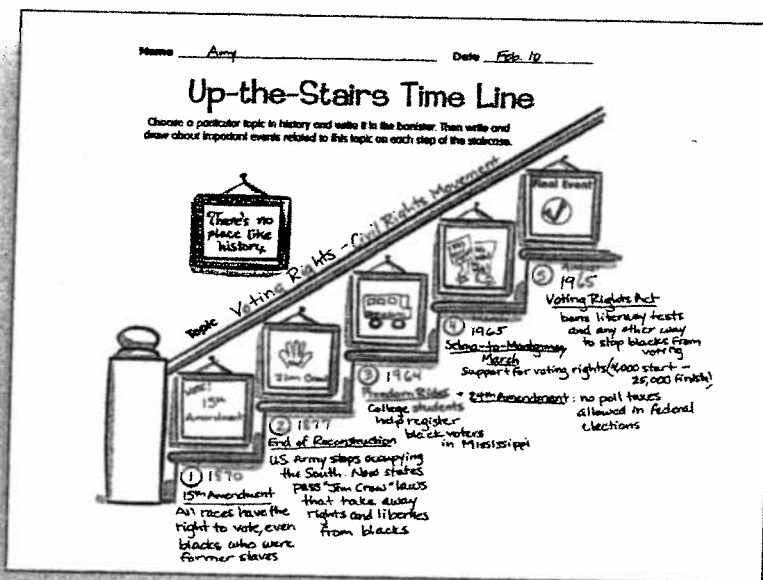
## How to Use the Organizer

Lead a class discussion about the way events can build on one another and finally lead to a big end result. Like steps in a staircase rising to a new level, each event in a sequence moves closer and closer to a final (culminating) event.

Display a transparency copy of the Up-the-Stairs Time Line graphic organizer (page 13) on the overhead projector. Guide students as needed to select a topic and final event and to identify the key events leading up to the final event. For example, you might choose a final event such as the signing of the Declaration of Independence from your current unit of study on the American Revolution, and with student participation, complete the organizer on the overhead.

When students use the organizer independently, level the activity appropriately. Let students who need more support use a smaller section of the stairs so that they work with only two or three events. Have them write the date on each step, draw a symbol for the event in the picture frame, and write a phrase describing the event under the step.

Let students who need a challenge work with a longer series of events. Have them copy the organizer onto a larger sheet of paper and add more steps to the staircase. In the spaces under the steps they might add detailed notes about the events and list in the picture frames important people involved in the event.



