

Teaching American History
2007-2008

The Enduring Legacy of the
American Revolution
Liberty



Freedom & Unity

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First, Second Proposal: First; Revised: Second

Proposal: Through the disciplines of mathematics and social science we will deliver a series of lessons that places the focus on symbols (flags, seals, crests, etc.) that were used from 1609-1800 to explore the socio-political landscape of Vermont. Through the disciplines of mathematics and social science we will deliver a series of lessons that places emphasis on the major events leading to the American Revolution, the major military conflicts in addition to the northern military events.

Grade Level: Seventh Grade, Second Semester

Seminar Impact: Michael Dwyer's presentation on symbols of American freedoms (liberty, stars, trees, eagle, cap, etc.) motivated us to research similar types of symbols that would of existed from the period of French Exploration to the early days of Vermont's statehood and tell the story of Vermont's political journey. Upon further exploration, research and through course presentations and discussions, we decided to expand our proposal therefore by expanding the breadth and depth of our curriculum.

Central Questions:

- What symbols were used and why?
- What were the origins of the symbols?
- How did the elements/symbols reflect the reality of the time?
- Were the elements/symbols used appropriate?
- What are the major northern events of the American Revolution?
- Who are the major northern players in the American Revolution?
- What events lead to the American Revolution?
- What events lead to the end of the American Revolution?
- How did daily life change during this period for women and children?

Challenge Questions:

- How could you improve upon the element/symbol choice?
- How can you produce a one minute to one and one half minute multimedia presentation focusing on some aspect of the American Revolutionary time period?

Lesson Length:

- One week (10-78 minute classes)
- Two weeks

Key Ideas:

- Are symbols emotionally loaded?
- Do they accurately reflect the time period?
- Do they tell the story of Vermont's political history?
- What pictures will you select?
- What background "beat" will you use?
- How will you structure your poem/song?

Intended Learning Outcomes:

- Students will know that history isn't always spoken or written, but can be shown pictorially.
- Students will have a general understanding of the historical time period from the grants to Vermont's statehood.
- Students will have a general understanding of the American Revolution; events leading to it, life during it and the result of it.
- Students will know that history isn't always spoken or written, but can be shown pictorially.

Grade Level Expectations:Social and Historical Questioning **H&SS7-8:1**

Students initiate an inquiry by...

- Asking focusing and probing questions that will lead to independent research and incorporate concepts of personal, community, or global relevance (e.g. What are the causes of low voter turnout? What are the most effective ways to improve voter participation?).

Hypothesis/Research Statement **H&SS7-8:2**

Students develop a hypothesis, thesis, or research statement by...

- Predicting results, proposing a choice about a possible action, or exploring relationships between facts and/or concepts.

Conducting Research **H&SS7-8:4**

Students conduct research by...

- Referring to and following a detailed plan for an inquiry.
- Locating relevant materials such as print, electronic, and human resources.
- Applying criteria from the plan to analyze the quality and quantity of information gathered (e.g., judging the accuracy of different accounts of the same event).
- Describing evidence and recording observations using note cards, videotape, tape recorders, journals, or data-bases.
- Revising the research plan and locating additional materials and/or information, as needed.

Citing Sources...**H&SS7-8:6**

Students make connections to research by...

- Formulating recommendations and/or making decisions based on evidence.
- Using their research results to support or refute the original research statement.
- Proposing solutions to problems based on their findings, and asking additional questions.
- Identifying problems or flaws with the research plan and suggesting improvements (e.g., identifying additional types of information that could strengthen an investigation).

Proposing Further Investigations...**H&SS7-8:8**

Students connect the past with the present by...

