



***American Revolution:***

***Recognizing The Wilson Way Values in the American Revolution***

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This curriculum unit is recommended for:  
North Carolina and United States History/ 8<sup>th</sup> Grade Social Studies

**Keywords:** independence, tyranny, treason, boycott, Boston Harbor, Continental Congress, Sons of Liberty, Red Coats, Founding Fathers, vision, choice, risk-taker, fearless, fail forward, problem solver, creator, community

**Teaching Standards:** See [Appendix 1](#) for teaching standards addressed in this unit.

**Synopsis:** This unit hopes to help students identify the Wilson Way Values within themselves, as a part of their school community, and in the American Revolution. As students recognize these values in individuals, groups, events, documents, and or battles, they should be able express how they relate to the values using Quick Writes. At the end of each lesson, students reflect with the following quick write – “Using the values in the Wilson Way Anthem, "Which individual, group, event, document, or battle from this lesson shows a value? Which value? How? And how have you shown this value?" They record this written response in their composition notebook. As they complete daily lessons including readings, art, political cartoons, and primary source documents, students should show understanding of content through formative assessments. Lesson readings have short question and answer sheets while other presentations require student creativity. By acquiring both content knowledge and ownership of values, students are then able to achieve a connection to self, text, and the world.

*I plan to teach this unit during the coming year to 128 students in 8<sup>th</sup> grade Social Studies.*

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## **Introduction**

Every morning, my students and I stand for the Wilson Anthem and the Pledge of Allegiance. Some students speak along with the announcer while others choose to just listen. As students say and hear the Wilson Anthem, the core values of The Wilson Way are presented to each so that they may connect to self. Each sentence begins with I, and each verb suggests that they are an active participant in The Wilson Way. During the first week of school, students engage in activities that help them define and understand how we use the values to create a positive and successful environment. The values include Vision, Choice, Risk-Taker, Fearless, Fail Forward, Problem Solver, Creator, and Community. These values represent beliefs and practices our students need for computational thinking, computer science, and college/career readiness.

As we continue the morning announcements, students then recite or listen to the Pledge of Allegiance. They Pledge Allegiance to the Flag and the Republic for which it stands. However, the values for which this Republic stands are not stated or visual. Therefore, they remain unknown to eighth graders. So, what are our American Values and where do they come from? We will begin with the American Revolution and our Founding Fathers. As students study the geography, civics and government, culture, economics, and history of this time period, they should see that values are timeless. And the values that they see, hear, and practice every day in the Wilson Anthem were present in the 1700s.

### **Rationale**

Within this unit, students use the values of the Wilson Way Anthem to connect to self, text, and world. On the surface, students connect these values to self every day as they learn and repeat the Wilson Way Anthem. However, throughout this unit, students express a deeper connection as they select one of the eight values for each lesson. Using quick writes, students convey examples of how they have used the chosen value. This allows exhibition of understanding and brings about an awareness to their character and behavior. Students must understand how they use values in their daily lives in order to further connect to text and the world. Students record these expressions in their composition notebook daily.

As we study the American Revolution, students connect to text through their chosen Wilson Way Anthem value for that lesson. In this connection, an individual, group, event, document, or battle displays the chosen value. When comprehending the expression of values during this time period, students must consider the geography, economics, social, political, religious, and military conflicts. They must recognize that at times, one value may be more important than another and necessary for survival. Understanding values expressed by our Founding Fathers provides background knowledge for the second half of Unit 2 – The Constitution.

Lastly, students must connect to world to show depth of understanding and social emotional growth leading to global citizenship. As we explore Constitutional, Civil, and Human Rights in colonization, immigration (including forced migration/slavery), citizenship, and military conflict in the development of North Carolina and the United States, students should

recognize the Wilson Way Anthem values and how they can be used to enhance or restrain the lives of individuals, or groups of people.

## Demographics

Wilson STEM Academy is one of Charlotte Mecklenburg Schools' newest technology schools, located on the west side of Charlotte in the Northwest Learning Community. The 2018-19 academic year begins its tenure as a fully inclusive computer science/engineering "partial magnet" immersion middle school. Computer Sciences courses offered include Design and Modeling, Flight and Space, Innovators and Makers, and App Creator. Magnet seats for 6<sup>th</sup> grade are 100 and 7<sup>th</sup> grade are 50. All eighth graders are non-magnet and attend their feeder home school. Overall, enrollment sits at 501 students with 208 6<sup>th</sup> graders, 169 7<sup>th</sup> graders, and 124 8<sup>th</sup> graders. Gender representation comprises 52% boys and 48% girls. Our population is 80% African American, 14% Hispanics, 3% Asian, and 2% Caucasian and less than 1% Native American. We have 1% Academically Intellectually Gifted (AIG), 5% English as Second Learners (ESL) and 11% Exceptional Children (EC). 100% of our students receive free breakfast and lunch.

I teach 8<sup>th</sup> Grade Social Studies, which includes North Carolina and United States History. My schedule is A and B day covering six classes (3 per day) with about 22 students per class. Social Studies is a core class, and student must pass it to fulfill their eighth grade requirements. This course runs the entire academic year and ends with a North Carolina Final Examination (NCFE). The composition of classes varies by skill, ability, and language.

