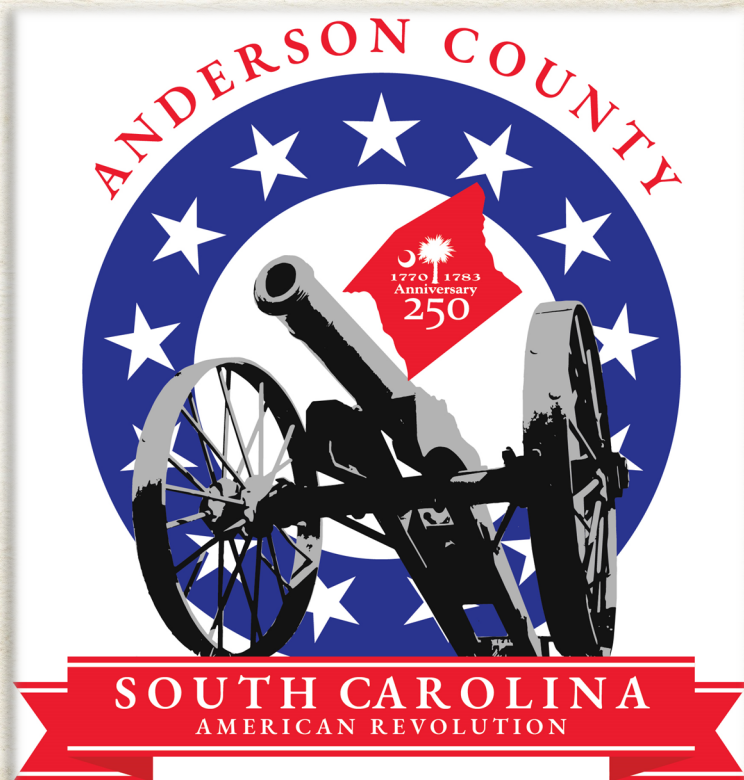


# Becoming America

## Teacher's Guide

Unit Plans, Activities, and Handling Instructions  
For 4th Grade



This box is sponsored by the Anderson County AR 250 Committee which seeks to honor and commemorate the 250th anniversary of the American Revolution in Anderson County through education opportunities, artistic expression, and historic preservation efforts.



This box was generously funded by the South Carolina  
American Revolution Sestercentennial Commission



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# What is in the Trunk

Teacher's guide and USB with Digital Files

*The Birth of Liberty* Audio CD

*The Secret Soldier* by Ann McGovern (5 copies)

*Red Coats and Petticoats* by Katherine Kirkpatrick (5 copies)

*George Vs. George* by Rosalynd Schanzer (5 copies)

*A Spy Called James* by Ann Rockwell (1 copy)

*The American Revolution from A to Z* by Laura Crawford (1 copy)

*Atlas of the Battles and Campaigns of the American Revolution* by David C. Bonk, (1 copy)

*Who was Betsy Ross?* by James Buckley Jr. (1 copy)

*Who was Abigail Adams?* by True Kelley (1 copy)

*Who was Paul Revere?* By Roberta Edwards (1 copy)

*Who was Benedict Arnold?* By James Buckley Jr. (1 copy)

*What is the Declaration of Independence?* by Michael C. Harris (1 copy)

*What was the Boston Tea Party?* by Katheleen Krull (1 copy)

44 pc set Revolutionary War Toy Soldiers (8 sets)

Betsy Ross Flag

British Soldier Redcoat (1 YL)

Patriot Soldier Coat (1 Adult XL & 1 YL)

Tricorn hat (1)

Red linen petticoat (1)

# Incident Report

Please fill out the following form if an items has been damaged or lost. You may use extra paper if necessary.\*

Teacher Name: \_\_\_\_\_


Email Address: \_\_\_\_\_

Artifact Damaged/Lost: \_\_\_\_\_

Date: \_\_\_\_\_

Please describe the incident in as much detail as possible:

\* a digital form of this file may be found on the USB.

