

Project Bright IDEA 2: Interest Development - Middle Grades

A Jacob Javits Gifted Education Program
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2004-2009

THE REAL REVOLUTIONARIES



Concepts: Leadership, Power, and the Ethical Imperative

**Topic: The Philosophy, Character, and Actions of George Washington,
Robert Clive, and James Wolfe in the Struggle for American Independence
Based on the Book: The Real Revolution, by Marc Aronson**

By: Kate Walker and Linda Kay Lloyd

Grade Level: 8th Grade Social Studies Content Focus

The North Carolina Department of Public Instruction
Exceptional Children Division
Academically or Intellectually Gifted Program

The American Association For Gifted Children at Duke University

Big Ideas Manifested

Topic – The American Revolutionary War
Text – The Real Revolution
Author - Marc Aronson
Publisher/Date Clarion Books, 2005

Concepts	Themes
Leadership, Power, Ethical Imperative	Individual philosophies, character traits, and leadership skills can alter the course of human history.
Issues or Debates	Problems or Challenges
Beliefs worthy of sacrificing one’s life to uphold The value of intellect versus power for success in life “Winning” and “losing” wars	The dynamics of change versus continuity Did the economic stability of the British Empire rightfully rest on its colonial interests?
Processes	Theories
Information acquisition from a variety of sources. Creative and Critical Problem Solving, Decision Making, Analysis, Synthesis, and Evaluation	Individual moral and ethical philosophy, character traits, and leadership skills motivate, propogate, and affect the outcomes of human endeavor.
Paradoxes	Assumptions or Perspectives
Leadership versus Power Societal/Governmental dictates versus the Ethical Imperative	The underlying philosophies of the three integral people motivate, propogate and ultimately substantively affect the outcomes of the the American Revolutionary War. The character traits and leadership skills of three integral leaders in the 1700’s helped to change the course of human history, specifically altering the British Empire and America.

Concept: Leadership, Power, and the Ethical Imperative

Topic: The Philosophy, Character, and Actions of George Washington, Robert Clive, and James Wolfe in the Struggle for American Independence

Suggested Text Selection(s): **The Real Revolution, by Marc Aronson**

NC Standards: 8th Grade Social Studies: 2.01, 2.02, 2.04

Competency Goal 2	The learner will trace the causes and effects of the Revolutionary War, and assess the impact of major events, problems, and personalities during the Constitutional Period in North Carolina and the new nation.
	Objectives 2.01 Trace the events leading up to the Revolutionary War and evaluate their relative significance in the onset of hostilities. 2.02 Describe the contributions of ... national personalities from the Revolutionary War era and assess their influence on the outcome of the war. 2.04 Examine the reasons for the colonists' victory over the British, and evaluate the impact of military successes and failures, the role of foreign interventions, and on-going political and economic domestic issues.

Local Pacing Guide Timeline: 1st Semester, 2nd Quarter, Two Days for Revolutionary War Studies

Thinking Skills Focus: Information acquisition from a variety of sources.
Creative and Critical Problem Solving, Decision Making, Analysis, Synthesis, and Evaluation

Topic Focus: Philosophy, Character, and Actions

Concept Focus: Leadership, Power, and the Ethical Imperative

Overarching Generalizations: The influence and conflict of power on individual moral and ethical philosophy, character traits, and leadership skills motivate, propagate, and affect the outcomes of human endeavor.

More Complex Generalizations (Two or more concepts): The underlying philosophies and empowerment of the three integral people motivate, propagate and ultimately substantively affect the outcomes of the American Revolutionary War.

The character traits and leadership skills of three integral leaders in the 1700's helped to change the course of human history, specifically altering the British Empire and America.

Suggested Vocabulary Words for Discussion:

Philosophy, Leadership, Power, Character, Ethical Imperative, British Empire, East India Tea Company, Sovereign/Subject, Colony, Intellect.

A Six-Step Process for Teaching Academic Vocabulary Terms:

1. Provide a description, explanation or example of the new vocabulary term.
2. Ask students to restate the description, explanation or example in their own words using complete sentences.
3. Ask students to construct a picture, symbol or graphic representing the term or phrase.
4. Engage the students periodically in activities that help them add to their knowledge of the terms in a booklet that they have created (Keep it simple.)
5. Periodically ask students to discuss the terms with one another (**Think** of your favorite vocabulary words from the unit; **pair** with a vocabulary buddy, **share** by discussing the vocabulary terms with your vocabulary buddy.) Teacher should model process each time before students do the Think, Pair, Share with Vocabulary Buddy.
6. Construct games to periodically involve students and allow them to play with the terms.

* **Vocabulary Extension:** Word Wall, Mini-Research Projects on key terms leading to class presentation, text scavenger hunt. Highlighted Suggestions:

1. Cracking the Code

In this strategy students will become intimate with unfamiliar words.

Teacher Preparation:

1. Underline unfamiliar words in a selected reading. Make a copy for each student.
2. Make a copy of the *My Educated Definition* chart (5-5-2) for each student.
3. Create an *How Close Were You?* chart (5-5-3) with the words and the actual definitions. Make a copy for each student.

