

Curriculum Unit Introduction

Title of Unit: Men and Women of the American Revolution

Vital Theme: To give students the opportunity to recognize and comprehend the contributions of both men and women during the Revolutionary War time period.

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Grade Level: Four

Number of lessons in the unit: Two

Time needed to complete the unit: 12-15 class days (using one 30-45 minute Social Studies lesson period each day)

Curriculum standards addressed: Social Studies: 4.3.2, 4.5.2, 4.5.4, 4.5.7, 4.6.1
Language Arts: 4.1.19, 4.1.24, 4.2.1, 4.2.7, 4.2.10, 4.2.16

Technology used: Video Cassette Recorder and Television, Overhead Projector

Unit introduction and overview of instructional plan

The two lessons and the activities included in each will allow the students to understand the importance of both men and women during the Revolutionary War time period. They will evaluate how men and women contributed to the creation of a new country, the United States of America.

Background information will be provided and activities and primary sources will enhance the teaching of the lessons. The first lesson will focus on the women's roles and the second will focus on the men's.

Initially, the students will read some background information with the teacher facilitating their understanding. Then they will write a newspaper article concerning what they have read. Next they will compare various portraits of Abigail Adams and look for differences in appearance as she aged. This will give students an opportunity to draw their own self-portraits. The students will also read some excerpts of letters written by Abigail Adams that tell about her everyday activities during the Revolutionary time period. They will then write a letter to a family member about their everyday activities. The students will compare the everyday activities of the 21st century to the 18th century.

Finally, the students will listen as the teacher reads aloud the books *The Secret Soldier: The Story of Deborah Sampson*, and *Daughter of Liberty: A True Story of the American Revolution*. Students will discuss and compare the two heroines and their contributions to the war. Key questions for the first lesson are: Did women play a significant role in the American Revolution? How? Why was letter writing such an important part of everyday life during this time period? Is it still important today? Does the aging process and a person's appearance change depending on life experience? Do you think Abigail Adams had a hard life? Would you like to have lived in the 1700's? How are the roles of women different in war today than in the time of Deborah Sampson and Wyn Mabie?

The second lesson will begin with a discussion of the Overmountain Men of Tennessee and the Watauga Society. The geography of the area will be discussed and students will complete a map of the State of Tennessee labeling rivers, mountains, cities and other important features. Next the portrait of Landon Carter along with his Revolutionary War pension record and mansion and gravestone photos will be shown to the students. Discussion will be facilitated concerning the founding of the Watauga settlement and the creation of a new government. Students will create and name their own fictional countries and write a set of rules or constitution for their government. Then students will read a short essay about James Madison, the Father of the Constitution and answer multiple choice questions concerning what they have read. Finally, the students will discuss the Constitution of the United States. The teacher will show a video about its creation and students will memorize the Preamble and recite it individually to the teacher. Questions that will be answered or discussed include: How did the men of Tennessee contribute to the Revolutionary War? Do you think it was difficult to write the Constitution? Why do you think it is still used today? Why did Landon Carter and his family want to set up a new government in Tennessee? Do you think they should have done this? Why? How difficult was it for you to set up your new country's rules? What does the Preamble mean? Why is it important to memorize it? Why do we call James Madison the father of the constitution? What were his contributions to its creation?

These lessons will take approximately two or three weeks to complete.

Abigail Adams and Landon Carter: Revolutionary People during a Revolutionary Time

The period of American history from 1760-1820 was a time of very significant change - not only did America become a new country with its own government at this time, but it began to form the template by which democracy is evaluated even today. The major themes of this period of history are related to the creation of an American society with a sense of nationalism and the establishment of the rights of the minority in a place where the majority rules. The American colonies shifted from a society focused on social order to one focused on individual liberties, and they struggled to find the balance between the two. Landon Carter and Abigail Adams were both active participants in this transformation. Their contributions, both by their words and their actions, greatly effected the creation of the United States of America.

