

Lesson Title	The Effects of the American Revolution: Slaves, Women, and Native Americans	Teacher	Angela Stringer
Grade Level	4	Duration of Lesson	2 Lessons (60 min each)

Lesson Topic	This lesson delves into how slaves, women, and Native Americans were affected by slavery and the American Revolution.
SC Standards and Indicators	<p>S.S. Standard: 4-3 The student will demonstrate an understanding of the conflict between the American colonies and England.</p> <p>4-3.4 Explain how the American Revolution and the future of the institution of slavery affected attitudes toward the slaves, women, and Native Americans. (4-3.7)</p> <p>ELA Standard: 4-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.</p> <p>4-2.2 Analyze informational texts to draw conclusions and make inferences. 4-2.5 Use headings, subheadings, print styles, white space, captions, and chapter headings to gain information. 4-2.6 Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information. 4-2.8 Analyze informational texts to identify cause-and-effect relationships.</p> <p>ELA Standard: 4-3 The student will use word analysis and vocabulary strategies to read fluently.</p> <p>4-3.1 Generate the meaning of unfamiliar and multiple-meaning words by using context clues (for example, those that provide an example or a definition).</p>
Academic Vocabulary	Social Studies: revolution, emancipation, slave labor/ slavery, ally, territory, articles, confederation, congress, Northwest, population, ordinance, region, westward, expansion, morale, impoverished, resistance, encroachment
Lesson Materials	Smart board lesson, rubric, social studies notebooks, handouts

Lesson Set

Content Objective(s)	Students will explain how the American Revolution and the future of the institution of slavery affected attitudes and treatment of slaves, women, and Native Americans through discussion, journaling, and document analysis.
Literacy Objective(s)	Students will read and comprehend a variety of informational texts in print and nonprint formats (primary source documents, articles, and videos).
Lesson Importance	This lesson is significant for students to get the full picture of history through the eyes of those who struggled and were crucial in the foundation of the country's history.
Connections to prior and future learning	<p>Previous /Future Knowledge:</p> <p>The effects on African Americans and Native Americans during the Revolutionary War are expanded from 4-3.5 and 4-3.6.</p> <p>In United States History students will explain the impact and challenges of westward movement, including the major land acquisitions, people's motivations for moving west, the displacement of Native Americans, and its impact on the developing American character (USHC 3.1).</p> <p>4-3.5: Explain how the aid received from France, the Netherlands, and the alliances with Native American nations contributed to the American victory in the Revolutionary War.</p> <p>Previous /Future Knowledge:</p> <p>In the previous indicator the alliance with France is discussed as it relates to specific people and particular battles. This is the first and only time that students will explain how the aid received from France, the Netherlands and Native Americans contributed to the American victory in the Revolutionary War.</p> <p>4-3.6: Compare the daily life and roles of diverse groups of Americans during and after the Revolutionary War, including roles taken by women and African Americans such as Martha Washington, Mary Ludwig Hays McCauley (Molly Pitcher), Abigail Adams, Crispus Attucks, and Peter Salem.</p> <p>Previous /Future Knowledge:</p> <p>In previous indicators the Revolutionary War was taught. This is first and only time that these specific people will be addressed in the standards.</p>
Anticipatory Set/ Hook (Engage)	Ask students: "What are some effects of the Revolutionary War?" – Brainstorm and work through the causes/ effects multiflow map on the smart board. Tell them that they will be learning about how certain groups of people were affected by the war in the next few days of lessons. Follow the smart board slides and each day, start by asking: "What do you think happened to: African Americans (Lesson 1); Women (Lesson 2); and Native Americans (Lesson 2)."