Lesson Plan:

1. Give students the reading selection with the unfamiliar words underlined.
2. Have students read the passage and see if they can figure out what each underlined word means.
3. For each of the underlined words from the passage, have students generate a preliminary definition in the column called "My Educated Definition" on the chart.
4. Ask students: How did you generate your definitions? What techniques did you use to "educate" your definitions?
5. After students complete that task give them the chart you made (*How Close Were You?*) Ask students:
 - How close were your educated definitions?
 - What subtleties, shades, or meanings did you miss?
 - Note the differences between your educated definition and the actual definition in the "Differences" column.

2. Vocabulary Whirl

Teacher Preparation:

1. Prepare sets of 7-10 index cards with one vocabulary task per card. Make enough sets so that there are enough cards for each student to have one.
Suggested tasks include:
 - Spell the word
 - Add a prefix
 - Add a suffix
 - Define the word
 - Use the word in a sentence that contains context clues
 - Give a synonym for the word
 - Give an antonym for the word
 - _____ is like _____ because _____
 - Give a category in which the word belongs
 - Give a non-definition clue for the word
 - Relate the word to subject-area knowledge
 - Give the part of speech of the word
 - Change the word to a different part of speech
 - Act out the word
 - Give multiple meanings for the word
2. Prepare a list of vocabulary words.

Lesson Plan:

1. Divide the students into groups of approximately 8.
2. Distribute the cards – one to each student.
3. Students turn the cards face down and mingle with each other. Every time they pass each other they swap cards. After a few seconds, have them stop and partner with the student that is closest to them. If the number of participants is uneven, allow one group of three.
4. Call out a vocabulary word. Each student follows the directions on his/her card. No one should write on the card.
5. Ask if there are any questions or problems. Resolve these.
6. Repeat steps 3-5 as many times as you wish. Give a different word each time.

***These vocabulary activities and others are part of WCPSS AG Department's *Student Engagement Strategies* Packet.**

Six Facets of Understanding

Facet 1 – EXPLANATION
Specific events and actions instigated and/or facilitated by these three men. The essential, elemental philosophies/beliefs of the same, which led them to become integral forces in the American Revolutionary War.
Facet 2 – INTERPRETATION
The actions/decisions/motivations of George Washington, Robert Clive, and James Wolfe and extrapolation of the pros and cons of these actions from a personal, community, and global perspective.
Facet 3 – APPLICATION
Specific higher-level thinking tasks to explore and expand conclusion and demonstrate factual awareness.
Facet 4 – PERSPECTIVE
<ol style="list-style-type: none">1. Historical/Modern: Chronological2. Individual/Internal vs Community vs Global: Sociological3. The Emerging World Map: Geographical4. Political/Economic Forces: Economic, Political
Facet 5 – EMPATHY
The three men, the colonists, the Indian subjects of the British Empire, and the Empire itself.
Facet 6 – SELF-KNOWLEDGE
Examination and implicit and explicit demonstration of understanding of leadership and character traits within oneself as compared and contrasted with those of others.

Concept: Leadership

Topic: Leaders of the American Revolutionary War

Generalization(s): The underlying philosophies of the three integral people motivate, propagate and ultimately substantively affect the outcomes of the the American Revolutionary War.

Essential Question(s): How do the personal philosophies, character traits, and leadership skills of George Washington, Robert Clive, and James Wolfe enable them to motivate, propagate and substantively affect the outcomes of the American Revolutionary War?

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Devise a biography/life graph of George Washington, Robert Clive, or James Wolfe, illustrating at least five important events in his life.	Create a flow chart illustrating the major events in each man’s life – personally and professionally as you track their influence on the world during their lifetime. Compare your findings to modern leaders’ influences.	Create a poem that best explains and describes the influence any or all of these men had on the world around them. You must write in an identifiable poetic form from the 1700’s.	Create a 20 box comic strip highlighting the life and career of one of the three men. Be sure to include visual and sound effects and be true to who that person really was by carefully choosing what he says and does.
2	Create a historically accurate and geographically correct (to scale) map of the world during the Revolutionary War period. Compare this map to a current map of the same geographical areas.	Based on your knowledge of GW, RC, and JW, Write a biographical character sketch, including physical, emotional, social, and political characteristics of one of these men.	Research one of the leaders we’ve been discussing and create one of the following: <u>A diorama</u> portraying what you think is the most important event in his life or a <u>PowerPoint</u> illustrating his life.	Create a Tableau (or dress as one of these men) to visually represent “living history”. Make sure your scene is completely accurate and/or your personality, appearance, and statements truly reflect the person you have chosen.

3	Choose one of the profiled men and, using facts you know about the events & effects of their lives on Revolutionary-Era North America, design a graphic organizer that shows the extent of his impact on America.	Using the facts you learned from the book & biographical research; create a timeline for all three men’s lives. Try to find and incorporate the continued influence they have had up to modern times – Today, even!	Highlight, describe, document, and present the rise and fall of the East India Tea Company – from the perspective of Robert Clive/England/India. Your product should be multimedia – 3-D and/or 2-D.	Write a one-act play in which one or all of these men are transported to the present day to meet your class. What would the students say and ask? What would these men say/ask? *Be sure to use facts and information from history to be accurate in your portrayal(s).
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Real World Connections with Products:

Level 1: Great leaders’ influences on the world around them; leads into current influences/effects of leadership.

