

Performance Task Title: Patriot Women and their Courage during the Revolutionary War: a comic or infographic illustrating an historical event performed by a Patriot woman.

Grade: 8

Designer: Judy Marsh

Performance Task Annotation: Students will judge the importance how many women during the Revolutionary War fought side by side men, were camp followers, nurses and spies. By investigating the scope of services and danger many women were placed in, students will develop a comic depicting an historical event based on the actions of the women discussed. Students will use ToonDoo and submit/upload their comic to our Patriot Women’s Weebly website. Students also have the option to create an infographic using Ease.ly.

Subject(s): Social Studies and English

Approximate Duration of Performance Task: 3 days

Focus Standards:

Research to build and present knowledge

ELACC8W7:

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

ELACC8W8:

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

ELACC8W9:

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
- 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

- c. reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

Presentation of Knowledge and Ideas

ELACC8SL4:

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.

ELACC8SL5:

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest (8th Grade English Language Arts, 2012ELA).

Social Studies Standards

Conflict and Change:

The student will understand that when there is a conflict between or within societies, change is the result. What were the causes, both immediate and long term of the American Revolution against England? (H3a)

What was the significance of Georgia and its colonists in this conflict? (H3b)

How did the Creeks and Cherokees try to avoid conflict with the settlers? (H5d)

What roles did Alexander McGillivray, William McIntosh, Sequoyah, John Ross, the Dahlonega Gold Rush, Worcester v. Georgia, Andrew Jackson, and John Marshall play in the events leading to the Trail of Tears? (H5d) (8th Grade Social Studies, 2012).

National Standards (NETS):

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.

Description and Teacher Directions

Introduction: The teacher will ask the students if they knew that many women were actively involved in the Revolutionary War.

Step 1 – The teacher will explain to the students that they will create a comic depicting the actions of one heroic woman's actions during the Revolutionary War.

Step 2 – The teacher will play short YouTube clips (videos) to help students get a basic understanding of how women were helpful. Students will listen to the video, "The Role Women Played in the Revolutionary War – The Great Courses" for homework.

Step 3 – Students will use the Internet and research resources provided to gather more information about their topic.

Step 4 - The students will write out their comic or infographic narrative, develop a sequence and sketch an image of their scene. The students will use the storyboard template provided by the teacher to help them with this process.

Step 5 – Students will create a comic or infographic. He/she will create their comic using ToonDoo, or Ease.ly to produce their infographic. Students will exchange comics or infographics with a peer for review, and then upload to the Weebly website.

Guidelines:

- a. Students comic will have 4-8 slides. If the students elects to create an infographic, it will have a minimum of 4 pictures.
- b. Their comic or infographic must reflect an historic act of a Patriot woman.

- c. Students will use pictures that correlate with the text of their cartoon. Students must use copyright free images, provide photo credits, as well as cite their sources.
- d. Each student will select a peer's comic or infographic and write a reflection. The reflection will include the following information: was the content easy to understand; did the captions match the images; did the character/setting well matched; and address if there were any spelling, punctuation or grammatical errors.

Rubric Description: The purpose of the rubrics are to give students clear feedback on individual parts of the learning tasks and to assess the project. The rubrics for the comic and infographic activity are Analytic Rubrics. Each rubric has rating points, and each descriptor is observable and measurable. The language for each descriptor is parallel and consistent.

Storyboard Description: The storyboard template provides students with a framework and sequencing guide to create images and text that are aligned.

Materials and Equipment: Internet, online primary and general resources (websites), MacAir laptops or personal computers.

21st Century Technology was used in this performance task: laptops, Internet, Video, Web sites, Image files, ToonDoo and Ease.ly