

Unit Plans, Activities, and Handling Instructions For Secondary Education and U.S. Government



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



The Contents of this box was designed and curated by:

Tanya Espinosa Cordoba, Ph.D
Jayson Evaniuck, Ed.D
Lindsay Rae Smith Privette, Ph.D
Garrett Dickson
Kacey King
Laura Wallace
Bailey Williams

Table of Contents

What's in the Trunk	$\phantom{aaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaa$
Incident Report	5
South Carolina Academic Standards	6
A Note on Becoming America	7
Process Checklist	8
Secondary Social Studies Unit Plan	9
U.S. Government Unit Plan	15
Additional Resources	22
Feedback Form	23



What's in the Trunk

Teacher's Guide and USB with digital materials

The Birth of Liberty audio CD (1 copy)

Common Sense by Thomas Paine (31 copies)

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

44 pc set Revolutionary War Toy Soldiers (8 sets)

Betsy Ross Flag

Baroque Brocade Men's Frock (1 adult XL)

British Soldier Redcoat (1 adult XL)

Powdered Wig (1)

Togas (2 adult L)

Red shoulder sash for Toga (1)

Blue shoulder sash for Toga (1)

Laurel Crowns (2)

Patriot Soldier Coat (1 adult XL)

Tricorn hat (1)

Revolutionary Era writing set (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:





South Carolina Academic Social Studies Standards*

• Grade 8:

8.2.CO

8.2.CE

8.2.P

8.2.E

US Government:

USG.1.IN

USG.1. ER

US History:

USHC.1.CE

USHC.1.P

^{*} These standards are aligned with the South Carolina Social Studies College and Career Ready Standards revised in 2017.

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 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 8th grade, 11th grade US History, and American Government. With that said, any of the recommended assignments, activities, or assessments can be modified to lengthen or shorten the units as needed.





Check List

- ⇒ 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.

Secondary Social Studies Unit Plan

Standards and Objectives

8th Grade Established Goals

Standard 2: Demonstrate an understanding of how South Carolinians and Americans created a revolutionary form of government during the period of 1757-1815.

Enduring Understanding: Political and economic developments underscored how the colonists in British North America had become uniquely Americans, prompting the development of a new nation. Drawing on their experience under British rule, the founding generation created a government with shared powers between the state and federal institutions.

- **8.2.CO:** Compare the motives and demographics of loyalists and patriots within South Carolina and the colonies.
- **8.2.CE:** Explain the economic, political, and social factors surrounding the American Revolution.
- **8.2.P:** Analyze significant founding principles that led to the development of Federalism in South Carolina and the United States.
- **8.2.E:** Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of Democracy in South Carolina and the United States.

11th Grade Established Goals

Standard 1: Demonstrate an understanding of the influence of the Atlantic World on the regional and national development of Republicanism and Federalism from 1607-1815.

Enduring Understanding: The economic attachment to the Atlantic nurtured the gradual cultural separation of the British North American colonies from the rest of the British Empire in the 17th century. The North American colonies united politically through the 18th century and this ultimately resulted in a proud American Republic which utilized Enlightenment ideals to realize a complete constitutional revolution by 1815.

USHC.1.CE: Assess the major developments of the American Revolution through significant turning points in the debates over independence and self-government from 1763-1791.

USHC.1.P: Summarize the changing relationship between individuals and the government during the period 1607-1800.





Guiding Questions

UNDERSTANDINGS

Students will understand ...

 Between 1750 and 1783 residents within the British colonies 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?
- Who supported American Independence and Why?
- What were some of the major events of the American Revolution?

Objectives

Students will know...

- The major ideas that lead to the American Revolution.
- Why different groups of people supported American Independence while others opposed it.
- Key Battles and Turning Points.
- Evaluating the Political and ideological causes of the Revolutionary War.
- Analyzing primary sources

Students will be skilled at...

Assessments

Evaluative Criteria	Assessment Evidence
Claim, Evidence, Reasoning *	PERFORMANCE TASK(S): 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.	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.
Claim, Evidence, Reasoning *	Group Research and Class Discussion: Students are put into groups where they will form an answer to the following question: "At the start of the American Revolution all residents in the colony of South Carolina were in favor of American independence." Assess the validity of this statement.
	To answer this question, students will receive a cluster of primary sources that reveals the complex ideologies and allegiances held by South Carolina residents.



Evaluative Criteria

Assessment Evidence

Participation/ Effort grade based on completion of formative assessments/ informal assignments and checks of notes/ bellringers/ etc. at teacher discretion along with general engagement level in class.