Level 2: Revolutionary-Era Map versus contemporary map; Character sketch of historical figure versus modern leader(s)

Level 3: Impact on America, then and now; Timeline showing events and consequences to modern times; “time-shifting” leaders – current class interacts/ Q&A with leaders.

Real World Applications:

Teachers could extend and/or adapt the activities and products to reflect prominent leaders from the recent past, the present, and, projecting into the future to develop a profile of leaders who could possibly affect America and the world in years to come.

Real World Terms:

Historical facts from the American Revolution, Colonial India, Global Interconnectivity/Interdependence, monetary systems, futures and commodities trading, geopolitical maps, national identity and culture conflicts

Materials Needed for Task Rotation and/or Task Rotation Menu

- Computer with word-processing program, internet connectivity, design program(s) like Publisher, PowerPoint, Moviemaker, etc.
- Library access for research and collaboration
- Various 3-D materials – Poster board, display board, bulletin board paper, construction paper/tag board, markers, pencils, paint, etc.
- Historical and Modern World Atlas
- Costume-making material(s), theatrical makeup, wig(s), etc.

MetaCognitive Discussion (Essential Questions):

1. How do the personal philosophies, character traits, and leadership skills of George Washington, Robert Clive, and James Wolfe enable them to motivate, propagate, and substantively affect the outcomes of the American Revolutionary War?
2. How do the lives and actions of these men still impact your life today? What philosophical and political beliefs are still affecting the governing of America to this day?
3. If the words of the poet and philosopher George Santayana, "Those who cannot remember the past are condemned to repeat it;" are true, what could modern and future Americans benefit from or suffer from by either learning history or ignoring it?

Conceptual Perspectives:

1. Leadership – Is leadership (or the attributes of a true leader) a set of learned abilities or is one just born with them or some combination of both?
2. Power – Considering the power that is taken and/or given to leaders of all kinds, what kinds of responsibilities and rights does leadership have that should govern the use of power?
3. The Ethical Imperative – How much should the philosophy of the individual control his or her beliefs, decisions, and actions when assuming leadership of a group, country, or global community?

Intelligent Behaviors:

(M=Mastery, U=Understanding, SE=Self-Expressive, I=Interpersonal, by Level in Task Rotation)

Sensitivity – SE, Lvl 1; U, Lvl 2; I, Lvl 1; I, Lvl 3

Argumentation – U, Lvl 1; M, Lvl 2

Perception of the new and original – SE, Lvl1; I, Lvl 1; I, Lvl 3

Evidentiary Analysis/Rationale–M, Lvl 1; M, Lvl 2; M, Lvl 3; U, Lvl 1; U, Lvl 2; U, Lvl3; SE, Lvl 3

Empathy – U, Lvl 2; SE, Lvl 1; I, Lvl 2; I, Lvl 3

Social/Behavioral Awareness – U, Lvl 1; SE, Lvl 1; I, Lvl 1; SE, Lvl 2; I, Lvl 3

Imagination – SE, Lvl 1; SE Lvl 2; SE Lvl 3; I Lvl 1; I Lvl 2; I Lvl 3

Emotive – SE, Lvl 1; I, Lvl 3

Organizational/Strategic Skill – M, Lvl 1; M Lvl 2; M Lvl 3; U, Lvl 1; U, Lvl 3; SE, Lvl 3
Memorization/Recall – U, Lvl 2; SE, Lvl 2; M, Lvl 3; U, Lvl 3
Concise/Effective Communication – M, Lvl 1; M, Lvl 2; M, Lvl 3; U, Lvl 1; U, Lvl 2; U, Lvl 3;
SE, Lvl 3
Dramatic/Metaphorical Expression – U, Lvl 2; SE, Lvl 1; SE, Lvl 2; I, Lvl 1; I, Lvl 2; I, Lvl 3
Interpersonal Skills – Task Rotation Activities Combined/Modified in the Whole Class
Culminating Activities.
Task Commitment – Evidenced by comprehensiveness and completion of chosen task(s)

Literary Perspective:

Both fiction and non-fiction pieces will provide a diverse perspective and accounting of the lives and events involving the leaders of the American Revolutionary War era.

For example:

George Washington's
First Annual Address
United States, January 8, 1790

Stated the following:

*Fellow Citizens of the Senate, and House of Representatives,
I embrace with great satisfaction the opportunity, which now presents itself, of congratulating you on the present favourable prospects of our public affairs. The recent accession of the important state of North Carolina to the Constitution of the United States (of which official information has been received)--- the ruling credit and respectability of our country--- the general and increasing good will towards the government of the union, and the concord, peace and plenty, with which we are blessed, are circumstances auspicious, in an excellent degree, to our national prosperity.
Nor am I less persuaded, that you will agree with me in opinion, that there is nothing which can better deserve your patronage, than the promotion of Science and Literature. Knowledge is in every country the surest basis of publick happiness. In one, in which the measures of government receive their impression so immediately from the sense of the community, as in our's, it is proportionately essential. To the security of a free Constitution it contributes in various ways: By convincing those who are entrusted with the publick administration, that every valuable end of government is best answered by the enlightened confidence of the people: And by teaching the people themselves to know, and to value their own rights; to discern and provide against invasions of them; to distinguish between oppression and the necessary exercise of lawful authority; between burthens proceeding from a disregard to their convenience, and those resulting from the inevitable exigencies of society; to discriminate the spirit of liberty from that of licentiousness, cherishing the first, avoiding the last, and uniting a speedy, but temperate vigilance against encroachments, with an inviolable respect to the laws.*

