## Lesson Title
The Eve of Revolution: Who will you join?

## Teacher
Goodloe

## Grade Level
8th Grade SC History

## Duration of Lesson
60 Minutes

### Lesson Topic
The differing viewpoints during the American Revolution and possible options of enslaved individuals

### SC Standards and Indicators

*Standard 8-2:* The student will demonstrate an understanding of the American Revolution—the beginnings of the new American nation and South Carolina’s part in the development of that nation.

8-2.2 Compare the perspectives and roles of different South Carolinians during the American Revolution, including those of political leaders, soldiers, partisans, Patriots, Tories/Loyalists, women, African Americans, and Native Americans.

### Academic Vocabulary


**Social Studies Terms** tyranny, boycott, militias, guerrilla warfare

Thomas Paine, Lord Cornwallis

### Lesson Materials
Student notebook, teacher hand outs, primary and secondary source documents, signs: Join Loyalist, Join Patriots, Run Away
### Lesson Set

| Content Objective(s) | Students will:
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• analyze chapter content to understand how the colonies gained their independence from Britain.</td>
</tr>
<tr>
<td></td>
<td>• synthesize key content from the chapter and primary sources to assume the perspectives of Loyalists, Patriots, minorities, and partisans affected by the American Revolution.</td>
</tr>
<tr>
<td></td>
<td>• learn and use the Key Content Terms for this chapter.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Objective(s)</th>
<th>K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>O. Consider multiple perspectives of documents and stories</td>
</tr>
<tr>
<td></td>
<td>P. Locate, gather, and process information from a variety of primary and secondary sources including maps</td>
</tr>
</tbody>
</table>

| Lesson Importance | Students learn about events leading up to the American Revolution, the key leaders of the Revolution, the varying points of view among the colonists, and the major battles of the war. |

| Connections to prior and future learning | Eighth grade students have little knowledge of the civil war that waged in South Carolina during the American Revolution. The main purpose of this lesson is to have students use primary and secondary source documents to make decisions and analyze the issues South Carolina citizens faced with British Regulars, Rebels, and those who wished to stay neutral. |

| Anticipatory Set/ Hook (Engage) | (see teacher handout #1)
|-------------------------------|---
|                               | Examine the painting being projected. Then answer these questions in your notebook: |
|                               | • What is happening here? |
|                               | • The statue is of King George III on horseback. Why might people pull down a statue of a king? |
|                               | • Who might these individuals be that are pulling down the statue? |

**Have students share their responses** with the class. Encourage students to come forward and point out details in the painting and engage in a class discussion.

**Share with students:** The painting depicts the destruction of an equestrian statue of King George III in New York City on July 9, 1776; this view shows what appear to be mostly slaves attempting to pull over the statue of a man standing, holding up a scroll or baton.
Skill Development

Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.

The content portion is only a brief introduction; the bulk of the student learning will take place during the guided practice activity.

| Introduce content components | Introduce the idea that different groups of people held different perspectives on the relations between Britain and the colonies. Tell students that the painting depicts a statue of King George III being pulled down in New York City in 1776. Then explain the following:
• About two fifths of the American colonists were Patriots who believed that the colonies should immediately free themselves from British rule. In the painting, slaves acting as Patriots are helping to pull down the statue of King George.
• About one fifth of the colonists were Loyalists who felt that British laws must be obeyed. In the painting, some people are watching on from their windows. These individuals may be Loyalists and are perhaps troubled by what is happening.
• About two fifths of the colonists were Moderates who, in general, wanted Britain and the American colonies to resolve their differences peacefully. Moderates may or may not be depicted in the painting. Do you think there are moderates in this painting? (perhaps those looking on not doing anything?) |

| “I do” Skill from literacy objective introduce/explain/model | Have students record these ideas by creating a circle graph in their notebooks. Identify the terms Loyalist, Patriot, and Moderate. Have students identify the terms in their notebook. (see teacher hand out #2) |

Guided Practice

This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as Explore.

