

Saratoga – The Turning Point of the American Revolution

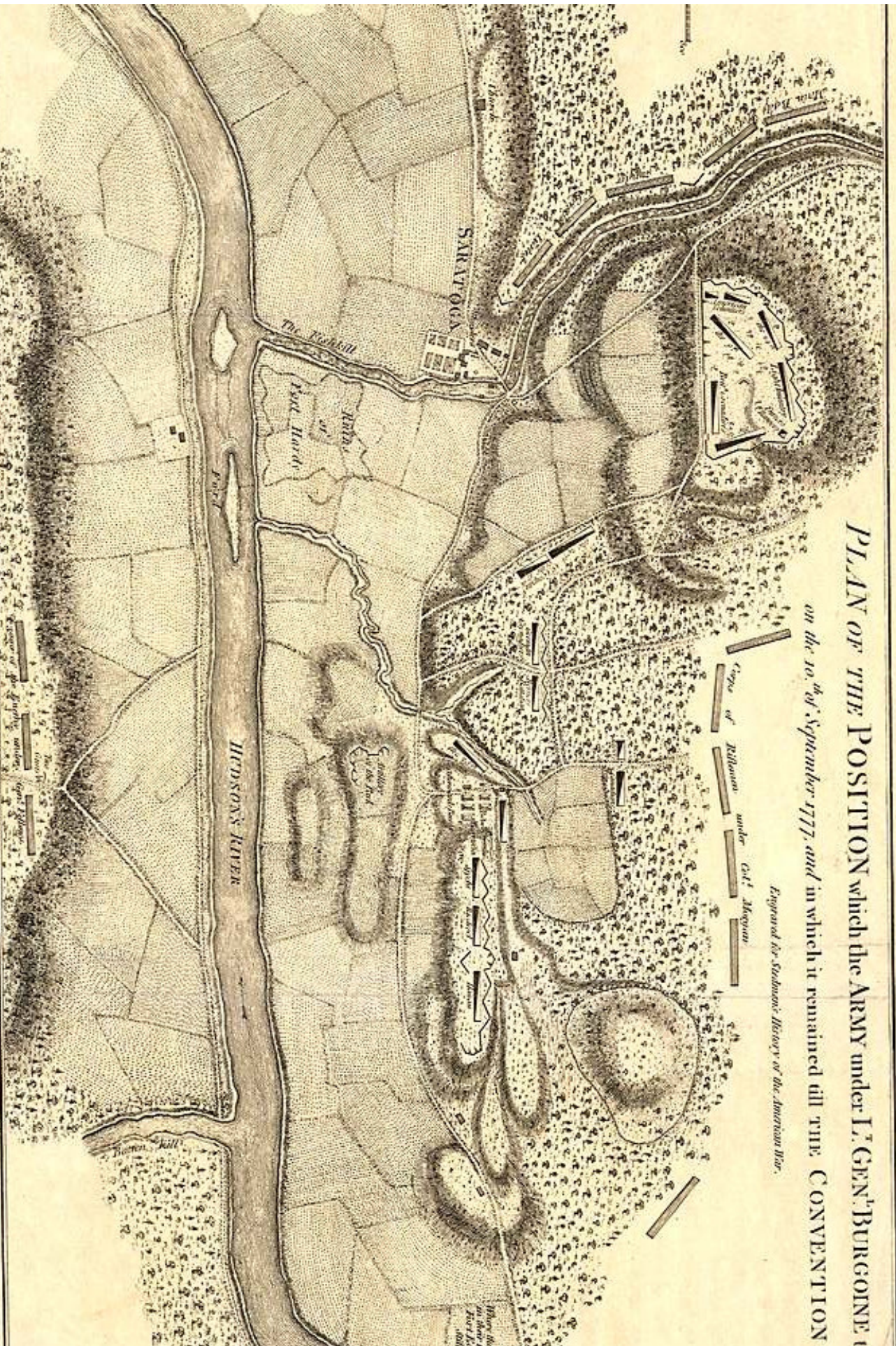
Essential Question:	Why are the Battles of Saratoga referred to as “The Turning Point of the American Revolution?”
Claim:	<p>3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</p> <p>4: Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.</p>
Standards:	<p>SS: 6.3.8.1: Explain how art, music and literature often reflect and/or influence ideas, values and conflicts of particular time periods, eg., manifest destiny, protest movements or freedom of expression.</p> <p><u>Common Core Reading:</u></p> <p>Key Ideas and Details:</p> <ol style="list-style-type: none">1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). <p><u>Common Core Writing:</u></p> <p>Research to Build and Present Knowledge:</p> <ol style="list-style-type: none">9. Draw evidence from literary or informational texts to support analysis, reflection, and research<ol style="list-style-type: none">b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant information is introduced.

