

**American Revolution Unit Project:
Narrating the American Revolution Through A Historical Point of View**

We have studied the basics of the American Revolution. Now you will become the class expert on individual involved in the American Revolution. Once you have adequately researched the individual, you will take on their persona and write a “personal” account of the American Revolution. The person you research will determine what aspect of the Revolution you will give special attention to. What you emphasize about the American Revolution will be a reflection of what the person you researched experienced. [For example, if you research Thomas Jefferson you would write about what it was like writing the Declaration of Independence, or if you research George Washington you would write about what it was like to lead men into battle.]

In order to succeed in this assignment you need to:

- Understand the background knowledge about the Revolution
- Choose a person to research
- Conduct research
 - locate helpful biographical resources (books and articles)
 - read your sources and take notes
 - complete the research guide
 - document your sources
- Develop your point of view writing skills
- Write the “personal” account of the Revolution

OPTIONS:

Mercy Otis Warren	Thomas Jefferson	John Adams
Phyllis Wheatley	Benjamin Franklin	James Armistead
Samuel Adams	Mohawk Chief Brant	George Washington
John Hancock	Dolley Madison	Martha Washington
Alexander Hamilton	James Madison	Daniel Shays
Patrick Henry	John Jay	Abigail Adams

ANY OTHER IDEAS??? Please check with the teacher for approval. ☺

Brief biographies to help you choose a person to research and get started:

Mercy Otis Warren—She was from Massachusetts and was a true Patriot. She was a smart and talented writer who wrote many persuasive plays and essays convincing many colonists to turn their allegiance away from England. She also had to deal with discrimination for being a woman.

Phyllis Wheatley—America’s first black female poet. She was born in Africa and sold into slavery in Massachusetts as a girl. Her poems gained her fame and freedom. Her talent disproved many prejudices of blacks and women. However, she died in poverty in her thirties.

Samuel Adams—He was a leader of the Sons of Liberty and strengthened the rebellious spirit in Boston. He convinced many colonial leaders that they should not go along with increase British taxation.

John Hancock—Also from Massachusetts, he was a bold revolutionary. He defied British laws on trade. When his ship was impounded a group attacked the customs post, causing the soldiers to flee. He signed the Declaration of Independence and had a last political career.

Alexander Hamilton—Born in the Caribbean under the scrutiny of being labeled “illegitimate” and being orphaned as a boy, he truly worked his way to the top. He got a scholarship to go to school in New York and quickly became involved in the Revolution. He became close friend with Gen. George Washington and also fought bravely in the War for Independence. He taught himself to become a lawyer in 6 months. He was opposed to slavery. He became Secretary of the Treasury and had tremendous influence during Washington’s presidency.

Patrick Henry—He was one of the most famous spokespeople for the Revolution. He was a member of Virginia’s House of Burgess and joined the Continental Congress. He remained Governor of Virginia during the formative years of the United States.

Thomas Jefferson—He was the son of wealthy Virginia planters. Although he disliked slavery and wanted to free his slaves, he never actually did. He wrote the Declaration of Independence, became vice-president in 1796 and president by a close tie in 1800. He also acquired the Louisiana Territory for the U.S. from France.

Chief Joseph Brant—Chief to the Mohawk tribe and Freemason, he did not believe in the Revolution and remained a loyalist. He received a formal education and became an important leader to Native Americans during and after the Revolution. He also became a colonel in the British Army.

Benjamin Franklin—After having a rough childhood and running away to Philadelphia, Franklin managed to find success as a printer. A true Enlightenment thinker, he wrote Poor

Richard's Almanac, created many inventions and studied electricity. He helped spark the Revolution, served abroad as ambassador to France, and helped write the Constitution.

Dolley Madison—Married to President James Madison, Dolley Madison was a popular socialite in Philadelphia and in Washington D.C. She entertained many famous statesmen and dignitaries of the day. Although excluded from official political posts, nevertheless, she was influential in politics.

James Madison—He began as a Virginian planter and politician. He helped write the Constitution and fought for a Bill of Rights. During his presidency the country went to war with Britain, again, in 1812.

John Jay—He served on the First and Second Continental Congress and signed the Declaration of independence. Later, he would convince many to adopt the new Constitution. He became the chief justice of the supreme court and later became known for Jay's Treaty, which gave Americans more access to land west of the Appalachian Mountains.

