



Colonial Foot Soldier



The times they are a changin'. Can you be ready in a minute?



An Integrated Interdisciplinary Thematic Unit on the American Revolution

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Unit Title:
You say you want a REVOLUTION...
Well you know, we all want to change the world!

OVERVIEW

I. CONTENT:

This Revolutionary War is important because the events during this time period has molded and shaped our country into what it is today. Analyzing this unit will help us to become knowledgeable of our history and to comprehend our ancestry and heritage. There lies a bond to the human race and by reviewing and synthesizing the literature, daily life, music, causes and effects and the arts of the Revolutionary War, students will be able to make this connection. Many individuals and groups of people had significant impact on the history of our country. The Revolutionary War held many individuals and groups of people had a significant impact on the history of our country. The Revolutionary War held many of the individuals in the palm of its eventual history and has made a profound impact in our history.

II. PROCESS:

The students will learn the information of the time period through journals, debates, cooperative groups, creative activities, projects and simulations. The students will learn valuable information about the colonial time period up through the Revolutionary War. They will gain this knowledge through a variety of activities including but not limited to journals, cooperative groups, art projects, literature assignments, creative writing tasks, and various other types of exploration and research literature, and research activities.

III. PRODUCT:

Students will be able to relate the causes and the effects and major events of the American Revolutionary War.

**Unit Overview: Alignment with
State/District Pupil Performance Outcomes**

GOAL 1: The student will identify the developments, major events and notable figures involved in the separation of the 13 colonies from England.

GOAL 2: The student will be able to state the key events and effects of the American Revolution on the new country.

GOAL 3: The student will demonstrate an understanding of the foundations of American democracy, including its basic principles and the foundations of the American political system.

GOAL 4: The student will be able to examine how government regulations influence the economic activities of individuals, families, communities and regions.

**I-SEARCH INDEPENDENT RESEARCH PROJECTS
FOR GIFTED AND TALENTED STUDENTS**

1. PARADOXES:

The patriots believed that the colonies had the right to get rid of an oppressive British government. Research and compile a power point slide presentation of instances where the United States government acted just as oppressive as the British government.

2. ATTRIBUTES:

Research the attributes of the signers of the Declaration of Independence. Complete a Venn diagram comparing and contrasting two of these signers. There should be at least six attributes listed under each signer.

3. **ANALOGIES:**

Compare a colonial one-room school house by creating a three dimensional model showing the difference between the two.

4. **DISCREPANCIES:**

The involvement of Crispus Attucks does not accurately depict the level of involvement of all African Americans in the Revolutionary War. After researching other African Americans who participated in the war, create a comic strip of one of these other African Americans and their involvement.

5. **PROVOCATIVE QUESTIONS:**

Your life as a plantation child is very exciting and relatively easy. You did not have to work nearly as hard as other children living on the plantation. You were also able to get private tutoring. Research this actual plantation life and write a week's worth of diary depicting your life.

6. **EXAMPLES OF CHANGE:**

The roles of women today have changed tremendously since the Revolutionary War. Create a time line displaying how women's lives have changed from the Revolutionary War period to today.

7. **EXAMPLES OF HABIT:**

Several modern day societies or religious groups (e.g. Amish) have chosen not to take advantage of technological advances. Research one of these groups and use this information to write an oral report to be presented in class.

8. **ORGANIZED RANDOM SEARCH:**

Monarchy was the form of government in England. Using the monarchy as your model, redesign the student council in your school. In a labeled diagram, show governance in your school for the next ten years.

9. **SKILLS OF SEARCH:**

Research colonial foods. Create a "kid's meal" for a child in this time period. Tell what would foods you would include in this box and explain why. Create a jingle you could use to market your colonial "kid's meal." Bring in your colonial "kid's meal."

10. **TOLERANCE FOR AMBIGUITY:**

One of the big debates in literature, theater and other media today is who has the right to control what should be allowed uncensored. Create an editorial essay from the viewpoint of two people living in the 18th century United States expressing their conflicting views on how he/she would respond to specific current controversy regarding censorship.

11. **INTUITIVE EXPRESSION:**

Imagine that the Battle of Camden is over and you just arrived at the battle field. You believe that your father fought during this battle. Use your 5 senses and write a sonnet expressing your emotions as you survey the battle site in search of your father.

12. **ADJUSTMENT TO DEVELOPMENT:**

Research the Boston Massacre. Could anything have been done to prevent the Boston Massacre? Create a soldier's training manual for how to react in these situations.

13. **STUDY CREATIVE PEOPLE AND PROCESS:**

Choose a person we have studied in our unit. Research and create a biographical pop-up book about your person.

14. **EVALUATE SITUATIONS:**

Many great writers wrote during this time period. What qualities make their works universal? What qualities make these works important and valuable? What do people learn by reading these great writer's works? Prepare an essay explaining your answer to these questions.

15. **CREATIVE READING SKILL:**

Research one famous Revolutionary War person and create a “body map” of this person by sketching a life-size torso and attaching descriptor tags. The descriptor tags should include personality traits, goals and accomplishments, feelings and emotions of the war.

16. **CREATIVE LISTENING SKILL:**

Listen to colonial era music. Create an instrument similar to ones that you hear in the music pieces.

17. **CREATIVE WRITING SKILL:**

Write a tall tale such as Paul Bunyan using a female colonial heroine. Explain outlandish feats performed by the heroine that aided the settlers in New World. Illustrate your tall tale and prepare it in booklet form.

18. **VISUALIZATION SKILL:**

Visualize Revolutionary War battle scenes. Make a mural depicting that scene.

**CRITICAL THINKING SKILLS – ACADEMIC
ANALYZING HUMAN ACTIVITIES! (AHA!)**

STATE STANDARD #4 STUDENTS WILL BE ABLE TO: Identify the developments, major events, and notable figures involved in the separation of the 13 colonies from the England.

ESSENTIAL QUESTION: How does the Universal Theme of **Producing, Exchanging and Distributing** create mastery learning of essential concepts in this unit?

1. **PRODUCING, EXCHANGING, AND DISTRIBUTING** [ECONOMICS]

(Textbook or Database: Social Studies textbook pp. 273-274)

KNOWLEDGE:

Anticipatory Set: Students will enter the classroom with a pre-stamped index card placed on desks.

Students will: Recognize the meaning of “no taxation without representation.”

COMPREHENSION:

Interpret the meaning of “no taxation without representation.”

APPLICATION:

Anticipatory Set: Listen to the Beatles’-“Revolution” and conduct an open debate about the Stamp Act.

Students will: Construct a collage of things that are taxed in our society that most people do not think of as a “tax” e.g. speeding tickets are a tax on driving too fast / drivers licenses are a tax on driving.

Class/team product: Create a colonists petition to get rid of the Stamp Act

MULTICULTURAL and/or ESL and/or BILINGUAL LINK: Relate the Jewish customs of paying taxes to the British customs of paying taxes.

MATHEMATICS/SCIENCE LINK and/or HUMANITIES LINK: A ship traveling 100 miles a day would take 4 1/2 days to carry the news from one city to another. Ask students to calculate how long it would take for news to travel from NYC to Boston, about 250 miles by sea.

