



SYNTHESIZING
ANALYZING
REVOLUTIONIZING
AMERICANIZING
A CODE,
COMMANDMENTS
And A COMPACT
INTO A
NATION.....

REPRESENTATION THROUGH DOCUMENTATION



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CODE OF HAMMURABI
**TEN
COMMANDMENTS**
MAGNA CARTA
MAYFLOWER COMPACT
DECLARATION OF INDEPENDENCE
UNITED STATES CONSTITUTION
BILL OF RIGHTS

Unit Title:
Representation through Documentation

OVERVIEW

I. **CONTENT:** (Why is this unit important? What are the essential concepts in this unit?)

As we consider the empires that have come and gone throughout history, we observe a common thread that connects them together: each of them based their daily existence on laws set down by leaders to insure the success of the civilization. While structuring the United States government, our Founding Fathers took from the wisdom and experience of former cultures and from their own belief system and experiences and created a completely unique concept of a government “. . .of the people, by the people and for the people.”

Understanding the foundation (origins) of our government and its unique history is paramount to appreciating it, being motivated to get involved in it as a citizen, and desiring to preserve, protect and work to improve it. In this unit of study, the students will make connections between the past and present, interpret primary and secondary source documents, and sequence major events in history as they follow the origins of government from the Code of Hammurabi in ancient Babylon through the Torah (where the Ten Commandments are found), the Magna Carta up to the creation of the Mayflower Compact, the Declaration of Independence and an introduction to the Preamble of the Constitution of the United States.

(Note to any potential user(s) of this unit: The first three strands cover the Code of Hammurabi, strands four through six cover the Torah/Ten Commandments, strands seven through nine cover the Magna Carta, while the final seven strands focus on various aspects of the American documents as listed above. Also, please note that this unit is designed by Language Arts teachers so as to supplement and reinforce the primary teaching of this information, which would be done (in our case) by the seventh grade Civics teacher.)**

II. **PROCESS:** (How are the thinking skills developed?)

Students will engage in interpreting ideas and discovering connections between past documents and the development of documents designed to govern the United States; they will develop higher level, critical thinking skills as they compare and contrast various forms of government, take part in class discussions and small group interaction as well as completing individual research specific to the historic documents and concepts presented.

III. **PRODUCT:** (What will kids do/know as a result of this unit?)

Students will gain further insight into the history of government as well as the foundations/origins of it dating back to ancient times. Significant parts of our founding documents will be committed to memory, and an appreciation for the integrity, selfless sacrifice and courage of our Founding Fathers will be developed. In addition, the students will produce creative, analytical, and evaluative projects that reflect this understanding of the foundations of the United States government.

**Unit Overview: Alignment with
National/State/District Pupil Performance Standards**

Benchmark 1: Introduce the concept that civilization is established by the creation of rules and order, as shown in the Code of Hammurabi which set up a system of laws arranged into categories such as family, labor, personal property, real estate, trade and business.

Benchmark 2: Give students insight as to the influence of the Ten Commandments and the Torah (given to Moses by the God of Abraham, Isaac and Jacob), which contain important instructions used in the development of the United States government.

Benchmark 3: Help students make the connection between the Magna Carta, the English form of government and the political philosophies that guided the writers of our founding documents.

Benchmark 4: Cause the students to know and understand the content and the significance of the founding documents of the United States government (the Mayflower Compact, the Declaration of Independence, and the Constitution of the United States (primarily the Preamble), and the thinkers who were responsible for their creation (Thomas Jefferson, James Madison, John Adams, and Benjamin Franklin and etc.).

I-SEARCH INDEPENDENT RESEARCH PROJECTS FOR GIFTED AND TALENTED STUDENTS

1. PARADOXES:

It is a common notion that all the colonists wanted a revolution and were against King George and the oppressive government of England. In reality there were several positions taken by the colonists. Research these different positions taken by the colonists, and present each one in a political cartoon showing their thoughts on the revolution.

2. ATTRIBUTES:

Create a crossword puzzle using twelve words “across” that were attributes needed to be a Patriot, and twelve words “down” that were attributes needed to be a Tory.

3. ANALOGIES:

Locate at least five similarities between the Ten Commandments and the Code of Hammurabi. Create a power point presentation to show these similarities

4. DISCREPANCIES:

It is not commonly known that the Revolutionary troops on a number of occasions were kept from disaster by Providence. Research the various battles and amazing occurrences that worked in their favor. Write a newspaper article recounting these amazing events for the class.

5. PROVOCATIVE QUESTIONS:

What would have happened if the American Revolution had been lost by the colonists? What differences would citizens of this culture (colony) experience socially, educationally, economically and governmentally from what we have today as the United States of America?

As the British-appointed governor of the New World Colonies, present your findings in a radio address - similar to the State of the Union Address given each year by the president of the United States.

6. EXAMPLES OF CHANGE:

Amendments provide the opportunity to alter or modify our Constitution. Choose one of the Amendments to the U. S. Constitution.

Create a timeline documenting that issue from the ratification of the Constitution to the passing of the amendment to its implementation in present-day American culture.

7. EXAMPLES OF HABIT:

The early American colonists had been habitually mistreated by the English government and had certain negative expectations about what a formal government could do. After researching articles and essays by American colonists in the 1790's to early 1800's, conclude whether they were happy with the new government established by the Constitution?

Write a rap or jingle that shows that the new government was better than the old (propagandizing is okay!!) and present it to the class.

8. ORGANIZED RANDOM SEARCH:

Find the documents setting up laws and organized government from cultures of the past that have played a role in organizing the governments of today's world.

Produce a board game showing how laws from cultures of the past have made their way into the United States government.

9. SKILLS OF SEARCH:

Search for the all the possible ways to travel 12,000 miles latitudinal (to the east or to the west) from ancient times until today.

Design and paint or draw a mural integrating each of these diverse ways of travel through the ages.

10. TOLERANCE FOR AMBIGUITY:

Thomas Jefferson is one of our nations Founding Fathers. His writing of the Declaration of Independence helped to set in motion the process that brought about our great country. In the Declaration of Independence, he writes that all men are created equal, and are deserving of specific rights. If this is the case why did Thomas Jefferson own slaves?

Develop an oral defense as Jefferson's lawyer and be prepared to argue for your client in a modern courtroom of today, and all the laws that would apply.

11. INTUITIVE EXPRESSION:

Name and describe the emotions and sensory perceptions that occur when you consider carefully the concept of 'patriotism.' Research the emotional responses and sensory perceptions of those Patriots who struggled for independence in the mid-to-late 1700's by finding their diary entries, famous (or little-known) quotes, essays, books etc.

Write a soliloquy in which you compare the findings of your research about Patriots from the 1700's to your own responses to the concept of 'patriotism.' Perform your soliloquy at a talent show or in your classroom.

12. ADJUSTMENT TO DEVELOPMENT:

How did the American colonists – after the Revolutionary War was won and they had the status of a sovereign nation – take the negatives that were created by the war (huge debt, loss of life, the need to establish all the systems necessary to facilitate the development of the nation, etc.) and head the country in a direction that caused it to come out on top of it all?

Present your findings in a museum exhibit titled "From Ghastly Tyranny to Glorious Liberty" (or some such catchy phrase!).

13. STUDY CREATIVE PEOPLE AND PROCESS:

Benjamin Franklin was a Founding Father and an inspirational leader to the others involved in the process of creating a new country. Is that all we should remember him for or is there more to his story? Look back in history and find other great people from this period who should be remembered for more than what we are commonly taught about them.

Compile a "Who's Who in History" booklet and list the lesser-known but important information about them in a magazine-style booklet.

14. EVALUATE SITUATIONS:

Research the conditions under which the early Americans reached this continent (for example; the Pilgrims, the Puritans, the Jamestown settlers, etc.), and describe in detail the difficulties, tragedies and suffering endured by at least three separate groups of colonists.

Prepare a two-voice poem in which one voice would be the 'voice of common sense' (fear of consequences) of a potential colonist and the opposing voice would represent the 'voice of hope' (positive implications) of the same potential colonist.

[Note: This final product would represent the inner struggle or conflict faced by each human when making life-altering decisions.]

15. CREATIVE READING SKILL:

Read the famous letters written by John and Abigail Adams, and as you read, take notes on particularly noteworthy thoughts, phrases/sentences or ideas.

Create a sculpture of the couple that reflects the character of their relationship as revealed through the letters.

16. CREATIVE LISTENING SKILL:

As you are sitting in front of the meeting hall in Philadelphia listening to the first reading of the Declaration of Independence, what emotions might you feel? Look back throughout history at times when a person might have been motivated to action (or inaction) by powerful words powerfully spoken.

Develop a series of journal entries written by one person that documents both the emotions evoked by a momentous speech and his/her reactions to that influential moment in history.

17. **CREATIVE WRITING SKILL:**

The documents that have served as the foundation for our government were created by individuals and groups from their time in history.

Look into the future and write a science fiction piece on a moment in time where the human race will have to create a new document to address the relationship between earthlings and extra-terrestrials.

18. **VISUALIZATION SKILL:**

The Ten Commandments have historically been very influential in the development of the moral and political philosophies of numerous civilizations, and yet are at the center of controversy both here in America's judicial system and in Palestinian-controlled regions of Israel as well as in other well-known places around our world.

After researching these various controversies, create a collage that reflects your conclusions concerning the causes and the possible outcomes of this raging battle.

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

STATE STANDARD #Standard Government 2a. LA 7.4 STUDENTS WILL BE ABLE TO SG 2a. - demonstrate an understanding of the need for rules and order to create a civilized society; LA 7.4 – identify analogies, idioms, metaphors, and similes.

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

The Code of Hammurabi centers around the creation of rules and order specifically related to labor, personal property, real estate, trade and business (producing, exchanging and distributing). Selling, leasing, bartering, giving as gifts, dedicating, loaning and pledging property are all methods of disposing of property mentioned in this code. This lesson prepares the students to actually view the Code of Hammurabi with a measure of understanding in the next lesson.

