

# Saratoga: Who's Who

## Saratoga National Historical Park Quarter Grades Four through Six



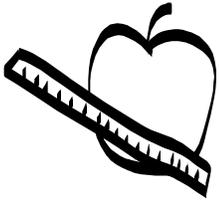
### OBJECTIVES

Students will identify influential individuals and groups of people who participated in the Battles of Saratoga and understand their involvement with the battles. Students will describe how natural resources in Saratoga, New York, affected the Battles of Saratoga.



### MATERIALS

- 1 overhead projector or equivalent technology (optional)
- 1 overhead transparency (or photocopy) of each of the following:
  - “Saratoga National Historical Park Quarter” page
  - “Battles of Saratoga: Who’s Who?” page
  - “VIP Research” worksheet
  - “New York State Map”
  - “Influential People Rubric”
- 1 class map of the United States
- Copies of the following:
  - “3-2-1 Exit Slip”
  - “VIP Research” worksheet
  - “Bingo” page
  - “Influential People Rubric”
- Copies of age-appropriate texts that give information about the American Revolution and the Battles of Saratoga, such as:
  - *The Drama of American History: The American Revolution 1763–1783* by Christopher Collier and James Lincoln Collier
  - *The American Revolution for Kids* by Janis Herbert
  - *DK Eyewitness Books: American Revolution* by Stuart Murray
- Age-appropriate Web sites that give information about the American Revolution and the Battles of Saratoga, such as:
  - [www.nps.gov/sara/forkids/index.htm](http://www.nps.gov/sara/forkids/index.htm)
  - [www.nps.gov/sara/historyculture/index.htm](http://www.nps.gov/sara/historyculture/index.htm)



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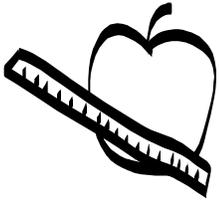
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- [www.nps.gov/nr/twhp/wwwlps/lessons/93saratoga/93saratoga.htm](http://www.nps.gov/nr/twhp/wwwlps/lessons/93saratoga/93saratoga.htm)
- [www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/turning/saratoga.html](http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/turning/saratoga.html)
- [www.nps.gov/sara/photosmultimedia/virtualtour.htm](http://www.nps.gov/sara/photosmultimedia/virtualtour.htm)
- Copies of age-appropriate texts that give information about the Battles of Saratoga, such as:
  - *Drums at Saratoga* by Lisa Banim
  - *Battle of Saratoga* by Wendy Vierow
  - *Saratoga* by Richard Worth
- Chart paper
- Red, blue, and white butcher paper
- Computers or tablet devices with Internet access
- Pencils
- Sticky notes (3x3 inches)
- Markers, crayons, and colored pencils
- Index cards (5x8 inches)
- Plastic chips or markers



## PREPARATIONS

- Make an overhead transparency or equivalent of each of the following:
  - “Saratoga National Historical Park Quarter” page
  - “Battles of Saratoga: Who’s Who?” page
  - “VIP Research” worksheet
  - “New York State Map”
  - “Influential People Rubric”
- Make copies of each of the following:
  - “3-2-1 Exit Slip” (1/2 sheet per student)
  - “VIP Research” worksheet (1 per student)
  - “Bingo” page (1 per student)
  - “Influential People Rubric” (1 per student)



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- Arrange to use the school computer lab or class tablets for Session 2.
- Bookmark Web sites that give information about the Battles of Saratoga (see examples under “Materials”).
- Locate age-appropriate texts that give information about the American Revolution and the Battles of Saratoga (see examples under “Materials”).
- Using butcher paper, create a large, 12-section timeline highlighting the year 1777 for Session 4.
- Using the “New York State Map” page, create a physical map of New York State that includes relevant parts of Canada (collaborate with the art teacher if possible) for Session 4.
- Write names of all of the people from the “Battles of Saratoga: Who’s Who?” page on sticky notes for Session 4.
- Prepare classroom for Session 4 by displaying the timeline, map, and sticky notes.
- Determine what five names or places will be used for the extra spaces on the Bingo card.
- Make 2 charts for Session 1 titled “K-W-L: Battles of Saratoga” and “Battles of Saratoga: Vocabulary.”