John Adams—From Massachusetts, he was a diplomat during the revolution in Europe. He is elected the second president in 1796 and nearly leads the U.S. in to a naval war.

Abigail Adams—As first lady, she fought for equal rights to education for girls. She was also from Massachusetts. During the Revolution, she supported Patriots, melting silverware into bullets and writing correspondence to other Patriot leaders. She believed in equality and disagreed with slavery.

James Armistead—A double agent spy in the Revolutionary War. His work led to Marquis de Lafayette and George Washington's ability to defeat Britain. Armistead eventually got his freedom and lived as a farmer in Virginia.

George Washington—One of America's most celebrated heros, Washington is most appreciated for his humility and service. He was not power hungry and led a good example for other presidents to follow. He owned slaves, but is one of the few people (and only presidents) to free his slaves, despite the displeasure of his family.

Martha Washington—She was the daughter of wealthy planters and had a large inheritance. Her first husband died, leaving her with two small children. After marrying George Washington, she was thrust into the public life, although she probably would have enjoyed the simple life. As first lady, she was influential in politics through her relationship with her husband and other politicians.

Daniel Shays—He fought in the Revolutionary War and was not paid very well for his sacrifice. After the Revolution, Shays believed farmers like himself were being unfairly taxed by the new Confederation government. Like many others, he was headed to debtor's prison and led an army of disgruntled farmers through Massachusetts. His leadership convinced many that the Confederation was not working.

Due Dates/Progress Checks:

Choose topic with brief explanation of interest: _____

Sources located: _____

Notes check: _____

Research Guide Completed: _____

Completed First Draft: _____

Final Draft: _____

Name: _____

Point of View Activator:

What is point of view?

How does a particular point of view affect the way a story is told?

What is bias?

How does bias affect the way a story is told?

What historical event(s) can you think of that we all remember, but have different version of, since we all experienced it in our own way? (The discussion might lead to the September 11 Attack, or a big event in school, etc. We will note how everyone's story includes different details and emphasizes different things.)

Situation: Late for school, again!

Billy's alarm failed to wake him up this morning. He slept right through it. Mom throws open the door and screams, "Get out of bed! I won't let you be late to school again!" Sitting up, Billy realized that he really wasn't feeling well. "Mom, I feel sick to my stomach." Unsympathetically, Mom insists he gets up and rushes him out the door. Mom has been late to work for the past week because she's been spending all morning getting Billy out of bed and off to school. Her boss is beginning to take notice. While Billy is driving to school, his stomachache worsens. Sally is in the car in front of him. As she rounds the bend the sun nearly blinds her. Caught off guard by this bright light, she steps on the brake and stops to get her bearings. When Billy rounds the corner at the speed limit, the sun makes it difficult for him to see and he suddenly thinks he might throw up. Not expecting a vehicle to be stopped in the middle of the road, Billy rear-ends Sally's new car. He jumps out of the car and runs to the car in front of him. He opens the door on the driver's side to check on Sally. He barely makes out the words, "Are you," and then throws up all over Sally and the brand new cashmere sweater that she took from her sister's closet this morning.

Who or what is to blame for the damaged cars and ruined sweater?

Using point of view and bias, imagine the responses that Mom, Billy or Sally would have to the above question. Write your answer with explanation below on the back of this paper.

Billy: _____

Mom: _____

Sally: _____

In the same way, you will retell historical events through the eyes of the person you have researched. Be thinking of details of his or her life that you think that person would include if they were telling you about a time in history.

DATABASE RESEARCH TIPS:

First of all, you should always check to see what the library has in store for you through the electronic card catalog. Believe it or not, BOOKS really are helpful resources. The information is reliable, and by using the table of contents and index, you can flip to almost exactly the pages that will help you with your research. (Of course, there is some skimming involved.)

One of the most challenging aspects of conducting research is locating the right sources (books/articles) of information. When working with a search engine, simply entering the person's name may give you way too many results. You don't have time to look through tens or hundreds of results, so it is best to do an **ADVANCED SEARCH**.

ADVANCED SEARCH:

This allows you to cross reference between the person's name and one other aspect about them that you would specifically like information about. For example, if you are researching Thomas Jefferson, and you want to know about his role in the Louisiana Purchase, by searching both terms together, you will only get articles that discuss them both, narrowing down the number of articles you will need to skim.