## Objectives

The American Revolution is in the second unit in the eighth grade social studies curriculum. Students will learn about individuals, groups, events, documents, and battles that win American independence and allow the creation of our government and country. As they learn about the Founding Fathers and the causes and events of the American Revolution, students need to recognize and understand the values within their daily anthem are rooted in the Founding Fathers and the shaping of America. For example: (1) Student perceive the Founding Fathers as *Fearless* when they disobey and challenge the King of England; (2) They recognize these men make a *Choice* to stand up for what they believe; (3) They witness the small Patriot Army *Fail Forward* as they lose the Battle of Bunker Hill because they run out of ammunition; (4) They understand that George Washington is a *Risk Taker* when allowing the practice of unproven immunity for Smallpox at Valley Forge; (5) They see the building of a *Community* with the Declaration of Independence; (6) They understand how the Founders *Solve Problems* with the Franco-American Alliance; (7) They become aware of the Founders as *Creators* of a new government invested in its citizens; and (8) They share the *Vision* of democracy and equality ratified by the 13 original states in the Constitution by the Founding Fathers.

Main goals of this unit include (1) Student understanding of how geography, economics, culture, and religion create values, (2) Students possess this foundation to acquire knowledge in the second half of this unit, the Constitution, which expresses the values of our Founding Fathers and (3) Students understand how the values of the 1700s still exist and affect our lives today.

At the completion of this unit, students need to show mastery of North Carolina Essential Standards leading to a successful outcome on the North Carolina Final Exam (NCFE) at the end of the academic year. Within this unit, eighth grade students must identify, understand, and use mastery of standards when evaluating and explaining the development of North Carolina and the United States through history, geography, economics, civics and government, and culture.

## Content Research

### *13 Original Colonies*



The English settled along the east coast of North America between the Atlantic Ocean and Appalachian Mountains creating 13 colonies. The colonies further divided into three distinctive regions known as the New England, Middle, and Southern colonies.<sup>i</sup> Within each region, the geography of the land helped to determine the economics, culture, and lifestyle of the people. This contributed to the values of the new Americans.<sup>ii</sup>

### *New England Region*

In the New England region, the geography included a cold climate with plenty of forests creating jobs for lumber men and shipbuilding. Rocky soil only provided land for small farms.<sup>iii</sup> Being open to the Atlantic Ocean, whaling and fishing contributed to the economy. The ocean also gave the large Boston Port in the Massachusetts Bay Colony economic opportunities for merchants in shipping and fur trading.<sup>iv</sup>

Culturally, Plymouth, which became a part of the Massachusetts Bay Colony in 1691, established their foundation in religion. Having been founded by the Puritans, their religious expression extended to government as seen in the Mayflower Compact. Government leaders were required to have church membership and ministers had power. Voting privileges extended to male church members only. Religion also influenced education. The Puritans emphasized literacy and used the Bible as a basic textbook. As immigrants continued to come, they brought their own libraries and continued to import books from London. Thousands of immigrants, mostly Puritans, came to the New England area during the Great Migration.<sup>v</sup>

It was this overbearing religious tone that led to the founding of the other New England colonies. Connecticut, founded by minister Thomas Hooker in 1636, promoted democratic government and religious tolerance.<sup>vi</sup> He wrote the Fundamental Orders of Connecticut which allowed males who were non-church members the right to vote.<sup>vii</sup>

Another minister, Roger Williams, left Massachusetts and formed a new settlement named Providence which became the colony of Rhode Island. Williams and his supporters believed in separation of church and state with certain tolerances.<sup>viii</sup>

New Hampshire was different because English and French explorers settled this colony rather than Puritans. Economically, the people funded their lives with work in sawmills, shipyards, and merchants' warehouses. Culturally, social life included an establishment of villages and town centers. The merchants became wealthy and built generous homes furnished with fine luxury imports. They invested in trade and land. Society's other levels included a permanent class of day laborers, mariners, indentured servants and slaves.<sup>ix</sup>

The New England Colonies shared a value of education. There were more schools in the New England colonies than the others. By 1700, seventy percent of the men and 45 percent of women possessed reading and writing skills. Many children stopped their education at the elementary grades to begin working. However, John Harvard and the General Court of Massachusetts started Harvard College to meet the needs of higher education for ministers in their colony.<sup>x</sup>

### *Middle Colonies*

The Middle Colonies were very different from the New England. They had the most diverse population, representing many different ethnic and economic groups. Diversity extended opportunities to women that did not spread to women of the New England colonies. Women offered important contributions to the economy. They ran farms and businesses such as bakeries, clothing and grocery stores, drugstores, and some women practiced medicine. The diverse population also helped to create multiple religions and religious tolerance. Quakers, Catholics, Lutherans, Jews, and others reside in Middle Colonies.<sup>xi</sup>

The land favored farming known as Bread Basket farms who produced wheat, corn, cattle, and pigs. These colonies mass produced food and used the rivers to deliver and sell foods to the New England colonies. The diverse economy consisted of food, merchants, iron lumber, fur trappers, and the slave trade. Slaves worked in the middle colonies as blacksmiths, carpenters, farmers, and shipbuilders. However, indentured servants provided the majority of the labor force in the Middle Colonies.<sup>xii</sup>

