

Edwin B. Forsythe National Wildlife Refuge Teacher Ranger Lesson Plan

Grade Level: 7th-8th Grade (Depending on unit of curriculum)

Approximate lesson duration: 55 minutes

Unit/Lesson New Jersey Student Learning Standards ([NJSLs](#)) / Common Core Standards (CCS)

6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.

6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

CCSS.ELA-LITERACY.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text.

Brief Summary of Cultural Competencies Related to the Unit/Lesson:

What makes this lesson culturally relevant?

Students engaged within this lesson will learn about the complex histories of those peoples from New Jersey that were involved in the American Revolution. With a former Loyalist Governor ([William Franklin](#)), and already housing such turning point battles as [Trenton](#), New Jersey becomes a crossroad for the American Revolution, engaging a wide variety of colonial sentiment about the prospects of war.

Lesson Overview:

Essential Question(s)	What can the geography of New Jersey, and Edwin B. Forsythe National Wildlife Preserve tell us about the dynamics of the American Revolution? Why was this such an important area?
Enduring Understanding(s)	Students will see the importance of the lands of Edwin B. Forsythe National Wildlife Refuge and the roles in which they played in the American Revolution.
Potential Misconceptions	Divert students away from colonists being a “one-size fits all” definition of either “Loyalist or Patriot.” Explain the concept of privateering as it is a legal form or piracy. For more reference you may want to peruse this article .

Learning Plan, Experiences, Instruction and Learning Activities:

	The Teacher will...
<p>W</p> <p>What is expected?</p> <ul style="list-style-type: none"> ● List the intentional learning objectives on the board 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Describe who John Bacon, and other privateers were that utilized the shores of the Forsythe National Wildlife Preserve ● Analyze the ways in which these peoples are remembered today

	<p><i>Today we will be working on... finding out</i></p>
<p>H How will we hook (Introduce this to) the students?</p> <ul style="list-style-type: none"> ● Activate thinking ● Consider the language you will use to introduce the lesson (See example in the table) 	<p>Link to Engagement</p> <p><i>Recently, we...</i></p> <ul style="list-style-type: none"> - <i>Began our unit on the American Revolution. We learned that there are two groups of people that were fighting. Patriots wanted America to break away from England, while Loyalists wanted to remain loyal to the King of England. However, today, we are going to take a look at a different group of people that perhaps do not fit into either category.</i> <p><i>Turn and talk to a partner about...</i></p> <ul style="list-style-type: none"> - <i>Take a look at the photograph that is projected upon the board. Now place yourselves into the shoes of Patriot / Loyalist in the later years of the American Revolution. What secrets do you think that this land holds? Write a one sentence description of how you “see, hear, and feel” (teacher will pair students and provide each student with a role)</i> - <i>write a one sentence description of how you would use this land and wh</i> <p><i>You are really beginning to understand the roles of people in the American Revolution. Today, we’re going to dig deeper with a new focus. This focus is...on privateers</i></p>
<p>E What equipment, resources, or materials are needed?</p>	<p>Projector, access to Google Suite, the following Slides Attachment. Biographical information on various privateers in a student friendly navigable format can be found here</p>
<p>R How will we rethink or revise our thinking throughout the lesson?</p> <ul style="list-style-type: none"> ● What learning is confirmed? ● What misconceptions are uncovered? ● What is your new thinking? 	<ul style="list-style-type: none"> ● Students will explore the complex ways in which New Jersey and the Forsythe preserve were actually an integral part of the American Revolution. ● Students will develop new ideas and opinions on the concept of privateering, and its role on the New Jersey shore ● Misconceptions on the American Revolution being a static war between two opposing forces will be reconstructed into the complexities of what it actually was; various groups of people all struggling to survive and thrive while colonial powers were engaged in war
<p>E How will students self-evaluate and reflect on their learning?</p>	<ul style="list-style-type: none"> ● Students will reflect on this lesson through the culminating activity of designing and drafting a monument to a privateer of the American Revolution. ● By determining the size, shape, design, and inscription of the monument, students will have a good understanding and evaluation of the impact of privateering on the coast.

<p>T How will we tailor learning to varied needs, interests, and learning styles?</p>	<ul style="list-style-type: none"> • Facets such as the length of the inscription and design can be adapted to meet the individualized needs of the learner.
<p>O How will we organize the sequence of learning during the lesson?</p>	<p>Scaffold the Instruction</p> <ol style="list-style-type: none"> (1) Model - Students will begin this lesson with a “Do Now” photograph of the Forsythe reserve. The teacher should provide students with the settling of privateering along the coast of New Jersey. If needed, teachers might want to provide students with a working definition of “Letters of Marque” or “Privateering” depending on the level of the class. <ol style="list-style-type: none"> (a) Teachers should have students in pairs, or provide them with an assigned role of either “Patriot” or “Loyalist” - students should look at the photograph and complete the chart on “see, hear smell” about the area. (b) After 5-10 minutes have a discussion about the role of the waterways in regards to providing peoples with a place of refuge during the war (c) Provide students with the chance to interpret their responses with each other (2) Guided Practice - Provide students with a gallery walk of the following images and monuments of various privateering places along the Forsythe National Wildlife Preserve. Have students fill in the graphic organizer about the topics and peoples that they see throughout the images of the room. [For virtual instruction, just simply provide the students with a copy of the Google Slides presentation] (3) Independent Practice - students will have a chance to design and create their own monument to the privateers that once inhabited the waters of Forsythe. Some things to consider when creating and crafting your rubric are the following depending on the level of learner: <ol style="list-style-type: none"> (a) The amount of text (paragraphs, etc.) that you wish to have on your inscription. (b) Design and requirements can vary based upon the level of learners within class.

Check for Understanding

<p>(Formative evidence such as conferencing, group Q/A, teacher observation, exit-slip, etc.)</p>	<p>Depending on time, exit slips could offer students the chance to vote on their favorite monument, or provide titles for other students monuments as a way to check for understanding of the concepts of privateering in the American Revolution</p>
<p>Quiz/Test (optional): (attach copy of assessment)</p>	<p>n/a</p>
<p>Performance Task/Project: (attach rubric)</p>	<p>See attached for memorial worksheet / rubric that is editable once copied. See attached google slides for photographs of Privateer sites in New Jersey / Forsythe National Wildlife Reserve See attached weblink for biographies and other resources to utilize in your gallery walk for completion of graphic organizer. (Bios of John Bacon and Joe Mulliner are found here)</p>
<p>Other:</p>	<p>Teachers may want to create a PowerPoint / Google Slide that provides for further instruction on privateering depending on the depth of the unit.</p>

Supplemental Resources:

- [Pirates at the shore](#)
- Article on [Bloody John Bacon](#) (with footnoted sources)