SCHOOL-TO-CAREER/TECH PREP LINK: Postal Carrier to share postage stamp commemoratives. Link the historic connections of the “stamp”

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: View film clip about Pres. Franklin speaking on taxation without representation in “1776” film.

Students will: Compose an editorial letter to the editor about unfair taxes.

Class/team/individual product: Interview students in grades 3 – 5 on their opinions of unfair taxes.

INDIVIDUAL JOURNAL ASSIGNMENT:

Explain the message behind the colonists’ cartoon stamp with crossbones.

HOMELINK:

Interview parents with questions about the pros and cons of paying taxes.

STATE STANDARD # 1 STUDENTS WILL BE ABLE TO explain the changes in transportation and their effects on the U.S. before 1877.

ESSENTIAL QUESTION: How does the Universal Theme of **Transportation** create mastery learning of essential in this unit?

2. TRANSPORTATION

(<http://revolution.h-net.msu.edu/> 2. Social Studies Vol. 2, pp. 344-345)

KNOWLEDGE:

Play the song “Locomotion” 2. View film clip “Top Gun” and “Apollo 13”

Anticipatory Set:

1. Play the song “Locomotion”
2. View film clip “Top Gun” and “Apollo 13”

Students will: List the types of transportation viewed in the video clip.

COMPREHENSION:

Students will compare using a Venn Diagram between Revolutionary Times and Present Time.

APPLICATION:

Anticipatory Set: Show clips from “Star Wars”/”Star Trek” battle scenes. What will the means of transportation be in future wars.

Students will: Produce a diorama that depicts past, present, and future transportation.

Class/team product Illustrate a picture timeline of the evolution of transportation from the Revolutionary Period to present time.

MULTICULTURAL and/or ESL and/or BILINGUAL LINK: View clips from “Last of the Mohicans” Compare modes of transportation to those of the Revolutionary War.

MATHEMATICS/SCIENCE LINK and/or HUMANITIES LINK: Create a percentage circle graph of the class responses of the preferred mode of transportation.

SCHOOL-TO-CAREER/TECH PREP LINK: Air Force speaker to speak to the class about current modes of military transportation.

Students will take their hand drawn graphs and recreate them on the computer.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Listen to “2001” theme or view “Space Jam”

Students will: Design a mode of transportation that will be used 100 years from now.

Class/team/individual product: Create a model according to their designs using materials provided by the teacher.

INDIVIDUAL JOURNAL ASSIGNMENT:

Explain why their design of their 2100 method of transportation is more efficient

HOMELINK:

Ask parents about their most unusual experience involving a mode of transportation

STATE STANDARD#_1____ STUDENTS WILL BE ABLE TO explain the changes in communication and their effects on the U.S. before 1877.

ESSENTIAL QUESTION: How does the Universal Theme of **Communications** create mastery learning of essential concepts in this unit?

3. COMMUNICATIONS (Social Studies Text)

KNOWLEDGE:

Anticipatory Set: Listen to “I heard it Through the Grapevine” Discuss how “the grapevine” relates to communication.

Students will: Name the means of communication that they feel was used during the 1700’s

COMPREHENSION:

Read and discuss “The Midnight Ride of Paul Revere”. Students will summarize and compare Paul Revere’s ride to William Dawes’ ride. Students will be able to give examples of the codes or secret symbols used by Paul Revere and William Dawes to alert the colonists about the British arrival.

APPLICATION:

Anticipatory Set: View the “Johnny Tremain” clip of the coded message. Discuss why they were using codes.

Students will: Create a coded message for the slogan- “The British are coming”!

Class/team product Students will construct a 2nd coded message inviting guests to visit the classroom.

MULTICULTURAL and/or ESL and/or BILINGUAL LINK: Invite a person to come in and teach American and Native American sign language.

Observe other cultural means of communication (slave, Egyptian, etc.)

MATHEMATICS/SCIENCE LINK and/or HUMANITIES LINK: Moth Scent Game – Find your “Moth Mate”. How many animals communicate with others in their species?

SCHOOL-TO-CAREER/TECH PREP LINK: Communication links through the Post Office

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: Listen to the song “The Times They are a-Changing.” Discuss the meaning of this song.

Students will: Examine the Revolutionary War period and how the outcomes would’ve changed if the means of communication were more efficient!

Class/team/individual product: Students will reenact the Revolutionary War using modern communications.

INDIVIDUAL JOURNAL ASSIGNMENT:

Would the minute men still have been minute men if the means of communication were more efficient?

HOMELINK:

Parents create a secret coded message to the teacher.

STATE STANDARD #__2__ STUDENTS WILL BE ABLE TO relate the importance of shared values, principles and beliefs of American democracy.

ESSENTIAL QUESTION: How does the Universal Theme of **Protecting and Conserving** create mastery learning of essential concepts in this unit?

4. PROTECTING AND CONSERVING

KNOWLEDGE:

Anticipatory Set: Share quotes by Patrick Henry “I know not what course others may take, but as for me, give me liberty or give me death”, and Nathan Hale, “I regret that I have but one life to give for my country”.

Students will: Write or state a paraphrased version of these quotes in today’s “lingo”.

COMPREHENSION:

Compare and contrast the quotes of Patrick Henry and Nathan Hale

APPLICATION:

Anticipatory Set: View clips from “1776” and “Forest Gump” looking for quotes.

Students will: Apply and create a quote of their own that reveals their personal philosophy, or what are they passionate about, what would they die for.

Class/team product:

Compile quotes to create a “Book of Quotes”

Students will recite their quotes for Keels Inside Stuff

MULTICULTURAL and/or ESL and/or BILINGUAL LINK: Students will translate their quotes into a foreign language.

MATHEMATICS/SCIENCE LINK and/or HUMANITIES LINK: Students will restate quotes of environmentalists, Ralph Nader, Rachel Carson, John Audubon, Henry Thoreau, into today’s language.

SCHOOL-TO-CAREER/TECH PREP LINK: S. C. Wildlife Assoc. (Jack Hancock/ Clemson Extension to speak about conservation and their philosophy)

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: View clip of “The Jackie Robinson” story.

Student will: Role-play an instance where they would defend an older or younger person.

Class/team/individual product: Students will create a photo essay based on their defending an older or younger person.

INDIVIDUAL JOURNAL ASSIGNMENT:

Discuss how their role play has strengthened relationships with their partners.

HOMELINK:

Discuss ways their parents defend and protect their children.

STATE STANDARD # 4 STUDENTS WILL BE ABLE TO The students will keep journals, publish stories, poems and plays; use information to research topic; assess information from print, video and on line resources.

ESSENTIAL QUESTION: How does the Universal Theme of **Providing Education** create mastery learning of essential concepts in this unit?

5. PROVIDING EDUCATION

KNOWLEDGE:

Anticipatory Set: View clip from “Little House on the Prairie”, showing a one room schoolhouse.

Students will: List at least one activity that takes place in a one room schoolhouse

COMPREHENSION:

Submit lists to teacher. Class will paraphrase and combine all lists to develop one list onto an overhead transparency of daily activities.