	<p><u>Common Core Speaking and Listening:</u></p> <p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation</p> <p>5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest</p>
<p>Stimuli:</p>	<p>“The Battles of Saratoga,” Saratoga National Park (reading)</p> <ol style="list-style-type: none"> 1. 1779 “Surrender of Saratoga” cartoon from “The Gentleman’s & London Magazine” (cartoon) 2. Excerpt from 1777 “Journal of General Henry Dearborn,” Third NH Regiment (reading) 3. “Surrender of General Burgoyne” (painting) 4. September 10, 1777 “Battle of Saratoga Map” with abstract (map) 5. “Something More at Stake – Saratoga,” Saratoga National Park (DVD)
<p>Task Overview:</p>	<p>Many different sources exist to help us gather information about the past. Sources need to be critically analyzed and categorized as they are used.</p> <p>After receiving the five documents and watching the documentary relating to the Battles of Saratoga, students will work with a partner to analyze each of the resources and determine their credibility. Students will complete analysis worksheets for each primary and/or secondary resource.</p> <p>Once the analysis worksheets have been completed for all of the primary and secondary resources, each student will determine why Saratoga is referred to as “The Turning Point of the American Revolution.” The students, working with their partner, will then create a newscast which accurately explains what happened, using information from the resources they examined as well as their textbook.</p>

