Instructional Design

8th Grade Social Studies

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**Rationale**

We live in a world where we are faced with a multitude of daily decisions. To make these decisions we must think about the outcomes and choose the one we think is best. This encompasses taking in all known information, analyzing, and evaluating it to reach the desired outcome; otherwise known as critical thinking. This is a skill, included in the educational theory of Constructivism, which needs to be taught at every grade level and in every subject. Social Studies is a subject where critical thinking skills are used on a daily basis. Students are learning about their nation and world’s history and they need to be able to evaluate their past in order to better their future. They need to learn the history of the world in which they live so they will be able to make important decisions when they leave the classroom. Social studies skills must be taught in the elementary grades and continue throughout their education. However, according to Tanner (2008), this has become a nationwide problem and “71 percent of elementary school districts reported reducing instructional time for one or more subjects to make more time for reading and/or mathematics instruction.” (p. 42) Students are not learning the social studies skills they need to become competent citizens.

If our students had these critical thinking skills, they would be able to comprehend the major concepts better and gain a deeper understanding of global issues connected to the content. Allowing critical thought to take place in the classroom, gives students the ability to gather information, makes relationships between different information, and find various solutions to treating problems. (Gaskaree , Mashhady, & Dousti, 2010, p. 35) Gaskaree et al. (2010) also states that critical thinking helps students to “apply everything they already know and feel, to evaluate their own thinking, and especially to change their behavior…” (p. 35) When we think critically about the knowledge we obtain in relation to ourselves and the world around us, we gain a deeper understanding of that knowledge. We also can evaluate our own behavior and this makes the knowledge more meaningful with a lasting comprehension.

This instructional design includes lessons on teaching those critical thinking skills through the content standards. These skills will be taught through various activities, cooperative groups, and exploratory learning. The group investigation model lends itself this type of learning. Chiarelott states, “…all knowledge was the result of a social construction, meaning that people negotiate what is known through interactions with others and construct reality based on those interactions.” (2006, p. 116) Students learn best through discussion and communication with their peers. I will show how a unit on the American Revolution can be taught with student-centered education. The main goal of this instructional design is to help build critical thinking skills and engage students in their learning while increasing their ability to retain the content and prepare them for their roles as future leaders.

**Unit Outcomes**

**American Revolution Objectives**

* Students will summarize the response of South Carolina to events leading to the American Revolution, including reactions to the Stamp and the Tea Acts; and the Sons of Liberty.
* Explain the roles of South Carolina and South Carolinians in the adoption of the Declaration of Independence.
* Students will summarize the course of the American Revolution and the role of South Carolinians and their state, including the use of partisan warfare, and the battles of Charleston, Camden, Cowpens, and King’s Mountain.

**Critical Thinking Skills**

* Students will be able to evaluate multiple points of view/biases and attribute the perspectives to the influences of individual experiences.
* Students will be able to relate and evaluate their life experiences with those of the colonists living in 1776.
* Students will be able to identify, explain, and evaluate multiple causes and effects.

**Pre-Assessment**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

American Revolution

Pre-Test

**Directions:** Try to answer as many of the questions as you can, **even if you think it is wrong-ANSWER IT!**

1. [What is the date of Independence Day?](http://usgovinfo.about.com/blinstst.htm#10#10)
2. [Independence from whom?](http://usgovinfo.about.com/blinstst.htm#11#11)
3. What document was written that led to the Revolutionary War?
4. Name as many signers of this document as you can.
5. [What country did we fight during the Revolutionary War?](http://usgovinfo.about.com/blinstst.htm#12#12)
6. Why did we fight the Revolutionary War?
7. What taxes were the American colonists forced to pay? (name as many as you can)
8. What battles were fought during the Revolutionary War? (name as many as you can)
9. What historical figure was General of the Continental Army?
10. Who won the Revolutionary War?

**Sample Lesson One**

**Grade/Subject:**  8th Grade Social Studies

**Topic:** American Revolution

**Unit Goal:** The student will demonstrate an understanding of the American colonies’ fight for independence from Great Britain.