1. **PRODUCING, EXCHANGING, AND DISTRIBUTING** [ECONOMICS] (The Avalon Project/Yale Law School www.yale.edu/lawweb/avalon/artconf.htm)

KNOWLEDGE:

Anticipatory Set: Listen to recordings of excerpts of:

1. "I Fought the Law" by the Bobby Fuller Four
2. "The Book of Rules" by the Heptones
3. "Criminal" by Fiona Apple

- Students will:**
1. List the rules that govern the cafeteria in the school.
 2. List problems that arise when rules in the cafeteria are not followed.

COMPREHENSION:

1. Give examples in pairs from your experience where things are produced (made), exchanged (traded for money or other goods) and distributed (passed around to others).
2. Discuss as a class the impact of these activities on daily life.

APPLICATION:

Anticipatory Set: Read the poem “Smart” by Shel Silverstein

1. Students will work in small groups assigning value to items provided by the teacher in order to create a system of exchange.
2. They will then create a chart explaining the rules that govern their system of exchange.
3. Students will then trade items within their groups to practice their rules of exchange.

Multicultural and/or ESL and/or Bilingual Link: Research how trade is different on another continent.

Mathematics/Science Link and/or Humanities Link: How do different currencies around the world hinder international trade and why is honesty important in trading?

School-to-Career/Tech Prep Link: Interview a store manager/owner and discuss the principle of supply and demand and record your conversation for class presentation.

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

Anticipatory Set: Lucy’s psychiatric ‘booth’ where she will not help Charlie Brown until he pays the nickel.

Students will devise a means of exchange with another group which is trading goods using a different standard (from the ‘Application’ section above).

Students will create a classroom trade agreement which will set standards of fair trade between all groups.

INDIVIDUAL JOURNAL ASSIGNMENT:

Explain in writing the system of trade created by your group. Then write your reactions to the class trade agreement as to whether it was fair to your group or not. Explain why you felt this way.

HOMELINK:

Discuss with parents the last major purchase they made (refrigerator, car, home, boat, washer/dryer, computer etc.)

STATE STANDARD #Standard Government 1a & 1d; LA 7.4 & 7.5 STUDENTS WILL BE ABLE TO SG 1a.analyze primary and secondary source documents; SG 1d. distinguish between relevant and irrelevant information. LA 7.4 – identify analogies, idioms, similes and metaphors; LA 7.5 – read a variety of non-fiction, fiction and poetry.

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

On page 19 and forward of the Code of Hammurabi, students will find the rules governing the various methods used to transport goods and the value of each (analyzing a primary source document). They will gain insight into how different a culture from the past was from our own.

2. **TRANSPORTATION** (An excerpt from the actual Code of Hammurabi)

KNOWLEDGE:

Anticipatory Set: Show a variety of maps and discuss movement between locations.

Students will identify through mapping their last family shopping trip from their home to the place(s) of business and back home again.

COMPREHENSION:

Students will read the story “The Adventures of Marco Polo” from the book Reading Power by Harcourt Brace. Using the maps included with the Marco Polo story, students will explain the difficulties and obstacles encountered when transporting goods along this trade route.

APPLICATION:

Anticipatory Set: Watch a clip from the movie “Billy Madison.”

Students will research and demonstrate the different ways to transport goods from place to place, and then develop trade routes between pre-determined countries on the world map.

Multicultural and/or ESL and/or Bilingual Link: Search the net and find information on available transportation in a third-world country of today and in ancient Babylon (where the Code of Hammurabi was written) and compare the two systems of transportation.

Mathematics/Science Link and/or Humanities Link: Create a list of improvements in transportation that came about because of technology in the past 200 years.

School-to-Career/Tech Prep Link: Visit a local truck terminal, train station or UPS dispatch center and discuss with a manager or dispatcher the problems that develop in this business day to day.

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

Anticipatory set: Watch a clip from “Speed.” (bus jumping bridge scene)

Students will create advertisements for three modes of transportation available in ancient Babylon; include details as to why one mode of transportation is quicker, more efficient, cleaner, less expensive etc.

INDIVIDUAL JOURNAL ASSIGNMENT: In the comprehension section above, you mapped your family’s last shopping trip. Describe the obstacles you encountered on that trip. (Bridge openings, flat tire, ran out of gas, traffic tie-ups etc.)

HOMELINK: Discuss with an adult family member the hardships they encounter getting back and forth to work each day.

STATE STANDARD #Standard Government 3a-e; LA 7.4 & 7.5 STUDENTS WILL BE ABLE TO SG 3a. - recognize the fundamental worth and dignity of the individual; SG 3b. recognize the equality of all citizens under the law; SG 3c. - recognize majority rule and minority rights; SG 3d. - recognize the necessity of compromise; 3e. recognize the freedom of the individual; LA 7.4 – identify analogies, idioms, similes, and metaphors; LA 7.5 – read a variety of non-fiction, fiction and poetry.

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

Students will be asked to evaluate the Code of Hammurabi to see if the state standards listed above are included in that document. (For example: Was the fundamental worth and dignity of the individual recognized in the Code of Hammurabi?) In other words, were these important principles of government communicated to the people of Babylon, which brings up the larger question of how governments as a whole (or our government in particular) communicates to its citizens.

3. COMMUNICATIONS (www.yale.edu/lawweb/avalon/artconf.htm)

KNOWLEDGE:

Anticipatory Set:

Listen to an excerpt from the recording

“I Heard It through the Grapevine” by Marvin Gaye OR

“Yakety-Yak” by the Coasters;

Then play a round of the “Grapevine Game.”

Students will describe the importance of precise communication with others in daily life.

COMPREHENSION:

Students will predict what would happen if they lost their voice for a week; explain how they would communicate for that week. (For example: How would they communicate at the lunch table or after school with friends in this situation?)

APPLICATION:

Anticipatory Set: Watch film clip from “Uncle Buck” (Maculay Caulkin fires 8-10 questions at John Candy when he first meets him)

Using the section of the Code of Hammurabi outlining the laws concerning slaves, students will create five diary entries communicating/explaining the Code of Hammurabi and its demands from the point of view of a slave brought recently to the Babylonian Empire.

Multicultural and/or ESL and/or Bilingual Link: Students will create a fairy tale that shows how a Babylonian slave would communicate and make friends in a multicultural setting (due to the Babylonian empire capturing slaves from all over the known world).

Mathematics/Science Link and/or Humanities Link: Students will work in small groups to create a play in which the Babylonians teach their Code of Hammurabi to a new slave.

School-to-Career/Tech Prep Link: Teacher will contact a lawyer and ask him/her to speak to the class regarding the importance of law and the equally important ability to communicate that law.

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

Anticipatory set: Read “How to Tell Bad News” A Colonial Poem.

Students will create two political cartoons commenting on a particular law or set of laws from the Code of Hammurabi.

INDIVIDUAL JOURNAL ASSIGNMENT:

What would it be like if you were taken from your home and country to another country as a slave? Describe how you would feel if you had to live under a foreign set of laws with people whose culture and language you did not understand.

HOMELINK:

Ask family members what problems would arise if they stopped communicating for seven days.

STATE STANDARD #Standard Government 1f; LA 7.3 & 7.4 STUDENTS WILL BE ABLE TO SG 1f.
- Identify a problem and prioritize solutions; LA 7.3 – identify messages in non-print media; LA 7.4 – identify analogies, idioms, similes, and metaphors.

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

The Torah – specifically the Ten Commandments – was given by God to Moses (and the Israelites) in order to provide protection for them and conserve the culture that the God of Abraham, Isaac and Jacob was creating through them. This strong example that continues to operate today undergirds our understanding of protecting and conserving a way of life.

4. **PROTECTING AND CONSERVING** (The Torah: Exodus 20 (The Torah consists of the first five books of the Bible: Genesis, Exodus, Leviticus, Numbers and Deuteronomy))

KNOWLEDGE:

Anticipatory Set: Watch a clip from “The Legends of the Fall”

Students will list the ways in which he/she can enhance the environment of the school (which will automatically protect the ‘culture’ of the school).

COMPREHENSION:

Students will research the incident at Columbine on April 20, 1999, and summarize the measures taken by school districts since then to protect the school culture from such acts of violence. (For example: Most schools have a ‘lock-down’ procedure in place that is practiced like fire drills.)

APPLICATION:

Anticipatory Set: Watch a clip from “Blast from the Past” (son trading baseball cards- getting cheated)

Students will create a list of ten items to be included in a time capsule (along with a detailed explanation of each one); each item must represent an important element of American culture, so that when it is found by people of another culture 2000 years from now, they will be able to gain an understanding of who Americans were and what was most important to us.

Multicultural and/or ESL and/or Bilingual Link: Research and discuss things that are part of our daily lives that are remnants of ancient cultures (i.e. laws, architecture, art, music, plumbing)

Mathematics/Science Link and/or Humanities Link: What scientific understanding do you have to have in order to create a time capsule that would last 2000 years? Are there any time capsules already buried in this country?

School-to-Career/Tech Prep Link: The class will take a field trip to a local museum and discuss the importance of learning from the past and/or invite an anthropologist/archaeologist to class to show and tell the importance of artifacts from previous cultures to our understanding of them today.

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

Anticipatory set: Watch clip from “The Ten Commandments” (Israelites leaving Egypt and Moses receiving the Commandments)

Working in pairs or groups of three or four, students will translate the Ten Commandments into language that is easily understood today and then will choose one of the following presentations:

- A. Students will create a flip book that shows each commandment in words and with a picture that illustrates the meaning of it.
- B. Students will create an oral defense that shows why the Ten Commandments are needed to govern our society.
- C. Students will create a picture-story book for small children that help them understand the Ten Commandments.

INDIVIDUAL JOURNAL ASSIGNMENT:

Imagine that you are one of the Israelites who is there when Moses brings the Commandments down the mountain. Describe your reactions to this event.

HOMELINK:

Discuss with your family the value system and guidelines that you live by. Compare it to the Ten Commandments.

STATE STANDARD #Standard Government 2a. LA 7.4 STUDENTS WILL BE ABLE TO SG 2a. - demonstrate knowledge of political philosophies that shaped the development of the United States constitutional government; LA 7.4 – identify analogies, idioms, similes and metaphors.

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

The Torah – including the Ten Commandments – were given by the God of Abraham, Isaac and Jacob to instruct (educate) the Israelites in the ways of living that would cause them to be blessed. The students will survey the various aspects of these instructions (or “teachings”) which were foundational to the creation of the United States government.

