

RESOURCE NOTEBOOK

PATRIOTS

A Simulation and Resource Notebook on the American Revolution

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BILL LACEY, co-author of PATRIOTS, has written for Interact since 1974. Among his many publications are CIVIL WAR (with Terry Handy), VIKINGS, GREEKS, BONES & STONES, AMERICAN HISTORY CONFRONTATIONS, AMERICAN HISTORY RE-CREATIONS, and AMERICAN HISTORY ACTIVATORS. After teaching history in California public schools for 36 years, Bill currently supervises student teachers from California State Universities at Long Beach and Fullerton. Bill and Terry began their close association when Terry student taught in Bill's classroom at Fountain Valley High School.



TERRY HANDY, co-author of PATRIOTS, has taught social studies at Judkins Middle School since 1983. An avid history buff, Terry has been a "living history" reenactor for almost 25 years. He reenacts Civil War, WWII, and the Revolutionary Era Common Soldier. He lives with his family on the Central Coast of California, where he delights in playing softball, riding his bike, and reading about American History, especially about the American Revolution and Civil War. For Interact Terry also wrote ISLAM and, with "pard" and "firecake messmate" Bill Lacey, CIVIL WAR.

By Bill Lacey and Terry Handy

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10200 Jefferson Blvd.
P.O. Box 802
Culver City, CA 90232-0802
800-421-4246 • www.teachinteract.com
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P A T R I O T S

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STANDARDS

P A T R I O T S

The nationwide movement for high standards mandates that students not only master content, but also be able to demonstrate what they know. PATRIOTS is a content-rich, standards-based program addressing National History, Social Studies, English Language Arts, Visual Arts, Dance, and Theater Standards. The content and skills presented are the targets of most state frameworks for American history and language arts. PATRIOTS provides many opportunities for performance assessment. Throughout the many and varied activities students demonstrate their understanding of the underlying causes, the major battles, and the famous people of the Revolutionary War. The students participate in historical analysis, creative writing, drama, and discussions that help them to understand the hardship of war, the difficult decisions facing people in the turbulent times of a revolution, and the lasting influence of these times on our current form of government. Student teams utilize Applied Learning Standards as they work cooperatively to complete assignments and to make decisions.

National Standards for History Standards in Historical Thinking

Standard 1: Chronological Thinking

The student is able to:

- Identify the temporal structure of a historical narrative or story.
- Interpret data presented in time lines and create time lines.

Standard 2: Historical comprehension

The student is able to:

- Reconstruct the literal meaning of a historical passage by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.
- Identify the central question(s) the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed.
- Read historical narratives imaginatively.
- Appreciate historical perspectives.
- Draw upon data in historical maps.
- Draw upon visual, literary, and musical sources to clarify, illustrate, or elaborate upon information presented in the historical narrative.

Standard 3: Historical Analysis and Interpretation

The student is able to:

- Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- Consider multiple perspectives of various people in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.
- Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- Compare competing historical narratives.
- Hold interpretations of history as tentative, subject to changes as new information is uncovered, new voices heard, and new interpretations broached.
- Hypothesize the influence of the past, including both the limitations and the opportunities made possible by past decisions.

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Standard 4: Historical Research Capabilities

The student is able to:

- Formulate historical questions from encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.
- Obtain historical data from a variety of sources.
- Support interpretations with historical evidence in order to construct closely reasoned arguments rather than facile opinions.

Standard 5: Historical issues-analysis and decision-making

The student is able to:

- Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.
- Formulate a position or course of action on an issue by identifying the nature of the problem, analyzing the underlying factors contributing to the problem, and choosing a plausible solution from a choice of carefully evaluated options.

United States History Standards

Era 2: Colonization & Settlement (1585–1763)

Standard 2: How political, religious, and social institutions emerged in the English colonies

- 2A** The student understands the roots of representative government and how political rights were defined.
- 2C** The student understands social and cultural change in British America.

Era 3: Revolution and the New Nation

Standard 1: The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory

- 1A** The student understands the causes of the American Revolution
- 1B** The student understands the principles articulated in the Declaration of Independence
- 1C** The student understands the factors affecting the course of the war and contributing to the American victory

Standard 2: The impact of the American Revolution on politics, economy, and society

- 2C** The student understands the Revolution's effects on different social groups.

NCSS Curriculum Standards for Social Studies

Strand 1: Culture

The learner can:

- Explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs.