Also, make sure you remember to check the default settings on the search engine. For example, check to see that the box "limit to full-text" is checked. Otherwise you might get abstracts or "previews" of an article, but that's all.

CLAMS DATABASE SEARCH

Start at clamsnet.org

Click on Reference Databases

Use: Expanded Academic ASAP Plus, Infotrac Onefile and/or Gale Virtual Research Library

Choose "click here to search from home"

Enter in you clams card number. (You probably need to take a few minutes and set up an online account with a password.)

-OR-

BHS LIBRARY DATABASE SEARCH

Go to the BHS library page.

Click on Gale Virtual Library

Enter the school password: **melody**

Make sure that only the appropriate search engines are checked off (Gale Virtual Reference Library, Expanded Academic ASAP, Academic Onefile, etc.) Remember you want to limit your search so that you don't have to sift through hundreds of unhelpful titles.

You don't need to investigate every title that pops up. Read the titles to get a sense of the articles relevance to your topic of research. Once you've done that, read the abstracts to make sure that the article will have some relevance to your research topic.

Don't get frustrated! If you get stuck, don't bang your head against the wall, try a different approach!

This part of the process takes time. Be willing to give it!

Don't forget to keep track of your sources. Remember, you will need to cite your sources, so it's a good idea to keep them handy, even after you've taken your notes from them, so that you can properly refer to them on a bibliography or works cited page.

RESEARCH GUIDE:

We have already studied the founding of the nation together. Now you will need to engage in researching your historical figure. As you research, complete the research guide attached to this handout. By completing the research guide, you will learn about your person in a way that will help you determine what their opinions, priorities and point of view would be like. Also, I expect you to learn about interesting details of their life that you could incorporate into your narration.

Here's a list of the questions on the research guide:

What kind of family did he/she come from? What kind of family did he/she have? List any interesting family facts. Remember, usually this is very important to people and affects their point of view.

What kind of education did he/she have?

Name personal struggles, difficulties or challenges.

How old was he before the Revolutionary War (early 1770s) and what was he busy doing with his life at this time?

How old was he at the beginning of the Revolutionary War (1776) and what was he busy doing with his life at this time? How did war time affect this person's life?

When the war ended, what did he do? How did she get involved in being influential?

What did he/she like or dislike about the confederation?

What did he/she think about slavery? Did he/she want to limit or expand slavery?

What did he/she want in the new Constitution and why? Was he or she Federalist or anti-Federalist and why?

In-text Citations and Work Cited Page

Define:

Direct quotes:

Indirect quotes:

Paraphrasing:

In most research assignments, you are expected to use direct quotes. Since in this paper is not a traditional research paper, you will not use direct quotes.* However, you will be using information from your research guide, so I expect you to cite your sources through out your paper using parenthetical references. You will also need to write a bibliography giving credit to the sources that gave you the information to write your paper. Here's how to set up a bibliography:

BOOKS:

Author's Name	Title of Book	City of Publication	Publisher	Copyright Year
Example: Ozawa, Francis.	<u>Our Posthuman Future: Consequences of the Biotechnological Revolution.</u>	New York :	Farrar,	2002.

Ozawa, Francis. Our Posthuman Future: Consequences of the Biotechnological Revolution. New York: Farrar, 2002.

SUBSCRIPTION DATABASE:

Author	Title of Article	Name of Periodical	Volume or date/ Year/ Page numbers	Database	Date accessed	URL Note: If the url is lengthy use the url of the website's homepage.
Example: Cimons, Marlene.	A Deadly Waiting Game.	<u>Los Angeles Times</u>	Nov. 9, 1998: 21	<u>SIRS Researcher.</u>	1 Oct. 2002	http://sks.sirs.com/

Cimons, Marlene. "A Deadly Waiting Game." Los Angeles Times. Nov. 9, 1998: 21. SIRS Researcher. 1 Oct. 2002. <<http://sks.sirs.com/>>

Parallel Timeline

Your almost ready to start your narrative, but before you do, take the time to organize the information you have gathered on your individual with the historical events you are going to focus on.

Events in his/her life to include

The *historical* narrative—Historical
Events that he/she lived through

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