Like Boston, New York received a great harbor from the ocean. This led to large amounts of immigrants and settlers (Dutch, German, Swedish, Jewish, English, and African) creating a melting pot and a center of trade. Diversity also led to representative governments because no one group was dominant.<sup>xiii</sup> Nevertheless, New York restricted the rights of its free and enslaved African population under English rule unlike the freedoms they enjoy under Dutch rule. Earning freedom became more difficult for enslaved Africans. In response to harsh treatments they received, the slaves resisted, which became known as the New York Slave Revolt of 1712. In response, government passed harsher laws to prevent future revolts.<sup>xiv</sup>

New Jersey colony began as a gift from the Duke of York to Sir George Carteret and Lord John Berkeley. It occupied land between the Hudson and Delaware Rivers. Its population included Dutch, Swedes, Finns, and Scots. The fur trades served as its most important economy.<sup>xv</sup>

Pennsylvania proved to be different because of its founding in the Quaker religion. Here, people practiced equality for all, expressed attitudes of anti-slavery, and allowed women certain roles in society. Its founder, William Penn, made this colony an example of self-government – a

government that reflected its citizens' will. Philadelphia, the City of Brotherly Love also had a large port allowing a large diverse population.<sup>xvi</sup> In creating a safe haven for Quakers, Penn purchased a small piece of land south of Pennsylvania and named it Delaware. It remained a part of Pennsylvania until 1776.<sup>xvii</sup>

### *Southern Colonies*

Colonial America began with the settlement of Jamestown in Virginia in 1607. After years of surviving disease-carrying mosquitoes, the starving time, and fighting the Powhatan Nation, Virginia became a royal colony under the authority of the King and his chosen Governor.

Later, John Rolfe, husband of Pocahontas, found success growing tobacco which gave rise to an economic boomtown. As new immigrants arrived, they came under contract as indentured servants fulfilling Virginia's need for a labor force. Contracts required work for four to seven years to pay off debts for the journey to America. In 1619, Africans came to Jamestown on a Dutch ship. In the beginning, some Africans registered as indentured servants and became successful farmers when their contracts expired.

As the colony experienced success while growing and selling tobacco, the demand for a labor force grew. Over time, the number of indentured servants began to decrease while the cost of slaves also decreased. Slavery became a more profitable workforce. Therefore, Africans no longer maintained the status of indentured servants. Instead, they became lifelong slaves.<sup>xviii</sup>

Although slavery was legal in all 13 colonies, it flourished in the southern colonies due to excellent land for farming. The climate was mostly warm and the rich soil allowed the growing season to last for seven to eight months, creating large plantations with cash crops.<sup>xix</sup> Tobacco, cotton, indigo, and rice provided the backbone of the southern economy. Other economic opportunities included ownership of small farms, timber, and merchants.<sup>xx</sup>

Other colonies slightly differed. English Catholics established Maryland. They followed the lessons from Jamestown and raised corn, cattle, and hogs to prevent starvation. They also grew tobacco for profit. Cash crops led to wealthy landowners, servants, craftspeople, and farmers. As immigrants continued to come, a large number of Protestants settled in Maryland which caused religious conflict. In an effort to support religious tolerance, Lord Baltimore and the colonial Assembly passed the Toleration Act of 1649, making it a crime to restrict the religious rights of Christians.<sup>xxi</sup>

In the Carolinas, they began as one. However, consistent strife between the Quakers and Anglicans caused the King to split Carolina into two, North and South in 1712. The two colonies were different in lifestyle and culture. In North Carolina, large plantations existed in the Coastal Plains along with a Highland Scots immigrant population. The Piedmont and Mountains regions, known as the backcountry, filled with farmers and former indentured servants who migrated from Virginia. Others there were overflow from the colony of Pennsylvania creating the large Quaker population. In South Carolina, large plantations flourished with an abundant slave work force due to the Port of Charlestown. Religiously, they remained Anglican and Baptist.<sup>xxii</sup>

The colony of Georgia began as a place where jailed English debtors worked and paid off their debts. It also served as a shield between the British colonies and Spanish Florida. The plan

of debt workers failed and Georgia became a royal colony filled with large rice and cotton plantations worked by slaves.

Throughout the Southern Colonies, wealthy landowners created an unequal society with levels such as Gentry, Folk of a lesser Sort, Indentured Servants, and Slaves. Wealthy landowners ran government and only these few were allowed to vote. They either imported private tutors from Ireland or Scotland who taught their children or sent their children to school in England. Indentured servants moved to the backcountry as their contracts expired but slaves remained in bondage for life unless their owner offered options for freedom.<sup>xxiii</sup>

Within this new America, the various social, cultural, and political differences allowed the colonies to act as individual entities. It was before the Seven Years War that Benjamin Franklin suggested a colonial government for all to partake at the Albany Plan of Union. He evoked a Join or Die Movement for colonial protection from a possible Red Coat Military invasion. Refusing to relinquish freedom of colonial power, they missed the chance to bond before the French and Indian War.<sup>xxiv</sup>

Post War, our colonists felt attacked by England due to two events: (1) The King's Proclamation of 1763, which restricted settlement beyond the Appalachian Mountains and (2) Parliament imposed taxes to help pay for the French and Indian War. The colonists cried foul, using the slogan "No Taxation without Representation". And as they suffered physical attacks with the Boston Massacre and Lexington and Concord, the colonists adhered to Mr. Franklin's calling and created a Continental Congress to address the King concerning twenty-seven abuses by him, his military, and Parliament. Leading the charge was Massachusetts' own John Adams, who successfully defended the Redcoats in the Boston Massacre Trial. He enlisted the help of a young Virginian named Thomas Jefferson to write the Declaration of Independence.<sup>xxv</sup>

By the second meeting, they selected a leader named George Washington, whom the English considered a traitor because of his former membership as a Red Coat. He led a ragtag militia and transformed them into an army and won a war with the help of the French, by changing the practice of warfare.<sup>xxvi</sup>

Within these meetings, the high morals of the descendants of the Puritans adjoined with Baptists, Lutherans, Quakers, and others. All educational levels came with their expertise in writing, business, and military know how. Wealthy men from shipbuilding, trade, and plantations connected to preserve economic freedom. Within those walls in Philadelphia and on the Battlefield of the Eastland woods, Founding Fathers and militia selected and exhibited values that define America.