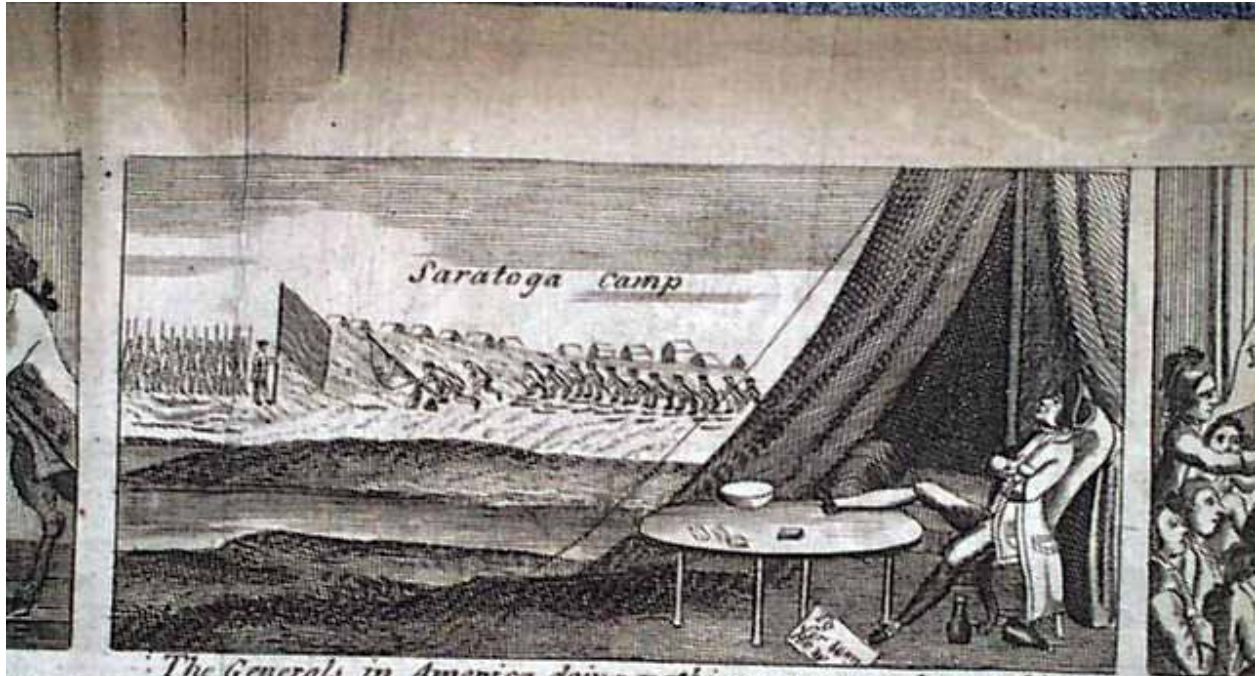


PLAN OF THE POSITION which the ARMY under L^T GEN^L BURGOINE
 on the 10th of September 1777, and in which it remained till the CONVENTION

Engraved for Stedman's History of the American War.



Published by the Author, April 27th 1780.



The Generals in America doing nothing or worse than nothing



Cartoon Analysis Worksheet

Level 1	
Visuals	Words (not all cartoons include words)
1. List the objects or people you see in the cartoon.	1. Identify the cartoon caption and/or title. 2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon. 3. Record any important dates or numbers that appear in the cartoon.
Level 2	
Visuals	Words
2. Which of the objects on your list are symbols? 3. What do you think each symbol means?	4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so? 5. List adjectives that describe the emotions portrayed in the cartoon.
Level 3	
A. Describe the action taking place in the cartoon. B. Explain how the words in the cartoon clarify the symbols. C. Explain the message of the cartoon. D. What special interest groups would agree/disagree with the cartoon's message? Why?	

Map Analysis Worksheet

1.	TYPE OF MAP (Check one): <input type="radio"/> Raised Relief map <input type="radio"/> Topographic map <input type="radio"/> Political map <input type="radio"/> Contour-line map <input type="radio"/> Natural resource map <input type="radio"/> Military map <input type="radio"/> Bird's-eye map <input type="radio"/> Artifact map <input type="radio"/> Satellite photograph/mosaic <input type="radio"/> Pictograph <input type="radio"/> Weather map <input type="radio"/> Other
2.	UNIQUE PHYSICAL QUALITIES OF THE MAP (Check one or more): <input type="checkbox"/> Compass <input type="checkbox"/> Handwritten <input type="checkbox"/> Date <input type="checkbox"/> Notations <input type="checkbox"/> Scale <input type="checkbox"/> Name of mapmaker <input type="checkbox"/> Title <input type="checkbox"/> Legend (key) <input type="checkbox"/> Other
3.	DATE OF MAP: _____
4.	CREATOR OF THE MAP: _____
5.	WHERE WAS THE MAP PRODUCED? _____
6.	MAP INFORMATION A. List three things in this map that you think are important. 1. _____ 2. _____ 3. _____ B. Why do you think this map was drawn? C. What evidence in the map suggests why it was drawn? D.. What information does this map add to the textbook's account of this event? E. Does the information in this map support or contradict information that you have read about this event? Explain. F. Write a question to the mapmaker that is left unanswered by this map.

Cartoon Analysis Worksheet

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Visuals	Words
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A. Describe the action taking place in the cartoon. B. Explain how the words in the cartoon clarify the symbols. C. Explain the message of the cartoon. D. What special interest groups would agree/disagree with the cartoon's message? Why?	

