

English Language Arts Plans American Revolution

Objective: Students will draw factual information from historical fiction story books in order to create examples of propaganda that both Loyalists and Patriots may have used during the American Revolution

ELA SC State Standards:

- 8-1.1 Compare/contrast ideas within and across literary texts to make inferences.
- 8-1.6 Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).
- 8-2.7 Identify the use of propaganda techniques (including card stacking, plain folks, and transfer) in informational texts.

ELA Common Core Standards:

- 8-RL-1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8-SL-1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Social Studies State Standard:

8-2.4 Compare the perspectives of different groups of South Carolinians during the American Revolution, including Patriots, Tories/Loyalists, women, enslaved and free Africans, and Native Americans.

Time Needed: Eight 40 minute class periods.

Materials Needed:

Construction Paper
Markers/Crayons/Colored Pencils
Chart Paper (2 pieces per group and at least one additional piece for the KWL chart)
Propaganda Handout
Propaganda PowerPoint
What's in Your Book? Handout
Project Requirements Explanation and Rubric
Propaganda Topic Strips
Propaganda Crossword Puzzle

Materials Continued:

2 copies of each Picture Book Below:

- Let it Begin Here: Lexington and Concord by Dennis Brindell
- Independent Dames by Laurie Halse Anderson
- The Scarlet Stocking Spy by Trinka Hakes Noble
- When Washington Crossed the Delaware: A Wintertime Story for Young Patriots by Lynne Cheney
- They Called her Molly Pitcher by Anne Rockwell
- George vs. George: The Revolutionary War as Seen by Both Sides
- Samuel's Choice by Richard Berleth
- Katie's Trunk by Ann Turner
- When Mr. Jefferson Came to Philadelphia by Anne Turner
- Duel! Burr and Hamilton's Deadly War of Words by Dennis Brindell

Day 1:

- Introduce Propaganda techniques using the PowerPoint.
- Give students a handout with each technique and an example listed.
- Show students examples from magazine ads using the PowerPoint provided.
- Put students in groups of 3-4 and give them a topic strip. Give each group 10-15 minutes to create a short skit using the topic and propaganda technique listed on their strip.
- Have students present skits to the class.
- After presenting, discuss with the class the propaganda technique used and how it was used.

Day 2:

- Have students complete the propaganda crossword puzzle.
- Ask students to think quietly for about a minute and jot down as many things as they know about the American Revolution.
- After time is up Create a K-W-L chart on the board. Ask students to share the things that they already know about the American Revolution.
- Ask students to create questions that they would like answered about the American Revolution. You may need to give them ideas. (e.g. What was daily life like? What if one of your friends was a Loyalist and you were a Patriot? Why did people move to a new country if they still wanted to be Loyal to the king? What did women do during the Revolution? What did kids do during the Revolution?)
- Add the questions the students come up with to the W section of the KWL chart.

Day 3

- Group students in pairs and number each pair. Keep a list of pairs and their numbers.
- Assign each pair a different picture book and give them a "What's in Your Book" handout.
- Explain that each pair will need to read the story book they have been given. After reading through the book one time, they should then go back through the story and determine things that were factual and whether or not they pertained to the Loyalists, Patriots, or just the Revolution in general. They should then write these factual items on the handout provided.
 - Encourage them to try to find the answers to the things listed under W on the KWL chart.

Day 4

- Have students form new pairs. Ones with twos; threes with fours; fives with sixes; and so on. So that each person is working with someone who read a different book.
- Have students share the information found from their picture book.

- Depending on the success, you may need to do this one more time until their charts are filled out adequately.
- Have students provide information they found in order to fill out the L section of the KWL chart.

Day 5

- Have student form new pairs. Ones with threes; twos with fours; fives with sevens; sixes with eights; and so on.
- Pass out the Project Explanation and Rubric handout and the Group Work Rubric.
- Inform students that they will be creating two campaign posters and two campaign speeches for the American Revolution. They will create one poster and one speech from a Loyalist point of view and one poster and one speech from a Patriot's point of view. They should use the information they discovered while reading their picture books in addition to the information they have listed on their KWL chart. They should also refer to their Propaganda Techniques Handout.
- Review both rubrics with the students before allowing them to begin working.
- Begin working on speeches and posters.
 - You may want to pass out construction paper, markers, and chart paper.