APPLICATION:

Anticipatory Set: View “Anne of Green Gables” to observe the hornbook and quill pens.

Students will: Illustrate a sketch of what they observed.

Class/team product: Construct and recreate an actual example of a hornbook and a quill pen

MULTICULTURAL and/or ESL and/or BILINGUAL LINK: Discuss how schools are different in various cultures...Quakers, Amish, India, Africa, South American, and Appalachia

MATHEMATICS/SCIENCE LINK and/or HUMANITIES LINK: Students will make natural dyes similar to those used in Colonial days and dye a square of cloth.

SCHOOL-TO-CAREER/TECH PREP LINK: Read “My Great Aunt Arizona” and compare the tasks of a teacher from past to present.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: Play “School Days, School Days”

Students will: Investigate life in a one room school house

Class/team/individual: Class will role-play a day in the life of a one-room schoolhouse

INDIVIDUAL JOURNAL ASSIGNMENT:

Write in journals using the hornbook lettering. Copying the letters on the hornbook to their journal.

HOMELINK:

Visit a local library with parents to find and read a Revolutionary period book.

STATE STANDARD # SS1 STUDENTS WILL BE ABLE TO Discuss the development of key technological innovations and inventions throughout the world and their social and economic effects on the U.S. before 1861.

ESSENTIAL QUESTIONS: How does the Universal Theme of **Making and Using Tools and/or Technology** create mastery learning of essential concepts in this unit?

6. **MAKING AND USING TOOLS AND/OR TECHNOLOGY**

KNOWLEDGE:

Anticipatory Set: Read aloud excerpts from “Ben and Me”

Students will: Research inventors and inventions of the Colonial Period using the Internet. Results of the research will be combined in a classroom newspaper. All articles will include the 5 “W’s”.

COMPREHENSION:

Teacher will list colonial tools and functions on a chart. Pictures of the tools will be on the overhead. Students will match tools with functions.

APPLICATION:

Anticipatory Set: View opening scene from “2001”, “Witness”, “Star Trek”

Students will: classify the tools and functions of those viewed in the clips.

Class/team product: Create a paper mache' tool.

MULTICULTURAL and/or ESL and/or BILINGUAL LINK: Research jobs of African Americans during Colonial times

MATHEMATICS/SCIENCE LINK and/or HUMANITIES LINK: Read “How big is a foot”
Experiment with nonstandard measurements.

SCHOOL-TO-CAREER/TECH PREP LINK: Invite a “cobbler” or tailor or jeweler to share their tools of their trade. Read the “Tailor of Gloucester”,

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: view clips from “Tool Time”, “This Old House”, and “The Yankee Workshop”

Students will: create an advertisement using propaganda techniques that could be used to market their tool.

Class/team/individual product: Construct a museum exhibit of the tools and advertisements.

INDIVIDUAL JOURNAL ASSIGNMENT:

If Benjamin Franklin returned, which inventions do you think he would be most amazed by. And which do you think he might try to improve on.

HOMELINK:

Name the types of technology found in your home.

STATE STANDARD # Reading/LA C, Math III STUDENTS WILL BE ABLE TO identify patterns, relationships and functions. Describe the rhyme scheme; use rhymed, unrhymed and patterned poetry.

ESSENTIAL QUESTION: How does the Universal Theme of **Providing Recreation** create mastery learning of essential concepts?

7. PROVIDING RECREATION

KNOWLEDGE:

Anticipatory Set: Play a game from Colonial times (Cat and Mouse, capture the hanky, Blind Man’s Bluff, Charades...) Sing “The Muffin Man”, “Hot Cross Buns”, “Yankee Doodle”

Students will: Brainstorm recreational past-times of Revolutionary Times (storytelling, songs, dancing, and games).

COMPREHENSION:

Compare a list of games students play today with games played in Colonial Times.

APPLICATION:

Anticipatory Set: Play a game from Colonial Times

Students will: Modify the colonial game played into a game that would be played today.

Class/team product: Student will work in cooperative groups to create a game that could have been used during colonial times. Using materials that would have been available during that time (wood, cloth, string)

MULTICULTURAL and/or ESL and/or BILINGUAL LINK: View toys and games of other cultures. Enjoy a day filled with games from other countries (Mancala, Chinese checkers, and Chess)

MATHEMATICS/SCIENCE LINK and/or HUMANITIES LINK: Determine the probabilities of winning a game of chance. Record the results on a graph

HIGHER ORDER THINKING SKILLS (H.O.T.S.)

Anticipatory Set: View clips from “Toy Story”

Students will: Brainstorm ideas of how today’s toys will have evolved through time

Class/team/individual: Construct or design a futuristic game and write directions how it would be played.

INDIVIDUAL JOURNAL ASSIGNMENT:

Could games today be played during Colonial Times? Why or Why not?

HOMELINK:

Teach someone at home how to play your game or a Colonial game.

STATE STANDARD # _____ STUDENTS WILL BE ABLE TO _____.

ESSENTIAL QUESTION: How does the Universal Theme of **Organizing and Governing** create mastery learning of essential concepts in this unit?

8. **ORGANIZING AND GOVERNING** SS textbook pages 162-164, and 172-174

KNOWLEDGE:

Anticipatory Set:

1. Show film clip from “Williamsburg: The Story of Patriot”,
2. Show film “A Fish Called Wanda.”

Students will: Label a graphic organizer showing how Great Britain’s parliament is organized after Viewing the films and textbook pages 162-164, and 172-174.

COMPREHENSION:

Translate into your words the major points of Common Sense, the Declaration of Independence, and Poor Richard’s Almanac.

APPLICATION:

Anticipatory Set:

1. Examine Lincoln –head penny and discover the Latin phrase “E Pluribus Unum” and “In God We Trust” and discuss it.
2. Discuss how Thomas Paine’s “Common Sense.” did and Jefferson’s Declaration of Independence reflects a government of one people and yet each still has elements of the past. Discuss how a fourth grade class of 25 students functions as one unit.

Students will: The students will hold a press conference to discuss reasons a fourth grade class of 25 students should function as one.

Class/team product: Construct a hanging mobile displaying the hanging in balance along with the Declaration of Independence and Common Sense.

MULTICULTURAL and/or ESL and/or BILINGUAL LINK: Read “Charter of Human Rights” by Eleanor Roosevelt and discuss it.

MATHEMATICS/SCIENCE LINK and/or HUMANITIES LINK: The students will calculate how many years it has been since the Declaration of Independence was signed.

SCHOOL-TO-CAREER/TECH PREP LINK: Take a visit the State House while it is in session.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: View scenes from the film clips of “American President” and “Annie.”

Students will: Research data and gather factual information to support your point of view about **George** Washington and Thomas Jefferson.

Class/team/individual product: Create a bumper sticker demonstrating the more competent leader of America, George Washington and Thomas Jefferson.

INDIVIDUAL JOURNAL ASSIGNMENT:

Discovering the qualities that make good leader, prepare a paragraph that explains who the best leader is and why.

HOMELINK:

Discuss with your parents whether or not their boss to be good leader, whether journal link qualities.

STATE STANDARD # _____ STUDENTS WILL BE ABLE TO _____.