- Explaining differences between historic and present day objects in the United States and/or the world, and evaluating how the use of the object and the object itself changed over time (e.g., comparing modes of transportation used in past and present exploration in order to evaluate impact and the effects of those changes).
- Describing ways that life in the United States and/or the world has both changed and stayed the same over time, and explaining why these changes have occurred (e.g., In what ways would the life of a teenager during the American Revolution be different from the life of a teenager today? What factors have contributed to these differences?).
- Investigating and evaluating how events, people, and ideas (democracy, for example) have shaped the United States and the world, and hypothesizing how different influences could have led to different consequences (e.g.,

Preparation for Teaching:

- We plan to research the topic and develop a series of Power Points Presentations to assist in the presentation of the concepts and ideas we wish to explore. This will include researching at local libraries i.e. Rutland, Castleton and visiting national historic sights such as Hubbardton Battlefield, Fort Ticonderoga, Mount Independence, Saratoga Battlefield, Bennington Museum, Sheldon Museum, Shelburne Museum, Vermont Historic Society, etc.
- We researched the topic and developed a series of Movie Clips and presented them to the students to model what we expected of them. This included researching at local libraries i.e. Rutland, Castleton and visiting national historic sites such as Hubbardton Battlefield, Fort Ticonderoga, Mount Independence, Saratoga battlefield, Bennington Museum, Sheldon Museum, Shelburne Museum, Vermont historic Society, etc.

Materials Needed:

- Computers with Internet Access, Elmo, Projection Unit, A Brain, Teacher Developed PowerPoint Presentations, Smart Board, Relevant Primary Documents, Historical Reference Books, Etc.

Primary Sources & Secondary Sources:

- Ann Story, Vermont's Heroine of Independence, Michael Hahn, New England Press, Inc, Shelburne, VT 1996.
- Captive of Pittsford Ridge, Janice Ovecka, New England Press, New England Press, Shelburne, VT 1994.
- Ethan Allen, A Life of Adventure, Michael Hahn, New England Press, Inc., Shelburne, VT 1994.
- Fight for Freedom, The American Revolutionary War, Benson Bobrick, A Byron Press Visual Publications, New York, 2004.
- Freedom and Unity, A History of Vermont, Michael Sherman, Vermont Historical society, Barre, VT 2004.
- Green Mountain Hero, Edgar N. Jackson, The New England Press, Inc., Shelburne, VT 1961.
- A History of US, From Colonies to Country, 1735-1791, Joy Hakim, Oxford University Press, 1993
- The Honor of Command, Stuart Murray, Images from the Past, Bennington, VT 1998.
- Lived at the Time of the American Revolution, Kay Moore, Scholastic, New York, 1997.
- Revolutionary Mothers, Carol Berkin, Vintage Books (Random House), New York, 2005.
- Vermont, Don Mitchell, Compass American Guides, Oakland, CA 1999
- The Vermont Political Tradition and those Who Helped Make It, William Doyle, Northlight Studio Press, Barre, VT 1984.
- The Vermont Story, A History of the People of the Green Mountain State, 1749-1949, Earle Newton, the Vermont Historical Society, Montpelier, 1949.
- Vermont Under Four Flags A History of the Green Mountain State, 1635-1975, Perry H. Merrill, Northlight Studio Press, Inc, Barre, VT 1975.

Activities:

- There will be series of project options as assessment tools for students to do to convey a significant aspect and understanding of the Revolutionary War Period in Vermont. Students will have the opportunity to use their learning style to complete this assignment. Examples of assessment are:
 - Create their own crest for Vermont based on their understanding of the political time, using appropriate symbolism complete with an explanatory written report.
 - Create a visual presentation using PowerPoint, Display Board, Series of Photos all with a written narrative
 - Create a poem/song conveying an aspect of the Revolutionary War Period. (Example: **Revolutionary Mothers** would convey the vital role women played throughout the conflict.)
 - Create a movie clip using Microsoft Movie Maker
 - Create their own art masterpiece, again with a written narrative

Topics (Themes):

- Ethan Allen
- Ira Allen
- Green Mountain Boys
- Ann Story

- Revolutionary Mothers
- Battle of Hubbardton
- Battle of Bennington
- Tories vs. Patriots
- Settlers vs. Speculators
- Vermonters vs. Yorkers
- **Etc. Prior Approval Needed**

Topics

What were the events that lead to the Revolutionary War?

Revolutionary War Heroes

Men

Women

Vermont

Other

Revolutionary Era Life

Food

Clothing

Daily Life

Who/what were the Loyalists?