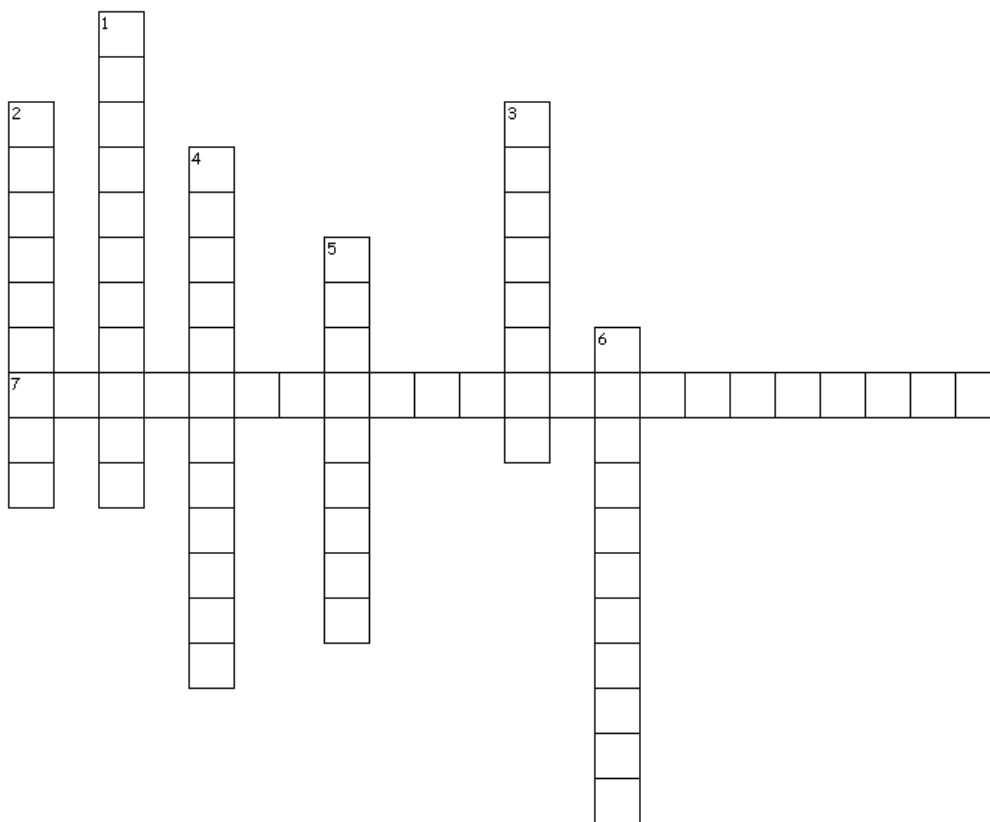
Days 6-7

- Work on speeches and posters.

Day 8

- Students present speeches and posters to the class.

Propaganda



Across

7. This new eyeshadow will make you sparkle with color.

Down

1. Our burgers are better than the greasy burgers at Mendys.
2. Ten million people already rely on Berizon for their phone service!
3. Redi Whip created their ad for whipcream using only the colors red, white, and blue.
4. This cheesecake provides enough Vitamin C to keep you from getting a cold this winter.
5. Justin Case stopped by McDonalds after his campaign speech for the upcoming mayors race.
6. Tiger Woods drinks Gatorade everyday!

7 of 7 words were placed into the puzzle.

Created by Puzzlemaker at DiscoveryEducation.com



Name: _____

Book Title(s): _____

What's in Your Book?

*You have been given a historical fiction picture book that is set during the American Revolution. Your job is to read this book and determine what parts of the book are historically relevant to the American Revolution. You will then determine whether the information explains **feelings, thoughts, or actions** of the Patriots or the Loyalists. If your information pertains to both sides, put that information in the middle of the chart. Remember **DO NOT** list things that are fictional. Only list things that can be proven. Write the page number beside the information that you have found, so that I may look back in the book and locate the information as well.*

<i>Information about the Loyalists</i>	<i>General Information that is Relevant to Both Sides</i>	<i>Information about the Patriots</i>

American Revolution Propaganda Project

Your Task: Create a speech and poster using propaganda techniques that a Loyalist would want to present as well as a speech and poster a Patriot would want to present. Then, present both to the class.

Requirements:

- You must use information obtained from your picture books as well as from the KWL chart.
- You must work collaboratively to complete this assignment.
- Between your two posters and two speeches all seven types of propaganda must be correctly used.
- Your posters must be neat, colorful, contain at least two different propaganda techniques, and clearly support either the Loyalists or Patriots.
- Your speeches must be well written; 45-90 seconds long, include at least two different propaganda techniques, and clearly support either the Loyalists or Patriots.

You will be Graded on Your Group Participation as Follows:

	3	2	0
Preparedness	Joined the group with a completed “What’s in Your Book” handout and full knowledge of the information contained in the picture book you were assigned.	Joined the group with a partially completed handout and some knowledge of the book that was read.	Joined the group without the handout and/or no knowledge of the book that was read.
Conversation	Actively participates in conversations by asking appropriate questions, providing relevant information, expressing original ideas, and providing personal opinions on the assignment.	Somewhat participates in conversations by asking appropriate questions, providing relevant information, expressing original ideas, and providing personal opinions on the assignment.	Does not even somewhat participates in conversations by asking appropriate questions, providing relevant information, expressing original ideas, and providing personal opinions on the assignment.
Participation	Completed an equal portion of the assignment; Stayed on task; Only conversed with those in his/her group about the topics assigned.	Completed a fair amount of work; Communicated mostly with his/her own group about the topic assigned; Remained on task for much of the time.	Did not complete an adequate amount of the project; Talked to other groups often; Conversation was off topic much of the time.