These stated beliefs, hopes, and expectations for the citizens of a new country are just as current and valid today as they were back then. Metacognitively, students should understand that the characteristics, motivations, and actions of leaders perpetually affects the lives of not only those they directly and currently lead, but also those who are indirectly and distantly, through the passage of time, influenced by their leadership.

Student/Teacher Reflections:

Student Reflections and Assessments

Task Rotation Learning Experience

All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

<p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>Complete a Revolutionary War web quest. Adapt or follow the instructions at one of the following web quest sites:</p> <p>Revolutionary Independence by John Finnigan http://www.milton.k12.vt.us/WebQuests/jfinnigan/revolution.htm</p> <p>Johnny Tremain and the Propaganda of the American Revolutionary War: http://members.tripod.com/dscorpio/projects.htm#Project%205</p> <p>Revolutionary War Web Quest (1997 Think Quest Project) http://library.thinkquest.org/11683/High.html</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>Complete a Revolutionary War web quest. Follow the instructions at the following web quest site:</p> <p>Dear King George III http://www.dedham.k12.ma.us/webquest/pa/TablofContents.htm</p> <p>Follow all steps and document all activities as directed. You will need to print out your final product for this course.</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>
<p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p> <p>Complete a Revolutionary War web quest. Adapt or follow the instructions at one of the following web quest sites:</p> <p>1) George Rogers Clark: Revolutionary War Hero http://www.patriapress.com/downloads/grcdowload3.pdf</p> <p>2) Johnny Tremain: The Revolutionary War http://www.lengel.net/hebron/5ssunit1.html</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Complete a Revolutionary War web quest. Adapt or follow the instructions at the following web quest site:</p> <p>Journey into the Revolutionary War by Beverly Schwartzman & Diana Olague http://www.42explore2.com/revolt.htm</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>

Real World Connections with Products:

Mastery Learner (A): Primary/Secondary Source Documents' Analysis and Interpretation

Interpersonal Learner (B): Use of Historical Figure for Extension/Imaginative Projection/Extrapolation

Understanding Learner (C): Real-Life Citizens; Motivations/Inspirations/Reflections

Self-Expressive Learner (D): Relating/Correlating Revolutionary War to Self, Community, Country, and Global Focus

Real World Applications:

1. Web Quest(s) require using historical facts pertaining to a theme, following a specified format in displaying this information along with human rights issues.
2. Identifying connections between the past and relating them to the present.
3. Conflict Resolution using historical data and present-day data to devise and implement a plan
4. Examine and analyze the nature of freedom: rights, responsibilities, and privileges to self as compared with historical figures from the American Revolutionary period.

Real World Terms:

Revolutionary War Vocabulary

1. American Revolution - The war between Great Britain and its thirteen American colonies from 1775 to 1783 that led to the founding of the United States of America.
2. assembly - A lawmaking body
3. Battle of Bunker Hill - Costly British "victory" in 1775 over Colonial forces at a site near Charleston, Massachusetts.
4. Boston Tea Party - A 1773 protest against British taxes in which Boston colonists disguised as Mohawks dumped valuable tea into Boston Harbor.
5. boycott - To refuse to do business or have contact with a person, group, country, or product.
6. Committees of Correspondence - Groups organized in the 1770s to keep colonists informed of important events.
7. delegate - A member of an elected assembly.
8. First Continental Congress - The assembly of colonial delegates from every colony except Georgia that met in 1774 in Philadelphia to oppose the Intolerable Acts.

Revolutionary War Vocabulary, Con't.

9. Intolerable Acts - The laws passed by the British Parliament in 1774 that closed Boston Harbor, dissolved the Massachusetts assembly, and forced Boston colonists to house British soldiers.
10. liberty - freedom
11. militia - A group of volunteers who fought in times of emergency during the colonial period and the American Revolution.
12. minutemen - Well-trained volunteer soldiers who defended the American colonies against the British at a minute's notice.
13. petition - A written request signed by many people.
14. rebel - To oppose those in charge, even to the point of fighting them with weapons, because of different ideas about what is right.
15. repeal - To withdraw or cancel.
16. Sons of Liberty - Groups of colonists who organized themselves to protest against the British government.
17. Stamp Act - A law passed by the British Parliament in 1765 requiring colonists to pay a tax on newspapers, pamphlets, legal documents, and even playing cards.
18. town meeting - Gathering of a town's citizens to discuss and solve local problems.

Whole Class (with Small Sub-Groups) Culminating Project:

NEWSPAPER, 1776

Objective:

Students will collectively create a hard copy edition of a newspaper representing the year of events, 1776. The resources used should incorporate the projects students created for this unit: Biography/Character Sketch, Flow Chart/ Graphic Organizer, Poem, Comic Strip, World Map, PowerPoint Slides/Diorama Images, Tableau Art, Major Events Timeline, Cultural/Social Review (using information from the one-act-plays, biographies, history of East India Tea Company, etc.)