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	Explain to students that the objective for the lesson is that they will be able to explain how the American Revolution and the future of the institution of slavery affected attitudes and treatment of slaves, women, and Native Americans. They will be doing this through discussion, journaling, and document analysis and will be working both independently and within a small group setting.
“I do” Skill from literacy objective introduce/explain/model	<p>For the lessons, do the following using a primary source document on African Americans and Native Americans. (Follow guidance of Smart Board slides.)</p> <p>Show (introduce) a primary source document and discuss its significance. Explain why we analyze these documents to learn about history from the “source”. Model how to use the Document Analysis Sheet to help make observations and inferences on the document.</p> <p>Introduce vocabulary terms - more vocabulary will come later as students analyze documents and uncover important terms, using literacy skills and context clues to figure out the meaning of the terms. Be sure to hit this vocabulary during discussion/ notebooking after document analysis.</p>

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 Include student “explore” components and opportunities for them to explain their learning.	Divide the class into small groups by ability level. Give each group a primary source document (differentiated by readability). Each group will also complete a document analysis sheet on the document.
Checking for Understanding- “Informal” Assessment	Teacher will circulate the room and ask critical thinking questions while guiding the students to discuss and how to fill in the analysis sheet. Come back whole group: each group will briefly share their document and analysis along with any questions this generated for them.

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.

Content Solidified	<p>Each day, discuss the “big picture” in looking at all of these documents... Go back to essential question: How did the war affect African Americans (Lesson 1); women and Native Americans (Lesson 2). Fill in any missing gaps. (See smart board). Content comes directly from the S.C. Support Documents). Give students smaller copies of primary sources discussed to add to notebooks. They will add important notes on these sheets. Highlight vocabulary in notes taken in notebook and have students add illustrations and definitions of vocabulary. Early finishers may write the word in a sentence. (differentiation)</p> <p>*** Review important vocabulary and add to Index in notebook!!</p> <p>Closure: Lesson 1: review discussion (See above). Lesson 2: Directed 3-2-1 (See attachment and smart board).</p>
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Independent Practice

“You Do”	Students will write “1 st person” journal entry in the voice of an African American, a woman, or a Native American.
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Summative/ “Formal” Assessment

Assessment	Quiz
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Differentiation

During Lesson	<p>Product: You may create partial notes from the Support Document for notebook, if needed. Extra documents to analyze for early finishers.</p> <p>Grouping: grouped by like need to challenge one another</p>
Assessment	SW take assessment during rotations, grouped by need. Some small groups will have the test read to them based on IEP accommodation or need.

Lesson 1: Example Primary Source

Note to teacher: Use this primary source to model how to complete the Analysis Sheet. Then, divide students into groups and give them their own primary source to document. (See next sheet for example of how to fill in Analysis Sheet. Also, do smart board slide with this image first before completing analysis.



Date Created/ Published: 1837

Document Analysis Sheet EXAMPLE

Directions: Complete this sheet by filling in the blanks or answering the questions with complete sentences.

Title of the Document:

Am I not a man and a brother?

Type of Document: (Circle or Write.)

photograph, artwork, newspaper article, legal document

Who created this document?

I'm not sure. I think a slave made this or someone against slavery

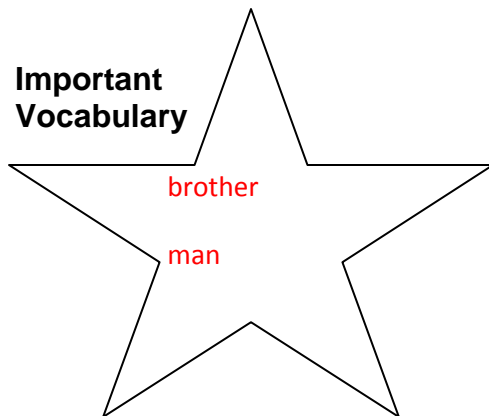
When?

1837

Who was affected by this document? How?

Maybe slaves and slave owners are affected. The picture is making the person looking at it think about slavery and how terrible it is for the man.

Important Vocabulary



What questions do you have? Did this help in the antislavery movement? Who used this illustration and how?

What other observations can you make of this document?

The man is kneeling, shackled and has arms and head raised.

What inferences can you make from your observations?

The man is pleading for help. He is strong and desperate.

Are you able to make any text to self, text to world, or text to text connections? Explain.

I can make a text to world connection with what we have already learned about slavery before the revolutionary war.