5. **PROVIDING EDUCATION** (The Torah/Ten Commandments (First five books of the Bible: Genesis, Exodus, Leviticus, Numbers, and Deuteronomy))

KNOWLEDGE:

Anticipatory Set: Reading from Deuteronomy 6:1-9; 20-25 (commandment to instruct the children in the ways of the Torah)

Students will list the important guidelines that have been taught to them by their adult family members.

COMPREHENSION:

Students will discuss and present to the class how these Ten Commandments serve as a moral base for nearly every part of our society. (For example: How does the commandment “Thou shalt not steal” relate to the culture of the school?)

APPLICATION:

Anticipatory Set: Listen to the recording “What a Wonderful World This Would Be” (Don’t know much about history etc)

Students will demonstrate the advantages they have through public education as compared to children during the Industrial Revolution. Product: Student will dress up as a child factory worker from the early 1900’s and tell the story of that child’s life.

Multicultural and/or ESL and/or Bilingual Link: Research the current practices of the Orthodox Jewish people as relates to teaching the Torah to their sons and daughters. Readings from the Torah are done at a Bar or Bat Mitzpah.

Mathematics/Science Link and/or Humanities Link: Create a timeline about education in America from 1700 to today.

School-to-Career/Tech Prep Link: Organize a career day for your grade level allowing professionals to discuss their careers and the important role that is played by education in each one.

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

Anticipatory set: Watch clip from “Stand and Deliver” (Escalante asks them to come in on Saturday)

Students will:

1. Create a two-dimensional museum exhibit showing the development of the American classroom over the centuries OR
2. Create a power point presentation showing the development of the American classroom over the centuries OR
3. Students will present a radio program explaining the development of the American classroom over the centuries.

INDIVIDUAL JOURNAL ASSIGNMENT:

How will the opportunity to get an education NOW be an asset in your life LATER (ten years from now)? What kinds of things do you have to do NOW to make that happen?

HOMELINK:

Create a survey that the group will give to ten randomly selected people on whether they believe that education protects and conserves our society.

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

Every culture creates/has created/is creating a designated building or buildings that have specific characteristics and aesthetic allure in which to store the most honored and valued documents, artifacts, and other treasured symbols of the culture (such as the National Archives and the National Art Gallery in Washington, DC). Sometimes it also becomes a place in which large gatherings occur and special ceremonies are observed (as at our Capitol Building and on The Mall in Washington, DC). These buildings are designed, parts are crafted, and pieces put in place by tools (and often today with the help of technology also!). It is interesting to note that both the Tabernacle of the Israelites and the structures mentioned that are located in Washington, DC have to do with government, which is the bottom line of this unit.

6. MAKING AND USING TOOLS AND/OR TECHNOLOGY (Torah (first five books of the Bible))

KNOWLEDGE:

Anticipatory Set: Read Exodus 31:1-11 (the artisans were given wisdom by God to do the work required to create the Tabernacle)

Students will analyze pictures and diagrams of the Tabernacle and list the various parts of the Tabernacle (for example: the brass altar, the curtains, the gold laver, etc.).

Students will state the tools and the technology that they believe had to be used to create these items (for example: chisel and hammer for engraving, the technology necessary to melt down the gold and refine it, hand tools for forming gold into a new product.)

COMPREHENSION:

The students will make generalizations about how the Israelites' building of the Tabernacle would have been different if modern tools and technology would have been available.

(For example: chain saws would have been used to cut down the trees; the smelting process would have been done by computers)

APPLICATION:

Anticipatory Set: Watch clip from "2001: A Space Odyssey" (ape figures out how to use tool)

Students will create a chart showing the types of tools used during the time period when the Tabernacle was built and compare the tools on that chart to the tools used today.

Multicultural and/or ESL and/or Bilingual Link: Students will research Native American tools and technology and create a catalog advertising the tools for sale.

Mathematics/Science Link and/or Humanities Link: Students will complete an internet search in order to compare the cost of tools and technology in 1900 to those of 2000; create a table showing the comparisons.

School-to-Career/Tech Prep Link: Visit an industrial design engineer and ask to see how tools are created today OR the teacher could contact him/her to come in to present the information to the entire class.

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

Anticipatory set: Opening credits from "The Flintstones"

Students will choose a culture from the BC time era and research the tools and the technology used. Generate a time line showing the development of tools and technology during that culture's lifespan.

INDIVIDUAL JOURNAL ASSIGNMENT:

Think about the skills and talents that you have and enjoy using. Describe how you could use them to make the world a better place to live in.

HOMELINK:

Ask an adult in your family if he/she believes that you have to either use a talent or skill or lose it. Why is that important in the world today – both personally and professionally?

STATE STANDARD #LA 7.5, 7.6 STUDENTS WILL BE ABLE TO LA 7.5 – read a variety of non-fiction, fiction and poetry; LA 7.6 -read plays and comprehend them.

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

Studying the recreational activities of the English people helps to create a better understanding of their culture and way of thinking. It is also important to point out that the people of this period had no radios, TV's, computers or cars . . . their idea of a good time was going to hear a symphony, watching a play or having someone read aloud or play an instrument in their own 'drawing room.'

7. PROVIDING RECREATION (Copies of "Romeo and Juliet," "Much Ado about Nothing," and "The Tempest" along with copies of various other Shakespearean plays;)

KNOWLEDGE:

Watch film clips: 1. "Hamlet" starring Mel Gibson (the 'to be or not to be' scene)
2. "Shakespeare in Love"

3. "O" (Juliet Lewis – modern version of Othello)

Students will list the Shakespearean plays that they have seen or heard of.

COMPREHENSION:

Students will research the plays, playwrights and development of the theater during the 1600's in English culture.

APPLICATION:

Anticipatory Set: Show photos of art work from the 1500's and 1600's.

The students will research an artist, an artistic movement, or a piece of literature from the 1600's. Use the information gathered to compile a buyer's guide.

Multicultural and/or ESL and/or Bilingual Link: The students will research artistic movements during the 1600's in countries outside of Europe.

Mathematics/Science Link and/or Humanities Link: The students will discuss the importance of literature and theater in terms of society's recreational needs. Why is being social and having an emotional outlet important.

School-to-Career/Tech Prep Link: Students will take a field trip to a local theater and watch a play; discuss with the actors their careers pros and cons.

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

Anticipatory set: Watch clip from "The Crucible" (trial scene)

Read a scene aloud from "Romeo and Juliet"

Students will select a Shakespearean play (individually) and research the background information about it to make a brief presentation to the class.

In small groups students will act out a scene from either "Much Ado about Nothing" or "The Tempest."

INDIVIDUAL JOURNAL ASSIGNMENT:

What role does art, literature, music and theater play in your life?

HOMELINK:

Watch a movie based on a Shakespearean play or read aloud from one of the plays together.

STATE STANDARD #Standard Government 2b, c and e; 3 a, b, c, d and e; LA 7.4, 7.5 STUDENTS WILL BE ABLE TO. SG 2b. - demonstrate knowledge of political philosophies and the concepts of democracy; LA 7.4 – identify analogies, idioms, similes and metaphors; LA 7.5 – read a variety of non-fiction, fiction, and poetry.

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

By studying the Magna Carta and the Mayflower Compact the students will have the opportunity to learn and understand the political philosophies of the English and those disenchanting with the English way of organizing and governing. All of the important concepts of democracy (such as recognizing the fundamental worth and dignity of the individual) will be reviewed.

8. **ORGANIZING AND GOVERNING** (copies of both the original Magna Carta along with copies of a modern translation, Mayflower Compact)

KNOWLEDGE:

Anticipatory Set: Anticipatory Set: Film clip from "The Declaration of Independence, A Foundation of Ideas for a New Age" (the Magna Carta chapter)

Listen to a recording "America" by Neil Diamond

Students will review the Magna Carta and create a graphic organizer that demonstrates the difference between the English system of government before the Magna Carta and after the Magna Carta.

COMPREHENSION:

Students will write a letter to an established authority concerning an issue that they would like to see changed or addressed.

(For example: appealing to the school board to change the dress code)

APPLICATION:

Anticipatory set: Read the Mayflower Compact aloud. Ask students for their “translation” of this document.

The class will be broken into groups. Each group will be required to research and decide on a place to travel to and set up a settlement. They must have financial backing and a mode of transportation for the trip. The final piece of the assignment is for the group to write and sign a “Compact” of their own that will govern their new colony.

Multicultural and/or ESL and/or Bilingual Link: Students will research the rights of colonists from the Spanish, French and English Empires from 1500-1700.

Mathematics/Science Link and/or Humanities Link: Students will research the financial cost and risks behind funding a colonial expedition.

School-to-Career/Tech Prep Link: Have a historian or museum curator come to the class and discuss the effects of colonization on your local area and then discuss the related fields in which students can enter after their schooling.

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

Anticipatory Set:

Music clips:

“Free Will” by Rush

“If You Love Someone, Set Them Free” by Sting

“We Shall Be Free” by Garth Brooks

Students will develop a ten minute (“48 Hours” or “20/20” or “60 Minutes” Style) news piece on the Mayflower Compact – to include interviews, research and results, and an editorial stance. Each group will present their clip to the class.

INDIVIDUAL JOURNAL ASSIGNMENT:

Write a journal on how you feel as a colonist going to a settlement in a far off country.

HOMELINK:

Talk to family members about your ancestors’ homeland(s) and why they came to this country.

STATE STANDARD #Standard Government 2e; LA 7.4, 7.5 STUDENTS WILL BE ABLE TO SG 2e. - demonstrate knowledge of the political philosophies that shaped the development of the United States constitutional government; LA 7.4 – identify analogies, idioms, similes and metaphors; LA 7.5 – read a variety of non-fiction, fiction, and poetry.

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

The reason that the Pilgrims come to this country was a desire to have the freedom to operate morally, ethically and spiritually in a way that was true to their beliefs, which they could not do in England. The Mayflower Compact bound them together as a ‘civil body politic’ agreeing to create and abide by a set of laws and a government for the new colony. In a similar way, the Declaration of Independence bound the colonies together by stating their basic beliefs and their common grievances against England.

9. MORAL, ETHICAL AND SPIRITUAL BEHAVIOR (Mayflower Compact and Declaration of Independence)

KNOWLEDGE:

Anticipatory Set: Watch clip from “Lord of the Flies” (same as for the #1 strand used to open this unit)

The students will write individually the consequences when a group of people have no set form of government, rules or order.