## **Implementation**

### Teaching Strategies

#### *Vocabulary development*

Vocabulary is essential for understanding and acquiring knowledge from this unit. Charlotte Mecklenburg Schools assign the United States History Guided Reading Workbook to each student. This book provides the vocabulary with definitions at the beginning of each lesson. English as a Second Language (ESL) students who maintain Spanish as their primary language, receive a workbook that provides the vocabulary and lesson in Spanish and English. Students develop vocabulary with the use of their workbook, flashcards in the e-book, and Cornell Notes.

#### *Reading*

In Social Studies, we use a variety of websites for reading materials. Our selections include Carolinak12, readlikeahistorian, and readworks. Carolinak12 provides lesson, PowerPoints, and activities in North Carolina history. These activities are used in collaborative works and projects. The website readlikeahistorian delivers lessons, and PowerPoints in world and United States History. These lessons are usually compare and contrast which provoke critical and computational thinking. In readworks, students read assigned materials and take short quizzes within a selected time frame. I am able to use these reading for comprehension of knowledge. Freckles allows the teacher to assign readings at different Lexile levels (differentiation) for students. These programs also have features that allows students to have the material read to them. ESL students have access to google read which can change the reading from English to their primary language.

#### *Primary Source Documents*

As we study the American Revolution, students examine Primary Source Documents within this period. This class discusses North Carolina and United States History. Since we reside in Mecklenburg County, we explore the significance of the Mecklenburg Resolves. Later, after several battles, we study the Halifax Resolves and its connection to the Declaration of Independence, our third primary source document. Students receive a printed copy of each document for in-class analysis.

#### *Technology Integration*

We are a STEM school and therefore, we use technology as a part of our learning process. We are one-to-one with ipads (Verizon Initiative Learning School) and classroom chrome carts. Students navigate our Learning Management System, CANVAS, for assignments, discussions, and quizzes within the Social Studies module. Students access blendspace.com through CANVAS for daily lesson plans that include standards, objectives, essential questions, vocabulary, warm-up video, PowerPoint, guided practice, independent practice, collaborative work, reflection, and homework. Unit examinations happen in masteryconnect.com where teachers and students can observe mastery of material (green), near mastery (yellow), and necessary remediation (red). Daily lessons may include the use of apps for note taking (google slides), formative assessment (flipgrid), and virtual field trips (Google expedition).



Along with STEM, we are a Project Lead the Way (PLtW) school. Students receive monthly projects in a hyperdoc format in CANVAS. They make a copy to their google drive for easier access. Projects are unit related and include research, readings, writing, and creating arts (maps, brochure, Google Interactive Story, etc.) to explain understanding of the subject.

### *Writing*

Students use writing to exhibit collection and mastery of information, understanding, and inquiry-based learning. Students must be able to voice an opinion on the culture, economics, politics, and military conflict of the American Revolution.

Cornell Notes serve as pre-work before each lesson requiring students to read and collect information on future subjects. Therefore, when they come to class, students have some background knowledge and can ask questions for better understanding.

Students receive a Study Guide for each unit that contains graphic organizers. Students learn how to organize their thoughts and fill in a graphic organizer as well as read and extract information from a graphic organizer.

Lastly, students share reflections by providing their opinions, concerns, and connections to the topic using quick writes in their composition notebooks. Quick writes offer students a safe place to express themselves.<sup>xxvii</sup> Through this type of journaling, in social studies, it allows students to offer opinions or associations referring to the topic without having to provide a concrete answer that multiple-choice questions require. With quick writes, students learn to relate to history making it more understandable, personable, and easier to learn. It also allows the teacher to develop a personal relationship with students as they read their journal entries.<sup>xxix</sup> Furthermore, quick writes help build character and self-confidence.<sup>xxx</sup> Students write honestly about themselves and their lives. Through compare and contrast, they learn to take stands on issues forming opinions with support from readings. Research suggests quick writes have the ability to increase student's writing skills including grammar and spelling.<sup>xxxi</sup> Lastly, over the school year, students review their writings over time and can observe their growth as a student, citizen, and person.

### Daily Lessons and Activities

All lessons are present in Canvas and blendspace.com. Students have a copy of the Wilson Anthem.

