

Journey To, Through and Beyond the American Revolution

Subject: 8th Grade ELA / SS

Topic:

American Revolution

Time Frame:

6 weeks spanning Quarters 2 & 3

Project Overview:

Students will research a topic of their own choosing that connects directly to the cause of, outcome as a result of, or life during the American Revolution. They will then teach the topic to others through creating an interactive and STEM inclusive museum display. Students will also write a thesis based research essay on the same topic.

Timeline

Week 1

Day 1: Social Studies: Lesson 1: Intro Topic / Primary Source
Day 2: ELA Lesson 1: Research Steps 1-2
Day 3: ELA Lesson 1: Research Steps 1-2
Day 4: ELA Lesson 1: Research Steps 1-2
Day 5: CONTENT

Week 2:

Day 1: ELA Lesson 2: Research Step 3&4 / Thesis
Day 2: ELA Lesson 2: Research Step 3&4 / Thesis
Day 3: ELA Lesson 2: Research Step 3&4 / Thesis
Day 4: ELA Lesson 2: Research Step 3&4 / Thesis
Day 5: CONTENT

Week 3:

Day 1: ELA Lesson 3: Text Features and Museums
Day 2: ELA Lesson 2: Text Features and Museums
Day 3: ELA Lesson 2: Text Features and Museums
Day 4: Field Trip
Day 5: ELA Lesson 2: STEM Choice

Week 4

Day 1: CONTENT
Day 2: CONTENT
Day 3: ELA: Student Work Time
Day 4: ELA: Student Work Time
Day 5: ELA: Student Work Time

Week 5

Day 1: CONTENT
Day 2: CONTENT
Day 3: ELA: Student Work Time
Day 4: ELA: Student Work Time
Day 5: ELA: Student Work Time

Week 6:

Day 1: ELA Lesson 4: Writing the Mini-Essay
Day 2: ELA & SS: Student Work Time
Day 3: ELA & SS: Student Work Time
Day 4: ELA & SS: Construct Museum
Day 5: ALL SUMMATIVE ASSESSMENTS DUE

This project is the creation of Susannah Cahillane and Scott Greene.

Please contact them for permission to reprint or reproduce any part of this project and its ideas and/or lessons.

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Be prepared for others

Journey To, Through and Beyond the American Revolution

Standards

Science Standards:

Engineering, Technology, and Applications of Science (ETS)

ETS1: Engineering Design Process

ETS2: Links among engineering, technology, science, and society

Social Studies Standards:

Standard 2: Demonstrate an understanding of how South Carolinians and Americans created a revolutionary form of government during the period of 1757-1815.

- 8.2.CO: Compare the motives and demographics of loyalists and patriots within South Carolina and the colonies. This indicator was developed to encourage inquiry into the economic, political, and social motivations of the patriots and the loyalists in the era of the American Revolution.
- 8.2.CE: Explain the economic, political, and social factors surrounding the American Revolution. This indicator was developed to encourage inquiry into how the colonies began to unify to create a distinctive American identity over the course of events of the American Revolution.
- 8.2.P: Analyze significant founding principles that led to the development of federalism in South Carolina and the United States. This indicator was designed to encourage inquiry into the development of the Constitution, Declaration of Independence, the Articles of Confederation, and representative democracy.
- 8.2.CX: Contextualize the roles of various groups of South Carolinians as the colonies moved toward becoming an independent nation. This indicator was developed to encourage inquiry into the motivations of colonists during the American Revolution and the progression of conflict and failed compromise that ultimately led to revolution.
- 8.2.CC: Analyze the continuities and changes of how different groups immigrated to and migrated within South Carolina. This indicator was developed to encourage inquiry into the immigration and migration patterns of different groups within South Carolina, including their economic, political, and social power to do so. This indicator also promotes inquiry into an exploration of such ideas as the expansion of slavery and hostilities with the native peoples.
- 8.2.E: Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.

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Standards

ELA Standards:

Students will be able to:

8-1.2.1 Formulate logical questions based on evidence and consider multiple perspectives

8-1.3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias

8-1.3.4 Organize and categorize important information, revise ideas, and report relevant findings

8-1.4.2 Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action.