How will you be graded on your speeches and posters?

	3	2	0
Propaganda used in the project	All 7 types correctly used and identified.	5-6 types used and correctly identified.	4 or less types used and correctly identified.
Information	Information regarding the American Revolution is accurate in all posters and speeches.	Information regarding the American Revolution is mostly accurate in all posters and speeches.	Information regarding the American Revolution is not mostly accurate in all posters and speeches.
Propaganda Techniques used in poster #1	Two different propaganda techniques are used and correctly identified on the back of the poster.	Two propaganda techniques are used, but not identified on the back of the poster OR Only one propaganda technique is used and identified on the back of the poster.	Either no propaganda techniques are used OR one is used but not correctly identified on the back of the poster.
Propaganda Techniques used in poster #2	Two different propaganda techniques are used and correctly identified on the back of the poster.	Two propaganda techniques are used, but not identified on the back of the poster OR Only one propaganda technique is used and identified on the back of the poster.	Either no propaganda techniques are used OR one is used but not correctly identified on the back of the poster.
Revolution and Poster #1	Poster clearly reflects the views that the Loyalists would have had during the American Revolution.	Poster somewhat reflects the views that the Loyalists would have had during the American Revolution.	Poster does not greatly reflect the views that the Loyalists would have had during the American Revolution
Revolution and Poster #1	Poster clearly reflects the views that the Loyalists would have had during the American Revolution.	Poster somewhat reflects the views that the Loyalists would have had during the American Revolution.	Poster does not greatly reflect the views that the Loyalists would have had during the American Revolution
Neatness, Creativity, and Colorfulness of posters	Both posters are neat, colorful, and creative	Both posters are mostly neat, colorful, and creative	One or both posters do not seem to be very neat, colorful, or creative.
Length of Speeches	Both speeches are between 45 and 90 seconds long.	One of the speeches is less than 45 seconds or more than 90 seconds in length.	Both speeches do not meet the time criteria of 45-90 seconds.
Propaganda used in Speech #1	At least 2 propaganda techniques were clearly used and correctly identified on the back of the written copy of the speech.	At least 2 propaganda techniques were used but not extremely clearly and correctly identified on the back of the written copy of the speech.	Less than 2 propaganda techniques were used correctly and identified on the back of the written copy of the speech.
Propaganda used in Speech #2	At least 2 propaganda techniques were clearly used and correctly identified on the back of the written copy of the speech.	At least 2 propaganda techniques were used but not extremely clearly and correctly identified on the back of the written copy of the speech.	Less than 2 propaganda techniques were used correctly and identified on the back of the written copy of the speech.
Revolution and Speech #1	Speech clearly reflects the views that the Loyalists would have had during the American Revolution.	Speech somewhat reflects the views that the Loyalists would have had during the American Revolution.	Speech does not greatly reflect the views that the Loyalists would have had during the American Revolution
Revolution and Speech #2	Speech clearly reflects the views that the Loyalists would have had during the American Revolution.	Speech somewhat reflects the views that the Loyalists would have had during the American Revolution.	Speech does not greatly reflect the views that the Loyalists would have had during the American Revolution
Conventions	There are very few conventional errors in the two speeches. (grammar, spelling, punctuation)	There were several conventional errors in the two speeches.	There was a great amount of conventional errors in the two speeches.
Written Copy	A written copy of both speeches is provided.	A written copy of one speech is provided.	A written copy is not provided for either speech.

Types of Propaganda

BANDWAGON: The basic idea behind the bandwagon approach is just that, "getting on the bandwagon." The propagandist puts forth the idea that everyone is doing this, or everyone supports this person/cause, so should you. The bandwagon approach appeals to the conformist in all of us: No one wants to be left out of what is perceived to be a popular trend.

EXAMPLE: Everyone in Lemmingtown is behind Jim Duffie for Mayor. Shouldn't you be part of this winning team?

TESTIMONIAL: This is the celebrity endorsement of a philosophy, movement or candidate. In advertising, for example, athletes are often paid millions of dollars to promote sports shoes, equipment and fast food. In political circles, movie stars, television stars, rock stars and athletes lend a great deal of credibility and power to a political cause or candidate. Just a photograph of a movie star at political rally can generate more interest in that issue/candidate or cause thousands, sometimes millions, of people to become supporters.

EXAMPLE: "Sam Slugger", a baseball Hall of Famer who led the pros in hitting for years, appears in a television ad supporting Mike Politico for U.S. Senate. Since Sam is well known and respected in his home state and nationally, he will likely gain Mr. Politico many votes just by his appearance with the candidate.

PLAIN FOLKS: Here the candidate or cause is identified with common people from everyday walks of life. The idea is to make the candidate/cause come off as grassroots and all-American.

EXAMPLE: After a morning speech to wealthy Democratic donors, Barack Obama stops by Five Guys Burgers and Fries for a burger, fries, and photo-op.

