



POINT OF VIEW

Thinking strategies to enhance skills of analysis, creativity, and problem solving.

A REVOLUTIONARY WAR RAFT

Lesson Description: Through differentiated RAFT activities, students explore perspectives during the Revolutionary era.

Pre-assessment/Prior Knowledge:

- Students have indicated a basic understanding of the Point of View strategy through the introductory lesson (p. 34).
- Students have shown knowledge of historical Virginia from the Revolutionary era through assessments in Social Studies.

SOL/POS Objective:

Eng. 4.1

The student uses multiple strategies to attach meaning to print.

Eng. 4.13

The student develops an understanding of the importance of audience for oral and written communication.

History/Civics 4.1

Students acquire knowledge and understanding of important events and developments in Virginia and Fairfax County and their influence on United States history.

History/Civics 4.2

Students examine the lasting contributions and achievements of individuals and groups in Virginia history.

History/Civics 4.3

Students use a variety of resources to gather information about Virginia.

History/Civics 4.4

Students organize, analyze, and communicate information about Virginia from the past to the present.

History/Civics 4.7

Students recognize that citizens have rights and responsibilities in society.

History/Civics 4.8

Students demonstrate an understanding of economic concepts that have influenced Virginia.

History/Civics 4.14

Examine different points of view about economic and environmental issues affecting Virginia throughout history.

Instructional Strategy:

Identifying Similarities and Differences- Students understand similarities and differences in perspectives in order to effectively communicate ideas.

Materials:

Student handout: RAFT (p. 219)



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Enduring Understanding:

- There are many different ways to view and interpret the world.
- Our perspectives shape our understandings.
- Personal experiences impact one's perspective.
- A person's perspective can be enhanced and may change as a result of new knowledge.
- Understanding perspectives impacts our ability to communicate ideas.

Introduction/Essential Questions:

- How does the presence of multiple perspectives impact the way history is recorded?
- How does understanding our own perspective impact our ability to communicate effectively?
- How does understanding others' perspectives enhance our abilities to communicate?
- In what ways are the knowledge of perspectives important in the writing process?

Teach and Explore Strategy:

- Focus on effective communication. Read aloud or have students read *And Then What Happened, Paul Revere by Jean Fvitz*? Ask probing questions: How do you think Paul Revere's experiences growing up impacted his personal traits as an adult? What were ways that Paul Revere found to communicate? Why did he use different strategies to communicate at different times? What impact did his ability to effectively communicate have on the Revolutionary War? What impacts did it then have on our country?
- As a class, discuss and ask probing questions. Come to the understanding that Revere's personal perspectives were put together with his awareness of others' perspectives, which led him to come up with ingenious ways to communicate quickly and effectively in different ways to a large number of people.
- Why was it so important for Paul Revere to communicate so well? [Because of the impact his communication had on others' actions] Why, then, would it be important for us to be able to communicate effectively as well?
- If we want to have an impact on others' thinking and actions, what do we need to understand before we can communicate effectively? [We need to know our own perspective in order to articulate our ideas, as well as knowing our audience's perspective in order to figure out how to make our ideas meaningful to them.]
- Role play- ask for two student volunteers. The first volunteer attempts to persuade the second volunteer that kick-ball is the best recess game. As a class, discuss the perspectives of the two volunteers and come up with ideas for making the argument persuasive.
- Divide students into small groups and distribute RAFT's. Assign a row of the RAFT to each group to complete together. Each group shares their RAFT with the class.



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- Each student chooses a second RAFT row individually.
- Products are shared or displayed.

Assessment Evidence:

- Teacher observations
- Completed products
- Student discussions

Metacognition:

- Why is an understanding of the point of view strategy essential in appreciating the perspectives of others?

Extensions:

- Students compose questions that their audience will have for them after reading their products.
- Students create an original RAFT activity to complete or for someone else to complete and share.



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Student Handout

RAFT

- **Role of the Writer-** Who are you as the writer? Are you Thomas Jefferson? A patriot? A loyalist? King George?
- **Audience-** To whom are you writing? Is your audience one person or a group? A friend or foe?
- **Format-** What form will the writing take? Is it a letter? An ad? A speech? A poem?
- **Topic-** What's the subject or the point of this piece? Is it to persuade? To plead? To inform?

ROLE	AUDIENCE	FORMAT	TOPIC
Revolutionary War Child	4th Grader	letter	Let me tell you about the contributions that our government made.
Loyalist	Patriot	written debate	Even though we are on different sides, we are alike in many ways.
Mouse	Colonists	newspaper article	These are the key roles that Virginians played at the Continental Congress in Philadelphia (June-July 1776)
George Washington	Lord Charles Cornwallis	eloquent letter	This is why it was necessary to capture you.
Thomas Jefferson	George Mason	speech	Your Bill of Rights has inspired me. Here is what I'd like to include in the Declaration of Independence.
Thomas Jefferson	Jack Jouett	thank you letter	By saving us in Charlottesville in 1781, you have changed the course of history.
State of Virginia	Other States	petition	You should have a Bill of Rights, also!
Choice			