COMPREHENSION:

The students will predict what would happen if they were on a spaceship with 100 other people and their ship landed on an uninhabited planet (and they could survive); what rights would you want to make sure were included in whatever government was organized?

APPLICATION:

Anticipatory Set: Watch clip from “Jefferson in Paris” (if he reads/quotes the Declaration, use that part)

Each student will work with a partner to memorize the opening sentences of the Declaration of Independence; he/she will then present those lines to the class.

Multicultural and/or ESL and/or Bilingual Link: Compare how the Native Americans’ “independence” was affected (the Manifest Destiny) by our Declaration of Independence.

Mathematics/Science Link and/or Humanities Link: Because of the greed of the United States government and its citizens, find out how many nations and tribes were annihilated. How many nations or tribes are still living today on their homeland or on reservations?

School-to-Career/Tech Prep Link: Compare how the signers of the Declaration of Independence were different morally from the CEO’s of the corporations (Enron, WorldCom, etc.) that have recently collapsed. Cite the consequences of each group’s decisions for the nation.

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

Anticipatory set: Film clip – “The Patriot” (town meeting)

Students will analyze the clip from “The Patriot” where the people are in a town meeting discussing whether to join the war effort or not and then list the issues mentioned.

INDIVIDUAL JOURNAL ASSIGNMENT:

Write your opinion about the decision that the character played by Mel Gibson makes in this clip of the film. Do you agree or disagree and why?

HOMELINK:

On September 11, 2001, the sovereignty of the United States was threatened by an outside power. Discuss with your family members the sacrifices made by the signers of the Declaration of Independence and compare them to the sacrifices made by the rescue workers on September 11.

STATE STANDARD # Standard Government 2b; LA 7.4, 7.5 STUDENTS WILL BE ABLE TO SG 2b. - demonstrate knowledge of the political philosophies that shaped the development of the United States constitutional government; LA 7.4 – identify analogies, idioms, similes and metaphors; LA 7.5 – read a variety of non-fiction, fiction and poetry.

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

The founding documents of the United States government are some of the most inspiring – and therefore aesthetic – writings the world has known; revealing courage, patriotism and self-sacrifice. As the documents are studied from an aesthetic point of view, the student not only learns them, but hopefully appreciates them at an even deeper level.

10. AESTHETIC NEEDS (Our Country’s Founder’s by William J. Bennett)

KNOWLEDGE:

Anticipatory Set: Read pages 1 and 2 aloud from Our Country’s Founders by William J. Bennett.

Students will state how the philosophy that guides our nation is different from the philosophy of a country like Iraq (Saddam Hussein’s policies).

COMPREHENSION:

After reading/researching in small groups, students will give examples of the actual sacrifices made by one of the Founding Fathers (assigned or chosen from possible list).

APPLICATION:

Anticipatory Set: Virtual field trip of Monticello (a visit to an ‘aesthetically’ inspiring place that was created by much hard work and sacrifice – just as the Founding Fathers gave up so much in order to ‘create’ the aesthetic beauty of our nation’s foundational principles (as stated in the Declaration of Independence and the Constitution).

Students will write the definition of ‘aesthetic’ and paraphrase it (with guidance). A mixed list of aesthetic/non-aesthetic things will be given to each student to be sorted to check their understanding of the concept.

Students will categorize the grievances committed against the colonies by the King of Great Britain (listed in the Declaration of Independence) and create a chart showing each category and its contents.

Multicultural and/or ESL and/or Bilingual Link: The student will translate (or have a foreign language teacher translate) the Preamble into another language (Spanish, French, etc.); OR have someone who speaks another language read the Preamble in that language.

Mathematics/Science Link and/or Humanities Link: The student will find and describe the important scientific inventions/discoveries that were vitally important to the Revolutionary War.

School-to-Career/Tech Prep Link: The student will list the careers have the most aesthetically-driven job descriptions (both traditional ones like a painter, ballet dancer, or architect and more modern ones like photographers, website designers etc.) Contrast these with non-aesthetically driven jobs.

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

Anticipatory set: Photos/clips/transparencies of Thomas Jefferson, Ben Franklin, John Adams, James Madison, and other critical contributors to the writing of the Declaration of Independence and the Constitution.

Students will memorize the Preamble to the Constitution; after each one presents it (to his/her group or to the class), he/she will show why it is/is not ‘aesthetically pleasing.’

INDIVIDUAL JOURNAL ASSIGNMENT:

In 1776, when the 52 signers of the Declaration of Independence wrote their names on the actual document, they became traitors. Who considered them traitors – and why? What normally happens to traitors?

HOMELINK:

Recite the Preamble to the Constitution and the opening lines of the Declaration of Independence to your family members. Talk about what the words mean to you and to every American citizen.

STATE STANDARD #Standard Gov’t .4b; LA 7.7 STUDENTS WILL BE ABLE TO SG 4b. - demonstrate knowledge of the Constitution of the United States of America by identifying the purposes for government stated in the Preamble; LA 7.7 – read a variety of poetry.

ESSENTIAL QUESTION: How does the discipline/sub-discipline of Poetry relate to mastery learning of the Preamble to the Constitution?

As students consider the various poems and the type of language/messages contained in them, they will be asked to make connections to the poetic nature of the writing in our founding documents – particularly the Preamble to our Constitution.

11. **Poetry** (The Preamble to the Constitution; Poetry Anthologies)

KNOWLEDGE:

Anticipatory Set: Listen to recording “Born in the USA” by Bruce Springsteen.

Students will read the Preamble aloud and create a list of words/phrases they do not understand.

COMPREHENSION:

Students will create a paraphrase of the Preamble working in groups of three or four which will be read aloud and discussed.

APPLICATION:

Anticipatory Set: Posters of five poems that have various “looks” – the words form different “shape” or “outlines.” Read aloud from each.

Students will discuss the ways in which the “look” of the poem affects the reading or perception or understanding of it and then produce a poetry form of the Preamble, dividing the words of the Preamble into phrases and lines and laying it out physically on paper in poetry form. Each group will present their form of the Preamble on a poster board.

Multicultural and/or ESL and/or Bilingual Link: Choose a poet from another culture and research his/her works on the internet or in the library. Find an English translation of at least one poem and bring in both versions for the class to see.

Mathematics/Science Link and/or Humanities Link: Research the type(s) of paper, pens and ink that were used in the late 1700’s. What type of paper, pen and ink were used to write the Constitution? Can those types of paper, pen and ink still be purchased today?

School-to-Career/Tech Prep Link: If the Constitution were being written today, what profession would the people be from that wrote it? (Start your thinking by researching the professions of those who wrote the original Constitution.)

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

Anticipatory set: Show the front pages of several current newspapers/news magazines.

Students will compile a list of articles from current sources that discuss or illustrate the fact that the six provisions mentioned in the Preamble are still being carried out today by our government (to: form a more perfect union, establish justice, insure domestic Tranquility, provide for the common defense, promote the general welfare, and secure the Blessings of Liberty to ourselves and our Posterity).

INDIVIDUAL JOURNAL ASSIGNMENT:

There are six separate provisions in the Preamble that are intended to provide for all the needs of the nation. Do these six provisions still meet the needs of the nation in the 21st century? Why or Why not?

HOMELINK:

Take home a written copy of your poetry version of the Preamble and read it to an adult family member.

STATE STANDARD #History 5.3 f-g (review); LA 7.4, 7.5, 7.6 STUDENTS WILL BE ABLE TO History 5.3 f-g – understand the issue of American Independence and how the thirteen individual colonies became a united nation; LA 7.4-Use analogies, idioms, similes and metaphors to extend understanding of words meanings; 7.5 –Read a variety of fiction, non-fiction and poetry; LA 7.6 – Read and understand information from varied sources.

ESSENTIAL QUESTION: How does the discipline/sub-discipline of Fiction relate to mastery learning of The Revolutionary War and the Founding Documents that were part and parcel of that event ?

The Revolutionary War was the physical fact that separated the colonies from Great Britain; however, the underlying thinking of the colonists as to their rights and freedoms is what produced the documents that actually propelled them into that war. The two are inextricably linked and therefore increasing the understanding of one will necessarily increase the understanding of the other.

12. **Fiction** (Multiple copies of Johnny Tremain by Lynn Ward and My Brother Sam is Dead by James Lincoln and Christopher Collier)

KNOWLEDGE:

Anticipatory Set: Play the recording of “The Midnight Ride of Paul Revere”

Students will work in pairs to a. list all the facts they know about the Revolutionary War and
b. name as many names as they can related to the Revolutionary War

COMPREHENSION:

Use a list of words/phrases supplied by the teacher from the text of Johnny Tremain or My Brother Sam is Dead to infer the general content of the book(s) (beyond realizing that they are both set in the time period when the Revolutionary War occurred).

APPLICATION:

Anticipatory Set: Read aloud captivating section(s) of Johnny Tremain and then My Brother Sam is Dead.

Students will relate the sections that were read aloud to their lists from the knowledge section above; in groups of three or four will predict the plot and outcome of each book.

Each group will produce a book cover for one of the books based on their predictions, and then declare which book each one would choose to read.

Class will be broken into groups according to which book is being read; the class will be led through the books over a two-week period; literature circles will be used to ensure comprehension.

Multicultural and/or ESL and/or Bilingual Link: Both the French and the Germans (Prussians) helped the American colonists during the Revolutionary War. Research this aspect of the War and write a newspaper article that documents this help.

Mathematics/Science Link and/or Humanities Link: Research the scientific inventions that were a crucial part of the Revolutionary War period. Create a diagram or graphic organizer that clearly shows the inventions and the role each one played during this vital period of history.

School-to-Career/Tech Prep Link: What were the primary careers of the people in the 1770’s? Produce a catalog that a guidance counselor from the 1770’s could use to direct his/her students into a good career.

Compare the top jobs from the 1770’s to those from the early 21st century.

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

Anticipatory set: Invite museum curator/presenter from Yorktown Victory Center to bring items (or photos/slides of the items) from the Revolutionary War period.