TRANSFER: Transfer employs the use of symbols, quotes or the images of patriotism to convey a message not necessarily associated with them. In the use of transfer, the candidate/speaker attempts to persuade us through the indirect use of something we respect, such as a patriotic or religious image, to promote his/her ideas. Religious and patriotic images may be the most commonly used in this propaganda technique but they are not alone. Sometimes even science becomes the means to transfer the message.

EXAMPLE: The environmentalist group PEOPLE PROMOTING PLANTS, in its attempt to prevent a highway from destroying the natural habitat of thousands of plant species, produces a television ad with a person in a white lab coat explaining the dramatic consequences of altering the food chain by destroying this habitat. (The white coat is meant to make us think that person is a scientist. When in fact, the commercial never says he is a scientist.)

GLITTERING GENERALITIES: emotionally appealing words (Perfect, Dazzling, Bold, etc.) that are applied to a product or idea, but that present no concrete argument or analysis.

EXAMPLE: An ad by a cigarette manufacturer proclaims to smokers: Don't let them take your rights away! ("Rights" is a powerful word, something that stirs the emotions of many, but few on either side would agree on exactly what the 'rights' of smokers are.)

NAME-CALLING: the use of derogatory language or words that carry a negative connotation

EXAMPLE: In a campaign speech to a logging company, the Congressman referred to his environmentally conscious opponent as a "tree hugger."

CARD STACKING: This is when a person presents only the information that is positive to an idea or proposal and leaves out information that is opposite to that idea.

EXAMPLE: An ad for a headache medicine tells you that by using this medicine you can be relieved of your headache in as little as ten minutes. (The ad doesn't tell you that the product will also cause you to have a severe nose bleed and blurry vision. They only highlighted the good parts of the product and left out the negative statements.)

TOPIC STRIPS

Cut apart to distribute to groups

You are selling pencils using the glittering generalities technique.

You are selling pencils using the band wagon technique.

You are selling dog food using the name calling technique.

You are selling dog food using the testimonial technique.

You are selling bubble gum using the card stacking technique.

You are selling toothpaste using the transfer technique.

You are trying to become the mayor using the plain folks technique.

You are selling shoes using the glittering generalities technique.

You are selling socks using the band wagon technique.

You are selling bikes using the name calling technique.

You are selling pillows using the testimonial technique.

You are selling pizza using the card stacking technique.

You are selling mustard using the transfer technique.

You are trying to become the president using the plain folks technique.

Math – Apply Ratios, Rates, and Proportions

Essential Questions:

- Why are ratios and proportions important?
- How are ratios and proportions used in the real world?
- How are ratios and proportions used in other subject areas, such as social studies and science?
- How were ratios and proportions used during the American Revolution?

Journal Writing Prompts: (choose which ones you would like to use)

- What questions would you ask in an interview with a Patriot from the American Revolution?
- Can you assess the value or importance of the American Revolution and how it has affected the way you live today?
- Pretend you are a Patriot, Tory/Loyalist, woman, enslaved or free African American, or Native American during the American Revolution. How do you think you would use ratios and proportions in your daily life?

Standards:

- **Math 8-2.7** Apply ratios, rates, and proportions.
- **ELA 8-1.6** Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).
- **SS 8-2.3** Summarize the course and key conflicts of the American Revolution in South Carolina and its effects on the state, including the attacks on Charleston: the Battle of Camden: the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion: and Battle of Cowpens: and the Battle of Kings Mountain.
- **SS 8-2.4** Compare the perspectives of different groups of South Carolinians during the American Revolution, including Patriots, Tories/Loyalists, women, enslaved and free Africans, and Native Americans.

Assessments:

Informal

Class worksheets

Ratios Online Quiz

(http://highered.mcgraw-hill.com/sites/007092242x/student_view0/get_ready_for_grade_912/ratio_and_proportion_quiz.html)

Culminating Activity

Day 1: Introductory Lesson– Ratios and Proportions

Materials – *American Revolution* (DK Eyewitness Books), “The Battle of Cowpens” article

<http://www.nps.gov/cowp/historyculture/the-battle-of-cowpens.htm>, “Patriot Minorities at the Battle of Cowpens” article

<http://www.nps.gov/cowp/historyculture/patriot-minorities-at-the-battle-of-cowpens.htm> **American Revolution: Ratios,**

Rates, and Proportions and the Battle of Cowpens Worksheet

1. Show cover of *American Revolution* (DK Eyewitness Books).
2. Ask students what thoughts come to mind. Pick a few pages to show pictures and read interesting information.
3. Discuss Ratios, Rates, and Proportions; do guided practice/sample problems from textbook.
4. Brain Pop video about ratios www.brainpop.com
5. Pass out copies of “The Battle of Cowpens” and “Patriot Minorities at the Battle of Cowpens” articles and read in predetermined groups.
6. Individual Practice - American Revolution Ratios Worksheet (attached); As students work in groups to complete worksheet, monitor student progress and informally assess students.
7. Closure – Journal Writing Prompt and Ticket out the door

Day 2: Unit Rates

Materials – Calculator, How Can I Feed the Troops worksheet

1. Review ratios, rates, and proportions again.
2. Have class walls covered with grocery sales papers.
3. Place students in predetermined groups.
4. Read first paragraph on “How Can I Feed the Troops” worksheet.
5. Explain directions to students.

