

The Constitution Through History



Teacher Guide



South Carolina Department of Education
Instructional Television
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Columbia, SC 29211



South Carolina ETV
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The Constitution Through History

Teacher Guide

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The Constitution Through History

Credits

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HOW TO USE THIS GUIDE

The Constitution Through History is a video series of five programs covering the personalities and events surrounding the writing of the United States Constitution and various events throughout history that have shaped the Constitution.

You can use all of the programs, or you can choose to use only a few. **The Constitution Through History** can be used as part of an American or South Carolina history course. It can also be used as a resource for a study on patriotism. (For example, during Patriotism Week as defined by the South Carolina General Assembly as the week containing November 11.)

If you choose to use all five of the programs, you will discover some overlap in the Pre-Teaching Materials: People, Places, Vocabulary. The items are repeated as they reappear in each program.

Components Of The Guide:

- Pre-Teaching Material
 - People
 - Places
 - Vocabulary
- Video Synopses
- South Carolina Social Studies Standards
- Classroom Activities
- Selected Resources
 - Bibliography
 - Worldwide Web Sites

- **The Constitution Through History** is delivered in five programs, and the Pre-Teaching Materials and the Video Synopses are repeated for each video. The South Carolina Social Studies Standards, Classroom Activities, and Selected Resources components are presented once as they can be used across all five videos in the series. Each of these sections can be used in a variety of ways.
 - They provide a *map* throughout the program, as the Pre-Teaching Material is organized in the order it is viewed or mentioned.
 - They can be used to guide student viewing of the program. A written outline to follow will help students stay focused, and it can enhance student understanding.
 - Although basic factual questions do not do enough to challenge student higher-order thinking-skills, if students listen for and define/identify the content of these sections, it can assure the instructor that students are paying attention to the programs.
 - The instructor can set up the scenes and provide historical background for the lesson before viewing.

The Selected Resources, Bibliography, and Worldwide Web sites are resources that can be used both by the instructor and by students. These are *selected* and are not meant to be all-inclusive.

PEOPLE

The following historical characters are represented by actors in **The Constitution Through History**. Those with an asterisk are mentioned in the dialogue, but are not principal speakers.

Program 1—A New Beginning

Betsy Ross
George Washington
Charles Pinckney
Thomas Jefferson
John Adams
King George III *
Charles Coatsworth Pinckney *
Paul Revere *
John Hancock *
Michael Jordan*

Program 2—Voices of America

Betsy Ross
Patrick Henry
King George III *
Benedict Arnold
General John Andrea *
Thomas Jefferson *
Deborah Samson
Samuel Adams
John Adams*
Susan B. Anthony
Captain Stephen Driver
Francis Scott Key
Benjamin Franklin

Program 3—Separate but Equal

Betsy Ross
General Francis Marion, the Swamp Fox
Harriet Tubman
Abraham Lincoln *
John F. Kennedy *
Jesse Jackson *
Martha Washington
George Washington *
General William Howe *
James Madison
Dolly Madison *
Davy Crockett
William Travis *
Sam Houston *
Andrew Jackson *
Paul Revere

Program 4—Freedom and Equality

Betsy Ross

John Hancock

King George III *

Marquis de Lafayette

George Washington *

Lord Cornwallis

Abraham Lincoln

Dr. Martin Luther King, Jr.

Thurgood Marshall

Program 5—Pioneer Spirit

Betsy Ross

James Monroe

Thomas Jefferson

Nathan Hale

George Washington *

Abigail Adams

John Adams

PLACES

The following geographic places are mentioned in **The Constitution Through History**. Each program mentions geographical places as integral sites of the program and as historical locations.

Program 1—A New Beginning

Virginia
Massachusetts
Maryland
Rhode Island
Connecticut
Delaware
New Hampshire
North Carolina
South Carolina
New Jersey
Pennsylvania
Georgia
Boston, Massachusetts
Lexington and Concord, Massachusetts
Great Britain

Program 2—Voices of America

Massachusetts
Washington, DC
Fort McHenry, Baltimore, Maryland

Program 3—Separate but Equal

Philadelphia
Valley Forge, Pennsylvania
Tennessee
Texas
The Alamo, San Antonio, Texas
Hawaii
Great Britain

Program 4—Freedom and Equality

Philadelphia
Great Britain
Boston
France
Great Britain
Philadelphia
Valley Forge
Yorktown

Program 4-Freedom and Equality, continued

Virginia

West Virginia

Fort Sumter, Charleston, South Carolina

Lincoln Memorial, Washington, DC

Program 5—Pioneer Spirit

British Empire

North American Continent

Atlantic Ocean

Pacific Ocean

Great Britain

France

England

Mississippi River

Rocky Mountains

Louisiana

Great Plains

Independence, Missouri

California

Alaska

Hawaii

VOCABULARY

The following vocabulary words are mentioned in **The Constitution Through History**.