8- W-2a-e Write informative explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

8-RL-12 Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

8-RI.7.1 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea

8-RI.11.1 Analyze the impact of text features and structures on authors' similar ideas or claims about the same topic

8-RI.11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced

8-c.2.2 Analyze and evaluate the credibility of information and accuracy of findings.

8-C.2 - Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

8-C.2.1 Gather relevant information from diverse print and multimedia sources to develop

ideas, claims, or perspectives emphasizing salient points in a coherent, concise, logical

manner with relevant evidence and well-chosen details.

8-C.2.2 Analyze and evaluate the credibility of information and accuracy of findings.

8-C.2.3 Quote and paraphrase the data and conclusions while avoiding plagiarism and

following a standard format for citation.

8-C.3 - Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.

8-C.5 - Incorporate craft techniques to engage and impact audience and convey messages.

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Essential & Guiding Questions

Essential Questions Note:

All 3 essential questions exist at the same time in this unit. They are not sequential. Thus, all lessons are connected to the essential questions.

Essential Question #1:

Was the American Revolution avoidable or was it inevitable it would occur before the 1780's?

Guiding Question:

What laws were enacted and/or enforced by the crown making the Revolution either inevitable or avoidable?

Guiding Question:

What were the living conditions of the colonist that made the Revolution either inevitable or avoidable?

Guiding Question:

What influences such as literature, art, plays, or music contributed to bringing about the Revolution or working to avoid it?

Guiding Question:

Who were the key individuals and what were their ideas that contributed to bringing about the Revolution or working to avoid it?

Guiding Question:

What British military actions and the colonist reactions to them or vice versa swayed public opinion towards revolution or against it?

Guiding Question:

What factors swayed the non-voting, non-landowning colonists towards revolution or against it?

Guiding Question:

What were the most significant and/or influential events that set the American Revolution into motion?

Guiding Question:

What were the unique perspectives and influences to colonist in Charleston that swayed them towards revolution or against it?

Guiding Question:

What was the power of the written word in the lead up to the Revolution and how was it utilized by both sides?

Guiding Question:

How are the American Colonies an example of the Engineering Design Process on both sides?

Guiding Question:

How did the telling of stories influence and shape the movement to the American Revolution?

Guiding Question:

In the absence of written accounts and records, what objects can serve as primary sources to tell the story of the American Colonies prior to the Revolution?

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Essential & Guiding Questions

Essential Question #2:

What forces impacted loyalties and success for colonists on both sides of the revolution? How?

Guiding Question:

What major governmental decisions were made in reaction to and were influential to the revolution?

Guiding Question:

What influences such as literature, art, plays, or music were created and influential during the revolution?

Guiding Question:

What British or Patriot military actions and the reactions to them swayed public opinion in support of the revolution or against it?

Guiding Question:

What were the most significant and/or influential events that led to the success of or delayed success of the American Revolution?

Guiding Question:

What was the power of the written word in the struggle to win the Revolution and how was it utilized by both sides?

Guiding Question:

How did the telling of stories influence and shape the American Revolution?

Guiding Question:

How did geography and climate impact the outcome of the war?

Guiding Question:

What were the living conditions of the colonist that made the revolution either beneficial or detrimental to their success?

Guiding Question:

Who were the key individuals and what were their ideas that contributed to being successful or delaying success in the revolution?

Guiding Question:

What factors swayed the non-voting, non-landowning colonists to be patriots or loyalists?

Guiding Question:

What were the unique perspectives and influences to colonist in Charleston and/ or South Carolina that influenced their support of or lack of support for the revolution?

Guiding Question:

How is the creation of The Declaration an example of the Engineering Design Process?

Guiding Question:

In the absence of written accounts and records, what objects can serve as primary sources to tell the story of the American Revolution?

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Essential & Guiding Questions

Essential Question #3:

How did America create the "American Identity" through the process of establishing itself as a new country in the years post revolution and up to the constitution?

Guiding Question:

What major governmental decisions were made in that distinguished America's government from others that existed at the time?

Guiding Question:

What major governmental decisions favored the northern colonies and which favored the southern colonies and why?

Guiding Question:

What influences such as literature, art, plays, or music were created and influential in establishing the "American Identity"?