**Unit Length:** Four Weeks

**Lesson Goal:** The student will be able to explain the causes of the American Revolution.

**Lesson Length:** Five Days

**Pre-Knowledge:**

Students will have completed a pre-assessment, an outline on the causes of the American Revolution including the French and Indian War, mercantilism, and taxation and a graphic organizer identifying the different perspectives of loyalists, patriots, and neutralists.

**Lesson Objectives:**

* Students will gain an understanding of unjust taxes and limited representation.
* Students will take the roles of key figures (British King, parliament, tax collectors, and colonists) to gain understanding of British taxes.
* Students will evaluate the multiple perspectives and concerns of American colonists taxed by Great Britain.

**Materials Used:**

1. PC laptop, LCD projector, and SmartBoard
2. Role cards
3. Tax Cards
4. M&M’s
5. Paper cups
6. King’s M&Ms copies
7. Optional: Props(crown, throne, badges, etc)

**Procedures:**

**Review (10 minutes)**

1. As students enter the classroom, the three following questions will be on the Smartboard:

* Why were the British taxing the American colonies?
* Name three British taxes imposed on the colonists.
* Explain how the colonists reacted to these taxes.

1. Students will have 5 minutes to write the question and answer in their bellwork folders. As students are working, walk around and observe their progress.
2. After 5 minutes, go over each question as a class. Discuss any questions students bring up.
3. Review the lesson objectives and agenda for the period.

**Activity:**

1. Pull up the King’s M&M’s Procedures PowerPoint on SmartBoard.
2. Go through the PowerPoint, explain the following procedures for the activity, and get the class ready for activity. (15 minutes)
   1. This is a role-playing activity. Everyone gets a role. I will distribute role cards randomly! You do not get to pick!

Roles:

* + - The King (1 student)
    - Parliament Members (2 students)
    - Tax Collectors (3 students)
    - Colonial Merchants (3 students)
    - Colonists (everyone else)
  1. Merchants will have a cup of 20 M&Ms while Colonists will only have a cup of 10 M&Ms. This is your money, **DO NOT EAT!!!**
  2. Parliament will issue taxes and the amount of M&Ms needed to pay them.
  3. Taxes will be: people with blue eyes, people wearing a red shirt, etc. If you happen to have these characteristics, you need to pay the tax.
  4. The Tax Collectors will walk around and collect the money(M&Ms) from the colonists and deposit them with Parliament.
  5. If a colonist runs out of money, they will be out of the activity and will sit in jail (a.k.a. The Hall) until you can pay the tax.
  6. The activity will end after all the taxes have been issued.
  7. You will have to answer a series of questions about the activity and the roles you assumed at the end of this activity.

1. Check for understanding and then pass out role cards. (Note: If you can somehow slip the King card to one of your more ‘outgoing’ students, it will make for a better game.)
2. Have students move to the areas of the room they need to be in and pass out M&Ms to the colonists.
3. Have Parliament read out the first tax and allow the activity to run its course. Walk around, observe, and manage. **(15 minutes)**
4. When all the taxes have been issued, pass out question sheets to colonists; have parliament students divide M&Ms in the following way **(10 minutes)**

**M&M Breakdown**

**Colonists** – keep what they have, **DO NOT EAT**

**Tax Collectors** – 10% of the collected M&Ms

**Parliament Members** - 25% each

**The King** – all the remaining M&Ms

**Closure (10 minutes)**

Lead a class discussion on the different roles of the activity, the questions students had to answer, the deviation of wealth, and the similarities between our class simulation and 1776.

**Key Questions**

* How did colonists feel about the British Acts?
* Why were the British Acts unfair?

**Assessment**

Students will be assessed on their answer to the activity questions, but will also have a quiz on day five of lesson to check on mastery of content. If students have mastered Causes of the American Revolution, they will move onto America declaring their independence and first years of war.