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# South Carolina Academic Social Studies Standards\*

- Grade 4:
  - 4.2.CO
  - 4.2.CE
  - 4.2.P
  - 4.2.CC
  - 4.2.E

# A Note on *Becoming America*

Following the passage of the Stamp Act in 1765, tensions grew between the English government and its North American colonies. For ten years, colonists resisted imperial taxes and other Parliamentary measures through boycotts, riots, and other acts of rebellion. In doing so, many colonists began to rethink the government's intended purpose as well as its relationship to freedom and liberty. In April 1775, these tensions led an armed confrontation between colonial militia and British soldiers in the small Massachusetts towns of Lexington and Concord. The subsequent war, which lasted nearly seven years, ended with the creation of a new nation.

The lessons and activities in this box are designed to help teachers facilitate student learning with regard to the major people, events, and ideas of the American Revolution. In doing so, it highlights that the people living in the British American colonies were not always united by the same ideology, nor did they all support the colonies' bid for independence. Rather, the diverse population often struggled to define themselves and their goals. Using primary source analysis, students will not only uncover the diversity of thought within the colonies, but come to realize that American independence was not inevitable.

This teachers' guide offers guided questions, assessment recommendation, as well as unit overviews that align with the South Carolina State Standards for 4th grade. With that said, any of the recommended assignments, activities, or assessments can be modified to lengthen or shorten the units as needed.

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# 4th Grade Unit Plan

## Standards and Objectives

### Established Goals

**Standard 2:** Demonstrate an understanding of the identity of a new nation, including the state of South Carolina between 1730-1800.

**Enduring Understanding:** Colonial revolt against British regulations and restrictions resulted in the creation of the United States as an independent nation comprised of individual states. Following the American Revolution, Americans developed a new form of Government that embodied and contradicted the ideals for which they had fought and unified the new nation.

**4.2.CO:** Compare the roles of marginalized groups during the American Revolution.

**4.2. CE:** Examine the economic and political motivations for colonists to declare independence from Great Britain.

**4.2 P:** Analyze the sequence of events that led to the establishment of the U.S. as a democratic republic.

**4.2. CX:** Contextualize South Carolina's role in the development of the new nation.

**4.2. CC:** Explain the continuities and changes in natural rights as seen from the French and Indian War to the creation of the Bill of Rights.

**4.2 E:** Analyze multiple perspectives on the economic, political, and social developments of the new nation.

## Guiding Questions

### UNDERSTANDINGS:

*Students will understand that...*

Between 1730 and 1783 colonial Inhabitants were embroiled in a conflict to define and access freedom, liberty, and Independence.

### ESSENTIAL QUESTIONS

- What were some of the causes of the Revolutionary War?
- Why did protests against the British colonial government break out in Boston in the early 1770s?
- How did each side understand and respond to this conflict?
- What are the different ways that Americans have defined freedom?

## Objectives

*Students will know...*

Content Knowledge

- Causes of the Revolutionary War
- Key Battles and Places
- Key People
- Politics and Ideas
- Women's Roles

*Students will be skilled at...*

- Evaluating the Political and ideological causes of the Revolutionary War. Including the concept of freedom.
- Analyzing the contribution of ordinary colonials during the American Revolution and reflect on the diverse challenges faced by individuals because of their race, gender, class, or political ideology.

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## Assessments

Evaluative Criteria	Assessment Evidence
Claim, Evidence, Reasoning *	<b>PERFORMANCE TASK(S):</b> Create trading cards that explain why a specific colonial person was for or against the war.
Rubric*: Graded for evidence of reading comprehension, thorough answers, accurate analysis of the document, and evidence of critical thinking in higher DOK level questions.	<b>OTHER EVIDENCE:</b> Students will be able to read and analyze the opening paragraphs of the Declaration of Independence and demonstrate their understanding of its significance by completing a guided reading assignment with open-ended questions that mirror the essential questions of the unit, including the ideas of the time period surrounding citizenship rights.
Quizlet-Booklet, etc. as study guide/ mini-quiz (formative) and multiple choice test (summative)	Test on major battles that reflects teacher preference.

\* All supplementary materials for these assessments, including rubrics, may be found on the USB drive located in the Traveling Trunk.

# Learning Plan

## *Summary of Key Learning Events and Instruction*

### Lesson 1:

**Opening Activity:** Read Aloud on Revolutionary War from American perspective (*The American Revolution from A to Z*, *George vs. George*, or Teacher's selection).