Guiding Question:

What voices were left out of creating the "American Identity"? How and why were they left out?

Guiding Question:

Who were the key individuals and what were their ideas that contributed to shaping the "American Identity"?

Guiding Question:

Where non-landowning common people better off in the new America? Did the new government include their concerns and their reality?

Guiding Question:

What was the power of the written word in the founding of the "American Identity" and how did it mythologize some stories and erase others?

Guiding Question:

What were the unique perspectives and influences to colonist in Charleston and/ or South Carolina that influenced the creation of the American Government / "American Identity"?

Guiding Question:

How is the creation of The Constitution an example of the Engineering Design Process and what are the implications of that today?

Guiding Question:

How do people's choices on what to save, highlight, and value in a museum impact the history of the American Revolution and founding of America?

Guiding Question:

How did the telling of stories influence and shape the creation of the "American Identity"? How did the telling of stories influence our current understanding of American Revolution?

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Assessments

Formative Assessments:

1. Google Slide presentation of student's research. Must include 10 distinct pieces of information.
 - a. 5 must be primary sources
 - b. 2 must be text based (either primary or secondary)
 - c. must use 3 different databases/locations to find information.
2. Google Slide presentation of thesis (connection of topic to guiding question/essential question) and parsed researched information (quotes/images) from at least 5 sources, 2 of which are primary.
3. Google Form indicating selected STEM component and purpose.
4. Thesis and outline of essay including any quotes and MLA citations.

Summative Assessments:

1. Trifold teaching viewers about the student's topic.
2. Interactive STEM component that furthers the student's exhibit teaching.
3. Thesis driven research essay.

Social Studies Week 1: Lesson 1

Project Introduction & Primary Sources

Subject: SS

Days: 1

Topic: Project overview and examples / Primary Sources

Lesson Focus and Goals:

- Introduce students to the project goals, topics, & requirements.
- Introduce the essential questions.
- Peek interest and engagement.
- Introduce to students the many possibilities for what constitutes a primary source.

Materials Needed:

- ChromeBooks
- Project examples
- Primary Source lesson

Learning Objectives:

- Begin the Engineering Design Process and brainstorming how each student will research a topic and communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.

Day 1: Project Introduction / Primary Source Activity

Purpose:

1. Students understand Essential Question concept and begin formulating questions about the American Revolution
2. Students discover the many forms of a primary source.

Project Introduction: 15 Minutes

Teacher will share the project overview with excitement and focus on building individual student engagement and connection. Have students read the Essential Questions.

Asking students to remember times they have gone to a museum and what they learned there. Start to build connections to what students remember and how the exhibit was set up.

Show examples from previous year.

Share the requirements and rubric for the final project:

- Research a topic of the student's choice. Must include 5 different sources of information and at least 5 primary source items.
- Trifold Display that Teaches Viewers about the Student's Chosen Topic using at least 3 of the primary sources researched.
- STEM component that must be interactive and must further the learning presented by the exhibit.
- Thesis based research paper on the topic and utilizing the primary source information collected.

Social Studies Week 1: Lesson 1

Project Introduction & Primary Sources

Page 2

Primary Source Activity: 40 Minutes

What is a primary source? It's a rat's nest!

- Without an introduction, students will complete a discovery activity detailing the many types of and formats of primary sources. ["Is this a Primary Source?" Game](#)
- At the conclusion of the game, teacher leads students in discussion about what makes a primary source, how students would define a primary source, and why the items in "game" were or were not primary sources.
- Share with students the story of the found rat's nest in the Kitchen Building and Enslaved Quarters at the Heyward Washington House and the archeological study about to begin.
- Using the concept of a rat's nest and what a rat would "stow away", students will discuss with tables and make a list of possible primary sources that could be found in a 1770's rats nest.
- Exit activity, students list 5 items of what their personal "primary source" rat's nest would include to tell the story of their own life.