Students will use the presentation and their knowledge from reading either Johnny Tremain or My Brother Sam is Dead as a departure point for an investigation of a wide variety of items from that period of history and will choose a specific category of items (clothing, medicine, weapons, kitchen ware, literature, modes of transportation etc.) that will be thoroughly researched and documented.

Each group will then present illustrations and explanations of the items from their category to the class.

INDIVIDUAL JOURNAL ASSIGNMENT:

Consider what you have learned about the 1770’s and the surrounding time period. Make a list of ‘pros’ and ‘cons’ for living in that time period and for living now. End your journal entry by declaring which time period you would choose to live in if given the choice.

HOMELINK:

Take a family trip to the Yorktown Victory center and discuss the implications of the Battle of Yorktown on our nation’s history.

STATE STANDARD #LA 7.10 STUDENTS WILL BE ABLE TO apply knowledge of resources in preparing a written or oral presentation.

ESSENTIAL QUESTION: How does the discipline/sub-discipline of **Non-fiction** relate to mastery learning of the Foundations of the United States government?

All history and historical documents are non-fiction (unless purposely fictionalized). Therefore, any study of the lives and times of the people who were involved in creating our founding documents relates to the mastery of learning about our governmental foundations.

13. **Non-Fiction** (On pages 9-12 **Our Country's Founders by William J. Bennett**)

KNOWLEDGE:

Anticipatory Set: Read about Benjamin Rush and Richard Stockton, both signers of the Declaration of Independence from Our Country's Founders pg. 9-12.

Students will:

1. List the hardships suffered by these two men and their families at the hands of the British.
2. State why the British Empire would seek out and cause such pain to these men just because they took a stand.

COMPREHENSION:

Students will infer what it would have been like to live through the Revolutionary War period in history.

APPLICATION:

Anticipatory Set: Read about what "Patriotism" means in the book Our Country's Founder's.

Students will:

1. Find common themes between the attack of 9/11 on our nation and the attack on these men and their families by the British Empire.
2. Explain in writing why the songs "Born in the USA," "God Bless the USA," and "God Bless America" would be good for citizens to listen to and use to remind themselves of how blessed we are as a nation.
3. Explain the importance of the song "Proud to be an American" by Lee Greenwood in terms of helping to develop the groundswell of patriotism after the 9/11 attacks.

Multicultural and/or ESL and/or Bilingual Link: Research how the hardships faced by the Native Americans at the hands of our US government is similar to those hardships faced by the early Founding Fathers. (Source: **Broken Promises; Native Americans: Cultures and Conflicts**)

Mathematics/Science Link and/or Humanities Link: Create a timeline comparing our struggle for independence(from the Declaration of Independence to the Formation of a New Government) to that of the disenfranchisement of the Native Americans (from the Broken Promises to the Chief Joseph's Last Stand)

School-to-Career/Tech Prep Link: Write about the rewards of being an American citizen and what you have to do to show your patriotism to this country.

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

Anticipatory set: Read a selection from the Book: Our Country's Founder's between pages 13-23 and select one you especially enjoy.

Students will create a poem, rap, a piece of music or a piece of art which explains what each of the men from the selection above fought for in the struggle for independence.

INDIVIDUAL JOURNAL ASSIGNMENT:

1. In writing compare our struggle today against terrorism to that of the struggle of our Founding Fathers against the tyrannical rule of Great Britain and the king.
2. Write about the recent court decision in the 9th Circuit Court of Appeals in California concerning the removal of 'under God' from the Pledge of Allegiance.

HOMELINK:

Discuss with family members what it means to them to be an American and how they show their patriotism. Include also in the discussion if exercising the right to vote is one way to show patriotism.

STATE STANDARD #LA 7.5c STUDENTS WILL BE ABLE TO LA 7.5c - describe connections between historical and cultural influences and literary selections.

ESSENTIAL QUESTION: How does the discipline/sub-discipline of Theatre/Stage Productions relate to mastery learning of the Foundations of the United States government?

Because of the magnitude of importance attached to the events surrounding the writing of our founding documents and the ensuing battle to create the nation so described, many playwrights have chosen to create scripts about these momentous events. By studying and enjoying these masterpieces of literary art, we are able to underscore our understanding of both the time period and the struggles innate in such undertakings.

14. Theatre/ Stage Productions

KNOWLEDGE:

Anticipatory Set: Excerpt from “The Scarlet Letter” (where Hester Prynne is judged and given the A) Excerpt from “The Crucible” (court scene where witnesses accuse heroine)

Students will discuss how documents like the Magna Carta and Mayflower Compact, backed by religious beliefs, developed the system of law in the colonies.

COMPREHENSION:

Defend the stance taken by town members in the play “The Crucible”; what kinds of things would they have done to ensure order in a colony during the 1600’s.

(For example; could a town allow everyone to steal from their neighbors?)

APPLICATION:

Anticipatory Set: Students will listen to the last scene from the play The Lost Colony, and then discuss the events surrounding the “lost colony” mystery.

Students will give reasons as to what exactly happened to the colony in their opinion, and be prepared to share them with the class.

Class/team product will be an investigative television show on what happened to the colony. Topics to be discussed in the show will be

1. Colony’s beginning
2. Leaders of the colony
3. Social life of the colony
4. Possible events (should be three or four) that led to the disappearance of the colony
5. Predictions of what actually happened to the colony from “modern day experts”

Multicultural and/or ESL and/or Bilingual Link: Students will research the ethnic background of the colonies populations.

Mathematics/Science Link and/or Humanities Link: Students will discuss the moral obligations felt by the Founding Fathers to themselves and to their future countrymen.

School-to-Career/Tech Prep Link: Students will search the World Wide Web on a historical cyber-space field trip to Colonial Williamsburg and Philadelphia.

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

Anticipatory Set: Read an excerpt from the play 1776, having students take on the roles of each character. The scene should be where The Declaration is read for the first time.

Students will research the life of one of the signers of the Declaration of Independence and be prepared to share their findings with the class.

Class/team product would be a re-written scene from the play that would allow each signer(student) to express his/her feelings on being that Founding Father.

INDIVIDUAL JOURNAL ASSIGNMENT:

Write about how the Founding Fathers might have been feeling after the signing of the Declaration of Independence, and how you felt during the class production.

HOMELINK:

Discuss with family how they would have reacted to the Declaration of Independence and the Revolutionary War. Would they have fought against England?

STATE STANDARD #LA 7.10 STUDENTS WILL BE ABLE TO LA 7.10 – apply knowledge of resources in preparing a written or oral presentation.

ESSENTIAL QUESTION: How does the discipline/sub-discipline of Crafts relate to mastery learning of the Foundations of the United States government?

Crafters during the colonial period operated in each colony as a small commercial business. In some colonies there were as many as 50 or more businesses in operation creating, making and selling the items they made. Each business operated with a profit margin without the involvement of the government in their business. They enjoyed this right to create and sell their crafts for years and were greatly angered when the British Parliament passed the acts like the Stamp Act and Townsend Act, which taxed everything from paper products to linens. A revolt was imminent, and that revolt resulted in the Declaration of Independence, the Constitution and the Bill of Rights.

15. Crafts (Handbook named “Visiting Colonial Williamsburg.”)

KNOWLEDGE:

Anticipatory Set: View pictures of master crafters in Williamsburg (students as mentors in Williamsburg)

Students will:

1. Look at each picture to determine which craft is being displayed.
2. Analyze which craft would be the most difficult.
3. Explain how you think the crafters would feel if someone outside their business wanted a piece of the action in the way of some of their profit?

COMPREHENSION:

Students will:

1. Explain the differences in technology from today that would make colonial craftsmanship obsolete.
2. Predict how modern technology could have improved colonial craftsmanship.
3. Summarize the laws that taxed the businesses of this period.

APPLICATION:

Anticipatory Set: Use a variety of current business sale papers and lead the students through questions about business practices today and then lead them ‘backwards’ to the business practices of the colonial period.

Students will:

1. Research where the colonial businesses would have gotten their resources for their product.
2. Calculate the time it would have taken for the materials to get to the storeowner.
3. Calculate the time it would have taken to make the product.
4. Calculate the possible time it would take to sell the product.

Multicultural and/or ESL and/or Bilingual Link: Think about the crafts made by the Native Americans. They made items they needed in their daily life. In addition they traded items with other tribes. Research the crafts of the Native Americans from various tribes.

1. How are they similar to those made by the colonial artisans?
2. How was the use of them similar and different?
3. Was there any profit involved?

Mathematics/Science Link and/or Humanities Link: Compare the cost of creating a pair of shoes during the colonial period to that of creating a pair of similar pair of shoes today.

School-to-Career/Tech Prep Link: Invite a local craftsmen or craftswoman into your classroom to discuss the job openings in the field today. Also have them discuss the expense of creating a piece of art or a particular piece of craftsmanship.

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

Anticipatory Set: From the book Visiting Williamsburg: Colonial Craftsman: Read the sections dealing with the craftsman in Williamsburg.

Students will: Research selected colonial Williamsburg businesses and compile a chart of raw materials, expenses, and craftsmen needed to open a store at that time.

Class/team product-in groups the teams will open 5 stores that were present during Colonial Times. Students must have advertising, a list of goods and prices for the business. They must show the value of the product for the colonial time period. Finally, they must show all expenses incurred in the production of the product.

INDIVIDUAL JOURNAL ASSIGNMENT:

Imagine you are a craftsman during the colonial period and the Townsend Taxes have just been passed. How do you now feel about giving your hard earned profits to the king?

HOMELINK:

Think about the fact that we as American workers must work from January until the month of May to pay the taxes we owe to the government. Discuss with family members the impact of taxes on their life.

STATE STANDARD #LA.7.10 STUDENTS WILL BE ABLE TO give/seek information in conversations and group discussions to communicate ideas and ask probing questions to seek elaboration and clarification of ideas.

ESSENTIAL QUESTION: How does the discipline/sub-discipline of Art relate to mastery learning of the Foundations of the United States government?

For every momentous historical event, there are works of art and literature created to preserve the knowledge and importance of that event for future generations; therefore, studying those works of art deepen our understanding of the various aspects of that event and help us to visualize the actual people and places involved in it.

16. **Art** (<http://www.unitedstreaming.com>)

KNOWLEDGE:

Anticipatory Set: The portrait “The Mason Children: David, Joanne, and Abigail” will be shown. (Other works of art that could be used are “Washington Crossing the Delaware,” “The Signing of the Declaration,” and “The Landing at Plymouth.”)