**Guided Whole Group:** To gather background knowledge, build foundational information, and prepare for inquiry, complete a See, Think, Wonder thinking routine with Henry Pelham, *The Boston Massacre*, 1770, hand colored engraving, Rosenwald Collections, 1943.3.9042 as a whole class.

**Closing:** Collect Students' responses to the see, think, wonder and create a class KWL chart.

### Lesson 2:

**Opening Activity:** Show video— "Would you have joined the American Revolution?" (found here: <https://www.pbs.org/video/would-you-have-joined-the-american-revolution-duc4t/>)

**Group Activity:** Have students work in groups to complete the Declaration of Independence Guided Reading & Analysis sheet using the first two paragraphs of the Declaration of Independence. Once complete, collect student answers and complete the Here Now/ There Then thinking routine and record on chart paper.

**Closing:** Have students complete the Persona Poem activity and share their thoughts with the class.


### Lesson 3: Battles Lesson

**Opening Activity:** Reading or Video highlighting the majors battles and events of the American Revolution.

**Activity:** Split students into small groups and allow them to use the interactive map (found here: <https://mrnussbaum.com/battles-of-the-revolutionary-war-interactive-map>) to choose a battle/ location to study.

1. Have students choose from a list of major events during the Revolutionary War including:

- \* Boston
- \* Saratoga
- \* Valley Forge
- \* Charleston
- \* King's Mountain
- \* Cowpens
- \* Yorktown

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2. Have the group learn the information provided for each site. As part of this process, they should create maps and use the toy soldiers to prepare a mini presentation on the selected battle.

3. Have students present their information to the class.

**Closing:** Conduct a guided discussion to help students integrate the knowledge they gained on each battle into the larger narrative of the Revolutionary War.

#### **Lesson 4:**

**Opening:** As a class analyze Emanuel Leutze's *Washington Crossing the Delaware* and conduct a brief class discussion on the following questions: What do you think is the message of the painting? How do those represented in the painting influence the message? Why would an artist in 1851 choose to depict a scene from the American Revolution? What themes does the artist emphasize?

**Culminating Event:** Introduce the Trading Card Activity and give students the opportunity to work on their cards.

**Closing:** Students will have the opportunity to complete their trading card activity and share their work with their classmates.

# Additional Resources

Cowpens National Battlefield:

<https://www.nps.gov/cowp/index.htm>

King's Mountain National Military Park:

<https://www.nps.gov/kimo/index.htm>

Mission US: *For Crown or Colony?* Interactive Role Playing Game:

<https://www.mission-us.org/games/for-crown-or-colony/>

Museum of the American Revolution, Teacher Resource Guides:

<https://www.amrevmuseum.org/learn-and-explore/for-students-and-educators/resources-opportunities-for-educators/teacher-resource-guides>

Ninety Six National Historic Site:

<https://www.nps.gov/nisi/index.htm>

PBS Learning Media:

<https://scetv.pbslearningmedia.org/collection/us-history-collection/era/revolution-and-independence-17541800/>

South Carolina- The American Revolution on SCIWAY:

<https://www.sciway.net/hist/periods/revolwar.html>

The Gilder Lehrman Institute of American History:

<https://www.gilderlehrman.org/history-resources/curriculum/declaration-250>

The Liberty Trail:

<https://www.battlefields.org/learn/revolutionary-war/libertytrail#:~:text=America's%20independence%20was%20secured%20in,this%20history%20The%20Liberty%20Trail.>

# Feedback Form

Before you return the box, please use the QR code below to  
give us feedback about your experience!

Thanks!



# Checklist

- ⇒ Check the Traveling Trunk out from the Library.
- ⇒ Open the Traveling Trunk and examine its content.
- ⇒ Using the inventory list, check for any missing items.
- ⇒ If there are missing items, fill out the incident report to include in the box when you return it to the library.
- ⇒ Look through the lesson plans and gather your materials.
- ⇒ Teach your lessons!
- ⇒ Pack everything back into the Traveling Trunk.
- ⇒ Don't forget to fill out the online feedback form.
- ⇒ Return your Traveling Trunk to the library.