During the month long unit of study of the American Revolution, students have many options for learning and understanding. There are two main parts of this unit. In the first part of our study of the Revolutionary War, the students must participate in “knowledge sessions” with the teacher. This is the teacher-directed portion of the lesson where we use our textbook as a jumping off point for reading and discussing key events leading up to the signing of the Declaration of Independence and the first major battle of the war. The students are expected to take notes during the whole-class discussion. All students have a 3-ring binder with preprinted pictures that highlight pertinent information that they need to know that will give them the background for understanding.

The second part of this unit is comprised of a wide variety of tiered activities in three distinct categories that the students may choose from to complete during the class time provided. The first category is a research paper that must be written about one of the key people from the Revolutionary period of time. The teacher provides the list of men and women to choose from and the students are provided with multiple, supplemental resources from our school library to help them in their search of facts. The second category is an individual project that has a variety of topics such as, but not limited to; creating a recipe book with food typical of this period of time, creating a picture book for a study buddy about the life of Ben Franklin, writing an agreement for the class like the Articles of Confederation including rules that would make things fair for everyone,
making a model of an oil lantern, drawing a map of the famous battle grounds of the Revolutionary War, or drawing a political cartoon that illustrates the Patriot’s viewpoint. And finally, the **third category** is a creative art project that contains activities such as; drawing the Colonial and British flags, drawing the typical uniform of both Colonial and British soldiers, modeling colonial clothing or dressing dolls in colonial clothing, drawing the weapons that the soldiers would have used during this period of time, drawing a map showing Paul Revere’s famous ride, or constructing a diorama showing a favorite event of the Revolutionary War.

The teacher keeps a 3-ring binder for the purposes of evaluation of the different projects. Each student has their own evaluation sheet where the teacher logs observations, makes notes on oral presentations, assesses quality of projects, and logs timeliness of all assignments due.

All three areas of differentiated instruction are addressed in this unit. The **process** is differentiated because the learning process is varied as all students are choosing different projects to help them internalize the information. The **content** is differentiated as some students will be making a recipe from their cookbook for their presentation, some will be modeling period clothing, and some will be sharing their drawing of weapons and ammunition. This will require the students to use supplemental resources to help them research their project. Varied modalities of learning are utilized. The **product** is differentiated by the design of the students’ projects, which are chosen based on the student’s interests, readiness and learning profile.