

Backward Design Framework
Unit Planning
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At Home in South Carolina

Unit Title: South Carolina's Role in the American Revolution

Pacing Suggestions: Three weeks

Enduring Understandings and Essential Questions:

- Explain colonial SC government .
Who was the head of the colonial SC government and how did he obtain office?
Who were his advisors and how did they obtain office?

- Examine the political relationship between the three regions of SC.
Where was the center of government in colonial SC?
How did the other two regions relate to that?

- Construct a diagram depicting the current structure of government on the local and state levels and outline the day to day role of citizens.
Who is head of city government and how does that person obtain office?
How does city government relate to county government? to state gov't?
Who is head of state government and how does that person obtain office?
Who are the advisors and how did they obtain office? Where is the center of state gov't? What responsibilities do citizens have in their communities and in their government?

- Interpret the events leading to the American Revolution and their impact on SC.
What was the Stamp Act? What was the tea tax? What role did they play in SC?
What was the First Continental Congress? Who signed the Declaration of Independence? What major battles were fought in SC? Who were the leaders and the heroes/heroines in SC?

Standards Correlation:

Standard 3-4.6: Summarize the key conflicts and key leaders of the American Revolution in South Carolina and their effects on the State, including the occupation of Charleston by the British, the partisan warfare of Sumter, Pickens, and Marion, the Battle of Cowpens, and the Battle of Kings Mountain.

Activity: Famous South Carolinian Obituary Notice (RAFT Assignment)

- Introduction: Begin by giving the students a list of many South Carolinians who played important roles in events leading up to and during the American Revolution. This list may include plantation owners such as the Brattons who fought in the war, the military leaders, the SC representatives to the First Continental Congress, the signers of the Declaration who were from SC, the governmental leaders such as John Rutledge or Henry Laurens, heroes or heroines of the war such as Emily Geiger or Kate Barry or Rebecca Motte or Jane Thomas.
Explain that we will be creating an obituary section of a newspaper to pay final respects to many of the South Carolinians who played key roles before, during, and following the American Revolution. Also explain that in order to write a fitting obituary, a reporter must research and understand the deceased's life. Therefore, each student will select one person to research and will have four days to discuss the selection with parents. By the fifth day, each student should have a biography or other research materials to use.
- Timeframe: Four class periods for teaching how to conduct research, two weeks for individual research, two class periods to write Raft assignment, computer class time to keyboard assignments and compile them into newspaper section
- Materials: Colored pencils for each student, copies of practice research papers for each student, manilla folder containing four index card holders for each student, sixteen index cards per student
- Instruction: Explain to students this method for conducting research on a person:
Step 1: Select a biography or other reading materials on the person.
Step 2: Read the material keeping in mind these four categories:
 1. Born, lived, educated, married
 2. Early achievements
 3. Later Achievements
 4. Died (where, when, how)Step 3: As you read the material, highlight information for each category with a particular colored pencils. We will use blue for Category 1, red for 2, green for 3, and purple for 4.

Now, give each student the first practice sheet, and read it to the class. Working together, use the blue colored pencil to highlight each sentence pertaining to category one, the red for each sentence pertaining to category two, and so on.

Second Class Period: Ask if anyone has selected a famous South Carolinian to research, and then review the steps for conducting research. Pass out the second practice sheet and read it to the class. Distinguish which information is useful and into which category it fits. Use the colored pencils to highlight the different categories of information as we did during the previous class periods. Ask if we found some of the same information as from the first source of information. Ask the students to predict if this may be the case when using two or more sources of information on the same person.

Third Class Period: Repeat previous procedure with the third and final practice sheet. Work together as a class but by now, the students should be able to independently differentiate the categories into which the information belongs and should eagerly volunteer which colored pencil is needed for highlighting.

Then hand out manilla folders and index cards and introduce the last two

steps in conducting research. Explain we **will not practice** these steps in class, but these **steps will be done** as part of their research of a famous SC person.

Step 4: Review the facts for each category and select the four most important facts for each category.

Step 5: Write **one** important fact on each index card. Write the category number at the top of the card and place it in the corresponding card holder of the manilla folder. Remember there may be **four** index cards in each card holder. Collect manilla folders after students have written their names on the front.

Fourth Class Period: Review research steps and hand out assignment outline, manilla folder, and practice research sheets. Students are to review these with parents and begin researching their selected South Carolinians. Signed acknowledgment sheet due tomorrow.

Fifth Class Period: Collect acknowledgment sheets and quickly review assignment.

Two Weeks Later: Hand out practice obituary and read it to the students.

Discover how the highlighted information from the practice research sheets was used to write the obituary notice.

Students get their manilla folders with four index cards of information in each category and begin writing rough drafts of their obituaries. Once this is completed, the final copy will be done in the computer lab. All copies will be compiled into a newspaper and distributed to the third grade students and parents.

- Differentiation for Diverse Learners/Levels of Ability: Depending on their ability levels, some students could use more than one source for their research.
- Informal and Formal Assessment Suggestions: Prepare a rubric for evaluating the recorded information contained in the manilla folder and the written obituary.
- Suggestions for Extension Activity: Give the students a large size paper doll to dress as a representation of the selected South Carolinian. They could use fabric, yarn, buttons, etc. to adorn the paper doll in clothing suited to the time the person lived and the life style of the person.

Dear Parents,

In social studies class, we have been learning how to conduct and organize research for our Famous South Carolinian project. We have practiced in class by using information on Mark Twain. Please review with your child the following steps and have him/her explain the steps as you look over the sheets on Mark Twain. As always, thank you for your help and support!

STEPS FOR RESEARCHING FAMOUS SOUTH CAROLINIAN

1. Select person by tomorrow. Suggestions previously were sent home but please do not feel confined to that list.
2. Select a biography or other reading materials on that person by tomorrow.
3. Read the material keeping in mind these four categories:
 1. Born, lived, educated, married
 2. Early Achievements
 3. Later Achievements
 4. Died (where, when, how)
4. Select a color to highlight for the first category. Then repeat with a different color for one category at a time.
5. Place one fact on an index card and put the card into the corresponding card holder of the manilla folder.
6. No more than four index cards (four facts) may be placed in each holder.
7. Bring the manilla folder and facts to school on _____. Write the assignment in class.

Sincerely,
Third Grade Teachers

Acknowledgment

My child, _____, has selected to research the life of _____ and will have the research completed to return to school in two weeks on (date) _____.

(Parent's Signature)

(Student's Signature)

Raft Assignment

Role: Newspaper Reporter

Audience: Subscribers

Format: Obituary Notice

Topic: Mark Twain's Death

AP Wire Service -1910

America has lost its greatest humorist with the passing of Mark Twain, born Samuel Clemens. Mr. Clemens was born on November 30, 1835 in Florida, Missouri. In 1839, the family moved to Hannibal, Missouri, where he grew up. Mr. Clemens had little formal education and before turning to writing, he tried his hand at several other ways to earn a living. At various times, he was a printer, a gold miner, and also a riverboat pilot. He used these experiences as a basis for some of his writings. His first well-known story was "The Celebrated Jumping Frog of Calaveras County" published in 1865. In 1869, he published Innocents Abroad, a collection of travel letters.

Mr. Clemens married Olivia Langdon and they made their home in Hartford, Connecticut. Mr. Clemens became serious about his writing and will long be remembered for works such as The Adventures of Tom Sawyer,

The Prince and the Pauper, Life on the Mississippi, A Connecticut Yankee in King Arthur's Court, and of course, The Adventures of Huckleberry Finn which took eight years to write.

Mr. Clemens used his great sense of humor to write about topics of wide importance and will be missed by readers around the world.