Motion Picture Analysis Worksheet

Step 1. Pre-viewing									
A.	Title of Film: _____ Record Group Source: _____								
B.	What do you think you will see in this motion picture? List Three concepts or ideas that you might expect to see based on the title of the film. List some people you might expect to see based on the title of the film.								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; padding: 5px;">Concepts/Ideas</th> <th style="width: 50%; padding: 5px;">People</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">1. _____</td> <td style="padding: 5px;">1. _____</td> </tr> <tr> <td style="padding: 5px;">2. _____</td> <td style="padding: 5px;">2. _____</td> </tr> <tr> <td style="padding: 5px;">3. _____</td> <td style="padding: 5px;">3. _____</td> </tr> </tbody> </table>	Concepts/Ideas	People	1. _____	1. _____	2. _____	2. _____	3. _____	3. _____
Concepts/Ideas	People								
1. _____	1. _____								
2. _____	2. _____								
3. _____	3. _____								
Step 2. Viewing									
A.	Type of motion picture (check where applicable): <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Animated Cartoon</td> <td><input type="checkbox"/> Theatrical short subject</td> </tr> <tr> <td><input type="checkbox"/> Documentary Film</td> <td><input type="checkbox"/> Training film</td> </tr> <tr> <td><input type="checkbox"/> Newsreel</td> <td><input type="checkbox"/> Combat film</td> </tr> <tr> <td><input type="checkbox"/> Propaganda Film</td> <td><input type="checkbox"/> Other</td> </tr> </table>	<input type="checkbox"/> Animated Cartoon	<input type="checkbox"/> Theatrical short subject	<input type="checkbox"/> Documentary Film	<input type="checkbox"/> Training film	<input type="checkbox"/> Newsreel	<input type="checkbox"/> Combat film	<input type="checkbox"/> Propaganda Film	<input type="checkbox"/> Other
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B.	Physical qualities of the motion picture (check where applicable): <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Music</td> <td><input type="checkbox"/> Live action</td> </tr> <tr> <td><input type="checkbox"/> Narration</td> <td><input type="checkbox"/> Background noise</td> </tr> <tr> <td><input type="checkbox"/> Special effects</td> <td><input type="checkbox"/> Animation</td> </tr> <tr> <td><input type="checkbox"/> Color</td> <td><input type="checkbox"/> Dramatizations</td> </tr> </table>	<input type="checkbox"/> Music	<input type="checkbox"/> Live action	<input type="checkbox"/> Narration	<input type="checkbox"/> Background noise	<input type="checkbox"/> Special effects	<input type="checkbox"/> Animation	<input type="checkbox"/> Color	<input type="checkbox"/> Dramatizations
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C.	Note how camera angles, lighting, music, narration, and/or editing contribute to creating an atmosphere in this film. What is the mood or tone of the film?								
Step 3. Post-viewing (or repeated viewing)									
A.	Circle the things that you listed in the previewing activity that were validated by your viewing of the motion picture.								
B.	What is the central message(s) of this motion picture?								
C.	Consider the effectiveness of the film in communicating its message. As a tool of communication, what are its strengths and weaknesses?								

D.	How do you think the filmmakers wanted the audience to respond?
E.	Does this film appeal to the viewer's reason or emotion? How does it make you feel?
F.	List two things this motion picture tells you about life in the United States at the time it was made: 1. _____ 2. _____
G.	Write a question to the filmmaker that is left unanswered by the motion picture.
H.	What information do you gain about this event that would not be conveyed by a written source? Be specific.

**Designed and developed by the
Education Staff, National Archives and Records Administration,
Washington, DC 20408**

Written Document Analysis Worksheet

1.	TYPE OF DOCUMENT (Check one): <input type="radio"/> Newspaper <input type="radio"/> Map <input type="radio"/> Advertisement <input type="radio"/> Letter <input type="radio"/> Telegram <input type="radio"/> Congressional Record <input type="radio"/> Patent <input type="radio"/> Press Release <input type="radio"/> Census Report <input type="radio"/> Memorandum <input type="radio"/> Report <input type="radio"/> Other
2.	UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more): <input type="checkbox"/> Interesting Letterhead <input type="checkbox"/> Notations <input type="checkbox"/> Handwritten <input type="checkbox"/> "RECEIVED" stamp <input type="checkbox"/> Typed <input type="checkbox"/> Other <input type="checkbox"/> Seals
3.	DATE(S) OF DOCUMENT:
4.	AUTHOR (OR CREATOR) OF THE DOCUMENT: POSITION (TITLE):
5.	FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?
6.	DOCUMENT INFORMATION (There are many possible ways to answer A-E.) A. List three things the author said that you think are important: B. Why do you think this document was written? C. What evidence in the document helps you know why it was written? Quote from the document. D. List two things the document tells you about life in the United States at the time it was written. E. Write a question to the author that is left unanswered by the document:

Name _____

Date _____

Social Studies

Mrs. Kessler

The Turning Point of the American Revolution Newscast

Why are the Battles of Saratoga referred to as “The Turning Point of the American Revolution?” Many different sources exist to help us gather information about the past. You and your partner will have the chance to examine, review and critically analyze five primary and secondary source documents to determine their credibility.