Students will list the adjective(s) that describe the three children and then give an opinion as to why this portrait was painted.

COMPREHENSION:

Students will explain the importance of appearance, why it is important to look good in certain situations in society and in life.

(For example; it is essential you dress appropriately for a job interview.)

APPLICATION:

Anticipatory Set: The Portrait “Mordecai Gist” will be shown and students will be asked to predict why the portrait was painted.

Students will draw a self-portrait through the art class using colors and background of their choice. Then he/she will describe the drawing in words for someone who is blind.

Multicultural and/or ESL and/or Bilingual Link: Students will research the role of self-portraits in European society.

Mathematics/Science Link and/or Humanities Link: What things were used to create paint in the 1600 and 1700's, and how are they different from what we have today?

School-to-Career/Tech Prep Link: Visit a local art school or gallery and discuss with an artist his/her career choice.

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

Anticipatory set: The portrait of "Mary Turner Sergeant" will be shown.

The portrait of "Mordecai Gist" will be shown.

Students will compare the two portraits and how they present the person in the picture.

Class/team/individual product will be group debate on the importance of establishing yourself in a new society. In particular a discussion of why it would be important for a person to be known in a new country. The question should be answered as to why it was essential for a person to have a strong self-portrait done in the colonies around the time of the Revolution.

INDIVIDUAL JOURNAL ASSIGNMENT:

Write a journal entry on how you would want to be depicted in a portrait for generations to come. What would you wear and how would you look?

HOMELINK:

At home find a photo album or pictures of members of your family. Divide them into categories (funny, serious, holiday, etc.) and then decide what picture would be best to be turned into a portrait in order that future generations of your family would be able to look at it and know who their ancestors were and what they looked like.

STATE STANDARD #LA 7.4, 7.10 STUDENTS WILL BE ABLE TO LA 7.4 – identify analogies, idioms, similes and metaphors; LA 7.10 – apply knowledge of resources in preparing written and oral presentations.

ESSENTIAL QUESTION: How does the discipline/sub-discipline of Film relate to mastery learning of the Foundations of the United States government?

17 FILM (LAST OF THE MOHICANS, POCAHANTAS, THE PATRIOT)

KNOWLEDGE:

Anticipatory Set: Film clip from Last of the Mohicans (family dinner of colonist in frontier land)

Students will list all films they have seen with plots or themes set in Colonial America.

COMPREHENSION:

Explain why Hollywood has developed films that touch on the early part of American history. Are there any films that refer to the early periods of history in other countries?

APPLICATION:

Anticipatory Set: Film Clip Pocahontas (scene where explorers first come on shore and begin to set up camp)

Students will predict how explorers influenced the civilizations they came into contact with; both positively and negatively.

The class product for this assignment is to have a debate between sides that are for and against exploration.

Multicultural and/or ESL and/or Bilingual Link: Research the tragedies that befell the Aztec and Incas empires after the Spanish arrived. Also, look into the Trail of Tears that the United States Government ordered for Native Americans.

Mathematics/Science Link and/or Humanities Link: Discuss the rationality of exploration for your country. Was it fair to the civilizations that were residing in the lands that explorers came to claim for their mother country?

School-to-Career/Tech Prep Link: What kind of documentaries have already been created and what kind of films do you think will be created because of the 9/11 tragedy? Do you think any film made about it in the future will reveal a return to the traditional values established by our Founding Fathers? Why or why not?

(**Note:** Use of the book 20 Master Plots?)

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

Anticipatory set: Movie clip from The Patriot (town meeting scene where Mel Gibson speaks out against the Revolution)

Movie clip from The Patriot (Church scene when Heath Ledger comes to look for volunteers for the Continental Army)

Student will research the life of a colonial family from a particular colony and look into its possible livelihood and relationship with England. The student must decide whether or not it would be in that family's interest to join the War against England. They will then take on the role of head of household for that family at a town meeting in which all members of the class must decide on whether or not to join the war as a class.

Class/team/individual product will be a written document to the King of England making known the class's intentions in terms of the War. Those who decide to join the War effort must sign their names to the document, understanding that this will immediately make them enemies of the Crown and a part of the revolution. Those who do not sign must send a document to the King pledging their allegiance to the crown and England.

INDIVIDUAL JOURNAL ASSIGNMENT:

Write a journal entry concerning the decision you made during the class town meeting and explain how you feel about the decision. Is being loyal to a King or to your strongly held beliefs about life, liberty and the pursuit of happiness more important to you?

HOMELINK:

Discuss with a family member the movie "The Patriot" or "Last of the Mohicans" or "Pocahontas" and how the colonists are depicted. What would have been their (your family member's) stance in the situations given in the movies?

MORAL/ETHICAL/SPIRITUAL REASONING AND DILEMMAS

TEN ETHICAL DILEMMAS

(Must be set in context of unit, but must also relate to the lives of today's students)

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

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

ESSENTIAL QUESTION: How does the **Human Activity** of **Producing, Exchanging and Distributing** create moral/ethical dilemmas?

DILEMMA: You have always been a law-abiding businessman since opening your blacksmith shop in Boston. The English – through the Townshend Acts - have raised the taxes so high that you are now in danger of losing your business altogether.

You hear from your neighbor that a protest against these taxes is going to take place at the Boston Harbor where tons of tea owned by the English will be dumped into the Harbor. Will you take part in the protest or not? If you did not take part in the protest, would you turn in your neighbor who did take part in it to the British authorities?

2. **Transportation**

ESSENTIAL QUESTION: How does the **Human Activity** of **Transportation** create moral/ethical dilemmas?

DILEMMA: You are a Tory (loyal to Britain) and also a brother of John Hart, who is not only a Patriot, but one of the signers of the Declaration of Independence who had to flee his home with his family shortly before the British soldiers came to destroy it. British soldiers are aggressively pursuing him, and he has to leave his wife on her sick bed and go into hiding.

The British ask you where he is hiding, and you know the answer. Do you tell them?

3. **Communications**

ESSENTIAL QUESTION: How does the **Human Activity** of **Communications** create moral/ethical dilemmas?

DILEMMA: You are an American colonist, a Tory (loyal to Britain), and a printer by trade. You have been ordered by one of General Washington's officers to print Thomas Paine's "American Crisis," which General Washington is planning to read to his troops on Christmas Eve to inspire them and to infuse new life into the Patriot cause.

They are willing to pay you well for this work, and you desperately need the money. What do you do?

4. **Protecting and Conserving**

ESSENTIAL QUESTION: How does the **Human Activity** of **Protecting and Conserving** create moral/ethical dilemmas?

DILEMMA: You were a freedom fighter in the American Revolution because you desperately wanted to protect and conserve the freedoms and way of life that had been established in the colonies; now you are a member of the governing body that decides how to handle questions concerning the issue of Native Americans and their land and rights.

You are assigned to go to the chief of a tribe whose land is now wanted by white settlers, and get him to sell his tribe's lands to you as the government's representative. You know that this chief will not understand what it means when he signs the agreement to give up the land.

Do you obey the directive of your committee and convince him to sign the agreement him or do you refuse to do it?

5. **Providing Education**

ESSENTIAL QUESTION: How does the **Human Activity** of **Providing Education** create moral/ethical dilemmas?

DILEMMA: Because of the attacks on our nation on September 11, 2001, a plan is underway to move the original Declaration of Independence, the Constitution and the Bill of Rights from their current location in the National Archives near the Capitol Building to a safer, more secure site. As the budget is studied, it becomes apparent that the only money that could be used for this is money already earmarked for educational improvements.

As a voting member of the committee that makes this decision, what would you do?

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

ESSENTIAL QUESTION: How does the **Human Activity** of **Making and Using Tools and/or Technology** create moral/ethical dilemmas?

DILEMMA: You are a gunsmith in colonial America in the 1770's; you have attended the meetings about revolting against Britain and are considering your position carefully. The townsmen are putting together a militia, but are short on guns.

You are approached by a prominent leader and asked to provide the needed guns for this militia. What would you do?

7. **Providing Recreation**

ESSENTIAL QUESTION: How does the **Human Activity** of **Providing Recreation** create moral/ethical dilemmas?

DILEMMA: You have surveyed a very affordable piece of property outside Williamsburg, Virginia, where you are planning to build a golf course for the very wealthy. You have invested a large amount of your personal wealth to make this happen.

One of the crew chiefs comes to you and informs you that he had uncovered a mass unmarked grave site right in the middle of your planned 18 hole golf course. You recognize immediately that it very likely could have immense historical significance.

Do you continue to build or notify the Archeological Society before continuing?

8. Organizing and Governing

ESSENTIAL QUESTION: How does the **Human Activity** of Organizing and Governing create moral/ethical dilemmas?

DILEMMA: You are a wealthy, influential American colonist in 1775, and your love of your mother country (Great Britain) is deep and profound, and yet you see the injustices done by the King of Great Britain, and know that you will be required to take a stand. You are asked to sign the Declaration of Independence on behalf of your colony.

Knowing that you will be considered to be a traitor by the authorities of Great Britain and that your life, your honor, your fortune, and the safety of your family will be on the line if you sign it, what would you do?

9. Moral, Ethical and Spiritual Behavior

ESSENTIAL QUESTION: How does the **Human Activity** of Moral, Ethical and Spiritual Behavior create moral/ethical dilemmas?

DILEMMA: Read the story of Daniel being taken as a captive from Israel to Babylon as told in the book of Daniel in the Bible; he faced a culture that required him to eat food that his religion did not allow him to eat. Then consider the women in the United States military stationed in Middle Eastern countries that practice the Islamic faith as they face a culture that does not allow women to go out into society alone. If you were a woman in the U.S. military in this situation, what would you do?

10. Aesthetic Needs

ESSENTIAL QUESTION: How does the **Human Activity** of Aesthetic Needs create moral/ethical dilemmas?

DILEMMA: You are a member of the Yorktown, Virginia, Board of Supervisors; a large corporation has come to you with a proposal for a very profitable business that would require a factory to be built on the York River where the historic battlefield park is now situated. Would you vote in favor of selling off a large part of this site if it would bring a great deal of money into the Yorktown budget?