ESSENTIAL QUESTION: How does the Universal Theme of **Moral, Ethical and Spiritual Behavior** creates mastery learning of essential concepts in this unit?

9. **MORAL, ETHICAL, AND SPIRITUAL BEHAVIOR**

KNOWLEDGE:

Anticipatory Set: Place a sign on water fountain that says “Boys Only.”

Students will: Name and describe their personal feeling and emotions they felt when they saw the sign.

COMPREHENSION:

Analyze the Declaration of Independence. Students will openly debate the meaning of “All Men Are Created Equal” means.

APPLICATION:

Anticipatory Set: Distribute clips of magazine ads and view clips of television commercials.

Students will: Discuss whether they observed gender bias in the commercials. Create a solution to solve this inequality or gender bias.

Class/team product: Student will dramatize on video tape cooperative groups-one with gender slant and one without.

MULTICULTURAL and/or ESL and/or BILINGUAL LINK: Research the times before segregation when there were unequal privileges between Blacks and whites.

SCHOOL-TO-CAREER/TECH PREP LINK: Invite a historian to elaborate on experiences with regards to inequality.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: Students will listen to a lesson being taught in a foreign language.

Students will: Discuss the pros and cons of teaching non-English students in their native language. Conduct a survey about the thoughts of having a common international language.

Class/team/individual product: Write a letter to our state congressmen asking to pass a law mandating that Americans learn a foreign, much like oriental countries does.

INDIVIDUAL JOURNAL ASSIGNMENT:

How will a common international language make an impact on our nation?

HOMELINK:

Send home a note written in Spanish or other foreign language. Have parents record their reactions.

STATE STANDARD # 2(SS) STUDENTS WILL BE ABLE TO discuss what it means to be a citizen. Identify the rights and responsibilities of individuals in a democratic society. Indicate character traits that enhance citizen effectiveness and promote the healthy functioning of American democracy.

ESSENTIAL QUESTION: How does the Universal Theme of **Aesthetic Needs** create mastery learning of essential concepts in this unit?

10. **AESTHETIC NEEDS**

KNOWLEDGE:

Anticipatory Set: Listen to the songs “Born Free” or “Blowing in the Wind”.

Students will: Read excerpts from Ghandi’s writings, Martin Luther King, Jr.’s, “I have a dream speech”, John F. Kennedy’s, “Ask not what your country can do for you...”, Emerson’s “Walden”, Rachel Carson’s “Silent Spring”, Mother Theresa’s letters.

COMPREHENSION:

Brainstorm with your group, what in your opinion is “the good life”?

APPLICATION:

Anticipatory Set: Show a clip from “Annie” arriving at Daddy Warbucks house for the first time.

Or the flight scene from “Out of Africa” or “Richie Rich” or “Living Large”

Students will: Browse through “50 Simple Things Kids Can do to Save the Planet”

Class/team product: Choose a project to work on, out of the book, to donate to the school.

MULTICULTURAL and/or ESL and/or BILINGUAL LINK: Research and find at least 5 different cultural opinions of living the good life. Create a travel brochure.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: Show “anti-drug commercials” by sports figures. Bring in a guest speaker, football player, basketball player, and golfer...to talk to the class about their “good life”

Students will: Write a mission statement on how to live a life of self- satisfaction and beauty, free from drugs, prison, poverty etc.

Class/team/individual product: Present their mission statement as a web page.

HOMELINK:

Ask a family member what their opinion of the “good life” is. Discuss the pros and cons of having the “good life”.

STATE STANDARD # I_ STUDENTS WILL BE ABLE TO Describe the development of the U.S. Constitution and explain its significance. Identify the framers of the Constitution and the roles they played in framing the Constitution.

11. **SOCIAL SCIENCE** (Textbook or database; Text pps. 330 – 331)

KNOWLEDGE:

Anticipatory Set: Read aloud “Shh! We’re Writing the Constitution” by Jean Fritz

Student will: Describe various attitudes and perspectives of the citizens of separate states towards the idea of becoming a united nation.

COMPREHENSION:

List reasons for various attitudes and perspectives

APPLICATION:

Anticipatory Set: Play a game without rules.

Student will: Decide what the rules should be for the game.

Class/team product: Develop a pamphlet of playground rules for Joseph Keels

MULTICULTURAL and/or ESL and/or BILINGUAL LINK: Research the origin of Democracy. (Greek)

MATHEMATICS/SCIENCE LINK and/or HUMANITIES LINK: Students work with the librarian to locate population figures for the year 1780-1788 to make a timeline.

SCHOOL-TO-CAREER/TECH PREP LINK: Write letters to members of the state government sharing with them your perspective on what you think the revenue from the newly adopted state lottery should be spent.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: View a clip of the United States House of Representatives in session from C-Span.

Students will: Use a graphic organizer to compile a list 5 new laws that can be used to improve education.

Class/team/individual product: In teams of no more than four students, students will create a flip pamphlet of new laws. Students will compose a song using the words of the Preamble to the Constitution.

INDIVIDUAL JOURNAL ASSIGNMENT:

Write your impressions of what it was like to create rules for a country.

HOMELINK:

Students discuss with their parents rules agreed upon in their house.

STATE STANDARD # IV STUDENTS WILL BE ABLE TO connect geometry and spatial sense to other aspects of mathematics to other disciplines.

12. **MATHEMATICS OR KNOWLEDGE:** (SS textbook pp.407 and 447)

KNOWLEDGE:

Anticipatory Set: Read Aloud: The Keeping Quilt Discuss how quilts are a part people's family history. Provide examples of quilts and quilts patterns.

Students will: Identify the types of geometric shapes included in the quilts previously displayed.

COMPREHENSION:

Students will define the terms polygons and identify the other "gons."

APPLICATION:

Anticipatory Set: Look at the quilt designs on pp. 407 and 447 in their SS textbook. Discuss the patterns and themes in each quilt.

Students will: Design an 8" x 8" square pattern using the geometric shapes previously discussed.

Class/team product: Draw and color or use needle work design on an 8" x 8" square piece of poster board or cloth.

MULTICULTURAL and/or ESL and/or BILINGUAL LINK: Invite someone who sews and designs quilts to visit (ex. Faith Ringo) to discuss quilt making and how it shows cultural and family history.

MATHEMATICS/SCIENCE LINK and/or HUMANITIES LINK: Language Arts Connection: Students will write one sentence each describing what their piece means to them. This sentence will be compiled and placed in the center of the quilt.

SCHOOL-TO-CAREER/TECH PREP LINK: (See multicultural link)

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: Read-Aloud: "The Missing Piece". Discuss how shapes join together to make a whole using pattern blocks. (fraction tie in)

Students will: Join their quilt pieces they have designed together to compose a class quilt.

Class/team/individual product: The class will create a class quilt to be displayed in the fourth grade hallway.

INDIVIDUAL JOURNAL ASSIGNMENT:

Explain how you felt while creating your individual patterns and class quilts.

HOMELINK:

See how many geometric shapes you and your parents can identify in your house. Ask your parents to share with you a favorite quilt or family story about a quilt.