Resources:

"Using Primary Source Material in the Classroom" with speaker, Dr. Faye Jensen on October 25, 2022. <https://youtu.be/HwVeA8pMZnw>

Primary Source Objects in the Low Country Digital Library.

https://lcdl.library.cofc.edu/lcdl/?f%5Bmediatype_facet%5D%5B%5D=Objects

ELA: Lesson 1: The Research Process Steps 1-2

Subject: ELA

Days: 3

Topic: How to conduct and organize research: Example and Practice

Lesson Focus and Goals:

- Students will understand how to conduct research and where to find primary sources.
- Students will understand and demonstrate ability to select research and organize it while documenting its source.
- Students will analyze and evaluate information from various sources to research a topic of their choosing.

Materials Needed:

- ChromeBooks
- Bookmarked Sites Provided by Teacher
- Organization System Provided by Teacher and student copies
- Exit Tickets

Learning Objectives:

- 8-I.3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias
- 8-I.3.4 Organize and categorize important information.
- 8-C.2.1 Gather relevant information from diverse print and multimedia sources to develop ideas, claims, or perspectives emphasizing salient points in a coherent, concise, logical manner with relevant evidence and well-chosen details.
- 8-C.2.2 Analyze and evaluate the credibility of information and accuracy of findings.
- 8-C.2.3 Quote and paraphrase the data and conclusions while avoiding plagiarism and following a standard format for citation.

Day 1: Introduction to Research Process & Practice Activity Steps 1-2: in ELA

Purpose:

1. Students will learn the research process
2. Students will analyze and evaluate reliable sources of information including the South Carolina resources through the Lowcountry Digital Collection.

Introduction to Research: 30 Minutes:

Teacher will lead students through overview of the "Making Dinner" analogy of the research process:

Teacher explains to students the process of

1. Researching a topic = Going to the grocery store and buying the groceries.
2. Evaluating the found research and picking the useful pieces / Parsing the Research and organizing it = Putting the groceries away in your fridge, pantry, or freezer
3. Choosing a main idea/thesis to write an essay/create a project on the topic = Deciding what dinner to make
4. Putting it all together to present the information to others = Using the groceries from your fridge to make the dinner and writing down the recipe, including where you bought the groceries.

Teacher will make clear that today's lesson only deals with steps 1 & 2.

ELA Week 1: Lesson 1: The Research Process Steps 1-2: Page 2

Using examples and a mock topic, discuss and demonstrate how to collect researched information using the internet and credible sources.

- Students will be introduced to the Library of Congress, Smithsonian, and other identified websites as suggested by the Teacher.

- Students will be shown how to use the "works cited" component of Wikipedia to find original information and sources.

Student Discovery: 30 Minutes in Groups

Students will go on a digital scavenger hunt to discover the resources and collections available on the Library of Congress, Smithsonian, Lowcountry Digital Resource, Yale Law School:Avalon Project, Michigan University: Spy Letters of the American Revolution, & American Battlefield Trust websites.

[Reliable Website Scavenger Hunt](#)

Day 2: Choosing a Topic and Beginning Research

Purpose:

- 1. Students will select or create a topic to study that aligns with one of the 3 essential questions.**

Choosing a Topic: 20 Minutes

From a list of over 100 teacher provided topics, students will be given time to read, consider, and discuss what topic they would like to research for their project. At the conclusion of the 20 minutes students will select their project topic and notify the teacher of their choice. They may also suggest a topic for approval if they do not see one that interests them on the list. Teacher should record and approve all choices.

Remaining time: Student will "go to the grocery store and begin shopping" for their research. For today's class, students must identify and record at least 2 websites where they believe they will find primary source information on their topic. If they do find information, they should begin to record it in their Google Slide Deck.

Students must list their topic and the 2 websites for their [exit ticket](#). Consider using a [Google Form and sending the students a copy of their answers](#).

ELA Week 1: Lesson 1: The Research Process Steps 1-2: Page 3

Day 3: Organizing Research Lesson / Student Work Time in SOCIAL STUDIES

Purpose:

1. Students will learn how to and practice gathering information on their topic with the goal of connecting their findings to a specific guiding question and then creating a thesis of their own from the research in the following lesson.

Organizing Research: 15 minutes

Teacher will demonstrate how to organize research in the [Google Slide Template](#).

- Questions to consider:
- Is the source credible?
- Is the source biased? Does the bias interfere with representing your topic accurately?
- Is the information from a primary or secondary source?
- How does the information connect to your topic?
- What is the most useful information on the website?
- Can you summarize the information?
- What is the website address?