For artworks, illustrations or photographs: Who or what is being shown? - people, places, things, events An African

American Man is shown wearing a cloth, with cuffs and no shoes or a shirt. A banner is on the bottom of the picture. This appears to be a carving

What is the mood of the piece?

The mood is desperate and sad.

Document Analysis Sheet

Directions: Complete this sheet by filling in the blanks or answering the questions with complete sentences.

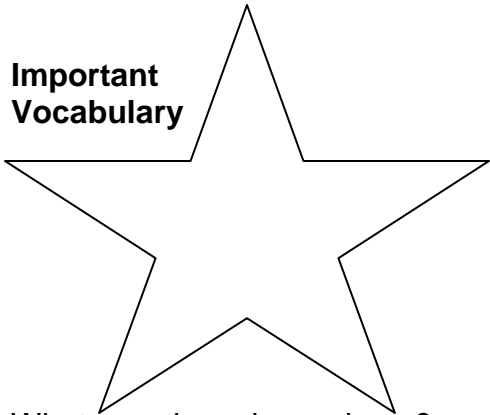
<u>Title of the Document:</u>

Type of Document: (Circle or Write.) photograph, artwork, newspaper article, legal document
--

Who created this document?	When?
-----------------------------------	--------------

Who was affected by this document? How?
--

Important Vocabulary



For artworks, illustrations or photographs: Who or what is being shown? - people, places, things, events
What is the mood of the piece?

What questions do you have? _____

What other observations can you make of this document?

What inferences can you make from your observations?

Are you able to make any text to self, text to world, or text to text connections? Explain.

\$150 REWARD.

RANAWAY from the subscriber, on the night of Monday the 11th July, a negro man named

TOM,

about 30 years of age, 5 feet 6 or 7 inches high; of dark color; heavy in the chest; several of his jaw teeth out; and upon his body are several old marks of the whip, one of them straight down the back. He took with him a quantity of clothing, and several hats.

A reward of \$150 will be paid for his apprehension and security, if taken out of the State of Kentucky; \$100 if taken in any county bordering on the Ohio river; \$50 if taken in any of the interior counties except Fayette; or \$20 if taken in the latter county.

july 12-84-tf

B. L. BOSTON.

Lesson 1: Primary Source 2

CASH!

All persons that have **SLAVES** to dispose of, will do well by giving me a call, as I will give the

HIGHEST PRICE FOR

**Men, Women, &
CHILDREN.**

Any person that wishes to sell, will call at Hill's tavern, or at Shannon Hill for me, and any information they want will be promptly attended to.

Thomas Griggs.

Charlestown, May 7, 1835.

PRINTED AT THE FREE PRESS OFFICE, CHARLESTOWN.

Lesson 1: Primary Source 3

(Note to teacher: Give to 3rd group during lesson 1. Then, use as an introduction to Lesson 2.)