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The King’s M&Ms

Activity Wrap-Up

1. What was this activity supposed to represent?
2. What were the tax cards supposed to represent in this activity?
3. When the tax collectors came around each time, how did you feel?
4. Were the taxes unfair? Why or why not?
5. Colonists, did you have any say on what Parliament taxed you on? Should you have?
6. At the end of the activity, who were you most angry with? The king, parliament, or the tax collectors, Why?
7. Do you think sending colonists who could not pay taxes to jail is a good system? Why?
8. How do you think the colonists living during this time period felt about the taxes they were made to pay? Would it have been similar or worse to the way you felt? Explain your answer.
9. Colonial merchants had more money than regular colonists and were not hurt by the taxes as much, but they were the ones that participated in the Sons of Liberty and the Boston Tea Party. Why do you think this is? Explain your answer.
10. If you had been a colonist, would you have agreed with declaring independence from Britain? Why or Why not? What would your answer have made you in 1776; a loyalist, patriot, or neutralist?

**Sample Lesson Two**

**Grade/Subject:**  8th Grade Social Studies

**Topic:** American Revolution

**Unit Goal:** The student will demonstrate an understanding of the American colonies’ fight for independence from Great Britain.

**Unit Length:** Four Weeks

**Lesson Goal:** The student will be able to explain the ideas and concepts behind the Declaration of Independence.

**Lesson Length:** Two Days

**Pre/Post-Knowledge:**

Students will have covered the causes of the American Revolution and are now moving into the colonies’ declaration of independence. They will have taken notes on the main ideas of the Declaration of Independence and South Carolina’s role. They would have also read an excerpt of the document in a read/think aloud in class.

**Lesson Objectives:**

* Students will read a modern version of the Declaration of Independence.
* Students will work in groups to compile a list of complaints and grievances.
* Students will create and sign a class Declaration of Independence.

**Materials:**

1. Modern Declaration copies
2. Student complaint copies
3. 4 large sheets of paper ( 1 sheet/class)
4. Markers

**Procedures:**

**Review: (10 minutes)**

1. As students enter the classroom, the three following questions will be on the Smartboard:
   1. What document did the colonial delegates sign on July 4, 1776?
   2. What did this document state?
   3. What was the main goal of the document?
2. Students will have 5 minutes to write the question and answer in their bellwork folders. As students are working, walk around and observe their progress.
3. After 5 minutes, go over each question as a class. Discuss any questions students bring up.
4. Review the lesson objectives and agenda for the period.

**Activity:**

1. Pass out Modern Declaration of Independence to students.
2. Read Aloud/Think Aloud as a class. Stop to ask questions, offer explanations, and expand while reading. **(15 Minutes)**
3. Explain activity procedures **(5 minutes)**
   1. I have divided the class into 7 cooperative groups. Each group will come up with one grievance they have being a teenager and complete the questions that go along. Students must have a sound argument or no one will take them seriously.

EX. When I’m in a store, the employees are always watching me and thinking I am going to steal from their stores just because I’m a teenager.

* 1. After each group is done filling out their complaint questionnaire, we will compile a classroom list onto a large sheet of paper, sign it, and hang it.

1. Check for understanding
2. Form groups and pass out questions to each group. Allow time for students to work on them. **(15 minutes)**
3. Once each group is done, discuss the different complaints around the room. **(5 minutes)**
4. Compile the list on a large sheet of paper and let all students sign it. **(5 minutes)**

**Closure (5 minutes)**

Hold a discussion about the complaints the students had with those of the colonists of 1776.

**Key Questions:**

* How did the Declaration of Independence help shape the ideals of the American Revolution?
* How does the Declaration of Independence relate to peoples’ lives today?

**Assessment**

Students will work on American Revolution more in the coming weeks and will have another quiz before their final assessment.

**The Declaration of Independence in Modern English**

Sometimes in the course of certain events there comes a time when a certain group feels the need to dissolve the political bands that have connected them with another, or in other words split up. We believe that God has entitled us to pursue this course and here are the reasons why we feel this way.

As people that have founded this land we believe certain truths and those should not be questioned: we believe that everyone is created equal in the sight of God; God has given us certain rights; the rights of each person need to be respected and cannot be taken from them. We believe in the right to Life; the right to Liberty; and the right to pursue our own happiness. We also believe that governments are formed to protect these certain rights and that the power of the government comes from the power of the people.