#### *Lesson 1 – No Taxation without Representation*

For this lesson, the students complete Cornell Notes on the topic before class (pre-work). During class, the students will watch a short warm-up video on The Acts. Afterwards, we review the 13 colonies map (remediation). Then, using information from a PowerPoint, we begin a running problem/ solution anchor chart (guided practice) for the American Revolution. Student engagement includes independent and collaborative works. Independent works in this lesson is a reading "*The Stamp Act*" with a 10 question assessment.<sup>xxxii</sup> Collaborative works include a

Revolutionary War Word Puzzle<sup>xxxiii</sup> and students create a protest symbol for *Too Much Homework* activity<sup>xxxiv</sup> showing understanding of colonial protest. Accompanying each lesson are 2 google slides. This serves as an interactive notebook. One slide is for vocabulary and the other slide can include notes, pictures/art, videos, or maps. At the end of each lesson, students reflect with the following quick write – “Using the values in the Wilson Way Anthem, "Which individual, group, event, document, or battle from this lesson demonstrates a value? Which value? How? And how have you shown this value?" Students record writings in their composition notebooks. The homework assignment is Cornell Notes for the next lesson.

### *Lesson 2 – The Boston Massacre*

For this lesson, the students complete Cornell Notes on the topic before class (pre-work). In this lesson, students will watch a short warm-up video from the first scenes of the HBO Miniseries John Adams (his defense of the Redcoats at the Boston Massacre trial). Afterwards, we review of our problem/ solution chart (remediation). Then, using information from a PowerPoint, we continue our running problem/ solution anchor chart (guided practice) for the American Revolution. Student engagement includes independent and collaborative works. Independent works in this lesson is a reading, “*Unrest in Boston*”, with a 10 question assessment.<sup>xxxv</sup> Collaborative works include The Boston Massacre Primary Source Documents<sup>xxxvi</sup> compare and contrast group reading and they create a drawing representing the Boston Massacre showing understanding of colonial unrest. Accompanying each lesson are 2 google slides. This serves as an interactive notebook. One slide is for vocabulary and the other slide can include notes, pictures/art, videos, or maps. At the end of each lesson, students reflect with the following quick write – “Using the values in the Wilson Way Anthem, "Which individual, group, event, document, or battle from this lesson shows a value? Which value? How? And how have you shown this value?" Students record writings in their composition notebooks. The homework assignment is Cornell Notes for the next lesson.

### *Lesson 3 – The Tea Parties and Intolerable Acts*

For this lesson, the students complete Cornell Notes on the topic before class (pre-work). In this lesson, students will watch a short warm-up video “Liberty Kids #1 – The Boston Tea Party”. Afterwards, we review of our problem/ solution chart (remediation). Then, using information from a PowerPoint, we continue our running problem/ solution anchor chart (guided practice) for the American Revolution. Student engagement includes independent and collaborative works. Independent works in this lesson is a reading, "A Very Messy Tea Party", with a 10 question assessment.<sup>xxxvii</sup> Collaborative works include The Loyalists Primary Source Documents compare and contrast group reading<sup>xxxviii</sup> and they create an answer key/ graphic organizer showing understanding of colonial protest and British governing. Accompanying each lesson are 2 google slides. This serves as an interactive notebook. One slide is for vocabulary and the other slide can include notes, pictures/art, videos, or maps. At the end of each lesson, students reflect with the following quick write – “Using the values in the Wilson Way Anthem, "Which individual, group, event, document, or battle from this lesson shows a value? Which value? How? And how have you shown this value?" Students record writings in their composition notebooks. The homework assignment is a reading with questions for the next lesson.

#### *Lesson 4 – The Shot Heard Around the World*

For this lesson, the students complete a reading with questions on the topic before class (pre-work). In this lesson, students will watch a short warm-up video from America: The Story of US – The Battles of Lexington and Concord. Afterwards, we review of our problem/ solution chart (remediation). Then, using information from a PowerPoint, we continue our running problem/ solution anchor chart (guided practice) for the American Revolution. Student engagement includes independent and collaborative works. Independent works in this lesson is a reading, *"The American Revolution"*, with a 10 question assessment (audio available).<sup>xxxix</sup> Collaborative works include The Battles of Lexington Primary Source Documents<sup>xi</sup> compare and contrast group reading and they create an answer key/ graphic organizer showing understanding of colonial protest and British governing. Accompanying each lesson are 2 Google slides. This serves as an interactive notebook. One slide is for vocabulary and the other slide can include notes, pictures/art, videos, or maps. At the end of each lesson, students reflect with the following quick write – “Using the values in the Wilson Way Anthem, "Which individual, group, event, document, or battle from this lesson shows a value? Which value? How? And how have you shown this value?" Students record writings in their composition notebooks. For the next lesson, the homework assignment is a reading with questions in the North Carolina Workbook.

#### *Lesson 5 – The Mecklenburg Resolves*

For this lesson, students finish lessons in the North Carolina Workbook before class (pre-work). During class, students watch a short warm-up video reading of the Mecklenburg Resolves. Afterwards, we review of our problem/ solution chart (remediation). Then, using information from a PowerPoint, we continue our running problem/ solution anchor chart (guided practice) for the American Revolution. Student engagement for today is collaborative works only. Each group receives an assignment to one of the five Resolves.<sup>xii</sup> Collaborative work is a group video presentation using flipgrid to explain the assigned Resolve. Accompanying each lesson are 2 google slides. This serves as an interactive notebook. One slide is for vocabulary and students will upload their video to the other slide. At the end of each lesson, students reflect with the following quick write – “Using the values in the Wilson Way Anthem, "Which individual, group, event, document, or battle from this lesson shows a value? Which value? How? And how have you shown this value?" Students record writings in their composition notebooks. For the next lesson, the homework assignment is a reading with questions on The Battle of Bunker Hill.

