

School:	Normal Park Museum Magnet	Author(s):	Meredith Vlahos
Lesson Title:	Leaders of the Revolution!	Grade Level(s):	4
Standard:	<p>4.29 Analyze the influences of key leaders during this period, including: (P)</p> <ul style="list-style-type: none"> <li>• Patrick Henry</li> <li>• Alexander Hamilton</li> <li>• Thomas Jefferson</li> <li>• George Washington</li> <li>• Benjamin Franklin</li> <li>• Thomas Paine</li> <li>• John Adams</li> <li>• Sam Adams</li> <li>• John Hancock</li> <li>• Benedict Arnold</li> </ul>	State:	TN
Content Area:	Social Studies	Time Duration:	1 Hour
Learning Target:	The students will learn to identify the key leaders associated with the Declaration of Independence and analyze their influences.	Materials:	<ul style="list-style-type: none"> <li>- Smart board to display large copy of the Declaration of Independence &amp; pictures of key leaders</li> <li>- Key leader “playing cards” with photos and space to write</li> <li>- Paper &amp; Tape for headbands</li> <li>- Chrome books and short printed bios of key leaders</li> </ul>
Key Vocabulary:	<ul style="list-style-type: none"> <li>- Democracy</li> <li>- Independence</li> </ul>	Technology Connection:	This nine-weeks, students will produce a play about the American Revolution. Each student will write an exhibit label on Google Drive describing his or her character’s impact on the American Revolution
Engage Now: Opening	Students are shown the original copy of the Declaration of Independence and invited to use the smart board pen to add words that come to mind and highlight important details. As students share what they know about the Declaration of Independence a word collage is being created. (10 minutes)		
Teach Now: Mini Lesson	Next students will get into small groups to research one of the 10 key leaders using short printed bios, chrome books, and text books (10 minutes). Students will then come back to the carpet and share what they learned. As the groups share, students will write down key facts about each leader on their pre-made “Key leader playing cards.” (20 minutes)		
Explore Now: Independent Practice	Once all of the students have shared, we will test what we have learned by playing a “Who am I?” game. Students will randomly select one of their cards without looking and put it on their forehead. A partner will supply clues until the student guesses the key leader on their card. (10 minutes)		
Closing:	Students will come back to the carpet and discuss thoughts about what they learned. They will be asked to turn and talk to a partner and who they think was the most influential leader and why. Then we will return to the declaration of Independence and sum up why this document was so important. Students will later turn this discussion into an exhibit label statement.		