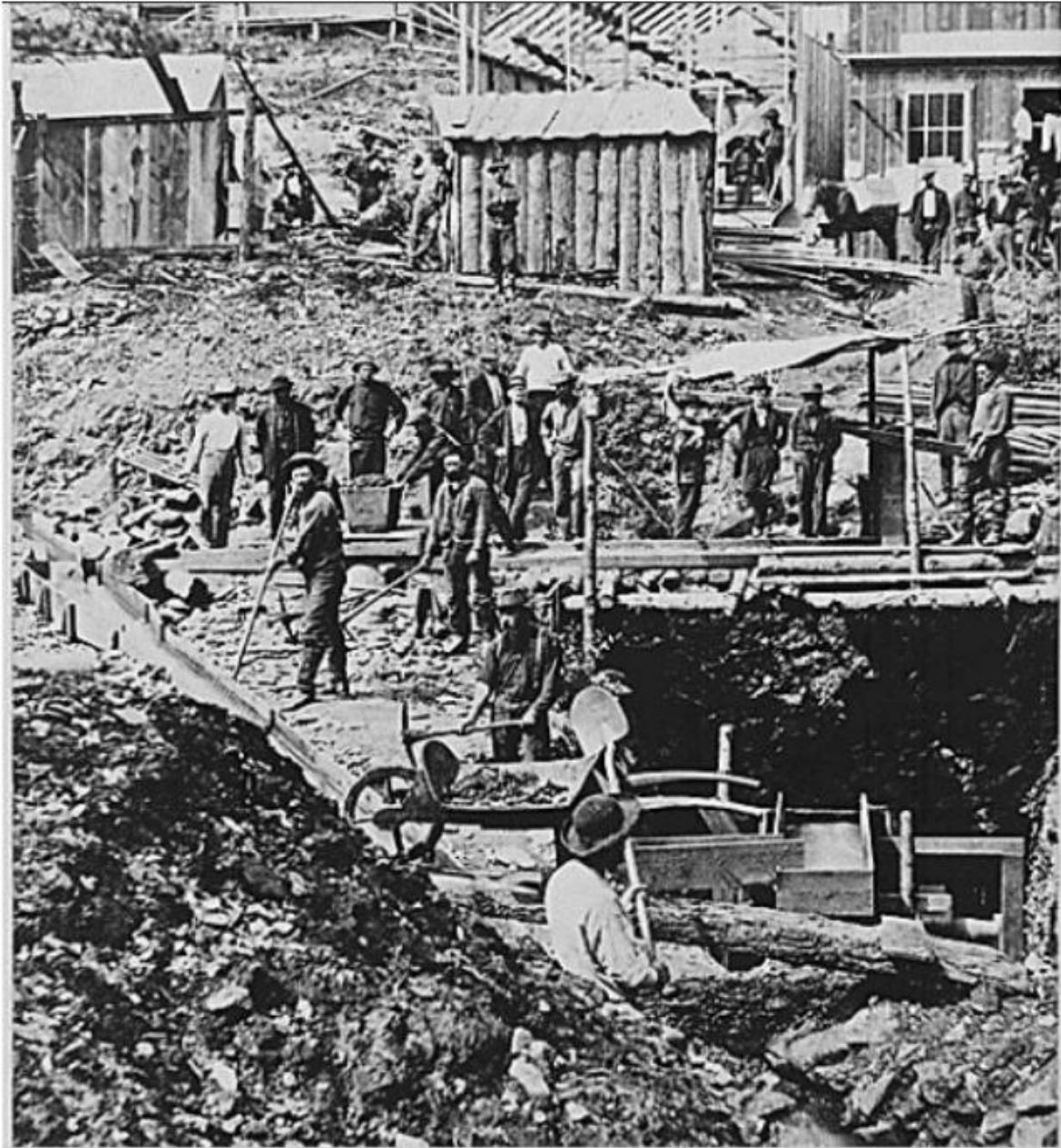
In Line At The land Office, Perry, Sept. 23, 1893. 9 o'clock A.M. waiting to file.



National Archives Identifier: 516458

Lesson 2: Primary Source 1

Note to Teacher: Have students fill in the title after analyzing. The title tells what is happening in the photograph, so wait until they have tried to figure out what is happening before revealing the title. (See smart board lesson.)



ca. 1876 Records of the War

National Archives Identifier: 533169

<http://docsteach.org/documents/533169/detail?menu=closed&mode=search&sortBy=relevance&q=westward+expansion>

Lesson 2: Primary Source 2

Note to Teacher: You can zoom in on this document via the internet. You may want to either print from the internet site below or have students analyze on the computer.



<http://docsteach.org/documents/4662607/detail?menu=closed&mode=search&sortBy=relevance&q=westward+expansion&page=1>

