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Final Project:

This Unit will focus on heroism in the American Revolution that brought forth talent from all levels of society. I plan to conduct read alouds in order to help my students complete research and write brief narratives to perform in a wax museum. My time line will be from 1775-1776.

Grade Level: 2nd grade

Seminar Impact

I attended my first *Teaching American History Seminar 2007-2008* meeting on October 11, 2007. I met some of my group and heard a stimulating discussion about “The Whig Interpretation of History” led by Jacqueline Barbara Carr. I began to formulate a plan to bring American History alive to my class of twenty second graders.

On November 29, 2007 I attended my second meeting of the seminar and I proposed to my colleagues that I would focus on important men and women of the American Revolution, Tories/Loyalists and Revolutionaries.

At the first seminar, I was impressed by three observations of Jacqueline Carr, namely: Roughly 25% of the colonists were Loyalists/Tories; The American Revolution was the first civil war; and the story of the Tories has been sanitized from history.

From the second seminar, I was inspired by my colleagues’ enthusiasm, support and willingness to share their expertise on how to bring the subject matter alive for students as young as mine.

Central Questions:

- What was the American Revolution, our first Civil War?
- What does liberty mean?
- Who was King George?
- What actions prompted the colonists to rebel against King George?
- What were the values and/or leadership qualities exemplified by people they chose to portray?
- What was the role of women in the American Revolution?
- What was the difference between patriot and loyalist?

Challenge Questions?

- What would have happened if England had won the Revolutionary War?
- Why might people, loyalist or patriot, have different opinions about what makes a good citizen?

My key ideas are:

- To bring history alive through a literature centered approach

- To engage the learner to see history through the eyes of an historical figure, whether Loyalist/Tory or Patriot men and women.
- To see oneself in the stream of time and our connection to the past
- History along with literature and art can enrich a student's learning
- Create historical narratives about the person they chose and describing an historical event using direct quotes, diaries or letters as primary sources.

Intended Learning Outcomes:

- Students will develop a sense of historical time and create a time line
- Students will listen and read historical stories and narratives and to be able to understand the characters, situations, events, causes and outcomes.
- Students will compare and contrast different experiences of the Tories/Loyalists and the Revolutionaries; to analyze how motives, interests, beliefs, hopes and fears influenced people's behaviors and/ or perspectives about historical people and events.
- Students will acquire information about the historical time and place that will help them write their narrative.

National History Standards: Standard 4—How democratic values came to be, and how they have been exemplified by people, events, and symbols.

- 4C The student understands historic figures who have exemplified values and principles of American democracy.

Therefore, the student is able to:

- Identify historical figures who believe in the fundamental democratic values such as justice, truth, equality, the rights of the individual, and responsibility for the common good, and explain their significance in their historical context and today. (Assess the importance of the individual in history)
- 4E The student understands national symbols through which American values and principles are expressed.

Therefore, the student is able to:

- Describe the influence of American symbols such as the flag. (Demonstrate and explain the influence of ideas)

In Vermont's Framework of Standards and Learning Opportunities History PreK-4, ***Being a Historian*** 6.6 Students use historical methodology to make interpretations concerning history, change, and continuity. This is evident when students:

- a. Collect and use primary resources (e.g., letters, diaries, artifacts, artwork, documents) in building original historical interpretations; and
- b. Use oral history methods and data to understand the ways in which people assign meaning to their own historical experiences.

Vermont Grade Expectations in History and Social Studies

H+SS1-2:8

Students connect the past with the present by identifying how events and people have shaped their schools or towns

H+SS1-2:9

Students show understanding of how humans interpret history by collecting information about the past (e.g., through interviews, photos and artifacts.)

H+SS1-2:14

Students act as citizens describing what it means to be a responsible member of a group.

Preparation for Teaching:

I have already introduced the idea. My students are excited. The students will have a rubric to follow. They will conduct research during computer time to read letters, diaries and documents of important people. During Art the students will create appropriate backdrops to lend authenticity to the project. The children will be in costume to help role-play the person they are portraying (Mike Austin will lend me the tri-cornered hats for the boys and a colleague of mine is making bonnets for the girls). Older students will play the flute for background music. The students will read, write and practice their narratives during Language Arts/Social Studies time during a six-week period from April through May. The students will perform their skits or wax museum at a performance during the week of May 27, 2008. Eight grade buddies will introduce each historical figure.

Primary Sources: Letters, diaries, quotes of historical figures both men and women to help the students compose their narratives, create artwork and design their costumes.