- a. They will work as a team.
 - b. They will have to \$300 to spend on groceries.
 - c. They will need to buy enough groceries to feed 450 troops in 2011.
 - d. They must have a meat, a vegetable, bread, side item, drink, and snack.
 - e. They will have 5 minutes per group member to shop.
 - f. After each member has had a turn to shop, the group must discuss what they need to purchase next.
 - g. The group members will take turns shop until they have completed their menu.
6. Closure – Journal writing prompt

Day 3: Maps Battle of Cowpens location - Scale Factor/Proportions

Materials - rulers, calculators, Battle of the Cowpens map

<http://www.nps.gov/pwr/customcf/apps/maps/showmap.cfm?alphacode=cowp&parkname=Cowpens%20National%20Battlefield>), empty cardboard boxes, markers

1. Discuss proportions and scales.
2. Brain Pop about Similar Figures. www.brainpop.com
3. Explain how scales are used on maps.
4. Students will work in predetermined groups.
5. Give each group a map of the Battle of Cowpens and have them practicing measuring with ruler and using scale factor.
6. Students will need to complete Battle of Cowpens Map Activity Worksheet
7. Students will need to use proportions to determine what scale to use to replicate the Battle of Cowpens map to set up each part of the American and British locations at the Battle of Cowpens in a field of 50 yards. (use whatever field and length is available at your school)
8. After students have determined the correct distances for each set up, students will be able to go outside and set up their locations.
9. Students will label each station with cardboard box (or some other material)
10. After properly setting up their locations, students will be able to reenact the battle using koosh balls.
#6 – 10 are optional depending on class level
11. Closure – Ticket out the Door/Journal Writing Prompt

Day 4 – 5 (maybe 6): Projects

Materials- markers, colored pencils, instrumental music, rubrics

1. Students will be given the following options to work on in class and at home.
 2. They may work in groups.
 3. Be sure to show examples of political cartoons prior to students starting project.
 4. Closure – Journal writing prompt.
- On day 5 or 6, students will present their project.
- Create a poster size political cartoon about the Battle of Cowpens during the American Revolution and depict how ratios, rates, and proportions are used in the scene.
 - Create a game about the American Revolution that involves ratios, rates, and proportions.
 - Create original song lyrics about the American Revolution and discuss how ratios, rates, and proportions could be used during that time.

NAME _____



**American Revolution: Ratios, Rates, and Proportions
and the Battle of Cowpens**



Directions: Read “The Battle of Cowpens” article carefully. Use the article to answer the questions that below.

Ratios

1. Compare the number of British soldiers to American soldiers.
2. Compare the number of British soldiers killed to American soldiers killed.
3. Compare the number of British soldiers wounded to American soldiers wounded.
4. Compare the number of captured British soldiers to the number of British soldiers.
5. Compare the number of Patriot minorities to American soldiers.

Rate

6. At what rate did British soldiers die? (How many died per hour?)
7. At what rate did the American soldiers die? (How many died per hour?)

Proportions

8. Compare all of the ratios from #1-7. Simplify and/or cross multiply to determine if any ratios are proportional.



Ticket out the door



Johnny has 25 apples and 4 oranges in his bag. He has 8 apples and 19 oranges in the fridge. What is the ratio of apples in the fridge to oranges in his bag?



Ticket out the door



3 things you learned today

2 questions you still have

1 connection you have made



NAME _____

How Can I Feed The Troops?

At Cowpens, Daniel Morgan worried about obtaining food for his men - the area around the Pacolet River had been plundered and fought over so much, there was little to requisition. In addition, he had horses to feed. Each militiaman had brought a horse, in addition to those of the cavalry, making the total over 450. Perhaps that was part of Morgan's plan to stop at Cowpens - there should be some grass for the horses, even in winter, and, possibly free-ranging calves could be found and killed for beef. Beef was indeed available: James Turner, a Spartanburg District resident and participant in the battle, butchered beef to feed Morgan's army before and after the battle. It was reported that militia groups constantly left camp to hunt for forage. Such were the realities of feeding the armies.

<http://www.nps.gov/cowp/historyculture/feeding-armies.htm>

Item	Cost Per Item	Number of Items	Total Cost Of Items	Total Cost Per Troop
Meat-				
Vegetable-				
Bread-				
Side Item-				
Drink-				
Snack-				

1. Calculate the unit rate of the total cost to feed 450 troops.
2. Reflect on this activity and the passage above. What do you think it was really like to feed the troops during the American Revolution? Write your answer in complete sentences. Your response must be **at least 5** sentences.



Ticket out the door



3 things you learned today

2 questions you still have

1 connection you have made

Battle of Cowpens Map Activity

NAME _____

Use the map provided by your teacher.