| “We do” Activity Description | (Teacher Handout#3) Teacher: Post three signs in different corners of your classroom. Sign #1: Patriots, Sign #2: Loyalists and Sign #3: Run Away. Explanation: Tell students to recall the painting of slaves pulling down the statue of King George. Tell them that they are to pretend for a moment that they are an enslaved individual living on a plantation in Charleston, South Carolina. The American Revolution has begun and they need to make a very important decision. They can choose to join the Patriots (like the slaves in the painting), they could join the Loyalists, or they have the option to run away. Tell students to make a |

Include student “explore” components and opportunities for them to explain their learning.
decision. Let students know that they need to be prepared to share their decision and reasons for their decision with the class. Instruct students to move to the sign that corresponds to their decision.

At each sign there will be document(s) for the students to analyze. Within their group they are to discuss their personal reasons for the decision they made and then discuss the questions proposed after the reading and interpretation of the document(s).

The teacher will allow enough time for each group to process their information. The teacher will then act as a facilitator by addressing each group. Start the discussion by asking for students to give their personal reasons for making that decision. At each group, allow the students to present the primary document information that corresponds to their decision to the rest of the class. Then go through the series of questions that are proposed after the document interpretation. Do this for each of the groups. Bring the class back together for final checking for understanding.

<table>
<thead>
<tr>
<th>Checking for Understanding-“Informal” Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask students to reflect on the decision that they made. In their notebooks write one paragraph explaining why they thought they made the best decision or ask if they would have changed their decision based on the new information that was shared by other groups. If they choose to change their position have them give reasons for why they would want to make a different decision.</td>
</tr>
</tbody>
</table>

**Closure**

Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.

<table>
<thead>
<tr>
<th>Content Solidified</th>
</tr>
</thead>
</table>
| Teacher will re-visit the content. Assess if students understand the terms Loyalist, Patriot, and Moderate. Use the following quotes to help students identify certain people with their viewpoint. Read the quote and have students make a “L” with their hand if they think it is a Loyalist, an “M” if they think it is a Moderate, and a “P” if they think it is a Patriot.

*Loyalists:* “We have received many advantages from Britain’s protection. Without it, our future is uncertain.”

Explain that some important Loyalists included the minister William Smith, other religious leaders, wealthy landowners, and government officials. A follow up questions would be “Why would these type of people stay loyal to the crown?”

*Moderate:* “It is better that Britain and the colonies reach a peaceful compromise than go to war.” |
Explain that some important moderates included John Dickinson, Quakers, those eager to see differences between Britain and the colonies worked out peacefully, and those too busy with everyday tasks. A follow up question would be “Why would Quakers be moderates?”

**Patriots**: “Independence will bring more freedom and opportunities to the colonies!”

Explain that some important patriots included Abigail Adams, merchants, lawyers, and working people who wanted a better life. A follow up question would be “Who else do you think may have been a patriot?”

**Independent Practice**

**“You Do”**

**For homework:** Have students create a broadside convincing other American colonist to join in their cause in the Revolution. They can take the viewpoint of a Loyalist or a Patriot. *(See Teacher Handout #5)*

**Summative/ “Formal” Assessment**

**Assessment**

10 Question multiple choice quiz.
*(see Teacher Handout #4)*

**Differentiation**

**During Lesson**

**Reading Adaptation**

Analyze the images in the painting, and read their captions. Based on this information, have students identify at least three important things they think they will learn in the section they are about to study.

**Learners with Special Education Needs**

Before the activity, review directions and expectations with students. Make sure they understand all of the steps in preparing for the class discussion from their group’s perspective. Encourage them to choose a task they feel comfortable with and that matches their learning styles and strengths.

**Advanced Learners**

In addition to the quotations, have students research their own primary sources to represent their group’s perspective. Ask students to find political leaders that would have supported the Patriots or the Loyalists. Have students supply an appropriate citation.

**Assessment Testing accommodations will be made based on IEP recommendations.**

**Citations:**