John Singleton Copley

Samuel Quincy

Joseph Galloway

Dr. Benjamin Church

Thomas Hutchinson

Flora MacDonald

Who/what were the Patriots?

George Washington

Patrick Henry

Paul Revere

John Adams

Benjamin Franklin

Thomas Jefferson

Marquis de Lafayette

Nathan Hale

Crispus Attucks

Abigail Adams

Mercy Otis Warren

Phillis Wheatle

Deborah Sampson
The Green Mountain Boys
Seth Warner
Ethan Allen

What was the Declaration of Independence?
First Continental Congress

Battles, Wars & Treaty of Paris
Battle of Lexington and Concord
Battle of Fort Ticonderoga
Battle of Fort Crown Point
Battle of Bunker Hill
Battle of Long Island
Battle of Trenton
Battle of Princeton
Battle of Bennington
Battle of Brandywine
Battle of Saratoga
Battle of Germantown
Battle of Monmouth
The Cherry Valley Massacre
Battle of Stony Point
Battle for Savannah
The Waxhaw Massacres
Battle of Camden
Battle of Kings Mountain
Battle of Cowpens
Battle of Yorktown
Battle of Eutaw Springs

The Stamp Act

The Townshend Duties

The Tea Act

Topic of Your Choice (Revolutionary Era)

Assessment:

**Multi-Media Presentation
Math/Social Science Collaboration 2008
American Revolution Movie**

Criteria	Description	Yes	No	Value	Score
Technical Presentation /Completion/Length	Project runs perfectly with no technical problems or errors. Well-rehearsed with smooth delivery that holds audience attention. Project is completely finished and at least one minutes.			X1	
Use of Enhancements and Screen Design	Many transitions, (titles, effects, etc. were used and they worked well and were effective, to include sound and visual elements.)			X1	
Citing Resources	All sources referenced.			X1	
Evidence That Objectives Were Met	Clear evidence that project content supports stated objectives. All requirements were met and/or exceeded.			X1	
Subject Knowledge	Subject knowledge is evident throughout the project. All information is clear, appropriate, and correct.			X1	
Depth & Breadth of Project Content /Analysis (Paper)	The information collected was analyzed and drew appropriate and inventive conclusions supported by evidence. Voice of the student is evident. Clear evidence that higher level thinking skills were used to create the presentation.			X2	
Information/Material	Information was gathered from a variety of quality electronic and print sources; and properly used to develop the concept.			X1	

www.ncsu.edu/midlink

Accommodations:

- Will determine as needs become apparent and IEP's are developed/reviewed.

Sample Lesson Plan

Lesson Plan Title: Math/Social Science Collaboration

Date: Tuesday, Wednesday, Thursday, March 18th, 19th & 20th, 2008

Concept / Topic to Teach:

- Video: Discovery Channel School, The Revolutionary War
 - Wednesday: Causes of the War (12 min); The Battles of Lexington and Concord (10 min); The Siege of Boston and The Battle of Breed's Hill (8 min)
 - Thursday: Thomas Jefferson and the Declaration of Independence (6 min); George Washington and The Continental Army (4 min); Thomas Paine and Common Sense (4 min)
- Activity: Township Map
- Activity: Wentworth's Dilemma
- Activity: American Revolution (see attached specifications sheet)
- Activity: House Plans

Standards Addressed

Township Map Activity & Property Activity

- M7:12 Applies the concepts of congruency by solving problems on a coordinate plane involving reflections, translations, or rotations.
- M7:15 Measures and uses units of measures appropriately and consistently when solving problems across the content strands. Makes conversions within systems.

American Revolution Project

- Information Technology Standards: Use of Microsoft Movie Maker and Audacity Software for Multi-Media Presentation to convey some aspect of the American Revolutionary War Period.

Wentworth's Dilemma

- Mathematics Standards: M7: 14 Demonstrates conceptual understanding of the area...

House Plans

- Mathematics Standards: N & O, #8: Percentages; #35: Accurately solves problems; G& M, #25: Scaling; #26-28.

General Goal(s):

- Students will know the basics of surveying in the 1760s. Students will apply these teachings and develop a limited surveyed township map of Poultney.
- Students will develop skills needed to accurately develop a property map to include scaling, measurement, topography and other mapping related skills.