Students will be given access to their individual Google Slide Templates (Formative Assessment #1)

Remaining Time: Student Work Time:

Teacher Resources:

Reliable sites with primary sources:

[Library of Congress website](#)

[American Battlefields Trust](#)

[Museum of the American Revolution Mini-Lessons.](#)

[Smithsonian History & Culture website](#)

[Lowcountry Digital Library.](#)

["American Archives" from the Northern Illinois University.](#)

[University of Michigan: Spy Letters of the American Revolution.](#)

[Lowcountry Digital History Initiative](#)

ELA Week 2: Lesson 2: The Research Process Step 3 & 4

Subject: ELA

Days: 4

Topic: Organizing research and Creating a Thesis

Lesson Focus and Goals:

- Students will understand and demonstrate ability to select research and organize it while documenting its source.
- Students will analyze and evaluate information from various sources to research a topic of their choosing.
- Students will create a thesis using the essential questions and guiding questions.

Materials Needed:

- ChromeBooks
- Organization System Provided by Teacher and student copies
- Exit Tickets
- Essential Questions & Guiding Questions
- Examples of Thesis Statements

Learning Objectives:

- 8-I.3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias
- 8-I.3.4 Organize and categorize important information.
- 8-C.2.1 Gather relevant information from diverse print and multimedia sources to develop ideas, claims, or perspectives emphasizing salient points in a coherent, concise, logical manner with relevant evidence and well-chosen details.
- 8-C.2.2 Analyze and evaluate the credibility of information and accuracy of findings.
- 8-C.2.3 Quote and paraphrase the data and conclusions while avoiding plagiarism and following a standard format for citation.

Day 1: ELA Choosing a Thesis and Selecting Which Pieces of Research to Use Lesson/
Student work time

Purpose:

- **Students connecting their findings to a guiding question and then create a thesis of their own from the research.**

Choosing a Thesis: 20 Minutes

Many students won't be done researching, however to prepare for the fact that some will, the teacher will review the elements of a thesis statement/claim and give examples of thesis statements and claims from the student's previous DBQs.

Teacher will then map the steps in taking a topic and creating a strong thesis from it.

- Review the essential questions with the students and provide a copy for students to access.
- Do the same with the guiding questions.
- Model connecting a topic (preferably one from the list of 120 that the students did not select) to a guiding question first, and then connecting it to an essential question to create a thesis statement.

ELA Week 2: Lesson 2: The Research Process Step 3 &4 : Page 2

Students will

- From the 3 "Essential Questions" select which one connects to their topic.
- From the list of "Guiding Questions" select which "Guiding Question" best encapsulates their topic.
- Complete Google Form Selecting Which Essential Question and which Guiding Question they are connecting to their topic.

Student Work Time:

1. Students will continue work on their research
2. Once their Formative Assessment #1 is complete (due on Day 2): Students formulate a thesis using the language of the essential question, guiding question, and their topic.
3. Teacher conference with students on thesis, selecting strong evidence, and organizing research.

Day 2 & 3: Student work time.

At the conclusion of Day 3 students will submit **Formative Assessment #1:** Google Slide presentation of student's research findings including 10 distinct pieces of information.

- 5 must be primary sources
- 2 must be text based (either primary or secondary)
- must use 3 different databases/locations to find information.

Day 4: Student Work Time

Students continue to research their topics. Teacher conferences with students on thesis, selecting strong evidence, and organizing research.

At the beginning of Day 4 students submit [exit ticket](#) with their thesis and 3 main points outlined on it.

At the conclusion of Day 4 students will submit **Formative Assessment #2:** Google Slide presentation of thesis, 3 main points, and selected researched information and quotes/images from at least 5 sources, 2 of which are primary.

ELA Week 3: Lesson 3 Text Features, Museums & Stories

• Subject: ELA

Days: 4

Topic: Text features, Mediums, Modalities, Multimedia and Museums.

Lesson Focus and Goals:

- Students will analyze how museums communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.
- Students will evaluate how museums incorporate craft techniques to engage and impact audiences and convey messages.
- Students will choose the medium for their STEM component.