Secondary Sources:

1776: by David McCullough

Revolutionary Mothers by Carol Berkin

Alexander Hamilton by Willard Sterne Randall

Great Issues in American History by Richard Hofstadter

Washington's Crossing by David Hackett Fischer

Paul Revere's Ride by David Hackett Fischer

Rachel Revere by Robert Watson

Captive of Pittsford Ridge by Mary Pope Osborne

Anne's Story by Mary Pope Osborne

Revolutionary War on Wednesday by Mary Pope Osborne

Five Smooth Stones Hope's Diary by Kristiana Gregory

The Winter of Red Snow: The Revolutionary War Diary by Kristiana Gregory

We Are Patriots by Kristiana Gregory

Our Country's Freedom by Frances Cavanah

1776 Year of Independence by Genieve Foster

Father's of America's Freedom by Donald E. Cooke

America's First Army by Burke Davis

Video: The Winter of Red Snow, The Revolutionary War Story of Abigail Jane Stewart by Kristiana Gregory

Video: This is America, Charlie Brown

<http://www.galafilm.com/1812/e/people/hull.html>

<http://www.americanrevolution.com/ppl-nathan-hale.html>

<http://www.americanrevolution.com/ppl-nathaniel-greene.html>

<http://www.americanrevolution.com/ppl-alexander-hamilton-2.html>

<http://www.americanrevolution.com/ppl-patrick-henry.html>

<http://www.americanrevolution.com/ppl-henry-knox-.html>
<http://www.americanrevolution.com/ppl-thomas-jefferson.html>
<http://www.americanrevolution.com/ppl-thomas-paine.html>
<http://www.americanrevolution.com/ppl-paul-revere.html>
<http://www.americanrevolution.com/ppl-molly-pitcher.html>
<http://www.americanrevolution.com/ppl-abigail-adams.html>
<http://www.betsyrosshouse.org/hist-woman/>
<http://www.rootsweb.ancestry.com/-nwa/mammy.html>
<http://sciway2.net/2003/revwar-sc-midlands/page3.html>
<http://www.allbiographies.com/biography-LydiaDarragh-51628.html>
<http://www.history.org/Almanack/people/bios/biomwash.cfm>
<http://www.ushistory.org/valleyforge/served/martha.html>
<http://www.lkwdpl.org/WIHOHIO/whea-phi-.html>
<http://www.newsday.com/community/guide/lihistory/ny-history-hs344a,0,6698945.story>
<http://www.bookrags.com/research/galloway-grace-dairy-of-a-loyalisst-aaw-01/>
<http://www.americanheritage.com/articles/magazine/ah/1966/3/1966-3-46.shtml>
<http://www.whitehopuse.gov/kids/dreamteam/estherreed.html>
<http://www.americanrevolution.com/SarahFranklinBache.htm>
<http://www.pinn.net/-sunshine/whm2002/warren.html>
<http://www.americanrevolution.org/nyuyen.html>

Activities:

- Students will be involved in small group guided reading or read alouds;
- Students will write their narrative
- Students will practice role-playing during Language Arts/Social Studies daily for six weeks.
- Students will conduct research during weekly Computer class.
- Students will complete their backdrops during their weekly Art class.

Assessment :

- Social Studies – Harcourt Horizons About My Community- Chapter test
- Reading – small group guided reading and discussion
- Writing – completing the narrative following a rubric
- Drama – performing the skit
- Art - completing the backdrops.

Accommodations:

- Students will work in small groups or pairs
- Teacher reads to whole class, then students reread
- Teacher will modify assignments to meet students' needs.
- Additional one-on-one assistance is available with the aid of a Language Arts teacher and our Eighth grade buddies.

Women of the American Revolution

Charity Clarke
Lucy Knox
Esther DeBerdt Reed
Sarah Franklin Bache
Frederika Charlotte Louise von Massow, the Baroness, von Riedesel
Grace Growden Galloway
Molly McCauley
Mary Munro
Phillis Wheatley
Deborah Champion
Harriet Prudence Patterson Hall
Lydia Darraugh
Mammy Kate
Emily Geiger
Abigail Adams
Betsy Ross
Martha Washington
Mercy Otis Warren

Men of the American Revolution

King George
George Washington
John Adams
Nathaniel Greene
Henry Knox
Paul Revere
John Greenwood
Thomas Paine
Patrick Henry
Alexander Hamilton
John Becker
John Hancock
Captain William Hull
Nathan Hale
Benjamin Pierce