#### *Lesson 6 – The Battle of Bunker Hill*

For this lesson, the students complete Cornell Notes before class (pre-work). During the lesson, students watch a short warm-up video on the Battle of Bunker Hill (PBS). Afterwards, we review of our problem/ solution chart (remediation). Then, using information from a PowerPoint, we continue our running problem/ solution anchor chart (guided practice) for the American Revolution. Student engagement includes independent and collaborative works. Independent works in this lesson requires students to visit quizlet to do flashcards on The Battle of Bunker Hill. Our assessment is a review of the reading and their answers. Collaborative works include Liberty Kids episode 9, The Battle of Bunker Hill, and they craft a battle graphic organizer with information to show understanding. Accompanying each lesson are 2 Google

slides. This serves as an interactive notebook. One slide is for vocabulary and the other slide can include notes, pictures/art, videos, or maps. At the end of each lesson, students reflect with the following quick write – “Using the values in the Wilson Way Anthem, "Which individual, group, event, document, or battle from this lesson shows a value? Which value? How? And how have you shown this value?" Students record writings in their composition notebooks. For the next lesson, the homework assignment is work in hyperdocs#3.

### *Lesson 7 – The Battle of Moore’s Creek Bridge*

For this lesson, the students complete Cornell Notes before class (pre-work). During the lesson, students watch a short warm-up video on the Historic site Moore’s Creek Bridge. Afterwards, we review of our problem/ solution chart (remediation). Then, using information from a PowerPoint, we continue our running problem/ solution anchor chart (guided practice) for the American Revolution. Student engagement includes independent and collaborative works. Independent works in this lesson is a reading, "*The Moore’s Creek Bridge Review*", with a 10 question assessment.<sup>xliii</sup> Collaborative works include research on a topic from the American Revolution. Students will select a topic and find at least 3 different sources that share information regarding the topic/individual and the connection/contribution to the Revolutionary War. They will then create a puzzle with the information and a drawing. Accompanying each lesson are 2 Google slides. This serves as an interactive notebook. One slide is for vocabulary and the other slide can include notes, pictures/art, videos, or maps. At the end of each lesson, students reflect with the following quick write – “Using the values in the Wilson Way Anthem, "Which individual, group, event, document, or battle from this lesson shows a value? Which value? How? And how have you shown this value?" Students record writings in their composition notebooks. For the next lesson, the homework assignment is work in hyperdocs#3.

### *Lesson 8 – The Declaration of Independence (DOI)*

For this lesson, the students begin research for the Revolutionary Article Project<sup>xliiii</sup> (pre-work). During the lesson, students watch 2 short videos from the mini-series John Adams -1) Franklin, Jefferson and Adams discussing the DOI. Afterwards, we review the problem solution anchor chart. Students receive a copy of the Halifax Resolves<sup>xliiv</sup> from May 1776 which leads to the idea of a Declaration of Independence for the 13 colonies versus individual county independence. We then listen to a reading of the Declaration of Independence, complete Frayer Models for Independence and Tyranny, and continue the running problem solution chart (guided practice). Student engagement includes independent and collaborative works. Independent works in this lesson is analysis of art – Our Founding Fathers, Hard at Work.<sup>xliv</sup> Students use the art to answer the questions. Collaborative works include students reading, comparing, and contrasting historical interpretations of the DOI.<sup>xlvi</sup> Then, they will write their own introduction paragraph to the DOI and create their own signature/ John Hancock for important documents.<sup>xlvii</sup> Accompanying each lesson are 2 Google slides. This serves as an interactive notebook. One slide is for vocabulary and the other slide can include notes, pictures/art, videos, or maps. At the end of each lesson, students reflect with the following quick write – “Using the values in the Wilson Way Anthem, "Which individual, group, event, document, or battle from this lesson shows a value? Which value? How? And how have you shown this value?" Students record

writings in their composition notebooks. For the next lesson, the homework assignment is complete Cornell Notes on the Franco-American Alliance (reading in google classroom).

### *Lesson 9 – Valley Forge and the Battle of Saratoga*

For this lesson, the students complete Cornell Notes (pre-work). During the lesson, students watch 2 short videos - 1) Battle of Saratoga and 2) Valley Forge. Afterwards, we review the problem solution anchor chart. Today, we have a science connection. Students watch immunization video<sup>xlvi</sup> in Social Studies and Science. They will complete the activity in science related to the smallpox invasion and the practice of immunity. In Social Studies, we will continue the problem/solution anchor chart (guided practice). Student engagement includes independent and collaborative works. Independent works in this lesson is a reading, “The Battle of Saratoga”, with a 5 question assessment. Collaborative works include students reading, “*American Revolution: Who Am I?*”<sup>xlvi</sup> These are short biographies of the Founding Fathers and students must determine their identity. Then, students create their own short biography. Accompanying each lesson are 2 google slides. This serves as an interactive notebook. One slide is for vocabulary and students will upload their bio into the other slide. At the end of each lesson, students reflect with the following quick write – “Using the values in the Wilson Way Anthem, "Which individual, group, event, document, or battle from this lesson shows a value? Which value? How? And how have you shown this value?" Students record writings in their composition notebooks. For the next lesson, the homework assignment is North Carolina workbook, pages 77-78.