Activities:

As each team finishes their small-group assignments to be incorporated into the newspaper, they should prepare a presentation for the rest of the class. Each presentation should contain the section of newspaper that they developed, with a rationale for and explanation of the chosen content and design elements.

- Time and computers will be made available for students to work on their presentations.
- Students should create a group log that will give a daily accounting of their progress on each assignment that they do.

Outcomes:

The students will have developed a variety of collaborative skills working as teams.

- They will have learned how to work together for creative problem solving, observation and teamwork skills.
- Students will gain insights into how and why the American Revolution occurred, the leaders, movements, and outcomes of a comprehensive range of influences and instigating events surrounding this era in American history.
- They will have learned about the roles played by specific, integral individuals who participated in this revolution, representing diverse interests and countries.
- Students will address the Social Studies Standards and will answer the Essential questions for this unit.

In conclusion, students should understand what motivations triggered this revolution. Students should understand what would cause the Colonists to make this kind of decision against their previously recognized government and leaders as well as the decisions made by all other parties (British/Indian/Others) involved in the world-changing events leading up to and following the American Revolution.

Independent Culminating Project:

Objective:

The individual student will use the content of the following speech, choose one of the historical figures from the provided list, and create a cited/documented editorial response as if from that person to be included in the class newspaper, 1776.

Activities:

Using any and all resources available, the student will research, analyze, synthesize, and evaluate the beliefs, statements, and actions of the chosen historical figure.

- Compile a basic biographical timeline of the person chosen, with important events, personal/professional decisions, and events that influenced that person's life and others around him.
- Compare and contrast how the chosen person would react and respond to the speech from Charles Inglis.
- Write an editorial essay as if you were that person, presenting his philosophical position on the Revolution, other issues of America's birth as a nation, and what you think he would say about the state of the world at this crucial point in history.

Outcomes:

The student will have autonomously pursued a research project, utilizing higher-level thinking skills and ultimately incorporating the resulting product into the larger, collaborative project completed by the whole class. Additionally, the student will have expanded his or her understanding of the people and forces that motivated and affected the outcome of the American Revolution beyond the focus of the unit of study.

Consider the following speech:

“What a horrid situation would thousands be reduced to who have taken the oath of allegiance to the King; yet contrary to their oath, as well as inclination, must be compelled to renounce that allegiance, or abandon all their property in America! How many thousands more would be reduced to a similar situation; who, although they took not that oath, yet would think it inconsistent with their duty and a good conscience to renounce their Sovereign; I dare say these will appear trifling difficulties to our author; but whatever he may think, there are thousands and thousands who would sooner lose all they had in the world, nay life itself, than thus wound their conscience. A Declaration of Independency would infallibly disunite and divide the colonists.

By a Declaration for Independency, every avenue to an accommodation with Great-Britain would be closed; the sword only could then decide the quarrel; and the sword would not be sheathed till one had conquered the other.”

Charles Inglis,

The True Interest of America Impartially Stated, 1776.

Prominent Leaders from this Time Period:

Alexander Hamilton

John Hancock

Patrick Henry

William Howe

Thomas Jefferson

John Paul Jones

Thaddeus Kosciuszko - (Polish)

Marquis de Lafayette - (French)

James Madison

Francis Marion

Thomas Paine

Baron von Stueben - (German)

John Adams

Samuel Adams

Ethan Allen

Benedict Arnold

John Burgoyne

Aaron Burr

George Rogers Clark

Charles Cornwallis

John Dickinson

Benjamin Franklin

Nathanael Greene

Additional Support Materials

Websites/Internet Resources:

1. <http://www.pbs.org/ktca/liberty/> : PBS video series, "Liberty"
2. <http://www.historycentral.com/Revolt/index.html> : Comprehensive site with biographical, historical, audio-visual resources from Multi-Educator/History Central
4. <http://www.americanrevolution.org/home.html> American Revolution
5. <http://samson.kean.edu/~leew/arrt/> American Revolution Round Table
6. <http://sonsoftherevolution.org/> Sons of the Revolution
7. <http://www.revolutionarywararchives.org/> Revolutionary War Archives
8. <http://www.loc.gov/exhibits/british/brit-2.html> British/American Relations Graphics depicting the important documents and events in the Revolution
9. <http://www.loc.gov/rr/news/18th/0coverpage.html> Newspapers from the Revolutionary Period
10. http://www.avalon.law.yale.edu/subject_menus/18th.asp Comprehensive Links to All Things American Revolution

Audio Visual:

1. [Liberty! The American Revolution, Vol. 2: "The Times That Try Men's Souls" and "Oh](#)

...

Description: The second volume of *Liberty: The American Revolution* examines the critical years 1776 and 1777 in the struggle for American independence. Despite the rather narrow focus of this two-episode volume, it is very suitable for AP U.S. History purposes,...

Course/Subject Area: U.S. History

Type: Video Tape/DVD

Author: Ellen Hovde, dir.; Muffie Meyer, dir.