Program 1—A New Beginning

Continental Congress

Sons of Liberty

Minutemen

Veteran

Declaration of Independence

Program 2—Voices of America

Yankee Doodle

Quaker

Stamp Act

British Parliament

Continental Army

Continental Congress

Poor Richard's Almanac

National American Woman Suffrage Association

Statue of Liberty

Old Glory

Program 3—Separate but Equal

Underground Railroad

Emancipation Proclamation

The Constitution

Congress

House of Representatives

Senate

The Census

French and Indian War

Morse Telegraph

Executive Branch

Legislative Branch

Judicial Branch

Articles in the Constitution

Amendments to the Constitution

Mexico

Bill of Rights

Program 4—Freedom and Equality

Declaration of Independence

Constitutional Congress

Patriots

Loyalists

Continental Congress

Program 4- Freedom and Equality, continued

The Civil War

War Between the States

Reconstruction

Assassinated

The Gettysburg Address

Emancipation Proclamation

The Civil Rights Movement

The Constitution

The Supreme Court

Segregation

Brown v. Board of Education

Program 5—Pioneer Spirit

Louisiana Purchase

Forty-niners

Continental Army

VIDEO SYNOPSES

Program 1—A New Beginning

Betsy Ross, the “anchor” for all five programs, introduces herself and sets up a meeting with Washington that leads to the creation of the United States Flag. Other aspects of the program include the American Revolution, the writing of the Declaration of Independence, and the preservation of our Liberty throughout the years.

Program 2—Voices of America

The beginning of the program is concerned with the details of the American Revolution and the development of the Constitution. The end of the program introduces historical characters commenting on freedom and the American flag.

Program 3—Separate but Equal

While touching on events from the French and Indian War, the American Revolution, the Texas fight for Independence, and the Civil War, the historical figures discuss the formation of the federal government as prescribed in the Constitution.

Program 4—Freedom and Equality

The Constitutional issues of liberty and equality are the subjects discussed in this program. Lincoln recites the Gettysburg Address and Dr. Martin Luther King, Jr. recites a portion of the “I Have a Dream” speech.

Program 5—Pioneer Spirit

Forging new ground in politics, in women’s issues, in bravery, or in the wilderness, Americans have exhibited a pioneer spirit throughout history. Betsy Ross sums up the series with a reminder that we are a government governed by the Constitution for the people and by the people.

SOUTH CAROLINA SOCIAL STUDIES STANDARDS

The Social Studies Standards identified for this video series are both Process Standards and Content Standards. The Process Standards are, except for Strand III, applicable across all grade levels. Only the Elementary Standards from Strand III are given here. Process Standards for various grade levels can be addressed with the lesson activities suggested in this guide. Specific Content Standards for grades four and five that are addressed by using **The Constitution Through History** video series are listed below.

Process Standards

STRAND I. TIME, CONTINUITY, AND CHANGE: HISTORY

A. Chronological Thinking

- Distinguish between past, present and future time.
- Use the temporal structure to construct a historical narrative or story.
- Create time lines.
- Explain change and continuity over time.

B. Historical Comprehension

- Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers.
- Utilize the visual data presented in photographs, paintings, cartoons, and architectural drawings.

C. Historical Analysis and Interpretation

- Identify the author or source of the historical document or narrative.
- Distinguish between historical facts and historical interpretation.
- Hypothesize influences of the past.

D. Historical Research Capabilities

- Obtain historical data from a variety of sources.
- Interrogate historical data.

E. Historical Issues: Analysis and Decision-Making

- Identify problems and dilemmas in the past.

STRAND II. POWER, AUTHORITY, AND GOVERNANCE: GOVERNMENT/POLITICAL SCIENCE

A. Explaining and Analyzing

- Explain how something works.
- Explain the causes and effects of events, and
- Interpret the meaning or significance of events, ideas.

STRAND III. PEOPLE, PLACES, AND ENVIRONMENTS: GEOGRAPHY

Elementary

B. Acquiring Geographic Information

- Locate, gather, and process information from a variety of primary and secondary sources including maps.

