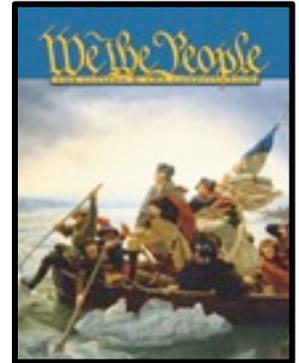


Lesson Plan
The Black Regiment of the American Revolution
by Linda Crotta Brennan, illustrated by Cheryl Kirk Noll
We the People: The Citizen and the Constitution
and Literacy Integration*



Expectations:

- Students will understand the contributions of African Americans to the American Revolution.
- Students will identify the core democratic principles and responsibilities of freedom of the press and freedom of speech.
- Students will understand how citizens received news during the Colonial period and today.
- Students will understand the structure of news articles.
- Students will analyze and assess the information and ideas gathered from a variety of print and electronic sources.
- Students will understand terms and vocabulary associated with journalism.
- Students will develop peer editing and proof reading skills.

Standards: Social Studies and English Language Arts standards are at the end of the lesson plan.

Essential Questions:

- How was the Rhode Island Black Regiment established?
- What incentives did the African Americans, mulatto, and Native American slaves have to join the Rhode Island Black Regiment?
- In what places did the Rhode Island Black Regiment fight during the American Revolution?
- How did people receive news during the Revolutionary War period and how do they receive it now?
- Why were freedom of the press and freedom of speech important to the Founders?
- Why are freedom of the press and freedom of speech important to the United States now?

Activities:

- Introduce *The Black Regiment of the American Revolution* by showing the book's cover and ask students to make predictions by drawing on prior knowledge.
- Read and discuss *The Black Regiment of the American Revolution* using a shared reading model.
- Develop a list of words from *The Black Regiment of the American Revolution* to use for vocabulary study and/or a word wall.
- Working in pairs or groups of three, have students reread the book and make a list of the men in the Black Regiment.
- Using other print and media resources, have students write a brief description of the men in the Black Regiment and compare and contrast this information with other students in the class.

- Working in pairs or groups of three, have students reread the book and make a list of the major events that occurred, such as Valley Forge, the Battle of Rhode Island, Davenport House, and the Battle of Yorktown.
- Using other print and media resources, have students gather, evaluate, and synthesize information from a variety of sources on the major events in the book.
- Discuss with students how people acquire their news during the Colonial period and how people acquire their news today.
- Teach a lesson on writing a newspaper article including headline writing, byline, graphics, caption, flag, columns, etc.
- Teach a lesson on the various types of newspaper articles, such as:
 - Exposé-uses careful investigation and evidence to expose something wrong;
 - Feature story-human interest, story telling, point of view to add depth to the news story;
 - Profile-tells a story and gives background information on an individual;
 - Breaking story-provides news as it happens.
- Students examine previous research on people and events from *The Black Regiment of the American Revolution* and select a topic for writing a newspaper article.
- Students use district or school writing process to develop and write a newspaper article.
- Students engage in peer review activities to edit newspaper articles.
- Students use word processing to complete the final draft of news articles.
- Students work in teams to design layout for publishing newspaper.
- Conduct an author study of Linda Crotta Brennan (<http://www.lindacrottabrennan.com/>)
- Conduct an illustrator study of Cheryl Kirk Noll (<http://cherylkirknoll.com>)

Materials:

- Classroom set of *The Black Regiment of the American Revolution* by Linda Crotta Brennan.
- Classroom set of *We the People: the Citizen and the Constitution*.
- Index cards for word wall vocabulary.
- Computers for publishing newspaper articles.
- Paper, pencils, etc for writing and editing newspaper articles.

Evaluation:

- Use newspaper rubric for assessment of articles and layout. Suggested rubrics:
 - ☑ http://class.lindsey.edu/instructor/gibsonm/students/chenoa/curriculum_web/student_samples/newspaper_rubric.doc
 - ☑ <http://www.madison.k12.ky.us/ms/clubs/stlp/projects/thearts/openresponse/Newspaper%20Rubric.pdf>
- Use district based rubric for assessment of writing process.
- Students write a review of *The Black Regiment of the American Revolution*.
- Students write reflections on the project.

Standards

National Council for the Social Studies:

- II. Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.
- III. Social studies programs should include experiences that provide for the study of people, places, and environments.
- V. Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.
- VI. Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.
- X. Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Note: Add your state or local social studies standards and benchmarks here.

National Council of Teachers of English:

- 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- 8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Note: Add your state or local English language arts standards and benchmarks here.