

Life of Lafayette

Lesson Objective: The learners will be able to identify and describe some of the contributions of The Marquis de Lafayette to the American Revolution. They will be able to describe his historical perspective and identify the costs and benefits of his contributions.

Materials: Video, projector, set of questions, and a patriotic music play list such as Sousa military marches

Introduction:

- Ask students what it means to be brave.
- Have one or two share at a time when they were brave (or when a storybook character they are familiar with was brave).
- Ask students what they would be willing to give up in order to help someone they really care about.
- Set the purpose: Tell students that today we are going to be learning about The Marquis de Lafayette and his bravery and willingness to contribute his time, effort, and money to the American Revolution.

Procedure/Lesson (Mill to Music):

Ask students to pay close attention to the details in the video so they are prepared to answer questions during the activity following the video.

Show the video: <https://www.youtube.com/watch?v=qGkavKEeZNY&t=22s>

How to conduct Mill to Music:

- Number the kids off by #1s and #2s.
- Have the #1s stand up, come to an open space in the classroom, and make a circle.
- Have the #2s make an outer circle around the first one. Make sure 1s and 2s are facing each other.
- Give the instructions for the activity: When the music starts #2s will turn to their left and walk clockwise. When the music stops, they will stop walking and face the inner circle. You may have to have them try it or demonstrate it yourself before you begin the activity if this is their first time.
- Start the music and let it play until you feel like stopping it. Stop the music after about 10-15 seconds.
- The teacher says, "When I say go, you will discuss the answer to the following question with the person at the spot in the inner circle where you stopped." The teacher says, "The question is ___" and reads a question from the list and then says "Go!"
- Give students an opportunity to exchange and agree upon answers.

- Use a “call back” to get their attention (clap a rhythm & they answer back, or teacher says “Holey Moley”, kids answer “Guacamole!”, etc)
- “Here we go!” Start the music and get the circle moving again.
- Repeat the same procedures until all of the questions have been discussed.
- Have students return to their seats by items of clothing. For example: “If you have on a blue shirt you may go back to your seat”, “If you have red on your shoes you may go back to your seat.”, etc.

Assessment of Understanding:

Once everyone is settled, repeat the questions and call on students to repeat the answers they discussed during Mill to Music by beginning with the phrase “I heard somebody say...”

Finish with an exit ticket – pass out sticky notes and ask students to “take a stand” by writing down an answer to the question: “Was Lafayette a hero? Why or why not?”

Mill to Music questions:

1. What does it mean to be a French noble?
2. Why did Lafayette want to join the Americans in their Revolution?
3. What was a French Musketeer’s job?
4. Lafayette left a wealthy life in France to fight in America. Talk to your partner about what he gave up and what he did while he was here. (He sacrificed his time, money, and fought in battles where he could have been killed).
5. Would you be willing to make those same kinds of choices for something you believed in strongly? Discuss what sacrifices you would make with your partner.