Reviewer: Thomas Rowland

URL:

<http://apcentral.collegeboard.com:80/Pageflows/TeachersResource/viewResourceDetail.do?resourceId=4092>

2. [The American Revolution, part 1](#)

Description: This first part of the six-part Arts and Entertainment (A&E) series on the American Revolution uses a combination of reenactors, narration, input from modern Project Bright IDEA Javits Research funded by US Department of Education
North Carolina Department of Education and The American Association for Gifted Children,
Duke University

historians, and contemporary accounts and pictures to trace the events that led to the first...

Course/Subject Area: U.S. History

Type: Video Tape/DVD

Author:

Reviewer: Scott Kaufman

URL:

<http://apcentral.collegeboard.com:80/Pageflows/TeachersResource/viewResourceDetail.do?resourceId=9659>

3. [Liberty! The American Revolution, Vol. 1: "The Reluctant Revolutionaries" and "Blows](#)

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Description: The first volume of *Liberty: The American Revolution* comprises two episodes - "The Reluctant Revolutionaries" and "Blows Must Decide" - spanning the years 1763-1776. Culling such research treasures as letters, diaries and various documents, the...

Course/Subject Area: U.S. History

Type: Video Tape/DVD

Author: Ellen Hovde, dir.; Muffie Meyer, dir.

Reviewer: Thomas Rowland

URL:

<http://apcentral.collegeboard.com:80/Pageflows/TeachersResource/viewResourceDetail.do?resourceId=3961>

4. [Maps of the American Revolution \(USMA\)](#)

Description: This series of maps provides in-depth illustration of the major engagements of the Revolutionary War. Using a stripped-down style of military notation and brief analysis, the maps are useful in explaining the military progress of the war between 1775...

Course/Subject Area: U.S. History

Type: Web Site

Author: Edward J. Krasnoborski, United States Military Academy, Dept. of History

Reviewer: Lawrence Charap

URL:

<http://apcentral.collegeboard.com:80/Pageflows/TeachersResource/viewResourceDetail.do?resourceId=3781>

Paintings & Prints:

1. <http://www.nga.gov/education/american/history.shtm> The National Gallery of Art, Washington, DC., Historical Paintings of the Revolutionary Era
2. <http://americanhistory.si.edu/exhibitions/exhibition.cfm?key=38&exkey=87> Smithsonian National Museum of American History, *The American Presidency: A Glorious Burden*
3. <http://americanhistory.si.edu/exhibitions/exhibition.cfm?key=38&exkey=77> Smithsonian National Museum of American History, *The Price of Freedom: Americans at War*
4. <http://americanrevolution.org/artmain.html>, AmericanRevolution.Org Art Gallery
5. <http://www.americanrevolutioncenter.org/collections.asp>, Collections at the American Revolution Center – Artifacts, Prints, Paintings, etc.

Reference Resources:

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Teacher Reflections

Literary Selection: The Real Revolution, by Marc Aronson

Date

School

Grade

1. What were the strengths of the task rotations and/or other activities?
2. How did the task rotations and/or activities reveal students' Intelligent Behaviors? Please discuss how each Intelligent Behavior manifested it self.
3. What would you change or add the next time you taught this lesson?
4. What opportunities for growth does the resource unit have?
5. What were "ah ha's?" for the students? For teachers?

“Additional Comments

APPENDIX:

Additional Instructional Concept-Based Activities

Adapted from:

<http://apcentral.collegeboard.com/apc/members/homepage/22538.html>

Loyalists and the American Revolution

Introduction

Loyalists, those colonists who accepted Britain's authority over the colonies, were described during the Revolutionary War as "persons hostile to the liberties of America." In the republican philosophy of the new nation, Tories were considered villains and offenders against the public good who acted out of ignorance, selfishness, or moral obtuseness. But if the political situation between 1775 and 1783 is accurately described as equally divided among patriots, loyalists, and those who didn't really care one way or the other, understanding loyalism is essential to unlocking the puzzle of revolutionary America.

Approximately 60 to 80 thousand Americans chose to go into exile after 1783. Among these were many of the ablest and wealthiest men in colonial life, but the group also included ordinary men and women, as well as a thousand black loyalists who eventually settled in Sierra Leone. In a tri-racial society, Native Americans were also forced to choose sides. Indeed, loyalists were not an identifiable segment of the wartime population. Outside the British-controlled garrison towns, loyalism was often fluid, especially in the backcountry. Where the patriot army was weak, citizens could afford to be loyalist or neutral, but changes in military power also made loyalism tricky and dangerous. Anglicans were more likely to be loyalists, but religion-based groups such as the Mennonites, Dunkers, and Brethren also faced difficult political and religious dilemmas, as did the Quakers. As recent arrivals in America, John Wesley's Methodists were more likely to hold loyalist sympathies. These factors made the war at times one-sided, civil, or revolutionary in character. Loyalists were more than simply the losers in the war: their beliefs, a mirror image to that of their Patriot opponents, is essential to understanding the true meaning of the Revolution.

A sample Document-Based Question (DBQ) set on loyalism may be found on <http://historyteacher.net> .