PRODUCTIVE THINKING SKILLS DIVERGENT/CREATIVE THINKING

1. **BRAINSTORM MODEL**

A. BRAINSTORM ALL OF THE _____:

- AHA #1. Foods you would like to see served in the cafeteria.
- AHA #2. Worst places to get lost
- AHA #3. Slang used by you and your friends.
- AHA #4. Ways you would like to improve your room at home.
- AHA #5. Rules you have to follow at the mall.
- AHA #6. Ways you could use a hammer.
- AHA #7. Events in your life that would be interesting in a play.

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

- AHA #8. Laws that relate to driving
- AHA #9. Negative behaviors
- AHA #10. Tyrants/dictators
- AHA #11. Songs by Bruce Springstein
- AHA #12. Heroes or heroines from fiction books
- AHA #13. Things you would hate to give up
- AHA #14. Injustices

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

- AHA #15. Paint a picture
- AHA #16. Pose for a portrait
- AHA #17. Feed a family from colonial times TODAY?

2. **VIEWPOINT MODEL (Human or Animate) (Use Cultural Literacy Terms)**

A. HOW WOULD _____ LOOK TO A(N) _____?

- AHA #1. Cafeteria food starving Ethiopian child?
- AHA #2. The closest international airport an native Afghani?
- AHA #3. The slang of today sound in our founding documents?
- AHA #4. A modern teenager's room John Adams?
- AHA #5. Education today stone age man?
- AHA #6. A video game Moses?
- AHA #7. Hollywood films Shakespeare?
- AHA #8. The U.S. government today King John (signer of the Magna Carta)?

B. WHAT WOULD A ____ MEAN FROM THE VIEWPOINT OF A(N) _____?

- AHA #9. Fence wild animal?
- AHA #10. Our Bill of Rights Adolph Hitler?
- AHA #11. Disco colonial teenager?
- AHA #12. Science fiction novel George Washington?
- AHA #13. Sacrifice today's 7th grader?
- AHA #14. Crime Saddam Hussein?
- AHA #15. Plastic chair a colonial master craftsman?
- AHA #16. Wal-Mart photo a portrait painter?
- AHA #17. Fast food place a colonial family?

C. HOW WOULD _____ Thomas Jefferson _____ VIEW THIS?

- 1. Suffrage Amendment (granting the right for women to vote)
- 2. Emancipation Proclamation
- 3. The ACLU
- 4. Landing on the Moon
- 5. Bill Clinton as a statesman
- 6. The death penalty

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

A. HOW WOULD YOU FEEL IF YOU WERE _____?

- AHA #1. A rule not being followed?
- AHA #2. A ship on Marco Polo's journey?
- AHA #3. A person's tongue that could not move?
- AHA #4. The gun in Dylan Klebold's hand?
- AHA #5. The mountain where Moses received the Ten Commandments?
- AHA #6. The cranes and bulldozers that cleaned up Ground Zero in NYC?
- AHA #7. The Globe theater when Shakespeare first presented Romeo and Juliet?

B. IF YOU WERE A _____, WHAT WOULD YOU (SEE, TASTE, SMELL, FEEL, etc.)?

- AHA #8. The King's seal on the Magna Carta,
- AHA #9. Tree on the shore where the Pilgrims first landed
- AHA #10. Uniform during the Boston Massacre
- AHA #11. The original paper on which the Constitution was written
- AHA #12. Table in the room where the Constitution is ratified
- AHA #13. Son of Benjamin Rush _____
- AHA #14. Chair in the room where Hester Prynne was condemned to wear the Scarlet A

C. YOU ARE A _____. DESCRIBE HOW IT FEELS.

AHA #15. Carpenter's chisel.

AHA #16. Painter's brush painting a portrait of Thomas Jefferson.

AHA #17. Film clip of the signing of the Declaration of Independence.

4. CONSCIOUS SELF-DECEIT MODEL

A. SUPPOSE _____. WHAT _____.

AHA #1 Wal-Mart had no prices on their goods? Would be the result?

AHA #2. Marco Polo had never been born? Year would this trade route have been discovered?

AHA #3. We talked with our ears? Changes in conversations would happen?

AHA #4. Every human being could only be kind? Impact would that have on daily life?

AHA #5. "Thou shalt steal" were a commandment? Measures would you have to take to protect your property and belongings?

AHA #6. The Tabernacle had just 'appeared'? Differences would have been evident in the Israelites attitudes toward it?

AHA #7. A play was written about your life? Would you want to be part of the play?

AHA #8. America was governed by a dictator? Would be the process for changing laws?

AHA #9. Page M.S. was made into an assembly line factory with the students as the workers? Type of future would be yours in that situation?

B. YOU CAN _____. WHAT _____?

AHA #10. Be a colonist during the 1770's. Position would you take?

AHA #11. Be in charge of Page Middle School for a week. Changes would you make?

AHA #12. Choose to be one of the Founding Fathers. Contribution can you make to that cause?

AHA #13. Change the British Empire's attitude toward the colonists during the 1700's. differences would you implement?

AHA #14. Program people to always act right. Would the world be like?

AHA #15. Give everyone in the world ONE object. One object would you choose to give each one

AHA #16. Live for any one year after 2100. Year would you choose and why?

(for example; 3406, 4789 or 7133)

AHA #17. Explore and colonize Mars. Important decisions would you have to make?

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

A. HOW IS _____ LIKE _____?

AHA #1. Money the legal system?

AHA #2. An explorer a movie star?

AHA #3. A diary a famous play?

AHA #4. A person who is alive today a person who lived 1000 years ago?
1000 years from now?

AHA #5. The Industrial Revolution computer technology?

AHA #6. A hammer a car?

AHA #7. A photo a gel pen?

B. GET IDEAS FROM _____ TO IMPROVE _____.

AHA #8. The Magna Carta our school system.

AHA #9. The Pilgrim's style of clothing our clothing styles today.

AHA #10. Monticello's layout the design of a new building to replace Page Middle School.

AHA #11. The Preamble to the Constitution your favorite video game.

AHA #12. The Bill of Rights the way you treat your brothers and sisters.

AHA #13. The Golden Rule your homework practices.

AHA #14. The story "The Three Little Pigs" understanding between two very different
and "The True Story of the Three Little Pigs" people groups.

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

- AHA #15. Puppet shows.
- AHA #16. Woodworking.
- AHA #17. Tyranny.

- Hollywood films
- video games
- ‘ . . .with liberty and justice for all.’

6. REORGANIZATION/SYNECTICS MODEL

A. WHAT WOULD HAPPEN IF _____?

- AHA #1. There were no dollars or coins; people had to trade goods in order to get things.
- AHA #2. The only way to travel was to walk or ride a horse?
- AHA #3. Daily newspapers were replaced by dial-up news services?
- AHA #4. Children were raised by computerized robotic ‘parents?’
- AHA #5. You could start a job today earning \$10.00 per hour?
- AHA #6. Someone created a ‘Master Tool’ that could fix anything!!?
- AHA #7. Performing/creating plays, musicals and films was outlawed?

B. SUPPOSE _____ (HAPPENED)

WHAT WOULD BE THE CONSEQUENCES?

- AHA #8. Adolph Hitler became our principal this year?
- AHA #9. Paul Revere had been killed before he got to the church to light the lantern(s)?
- AHA #10. George Washington had set himself up as a dictator and ruled until his death?
- AHA #11. The United States stopped “providing for the common defense?”
- AHA #12. You weren’t allowed to express your opinion about our leaders and their decisions?
- AHA #13. Photography had been available in the 1770’s.
- AHA #14. All the Founding Fathers had been illiterate (unable to read)?

C. WHAT WOULD HAPPEN IF THERE WERE NO _____?

- AHA #15. Adults (everyone ‘passed on at the age of 18).
- AHA #16. Colors (everything was black or white).
- AHA #17. Discovery and exploration of the Americas in 1492-99 and in the 1500’s?

CULTURAL LITERACY

Students must meaningfully use these terms to: (1) spell correctly, (2) use correctly in a sentence, and (3) use a metaphor. Use E.D. Hirsch’s, *The Core Knowledge Series* (i.e. *What Your Third Grader Needs to Know*) and your textbooks.

- June 12, 1776
- June 8, 1789
- December 15, 1791
- August, 1789
- May 25, 1787

- May 29, 1790
- July 4, 1776
- August 2, 1776
- July 12, 1776
- March 1, 1781

- November 11, 1620
- November 21, 1620
- September 16, 1620
- June 15, 1215

- Exodus
- Freedom
- Laws
- Rules
- Slavery
- Communication
- Dialogue
- Persecution
- British Empire
- Tax
- Taxation without representation
- Tariff

- Colony
- Colonization
- Voyage
- Settlement
- Exploration
- Trade
- Trade routes
- Trade law
- Defendant
- Judge
- Verdict
- Moral
- Compassion

- Witness
- Government
- Judaism
- Christianity
- Mount Sinai
- States rights
- Federalists
- Annapolis Convention
- Constitutional Convention
- Article
- Confederation
- Congress
- Judgment

Assemble	Virtue	Magna Carta
State	Puritans	Mayflower Compact
French and Indian War	Pilgrims	Articles of Confederation
Boston Massacre	London Company	Declaration of Independence
Townshend Act	Virginia Company	United States Constitution
Stamp Act	Code	Ten Commandments
Glorious Revolution	Property	United States Bill of Rights
Art	Intolerable Act	Hammurabi
Artist	Loyalist	King George III
Architecture	Tory	Thomas Paine
Archeologist	Commonwealth	George Washington
Archeology	Natural law	Samuel Adams
Design	Enlightenment	Common Sense
Leisure	Liberty	Thomas Jefferson
Society	Shay's Rebellion	John Adams
Civilization	Habeas corpus	Roger Sherman
Literature	Amendment	Benjamin Franklin
Printing Press	Moses	Earl Warner
Separate but Equal	Shakespeare	Paul Revere
Trail	Bible	Patrick Henry
Sheriff	Old Testament	James Madison
Constable	Code of Hammurabi	

RESOURCES

I. Bibliography – Teacher/Professional Books and Resources

1. Our Country's Founders by William J. Bennet
2. Everything You Need to Know About American History by Anne Zeman and Kate Kelly
3. The Green Book of Songs by Subject by Jeff Green
4. The Timetables of History by Bernard Grun
5. Videohounds Golden Movie Retriever, Editor Jim Craddock
6. Everything You Need to Know About Geography by Anne Zeman and Kate Kelly