STATE STANDARD #B-1.d.e STUDENTS WILL BE ABLE TO plan and conduct a simple investigation: use data to construct a reasonable explanation ; Communicate investigations and explanations.

13. **SCIENCES OR Health**

KNOWLEDGE:

Anticipatory Set: Show a clip from Hawaii (movie).

Show a clip from Johnny Tremain when Johnny burned his hand.

Students will: Discuss how illness and infections can change the course of war. List past and current Epidemics.

COMPREHENSION:

How were burns treated in Revolutionary times? How are they treated Today?

APPLICATION:

Anticipatory Set: Have on hand spider webs, corn husks, flowers, and pieces of cloth in a learning center.

Students will: Demonstrate what each item could have been used for, using creative thinking skills.

Class/team product Create a first aid book for families in the Revolutionary period.

MULTICULTURAL and/or ESL and/or BILINGUAL LINK: Research natural remedies as used in other cultures.

SCHOOL-TO-CAREER/TECH PREP LINK: Invite a pharmacist and a homeopathic doctor to the classroom to discuss alternatives to modern medicine.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: Show a film clip from “Mash, “Gone with Wind”, “Dances with Wolves”

Students will: Identify, categorize, and explain the medical procedures as seen in the films.

Class/team product: Each student will compile a collection of items needed for a first aid kit.

INDIVIDUAL JOURNAL ASSIGNMENT:

Compose a letter to a revolutionary soldier describing how medicines have changed over time.

HOMELINK:

Discuss with a parent or grandparent a disease where a cure has been found during their lifetime.

STATE STANDARD #4.G STUDENTS WILL BE ABLE TO publish in a variety of formats, such as stories, poems, and plays.

14. READING OR HUMANITIES/LITERATURE OR

KNOWLEDGE:

Anticipatory Set: Bring in Farmer’s Almanac, discuss information found in an almanac

Students will: Define proverbs like: “Actions speak louder than words” and “Lost time is never found”.

Discuss their meanings.

COMPREHENSION:

The students will give examples of other proverbs, write them on sentence strips, and display them around the room.

APPLICATION:

Anticipatory Set: Provide other proverbs by Benjamin Franklin. Have students determine meanings. Have book of idioms available.

Students will: brainstorm proverbs of their own.

Class/team product: The students will make a rebus story of their favorite proverbs and publish them in a class book.

MULTICULTURAL and/or ESL and/or BILINGUAL LINK: Research Chinese proverbs. Enjoy fortune cookies.

MATHEMATICS/SCIENCE LINK and/or HUMANITIES LINK: Research proverbs that deal with math or science (i.e. “A Penny Saved is a Penny Earned”)

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: Listen to the song “If (A Picture Paints a Thousand Words, Then Why Can’t I Paint You)”

Students will: Produce illustrations of proverbs to be compiled in a class book of proverbs

Class/team/individual product: Finished book will be on display in the media center.

INDIVIDUAL JOURNAL ASSIGNMENT:

Interpret what “An apple a day keeps the doctor away”.

HOMELINK:

Tell why you would use proverbs. Share proverbs with people in your family. Do they interpret them the same way?

STATE STANDARD #3.B STUDENTS WILL BE ABLE TO clarify viewpoints, develop new understanding, and view findings from various perspectives .

15. LANGUAGE ARTS OR FOREIGN LANGUAGE

KNOWLEDGE:

Anticipatory Set: Read the story “The True Story of the Three Little Pigs”. Read “A View From Saturday” and discuss point of views from a mother’s, child’s, and soldiers perspective of the Revolutionary War.

Students will: recall and discuss the viewpoints of the three little pigs from the original story and the point of view from the wolf’s perspective in “The True Story of the Three Little Pigs”.

COMPREHENSION:

The class will be divided into groups of three: Loyalist, Patriots, and neutral. Each group will brainstorm and List as many reasons as possible for defending its chosen viewpoints.

APPLICATION:

Anticipatory Set: The students will view a clip from “Mrs. Doubtfire” and discuss how the Robin William’s viewpoint changed from a father’s perspective to a mother’s perspective.

Students will: move to their assigned groups (Loyalist, Patriots, neutral) and try to persuade other groups to adopt their viewpoints. As changes in viewpoints occur, the students will move to the groups of their new viewpoint.

Class/team product: The students will modify a child’s point of view from the story “A View From Saturday” in a project Cube.

MULTICULTURAL and/or ESL and/or BILINGUAL LINK: The student will discuss what a day in their classroom would like if they were an ESL student.

MATHEMATICS/SCIENCE LINK and/or HUMANITIES LINK: The students will graph results of point of views in a pie graph using percentages.

SCHOOL-TO-CAREER/TECH PREP LINK: Invite a notable storyteller to retell a familiar story from their point of view.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: Read “The Three Little Javalenas”.

Students will: distinguish the differences of viewpoints from the three stories: “The Three Little Pigs”, “The True Story of the Three Little Pigs”, and “The Three Little Javalenas”.

Class/team/individual product: The students will create and produce a puppet show of their version of the three little pigs.

INDIVIDUAL JOURNAL ASSIGNMENT:

Write a journal entry explaining whether you would use your voice, a pen, or your gun to fight for the things you believe in.

HOMELINK:

Role-play with a parent at home exchanging point of views from different perspectives.

16. ART/MUSIC OR FINE ARTS

KNOWLEDGE:

Anticipatory Set: Have waltzes playing as students view copies of Gainsborough painting, Lord Kilmorey, George Romney, J.M.W. Turner, Fragonard, Pigalle.

Students will: compare the works of art and express why one might be their favorite.

COMPREHENSION:

The students will summarize how the above pieces of art made them feel.

APPLICATION:

Anticipatory Set: Play “Twist and shout”, “Boogie Woogie Bugle Boy”, and “Battle Hymn of the Republic.”

Students will: create movements to go along with the songs in small groups.

Class/team product: The students will perform dance for the class.

MULTICULTURAL and/or ESL and/or BILINGUAL LINK: The students will hear music from other cultures and learn corresponding dances.

MATHEMATICS/SCIENCE LINK and/or HUMANITIES LINK: The students will compare beats in music to fractions (whole, half, quarter, eighth).

SCHOOL-TO-CAREER/TECH PREP LINK: Invite a professional dancer to teach waltzes.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: Play “I’d like to teach the World to Sing “.

Students will: categorize today’s music by selecting three pieces that evoke feelings of excitement, anger, and tranquility.

Class/team/individual product: The students will produce a tape using portions of each to share with the class.

INDIVIDUAL JOURNAL ASSIGNMENT:

Describe your favorite music and tell why you enjoy it, quoting words, rhythm, and musical instrument used.

HOMELINK:

Have students ask parents what dances were popular when they were ten. Learn the waltz together.

STATE STANDARD L#4 STUDENTS WILL BE ABLE TO develop a strategy for the improvement of selected fitness components.

17. PHYSICAL ED OR VOCATIONAL/TECHNICAL ARTS

(Social Studies Text pp. 290 - 291)

KNOWLEDGE:

Anticipatory Set: Read pp. 290 – 291 – “The Continental Army”. Point out to students that George Washington made rules for his soldiers.