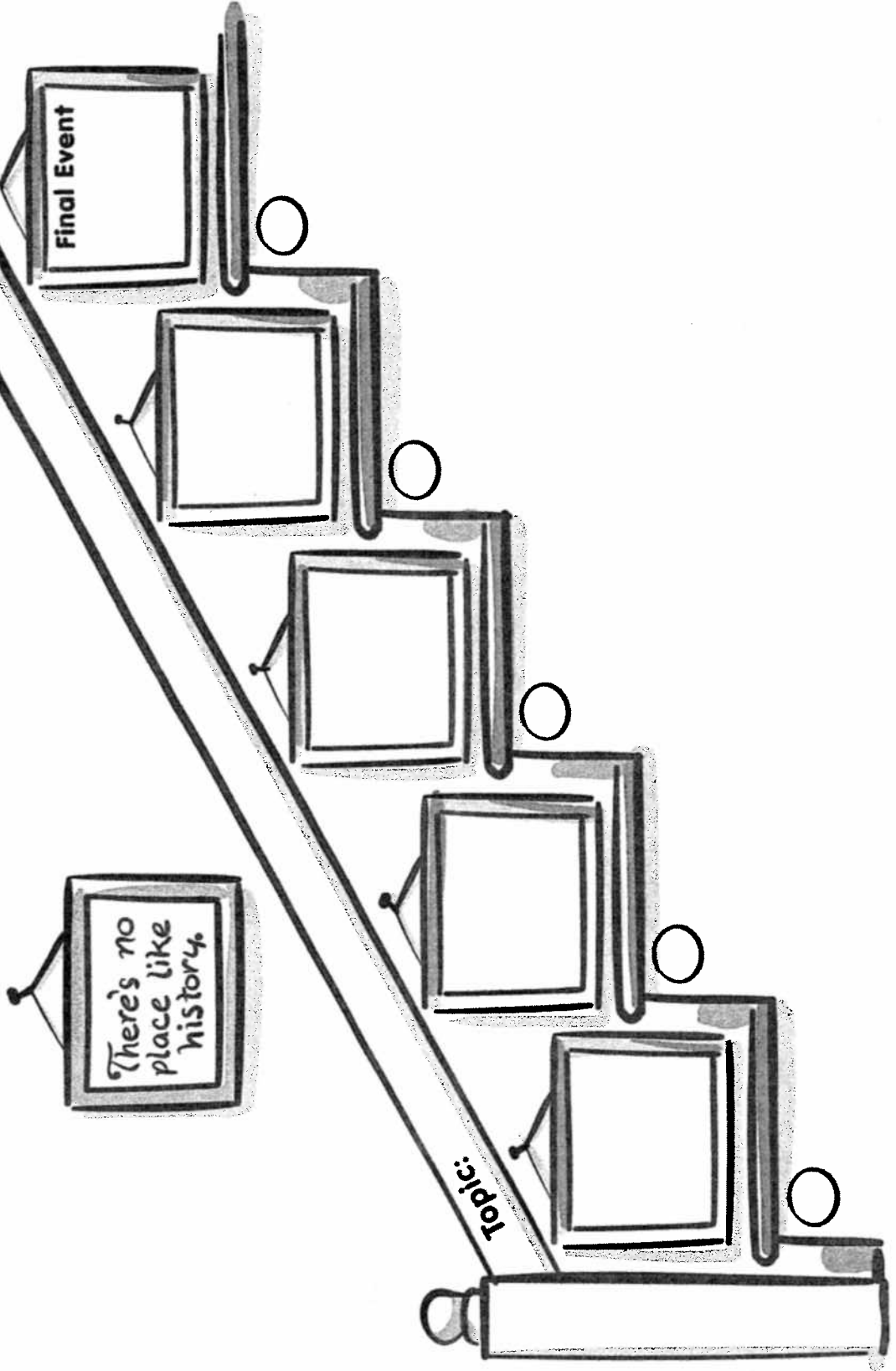
## More to Do

To show events both leading up to and following a major event, have students add a down-the-stairs time line to their up-the-stairs organizer by tracing the ascending stair pattern in reverse from the top stair. This reverse organizer may help students track social, political, or other changes that have occurred as a result of the culminating event.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Up-the-Stairs Time Line

Choose a particular topic in history and write it on the banister. Then write and draw about important events related to this topic on each step of the staircase.





# Résumé Builder

## Skills

- Collects biographical information about a historical figure
- Organizes biographical information into categories
- Organizes biographical details chronologically

## Purpose

The first step toward structuring a biographical report or presentation is to select key details about the life and accomplishments of a historical or contemporary figure—without getting bogged down by interesting but extraneous details. As students synthesize information from their reading in the organizer, they eliminate unnecessary details and set in chronological order information about the accomplishments and events in the life of their subject.

## How to Use the Organizer

You may want to introduce this organizer by showing students your own résumé or (with permission) the résumé of another professional. Discuss the function of a résumé: to present a concise record of a person's experiences and credentials to a potential employer by a) selecting only those details related to the job for which the person is applying and b) organizing the entries in each section from most to least recent.

When students have selected the figure they wish to study, distribute copies of the Résumé Builder graphic organizer (page 19). Review each section of the organizer with the class, comparing and contrasting the organizer to the professional résumé they have just read. Make sure to note that the Motto/Purpose section is like an objective section on a professional résumé—it will sum up

what the person aims to accomplish. Ask students what the person they are studying might have said about his or her purpose or goal. For example, someone studying a president might use a campaign slogan or a memorable quotation, such as John F. Kennedy's "Ask not what your country can do for you, but what you can do for your country."

## More to Do

Have students or groups use their completed organizers to structure a presentation or report. A presentation might be done in the form of a job interview. For example, a group of students representing the people of the United States of America might hold an interview for a presidential candidate and use the organizer categories to ask questions, such as how the candidate's work experiences have prepared him or her to lead the country. Another student playing the part of the candidate can use his or her group's responses on the organizer to generate answers.