Many primary sources relating to loyalists may be found in a collection in PDA format (type *loyalist* into the search engine). This collection has a remarkable range, and many of these documents are otherwise unavailable electronically. Though their format remains small in scale, they may be read with a desktop browser set to mimic a PDA.

Search Engine: Primary Source Documents

Objectives:

To understand how philosophies, beliefs, and ideologies were constructed before and during the Revolutionary War. How and why were some "reluctant revolutionaries" turned into Whig patriots willing to fight against the British Empire, while others asserted a loyalist allegiance to Britain?

To explore the experience of African-American slaves and free blacks as loyalists. To understand some of the patterns of participation during the war. Who fought on the patriot side? Who remained loyal to Great Britain? Who was resignedly, or defiantly neutral? After the war, who was reintegrated? Who chose exile?

Activities:

A Web-based game, "Loyalty or Liberty," allows students to explore the conflicting motivations that pitted neighbor against neighbor, coast against backcountry, and sometimes father against son.

<http://www.history.org/history/teaching/revolution/loyalty.html>

Comparing Arguments

Loyalist counter-arguments to separation are useful in tracing the construction of Whig ideology before and during the Revolution

Ask students to read the text of the Articles of Association (1774) and analyze the reasons that its provisions were problematic for some colonists. For which groups did the Association prove most troublesome? Ask students to explain through details and factual examples the ties that bound the different loyalist groups to Great Britain, from government officials to merchants to residents of the backcountry.

▪ The Articles of Association, 1774

Ask the students to explain why the Continental Congress rejected Joseph Galloway's 1774 "Plan of a Proposed Union." Ask them to explain why the proposal failed to pass by a single vote, yet was later removed from the official records of the Continental Congress Plan of a Proposed Union: Joseph Galloway "A View of the Controversy between Great Britain and her Colonies," 1775, by Rev. Samuel Seabury, the "Westchester Farmer," should be examined alongside Alexander Hamilton's responses ("A Full Vindication of the Measures of the Congress from the Calumnies of their Enemies," 1774, and "A Farmer Refuted," 1775) to Seabury's attempt to reconcile local self-government with Parliamentary authority for comparison and contrast: A View of the Controversy between Great Britain and her Colonies. Students might be asked to compare and contrast James Chalmers's Plain Truth with Thomas Paine's Common Sense. They might also analyze the writings of "Candidus" (probably James Chalmers) that appeared in a 1779 edition of the New York Gazette: What is the source of each Whig charge that Candidus proves false in this piece?

1. Plain Truth: John Chalmers
2. Common Sense: Thomas Paine
3. Candidus

Chalmers's mature reflections on Paine and the war may be found in his Strictures on a Pamphlet Written by Thomas Paine. Excerpts from the series of letters exchanged by Daniel Leonard ("Massachusettsensis") and John Adams ("Novanglus") over the constitutionality of Whig attacks on Parliament's authority might also be contrasted.

1. Strictures on a Pamphlet: Thomas Paine
 2. Letters: Daniel Leonard
 3. Novanglus: John Adams
-

Comparing Accounts

Contemporary accounts of events also provide insight into the conflicts between Whigs and loyalists. Three differing accounts of the Battle of Lexington and Concord by Ann Hulton, General Gage, and the Massachusetts Provincial Congress might be used to evaluate the points of view of the British army, loyalist sympathizers, and Whigs.

A Web of English History: <http://www.historyhome.co.uk/>

Capt. Thomas Preston's account of the Boston Massacre can be compared with an anonymous account of the same.

Students might also be asked to explain the attitudes represented in Paul Revere's engraving of Henry Pelham's broadside image of the Massacre.

1. Captain Thomas Preston's Account
 2. The Boston Massacre: Anonymous
 3. Henry Pelham's broadside image of the Massacre
-

Comparing Cultures

A collection of loyalist and Whig songs and ballads can be used to show how conflicting ideologies manifested themselves in popular culture.

Rosalie Murphy Baum has constructed classroom issues and strategies that deal with ballads and songs: <http://www9.georgetown.edu/faculty/bassr/heath/syllabuild/iguide/patriot.html>

1. Loyalist, British Songs & Poetry
2. Classroom Strategies: Songs & Ballads

Furthermore, the works of poet Rev. Jonathan Odell may profitably be compared with those of Whig poet Philip Freneau; ask students to look at the audience addressed by each and the political imagery presented.

A Web site by David S. Shields discusses classroom issues and strategies for studying Freneau:

<http://www9.georgetown.edu/faculty/bassr/heath/syllabuild/iguide/freneau.html>

Another site provides a brief biographical treatment of Odell, "the Tory satirist."

<http://freepages.history.rootsweb.ancestry.com/~dav4is/people/ODEL494.htm>

1. Poems by Philip Freneau: Strategies
 2. Jonathan Odell: The Tory Satirist
-

Race, Religion, and Partisanship

A Web site devoted to Black Loyalists presents an overview of the group and contains a variety of primary sources about this group.

Several personal accounts and a collection of letters relating to the lives of black loyalists are available; these were written by both whites and blacks. David George's autobiography, for example, might be contrasted with later slave narratives in which the North was the guarantor of freedom. The site also contains a range of official documents, including proclamations, treaties, muster lists, the Black Loyalist Directory, bills, survey records, and land records. <http://americanrevolution.org/blackloyalists.html>

1. Black Loyalists
2. David George's Diaries

In short writing assignments, students might be asked to compare and contrast the text of Lord Dunmore's Proclamation with Virginia's response.