## GROUPINGS

- Whole group
- Small groups
- Pairs
- Individual work



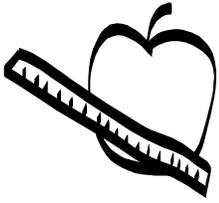
## CLASS TIME

Five 45- to 60-minute sessions, total 225 to 300 minutes



## CONNECTIONS

- Social Studies
- Language Arts
- Technology
- Art



# Saratoga: Who's Who



## NATIONAL STANDARDS

- National Social Studies Standards
  - 2. Time, Continuity, and Change
  - 6. Power, Authority and Governance
- Common Core State Standards English/Language Arts
  - CCSS.ELA-Literacy.W.4-5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
  - CCSS.ELA-Literacy.W.4-6.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- National Council for Teachers of English/International Reading Association Standards for English/Language Arts
  - 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.
  - 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and non-print texts.
- Technology Standard
  - Students apply digital tools to gather, evaluate, and use information.
- Art Standards
  - Students understand and apply media, techniques and processes.
  - Students use knowledge of structures and functions.



## TERMS AND CONCEPTS

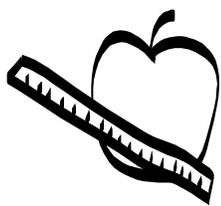
- Quarter
- Battles of Saratoga
- Militia
- Artillery
- Obverse (front)
- Natural resources
- Loyalist
- Reverse (back)
- Surrender
- Patriot



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- American Revolution
- Citing sources
- Physical maps
- Timelines



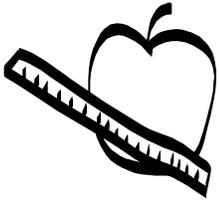
# Saratoga: Who's Who



## STEPS

### SESSION 1

1. Explain to the students that they will learn about the American Revolution and will also be learning about a particular time (1777) and battle (Battles of Saratoga). Ask the students to work in small groups and discuss significant points of the American Revolution. Responses should include key dates, people, and places.
2. Display the “K-W-L: Battles of Saratoga” chart. Ask the students to share what they know about the Battles of Saratoga and add notes to the “K” column.
3. Tell the students the Battle of Saratoga actually took place on two dates: September 19, 1777 (Battle of Freeman’s Farm), and October 7, 1777 (Battle of Bemis Heights). The British wanted to use New York State to separate the New England states from the rest of the states.
4. Tell the students that American forces met in the autumn of 1777, defeated a major British army, and forced it to surrender at Saratoga. This crucial American victory renewed patriots’ hopes for independence and secured essential foreign recognition and support without which the war would have been lost. Saratoga National Historical Park commemorates the beginning of the end of the Revolutionary War and the independence of the United States. Collectively, the Battles of Saratoga have often been referred to as the most important battles fought in the world in the last one thousand years and one of the 15 most decisive battles in all of world history.
5. Add this (as key bulleted information) and any additional information provided by the students to the K-W-L chart.
6. Read the selected text relating to the American Revolution and the Battles of Saratoga to the class. Have the students take notes during the reading, identifying key people, places, and vocabulary.
7. Display the “Battles of Saratoga: Vocabulary” chart. Add vocabulary and definitions from the reading and class discussions. Vocabulary could include terms such as: surrender (to give up to the enemy and agree to stop fighting), militia (citizens enrolled and trained in a military organization), loyalist (a person who is loyal to a political cause, government, or leader), patriot (a person who loves and strongly supports or fights for his or her country), artillery (large weapons such as mortars and cannons).
8. Display and examine the “Saratoga National Historical Park Quarter” page. Locate this site on a class map. Note its position in relation to your school’s location.