Students will: list the purpose of rules when playing a game or sport.

COMPREHENSION:

Illustrate what happens when people don’t follow the rules of a game.

APPLICATION:

Anticipatory Set: Play a clip from “He Got Game” where Jesus’s father is teaching him the rules of the games of basketball.

Students will: work in groups and choose a game or sport.

Class/team product: Pantomime a game being played without rules and played with rules. Each group should list the rules for the game or sport and devise/create new rules as well.

SCHOOL-TO-CAREER/TECH PREP LINK: Invite a coach to come to the class to relate how a general in the military, like General George Washington, is similar to a sports coach.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: Watch a video clip of “War” where the students are strategizing their revenge. Explain the rules of the war the fourth grade war games.

Students will: organize a team strategy to defend the flags from being captured by their opposing teams.
Class/team/individual product: The students will speculate on or plan alternative courses of actions to defend the flag and capture their Opposing teams' flags.

INDIVIDUAL JOURNAL ASSIGNMENT:

Explain why it is important to have rules.

HOMELINK:

Ask your parents to share with them some family traditions and rules that have been passed down.

**MORAL/ETHICAL/SPIRITUAL
REASONING AND DILEMMAS**

ESSENTIAL QUESTION: How does the content of this unit reflect character education through Moral and Ethical dilemmas?

1. **Producing, Exchanging, and Distributing** [Economics]

DILEMMA:

You have just heard the Stamp Act has been passed. People are saying we have to pay taxes and our papers must be stamped. You know someone who forges stamped documents and are willing to sell them to you. What would you do?

2. **Transportation**

DILEMMA:

You are a ship owner in the colonial days. You can carry cargo of shrimp back to England and return with expensive British merchandise. For this you will earn 700 pounds. Or you can agree to carry a cargo of slaves from Africa to the West Indies for 6 times that amount. What will you do?

3. **Communications**

DILEMMA:

William Dawes has asked you to continue his midnight ride informing the colonists that the British are coming. You had plans to leave with your family to wait out the war. What will you do?

4. **Protecting and Conserving**

DILEMMA:

John Locke is on his way to an important town meeting where he will present his philosophy that will shape America's government forever. You are the bodyguard whose job it is to protect him. There is a loyalist positioned and ready to shoot him. Do you jump in front of the bullet and sacrifice your life for the good of the country or stay where you are for the good of your family?

5. **Providing Education**

DILEMMA:

You are sitting in a one room school house. Your teacher has strict rules about working in complete silence. She has given you 10 minutes to complete your alphabet assignment. With 2 minutes and 6 letters left, you run out of ink. Your best friend is sitting two places down working diligently. Should you break the code of silence and ask for additional ink or remain silent with an unfinished assignment?

6. **Making and Using Tools and/or Technology**

DILEMMA:

It is against the law to work on the Sabbath. Your family is hungry and desperately needs money. A visitor traveling by offers you money to repair the wheel on their wagon. This would require breaking the Sabbath. What would you do?

7. **Providing Recreation**

DILEMMA:

Your friend is at your house showing you his newly invented futuristic game and how it works. He asked you not to touch it while he is in the restroom. Do you honor his request or become just a little bit inquisitive and test it out?

8. Organizing and Governing**DILEMMA:**

You are a poor soldier in Washington's Continental Army camped during freezing winter. You know you are needed to help fight the war, but you have just received a letter from your desperate mother telling you that your father is dead. She is trying to run the family farm by herself to support your younger brothers and sisters. Will you stay or desert?

9. Moral, Ethical, and Spiritual Behavior**DILEMMA:**

When Thomas Jefferson wrote the phrase, "All men are created equal," did the people of colonial times truly believe this? Do you believe it now? Give an example of a time when you have treated everyone equally.

10. Aesthetic Needs**DILEMMA:**

Your friend lives in a mansion in town and you live in a small house in the rural areas. You are ashamed of inviting your friend over to your house in order to finish your school project. All of the working materials are at your house. Would you invite your friend to work on your project or not?

**PRODUCTIVE THINKING SKILLS
DIVERGENT/CREATIVE THINKING**

1. BRAINSTORM MODEL**A. BRAINSTORM ALL OF THE _____:**

- AHA #1. Things that can be taxed.
- AHA #2. Ways to travel in colonial times.
- AHA #3. Ways colonists, African Americans, and Native Americans communicate.
- AHA #4. British customs colonists want to keep.
- AHA #5. Gender differences in different cultures.
- AHA #6. Tools used in colonial homes.
- AHA #7. Materials used in toys in colonial times

B. BRAINSTORM AS MANY _____ AS YOU CAN THINK OF.

- AHA #8. Important people in the colonial period
- AHA #9. Unequal privileges
- AHA #10. Materials used in colonial art
- AHA #11. Towns named for geographical features
- AHA #12. Uses of quilts
- AHA #13. Ways germs travel
- AHA #14. Ways a colonial child could earn money

C. HOW MANY WAYS CAN YOU COME UP WITH TO _____?

- AHA #15. Get out of doing your chores
- AHA #16. Make music without conventional instruments
- AHA #17. Determine the distance from one battlefield to another

2. VIEWPOINT MODEL (Human or Animate) (Use Cultural Literacy Terms)**A. HOW WOULD _____ LOOK TO A(N) _____?**

- AHA #1 Email / Benjamin Franklin.

AHA #2. Stealth fighter (JET) / Paul Revere
AHA #3 CNN Satellite pictures / George Washington
AHA #4. Revolution War / George Patten
AHA #5. Your classroom / child from the eighteenth century
AHA #6. Electrical iron / colonial child
AHA #7. Playstation / Johnny Tremain
AHA #8. The Declaration of Independence / communist nation

- B. WHAT WOULD A _____ MEAN FROM THE VIEWPOINT OF A(N) _____?
- AHA #9. Working on Sunday / Colonial people
AHA #10. Modern day city / revolutionary farmer
AHA #11. The quote, “ Ask not what your country can do for you, but what you can do for your country / Keels fourth grader
AHA #12. Electric blanket / Native American of 1700’s
AHA #13. Pills / doctors of Colonial times
AHA #14. Time for Kids / Colonial times
AHA #15. Rap song / minuteman
AHA #16. Cha-Cha Slide of today / 1800 century dance instructor
AHA #17. Football / colonial family

- C. HOW WOULD George Washington _____ VIEW THIS?
1. President Clinton
 2. a dollar bill
 3. The White House
 4. A Computer
 5. Volkswagen Beetle
 6. Orthodontist

3. INVOLVEMENT MODEL (Personification/Inanimate object brought to life)

- A. HOW WOULD YOU FEEL IF YOU WERE _____?
- AHA #1. Tea dumped in the Boston Harbor
AHA #2. Paul Revere’s horse
AHA #3. A coded message
AHA #4. The paper the constitution is written on
AHA #5. Quill pen
AHA #6. A butter churn
AHA #7. A ball
- B. IF YOU WERE A _____, WHAT WOULD YOU (SEE, TASTE, SMELL, FEEL)?
- AHA #8. Poor Richard’s Almanac
AHA #9. Puritan Church Pew
AHA #10. American Flag
AHA #11. Declaration of Independence
AHA #12. Quilt
AHA #13. Kite held by Ben Franklin
AHA #14. Headline in a newspaper
- C. YOU ARE A _____. DESCRIBE HOW IT FEELS.
- AHA #15. Drum
AHA #16. Printing press
AHA #17. Musket

4. CONSCIOUS SELF-DECEIT MODEL

- A. SUPPOSE _____. WHAT _____.
- AHA #1. There were no taxes / would our country be like?