- Make and record observations about the physical and human characteristics of places.
- C. Organizing Geographic Information
- Construct graphs, tables, and diagrams to display geographic information.
- D. Analyzing Geographic Information
- Use maps to observe and interpret geographic relationships.
 - Use tables and graphs to observe and interpret geographic trends and relationships.
 - Use texts, photographs, and documents to observe and interpret geographic trends and relationships.

STRAND IV. PRODUCTION, DISTRIBUTION, AND CONSUMPTION: ECONOMICS

- C. Examining (e.g., the consequences of changes in economic conditions and public policies).

Process Standards for Communicating in Social Studies

- A. Communicating in Writing
- B. Communicating Orally
- C. Communicating Graphically
- D. Communicating with Research
- E. Communicating Socially

Content Standards

Grade 4: U.S. Studies to 1877

I. Time, Continuity, and Change: History

- 4.1 The learner will demonstrate an understanding of the major developments in the history of the United States from the earliest human settlements through Reconstruction. The student should be able to
- 4.1.6 identify the developments, major events, and notable figures involved in the separation of the thirteen colonies from England,
 - 4.1.7 describe the key events and effects of the American Revolution on the new country,
 - 4.1.8 describe the development of the U.S. Constitution and explain its significance,
 - 4.1.9 identify the framers of the Constitution and the roles they played in framing the Constitution,
 - 4.1.10 describe the westward expansion of the early American pioneers to 1861, and
 - 4.1.17 identify the notable figures of the Civil War and the roles they played.

II. Power, Authority, & Governance: Government/Political Science

- 4.2 The learner will demonstrate an understanding of government, its origins and functions, civic life, and politics. The student should be able to
- 4.2.1 explain the functions of government,
- 4.3 The learner will demonstrate an understanding of the foundations of American democracy, including its basic principles and the foundations of the American political system. The student should be able to:

- 4.3.1 state the nation's basic democratic principles set forth in the Declaration of Independence and the U.S. Constitution,
- 4.3.2 relate the importance of shared values, principles and beliefs of American democracy, and
- 4.3.3 identify historical figures that shaped the values and principles of American democracy.
- 4.4 The learner will demonstrate an understanding of the role of the U.S. Constitution in American democracy, including the ways in which the U.S. government established by the Constitution embodies the purposes, values, and principles of American democracy. The student should be able to
 - 4.4.1 describe what the U.S. Constitution is and explain why it is important,
 - 4.4.2 express what the national government does and how it protects individual rights and promotes the common good, and
 - 4.4.3 identify the three branches of the federal government and describe their functions.
- 4.5 The learner will demonstrate an understanding of the citizen's role in American democracy, including personal/civic rights and responsibilities. The student should be able to
 - 4.5.4 indicate character traits that enhance citizen effectiveness and promote the healthy functioning of American democracy.

Grade 5: U.S. Studies 1877 to Present

II. Power, Authority, & Governance: Government/Political Science

- 5.4 The learner will demonstrate an understanding of government, its origins and functions, including civic life and politics. The student should be able to
 - 5.4.1 explain representative government, the rule of law, majority rule, minority rights, and popular sovereignty.
- 5.5 The learner will demonstrate an understanding of the foundations of American democracy, including its basic principles and the basis of the American political system. The student should be able to
 - 5.5.1 investigate the ways people can work together to promote the principles and ideals of American democracy,
 - 5.5.2 describe diversity in the United States and its benefits and challenges,
 - 5.5.3 identify historical figures who shaped values and principles of American democracy,
 - 5.5.5 discuss events that demonstrate and promote principles of American democracy, and
 - 5.5.6 recall and analyze the most important national symbols through which American values and principles are expressed.
- 5.6 The learner will demonstrate an understanding of the role of the Constitution in American democracy, including the ways in which the U.S. government established by the Constitution embodies the purposes, values, and principles of American democracy.