The primary and secondary resources:

- “The Battles of Saratoga,” Saratoga National Park (reading)
- 1779 “Surrender of Saratoga” cartoon from “The Gentleman’s & London Magazine” (cartoon)
- Excerpt from 1777 “Journal of General Henry Dearborn,” Third NH Regiment (reading)
- “Surrender of General Burgoyne” (painting)
- September 10, 1777 “Battle of Saratoga Map” with abstract (map)
- “Something More at Stake – Saratoga,” Saratoga National Park (DVD)

Using these resources and the information that we read and discussed that is found in your textbook, you are to determine why the Battles of Saratoga are referred to as “The Turning Point of the American Revolution.” Working with your partner, you are to create a newscast which accurately explains why this is so.

As you develop your newscast, please keep in mind that you will need to have a script for each or your group members and that this script will need to be passed in after your presentation.

You must have a thesis statement that will be obvious to the audience regarding why the Battles of Saratoga are referred to as “The Turning Point of the American Revolution.” Please remember to identify the who, what, where, when and why of the event in your newscast presentation. When using the documents as evidence, your will need to refer back to these...”Referring to the September 10, 1777 Battle of Saratoga Map, one can see...”

You will need to introduce yourselves at the beginning of the newscast, create a station name (use colonial words having to do the Revolutionary War), and at the end of the newscast create closing remarks. The newscast is to be between 1.5 – 2 minutes in length.

Please remember to speak clearly (practice ahead of time), have good posture and eye contact when presenting, establish a purpose at the beginning of the newscast and maintain that focus throughout the presentation and work cooperatively with your partner.

If you would like to use music to enhance the presentation, you may do so and remember to dress the part!

I look forward to your presentation and to hearing about why the Battles of Saratoga are known as “The Turning Point of the American Revolution! 😊

Name _____

Social Studies

Date _____

Newscast Assessment

CATEGORY	4	3	2	1
Research	Group researched the subject and integrated 5 or more references from their primary and/or secondary sources into their newscast.	Group researched the subject and integrated 4 references from their primary and/or secondary sources into their newscast.	Group researched the subject and integrated 3 references from their primary and/or secondary sources into their newscast.	Either no research was done or it was not clear that the group used it in the newscast.
Accuracy of Facts	All supportive facts are reported accurately.	Almost all facts are reported accurately.	One fact is reported accurately.	No facts are reported accurately OR no facts were reported.
Speaks clearly	Speaks clearly and distinctly all of the time and mispronounces no words.	Speaks clearly and distinctly all of the time but mispronounces 1 or more words.	Speaks clearly and distinctly most of the time and mispronounces no words.	Does NOT speak clearly and distinctly most of the time AND/OR mispronounces more than 1 word.
Posture and Eye Contact	Stands or sits up straight and looks confident and relaxed. Establishes eye contact with audience during most of newscast.	Stands or sits up straight. Establishes eye contact with audience during most of newscast.	Slouches or appears too casual but establishes good eye contact with audience during most of newscast.	Slouches or appears too casual AND establishes little eye contact with audience during newscast.
Point of View - Purpose	Newscast establishes a purpose at the beginning and maintains that focus throughout! Cohesive newscast.	Establishes a purpose at the beginning, but occasionally wanders from that focus.	The purpose is somewhat clear but many aspects of the newscast seem only slightly related.	It was difficult to figure out the purpose of the newscast.
Duration of presentation	The newscast was between 1.5 and 2 minutes and did not seem hurried or too slow.	The newscast was between 1.5 and 2 minutes but seemed SLIGHTLY hurried or too slow.	The newscast was between 1.5 and 2 minutes but seemed VERY hurried or too slow.	The newscast was too long or too short.

Group Work	The group functioned exceptionally well. All members listened to, shared with and supported the efforts of others. The group (all members) was almost always on task!	The group functioned pretty well. Most members listened to, shared with and supported the efforts of others. The group (all members) was almost always on task!	The group functioned fairly well but was dominated by one or two members. The group (all members) was almost always on task!	Some members of the group were often off task AND/OR were overtly disrespectful to others in the group AND/OR were typically disregarded by other group members.
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