We also believe that if the government fails to protect the rights of its people that they people have the right to change the government. The government can be totally changed if it needs to be. This happens so that everyone can be happy and safe.

Changing the government is no joking matter because sometimes things have been the way they are for a long time. Even though sometimes people continue to put up with government that don’t operate correctly it doesn’t make it right and changes still need to be made. It is the duty of the people to make sure that the government treats the people fairly and civilly.

We, those who have been putting up with an inoperable government have been patient and suffered through a lot of things without complaining, but it is our duty to make the needed changes. It is evident that King George III who is our ruler right now, that he wants to take all power away from the people and will not listen to our leaders. Here is the proof for everyone to see:

We have been patient, suffering a long time without complaining. Now it is our duty to make changes. This King of Great Britain is King George III. He is our present ruler, and he wants to become even stronger. He has already tried to rule us completely, without listening to what our American leaders have to say. And we have proof of such evils. Here are the facts for the whole world to see:

The King has gone a little crazy. He has refused to sign laws that our leaders have written. These are pretty important laws.

The King has taken control of the Judges in our court system. Judges cannot be fair if someone else is controlling their jobs and how much money they make.

The King has also ignored the laws of our American government. He has created his own set of laws and now feels that he has a right to force us to give food and shelter to British soldiers, stop us from trading with the rest of the world, and has set up too many taxes for us that we have no choice in paying. He also wants to punish people without a fair trial and jury.

The King took our ships, and has burned our villages and killed many people.

The King has carried out several acts of war.

The King has also caused a rift between slaves and their owners and has made the slaves angry and violent. He is also trying to convince the Indians to go to war against the colonists.

The King is not a fair man.

Through all of these unfair acts that have been placed upon us we have made a great effort to tell the King how we feel. We wanted to resolve this peacefully but it has only escalated. A King that does not rule fairly should not be able to rule. We have continued to warn our friends and family still living in England and still, it has done nothing.

We, as representatives of the United States of America want God to judge our acts. We declare today that Great Britain will no longer be a ruler over us and that we should be free and independent states. We will have the power to build our own government and all the powers that come with government. We will put our trust in God and will be united in this Declaration of Independence.

**Student Declaration of Independence**

**Complaint:**

* 1. What is the reason for your complaint?
  2. Are there any good reasons of why things are the way they are?
  3. Why should things be changed?
  4. What kind of events inspired your complaints?
  5. What do you want to happen?

6. Write one sentence about your complaint-telling me why it’s a complaint and how you would like it changed.

**Sample Lesson Three**

**Grade/Subject:**  8th Grade Social Studies

**Topic:** American Revolution

**Unit Goal:** The student will demonstrate an understanding of the American colonies’ fight for independence from Great Britain.

**Unit Length:** Four Weeks

**Lesson Goal:** The student will be able to explain the progression of the American Revolution with regard to Great Britain’s treatment of colonists in South Carolina and the establishment of partisan warfare.

**Lesson Length:** 5 Days

**Pre-Knowledge:**

Students would have an understanding of the early years of war and Great Britain’s strategies. Student would have completed an outline on South Carolina’s role in the American Revolution, specific battles, and introduction of partisan’s leaders such as Francis Marion and Thomas Sumter. Students would have watched *‘The Patriot’* and completed an essay on guerilla warfare. Students would have also have understanding of how the war ended and the Treaty of Paris. The following lesson would take place before final assessment.

**Materials:**

1. Discussion questions copies
2. Class Discussion Rubric
3. Paper and Pencil

**Lesson Objectives:**

* Students will think critically about Great Britain’s strategies in the American Revolution.
* Students will hold a class discussion on several issues of the American Revolution and will be able to support their opinions with a sound argument.
* Students will be able to discuss and collaborate with their peers.