STANDARDS

P A T R I O T S

Strand 2: Time, Continuity, & Change

The learner can:

- Demonstrate an understanding that different scholars may describe the same event or situation in different ways, but must provide reasons or evidence for their views.
- Identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.

Strand 5: Individuals, Groups, & Institutions

The learner can:

- Demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups.
- Identify and analyze examples of tensions between belief systems and government policies and laws.

Strand 6: Power, Authority & Governance

The learner can:

- Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- Analyze and explain ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security.
- Explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.

Strand 10: Civic Ideals & Practices

The learner can:

- Explain the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.

NCTE Standards for the English Language Arts

Standard 1: Students read a wide range of print and non-print texts to build an understanding of text, of themselves, and of the cultures of the United States and the world, to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Standard 4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate with different audiences for a variety of purposes.

Standard 7: Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

STANDARDS

P A T R I O T S

Standard 8: Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Standard 11: Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

California Visual Arts Standards

Standard 2: Creative Expression

- Students develop knowledge of and artistic skills in a variety of visual arts media and technical processes.

Standard 3: Historical and Cultural Context

- Students explore the role of the visual arts in human history and culture.

Standard 5: Connections, Relations, Applications

- Students apply what they learn in visual arts to learning across the curriculum.

California Theater Standards

Standard 2: Creative Expression

- Students develop knowledge and skills in acting, directing, and script writing through their own experience and imagination as well as through their research of literature and history.

Standard 5: Connections, Relations, Applications

- Students apply what they learn in theater to learning in other subjects

California Dance Standards

Standard 3: Historical and Cultural Context

- Students investigate the role of dance in historical and contemporary cultures throughout the world.

Standard 5: Connections, Relations, Applications

- Students apply what they learn in dances to learning across disciplines.

California Applied Learning Standards

Standard 6. Students will understand how to apply communication skills and techniques. Students will demonstrate ability to communicate orally and in writing.

Standard 8. Students will understand the importance of teamwork. Students will work in teams to achieve project objectives.

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INTRODUCTION

Wars are pivotal events that change the course of history. The American Revolutionary War, fought from 1775 to 1781 between Great Britain and rebellious colonists, remains one of the most momentous events in modern history. The ideals of the rebelling colonists inspired demands for justice and self-determination around the globe. This quest for democracy continues into the 21st century. During the PATRIOTS experience, your classroom will reflect life in the American colonies between the years 1761 and 1783. Students study six distinct aspects of the Revolutionary War Era, completing tasks and participating in activities, while exercising basic Social Studies and Language Arts skills. While participating in PATRIOTS your students experience the following:

Knowledge

- Understand the issues, personalities, and events which provided the genesis of the American nation
- Discard common myths about historical events and people
- Learn vocabulary and quotes appropriate to the Revolutionary Era
- Explore the bitter battles between colonials and the British regulars and their German mercenaries, emphasizing the simple bravery of common soldiers on both sides
- Explore what people read, their dances and diversions, their art and music, and their educational system
- Read the words that capture the essence of men and women with strong and frequently dangerous convictions, that clarify the bold deeds they attempted, and that provided the foundations of our nation
- Participate in activities to clarify, demystify, inspire, educate, vivify, and entertain

Skills

- Working together effectively and making decisions to accomplish personal and group goals
- Organizing and directing individual and group work and activities
- Sorting out and analyzing data, then preparing and orally presenting information both individually and in groups
- Making oral presentations to small and large groups
- Reading for understanding and writing to reflect knowledge

Attitudes

- Realizing that war is brutal, inglorious, and uncompromising
- Appreciating the dynamics of group interaction and cooperation
- Understanding that hard work usually produces better results
- Learning that teamwork most often produces a better product and does so easier than individual efforts
- Gaining satisfaction from effective role-playing

PURPOSE

OVERVIEW

INTRODUCTION

OVERVIEW

A Simulation and a Resource Notebook

PATRIOTS is more than what a generic label of simulation or notebook program implies. This work goes beyond the traditional simulation in that any activity can be pulled out and used independently of any other. If your schedule permits, students may benefit from the simulation aspects of the entire instructional unit. The PATRIOTS Teacher Guide and Resource Notebook include the following instructional sections: **Prelude to Revolution, Revolutionaries, Declaration, Military, Revolutionary Culture, and Independence!**

A Strong Foundation of Understanding

The authors recommend that your students complete all of **Prelude to Revolution**, thus gaining a thorough understanding of the underlying causes of the American independence movement. With such a foundation, students can then benefit from any or all of the remaining PATRIOTS lessons.