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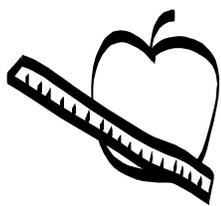
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9. As background information, explain to the students that the United States Mint began to issue the quarters in the America the Beautiful Quarters® Program in 2010. By the time the program ends in 2021, there will be a total of 56 quarter designs. Each design will focus on a different national site—one from each state, territory, and the District of Columbia.
10. Tell the students that the front of a coin is called the “obverse” and the back is called the “reverse.” Ask the students to share their ideas about the image on the quarter’s reverse. Explain that the image is a close-up of the moment General Burgoyne surrendered his sword to General Gates and includes the inscription “British Surrender 1777.”
11. As a class, discuss the importance of the surrender to the Battles of Saratoga and the American Revolution.
12. Display the “Battles of Saratoga: Who’s Who?” page. As a class, review and discuss the list of individuals and groups that participated in the Battles of Saratoga.
13. Invite the students to select an individual or group to research. Students can work alone or in pairs to complete the research.
14. Distribute a “3-2-1 Exit Slip” to each student. Review the directions together. Have the students complete the slip and turn it in at the end of the session.

## SESSION 2

1. Display the “Saratoga National Historical Park Quarter” page. Review the charts and worksheets from the previous session.
2. Ask the students to work in pairs and discuss the term “natural resources.” Guide the students to understand that natural resources are things that occur in their original state in nature and are not made by humans. Examples include: water, plants, soil, and stone. Record the definition and student-provided examples on chart paper.
3. Discuss natural resources that could be found in New York State. Have students predict how natural resources may be important to the Battles of Saratoga.
4. Display and distribute the “VIP Research” worksheet. Review the directions with the students.
5. Allow time for the students to use available online and print resources to research their selected individual or group.



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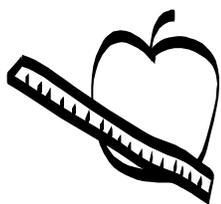
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## SESSION 3

1. Display the “Saratoga National Historical Park Quarter” page. Review the charts and worksheets from the previous sessions.
2. Have the students share their research findings from Session 2 with others in the class.
3. Provide the students with large pieces of paper, colored butcher paper, and drawing and coloring supplies. (Encourage the use of red to indicate British and blue to indicate American.) Ask the students to use their “VIP Research” worksheet to create a poster of their individual or group. It should include the name of the individual or group, whether British or American, and four or more items or symbols related to that person or group.
4. Distribute an index card to each student. Have the students write the name of the individual or group at the top, list four facts about the individual or group, and indicate whether they were British or American by adding a red or blue circle at the top.
5. Have the students present their poster. As a class, discuss student findings and add information to the K-W-L chart.
6. Display the posters in the classroom or hallway.
7. Collect the index cards.

## SESSION 4

1. Display and review the charts and posters from the previous sessions.
2. Display and discuss the timeline, New York State map, and sticky notes with the names from the “Battles of Saratoga: Who’s Who?” page.
3. Ask the students to consider where and how their researched person or group fits into the timeline and New York State map.
4. Distribute a “Bingo” page to each student.
5. Using the student-created index cards from the previous session, read the facts but not the name of the person or group. Have the students identify who is being described and, once identified, where they fit on the timeline and how natural resources in New York State affected them.
6. Add the appropriate sticky note to the timeline. Have the students add the name to any box on their “Bingo” page. (Since there will be extra spaces, have the students fill in the last boxes with names or places of your choice).



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7. Discuss the timeline and map, emphasizing the natural resources used, how they were used by the troops, and how they affected the Battles of Saratoga.
8. Add any additional information to the K-W-L chart. Display the “Saratoga National Historical Park Quarter” page and talk about the significance of the image to the people and the Battles of Saratoga.
9. Distribute plastic chips or markers to the students. Read facts from the student-created index cards as Bingo calls, and have students cover the appropriate name on their card as they recognize facts about a person or group.
10. The first student who covers five names in a row should say, “Victory!” Play as many rounds as there is time for. Students can also save their cards and play at a later time as a review activity.
11. Tell the students that, in the next session, they will be writing about a person or group that participated in the Battles of Saratoga. They can write about the person or group they researched or, after listening to information others shared, choose someone else. Have the students consider who they want to write about.

