

Revolutionary War Squire Guidelines! Pick one project!

1. Social Studies through Interviews

With a partner, create questions & interview an important figure of the American Revolution, such as *George Washington*, *King George III*, or *Samual Adams*.

In pairs, students will prepare an interview with a historical figure. Use two resources from books or the library database. The interview has 10 or more questions with answers, which show an in-depth understanding of the figure and time period. Presentation and materials are well organized. All group members know their roles well (interviewer, character). Both members speak clearly and loudly and make good eye contact. Presentation shows significant effort. Students go beyond basic questions and answers. List your book sources using easybib.com or use the library database. (NO Google Search)

2. Social Studies through Debate

With a partner, have a debate about whether the colonies should remain loyal to England or fight for freedom. One of you acts the part of a Loyalist and the other argues on the side of a Patriot. Be sure to use facts to defend your point of view.

Students research and debate a topic in partners. Use two resources from books or the library database. The students clearly understood the topic and presented their information forcefully and convincingly. The Loyalist needs to list 5 major reasons for being a Loyalist and the Patriot needs to list 5 major reasons for being a Patriot. Reasons are supported with relevant facts, statistics and/or examples. List your book sources using easybib.com or use the library database.

3. Social Studies through Role Play

With 3-4 classmates, read *Valley Forge*. Role play the activity on page 16.

Read the *Valley Forge* book and do additional research on Valley Forge. Cite two resources using easybib.com or the library database. Write a script that has a Continental soldier, General George Washington, Frederick Wilhelm von Steuben and a British soldier in it. These characters need to have a conversation that tells about their experiences at Valley Forge. Act out your play. Your play should be 2-3 minutes long. Time as you practice.

4. Social Studies through PowerPoint Battle Timeline

PowerPoint on 10 important battles of the Revolutionary War.

Create a PowerPoint slideshow showing 10 battles of Revolutionary war. Battles slides should be in time order sequence. Each slide includes name, and date of each battle. Insert a map showing the location of the battle. Insert a corresponding picture and write a short description of the battle. Who won the battle? List the winner of the battle on your slide. Cite at 2 sources using easybib.com or the library database on the last slide. Present slideshow to the class.

5. Social Studies through creating a Diorama

Build a diorama of one important battle of the Revolutionary War.

Create a diorama that shows great detail and understanding of a specific important battle of the Revolutionary War. The diorama shows considerable attention to construction and creativity. Create, build or place at least 10 objects inside your diorama. You may use blocks or toys that you already have at home. The walls of the diorama show the setting/background of your battle. The items are neatly trimmed. The student can easily explain the scene and answer questions about the battle. List at least two sources using easybib.com or the library database. Your teacher will interview you about the battle.

Squire Level Rubric - 10 Points Possible

Name _____ Teacher _____

Activity Interview Debate Role Play Mapping Diorama	Understanding of Topic 5 points	Accurate Information 3 Points	Project Creativity and Quality 2 Points
Excellent	Learner shows a full understanding of the project topic and followed the directions.	Content in the project is accurate and 2 sources are cited with easybib.com or library database.	The project is original, creative, and related to the unit's topic. It is obvious that the learner spent time and effort to do his/her very best.
Satisfactory	Learner shows a good understanding of parts of the topic and followed most of the directions	Content in the project is mostly accurate, but only 1 source was used.	The project is original, and the learner spent some time making it a quality project.
Needs Improvement	Learner is not able to show understanding of the project topic and didn't follow the directions.	Content in the project is inaccurate, and/or no sources were used.	The project is not the learner's work, and it is obvious that he / she did not spend time or effort to make the project his / her best.
Total Score = _____ / 10	Points Earned = _____ / 5	Points Earned = _____ / 3	Points Earned = _____ / 2