A Comprehensive Unit

Immerse your students in the study of **Revolutionaries**, those individuals who drove or participated in crucial events, then in **Declaration** introduce the delegates in Philadelphia, their debates, decisions, and their words. **Military** reveals the valor and desperate courage of the Patriot soldiers and sailors. Students gain true insight into late eighteenth-century America in **Revolutionary Culture. Independence!** reveals the horrors experienced by American Loyalists, and takes students to the Paris treaty negotiations. **Finale** includes review activities and directions for staging culminating activities to conclude and synthesize the entire unit for your students.

Determine Your Own Instructional Program

The number and variety of activities your students experience depend on the amount of time you decide to devote to the unit in your program. This particular utilitarian philosophy allows you to use PATRIOTS as a full simulation or as a resource book to augment and supplement your existing unit on the American Revolution.

Writing Across the Curriculum

Throughout PATRIOTS, take advantage of the embedded writing activities to reinforce student learning and enhance student understanding of events and issues.

Readability Level

The background essays in PATRIOTS are written at a middle school or above reading level. Adjust your instruction to meet the needs of your students. The variety of artistic and kinesthetic activities within this notebook unit enables teachers to adapt their instruction to fit the needs of students of a wide variety of reading levels and academic aptitudes.

PATRIOTS UNIT ELEMENTS

INTRODUCTION

Snapshot Summary

Every section of PATRIOTS follows a similar instructional format. Within this structure, you choose how much information to teach and you select the most appropriate or effective activities to benefit your students.

Background Essays

Short background essays introduce factual information which students build upon throughout the course of study. The essays may supplement or replace textbook materials, depending on the resources available in your classroom. Either read the essays aloud as a class, silently within Tavern Groups, or assign as homework. Always follow with small group or class discussion.

Supplemental Background Information

Usually graphs, charts, or other brief concepts, you may copy and distribute or post these materials, or share the information using a display copy. Discuss in class to ensure that students fully understand the historical context of the information.

Activities

The many creative academic and dramatic assignments and activities offer a variety of experiences to enliven your classroom and enrich your students' understanding of the Revolutionary Era.

Dramas

Each section of PATRIOTS includes one or more drama scripts with parts for five or six students. The dialogue effectively personalizes historical events for students, presenting a wealth of information in a relatively brief episode. The productions can be simple readers theaters or more elaborate, depending on your classroom situation.

Long-term/Continuing Elements

Early in your instruction, introduce one or more selected elements to engage your students' interest and enhance their learning experiences throughout the PATRIOTS unit. Select historically-influenced student grouping, vocabulary building, recurring reflective writing, or research and creative construction activities.

PATRIOTS Elements

Study the following summaries of the sections of PATRIOTS. When you are familiar with the substance and variety of activities you will be better able to incorporate PATRIOTS into your teaching schedule.



To allay your concerns, you do not have to do all the phases or activities in PATRIOTS. If your time is limited, simply choose from a wide variety of activities to enhance your historical unit on the American Revolution.

UNIT ELEMENTS

INTRODUCTION

- Read and discuss GOIN' A SOLDIERIN,' an essay on army life and *The Continental Soldier* drama, then complete a writing activity (postcards/journal entries/Haiku poems) describing their experiences of and compassion for a soldier's harsh winter at Valley Forge.
- Move students outside to learn the essentials of drilling and marching from Prussian drillmaster, Baron von Steuben ("Shoulder...Firelock!").
- Have students reenact the Battle of Bunker (Breed's) Hill and then sharpen their decision-making (and critical thinking) skills by portraying generals preparing for this early key engagement in Boston.
- The *Jack Tars and Landlubbers* drama introduces students to the fledgling American navy.
- Students construct "Artillery Pieces" (mouse traps), then lob shells (marshmallows) at enemy ships and participate in an interactive and competitive *Naval Gunnery Drill*.