Other Evidence:

In Class Participation

Students will be expected to actively participate in class through note-taking, group discussion, and all class activities including opening and closing activities.

Rubric*: graded for accurate information, evidence or comprehension, and evidence of critical thinking.

Optional Evidence:

Subjective Writing Activity

Writing activity that places students within the Revolutionary War Era in an effort to asses their overall understanding of the Revolutionary War and its causes.

Answer Key, case-by-case grading on more subjective free response questions according to teacher review and discretion.

Unit Assessment with Free Response Questions

Students will demonstrate knowledge by completing a teacher-made unit assessment that covers the content taught and discussed in the unit. Assessment will include a combination of multiple choice and free response questions. At least one free response question will ask students to answer one of the essential questions above in a paragraph or more.

^{*} 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: Show video— "The American Revolution" by History Heroes. (found here: https://youtu.be/d4yTUrZjEg0?si=YPLI60xx myHneN0)

Guided Group Activity: 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: Show Video—"Would you have joined the American Revolution?" (found here: https://www.pbs.org/video/would-you-have-joined-the-american-revolution-ducp4t/)

Guided Group Activity: Have students work in groups to complete the Declaration of Independence Guided Reading and Analysis sheet using the first two paragraphs of the Declaration of Independence. Once completed, 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:

Opening: Teachers might offer a mini lecture, show a video, or introduce students to a reading that highlights the major battles and event of the American Revolution.

Group 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:

*Lexington and Concord/Boston

*Saratoga

*Valley Forge

*Charleston/Camden

*King's Mountain

*Cowpens

*Yorktown





- 2. Have the group learn the information provided for each battle 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.
- 4. Conduct a guided discussion to help students integrate the knowledge they gained on each battle into the larger narrative of the Revolutionary War.

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, revisit the opening paragraphs of the Declaration of Independence and model completing the document analysis form. Note, students will use this form for small group work.

Group Research: Split students into small groups where they will practice analyzing primary sources. There is an option of two different activities for this lesson. The first, is a jigsaw activity where students are asked to assess the validity of this statement: "Before 1779, most individuals supported American Independence because of economic reasons." The second option is more specifically centered on South Carolina and asks students to assess the validity of this statement: "At the start of the American Revolution all residents in the colony of South Carolina were in favor of American Independence."

Closing: Give students an opportunity to share their findings. The teacher might choose to record their answers on chart paper, or students might organize their answers using a graphic organizer.

Lesson 5:

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 Option 1: Introduce the Trading Card Activity and give students the opportunity to work on their cards.

Culminating Event Option 2: Subjective Writing Assignment— This creative writing activity asks students to become a colonists to consider the new nation at the end of the Revolutionary War.

Closing: Students will have the opportunity to share their work with their classmates.

U.S. Government Unit Plan

Standards and Objectives

Established Goals

Standard 1: Demonstrate an understanding of the fundamental historical and philosophical principles and ideas that led to the development of the American Constitutional Democracy.

Enduring Understanding: The Principles of American Democracy are reflected in the founding documents and actions of federal, state, and local government entities. The interpretation and application of American Democratic Principles continue to evolve and be debated.

USG.1.IN: Students will be able to read and engage with primary sources such as founding documents in order to gain an understanding of the central conflicts between the colonies and England that led to the Revolution.

USG.1.IN: Students will be able to articulate the primary ideals of rights and citizenship held by the colonist.

USG.1.ER: Students will be able to describe the foundations of the democratic ideals embraced by the Founders.



Guiding Questions

UNDERSTANDINGS:

Students will Understand

- The core theories and concepts that motivated the colonies' separation from England.
- The Colonists' understandings of government and fundamental rights, especially citizenship, freedom and liberty, and who should be given access to them.

ESSENTIAL QUESTIONS

- What is the purpose of government?
- How should citizenship be defined?
- Where did the American ideals of constitutional democracy come from?

Objectives

Students will know...

- How the ideas that led to the American Revolution developed from various historical sources and legacies (Enlightenment thinkers, Greek and Roman legacies, etc.)
- The purpose of government as understood by the Founders and conveyed through founding documents.

Students will be skilled at...

- Unpacking and decoding primary sources such as the founding documents.
- Detecting and analyzing various arguments and perspectives found in primary sources.