Classroom Activities

1. Have students work in groups or alone, and create an electronic report about the historical characters included in **The Constitution Through History**. They can include original audio selections or read from historical quotes or speeches. If available, video can be used or images obtained from the Internet or scanned from other reference materials. Make sure students follow fair-use guidelines for educational purposes.
<http://www.adec.edu/admin/papers/fair10-17.html>
The Worldwide Web references sited in this guide give students references to begin their search for information. An especially useful site is Biographies of the First Ladies & President of the United States.
<http://www.whitehouse.gov/WH/glimpse/presidents/html/presidents.html>.
(SS Standards: Grade K- II.K.3.1; Grade 1 - II.1.3.2; Grade 4- I.4.1.6, 9 and 17, II.4.3.3; Grade 5- II.5.5.3; Grade 8- I.8.4.3)
2. Give students copies of historical documents:
Constitution-<http://www.nara.gov/exhall/charters/constitution/conmain.html>,
Bill of Rights-<http://www.nara.gov/exhall/charters/billrights/billmain.html>,
Declaration of Independence-<http://www.nara.gov/exhall/charters/declaration/decmain.html>,
Both photocopies of the original documents and a transcription version can be found in these sites. Ask students to note the changes in the two versions: spelling, grammar, lettering style.
(SS Standards: Grade 4- I.4.1.8, II.4.3.1, II.4.4.1; Grade 7- II.7.2.7; Grade 8- I.8.3.1; Grade 12- II.12.3.4 and 5, II.12.4.1)
3. The historical characters in **The Constitution Through History** all represent leadership in some form. Let the students brainstorm the qualities of leadership. Use a thinking web (a central hub with circles of facts or ideas surrounding it and branches from the outer circles) to organize their ideas. Use data the students have gathered about the historical characters to match them with the leadership qualities they generated.
(SS Standards: Grade K- II.K.4.1; Grade 1- II.1.4.1; Grade 2- II.2.6.1; Grade 4- II.4.5.1 and 4; Grade 5- II.5.8.1; Grade 8- II.8.7.4 and 6; Grade 12- II.12.7.1)
4. Number the locations listed by programs in the Pre-Viewing Materials. As locations are mentioned in **The Constitution Through History** have the students place the numbers on the correct location on a map, or do the map exercise prior to viewing the programs.
(SS Standards: Grade K- III.K.5.1; Grade 1- III.1.5.1; Grade 2- III.2.7.1 and 3; Grade 4- III.4.6.1 and 3; Grade 5- III.5.9.1 and 3; Grade 7- III.7.3.1)
5. Place the students into groups. Have each group complete one of the following exercises. If time permits, you can have them actually complete the projects.
 - A. Create a prototype of a mural of life in the United States during a time period covered in **The Constitution Through History**.
 1. Decide on the section of the 200⁺ years the group wants to depict.
 2. Decide on the general design and order of the panels.
 3. Divide the work on the mural.
 4. Sketch the panels, assisting one another with what the students have learned.

5. When everyone has finished, students put the panels together and decide as a group if they need additional scenes or changes.
 6. Exhibit the mural prototype.
(SS Standards: Grade K-12- Strand I)
- B. Plan a multimedia presentation depicting life in the United States during a time period covered in **The Constitution Through History**.
1. Decide on the section of the 200+ years the group wants to depict.
 2. Decide on four or five ideas to present.
 3. Create a "storyboard" to lay out the presentation.
 4. Divide the work on the presentation.
 5. Describe the pictures, photographs, charts, video footage, etc needed for each topic presented.
 6. Sketch the wording or graphics to be used. (Some students could use PowerPoint or other presentation software.)
 7. Choose sounds or recordings to go with the selections.
 8. Present the multimedia plan.
(SS Standards: Grade K-12- Strand I)
(ELA Standards: Grade 8- III.B)
6. Use the "How to Make Betsy Ross' 5-Pointed Star" Worksheet to teach students how to make a five pointed star. Use the stars as backgrounds for information (quotes, poems, photos, historical facts) about the people or events referred to in **The Constitution Through History**. Turn the stars into mobiles. Use the stars as the medium to make a timeline of events referred to in **The Constitution Through History**. Put the students names on stars as they complete an assignment, extra reading, or perform a "good deed".
(SS Standards: Grade K- II.K.3.1; Grade 1- II.1.3.2; Grade 3- II.3.8.2)
 7. Several presidents are mentioned in **The Constitution Through History**. Let the students make campaign posters or media spots for them. The students should use events and issues within the proper time frame, but consider allowing them to use modern effects or references. Let the students judge each other's posters using the Poster Analysis Worksheet designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC, (<http://www.nara.gov/education/teaching/analysis/analysis.html>). As a teacher of younger children, you may need to reword some of the questions.
(SS Standards: Grade K- II.K.3.1; Grade 1- II.1.3.2; Grade 4- I.4.1.6, 9 and 17, II.4.3.3; Grade 5- II.5.5.3; Grade 8- I.8.4.3)
 8. Make PSA's (public service announcements) in order to sway public opinion on the Declaration of Independence, the American Revolution, the ratification of the Constitution, Texas joining the Union, Women's Suffrage, etc. Students can use video, audio, or computer platforms to create the PSA's.
(SS Standards: Grade K-12- Strand I)
(ELA Standards: Grade 8- III.B)