Abigail Adams was born on November 11, 1744 in Weymouth, Massachusetts and lived to be 73 years old before passing away on October 28, 1818. She was one of four children of William Smith, a Congregational minister, and Elizabeth Quincy Smith, a member of a prominent old family in the Massachusetts colony. Abigail married John Adams, a Harvard-schooled lawyer, on October 25, 1764. As a child, Abigail was not educated in school (as was the case for girls of this time period), however she learned to read and write at home. Due to her family's ample wealth, she enjoyed many advantages growing up, including access to a home library which she used to become very well read. The circumstances of her birth and upbringing greatly influenced her thoughts and philosophies on politics and the role of women in American society.

Abigail's philosophy about a woman's role differed from that of most women of her time period. She believed that the woman should be the household manager, staying at home with the children and helping to educate them. She was, however, not shy about expressing her opinions on any issue and she felt that as John's partner in marriage, she should be able to do so and be respected for it. During her second pregnancy, in 1766, Abigail read a series of essays by James Fordyce entitled *Sermons to Young Women* (Akers, 32-34). These sermons formed the foundation that she followed for her life role as a woman. She subscribed to the fact that the woman is man's helpmate and the weaker of the sexes, thus needing a man's protection and financial support. However, Fordyce's sermons encouraged women to become managers of their households and to use their intellect to aid them in their endeavors (Akers, 34). Abigail followed these guidelines throughout her life. Wisely, John Adams greatly respected his wife and her opinions on political matters. He also relied greatly on her management of the household, especially since he was away a lot during their marriage.

One main societal issue that concerned Abigail was the education of girls. In her famous letter to her husband John during the Continental Congress on April 5, 1776, Abigail advised him to "Remember the Ladies" during his negotiations in Philadelphia (Adams Family Papers, Massachusetts Historical Society). She logically thought that since the mother was expected to oversee the education of the children, both boys and girls, then it should follow that all females should be educated to prepare them for their role as future teachers. This was a revolutionary idea. During the late 1700s, women were educated by their mothers to be wives and child bearers. Many married women were illiterate and were never expected to be more than an extension of their husband.

The fact that Abigail was more than an extension of John was greatly due to her social standing in life, the education she received, the people she met, and the traveling she did. Also, the temperament of her husband and his acceptance of her advice and opinions allowed her to become an advocate of women's education.

June of 1778 found Abigail managing the family alone as John was away in France. He wrote to her concerning the ease with which French women expressed their feelings and she replied on June 30, 1778 "I can hear of the Brilliant accomplishment(s) of any of my Sex with pleasure and rejoice in that Liberality of Sentiment which acknowledges them. At the same time I regret the trifling narrow contracted Education of the Females of my own Country" (Withey, 102).

Abigail greatly understood the idea of the adage "Behind every great man is a great woman." She knew that the best way for her to influence the new United States of America was from behind the scenes. At the beginnings of the Revolution in July, 1777 Abigail and John corresponded (he was in Philadelphia) about British General Howe and his plans for a naval attack on the colonies. In discussing women's roles with John, Abigail stated on August 11, 1777 "A smart Wife would have put Howe in possession of Philadelphia a long Time ago" (Withey, 92).

As the United States struggled to find a proper balance between social order and individual rights, Abigail used her position as the wife of an influential man who was frequently absent from home to further her independence. She became the manager of their household, making purchases of land, overseeing the selling of farm goods at market, educating her children, and managing and investing the family's money. She advised John almost daily of her actions in her letters, and he responded with advice.

Due to the length of time required for letter delivery in those days, there is no doubt that Abigail made many decisions alone. Her economic skills kept the family solvent especially during the times when John received little or no salary as a public servant. She became an example of a modern woman who was very intelligent and strong, able to handle herself and her household without the daily presence of a man.

Abigail's role as a mother was another arena where she focused her attention. She and John had five children but only four survived to adulthood; Abigail (Nabby), John Quincy, William and Thomas. As a mother, Abigail was convinced of her duty to raise her children to be ready to participate and be successful in the new republican government of the United States. She was what some today would call a "control freak" in her attempts to persuade her children to do the "right" things and to pattern their lives according to what she knew was best. She worked very hard to make sure her children were educated and given opportunities to travel so they could become true "Americans".