- AHA #2. Horses could talk / what would they say?
- AHA #3. King George had a cellular phone / would they say?
- AHA #4. The colonist had not rebelled / what would have happened?
- AHA #5. Public schools did not exist / would your education be like?
- AHA #6. Colonial tools still used today / would your furniture, clothes, and shoes look like?
- AHA #7. British had won the war / who would we pledge our allegiance to?
- AHA #8. No separation of church and state / how would our life be different?
- AHA #9. No electricity / how would you play?

B. YOU CAN _____. WHAT _____?

- AHA #10. Free the slaves / events in history would change?
- AHA #11. Cure all diseases / uses could you have to promote good and not evil?
- AHA #12. Study with Einstein / changes would occur in your life?
- AHA #13. Invent electricity / could you do to help the colonists?
- AHA #14. Teach / will your colonial classroom be like?
- AHA #15. Speak a native tongue / will you say to George Washington?
- AHA #16. Play an instrument / music will you play at a tea party?
- AHA #17. Go back in time / changes would occur in the life of a colonial child?

5. FORCED ASSOCIATION MODEL (Use cultural literacy terms here)

A. HOW IS _____ LIKE _____?

- AHA #1. A tax/ A chore
- AHA #2. A carriage/ A car
- AHA #3. A letter/ An e-mail
- AHA #4. A war/ A football game
- AHA #5. Hornbook/ Computer
- AHA #6. Silversmith/ Car mechanic
- AHA #7. Square dance/ Soccer game

B. GET IDEAS FROM _____ TO IMPROVE _____.

- AHA #8. Second Continental Congress/ Our Congress today
- AHA #9. Quakers/ Our neighborhood
- AHA #10. Native American/ Conservation of the land
- AHA #11. Internet/ Our writing
- AHA #12. Thomas Jefferson/ Architectural design
- AHA #13. Satellite photography/ Colonial battle plans
- AHA #14. Benjamin Franklin/ Advertising

C. I ONLY KNOW ABOUT _____. EXPLAIN _____ TO ME.

- AHA #15. Folk tales/ Poetry
- AHA #16. Classical music/ Rock and Roll
- AHA #17. Hopscotch/ Capture the flag

6. REORGANIZATION MODEL

A. WHAT WOULD HAPPEN IF _____ WERE TRUE?

- AHA #1. All people, companies, churches, etc. paid exactly the same percentage of taxes.
- AHA #2. Horses could fly
- AHA #3. Paul Revere's horse tripped and slowed him down.
- AHA #4. The minutemen didn't care.
- AHA #5. Girls were allowed to attend college in colonial times
- AHA #6. Ink was not available
- AHA #7. The rumor that colonist watched television.

B. SUPPOSE _____ (HAPPENED)
WHAT WOULD BE THE CONSEQUENCES?

- AHA #8. George Washington told his father a lie
- AHA #9. Colonists did not have freedom of religion
- AHA #10. There were no fast food restaurants
- AHA #11. Everyone followed the golden rule
- AHA #12. There was no such thing as math
- AHA #13. No doctors
- AHA #14. Freedom of speech

C. WHAT WOULD HAPPEN IF THERE WERE NO _____ ?

- AHA #15. books
- AHA #16. music
- AHA #17. Sports to watch of television.

RESOURCES

I. Bibliography- Teacher/ Professional Books and Resources

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5. Fritz, Jean. *Shh! We're Writing the Constitution*.
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II. Bibliography-Student Books.

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6. Forbes, Esther. *Johnny Tremain*. Dell Publishers, 1969.
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9. *Freedom Documents*. Troll Associates.
10. Fritz, Jean, *Will You Sign Here, John Hancock?*, Coward-McCann, Inc.
11. Fritz, Jean. *Shh! We're Writing the Constitution*. Putnam, 1987.
12. Levy, Elizabeth. *If You Were There When They Signed the Constitution*. Scholastic.
13. *Mar 1980 Vol. 13 #7 "Boston Massacre"*
14. *Paul Revere, Son of Liberty*. Troll Associates.
15. Kent, Zachary. *Encyclopedia of Presidents*. Children's Press, 1986.

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17. Ringold, Faith. Freedom Quilt. (1994).
18. Sciecka, Jon. The True Story of the Three Little Pigs. (1995).
19. Thoreau, Henry. Walden. (1889).
20. What's the Big Idea, Ben Franklin? Coward, 1974.
21. Will You Sign Here, John Hancock? Coward, 1976.
22. The Three Javelenas

III. Educational Films/ Videos

1. Johnny Tremain
2. 1776
3. Free to Be a Kid
4. Little House on the Prairie
5. Fritz, Jean. Shh! We're Writing the Constitution
6. Patriot
7. Star Wars
8. Opening Ceremonies for the Olympics
9. American President
10. Liberty! The Series. Six-part series of one-hour documentaries for PBS.
11. School House History Rock

IV. Commercial Films/Videos

- | | |
|--|--|
| 1. "1776" | 17. Patriot |
| 2. CSPAN news | 18. The Seekers |
| 3. Johnny Tremain and the Sons of Liberty Bell | 19. A Fish Called Wanda |
| 4. Ben and Me | 20. Richie Rich |
| 5. Little House on the Prairie | 21. He Got Game |
| 6. Home Improvement | 22. Jackie Robinson Movie |
| 7. Star Wars | 23. Johnny Tremain |
| 8. Mash | 24. This Old House |
| 9. Forrest Grump | 25. Yankee House |
| 10. War Games | 26. Toy Story |
| 11. Space Jam | 27. Williamsburg: The Story of the Patriot |
| 12. Top Gun | 28. Out of Africa |
| 13. Apollo 13 | 29. Annie |
| 14. Star Trek | 30. Holland's Opus |
| 15. Last of the Mohicans | 31. Rules of Engagement |
| 16. In Living Large | 32. The Great Gatsby |
| | 33. Hawaii |
| | 34. Gone With the Wind |

V. Literature/ Language Arts

Fiction

1. Avi. The Fighting Ground
2. Benchley, Nathaniel. George, the Drummer Boy
3. Berleth, Richard. Samuel's Choice
4. Bulla, Clyde Robert. Charlie's House
5. Collier, James Lincoln. War Comes to Willy Freeman
6. Dalglish, Alice. The Courage of Sarah Noble
7. Dorris, Michael. Morning Girl
8. Field, Rachel. Calico Bush
9. Fleishman, Paul. Saturnalia
10. Forbes, Esther. Johnny Tremain
11. Fritz, Jean. George Washington's Breakfast
12. Greene, Jacqueline. Out of Many Waters
13. Harness, Cheryl. Three young Pilgrims