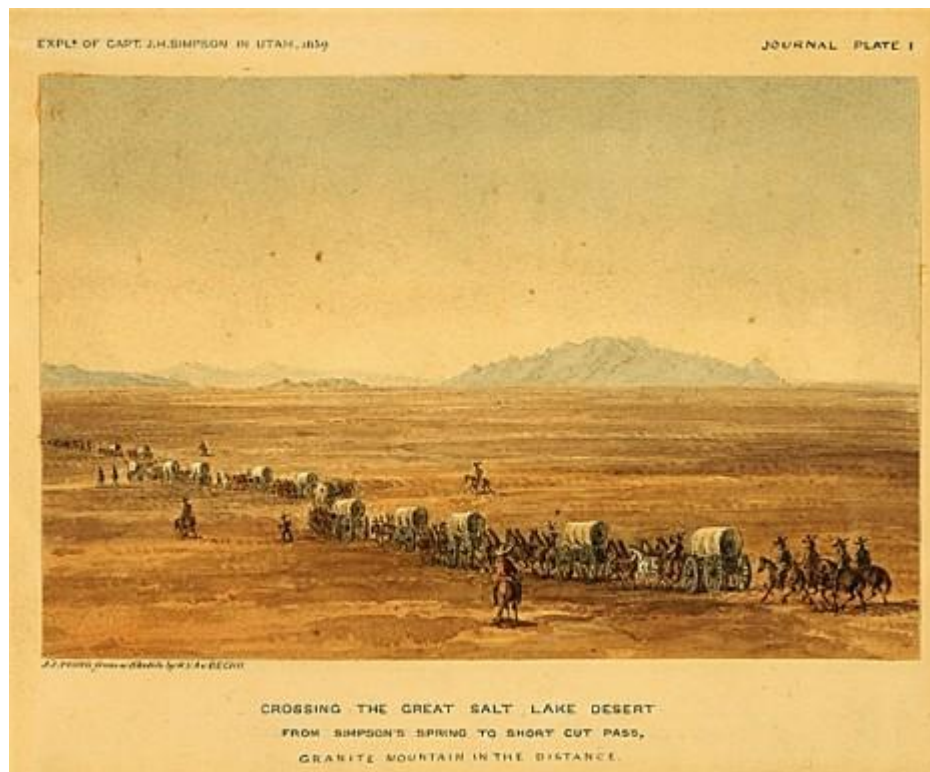
(Click the link to zoom in on the poster or print a clearer image.)

Lesson 2: Primary Source 3



Extra Primary Source

**Crossing the Great Salt Lake Desert From Simpson's
Spring to Short Cut Pass, Granite Mountain in the distance.**



1859

National Archives Identifier: 305637

Extra Primary Source

Note to Teacher: You have to go to the “docsteach” website in order to zoom in on this document. You can also print from there.

Register of Cherokee Indians Who Have Emigrated to the West of the Mississippi

[illegible]

1834 National Archives Identifier: 595556

The following comes from:

<http://docsteach.org/documents/595556/detail?menu=closed&mode=search&sortBy=relevance&q=indian+removal>

The register provides information on the names of heads of families of Cherokee Indians who emigrated in 1834, the dates of arrival, and statistics on the number and ages of family members. The names of family members are not cited.

Additional Details from our Exhibits and Publications: Removed from their land

This register recorded census-like data on Cherokee Indian family groups. More than 70,000 members of the Cherokee, Seminole, Creek, Chickasaw, and Choctaw tribes were removed from their lands between Tennessee and Louisiana by the 1830 Indian Removal Act. They were relocated west of the Mississippi River. The Indians lost millions of acres of land, and more than 10,000 people died during the nearly 1,000-mile march.

Primary Sources : African Americans

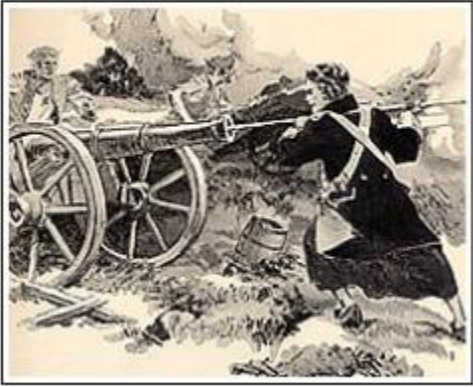
Directions: Glue this sheet in your Social Studies notebook. Write notes on the lines during content lecture.