Revolutionary Culture introduces your students to the literature, arts, music, and education of Revolutionary-era Americans. Decide if your students will experience some or all of the following:

- Study the music of the era.
- Dance the Virginia Reel and a "Jig."
- Create poems from several format choices (Haiku, Tanka, Clerihew, Diamante, and Acrostic).
- Matriculate at Ben Franklin's Academy and participate in a variety of creative and artistic activities:
 - Competing in a spelling bee
 - Using the right side of the brain to complete a portrait of George Washington
 - Fabricating a mobile
 - Designing and illustrating a Revolutionary quilt
 - Designing a patriotic flag
 - Creating a political broadside
 - Publishing a newspaper
 - Publishing an almanac



You will immerse your students in culture of the Revolutionary Era, enabling them to fashion their own handiwork to reflect this new American culture.

UNIT ELEMENTS

INTRODUCTION

Independence! brings a conclusion to the hostilities, the winning of the peace at the negotiating table, and the reality of the young nation forging a future. Decide if your students will experience some or all of the following:

- Read profiles of three Americans who remained loyal to the King and write a one-act conversation between the three Tories as they prepare for exile in Nova Scotia, Canada.
- Read the *Surrender at Yorktown* drama.
- Work in pairs or quads as British and American negotiators, utilizing proven negotiating tactics, to hammer out a peace treaty.
- Participate in a *Revolution Round Table* as members of the press and historic personalities, to discuss the recent war and the prospects for the new republic.

Finale includes activities to help students review, synthesize, and demonstrate their learning during PATRIOTS. Decide if your students will experience some or all of the following:

- Students review their learning throughout the unit using three familiar game formats.
- Participate in a *Celebrity Autograph Party* in which students personalize greetings to other students based on real Revolutionary Era persons.
- Students host a culminating celebration at which they present their *Shoe Box Time Capsule* projects, receive earned awards, and prepare and enjoy a banquet fit for a king—or a president!

Finding What You Need in PATRIOTS

In an effort to make this comprehensive historical resource more user-friendly, PATRIOTS is organized into a **Teacher Guide** and a **Resource Notebook**. Both the Teacher Guide and the Notebook are divided by subject matter into corresponding tab sections. Each tab section includes a **Table of Contents**.

- The Teacher Guide contains all procedural teaching directions.
- The Resource Notebook contains duplicable masters for all student pages, teacher reference pages, instructional or optional display copy masters, and classroom management tools.

Within the **Setup Directions** of the Teacher Guide, the **Duplication** directions include the letters (NB) to remind the teacher that the duplicable master is in the related tab section of the Resource Notebook. These letters (NB) also appear in the **Materials** lists of the Teaching Directions for each lesson.



The three familiar game formats include Hangman, Charades, and Old Maid.



UNIT TIME CHART

REVOLUTIONARY CULTURE

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Introduce Ben Franklin's Academy <ul style="list-style-type: none"> • EDUCATION DURING REVOLUTIONARY TIMES Music of the Revolution <ul style="list-style-type: none"> • MUSIC OF THE REVOLUTION 	Dancing in the Colonies <ul style="list-style-type: none"> • DANCING IN THE COLONIES • THE VIRGINIA REEL • THE VIRGINIA REEL: Schematic 		Poetry of the Revolution <ul style="list-style-type: none"> • POETRY OF THE REVOLUTION • A REVOLUTION POEM 	Spelling Bee <ul style="list-style-type: none"> • GLOSSARY • WORDS THAT MADE A REVOLUTION • THEY SAID WHAT?
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
A Portrait of George Washington <ul style="list-style-type: none"> • WASHINGTON PORTRAIT 	Revolution Mobiles <ul style="list-style-type: none"> • SAMPLE MOBILE 	Illustrated Quilting Bee <ul style="list-style-type: none"> • GLOSSARY • WORDS THAT MADE A REVOLUTION • SAMPLE QUILT 	Designing Patriotic Flags <ul style="list-style-type: none"> • DESIGNING PATRIOTIC FLAGS • AMERICA'S FIRST FLAGS 	
DAY 11	DAY 12	DAY 13	DAYS 14-15	DAYS 16-17
Designing Patriotic Flags <ul style="list-style-type: none"> • DESIGNING PATRIOTIC FLAGS • AMERICA'S FIRST FLAGS 	Political / Cultural Broadsides <ul style="list-style-type: none"> • POLITICAL / CULTURAL BROADSIDES • SAMPLE BROADSIDES 		Amusements and Frolics <ul style="list-style-type: none"> • AMUSEMENTS AND FROLICS 	"Ye Olde Almanack" <ul style="list-style-type: none"> • "YE OLDE ALMANACK" • SAMPLE ALMANAC DESIGNS