Materials Needed:

- ChromeBooks
- List of "Text Features" and their purpose
- Examples of Colonial Era Pamphlets: Ben Franklin Almanac
- Museum Exhibit Evaluation
- Examples of STEM choices
- Google Form to indicate STEM choice: Formative Assessment #3

Learning Objectives:

8-RL-12 Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

8-RI.7.1 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea

8-RI.11.1 Analyze the impact of text features and structures on authors' similar ideas or claims about the same topic

Day 1: "The Pamphlet: America's First Social Media". The Pamphlet and use of Text features to Communicate Information

Purpose:

- Students discover, analyze, and evaluate the influence of pamphlets in colonial times
- Students analyze purpose and text features utilized in pamphlets and connect them to today and our current methods of using text features.
- Students understand the connection to the written word and the impact it had or didn't have in connection to answering their essential question

1. Students in groups list the "purpose" of social media
2. Once students have identified "to communicate ideas to large groups of people" as a purpose, have students discuss how social media meets its purpose through how information is presented (text features).
3. Through teacher led discussion, be certain students highlight how information is laid out on social media, how it is shared, and public influence.
4. Explain that Pamphlets were how colonist quickly shared information. Have students read the article ["The Pamphlet: America's First Social Media"](#).
5. Have various examples of pamphlets for students to explore.
6. Students list various text features used.
7. Lead students in reading an excerpt from Benjamin Franklin's Almanac.
8. Have them create a mock way to share the same information on social media today.
9. Exit Ticket: List 2 ways text features were used in colonial pamphlets. List 2 ways text features are used in social media today.

ELA Lesson 3: Text Features, Museums & Stories

Page 2

Day 2: "Museum Exhibits Set-Up and Presentation"

Purpose:

1. Students evaluate museum exhibits for text features and multi-medium presentations of information to better inform their own project and begin to answer the Guiding Question: How do people's choices on what to save, highlight, and value in a museum impact the history of the American Revolution and founding of America?

Discovery: 30 minutes

1. Students visit the virtual [Museum of the American Revolution](#) for 5 minutes and take notes about what elements they see in the exhibits, paying attention to text features and images.
2. As a class, review the Smithsonian's "[Guide to Exhibit Development](#)".
3. Students visit online museums (sites provided by teacher) and evaluate their exhibits using the Smithsonian guide. Make a list of museums visited and rank them as best exhibits to worst listing reasons why.

Activity: 30 minutes

1. Students choose something in the classroom or their backpack to make a "mock" exhibit of. Consideration must be given to placement, labels, informational text, and heading. Fill out [My Museum Exhibit Worksheet](#).

ELA Lesson 3: Text Features, Museums & Stories

Page 3

Day 3: Museum Exhibits: What Stories to Tell?

Purpose:

1. Students evaluate museum exhibits for the stories told in connection with the guiding question: How do people's choices on what to save, highlight, and value in a museum impact the history of the American Revolution and founding of America?
2. Understand how the stories that get told establish the "answers" to the essential questions.

Discovery: 10 minutes

1. Students visit the [Middleton Place's Stories History Project](#). Have them answer:
 - a. Whose stories are told?
 - b. Why does Middleton Place tell these stories?
 - c. How did they find the information?

Discussion: 20 minutes

Lead students in class discussion of Guiding Question: How do people's choices on what to save, highlight, and value in a museum impact the history of the American Revolution and founding of America?

Questions to consider:

- What interests you about the past?
- Who decides what is important?
- Who "writes" history?
- What voices may be left out?
- How is history preserved?

Activity: 30 minutes

1. In groups of 5: Students visit [Finding Freedom](#): Explore the stories of African American men and women in war-torn Virginia
2. Each student picks one person to learn about.
3. Once everyone is done in group, students share with one another so that at the end they hear all the stories.

ELA Lesson 3: Text Features, Museums & Stories

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Day 4: Field Trip

Purpose:

- Gain SS content knowledge into the process of writing the Constitution, colonial life for enslaved individuals, influential South Carolinians to the founding of the country, & colonial and revolutionary time life and economics.
- Learn what considerations the museum valued in creating their new exhibit and what stories they chose to tell. Discover the goals of each exhibit and evaluate the outcome.
- From the content and awareness of the choices museums must make, students continue working towards their own answer of the essential questions with consideration to bias.