### *Lesson 10 – North Carolina, Yorktown, and the End of War*

For this lesson, the students complete NC Workbook, pp. 77-78 (pre-work). During the lesson, students watch 2 short videos - 1) The Battle of King’s Mountain and 2) The Battle of Guilford County Courthouse from the movie *The Patriot*. Afterwards, we review and complete the problem solution anchor chart (guided practice). Student engagement includes independent and collaborative works. Independent work in this lesson is a reading, “The Battle of Yorktown”, with a 6 question assessment. Collaborative works include analysis of the political cartoon: “The Horse America, Throwing His Master.” Students will then create their own political cartoon for the American Revolution. Accompanying each lesson are 2 Google slides. This serves as an interactive notebook. One slide is for vocabulary and the other slide can include notes, pictures/art, videos, or maps. At the end of each lesson, students reflect with the following quick write – “Using the values in the Wilson Way Anthem, "Which individual, group, event, document, or battle from this lesson shows a value? Which value? How? And how have you shown this value?" Students record writings in their composition notebooks. For the next lesson, the homework assignment is completion of hyperdocs #3.

## Final Unit Assessment

Students show knowledge and understanding of the American Revolution with formal and informal assessments. At the end of the unit, informal assessments include completion of their study guide and their collection of quick writes, google slides, and Cornell Notes. Formal grades consist of a unit project that requires students to complete research on a topic from the American Revolution and create a newspaper article. The newspaper article must include an exciting headline, be at least one typed page, have a picture with a caption relating to the article, present correct information found in the research of the event and people involved, have proper sentence structure, grammar, and mechanics and be creative! The other formal grade comes from a final Unit Exam.

## **Appendix I: Implementing Teaching Standards for North Carolina Standard Course of Study**

Within this unit, students will review the following North Carolina Essential Standards:

### History

#### *8.H.1.3 – Use primary and secondary sources to interpret various historical perspectives*

In lessons 2, 3, and 4, the students read primary source documents that include writings by individuals who witness or participate in the American Revolution. As students read and learn different viewpoints, they use compare and contrast strategies to deliver their opinions while citing evidence from the documents.

In lessons 5 and 8, students read primary source documents that express independence from Great Britain. In lesson 5, students learn of the Mecklenburg Resolves and how Mecklenburg County in North Carolina is the first to declare independence. In lesson 8, students analyze the Declaration of Independence, and learn of inalienable rights and charges of tyranny.

#### *8.H.2.1 Explain the impact of economic, political, social, and military conflicts*

In lessons 6, 9, and 10, students study the causes, effects, and outcomes of military conflict. They learn of alliances with France, science in military training, and the Treaty of Paris 1783.

#### *8.H.3.3 – Explain how individuals and groups have influenced economic, political, and social change in North Carolina and the United States*

In lessons 1, 2, 3, and 4, students learn about Founding Fathers, Sons of Liberty, and Women of Edenton and how they use protests and boycotts to create change.

### Civics and Government

#### *8.C&G.1.1 – Summarize democratic ideals expressed in local, state, and national government*

In lesson 1, students learn and understand the concept of “No Taxation without Representation”. They learn and understand the importance of government collecting taxes to pay for services and security versus citizens needing a vote in government.

#### *8.C&G.1.2 – Evaluate the degree to which democratic ideals are evident in historical documents from North Carolina and the United States*

In lessons 5 and 8, the students learn about democracy and how the interpretation and meaning of historical documents is shaped by social norms that may change over time.

## Appendix II: Teacher Resources

Websites:

[www.blendspace.com](http://www.blendspace.com)

Website requires an account (free). It is a Learning Management System (LMS) for interactive lessons plans and professional presentations. It allows teachers to place information from Youtube, Google, etc. in one place. It also provides sharing in social media, Google Classroom, CANVAS, and QR codes for each lesson.

<https://k12database.unc.edu/>

Website does not require membership (free). It contains lessons, PowerPoints, and activities for North Carolina history.

[www.hyperdoc.co](http://www.hyperdoc.co)

Website requires an account (partial free). It contains graphic organizers for teachers to present projects and assignments to students using 21<sup>st</sup> century learning strategies.

<https://www.mrnussbaum.com/history-2-2/historyactivities/>

Website requires an account (partial free). It contains engaging activities in United States history for k-12.

[www.readlikeahistorian.org](http://www.readlikeahistorian.org)

Website requires an account (free). It contains a variety of lessons and activities for world and United States History.

[www.readworks.org](http://www.readworks.org)

Website requires an account (free). It contains a variety of readings for all core subjects with vocabulary, audio, and assessment.

[www.studenthandouts.com](http://www.studenthandouts.com)

Website does not require membership (free). It contains reading and activities in all core subjects.

[www.superteach.com](http://www.superteach.com)

Website requires paid membership. It contains activities for all core subjects.

Tedtalk, <http://www.youtube.com/watch?v=rb7TVW77ZCs>

This is a video for kids on the history of immunizations and how they work.