You want to determine the distance between each station by using the map. On the map, locate the legend showing the scale of miles and answer the following questions.

1. How many miles are represented by 1 inch on the map?
2. How many inches represent 5 miles? How did you get your answer?
3. How many inches are there between each of the stations on the British side?
4. How many inches are there between each of the stations on the American side?
5. How many miles are there between these two battling sides?
6. Create a scale to use to replicate the map in a field of 50 yards.
7. Was your scale reasonable?
8. Did your scale help you replicate the map?

Making A Poster : American Revolution and Ratios

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
Labels	All items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Several items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Labels are too small to view OR no important items were labeled.

Making a Song: The American Revolution and Ratios

Criteria	4	3	2	1
Factual information	More than five separate facts are included in the song.	Five facts are included in the song.	Fewer than five facts are included in the song.	No facts are included in the song. The content is primarily opinion.
Accuracy	All facts are accurate.	Facts are accurate with no more than one minor error.	The song contains at least one major error or three minor errors.	The song contains more than two major errors or more than three minor errors.
Organization	All information is well organized in a logical order.	Information is well organized with no more than one minor error.	Information is poorly organized with more than three errors.	Information is disorganized and difficult for the audience to follow.
Message	The message to the viewers is clear and strong. It would have been easy for the listener to understand.	The message to the viewer is clear. The listeners would have understood the message.	The message is unclear or impossible for the listener to follow.	No message is given to the listener.
Presentation	The musician presented the song in a clear voice. He/she made consistent eye contact with the audience.	The musician presented the song in a clear voice. Some eye contact was made with the audience.	The musician did not communicate clearly. Little eye contact was made with the audience.	The speaker did not communicate clearly. Eye contact was not made with the audience.

Making A Game : American Revolution & Ratios

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Knowledge Gained	All students in group could easily and correctly state several facts about the topic used for the game without looking at the game.	All students in the group could easily and correctly state 1-2 facts about the topic used for the game without looking at the game.	Most students in the group could easily and correctly state 1-2 facts about the topic used for the game without looking at the game.	Several students in the group could NOT correctly state facts about the topic used for the game without looking at the game.
Accuracy of Content	All information cards made for the game are correct.	All but one of the information cards made for the game are correct.	All but two of the information cards made for the game are correct.	Several information cards made for the game are not accurate.
Rules	Rules were written clearly enough that all could easily participate.	Rules were written, but one part of the game needed slightly more explanation.	Rules were written, but people had some difficulty figuring out the game.	The rules were not written.
Attractiveness	Contrasting colors and at least 3 original graphics were used to give the cards and gameboard visual appeal.	Contrasting colors and at least 1 original graphic were used to give the cards and gameboard visual appeal.	Contrasting colors and "borrowed" graphics were used to give the cards and gameboard visual appeal.	Little or no color or fewer than 3 graphics were included.
Creativity	The group put a lot of thought into making the game interesting and fun to play as shown by creative questions, game pieces and/or game board.	The group put some thought into making the game interesting and fun to play by using textures, fancy writing, and/or interesting characters.	The group tried to make the game interesting and fun, but some of the things made it harder to understand/enjoy the game.	Little thought was put into making the game interesting or fun.

Science: Palmetto Patriots

Grade: 8

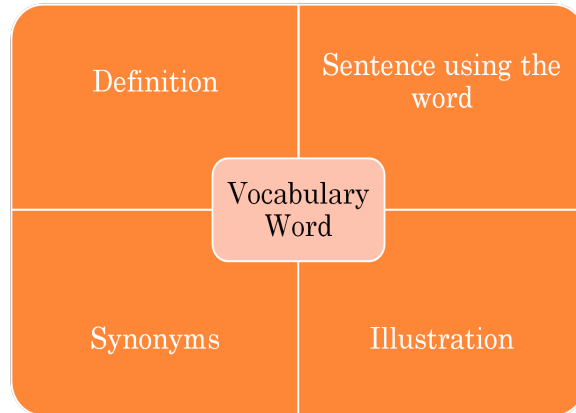
Standards:

8-1.3 Construct explanations and conclusions from interpretations of data obtained during a controlled scientific investigation.

8-3.9 Identify and illustrate features of South Carolina and other regions.

Day 1:

1. Introduce topographic maps.
2. Discuss elevation, contour lines and contour intervals. In pairs, define each of these key terms using a variation of the Frayer Model below.
- 3.



4. Show several examples of topographic maps. SC Maps are excellent sources of topographic maps and most public schools have a set. The website [anyplaceamerica.com](http://www.anyplaceamerica.com) has a variety of South Carolina topographic maps available as well that can be used in Smart board presentations.
http://www.anyplaceamerica.com/topographic_maps/locations/south_carolina/
5. Journal writing: Compare and contrast topographic maps to other types of maps you have previously seen: such as road maps, political maps, and relief maps.

Day 2:

1. Journal writing: Imagine you are responsible for planning a hiking trip for our class to King's Mountain National Park and Battlefield. Describe the benefits of using a topographic map to help plan the class trip.
2. Compare several maps of different elevations from key South Carolina American Revolutionary battle sites such as Charleston, Camden, and King's Mountain.
3. Create a chart comparing the topographic features of each area.