1. Lord Dunmore's Proclamation
2. Virginia Declaration: Dec. 14, 1775

Ask students to contrast the history of Dunmore's Ethiopian Regiment with the Black Pioneers, which comprised African-American slaves attached to the British army, as discussed in the On-Line Institute for Advanced Loyalist Studies. <http://www.royalprovincial.com/>

The regiment's formation orders and the oath taken upon enlisting are included. This site also contains petitions, memorials, and other documents that allow the students to follow the various ways in which the British army utilized and rewarded slaves. Land sales, muster lists, wills, indentures, and petitions are also available.

1. The Ethiopian Regiment
2. Black Pioneers
3. The On-Line Institute for Advanced Loyalist Studies

Students might also be asked to analyze the data about occupation and colonial origins from the The Book of Negroes. All the surnames in the Black Loyalist Directory are indexed. These documents also tie into later lessons on Anglo-American colonization and anti-slavery: among them is a 1791 advertisement for the Sierra Leone Company and documents like Boston King's memoirs allow the student to follow black loyalists who eventually relocated in Sierra Leone. Finally, the student might be asked to contrast the petitions and other records that document the experience of black loyalists with the denied petition of Jehu Grant for a pension based on his service to the Continental Army.

1. The Book of Negroes
2. Black Loyalist Surname Index
3. Boston King's Memoirs
4. Petition of Jehu Grant

Whig attitudes toward the tribes of the frontier are addressed in a letter from Gen. Washington directing Gen. Sullivan to destroy the fields and crops of Iroquois allied with the British.

Sullivan's expedition is graphically described in the chapter seven of Mary Jemison's captivity narrative; if the students have read Mary Rowlandson's captivity narrative, they might explore the ways that the trope of cultivation and improvement versus savagery flip-flopped over time.

Washington's Letter to Sullivan

A Web site devoted to an exhibition at the Library of Congress on "Religion and the Founding of the American Republic" contains many images that are useful in exploring the religious aspects of loyalism.

For example, ask the students to explain the allegorical treatment of the Whig as Absalom, rebelling against and suffering from the arbitrary rule of his father King David (George III), who is shown playing his harp, oblivious to the anguish of his children in the American colonies. The figure executing Absalom is dressed as a British Redcoat.

Religion and the Founding of America

A study of the role of ministers in the Revolution is also fruitful.

Anglican minister Charles Inglis proposed a way to reconcile British and local interests in "The True Interest of American Impartially Stated," 1776.

The Whiggish political cartoon, "An Attempt to Land a Bishop in America," can also be a focal point for discussion. A political-religious argument can be examined also in one of the 1770 "Dougliad" essays. The pro-British cartoon, "The Yankie Doodles Intrenchment Near Boston 1776," similarly portrays "Cromwellian" antecedents.

1. Proposal by Charles Inglis
 2. Religion and the Founding of America
 3. An American Time Capsule
 4. Yankie Doodles Intrenchment
-

Conduct and Aftermath

Assign students the provisions for restitution of confiscated property in article five of the Treaty of Paris. Postwar loyalist claims and memorials have been organized by colony. Ask students to use these memorials to interpret the limits on volitional allegiance to the new nation and the wartime experience that prevented easy reintegration.

1. The Paris Peace Treaty (1783)
2. Loyalist Claims and Memorials
3. The Loyal American Regiment 1771-1783

Students might be asked to analyze the occupations and colonial origins of loyalists who relocated in New Brunswick. The chasm separating loyalist from Whig might also be explored using contemporary images. Other images students might discuss include one of tarring and feathering or Benjamin Franklin's "Join or Die" image.

Tarring and Feathering

James Rivington's August 25, 1774, New York Gazetteer published a poem that commented on Franklin's image. Ask students to explain why the image evoked such different images from loyalists and patriots.

Ye sons of Sediton, how comes it to pass
That America's ty'd by a Snake in the grass?
Don't you think 'tis a scandalous, saucy reflection,
That merits the soundest, severest correction?
New-England's the Head, too;--New-England's abus'd;
For the Head of the Serpent we know should be bruis'd!

Students are likely to be familiar with the savagery and brutality of the campaigns in the backcountry through *The Patriot*. While the film might be used as a springboard (in conjunction with the documents on the Black Loyalists and Advanced Loyalist Web sites) for discussion of what motivated slaves to ally themselves with the British, it also dramatizes the conflicting pressures on whites. Ask the students to consider the impact of the practices of the film's Col. William Tavington, who was based on Lt. Col. Banastre Tarleton; the differences between the fictional Tavington and the real Tarleton were considerable, not least in Tarleton's surviving the war. The "Hudibrastic Epistle to Colonel Tarleton" glorifies Tarleton's tactics.

1. Lt. Col. Banastre Tarleton
2. Hudibrastic Epistle to Col. Tarleton

<http://www.history.org/history/teaching/revolution/loyalty.html>

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▪ [The Articles of Association, 1774](#)