Name Emma Date December 3<sup>rd</sup>

## Résumé Builder

Write key details about an important person in history in this graphic organizer.

Name: **SAM HOUSTON**

Birth date: **1793**

Motto/Purpose: **"Texas will arise lift its head and stand strong among the nations. It ought to do so, for no country upon the globe can compare with it in natural advantages."**

Education: **Home school/Cherokee taught Studied Law**

Jobs: ① Indian agent to Cherokee - Mar of 1810 ② U.S. Senator (TX) 1846-1848  
 ③ District Attorney, Nashville, TN  
 ④ TN Congressman 1823, 1825 ⑤ 1<sup>st</sup> President of the Republic of TX 1836, 1841  
 ⑥ TN Governor 1827

Skills/Abilities:  
 - Fluent in Cherokee language  
 - Negotiating / Conflict resolution

Accomplishments:  
 - Helped TX gain U.S. statehood - Won the battle of San Jacinto 1836  
 - Made TX financially stable

Awards & Honors:  
 - Named "The Raven" by Cherokees who adopted him  
 - Earned Cherokee citizenship 1829

References: (people who honor/remember this person and his or her accomplishments very well)  
 - President Andrew Jackson - Margaret Lea (3<sup>rd</sup> wife)  
 - Cherokee Chief O-Lou-Te-ka - Mirabeau B. Lamar (2<sup>nd</sup> under Houston)

Name \_\_\_\_\_ Date \_\_\_\_\_

# Résumé Builder

Write key details about an important person in history in this graphic organizer.

**Name:**

**Birth Date:**

**Motto/Purpose:**

**Education:**

**Jobs:**

**Skills/Abilities:**

**Accomplishments:**

**Awards & Honors:**

**References:** (people who knew/know this person and his or her accomplishments very well)

# 1-2-3 Summary

## Skills

- Synthesizes main ideas from a news article or nonfiction passage
- Records background knowledge and new understandings about the reading
- Organizes ideas for a summary paragraph

## Purpose

When we ask students to read and summarize an article or passage about a current or historical event, we want them to be able to give more than a cursory outline; we want them to be able to present an overview of the reading and place it within their own schema—what they knew before and what interested them about the reading. This organizer offers a simple format in which students can show that they comprehend the whole of what they've read. You can use students' completed organizers as a tool for evaluating basic comprehension.

## How to Use the Organizer

Encourage students who need more support with summary writing to use the organizer in three stages: before, during, and after reading. Distribute copies of the 1-2-3 Summary graphic organizer (page 35) and the article students will read and summarize. Have students read the title, skim the article, and fill in space number 1 on the organizer to access prior knowledge. While students are reading, instruct them to flag or highlight important ideas in their article. After they've finished reading, have them identify three or four main ideas, completing space number 2. If the article is in a narrative or chronological format, have students fill in the short lines with sequence transition words, such as *first*, *second*, *third*, and *finally*, to help them organize chronologically.

Have students also find a fact or idea from the article that amazed or interested them and fill in space number 3.

To help students write their summary paragraph, give them a summary frame into which they can insert the ideas they recorded in the organizer:

*Before I read about [topic], I knew [section 1 ideas].  
In [article title] I learned [section 2 ideas]. I was  
amazed to find out [section 3 ideas].*

Name Wash Date 11/28/2005

## 1-2-3 Summary

Use this graphic organizer to help you summarize an article or text you just read.

Title "Farming (Colonial Style)" topic Farming in the 13 Colonies

**1** What I know before:  
The Pilgrims learned the best crops to grow from the Indians - like squash, corn, and beans. By now in the south are called plantations - they used slave labor.

**2** What I learned:  
1. New England was the hardest place to grow crops (hard winters + had soil near mountains) - biggest food contribution: fish.  
2. Middle Colonies = Breadbasket  
- most of rice, wheat, barley, oats, rye, and corn  
3. Sold back to England  
Southern Colonies  
- biggest crop = tobacco  
- also grew indigo + rice (SC + GA)

**3** What interested or amazed me:  
New England farmers didn't have big harvests.  
- they had to keep harvesting crops  
- they had to keep harvesting crops  
- they had to keep harvesting crops

Name \_\_\_\_\_ Date \_\_\_\_\_

# 1-2-3 Summary

Use this graphic organizer to help you summarize an article or text you just read.

