

Hands-On Chapter Project

The Spirit of Independence

Project Overview

Project Goal

To learn about the lives of leaders who led American colonists on the road to revolution students will create posters and display them in a Hall of Fame Exhibit.

ESSENTIAL QUESTION

- *Why does conflict develop?*

Skills Addressed

- collaboration; responsibility and accountability; decision making
- information and computer technologies literacy; creating displays
- historical interpretation; analyzing primary sources
- making comparisons; drawing conclusions

Materials Needed

Student Edition

Access to the school library and computers for research

Poster board and other materials depending on students' displays

Hands-On Chapter Project Worksheets

Duration

1.5 independent work days and 1 class day

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Project Steps

Step 1: Introduce the Project

Tell students that they will be creating a Spirit of Independence Hall of Fame. Each student will create a poster describing one of the inductees to the Hall. Each poster must include a biography, a picture of the individual, and a quote from the individual. Posters must also include a list of actions and beliefs that warrant their inclusion in the Hall of Fame.

Activate Background Knowledge Remind students that Revolutionary leaders from this era wanted to split from Great Britain. Most American colonists had mixed opinions about such a split, at least up until the British government instituted several taxes and laws meant to restrict and control the economic activity of the colonies.

Conduct a brainstorming session to generate a list of possible inductees to the Spirit of Independence Hall of Fame. Challenge students to include women and minorities in the class list.

Possible inductees include: John Adams, George Washington, Benjamin Franklin, Mercy Otis Warren, Samuel Adams, Benjamin Edes, Abigail Adams, John Gill, John Hancock, James Otis, Thomas Jefferson, Patrick Henry, Thomas Paine, and others.

Step 2: Plan the Project

1. Discuss the Project Plan

- Distribute Worksheet 1 to each student and walk through the plan steps found on the worksheet with students.
- Review bibliographies and walk through Worksheet 2 with students.
- Discuss ideas for the posters, such as: sketching portraits or using copies of painted portraits of individuals; choosing relevant quotes; types of information to include in a brief biography of each inductee.

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2. Discuss Poster Assessment

Distribute Worksheet 3 to each student and review the rubric with students. In this project, posters will be graded based on overall quality, inclusion of appropriate and relevant information, creativity in presentation, and proper use of sources.

Step 3: Present the Posters

Ideally, all inductee posters will be presented at the same time so members of the class can learn from others. Possible ideas include:

- Invite all classes to view exhibits during lunchtime as a review for assessment.
- Plan and schedule a mock induction, perhaps in the evening, and invite parents and family members to the event. Students may need to develop proper advertising for this option.
- Have students present their posters to the class.

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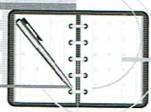
Worksheet 1: The Spirit of Independence

Project Plan

Group Members: _____

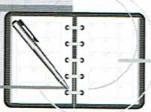
Directions Think about the steps you will need to take in order to complete the project. Create a task list for your poster.

Hall of Fame Inductee:



Task List

1. Read about the American Revolution and leaders of the Revolution in your student edition.
2. Choose a Revolutionary leader as your inductee into the Hall of Fame.
3. Conduct personal research on the leader, citing at least three sources.
4. Research photos and quotations for your poster.
5. Organize the details of the poster and write a brief biography about your inductee.
6. Fact check and edit your biography.
7. Create the poster.
8. Display the poster.
9. Complete your Rubric Assessment.



My Task List



Due Date

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Worksheet 2: The Spirit of Independence

Creating a Bibliography

Group Members: _____

Inductee Name: _____

Directions List all sources, including your student edition, magazines, newspapers, books, Internet sites, movies, and audio recordings.

For books, include: Author. Title. City of publication: publisher, copyright year.

For Internet sites, include: Author or organization. Title of site. Date accessed. URL

- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

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Worksheet 3: The Spirit of Independence

Assessment Rubric

Points	Research and Content	Presentation	Collaboration and Time Management
5	Research is extremely thorough and biography and quotes are accurate and in depth; sources are relevant and contain quality information; bibliography lists more than 3 sources and is formatted correctly	All required elements are included; poster is well organized; items are clearly and cleverly presented; display is engaging and contains a variety of items	Project tasks were effectively divided and use the strengths of each group member well; the group collaborated effectively and balanced tasks equally in creating and delivering the presentation; the team was organized and demonstrated skillful time-management
4	Research is thorough and biography and quotes are accurate with minor depth; at least 3 sources are cited and all are formatted correctly	All required elements are included; poster is well organized; presentation of items is clear; display is interesting and contains a variety of items	Task responsibility was shared equally; all members contributed to the presentation; all members participated in delivering the presentation to the class; in-class research time was used effectively
3	Evidence of minor research; biography is lacking in depth of facts; quote does not relate well to the topic; sources are relevant; 3 sources are cited but formatting is inaccurate	All required elements are included; logical organization; most items relate to the inductee; display is interesting and has some variety in types of displays used	Responsibility for tasks was balanced among group members; most members fulfilled their responsibilities in creating and delivering the presentation; in-class research time was generally productive
2	Little research was conducted and poster includes few or inaccurate facts; source material cited is mostly irrelevant to the topic; fewer than 3 sources are cited; documentation for some sources is missing or incomplete	1 or 2 required elements are missing; shows some organization; most items relate to the inductee's life, but their connection to each other is stretched	Responsibility for task was unbalanced among group members; in-class research time was productive at times

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Worksheet 3: The Spirit of Independence

Assessment Rubric *Cont.*

1	Little research was conducted; most facts are inaccurate or irrelevant to the topic; fewer than 3 sources are cited or citations are incomplete	3 or more required elements are missing; not well organized; information on poster is unclear; items don't relate well to each other; little variation of display items	Responsibility was placed primarily on one or two group members; group members did not use in-class research time effectively or disrupted other groups
Self-Assessment			
Teacher Assessment			