- Students will learn about colonial period homes and construction with a focus on Poultney, VT.
- Students will learn how to use Microsoft Movie Maker and Audacity Software for presentation purposes and meeting information technology standards in addition it will meet several of the Vital Results.
- Students will have an over view of the American Revolution through video clips.
 - In viewing the first three videos on the American Revolution, students will discover how the aftermath of the French and Indian War and King George III's taxation policies created conflict within the colonies. Witness Paul Revere's ride and turning-point skirmishes between colonial militias and the British Redcoats. Watch as 20,000 colonial militiamen trap the Redcoats and thousands of American Loyalists inside Boston, and see how the battle turns on Breed's Hill when the militia succumbs to the Redcoats.
 - In viewing the second three videos on the American Revolution, students will learn how one of history's most important documents was written and understand the inner conflicts of the men who signed it. See how George Washington inspired the colonies to unite against the British and fight for their freedom. Discover how Thomas Paine's revolutionary book "Common Sense", ignited the colonists' fight for independence.

Step – by – Procedures

Mrs. Martelle (20 minutes)

- Video Presentation and Discussion

Mr. Baker (20 minutes)

- Lecture: Technical Aspects of the House Project

Mrs. Martelle & Mr. Baker (balance of block excluding wrap up)

- Property Map Activity
- Wentworth Activity
- American Revolution Project
- House Plan Activity

Mr. Baker and Mrs. Martelle (10 minutes)

- Wrap Up

Plan for Independent Practice:

After school math support program

Closure (Reflect Anticipatory Set):

N/A

Assessment Based On Objectives:

Property Map due Friday, March 21st, 2008

Wentworth Activity, due Thursday, March 20th, 2008

American Revolution Project, March 28th, 2008

House Plans Activity, Undetermined at the Time

Adaptations (For Students with Learning Disabilities):

Classroom Assistant will take notes and distribute as needed

Extensions (For Gifted Students):

- For All Students: Begin Reading *The Story of Ethan Allen* and Complete Respective Worksheet Outlining Pros and Cons of his life.

(Specifications Sheet)
American Revolution Activity
Math/Social Science Collaboration

Student's Name: _____

Directions:

1. Select a Topic from the "list"
2. Have it Approved (by teacher)
3. Research It (Library, Web)
4. Develop a Song/Poem about It
5. Find Images to Represent Your Song/Poem in books; on the web (Make sure you reference the images), student drawings, etc.
6. Using Audacity and Movie Maker Create a Movie Clip. (Mrs. Renfrow, the information technology teacher, will give us an overview of both programs and help us get started.)
7. Write/Type a One Page Double Spaced Report on Topic
 - Introduction: Why did you choose this topic? Overview of the Topic
 - Body: Explain Six to Ten Things You Learned about the American Revolution through your Research
 - Closing: Summary, i.e. Song/Poem and Class Presentation
8. Time Frame: 10 class periods
9. Due Date: Thursday, March 20th
10. Useful Links (compliments Teaching American History, Castleton State College)

- [National History Club](#)
[Vermont Alliance for Social Studies](#)
[Vermont Geographic Alliance](#)
- Castleton State College
<http://www.csc.vsc.edu/>
- Christ the King School
<http://www.eksrutland.com/>
- State of Vermont Department of Education
<http://www.state.vt.us/educ/>
- Supervisory Union Districts Directory
http://www.state.vt.us/educ/new/html/directories/su_sd_A_C.html
- Public School & Technical Center Directory
http://www.state.vt.us/educ/new/html/directories/public_schools_A_C.html
- Colleges and Universities
<http://www.state.vt.us/educ/new/html/directories/postsecondary.html>
- Vermont Schools on the Web
<http://www.k12.vt.us/>
- Vermont Automated Libraries System at the Vermont Department of Libraries
<http://dol.state.vt.us/>
- Vermont Libraries Directory
http://dol.state.vt.us/gopher_root5/libraries/dir/vt_lib_dir_1999.txt
- The Library of Congress (the ultimate on-line library with words pictures & sound)
<http://www.loc.gov/>
- Historical Societies
<http://www.vermonthistory.org/lhs/lhsindex.htm>