14. Hudson, Jan. Dawn Rider
15. Keehn, Sally. I am Regina
16. Lawson, Robert. They Were Strong and Good
17. Lowry, Janette. Six Silver Spoons
18. O'Dell, Scott. My Name Is Not Angelica
19. Longfellow, Henry Wadsworth. Paul Revere's Ride
20. Speare, Elizabeth George. The Sign of the Beaver
21. Wesler, G. Clifton. This New Land

Nonfiction

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2. Smith, Carter. A Sourcebook on Colonial America series. Millbrook Press, 1991.
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12. The New Nation. Oxford University Press, 1993.
13. Liberty For All. Oxford University Press, 1994.
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18. Patterson, Charles. Thomas Jefferson. Watts, 1987.
19. Miller, Natalie. Story of the Liberty Bell. Children's Press, 1968.
20. The Farmer's Almanac

Poetry

1. Longfellow, Henry Wadsworth. Paul Revere's Ride. E.P. Dutton. 1990.
2. Midnight Ride of Paul Revere
3. Ferris, Helen. Favorite Poems Old and New. Doubleday, 1957.
4. Benet, Rosemary and Stephen. George Washington
5. Emerson, Ralph Waldo. Concord Hymn.
6. Young, Stanley. Epitaph for a Concord Boy.
7. Smith, Samuel F. America
8. Van Dyke, Henry. America for Me.
9. Root, George F. The Battle Cry of Freedom.
10. Crook, Shelia J. The Statue of Liberty.

Drama

1. "1776" (musical)
2. Struggle for Freedom: Plays on the American Revolution. Cobblestone, 1990.
3. Yankee Doodle's Dandy Christmas. Plank Road Publishing, 1997.
4. Patriot
5. Dances With Wolves
6. Don Quixote

Art Works

- | | |
|---------------------------------|--|
| 1. Boston Massacre Paul Revere | 3. Battle of Bunker Hill Winthrop Chandler |
| 2. "Marbles" by Norman Rockwell | 4. Revolutionary Pictures |

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| 5. Paul Revere's Ride | 8. Statue of the Minuteman |
| 6. Boston Tea Party | 9. "Yankee Doodle" by Norman Rockwell |
| 7. Washington Crossing the Delaware | 10. "Lord Kilmorey" by Gainsborough |

Music

- | | |
|--|---|
| 1. "Almost Independence Day" by Van Morrison | 14. "The Rebel Girl" by Joe Hill |
| 2. "Break Away" by Art Garfunkel | 15. "Boogie Woogie Bugle Boy" |
| 3. "Independence Day" by Bruce Springsteen | 16. "I Heard It Through the Grapevine" |
| 4. "Revolution" by Beatles | 17. "School Days, School Days" |
| 5. "Locomotion" by Little Eva | 18. "This Land is Our Land" |
| 6. "Stars N Stripes Forever" | 19. "Time They Are A Changin'" by Bob Dylan |
| 7. "Born in the U.S.A" | 20. "2001 Space Odyssey" |
| 8. "Yankee Doodle" | 21. "Cause I'm a Women: WOMEN" by Helen Reddy |
| 9. "Imagine" by John Lennon | 22. "Battle Hymn of the Republic" |
| 10. "We Didn't Start the Fire" by Billy Joel | 23. "Twist and Shout" |
| 11. "God Bless America" | 24. "I'd Like to Teach the World to Sing" |
| 12. "If I Had a Hammer" | |
| 13. "Never Turning Back" by Pat Humphries | |

VI. Resource People/Mentors

- | | |
|--------------------------------------|--|
| 1. Personnel from Shaw Airforce Base | 7. Keels P.E Teacher |
| 2. Quilter | 8. Keels Music Teacher |
| 3. Artist | 9. Curator for the Columbia Art Museum |
| 4. Family Members | 10. Dance instructor |
| 5. Veterans | 11. Professional athlete |
| 6. Keels Art Teacher | |

VII. Field Trips

1. Historical Battlefield of Camden
2. Relic Room
3. Kings Mountain
4. Museum via the Web
5. Williamsburg, VA virtual tour via the web

VIII. Other Materials (CD's, Websites, etc.)

1. Encarta
2. Revolution-Battles
3. I Heard It through the Grapevine
4. Wheels on the Bus
5. www.geocities.com/heartland/ranch/9198/revwar/bostteap.htm
6. <http://metalab.uncedu/doc.south/nell/menu.html/>
7. www.state.de.us/facts/ushist/revfacts.htm
8. <http://users.reols.com/candidus/>
9. www.si.umich.edu/spies/
10. <http://userpages.aug.som/captbarb/femvets.html>
11. <http://metalawb.unc.edu/docsouth/nell/nell.html>
12. www.pbs.org/ktca/liberty/chronicle/index.html
13. <http://people.csnet.net/dpost>
14. <http://www.pcs.sk.ca/sjk>
15. <http://revolution.h-net.msu.edu>
16. <http://odur.let.rug.nl/~usa/E/revolution/revoxx.htm>
17. www.revwar.com
18. www.pbs.org/ktca/liberty/
19. www.ushistory.org/march/

20. <http://library.advanced.org/10966/>
21. www.dell.homestead.com/revwar/files/index.htm
22. <http://rs6.loc.gov/>
23. www.grolier.com/presidents/prehome.html
24. http://www.hyperhistory.com/online_n2/history
25. <http://mountvernon.org/>
26. <http://earlyamerica.com/>
27. <http://www.enternet.co.nz/client/personal/jen/lyricsxmas.htm>

Cultural Literacy
Vocabulary/Concepts
Actions speak louder than words

Adams, John	Nothing ventured, nothing gained
Adams, John Quincy	One if by hand, two if by sea
Aggression	Paul Revere's ride
Agreement	Petition
Almanac	Pony express
American Revolution	Preamble to the Constitution
Annapolis	Privateer
Benjamin Banneker	Proclamation
Bill of Rights	Proverb
Boston Massacre	Representation
Boston Tea Party	Revolution
Boycott	Revolutionary War
Britain	Right to bear arms
Burning the candle at both ends	Ships that pass in the night
Can't have your cake and eat it too	Self government
Can't make a silk purse from a sow's ear	Taxation without representation
Civil disobedience	These are the times that try men's souls
Colonist	Tyranny
Common sense	Transportation
Communication	Time is money
Constitutional Convention	Treaty
Constitution of the United States	Traitor
Cross that bridge when you come to it	Yankee
Declaration of Independence	Yankee Doodle
Delegate	
Don't fire until you see the whites of their eyes	
The early bird catches the worm	
Early to bed...Early to rise	
Father of his country	
First amendment	
First in war, first in peace, and first in the hearts of his countrymen	
A fool and his money are soon parted	
Founding Fathers	
Four Freedoms	
Fourth of July	
Benjamin Franklin	
Freedom of religion, speech, of the press	
Give me liberty or give me death	
God bless America	
Hornbook	
Invention	
Inventor	
I cannot tell a lie	
Independence Day	
I only regret that I have but one life to lose for my country	
Intolerable Acts	
Thomas Jefferson	
Liberty Bell	
Nothing is certain but death and taxes	