9. The Continental Army first used the Grand Union Flag also known as the Great Union Flag and even the Cambridge Flag. George Washington used the banner on Jan. 1, 1776. It shows the British Union Flag of 1606 in the corner (canton). The field consists of seven red and six white alternating stripes representing the 13 colonies. Look at a flag in a textbook or at <http://www.fotw.stm.it/flags/us-gu.html>. (Show students a British flag, such as the Union Flag of 1606—<http://www.fotw.stm.it/flags/gb.html#hist>.) The Stars and Stripes officially replaced the Grand Union Flag on June 14, 1777. Ask students why they think Washington asked Betsy Ross to sew the new flag he had designed. (SS Standards: Grade K- II.K.3.1; Grade 1- II.1.3.2; Grade 3- II.3.8.2)
10. Analyze the data chart of the Ratification of the Constitution. Graphically represent the states and their votes for and against ratification as a bar graph or a scatter graph. A scatter graph makes a very interesting depiction of the difference between the votes for and the votes against Ratification.

The Ratification of the Constitution

Order	State	Date	Votes for	Votes against
1	Delaware	December 7, 1787	30	0
2	Pennsylvania	December 12, 1787	46	23
3	New Jersey	December 18, 1787	38	0
4	Georgia	January 2, 1788	26	0
5	Connecticut	January 9, 1788	128	40
6	Massachusetts	February 6, 1788	187	168
7	Maryland	April 28, 1788	63	11
8	South Carolina	May 23, 1788	149	73
9	New Hampshire	June 21, 1788	57	47
10	Virginia	June 25, 1788	89	79
11	New York	July 26, 1788	30	27
12	North Carolina	November 21, 1789	194	77
13	Rhode Island	May 29, 1790	34	32

Determine the percentage of difference between the votes for and against for each state. Graph those percentages.

What conclusions can be drawn from the various data representations?

(SS Standards: Grade 4- I.4.1.8, II.4.3.1, II.4.4.1; Grade 7- II.7.2.7; Grade 8- I.8.3.1; Grade 12- II.12.3.4 and 5, II.12.4.1)

(Math Standards: Grade 1-3- VI.B; Grade 4- VI.B and D; Grade 5-6- VI.B, C, and D; Grade 7-8- VI.C and D; Grade 9-12- VI.G)

11. All the Signers of the Declaration of Independence are listed with a brief biographical sketch at <http://www.nara.gov/education/teaching/constitution/signers.html> along with the picture of the Scene at the Signing of the Declaration of Independence. Have the students research the Signers, especially those from South Carolina.

(SS Standards: Grade K- II.K.3.1; Grade 1 - II.1.3.2; Grade 4- I.4.1.6, 9 and 17, II.4.3.3; Grade 5- II.5.5.3; Grade 8- I.8.4.3)

12. Use the Photograph Analysis Worksheet designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC, to analyze images from US history (<http://www.nara.gov/education/teaching/analysis/analysis.html>). One can find historical images on many sites on the Internet. Pictures depicting the Continental and Constitutional Congresses and the American Revolution are located at <http://www.nara.gov/exhall/charters/constitution/con1.jpg> and <http://www.historyplace.com/unitedstates/revolution/revwar-75.htm>. As a teacher of younger children, you may need to reword some of the questions. (SS Standards: Grade K-12- Strand I)

13. Use the sites at AMDOCS—http://www.ukans.edu/carrie/docs/amdocs_index.html and A Chronology of U.S. Historical Documents—<http://www.law.ou.edu/ushist.html> to show students a variety of transcribed historical documents. Apply the Written Document Analysis Worksheet designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC, to analyze some of the documents (<http://www.nara.gov/education/teaching/analysis/analysis.html>). Teachers of younger children may need to reword some of the questions. (SS Standards: Grade 4- I.4.1.8, II.4.3.1, II.4.4.1; Grade 7- II.7.2.7; Grade 8- I.8.3.1; Grade 12- II.12.3.4 and 5, II.12.4.1)