### **Appendix III : Lesson Materials**

1. Ipad or chrome notebook
2. Access to CANVAS – CMS Learning Management System
3. Access to Google Drive
4. Access to Google Slides
5. Access to Google Classroom
6. North Carolina Workbook
7. Composition Notebook – Quick Writes
8. 1Subject Notebook – Cornell Notes
9. Unit 2 Study Guide
  - a. Problem/ Solution graphic organizer
  - b. Revolutionary War Word Puzzle
  - c. Protest Symbol: Too Much Homework
  - d. North Carolina Flag
  - e. Mecklenburg Resolves
  - f. Halifax Resolves
  - g. Founding Fathers, Hard at Work
  - h. John Hancock/ Create a special signature
  - i. The Battle of Saratoga
  - j. American Revolution: Who Am I?
  - k. Battle of Yorktown
  - l. Horse America, Throwing His Master
10. Access to masteryconnect.com – Final Unit Test

**Appendix IV: The Wilson Way Anthem**

I make a CHOICE to leave my footprint  
I am a COMMUNITY builder  
My VISION drives my journey  
I am not afraid to FAIL FORWARD  
I take RISKS... because I am FEARLESS  
I SOLVE problems  
I am CREATIVE  
I am A Champion  
I am...  
THE WILSON WAY!

## Annotated Bibliography

### Articles

Council, Advisory. *Summary: Geography of the Colonies*. Lesson 1 ed. Vol. Chapter 6. Practice Book. Houghton Mifflin Publishing. Accessed September 13, 2018.

[https://www.eduplace.com/ss/socsci/books/content/ilessons/4/ils\\_tn\\_gr4\\_u4\\_c06\\_11.pdf](https://www.eduplace.com/ss/socsci/books/content/ilessons/4/ils_tn_gr4_u4_c06_11.pdf).

This article discusses the various differences in geography between the 3 regions of England's North American colonies. It also explains how the geography shapes settlement, crops, and economics.

Cramer, Anne, and Linda Mason. "The Effects of Strategy Instruction for Writing and Revising Persuasive Quick Writes for Middle School Students with Emotional and Behavioral Disorders." *Behavioral Disorders*40, no. 1 (December 2014): 37-51. Accessed May 30, 2018. doi:<https://files.eric.ed.gov/fulltext/EJ1087297.pdf>.

This is a research article that explains how students with low attention spans and behavioral issues benefit from quick writes for self-expression and completion of assignments.

Green, Susan. "Using Quick Writes as a Classroom Assessment Tool: Prospects and Problems." *Journal of Educational Research & Policy Studies*7, no. 2 (Fall 2007): 38-52. Accessed May 14, 2018. doi:<https://files.eric.ed.gov/fulltext/EJ809437.pdf>.

This is a research article on the use of quick writes in the classroom. Third graders completed a pre and post field trip quick write that showed gained learning. Overall, the research showed quick writes are sensitive to instruction and useful for instructional decision making.

Hopkins, Gary. "Journal Writing Every Day: Teachers Say It Really Works!" Classroom Rewards Reap Dividends for Teachers and Students | Education World. Accessed May 30, 2018. [http://www.educationworld.com/a\\_curr/curr144.shtml](http://www.educationworld.com/a_curr/curr144.shtml).

This article discusses the benefits of quick writes for teachers and students.

Mason, Linda. "TeachingLD." Image Description. 2009. Accessed May 25, 2018.

[http://teachingld.org/dld\\_news\\_items/quick-writing-instruction-for-the-content-classroom](http://teachingld.org/dld_news_items/quick-writing-instruction-for-the-content-classroom).

This is an article that provides information regarding how beneficial quick writes are in every content.

University of Groningen. "Society, Schools and Culture." American History From Revolution To Reconstruction and beyond. 2012. Accessed September 14, 2018.

<http://www.let.rug.nl/usa/outlines/history-1994/the-colonial-period/society-schools-and-culture.php>.

This article compares and contrasts daily life in the 13 colonies of North America.

Ward, Teresa. "Six Ways to Use Quick Writes to Promote Learning." On Course Workshop. Accessed May 23, 2018. <http://oncourseworkshop.com/life-long-learning/six-ways-use-quick-writes-promote-learning/>.

This article discusses ways to use quick writes to promote and use critical thinking, literacy strategies, reflection, and assessment of knowledge.

## Books

Cerami, Charles. *Young Patriots* (10th ed.). Naperville, IL: Sourcebooks, 2005.

This book discusses how Founding Fathers Alexander Hamilton and James Madison helped create America through economics and the Constitution – the backbone of our values.

Colon, Jose. "Module 3." In *United States History*, 69-98. Orlando, FL: Houghton Mifflin Harcourt Publishing Company, 2017.

This is our middle school US History book.

McCullough, David. *John Adams*. New York, NY: Simon and Schuster, 2001.

The Pulitzer Prize winning biography of the American Founding Father, John Adams. It details his love and devotion to the creation of a free America. As a Signer of the Declaration of Independence, author of the Massachusetts Constitution, and lawyer of the Red Coats in the Boston Massacre, John Adams exhibits his values and enforces them as he serves as the 1st Vice President and 2nd President of the United States.

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

The author delivers the American and English account of the response to the American resistance and later, the Declaration of Independence. America's fierce leader, George Washington, commits treason by commanding the Patriots. As an American General, he exhibits values and strategies to win his war that gives America freedom.

"Chapter 4, 1607-1754, The Colonial Roots of America's Founding Ideas." In *United States History, 11th Grade*, 37-45.

This chapter explains the impact of geography, economics, and religion on government and society in the 13 colonies of North America. It provides insight through reading, art, photos, and questions/answers.

## Notes

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