**Procedures:**

**Review: (10 minutes)**

1. As students enter the classroom, the three following questions will be on the Smartboard:
   1. How did the American Revolution end?
   2. Do you think we would have won the war if the French had not helped us? Why or Why not?
2. Students will have 5 minutes to write the question and answer in their bellwork folders. As students are working, walk around and observe their progress.
3. After 5 minutes, go over each question as a class. Discuss any questions students bring up.
4. Review the lesson objectives and agenda for the period.

**Activity: (40 minutes)**

1. Students would have already received the discussion questions as homework two days prior. Have students take out these sheets for a round table ‘scored’ discussion.
2. Students have taken part in a scored discussion before but re-explain the procedures.
   1. Each person must speak. You will not receive points if you do not.
   2. You will also be scored on your reasoning and conduct.
   3. If you interrupt or are negative to someone’s opinion, this will cost you points.
   4. Make sure your arguments are sound!
   5. I will be an observer only. One student will be the Discussion leader. This person is responsible for keeping the discussion moving and orderly.
3. Announce the discussion leader and have the leader start the discussion with the first question on the paper.
4. Watch, observe, and score the students on their discussion. Only step in if absolutely necessary.

**Closure: (10 minutes)**

Have students complete a 5 minute PowerWrite on how the discussion went. They can reflect on people’s conduct, what worked and did not work, and what changes need to be made. Discuss as a class.

**Key Assessment:**

* Did the American Revolution shape the values and ideals of our nation?
* How did Great Britain lose the American Revolution?
* Was Great Britain their own worst enemy during the American Revolution?
* Was Great Britain’s behavior during the war the reason Americans won?

**Assessment:**

Students were assessed on their discussion skills, powers of reasoning, and answers to discussion questions.

**American Revolution Discussion Questions**

1. During the war the British were winning all the battles but were still losing the war. The harsh treatment of the British to the American colonists was not gaining the British any loyalty from the colonists. Do you think it is important to win the battles or to win over the people? Explain your answer.

1. Thomas Paine wrote “An army of principles can penetrate where an army of soldiers cannot.” Explain how this relates to the American Revolution. Do you agree or disagree? Why or Why not?
2. Name three ideals of the American Revolution. Do you think we, as Americans, still hold these values today? Support your answer with examples.
3. “History repeats itself” Name a conflict where history has repeated the mistakes Great Britain made during the American Revolution. What are those mistakes and explain how they are similar to the American Revolution?
4. You need to create three possible discussion questions that relate to the American Revolution. Remember you want your questions to have multiple answers and perspectives-if it does not, it cannot create a discussion.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **STUDENT** | **REASONING** | **CONDUCT** | **STUDENT** | **REASONING** | **CONDUCT** |
| LOGAN |  |  | ROBERTO |  |  |
| CODY |  |  | CANELIA |  |  |
| JACK  **(Discussion Leader)** |  |  | BRANDEN |  |  |
| CHRIS |  |  | BRENDAN |  |  |
| KELSON |  |  | BRITTANY |  |  |
| KAYLA |  |  | BRANDON |  |  |
| TOMMY |  |  | CLAY |  |  |
| GRAHAM |  |  | CHANDLER |  |  |
| BAILEY |  |  | EMILY |  |  |
| ANSLEY |  |  | LEON |  |  |
| THOMAS |  |  | TAYLOR |  |  |
| PRESLEY |  |  | JOSEPH |  |  |
| ADRIENNE |  |  | TINA |  |  |