Day 3:

1. Review topographic maps.
2. Complete "Investigating Topographic Maps" laboratory activity and student report. (Activity adapted from McDougal Littell Science South Carolina Science Book)

Days 4-5:

1. Day 4 Journal writing: Imagine you are a commander planning strategy for the upcoming battle at Cowpens. How would a topographic map aid you in battle strategy?
2. Discuss the Battle of Cowpens and how the terrain of the land played a pivotal role in the strategy of the battle. Pictures and a summary of the battle can be found at the following:
<http://www.revolutionarywararchives.org/cowpens.html>
3. Using pictures and maps of the American Revolution battlefield at Cowpens, students will work in pairs to create a topographic map of the area.
<http://www.nps.gov/cowp/historyculture/the-battle-of-cowpens.htm>

4. Day 5 Journal writing: Write a journal about how the topography affected the outcome of the battle. If you were Commander Morgan, would you have done anything differently? If so, what would you do?

Assessments:

Topographic Location Chart
“Investigating Topographic Maps” Laboratory Activity
Topographic Map of Cowpens battlefield
Journal entries

<p>Materials:</p> <ul style="list-style-type: none">• clear, plastic half-gallon storage container• scissors• modeling clay• clear plastic sheet (transparency or sheet protectors)• cellophane tape	<ul style="list-style-type: none">• ruler• water• food coloring• box of spaghetti• erasable marker pen
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Procedure:

1. Build a simple landscape about 6–8 cm high from modeling clay. Include a variety of land features. Make sure your model is no taller than the sides of the container.
2. Place your model in the container. Stand a ruler upright inside the container and tape it in place.
3. Lay the clear plastic sheet over the container and tape it on one side like a hinge.
4. Carefully trace the outline of your clay model.
5. Add 2 cm of colored water to the container.
6. Insert spaghetti sticks into the model all around the waterline. Place the sticks about 3 cm apart. Make sure the sticks are straight and are no taller than the sides of the container.
7. Lower the plastic sheet back over the container. Looking straight down on the container, make a dot on the sheet wherever you see a spaghetti stick. Connect the dots to trace the contour line accurately onto your map.
8. Continue adding water, 2 cm at a time. Each time you add water, insert the sticks into the model at the waterline and repeat step 6. Continue until the model landscape is under water. Carefully drain the water when finished.

Student Lab Sheet- Investigating Topographic Maps

1. Compare your topographical map with the three-dimensional model. Remember that contour lines connect points of equal elevation. What do widely spaced or tightly spaced contour lines mean? What does a closed circle mean?

2. Draw your map in your Science Notebook by carefully tracing the contour lines onto a sheet of white paper. To make reading the map easier, use a different color for the index contour line.
3. What is the contour interval of your model landscape? For example, each centimeter might represent 10 meters on an actual landscape. Record the elevation of your index contour line on your map.
4. How would you determine the elevation of a point located halfway between two contour lines?

5. Describe any errors that you may have made in your procedure or any places where errors might have occurred.

6. Explain how you would use a topographic map if you were planning a hiking trip or a cross-country bike race.

Comparing Different Topographic Locations around South Carolina

	Charleston	Camden	Kings Mountain
Lowest Elevation			
Highest Elevation			
Waterways			
Distinguishing Landmarks			
Landscape description			
Interesting observations			

Social Studies: Palmetto Patriots

Grade: 8

Standards:

8-2.3 Summarize the course and key conflicts of the American Revolution in South Carolina and its effects on the state, including the attacks on Charleston: the Battle of Camden: the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion: and Battle of Cowpens: and the Battle of Kings Mountain.

8-2.4 Compare the perspectives of different groups of South Carolinians during the American Revolution, including Patriots, Tories/Loyalists, women, enslaved and free Africans, and Native Americans.

• **Day 1 – Introduction**

*** May use other resources listed in Social Studies materials section to help enhance class discussions**

Objective: Introducing the Battle at Kings Mountain

Teacher will....

1. Introduce the Battle at Kings Mountain using information at <http://www.revolutionarywararchives.org/kingsmtfall05.html>
2. Share the information at <http://www.patriotresource.com/amerrev/battles/kingsmtn.html> (only discussing the background information on the Battle at Kings Mountain)
3. Provide students with Social Studies Battles of the American Revolution Notes (focus on Kings Mountain only). See attachment for Social Studies Battles of the American Revolution Notes.

Students will...

1. Start a K-W-L chart on the Battle at Kings Mountain. See attached K-W-L chart.
2. Read pages 122-123 in The History of South Carolina in the Building of the Nation and complete the K-W-L chart.
3. Respond to this question in a short paragraph- Why was the Patriot victory at King's Mountain a turning point of the war in South Carolina?