In December of 1777 John Adams was selected to be one of three Commissioners sent to France for the United States (Akers 94). Abigail struggled with her feelings as her eldest son, John Quincy, accompanied his father on the trip to France. She knew that this would be an opportunity of a lifetime for him, and having great ambitions for her children, she allowed ten year old John Quincy to accompany his father. This is just one example of her motherly wisdom and the emotional and economic sacrifices she made for her children. Years later, on July 21, 1786, in a letter to John Quincy while he was studying at Harvard, Abigail warned him about being critical of his teachers and the other students. "She urged him to be careful that his knowledge and experience of the world didn't make him 'assumeing and too tenacious of your own opinions,' and she

admonished, 'reflect that you have had greater opportunities of seeing the world...that you have never wanted a Book, but that it has been supplied you, that your whole time has been spent in the company of men of Literature and science. How unpardonable would it have been in you, to have been a Blockhead' (Withey, 187).

Abigail's letter writing was her chosen method to be involved in all things political. She wrote over one thousand letters to her husband John throughout their marriage and she corresponded with many other political figures of her time. Mercy Otis Warren, Thomas Jefferson, and James Lovell, a Massachusetts delegate to the Congress, were but three of those with whom she corresponded. Unlike other women of her time, Abigail expressed her opinions on all political matters to her correspondents and expected her views to be respected. In 1786, after Shays's Rebellion, she wrote to Thomas Jefferson about her concerns that Americans were fighting against each other after having just received freedom from Great Britain. She described the rebels as "Ignorant, restless desperadoes, without conscience or principals" who "have led a deluded multitude to follow their standard, under pretense of grievances which had no existence but in their immaginations" (Withey, 190-191). Thomas Jefferson however, replied that he hoped the rebels would be pardoned. She became so upset by his response that she did not write to him for several months.

Once her husband became Vice President and then President of the new "United States", Abigail had even more opportunities to influence the formation of the American Republic. In a letter she wrote to John on March 25, 1797, she spoke clearly about her opinion of Thomas Jefferson and his policies on peace and government at the time (Adams Family Papers, Massachusetts Historical Society). John valued her opinions and

enjoyed discussing issues with her. He lamented their separations while he was in the Presidency and relied heavily on her advice as he led the country. This was once again an example of the radicalism of their relationship in the context of the historical time period.

Abigail Adams was truly a person who embodied the themes of the Revolution. She favored the creation of a new nation and the role of women in it. She was a partner to her husband in a “modern” way that was almost unheard of during the 18th and 19th centuries. Her portraits, painted at various times of her life, show her strength and possibly a hint of stubbornness (Withey, 146 insert). Her role helped to redefine the marriage relationship as one of individuals with rights working together for the common good of the family. She was an advocate for women’s education, which began the movement towards women’s suffrage and independence. She was a minority (woman) in a society ruled by the majority (men) who became a visible, outspoken political person who was respected not only by her husband, but other political figures as well (Thomas Jefferson for one). Abigail Adams was truly a woman before her time who used her intellect to not only survive, but to thrive during the time of the American Revolution. She greatly influenced the creation of the new American society.

Landon Carter was a man who also embodied the Revolutionary spirit of the day. Carter was born in Virginia on January 29, 1760 and moved to what is now Carter County, Tennessee in 1770. Landon’s father, John Carter, was a pioneer of Tennessee and a political leader of the area, becoming involved in the Watauga Association, a group formed by the settlers in what is now Eastern Tennessee for protection and survival on the frontier. He was the chairman of the Watauga Committee and helped to create the

first government of this area of the frontier (Dixon, 22-25). Landon inherited his father's estate in 1781 upon his father's death and lived in the Carter Mansion in what is now Elizabethton, Tennessee (Tennessee Historical Society, Nashville, Tennessee). On February 26, 1784 he married Elizabeth Maclin and they lived and raised their family in the Carter Mansion.