- Vermont Historical Society On-Line
<http://www.vermonthistory.org/index.htm>
- Museums
<http://www.vermonthistory.org/links/museum.htm>
- MuseumStuff.com - Vermont Museums
<http://www.museumstuff.com/museums/usa/vermont/all.html>
- MuseumStuff.com - United States Museum Directory
<http://www.museumstuff.com/museums/usa/>
- Smithsonian Institute
<http://www.si.edu>
- National Constitution Center
www.constitutioncenter.org
- National Women's History Museum
<http://www.nmwh.org/>
- Ellis Island Immigration Museum
<http://www.ellisland.com/index.html>
- The Preservation Trust of Vermont
<http://www.ptvermont.org/>
- Vermont Division for Historic Preservation
<http://www.historicvermont.org/>
- National Historic Landmarks
<http://tps.cr.nps.gov/nhl/>
- National Park Service Vermont History Page
<http://www.cr.nps.gov/nr/travel/centralvermont/vhistory1.htm>
- US Department of State - History Education and Culture
<http://www.state.gov/history/>
- US Department of Education
<http://www.ed.gov/>
- Library of Congress American Memory Learning Page
<http://memory.loc.gov/ammem/ndlpedu/index.html>
- No Child Left Behind - Desktop Reference
<http://www.ed.gov/admins/lead/account/nclbreference/index.html>
- National Council for History Education
<http://www.history.org/nche/>
- Social Studies.Org (National Council for the Social Studies)
<http://www.socialstudies.org>
- Best of History Web Sites
<http://www.besthistorysites.net/index.shtml>
- The Education Index (a guide to education related sites on the web)
<http://www.educationindex.com/>
- Education World
<http://www.education-world.com>
- Modern History Source Book
<http://www.fordham.edu/halsall/mod/modsbook.html>
- Librarian's Index to the Internet - History
<http://lii.org/search/file/history>
- Scholastic - Free tools and resources for your classroom - Huge list of links for educators
<http://teacher.scholastic.com/>
- Discovery Channel School - For parents, teachers and students
<http://school.discovery.com/>
- Vermont History Expo
<http://www.vermonthistory.org/expo/>
- National History Day
<http://www.nationalhistoryday.org>

- Abenaki Tribe (links to history, language, maps and more)
<http://www.native-languages.org/abenaki.htm>
- Asian Nation - History of Asians in America
<http://www.asian-nation.org/first.shtml>
- Black History Activities - Exploring African American History on the Web
<http://www.kn.pacbell.com/wired/BHM/AfroAm.html>
- Celebrate Hispanic Heritage
<http://teacher.scholastic.com/activities/hispanic/index.htm>
- National Women's History Project
<http://www.nwhp.org/>
- Native Web - Resources for Indigenous Cultures Around the World
<http://www.nativeweb.org/>
- Women in American History by Encyclopedia Britannica
<http://search.eb.com/women/>
- The History Channel
<http://www.historychannel.com/>
PBS - The American Experience
<http://www.pbs.org/wgbh/amex/>
- PBS - The New Americans Immigrant Contributions (Teacher Guide)
<http://www.pbs.org/newamericans/6.0/html/immcontributions.html>
- PBS - Ancestors in the Americas (Asian Americans)
<http://www.pbs.org/ancestorsintheamericas/>
- Vermont "Firsts"
<http://www.virtualvermont.com/history/firsts.html>
- America's Story (Great interactive site from Library of Congress)
<http://www.americasstory.com/>
- The Political Graveyard (comprehensive source of US Political Biography)
<http://politicalgraveyard.com/>
- Vermont Timeline
<http://www.historicvermont.com/html/timeline.html>
- Virtual Vermont
<http://www.virtualvermont.com/>
- Vermont Historical Society has two publications available to members
<http://www.vermonthistory.org/pubs.htm>
- The National History Club was created in March 2002 to help promote the reading, writing, discussion, and enjoyment of history among secondary students and their teachers.
<http://www.tcr.org/nhc.html>

Sample Project: Song and Movie Clip

Vision Quest

By Chris Baker & Kyleen Martelle

Blue ribbons of electricity dance across the Arctic sky,
Hawk moon the ancient Shaman wills his spirit to fly.