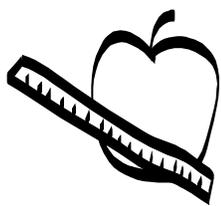
## SESSION 5

1. Display and distribute the “Influential People Rubric” to each student and review it as a class.
2. Display and review the charts and posters from the previous sessions.
3. Have the students write a five-paragraph essay emphasizing facts, contributions of the selected person, and the effect of natural resources on the person and the Battles of Saratoga.
4. Have students complete their portion of the “Influential People Rubric.” Collect the rubrics and essays.



## ASSESSMENTS

- Use the rubric to evaluate the students’ understanding of individual and group involvement in the Battles of Saratoga.
- Evaluate the students’ worksheets for understanding of the lesson objectives.
- Take anecdotal notes about the students’ participation in class discussions and group activities.



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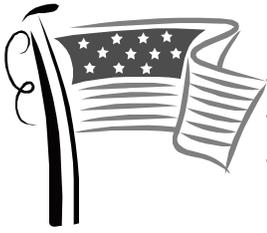
## ENRICHMENTS/EXTENSIONS

- Have students create a detailed timeline of a different battle or the entire American Revolution.
- Have students create a comprehensive map of the Battles of Saratoga and present it to others.
- Have students create a game or class book using their knowledge of key people and places of the American Revolution.
- Have students complete additional research on individuals who were involved in the Battles of Saratoga or the American Revolution and create a multimedia presentation.
- Have students dress the part of an individual or group and play variations of games such as Celebrity or Hollywood Squares.
- Have students write newspaper articles and journals describing the Battles of Saratoga from different perspectives.
- Have students learn more about the Battles of Saratoga by interviewing a local historian or arranging a discussion with a park ranger from Saratoga National Historical Park.
- Have students use a Venn diagram to compare various aspects of the American Revolution and the Civil War.



## DIFFERENTIATED LEARNING OPTIONS

- Provide research materials on a wide range of reading levels to accommodate all learners.
- Allow students to use pre-selected imagery for their poster.
- Allow students to work with a partner or scribe.
- Allow students to use a graphic organizer such as a character map to summarize research findings.
- Allow students extended time to complete work.
- Allow students to complete their work using a computer or tablet device.



Name \_\_\_\_\_

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FIGHTING FOR THE AMERICAN	NOTES
Benedict Arnold (before 1780) Horatio Gates Thaddeus Kosciuszko Philip Schuyler Daniel Morgan	
FIGHTING FOR THE BRITISH	
Benedict Arnold (after 1780) John Burgoyne Friedrich Riedesel William Howe Henry Clinton	
GROUPS	
German Hessians Native Americans Wives Children	



Name \_\_\_\_\_

# VIP Research

**Directions:** Research your selected person or group involved in the Battles of Saratoga. Be sure to list important facts about the person or group, contributions they made to the Battles of Saratoga, and how natural resources in Saratoga, New York, affected them. List the resources you used.

Who are you researching? \_\_\_\_\_

Facts	Contributions
Using Natural Resources	Research Sources



Name \_\_\_\_\_

# 3-2-1 Exit Slip



Write **three** facts you learned today.

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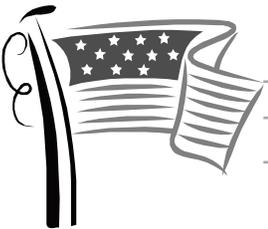
Write **two** things you learned that surprised you.

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Write **one** question you still have.

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Name \_\_\_\_\_

# 3-2-1 Exit Slip



Write **three** facts you learned today.