The significance of Landon's residency is important to the time period. In 1763 England passed a proclamation prohibiting colonization of any lands west of the Appalachian Mountains (Dixon, 2). In 1770, when John Carter moved his family to the Watauga River area and claimed land for settling, he directly disobeyed the English Proclamation of 1763. The Carters remained on the land, thereby showing their disregard of the British ruling and their support of the revolutionary idea of an independent United States of America. The formation of the Watauga Association in 1772 was in fact an attempt to create a separate government for the settlers in the area. This was a bid for freedom even before the Declaration of Independence was written (Dixon, 16). In his book *The Wataugans*, Max Dixon states:

How does one assess the historical importance of the Watauga Association? The Association has been extolled by many American historians. Their favorable observations tend to fall into four categories: (1) that the Articles were the first constitution west of the Appalachians and the first written constitution formed by native-born Americans; (2) that the Wataugans created a separate state, 'The Republic of Watauga,' as an assertion of a very real independence, (3) that the Articles of Association was a precursor of the Boonesborough Resolutions of 1775, the Cumberland Compact of 1780, and the constitution of Franklin in 1785, and (4) that the Watauga Association was 'one of the most thoroughly democratic instruments ever penned in the new world,' was 'absolutely free of religious tests and class distinctions,' and was the spontaneous action of a freedom-loving, 'law-conscious band' (Dixon, 18-19).

The sentiment of the Wataugans was that war with Britain would be a favorable thing for them. They realized that they were illegally occupying their lands and knew

that independence from Britain could change that. Creation of an independent nation with its own government was a recurrent theme of the Wataugans and not a new idea to them in 1776. They made a truce with North Carolina during this time for protection against the Indians and for unity against the British. The Washington District (as the area was called) sent John Carter as a Senator to North Carolina's first legislature in 1777 (Dixon, 52).

Landon followed in his father's footsteps and became an important man in the politics of the Washington County area. His name is mentioned as a signer of the Petition to North Carolina on July 5, 1776 in which the Wataugans petitioned North Carolina to allow them to be annexed into North Carolina so that they could fight against the British in the Revolutionary War (Alderman, 56-57). Landon also served under John Sevier at the Battle of Blue Springs as a captain and is listed as a soldier at the Battle of King's Mountain in October, 1780 and Boyd's Creek in December, 1780 (Alderman, 177, 133), (Revolutionary War Pension Records, McClung Historical Collection). Landon Carter truly was an active participant in the fight for liberty and the establishment of a new nation.

The Watauga settlers were a minority being ruled by the majority (North Carolina) and Landon continued to support and seek independence for the Watauga settlers by supporting the formation of the State of Franklin at a meeting in Jonesborough in August 1784 (Alderman, 188-190). At this meeting, John Sevier was elected as the President of the Convention and Landon Carter was elected to be the Secretary. In 1785 Landon was elected the Secretary of State for the State of Franklin (Alderman, 194-195). After the demise of the State of Franklin in 1788 at the Tipton-Haynes historic site,

Landon continued to live and raise his family in the Carter Mansion (Alderman, 223-227).

Landon Carter died on June 5, 1800; his wife remained on the Estate after his death (Family Tombstone photograph). Due to her husband's service in the war, Elizabeth Carter applied for a Revolutionary War pension on December 8, 1838. Even though they were married after his war service, she was granted the pension of \$120.00 per month. Elizabeth lived until 1854 in what is now Elizabethton in Carter County, Tennessee (Revolutionary War Pension Records, McClung Historical Collection).

Landon's portrait hangs in the Carter Mansion; by studying it, you can imagine the aristocratic leadership that he must have maintained (Landon Carter Portrait photograph). Carter County, Tennessee was named for his family and the town of Elizabethton for his wife. These honors confirm the significance of the Carter family and their contributions to the formation of the independent State of Tennessee.