Field Trip: Students Visit the Charles Pinckney Site. Half the time spent outside with guide teaching ss content. Half the time with guide inside discussing the process of creating their new exhibits with an emphasis on the layout, components, and what stories to tell.

- Complete "American Colonial Scavenger Hunt" outside based off information from Guide. (Scavenger Hunt provided by Pinckney site staff.)
- Complete "Museum Exhibit Evaluation" worksheet while inside the museum.

Day 5: STEM

Purpose:

1. Students will learn what options are available in the school's FAB LAB and chose the medium they would like to work with for their final project. Choice should be decided with consideration to the most effective means of communicating their unique topic and information.

Pre-Engineering Teacher Demonstrates STEM options and have students select what they would like to build.

- With input from the pre-engineering teacher, students will be provided examples and a list of options to select what interactive STEM component they would like to build. Care should be taken to make clear what the time and effort expectations are for each option, as well as any required prior knowledge. If possible, allow students an opportunity to explore the options hands on.
- Lead students in a conversation about the purpose of each STEM format and how it would best share information: examples: a two sided object that spins is good for sharing 2 sides to an issue, or a question and an answer. A light up LED map is best for showing geographical information. etc.

At the conclusion of class students select their choice from the available options or propose their own suggestion for approval. They must also include why they believe their selected format will best communicate their topic information, thus the purpose of the STEM component.

It is recommended students fill out a Google Form with this information and their responses be automatically sent to them. **Formative Assessment #3**

Journey To, Through, and Beyond the American Revolution: Summative Assessments

Part 1: Trifold 100 Points

Students must create a trifold

- Information is presented clearly in a manner that allows a viewer to learn about the topic background as well as the importance of the topic in the larger context of the American Revolution in regards to one of the essential questions.
- Body of info is grammatically correct, clear, concise, and isn't obviously "cut and pasted" from the source. If it is copy and pasted from the source, the body text has been rewritten to clarify any pronouns or other information that might be unclear, and is reformatted without background highlighting.
- Headings, subheadings, paragraph titles and body follow font size, color, and alignment recommendations. (Nothing smaller than 24 point font)
- Information is chunked into pieces that are around 50-60 words or 4-5 sentences.
- 5 Primary and secondary sources are used in information as well as 3 images
- Photos and images are used with purpose to enhance the learning and information.
- Photos and images are primary sources (unless absolutely not possible and teachers are informed)
- All photos and information are presented using backgrounds, highlights, borders, and are not pasted directly onto the board.
- Trifold is attractive and demonstrates great effort both in the presentation of the information as well as the information shared.
- Sourcing information must be included on the trifold for each source used.

Part 2: STEM Interactive Component: 100 Points

Students must create an interactive STEM component about their topic that furthers the learning. The Pre-Engineering Dept will work with students to determine each student's individual expectations for the STEM product based on that student's prior pre-engineering classes. It is not recommended that this portion be physically connected to the trifold board simply because the board could fall over and we wouldn't want anyone's hard work to be damaged. The students have either a table or a shelf in front of their trifold board and/or additional space below to display their interactive stem portion safely.

Part 3: Mini Essay: 50 Points (Lesson not included in this project presentation)

Students write a thesis driven research essay with at least 1 body paragraph with 3 main points and cite at least 3 sources. Include works cited page.

Journey To, Through, and Beyond the American Revolution: Summative Assessment Rubrics Informative Trifold