**American Revolution Discussion Rubric**

**Post-Assessment**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

American Revolution

**Test**

**Matching**

1. civil war h. Provincial Congress
2. mercenary i. siege
3. constitution j. skirmishes
4. guerrilla warfare k. stalemate
5. loyalists l. Declaration of Independence
6. partisan m. patriots
7. neutral n. buffer zone
   * + 1. \_\_\_\_\_ A document that sets up the framework of a government and establishes the rules of operation.
       2. \_\_\_\_\_ When armed forces try to take down a fort, town, or city by surrounding it and preventing any supplies from reaching it.
       3. \_\_\_\_\_ To not take sides during a disagreement.
       4. \_\_\_\_\_ A situation where there is no winner.
       5. \_\_\_\_\_ People who supported the king
       6. \_\_\_\_\_ Fighting in small groups
       7. \_\_\_\_\_ A war between sections of the same country
       8. \_\_\_\_\_ soldiers who fight for money
       9. \_\_\_\_\_ South Carolina’s governing body at the start of the war
       10. \_\_\_\_\_ Harassment or surprise attacks of the enemy by small groups of soldiers
       11. \_\_\_\_\_ People who supported independence
       12. \_\_\_\_\_ defined the reasons colonists were declaring independence from Great Britain
       13. \_\_\_\_\_ patriots who fought guerrilla warfare against the British Army

**Multiple Choice**

* + - 1. King George sent these soldiers to America to help the British fight the colonists.
         1. French
         2. Scots
         3. Hessians
         4. Quakers
      2. South Carolinians disagreed on independence but they all wanted to avoid what?
         1. War with Great Britain
         2. Unfair taxes
         3. Starting a new government
         4. All of the above
      3. The Second Continental Congress established what in case the British chose to attack them?
         1. The Treaty of Paris
         2. The Continental Army
         3. The British Army
         4. Treaty of Eluda
      4. The civil war in **South Carolina** was fought between what two groups?
         1. North and South
         2. Lowcountry and Upcountry
         3. Patriots and Loyalists
         4. British and Americans
      5. This battle was fought to defend the Americans’ ammunition depot.
         1. Camden
         2. Bunker Hill
         3. Lexington/Concord
         4. Charleston
      6. South Carolina established a bicameral legislature made up of a lower house and an upper house. Who made up the lower house?
         1. Representatives elected by the Upper House
         2. Representatives elected by the British
         3. Representatives elected by the patriots
         4. Representatives elected by the People
      7. Who had the most power in South Carolina’s government?
         1. The Upcountry and Loyalists
         2. The Lowcountry and Patriots
         3. The Upcountry and Patriots
         4. The Lowcountry and Loyalists
      8. Fort Moultrie was able to defend itself against the British because of what?
         1. Palmetto Trees made the fort strong
         2. The British were too weak to attack
         3. A storm blew the British off course and could not find the Fort
         4. The fort’s cannons blew up the British Ships
      9. Who was the hero of the Battle of Charles Town Harbor?
         1. George Washington
         2. Francis Marion
         3. William Jasper
         4. Thomas Sumter
      10. When Charlestown fell to the British they captured all of the following except
          1. The American Southern Army
          2. South Carolina’s leaders
          3. General Washington
          4. Military supplies
      11. What country helped the Americans win the war against the British?
          1. France
          2. Germany
          3. England
          4. Canada
      12. What was the worst defeat of the American Revolutionary war?
          1. Sullivan’s Island
          2. Battle of Camden
          3. Battle of Bunker Hill
          4. Capture of Charlestown
      13. Which of the following was NOT a reason the Americans lost at Camden?
          1. The American soldiers were tired and weak
          2. The American soldiers were untrained
          3. The Americans militia ran away
          4. The Americans got lost in a thick fog bank
      14. Why was the Battle of Camden important?
          1. The British were able to gain control of most of South Carolina
          2. The Americans won their first victory in South Carolina
          3. The British were kicked out of South Carolina
          4. This was the first time guerilla warfare was used
      15. Charlestown was a major port on the Atlantic coast. Why did the British want to take Charlestown?
          1. British reinforcements could be easily shipped to Charlestown.
          2. The British wanted to return Charlestown to the loyalists
          3. The British wanted to stop South Carolina from trading and using profits to support the Continental Army
          4. Patriots were trying to escape to the Caribbean
      16. Which battle was the turning point of the war in the south?
          1. Fort Moultrie
          2. Camden
          3. King’s Mountain
          4. Cowpens
      17. Which battle involved the Americans tricking the British in order to lure them into a trap?
          1. Bunker Hill
          2. Cowpens
          3. King’s Mountain
          4. Saratoga
      18. What was the last battle of the American Revolution where the British surrendered to the Americans?
          1. Battle of Yorktown
          2. Battle of Germantown
          3. Battle of Charlestown
          4. Battle of New York
      19. This man did NOT represent South Carolina in signing the Declaration of Independence.
          1. Thomas Heyward
          2. Edward Rutledge
          3. Thomas Lynch
          4. Henry Laurens
      20. After their loss at Camden, the patriots in the south changed their military strategy. What military strategy did the patriots begin to rely on?
          1. A policy of retreat
          2. Using the same tactics as the British
          3. Considering surrender
          4. Guerrilla warfare
      21. Several patriots earned the nicknames that related to their fighting styles. Which patriot became known as the “Swamp Fox’ because of his guerrilla war tactics?
          1. Fancis Marion
          2. Thomas Sumter
          3. Horatio Gates
          4. Thomas Rutledge
      22. Why did tensions exist between the Lowcountry and Upcountry?
          1. The two sides fought over the state’s money
          2. The Lowcountry had most of the power in the state
          3. The Upcountry was more organized
          4. The Lowcountry had better housing
      23. Where were the first battles of the American Revolution fought?
          1. Battles of Trenton and Princeton
          2. Battles of Lexington and Concord
          3. Battles of Germantown and Bunkerhill
          4. Battles of Charlestown and Camden
      24. This partisan leader helped the patriots win the Battle of Cowpens and was known as the “wizard owl”?
          1. Thomas Sumter
          2. Andrew Pickens
          3. Daniel Morgan
          4. George Washington
      25. This partisan leader was known as the “Gamecock” and attacked British supply lines during the American Revolution?
          1. Andrew Pickens
          2. Horatio Gates
          3. Thomas Sumter
          4. Benedict Arnold