Fly among the stars
Ride the winds of eternity
Chase the dream the vision quest
To find out what will be...

Through the haze of the firelight see brother sun and sister moon
And the winds are my companion, mother earth I'm coming soon

Fly among the stars
Ride the winds of eternity
Chase the dream the vision quest
To find out what will be...

My children' children' children 1000x a score
Push on to the rising sun and knock on heavens door

Fly among the stars
Ride the winds of eternity
Chase the dream the vision quest
To find out what will be...

Through silver frozen sunsets across the great divide
Fears hopes and dreams push beyond the far side

Fly among the stars
Ride the winds of eternity
Chase the dream the vision quest
To find out what will be...

Through all the death and dying you will hear this song
Great spirit, the one, who knows you his people of the dawn

(Open up the attached program, Movie Maker, and the document "Vision Quest")

Sample Project: One Page Written Component

Vision Quest

By Chris Baker and Kyleen Martelle

The song Vision Quest was my attempt to fuse the reality of anthropology and history with the more mystical aspects of tribal shamanism. The vehicle for this amalgamation was Hawkmoon, an ancient shaman, of a Paleoindian group.

He is the spiritual leader of the group and it is his responsibility to be the bridge between his people and the realm of the gods. Through the visions of Hawkmoon the past, present and future unfold through a series of revelations that provide a general “road map” for his people.

That “road map” will take his people from Eastern Asia across the trans-Siberian land-bridge into the world of North America and ultimately to Vermont where they will become the ancestors of the Algonquin/Abenaki groups. The verses that present this journey are intentionally vague. Specific information about this period is rather fragmentary and sometimes contradictory in nature.

It is nature that is the binding force in the song. Hawkmoon’s unique position as “revealer” of the will of nature is reflected in the chorus of the song. Again the lines are more of a mystical/symbolic construct rather than some historically based testament.

This was purposeful, an attempt to portray the animistic belief basis of the original Vermonters.

It is also important to understand that this work is by design a song and not a poem. If it is read as a poem, at least in my opinion, it does not really succeed in conveying the emotional impact or the more ethereal qualities of the work. The work was constructed to be a song, to be accompanied by guitar and using a digital guitar effects processor (on a flange setting) truly gives the song an “other worldly” feeling.

ANNOTATED BIBLIOGRAPHIES

Topic Statement: Historical study of an overlooked aspect of the American Revolution the effects of and the effects on women in the American Colonies during this period.

Bibliography: Berkin, Carol. *Revolutionary Mothers*. New York: Vintage Books, 2005.

One of only a handful of works that deal with how the American Revolution affected women in the colonies. Berkin's research in this little delved into area became the basis of lectures presented at Baruch College and City University of New York. Those lecture notes, in turn, served as the basis of this very readable and informative work.

Application: An excellent resource and classroom work for both teachers and students. The entire text could be used and appreciated at the high school level while chapters or selected pages would work well in a middle level application.

Topic Statement: A historical study of the plays and players in that pivotal year in American history: 1776

Bibliography: McCullough, David. *1776*. New York: Simon and Schuster, 2005.

History through the micro-lens, viewing those who were present at the creation and how their activity or lack thereof affected the course of the embryonic nation. McCullough has a gift of making the long dead come to life and adds elements of history as mystery.

Application: An excellent stand alone work for high school students who are interested in the human side of many of the leading figures in the American Revolution. Middle level appropriate for better readers or as a teacher resource; best prepared and digested in small portions.

Topic Statement: Historical study of the Whig Party philosophy and how that dogma influenced their comprehension of history.

Bibliography: Butterfield, Herbert. *The Whig Interpretation of History*. New York: W. W. Norton and Company Ltd, 1965.

Application: circuitous, convoluted and redundant this work is in a class by itself, being far superior to any over the counter or prescription sleep aid. It seems best used by removing individual pages and applying them to the bottom of a parakeet cage. Not recommended.