Assessments

Evaluative Criteria Assessment Evidence Student analysis of the Declaration of Rubric*: graded for evidence Independence. of reading Students will be able to read and analyze 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. Student reading/ Analysis of Thomas Paine's Graded by rubric*: measuring Common Sense. student ability to summarize, Students will read excerpts from Thomas Paine's annotate, and present key Common Sense, annotate it, and write a summary of facts from a primary source it to present to the class. In doing so, they should be able to identify key excerpts and quotes to share with the class. Founding Ideals and Influences Graphic Rubric:*: graded for accurate Organizer. information, appropriate Students will create a graphic organizer to show relationships shown between the many influences on the American Revolution influences and their impacts and demonstrates their relationship to our on the US, visual appeal/ interpretation of the concept of citizenship in the organization, understanding of U.S. the connection between 18th century US influences and the impacts of today. Answer Key, case-by-case Unit Assessment with Free Response Questions. grading on more subjective Students will demonstrate knowledge by

unit.

free response questions

and discretion.

according to teacher review

completing a teacher-made unit assessment that

covers the content taught and discussed in the



Evaluative Criteria

Participation/ Effort grade based on completion of formative assessments/ informal assignments and checks of notes/ bellringers/ etc. at teacher discretion along with general engagement level in class.

Assessment Evidence

OTHER EVIDENCE:

In Class Participation

• Students will be expected to actively participate in class through note-taking, group discussion, and all class activities including bell ringers and closers.

^{*} 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

Day 1:

• **Bellringer:** What is the purpose of government?

Students will answer the question and discuss with a partner, then share with the whole class.

Notes

Teacher will provide teacher-made foundational information on ideas that led to the colonists seeking independence, including an overview of the influences that impacted the colonists' worldview.

Modeling

The teacher will model analysis of a primary source document and help students deduce how it affected colonists; understanding of government.

Magna Carta

Group Practice

Students will be placed in 4 groups and research and analyze a particular Influence on the colonists.

Ancient Roman influences: checks and balances, bicameral legislature, age requirements, etc.

Ancient Greek Influences: democracy, idea of townhalls, and participation from citizens, etc.

Old English influences: limited government, limiting power of king, especially regarding taxes, etc.

Enlightenment influences: social contract, consent of the governed, separation of powers, etc.

Students will create a mini-presentation on their assigned influences and pick one group member to dress up as their time period to present to the class tomorrow.

Day 2:

• **Bellringer:** Students will get in costume and prepare to present their era/influence to the rest of the class.

Presentations

Each group will present their findings to the rest of the class.

Students will take notes with their groups during each presentation.

Students will create a graphic organizer on chart paper with their groups synthesizing the difference influences.





Individual Assessment

Students will write one paragraph describing a) the influences on the colonists' understanding of government and b) which of the 4 influences had the largest impact, in their opinion, which they will back up with evidence.

Notes:

Teacher will provide information and examples of the causes of the American Revolution and students will take notes.

This will help students prepare to read and analyze the Declaration of Independence.

Day 3:

• **Bellringer:** students will answer questions to refresh their understanding of the reasons colonists wanted to separate from Great Britain (these should come from existing teacher notes/ PowerPoint/ lecture).

Primary Source Analysis

Working in small groups, students will complete a guided reading analysis of the Declaration of Independence, adding to their notes as necessary.

Formative Assessment

Essential Question: How should citizenship be defined? How did the colonists define citizenship and fundamental rights? Who was included in these rights and who was excluded?

Students will discuss with a partner and as a class before writing answers down to turn in to the teacher to measure understanding.

Day 4:

• **Bellringer:** Students will answer teacher-made comprehension questions to review the Declaration of Independence.

Notes

Teacher will provide information to students regarding the beginning of the American Revolution and Patriot vs. Loyalist tensions.

Teacher will also introduce Thomas Paine's Common Sense.

Students will take appropriate notes.

Extended Primary Source Analysis

Students will be split into groups and each group will be assigned a portion of Thomas Paine's *Common Sense* to read and analyze.

Book is 47 pages in total so anywhere from 4-8 person groups can work depending on reading levels/ time constraints.

As a group, students will read and annotate their assigned portion of the book and pick out one or two excerpts that they want to share with the class that they believe are the most significant portions of the book.

Students will also write a one paragraph summary of their portion of the book.

Presentation

Each group will share their conclusions and key passages from their assigned portion of the book.

Class will participate in discussion of Thomas Paine's *Common Sense* and how it synthesizes the various influences on colonists' interpretations of government.

Students will discuss if the mere existence of *Common Sense* demonstrates an expansion of democracy (does the fact that a book is published for the common man represented a widening in the under standing of citizenship and if so, how long do you think this openness will last?).

Assessment

Students will complete a brief mini-unit assessment with multiple choice questions as well as short answer questions addressing the content and essential questions.



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.