II. Bibliography – Student Books on loan from Media Center for classroom use as anticipatory sets, to read in class and/or as I-Search Projects

1. Colonial Craftsmen and the Beginning of American Industry by Edwin Tunis
2. Everyday Life in Colonial America by Louis B. Wright
3. Colonial America by Robert G. Athearn
4. Colonial Living by Edwin Tunis
5. Life in Colonial America by Elizabeth George Spence
6. Will you sign here, John Hancock? by Jean Fritz
7. Story of the Declaration of Independence by George Ross
8. Known Signers of the Declaration of Independence by George Ross
9. 1776: Journals of American Independence by George William Sanderlin
10. Voices of the American Revolution by Ted Howard
11. Founders of Freedom in America by David Whitney
12. A Kid's Guide to America's Bill of Rights: curfews, censorship, and the 100 pound giant by Kathleen Krull
13. James Madison by Susan Banfield
14. The Bill of Rights by Earl Schenck Miers
15. The Constitution of the United States by Karen Judson
16. The First Book of the Constitution by Richard Brannon Morris
17. The United States Constitution by Donald Ritchie
18. The Constitution of our Country by Frank Adison Rexford
19. Framers of the Constitution by Frank Adison Rexford

20. Founders of Freedom in America by David C. Whitney
21. Great Documents of the World: Milestones of Human Thought compiled by Friedrich Heer
22. Birth of a Republic by Alden Carter
23. The Mayflower Compact
24. The Declaration of Independence
25. The United States Constitution
26. The Code of Hammurabi
27. The Magna Carta
28. The United States Bill of Rights
29. The Ten Commandments
30. Heath's Anthology of American History

III. Educational Films/Videos

1. The Declaration of Independence, A Foundation of Ideas for a New Age,
2. Shaping the New Nation
3. The New England Colonists: The Pilgrims and Puritans
4. Our Constitution: The Document that gave Birth to a Nation
5. The Life and Times of George Washington
6. The Early Colonists
7. 1700-1750 Diversity of Colonial Communities, The Family Life and Livelihood in the American Colonies
8. Countdown to Independence: Cause of the American Revolution
9. The Road to Revolution 1763-1775
10. The War of Independence
11. Ssssh! We're Writing the Constitution
12. Almost Painless guide to the United States Constitution
13. Bill of Rights
14. Our Federal Government: The Supreme Court

IV. Commercial Films/Video

- | | |
|-------------------------------|---|
| 1. The Last of the Mohicans | 16. Legends of the Fall |
| 2. The Crucible | 17. Blast from the Past |
| 3. The Patriot | 18. The Ten Commandments |
| 4. Pocahontas | 19. Stand and Deliver |
| 5. The Lord of the Flies | 20. 2001: A Space Odyssey |
| 6. Jefferson in Paris | 21. The Flintstones |
| 7. The Patriot | 22. Shakespeare in Love |
| 8. Much Ado About Nothing | 23. "O" |
| 9. 10 Things I Hate About You | 24. Othello |
| 10. Hamlet | 25. Romeo and Juliet (Leonardo Di Caprio version) |
| 11. Rocky IV | 26. The Postman |
| 12. Independence Day | 27. Dances with Wolves |
| 13. Revolution | 28. Excalibur |
| 14. Billy Madison | 29. Lion King |
| 15. Speed | |
| 15. Uncle Buck | |

V. Fiction

1. The Hattlers by Leonard Everett Fisher
2. Johnny Tremain by Lynn Ward
3. The Riddle of Pencroft Farm by Dorothea Jensen
4. The Rifle by Gary Paulsen
5. Early Thunder by Jean Fritz
6. Sarah Bishop by Scott O'Dell
7. The Fighting Ground by Avi

8. My Brother Sam is Dead by James Lincoln and Christopher Collier
9. Guns for General Washington: A Story of the American Revolution by Seymour Reit
10. George Washington's Socks by Elvina Woodruff
11. George Midgett's War by Sally Edwards
12. The Sign Painter's Secret: The Story of a Revolutionary Girl by Dorothy and Thomas Hobbler
13. Poor Richard in France by F.N. Monjo
14. The Chester Town Tea Party by Brenda Seabrooke
15. John Leegate's Musket by Leonard Wibberly
16. Shh! We're Writing the Constitution by Jean Fritz
17. And Then What Happened, Paul Revere? by Jean Fritz
18. Why Don't you get a Horse, Sam Adams? By Jean Fritz
19. The Fourth of July Story by Alice Dalgish
20. A Young Patriot: The American Revolution as Experienced by One Boy by Jim Murphy
21. Pilgrim Voices by Connie Roop
22. Toliver's Secret by Esther Wood-Brady
23. The Serpent Never Sleeps by Scott O'Dell
24. On the Mayflower: Voyage of the Ship's Apprentice and a Passenger Girl by Kate Waters
25. Samuel's Choice by Richard Berleth
26. Daughter of Liberty by Edna Boutwell
27. April Morning by Howard Fast
28. Ride of Courage by Deborah Felder
29. Moon of the Two Dark Horses by Sally M. Keehn
30. The Keeping Room by Anna Myers

VI. Non-Fiction

31. Colonial Craftsmen and the Beginning of American Industry by Edwin Tunis
32. Everyday Life in Colonial America by Louis B. Wright
33. Colonial America by Robert G. Athearn
34. Colonial Living by Edwin Tunis
35. Life in Colonial America by Elizabeth George Spence
36. Will You Sign Here, John Hancock? by Jean Fritz
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53. The Mayflower Compact
54. The Declaration of Independence
55. The United States Constitution
56. The Code of Hammurabi
57. The Magna Carta
58. The United States Bill of Rights

59. The Ten Commandments
60. Heath Anthology of American Literature

VII. Poetry

1. "Paul Revere and the Minuteman: A Narrative Poem" by Carole Charles
2. "Outline of American Literature" by Kathryn VanSpanckeren
3. "American Liberty" by Philip Freneau
4. "George the Third Soliloquy" by Philip Freneau
5. "A Political Litany" by Philip Freneau
6. "The British Prison Ship" by Philip Freneau
7. "McFingal" by John Trumbull
8. "The Conquest of Canaan" by Timothy Dwight
9. "The Volunteer Boys" Author Unknown
10. "The Yankee Man of War" Author Unknown
11. "Yankee Exaggerations" Author Unknown
12. "How to Tell Bad News" A Colonial Poem
13. "Smart" by Shel Silverstein
14. "The Midnight Ride of Paul Revere" by Henry Wadsworth Longfellow
15. "Warren's Address at Bunker Hill" by John Pierpont
16. "Loyalist Song" by Joseph Stansbury
17. "Bunker Hill" by George Henry Calvert
18. "Seventy-Six" by William Cullen Bryant
19. "The Northern Soldier" by Philip Freneau
20. "Nathan Hale" by Francis Miles Finch

VIII. Drama (Stage Productions)

- | | |
|--------------------|---------------------------|
| 1. The Crucible | 5. Much Ado About Nothing |
| 2. The Lost Colony | 6. The Tempest |
| 3. 1776 | 7. Romeo and Juliet |
| 4. Hamlet | 8. Othello |

IX. Art Works

- | | |
|------------------------------------|-------------------------------------|
| 1. Portrait of Mary Turner Sargent | 6. Portrait of Dr. Edward Hudson |
| 2. Portrait of The Mason Children | 7. Washington Crossing the Delaware |
| 3. Portrait of Mordecai Gist | 8. The Signing of the Declaration |
| 4. Portrait of James Pitt | 9. The Landing at Plymouth |
| 5. Portrait of Mrs. James Pitt | |

X. Music

1. I fought the Law *by The Bobby Fuller Four*
2. The Book of Rules *by The Heptones*
3. Criminal *by Fiona Apple*
4. I Heard It Through the Grapevine *by Marvin Gaye*
5. Yakety-yak *by The Coasters*
6. What a Wonderful World *from the movie Animal House-cafeteria scene-*
7. AMERICA *by Neil Diamond*
8. Free Will *by Rush*
9. If You Love Someone, Set them Free *by Sting*
10. We Shall Be Free *by Garth Brooks*
11. Born In the U.S.A *by Bruce Springsteen*
12. Almost Independence Day *by Van Morrison*
13. Freedom *by Paul McCartney*
14. God Bless the U.S.A *by Lee Greenwood*
15. Independence Day *by Bruce Springsteen*
16. Revolution *by Bob Marley and the Whalers*

17. A Whole New World *from the Walt Disney film Alladdin*
18. 4th of July *by U2*
19. America The Beautiful *by Ray Charles*
20. An American in Paris *by Atlantic Brass Quintet*
21. Born in the U.S.A. *by Bruce Springsteen*
22. God Bless America *by Celine Dion*
23. I'm a Yankee Doodle Dandy *by Robert Merrill and the Mormon Tabernacle Choir*
24. Living in America *by James Brown*
25. Rally Round the Flag *by White Mountain Singers*
26. Star-Spangled Banner *by Whitney Houston*
27. Theme from America's Most Wanted *on Televisions Greatest Hits Volume 7*
28. This Land is Your Land *by Bruce Springsteen*
29. You're a Grand Old Flag *by Mormon Tabernacle Fire*

XI. Resource People/Mentors

1. Local Museum Curator
2. Local politician
3. Artist
4. Art Gallery Owner
5. Local Historian
6. Industrial Design Engineer
7. Anthropologist
8. Archaeologist
9. Lawyer
10. Local Store Owner or Manager

XII. Other material (CD-ROM, LASER DISC, INTERNET SITES, ETC.)

1. www.webmesh.co.uk
2. www.bl.uk
3. www.womenhistory.about.com/cs/wamerevolution
4. www.falcon.jmu.edu/~ramsevil/colunit.htm
5. www.amfolktoys.com/catalog/page1.html
6. www.wsu.edu:8080/~dee/MESO/CODE.htm
7. www.duhaime.org/hist.htm
8. www.marcopolo-education.org/index.shtml
9. www.earlyamerica.com/portraits
10. www.dia.org/collections/amerart/portrait/
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