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RANAWAY from the subscriber, on the night of Monday the 11th July, a negro man named
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about 30 years of age, 5 feet 6 or 7 inches high; of dark color; heavy in the chest; several of his jaw teeth out; and upon his body are several old marks of the whip, one of them straight down the back. He took with him a quantity of clothing, and several hats.
A reward of \$150 will be paid for his apprehension and security, if taken out of the State of Kentucky; \$100 if taken in any county bordering on the Ohio river; \$50 if taken in any of the interior counties except Fayette; or \$20 if taken in the latter county.
July 12-84-tf B. L. BOSTON.

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HIGHEST PRICE FOR
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Any person that wishes to sell, will call at Hill's tavern, or at Shannon Hill for me, and any information they want will be promptly attended to.
Thomas Griggs.
Charlestown, May 7, 1835.
PRINTED AT THE FREE PRESS OFFICE, CHARLESTOWN.

Women

Directions: Glue this sheet in your Social Studies notebook. Write notes on the lines during content lecture.





Native Americans

Directions: Glue this sheet in your Social Studies notebook. Write notes on the lines during content lecture.



THE PRESIDENT

INDIAN TERRITORY

GARDEN OF THE WORLD,
HOMESTEAD AND PRE-EMPTION

MAP OF INDIAN TERRITORY

COFFEYVILLE & INDEPENDENCE

Immigrants to the Indian Territory.

THE GOVERNMENT LAND OFFICE IS AT INDEPENDENCE.

THE KANSAS CITY, LAWRENCE & SOUTHERN R.R.

Special Low Fares for IMMIGRANTS and their HOUSEHOLD GOODS

J. E. BROWN & CO., General Ticket Agent, Kansas City, Mo.

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Directed 3-2-1

Revolutionary War: African Americans, Women, and Native Americans

3 - List **3** major groups of people from the Revolutionary War and include their importance.

2 - Develop two "What if..." questions about **2** of the groups of people.

1 - Write a brief paragraph informing Americans about **1** of the groups of people you listed. Remember to include a title.

4-3.4 The American Revolution:

African Americans, Women, and Native Americans Quiz

KEY

Multiple Choice Directions: Fill in the bubble next to the correct answer.

1. These states passed laws to emancipate their slaves.
 - ☐ Northern States
 - ☐ Southern States
 - ☐ Central States
 - ☐ Western States

2. What is one reason why these states were willing to gradually free their slaves?
 - ☐ Northerners were dependent on slave labor.
 - ☒ Northerners were not as dependent economically on slave labor as landowners were in the South.
 - ☐ Southerners were not as dependent economically on slave labor as landowners were in the North.

3. Most states in this region of the U.S. passed strict laws controlling their slaves rather than freeing them.
 - ☐ North
 - ☒ South
 - ☐ East
 - ☐ West

4. The invention of this tool in 1793 made southerners more dependent on slave labor for their wealth and confirmed their commitment to slavery.

☐ compass

☐ automobile

☐ shovel

☐ cotton gin

Short Answer Directions: Write your response to the question in complete sentences.

5. What is one reason why some landowners did not emancipate their slaves?

The southern landowners' depended on slave labor to work their plantations.

6. Explain what the women would do when they were in the army camps with their husbands, brothers or other male relatives.

The women would boost the morale of the men in the camps through doing traditional chores such as nursing, cooking, and cleaning.

7. What did the federal government do when the Native Americans tried to resist the encroachment of American settlers on territories west of the Appalachian Mountains?

The federal government sent troops to force the Native Americans to make treaties that allowed white settlement and protected the white settlers.

Directions: Fill in the blank with the correct term from the word box below. Each term will only be used once.

Northwest Ordinance of 1787	Great Britain	impoverished
France	Native Americans	Land Ordinance of 1785

8. Some women became impoverished, poor, without the help from their husbands who were fighting in the war or who passed away in the war.
9. As a result of the French and Indian War, the Native Americans had lost the support of their ally, France, when this country lost the war and its North American territories.
10. When the British made peace with the Americans and ended the Revolution, the Native Americans also lost their British ally in the thirteen new states.
11. The Land Ordinance of 1785 was passed by the Articles of Confederation Congress and provided for the dividing and selling of land in the Northwest Territory, thus attracting more settlers.
12. The Northwest Ordinance of 1787 allowed new lands to organize as territories and later as states when their population of white settlers reached a certain number. The ordinance also provided for public schools and outlawed slavery in the region.