Landon Carter, not unlike Abigail Adams, was a child born into a family of affluence. He was educated at Liberty Hall, now Davidson College in North Carolina and had opportunities that were not available to many children during this period in history. Unfortunately we do not know very much about Landon and his family, so we can only speculate about his travel opportunities. Much like Abigail Adams, Carter was privy to important political theories (through the activities of his father John) since his father was so greatly involved in the Watauga Association. Landon chose to support the Revolutionary War when he could have easily remained in the wilderness area in which he lived and therefore been virtually untouched by the conflict. Through his spirit of individualism and his need for independence, he exemplified the themes of the

Revolution and the societal changes that began in the 18th century. As one of the founders of the State of Franklin he saw and supported the need for a unified governmental body with a common culture. He supported the need for social order balanced with individual liberties. He knew this would not only ensure his land ownership in the Watauga area, but also protect everyone living there from Indian attacks. The irony of this philosophy was that it was similarly being expressed in Boston, Massachusetts and Philadelphia, Pennsylvania at the same time it was being expressed in Western North Carolina (now Eastern Tennessee). The American Revolution and the subsequent changes to our country and society were therefore not just a New England phenomenon, but a colonial (national) one. Landon and Elizabeth Carter were as much a part of the development of our unique American culture as Abigail and John Adams. The ideas of individual liberty and freedom balanced with social order were desired in the hills of east Tennessee just as they were in the parlors of Massachusetts.

Bibliography

Primary Sources

Abigail Adams Portrait: 1766 by Benjamin Blyth. *Dearest Friend: A Life of Abigail Adams*. Lynne Withey (New York: Simon & Schuster, 2002) insert at page 146.

Abigail Adams Portrait: 1785 by Mather Brown. *Dearest Friend: A Life of Abigail Adams*. Lynne Withey (New York: Simon & Schuster, 2002) insert at page 146.

Abigail Adams Portrait: 1790's by Gilbert Stuart. *Dearest Friend: A Life of Abigail Adams*. Lynne Withey (New York: Simon & Schuster, 2002) insert at page 146.

Abigail Adams to John Adams, March 31-April 5, 1776, in Adams Family Papers, Massachusetts Historical Society.

Abigail Adams to John Adams, March 25, 1797, in Adams Family Papers, Massachusetts Historical Society.

Carter Family Tombstone: photograph taken July 11, 2006, Carter Mansion, Elizabethton, Tennessee.

Landon Carter Portrait: photograph taken July 11, 2006, Carter Mansion, Elizabethton, Tennessee.

Revolutionary War Pension Records: Landon Carter, December 8, 1838, McClung Historical Collection, East Tennessee Historical Society, Knoxville, Tennessee.

Secondary Sources

Akers, Charles W. *Abigail Adams: An American Woman*. New York: Pearson, Longman, 2006.

Alderman, Pat. *The Overmountain Men*. Johnson City, Tennessee: The Overmountain Press, 1986.

Carter Mansion: The Tennessee Encyclopedia of History and Culture [on-line]. Available from <http://tennesseeencyclopedia.net/imagegallery.php?EntryID=C044>: Internet accessed 14 July 2006.

Dixon, Max. *The Wataugans*. Johnson City, Tennessee: The Overmountain Press, 1989.

Some Information on Col. John Carter and the Watauga Settlement: Joe Payne's Genealogy Page [on-line]. Available from <http://www.joepayne.org/carter.htm>: Internet accessed 14 July 2006.

Withey, Lynne. *Dearest Friend: A Life of Abigail Adams*. New York: Simon & Schuster, 2002.

Lesson Plan Outline 1

Unit: Men and Women of the American Revolution

Lesson Title: Women's Roles in the American Revolution

Grade Level: Four

Essential questions related to the vital theme: Did women play an important role during the American Revolution? How were their everyday lives different than those of women today?

Lesson Time: Six or seven class periods of 30-45 minutes.

Curriculum Standards: Social Studies: 4.6.1
Reading/Language Arts: 4.1.19, 4.1.24, 4.2.1, 4.2.7, 4.2.10, 4.2.16

Technology used and how: The overhead projector will be used to show transparencies of the Abigail Adams portraits and the parts of a friendly letter.