Assessment: Students will be able to summarize the course and key conflicts of the American Revolution in South Carolina and the effectiveness of partisan forces at Kings Mountain

• **Day 2 – Battle of Cowpens**

Objective: Introducing the Battle of Cowpens

Teacher will...

1. Introduce the Battle of Cowpens using information at http://www.theamericanrevolution.org/battles/bat_cowp.asp
2. Show students short movie clips of *The Patriot* (edited version)
3. Provide students with Social Studies Battles of the American Revolution Notes (focus on Battle of Cowpens only). See attachment for Social Studies Battles of the American Revolution Notes.

Students will...

1. Start a K-W-L chart on the Battle of Cowpens. See attached K-W-L chart.
2. Watch short movie clips of *The Patriot* (edited version) and take notes. This will help the students add to their K-W-L charts.
3. Read pages 122-123 in The History of South Carolina in the Building of the Nation and complete the K-W-L chart.
4. Students will make a Venn diagram comparing and contrasting the Battle at Kings Mountain and the Battle of Cowpens.

Assessment: Students will be able to summarize the course and key conflicts of the American Revolution in South Carolina and the effectiveness of partisan forces at Kings Mountain and the Battle of Cowpens.

• **Day 3 – Analyzing Paintings/Pictures**

Teacher will...

1. Divide students into eight different groups. Each group should not consist of more than four students.
2. Provide each group with picture that details the Battle at Kings Mountain and the Battle of Cowpens from the following links:
 - a. <http://www.doveslightcoven.0catch.com/March/BattleofKingsMountain.jpg>

- b. <http://www.sonofthesouth.net/revolutionary-war/battles/king-mountain-monument.jpg>
 - c. http://www.boerner.net/jboerner/wp-content/uploads/2009/10/Battle_of_Kings_Mountain.jpg
 - d. <http://www.appalachianhistory.net/wp-content/uploads/image-import/kings%2Bmountain.jpg>
 - e. <http://suffolkcountylibertyreport.com/sclr/wp-content/uploads/2011/01/Battle-of-Cowpens-1-300x160.jpg>
 - f. http://www.lasersol.com/history/darley_images/cowpens.jpg
 - g. <http://thomaslegion.net/sitebuildercontent/sitebuilderpictures/battleofcowpensbattlefield.jpg>
 - h. <http://www.nps.gov/cowp/historyculture/images/battlpic2.jpg>
3. Help student analyze the pictures and record their findings on “Analyzing a Photograph or Illustration” worksheet (attached).

Students will...

- 1. Work with their groups to analyze paintings.
- 2. Once they have completed their worksheets, the students will present their painting and inferences about that illustration to the class.

• **Day 4 – Creating a Newspaper on the Battles of the Revolution**

Teacher will...

- 1. Provide students the point of view of the British using <http://www.britishbattles.com/battle-cowpens.htm>.
- 2. Keep students in their groups of four have them further research the Battle at Kings Mountain and the Battle of Cowpens. You may need to take the students to the computer lab to do research.
- 3. Provide copies of sources (Print only information pertaining to two battles.):
 - a. “Road to Guilford Courthouse” by John Buchanan (Cowpens)
 - b. “The Carolina Backcountry on the Eve of the Revolution” by Charles Woodmason (Kings Mountain)
 - c. “Partisans and Redcoats” by Edgar Walter
- 4. Assign students in the groups certain jobs:
 - a. Student 1- Newspaper article (British)
 - b. Student 2- Political cartoon with caption (British)
 - c. Student 3- Newspaper article (American)
 - d. Student 4- Political cartoon with caption (American)
- 5. Assist students in creating their newspaper article/political cartoon.

Students will...

- 1. Research the Battle at Kings Mountain or the Battle of Cowpens based on their number in the group.
- 2. Write the information for the newspaper article or political cartoon including information about battle plan or strategy, dates, commanders, casualties. Students should include a quote from one of the three sources.

• **Day 5 – Completing the Newspaper**

Teacher will...

- 1. Assist the students in completing their newspaper.

Students will...

- 1. Finish constructing newspaper.
- 2. Combine their newspaper with their partners in their group to make one newspaper.

Assessment: Students will be able to summarize the course and key conflicts of the American Revolution in South Carolina and the effectiveness of partisan forces at Kings Mountain and the Battle of Cowpens.

Name: _____

Teacher: _____

Analyzing a Photograph or Illustration

Part 1 – Objective Observation

<p>Subject (people, objects, gender, age, clothing, facial expressions, posture)</p>	<p>Setting (indoor/outdoor, urban/rural, time of day, time of year, background – objects)</p>
<p>Action (What activity/event is shown? What are people doing? Are they working in groups or alone? Relationship to each other?)</p>	<p>Other Clues (What other details do you see in the photo? Examples: tools, vehicles, animals, buildings, signs. Is it a candid or posed photo?)</p>

Is there a title? What information does it give you? _____

Is there a caption? What information does it give you? _____

Part 2 - Subjective Observation

1. What conclusions can you draw from the people or objects in this photo/illustration?

2. What questions do you now have that are not answered in the photo/illustration?