Social Studies 9 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Patriot

1. Make a connection between the movie and the history we have studied, other movies/books/songs/TV shows/media text and/or your own life. Explain your connection in at least 3-5 complete sentences. Also explain how this connection helps you understand the film better.

Part of the movie you are connecting to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2. Pick a part of the movie that you feel is powerful or important and explain in 3-5 sentences why you believe that part is important (consider characterization, theme, connection to our course or powerful language that sticks out for you and why).

Part of the movie \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3. In a paragraph of at least 5 complete sentences, explain, with specific details, how The Patriot relates to the history we have studied about the American Revolution, you may also point out things the movie did that does not fit with what we learned. Make sure you have a topic sentence, a conclusion and at least 3 well explained ideas.

**Example topic sentence:** *The film The Patriot, despite some inaccuracies, captures the essence of the history of the American Revolution*

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4. Identify 3 vocabulary words from the movie that relate to the history we studied. The terms can appear directly or indirectly**.** Please explain briefly **what they are and how they were used.**

***Example: General George Washington: The most well-known General of the Continental Army. After the war is over he became the first American President. In the movie an African American character mentions that he promised them their freedom if they fought for the Patriots.***

**Terms to consider (You may use things that do not appear on this list)**

Thomas Jefferson Boston Massacre Royal Proclamation Red Coats

General George Washington Boston Tea Party Stamp Act Blue Coats

King George III Declaration of Independence Taxation without rep. Militia

Paul Revere Bunker Hill Intolerable Acts Patriot

Sons of Liberty Lexington American flag Loyalist

Continental Army French/Indian War (7 Years War) Guerilla Warfare 13 colonies

Continental Congress Battlefield Warfare Musket/Cannon

Term 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Explanation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Term 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Explanation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Term 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Explanation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Criterion A: Knowing & Understanding**

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| **Achievement Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | The student:   1. uses limited relevant terminology, 2. demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples. |  |
| 3-4 | The student:   1. uses some terminology accurately and appropriately, 2. demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples. |  |
| 5-6 | The student:   1. uses a range of terminology accurately and appropriately, 2. demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples. |  |
| 7-8 | The student:   1. consistently uses a wide range of terminology effectively, 2. demonstrates detailed knowledge and understanding of content and concepts through thorough accurate descriptions, explanations and examples. |  |

**Criterion D: Thinking Critically**

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| **Achievement Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | The student:   1. analyses concepts, issues, models, visual representation and theories to a limited extent, 2. summarizes information to a limited extent to make arguments, |  |
| 3-4 | The student:   1. analyses concepts, issues, models, visual representation and theories, 2. summarizes information to make arguments, |  |
| 5-6 | The student:   1. discusses concepts, issues, models, visual representation and theories, 2. synthesizes information to make valid arguments, |  |
| 7-8 | The student:   1. completes a detailed discussion of concepts, issues, models, visual representation and theories, 2. synthesizes information to make valid, well-supported arguments, |  |