T/F- Correct the false statements to make them true.

13. African Americans fought for the American cause and not the British cause during the war. False, some African Americans fought for the Americans and some fought for the British.
14. All slaves were given freedom after the war. False, most slaves were not given their freedom after the war.
15. In the South, some slave owners struggled with the conflict between their practice of slavery and the ideals of the revolution. True

4-3.4 The American Revolution:

African Americans, Women, and Native Americans Quiz

Multiple Choice Directions: Fill in the bubble next to the correct answer.

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Northwest Ordinance of 1787	Great Britain	impoverished
France	Native Americans	Land Ordinance of 1785

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9. As a result of the French and Indian War, the Native Americans had lost the support of their ally _____ when this country lost the war and its North American territories.
10. When the British made peace with the Americans and ended the Revolution, the _____ also lost their British ally in the thirteen new states.
11. The _____ was passed by the Articles of Confederation Congress and provided for the dividing and selling of land in the Northwest Territory, thus attracting more settlers.
12. The _____ allowed new lands to organize as territories and later as states when their population of white settlers reached a certain number. The ordinance also provided for public schools and outlawed slavery in the region.

T/F- Correct the false statements to make them true.

13. African Americans fought for the American cause and not the British cause during the war. _____

14. All slaves were given freedom after the war. _____

15. In the South, some slave owners struggled with the conflict between their practice of slavery and the ideals of the revolution. _____

16. In the South, a few slave owners set their slaves free. _____

Directions: Illustrate something you learned about each group below. Add labels and a caption. (You may turn the page horizontally if needed.)

17. African Americans	18. Women	19. Native Americans
Illustration:	Illustration:	Illustration:

20. Caption: _____

Works Cited

- South Carolina Department of Education (2008). 4-3.5, 4-3.6, 4-3.7 *South Carolina Standards Support Documents* (pp.25-29). Columbia: South Carolina Department of Education.
- Wikipedia. (n.d.). American Revolutionary War. *Wikipedia*. Retrieved June 18, 2012, from http://en.wikipedia.org/wiki/American_Revolutionary_War#Black_Americans
- Women in the U.S. Army. (n.d.) *Early Women Soldiers*. Retrieved June 20, 2012, from <http://www.army.mil/women/history.html>
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- Library of Congress. (n.d.) *Revolutionary War: The Home Front*. Retrieved June 19, 2012, from <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/homefrnt/>

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National Archives Documents

Title: Join or Die

ARC ID #: 2002695523

Title: Am I Not a Man and a Brother?

ARC ID #: 2008661312

Title: Words and Deeds in American History

ARC ID #:

Title: Mining crew drifting for gold below discovery point, Deadwood, Dak. Terr.

Bystanders pose for photographer S. J. Morrow

ARC ID #: 533169

Title: Poster Advertising "Indian Territory That Garden of the World, Open for Homestead and Pre-Emption" in Current Day Oklahoma ca. 1880

ARC ID #: 4662607

Title: First train [and wagons] leaving the line north of Orlando For Perry [Okla. Terr.], Sept. 16, 1893

ARC ID #: 516452

Title: In Line At The land Office, Perry, Sept. 23, 1893. 9 o'clock A.M. waiting to file.

ARC ID #: 516458

Title: Register of Cherokee Indians Who Have Emigrated to the West of the Mississippi

ARC ID #: 595556

Title: Eli Whitney's Cotton Gin Patent Drawing

ARC ID #: 305886

Library of Congress Documents:

Title: Cash! All persons that have slaves to dispose of, will do well by giving me a call, as I will give the highest price for men, women, & children. Any person that wishes to sell, will call at Hill's tavern, or at Shannon Hill for me, ...

ARC ID #: 18602700

Title: Tom - Runaway Slave

ARC ID #: SC1509

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