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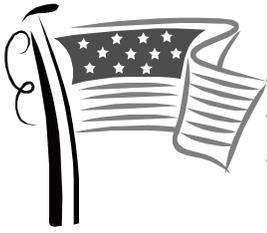
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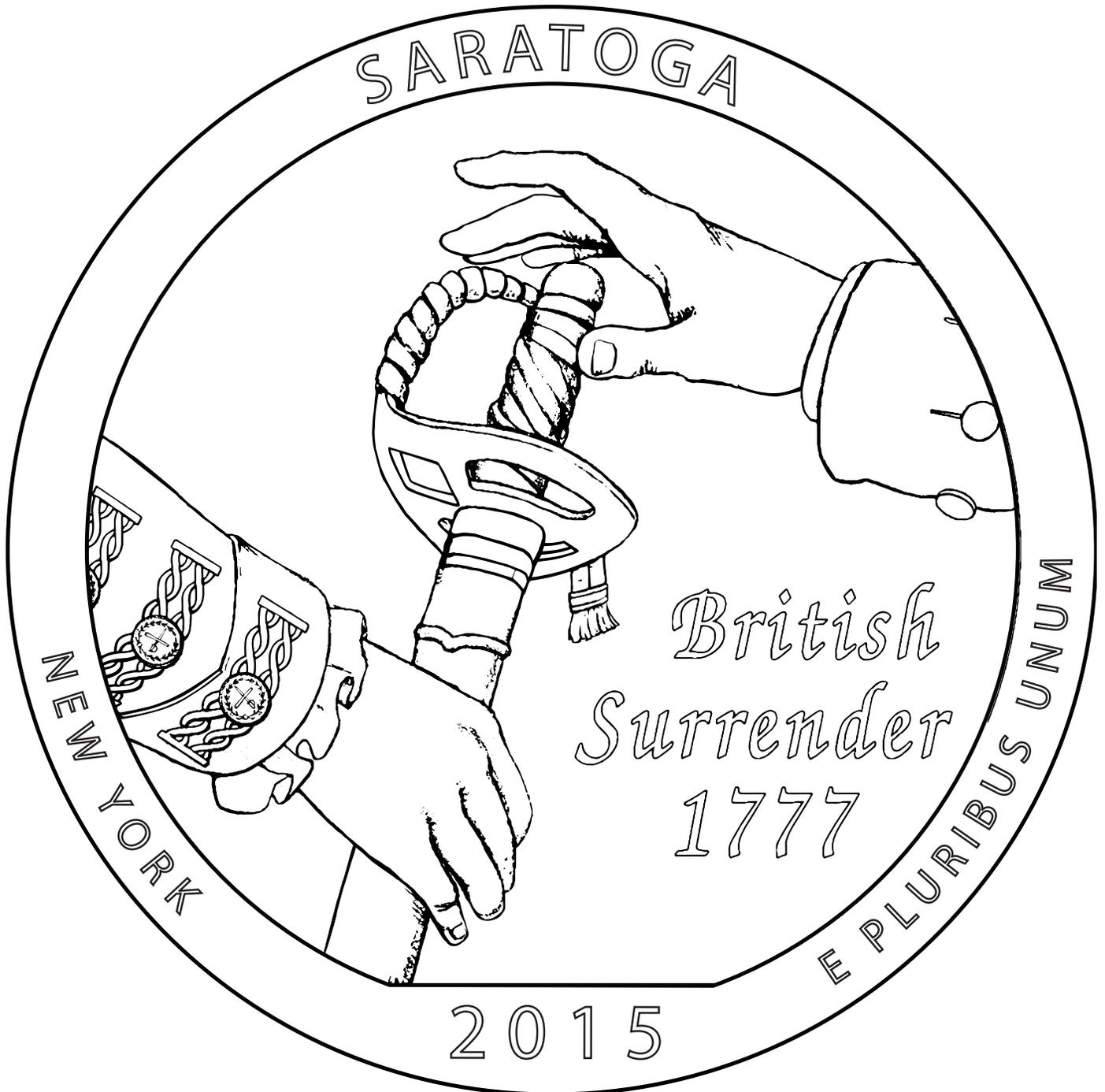
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Write **one** question you still have.

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# Saratoga National Historic Park Quarter



# The United States of America