Materials:

- Packet of background information and activity page from *Everyday Life: Revolutionary War*. (Hazen, Walter A. 2000, Good Year Books, Tucson, AZ)
- Transparencies of Abigail Adams' portraits. (Withey, 146 insert)
- White construction paper and crayons and/or colored pencils for creation of self-portraits.
- Packets of Abigail Adams' letter excerpts (Ottman, Rachel M. *Abigail's War: A primary source-based activity book for elementary-school-aged children*, internet)
- Transparencies of parts of a friendly letter and friendly letter worksheet
- Copy of the texts: *The Secret Soldier: The Story of Deborah Sampson*, by Ann McGovern and *Daughter of Liberty: A True Story of the American Revolution*. By Robert Quackenbush.
- Notebook paper and pencils for writing
- Colored highlighters for each student

Activity Description:

- Students will be given copies of the background information from the *Everyday Life American Revolution* text. The class will read the information together and the teacher will direct the students in highlighting important details in the text. She will facilitate discussion of paragraph construction and location of topic sentences. After discussion of the material, the students will be instructed to

- complete the activity page and write their own newspaper article as directed on the page.
- The teacher will use transparencies of the portraits of Abigail Adams to introduce her to the students. Discussion of period clothing and appearance will be facilitated by the teacher. The students will be instructed to use construction paper and either crayons or colored pencils to draw a self-portrait with Abigail's portraits as examples. When finished, the teacher will facilitate discussion of the changes in Abigail's appearance as she aged. Students will be instructed to use the back side of their paper to draw another portrait showing how they predict they will look at age 40 or older.
 - The third assignment will be a reading of excerpts of the letters of Abigail Adams describing her everyday life activities. Each student will receive their own packet of the excerpts for group reading. The teacher will then facilitate discussion of the format of a letter using the friendly letter reference page which will be shown as an overhead transparency. The attached worksheet will also be shown on the overhead and completed together with the class. The students will then write their own letter to a family member describing their everyday activities and how they are different from what they have just learned about Abigail Adams' daily activities.
 - The final activity will involve the teacher reading aloud the two books, *The Secret Soldier...* and *Daughter of Liberty...* Children will participate in an ongoing discussion of the stories as the teacher reads and will then be put in groups of four to discuss the stories and compare and contrast them. Each student will then be responsible for writing two paragraphs comparing the two main characters' roles in the American Revolution.

Homework: None will be given

Assessment: The students will be assessed differently for each activity.

- The first activity will be graded by the teacher reading each newspaper article and checking if the questions Who?, What?, Where?, When?, and Why? are answered.
- The second activity will not be graded. The teacher will look at each portrait that is drawn and give a check plus, check, or check minus depending on student participation in and completion of the drawing activity.
- The third activity will be graded by the teacher. She will check that each student's letter contains all the parts of a friendly letter. A teacher generated rubric will be used.
- The fourth and final activity will be graded using the paragraph writing rubric. Source: (www.teach-nology.com)

Lesson Plan Outline 2

Unit: Men and Women of the American Revolution

Lesson Title: Men's Roles in the American Revolution (with a focus on Tennessee history)

Grade Level: Four

Essential questions related to the vital theme: Why were the Overmountain men important to the Revolution? Was Landon Carter an important Tennessee leader? Why was writing the Constitution of the United States such a tedious process? Was the result worth it? Who were the main characters in this creation of a new government?

Lesson Time: Five class periods of 30-45 minutes and homework

Curriculum Standards: Social Studies: 4.3.2, 4.5.2, 4.5.4, 4.5.7, 4.6.1
Reading/Language Arts: 4.2.1, 4.2.7, 4.2.10, 4.2.16

Technology used and how: Video Cassette Recorder and Television to show video

Materials:

- Packet of background material on The Wataugans. (http://en.wikipedia.org/wiki/The_Wataugans), map of Tennessee for each student. (www.mapofthemoth.com), colored pencils and Social Studies text or Atlas for geographical information to complete map.
- Photograph of Landon Carter Portrait, Carter Mansion, (Carter Mansion, Elizabethton, Tennessee), and copy of Revolutionary War Pension Records (McClung Historical Collection). Essay: Abigail Adams and Landon Carter: Revolutionary people during a Revolutionary Time by Joy Fleming for background information. Notebook paper and pencils
- Activity page: The Father of our Constitution (Harcourt Brace Social Studies: Reading Support and Test Preparation booklet)
- VCR and television, video: This is America Charlie Brown, The Birth of the Constitution, Preamble explanation (We the People text: A project of the Center for Civic Education, U.S. Department of Education) and Preamble study sheet for each student.