Declaration of Independence

When, in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume, among the Powers of the earth, the separate and equal station to which the Laws of Nature and of Nature’s God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain in alienable Rights, that among these are Life, Liberty, and the pursuit of Happiness. That to secure these rights, Governments are instituted among men, deriving their just powers from the consent of the governed. That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or abolish it and to Institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

1. According to the first paragraph, what was the purpose of the Declaration of Independence?
   1. To declare the actual separation from Great Britain
   2. To declare the reasons to separate from Great Britain
   3. To show how the colonies had been disrespected by Great Britain
   4. To propose a policy of ‘separate but equal’ treatment by Great Britain
2. According to the Declaration of Independence, which was NOT an inalienable rights?
   1. Liberty
   2. Life
   3. Pursuit of Happiness
   4. Religion
3. According to the Declaration of Independence, how does government get its power?
   1. From the creator
   2. From the governor
   3. From the king
   4. From the people
4. According to the Declaration of Independence, when is it permissible for people to change the government?
   1. When the government needs money
   2. When the government has a new leader
   3. When the government takes away rights
   4. When the government becomes outdated
5. Loyalists made up a significant portion of the colonial population. Loyalists are people who:
   1. Actively supported the war
   2. Opposed the war
   3. Supported the provincial congress
   4. Believed in independence

49. What was the governing body in South Carolina in the early stages of the American Revolution?

a. Provincial Congress

b. House of Delegates

c. militia

d. House of Burgesses

50. This man was commander of the Continental Army during the American Revolution?

1. Horatio Gates
2. Daniel Morgan
3. Lord Cornwallis
4. George Washington

51. Women in South Carolina supported both the Loyalist and Patriot causes during the American Revolution. Which roles did they assume during the war?

1. Nursing wounded and carrying messages
2. Serving in the Continental Congress
3. Building weapons
4. Guarding prisoners

**Short Answer**

1. How did the fall of Charlestown lead to the development of partisan militias in South Carolina?
2. **Compare** the roles woman, African Americans, and Native Americans played in the American Revolution?
3. List **3** reasons why the Americans were able to defeat the British in the American Revolution.
4. Name 3 British Acts that led to the American Revolution. Explain what each required of the colonists and how the colonists reacted to each.
5. Name the three factions of South Carolinians. Compare and explain their relationships with England and opinions on independence.

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