<p>Trifold Effectively Informs viewers about the topic</p>	<p>Information is presented clearly in a manner that allows a viewer to learn about the topic background as well as the importance of the topic in the larger context of the American Revolution in regards to one of the essential questions.</p>	<p>0-30 Points</p>
<p>5 sources with at least 3 images. 2 Primary sources: All enhance learning</p>	<p>Primary and secondary sources are used in information as well as 3 images Photos and images are used with purpose to enhance the learning and information.</p>	<p>0-10 Points</p>
<p>Substance of Text information: Not "cut and pasted"</p>	<p>Body of info is grammatically correct, clear, concise, and isn't obviously "cut and pasted" from the source. If it is copy and pasted from the source, the body text has been rewritten to clarify any pronouns or other information that might be unclear, and is reformatted without background highlighting.</p>	<p>0-10 Points</p>
<p>Use of Headings, subheadings, & captions</p>	<p>Headings, subheadings, paragraph titles and body follow font size, color, and alignment recommendations. (Nothing smaller than 24 point font)</p>	<p>0-10 Points</p>
<p>Text information: font, size, placement</p>	<p>Information is chunked into pieces that are around 50-60 words or 4-5 sentences. 24 Font or larger. No "fancy" fonts.</p>	<p>0-10 Points</p>
<p>Overall Presentation is visually well organized</p>	<p>All photos and information are presented using backgrounds, highlights, borders, and are not pasted directly onto the board. Trifold is attractive and demonstrates great effort both in the presentation of the information as well as the information shared.</p>	<p>0-10 Points</p>
<p>All Sources cited corrected</p>	<p>MLA Citation.</p>	<p>0-10 Points</p>
<p>Work done with minimal help from others</p>	<p>The work on this project was not outsourced to an extra helpful friend, parent, or classmate. You did the work.</p>	<p>0-10 Points</p>



Journey To, Through, and Beyond the American Revolution:
Summative Assessment Rubrics
STEM Interactive Component

STEM Portion enhances the learning experience.	Teacher Comments	0-25 Points
STEM Portion challenged student's personal skills and was approved by the pre-engineering dept.	Teacher Comments	0-25 Points
STEM Portion is neat, clear, and shows great effort	Teacher Comments	0-25 Points
STEM Portion is interactive	Teacher Comments	0-25 Points

Journey To, Through, and Beyond the American Revolution: Summative Assessment Rubrics Thesis Driven Research Mini-Essay

Thesis connects topic to Essential question & guiding question	Teacher Comments	0-10 points
3 paragraphs minimum with proper formatting: grammar and conventions	Teacher Comments	0-10 points
3 Sources cited correctly in text and in works cited	Teacher Comments	0-10 points
Transition words and precise language	Teacher Comments	0-10 points
Research used is chosen well to support the thesis and topic	Teacher Comments	0-10 points

Journey To, Through, and Beyond the American Revolution: Formative Assessment Rubrics Formative Assessment #1: Research

Research Rubric  					
Criteria	Ratings				Pts
Quantity Were the research requirements met?	4 pts All requirements met 3 locations used 10 distinct pieces of information 5 primary sources 2 text-based items	3 pts Most requirements met No more than 2-4 errors with the number of research requirements.	2 pts Many requirements met No more than 6-8 errors with the number of research requirements.	1 pts Few of the requirements met Less than half of the number of requirements met.	4 pts
Quality Did you utilize quality research locations and pull quality items?	4 pts All requirements met All pieces of information (text, image, etc) related to the topic.	3 pts Most requirements met No more than 2-4 pieces of information do not relate to the topic.	2 pts Many requirements met No more than 6-8 pieces of information do not relate to the topic.	1 pts Few of the requirements met Less than half of the pieces of information relate to the topic.	4 pts
Summary Do your summaries show an effort to understand the item and its historical significance?	4 pts All requirements met All summaries show an effort to understand the information (text, image, etc) and its historical significance.	3 pts Most requirements met No more than 2-4 summaries do not show an effort to understand the item and its historical significance.	2 pts Many requirements met No more than 6-8 summaries do not show an effort to understand the item and its historical significance.	1 pts Few of the requirements met Less than half of the summaries show an effort to understand the item and its historical significance.	4 pts
Total Points: 12					

Journey To, Through, and Beyond the American Revolution: Formative Assessment Rubrics

Formative Assessment #2: Parsed Research and Thesis

Thesis connects topic to Essential question & guiding question	Teacher Comments	0-4Points
5 sources of info	Teacher Comments	0-4 Points
2 primary sources	Teacher Comments	0-4 Points
Parsed information strongly support thesis and summary shows understanding	Teacher Comments	0-8 Points

Journey To, Through, and Beyond the American Revolution: Photos from Prior Year Civil War Project