Activity Description:

- The students will read the background information about the Wataugans and discuss their role in the Revolutionary War in a teacher facilitated discussion. The teacher will direct the students to the Tennessee maps and show them where the Watauga settlement was during the 1770s. Each student will be instructed to label and color their Tennessee maps using the guidelines printed on the bottom section of the map. Students will be given time to start in class and then be instructed to take the map home for finishing and handing in to the teacher in two to three days.
- The teacher will show the students the primary source document and photographs concerning Landon Carter. The teacher will also provide background information as written in the essay preceding the unit. Through discussion of the formation of the new United States government, the students will be given an opportunity to create a fictional country of their own and write a set of rules or government plan for their country.
- Next, the teacher will provide the students with the article entitled: “Father of the Constitution”. Teacher and students will read the article together and students will be required to answer the multiple choice questions that follow it.
- Finally, the teacher will show the video “This is America Charlie Brown, The Birth of the Constitution.” The teacher will facilitate a discussion of the video and introduce the Preamble to the Constitution to the class. She will explain what it actually means. Students will be assigned to memorize the preamble for recitation in one week’s time.

Homework: The completion of the map of Tennessee and the memorization of the Preamble to the Constitution will be done at home with specific due dates assigned by the teacher.

Assessment

- The Tennessee map activity will be assessed using the map assessment rubric. The teacher will have ongoing assessment of all discussion participation. Rubric source: www.teach-nology.com
- The second activity involving the creation of a fictional country and its governmental plan will be assessed based on participation and completion of the assignment. It will be a check plus, check, or check minus grade.
- “The Father of the Constitution” article will be assessed by teacher grading of the multiple choice question page using the teacher key in the text.
- The final activity will be assessed by an attached teacher generated rubric which will measure the accuracy of the memorization.

Unit Resources

Lesson Plan One

- Walter A. Hazen: *Everyday Life: Revolutionary War*, 2000, Good Year Books. ISBN 0-673-58899-8
- Ann McGovern: *The Secret Soldier: The Story of Deborah Sampson*, 1975, Scholastic, Inc. ISBN 0-590-43052-1
- Robert Quackenbush: *Daughter of Liberty: A True Story of the American Revolution*, 1999, Hyperion Books for Children. ISBN 0-7868-1286-9
- Lynne Withey: *Dearest Friend: A Life of Abigail Adams*, 2002, Touchstone Books. ISBN 978-0-7432-3443-6
- *English Reteaching Workbook*: Houghton Mifflin, 1988 pg. 67. ISBN 0-395-50369-8
- *Writing Letters & Thank You Notes*: Carson-Dellosa Publishing Company, Inc., 1995. ISBN 0-88724-338-X
- Rachel M. Ottman: *Abigail's War: A Primary source-based activity book for elementary-school-aged children*, Internet: www.masshist.org/digitaladams/aea/edu...s/abigailswar_activitybook.pdf
- Rubric Source: www.teach-nology.com

Lesson Plan Two

- *The Wataugans Play*. Internet: <http://en.wikipedia.org/wiki/TheWataugans>
- *Tennessee Maps* (one per student) www.mapofthemonth.com
- *Revolutionary War Pension Records*: Landon Carter, McClung Historical Collection, East Tennessee History Society, Knoxville, Tennessee.
- *We the People* text: Center for Civic Education
5146 Douglas Fir Road
Calabasas, CA 91302-1467
(818) 591-9321
<http://www.civiced.org>
- *Harcourt Brace Social Studies Early United States Reading Support and Test Preparation* pages 33-36. ISBN 0-15-312384-2.
- *Video: This is America Charlie Brown-The Birth of the Constitution* 24 minutes, 1988. ISBN 0-7921-3504-0.