Title \_\_\_\_\_

**1**

What I knew before reading:

**2**

What I learned:

- 
- 
- 
- 
- 
- 

**3**

What interested or amazed me:

## Skills

Students will:

- + plan and conduct an interview
- + identify key questions to ask interview subjects

## Purpose

Interviewing is an important research method—one that is too often overlooked in the elementary curriculum. In order to obtain the information they need, the students must plan carefully and conduct the interview properly. The Interviewing Guide provides guidelines for both planning and conducting interviews. Students can use the guide to help them prepare their questions and to remind them of important interviewing procedures.

## How to Use the Organizer

To introduce the organizer, ask students to describe interviews that they have read or seen on TV. Discuss the types of people who are usually interviewed in the media (sports figures, political candidates, celebrities) and ask students to name people that they would like to interview if they had the opportunity. For each interviewee named, ask students to suggest questions that they would like to ask. Tell them that the Interviewing Guide will help them plan their interviews.

Another way to use this organizer is as a recording device for fictitious interviews with historical or literary figures. Students choose appropriate times and places for the interview, and write both the interviewer's questions and the subject's answers.

## Examples

### Primary Grades

First graders were asked to interview a family member. One first grader conducted the interview with his grandmother in Spanish. His mother translated the questions, and recorded the answers in English on the Interviewing Guide. The teacher asked for a picture of each interviewee, and posted the pictures and interviews on a bulletin board entitled "Family Stories."

### Intermediate Grades

For independent reading, a fourth grader read Roald Dahl's *Matilda*. Instead of writing an entry in his response journal, he chose to conduct an imaginary interview with Matilda—just one of many options his teacher had made available for responding to books.

Name: Vicente Date: Nov 6

### Interviewing Guide

Use this form to help you plan and conduct an interview.

**Before the Interview**

Person's Name: Abuela

Appointment Date: November 6 Time: 4:00 PM Place: Grandmother's house

Purpose of Interview: to find out about her life

Permission to record the interview:  yes  no

**Questions I Want to Ask**

Question: When did you first come to the United States?

Answer: I came in 1953. My Abuela came here first. When her husband passed away, he sent for me, and I came here to be with her.

Question: Did you like coming to the United States?

Answer: No. At first I hated it. I didn't know any English and I missed Abuela. I had to talk to my friends and family to help me.


Question: Are you still sad about leaving Abuela?

Answer: I don't think about it anymore. All of my family is here now—my Abuela and my Nieces. The United States is my home now.

**After the Interview**

Do I need to add anything to my notes?  yes  no

Did I send a thank-you note?  yes  no



Name: Dave Date: April 13

### Interviewing Guide

Use this form to help you plan and conduct an interview.

**Before the Interview**

Person's Name: Matilda

Appointment Date: Today Time: \_\_\_\_\_ Place: \_\_\_\_\_

Purpose of Interview: Find out how she feels about being mistreated

Permission to record the interview:  yes  no

**Questions I Want to Ask**

Question: What did it feel like to have the lunch-bowl as a punishment?

Answer: It felt awful. Always were scared of her.

Question: What was it like to live with your parents?

Answer: We really didn't have much to do with each other. At home I was always reading because I can't read and spoke them.


Question: Why do you think you lost your powers?

Answer: I don't know. I'm still trying to figure that out. Maybe I just didn't need them anymore.

**After the Interview**

Do I need to add anything to my notes?  yes  no

Did I send a thank-you note?  yes  no



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Interviewing Guide

Use this form to help you plan and conduct an interview.

## Before the Interview

Person's Name \_\_\_\_\_

Appointment Date \_\_\_\_\_ Time \_\_\_\_\_ Place \_\_\_\_\_

Purpose of Interview: \_\_\_\_\_

Permission to record the interview:  yes  no

## Questions I Want to Ask

Question: \_\_\_\_\_

Answer: \_\_\_\_\_

Question: \_\_\_\_\_

Answer: \_\_\_\_\_

Question: \_\_\_\_\_

Answer: \_\_\_\_\_

## After the Interview

Do I need to add anything to my notes?  yes  no

Did I send a thank-you note?  yes  no