14. Read **Paul Revere's Ride** by Henry Wadsworth Longfellow at <http://www.library.utoronto.ca/utel/rp/poems/longfe30.html> . Ask the students to list all the information they learned about: Paul Revere, the beginnings of the Revolution, the British, and life in colonial America. Have the students illustrate the poem. They might create a PowerPoint presentation with various sections of the poem and their illustrations. (ELA Standards: Grade 4- I.B; Grade 5- I.B; Grade 6- I.B.11; Grade 7- I.M; Grade 8- I.M)

15. **Crossroads**—(<http://ericir.syr.edu/Virtual/Lessons/crossroads/>) contains a complete K-16 American History Curriculum, with materials and lesson plans for each grade level. It is available through the ERIC clearinghouse. At <http://ericir.syr.edu/Virtual/Lessons/crossroads/sec3/gr4/unit4/U4-G4-HEAD.html>, teachers will find **Unit IV.—What Was The American Revolution? 1760-1836**. The lessons contained in this unit are:
 - Lesson 1: Understanding Freedom and Independence.
 - Lesson 2: The Promise of the Declaration of Independence.
 - Lesson 3: People of the American Revolution in Fact and Fiction.
 - Lesson 4: The Places of the American Revolution.
 - Lesson 5: The United States Constitution.

Poster Analysis Worksheet

1. What are the main colors used in the poster?

2. What symbols (if any) are used in the poster?

3. If a symbol is used, is it-

a. clear (easy to interpret)? _____

b. memorable? _____

c. dramatic? _____

4. Are the messages in the poster primarily visual, verbal, or both?

5. Who do you think is the intended audience for the poster?

6. What does the Government hope the audience will do?

7. What Government purpose(s) is served by the poster?

8. The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster? Why or why not?

Adapted from The Poster Analysis Worksheet designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC 20408.

Photograph Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

PEOPLE

OBJECTS

ACTIVITIES

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to these questions?

Adapted from The Photograph Analysis Worksheet designed and developed by the Education Staff,
National Archives and Records Administration, Washington, DC 20408.

Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):

- | | | |
|-------------------------------------|--|---|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Map | <input type="checkbox"/> Advertisement |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Telegram | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Press release | <input type="checkbox"/> Census report |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report | <input type="checkbox"/> Other: _____ |

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- | | |
|---|---|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Seals | |

3. DATE(S) OF DOCUMENT: _____

4. AUTHOR (OR CREATOR) OF THE DOCUMENT: _____

POSITION (TITLE): _____

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN? _____

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

1. _____
2. _____
3. _____

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written?

Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written:

E. Write a question to the author that is left unanswered by the document:

Adapted from The Written Document Analysis Worksheet designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC 20408

How to Make Betsy Ross' 5-Pointed Star



First: Fold over an 8-1/2" x 10" (not 8-1/2"x11") piece of paper. Form creased center lines—across and down on the folded piece.

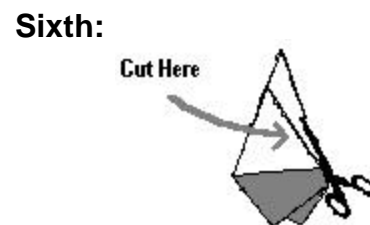
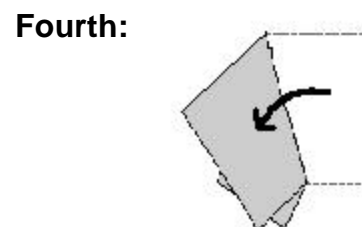
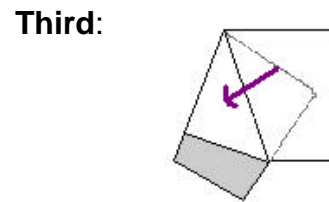
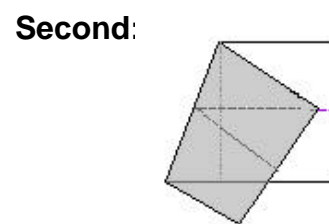
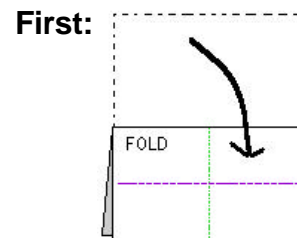
Second: Fold the left corner down toward the right to meet the center line, crease the fold.

Third: Fold the top of that same corner back left until the outer edges meet; crease the fold.

Fourth: Fold the right corner left and crease at the fold.

Fifth: Fold the top of that same corner back right until the outer edges meet; crease the fold.

Sixth: Cut on the slant as marked and open the small piece—your star.



Program 5-- Pioneer Spirit

The following is an example of one of the scripts from the video.

Betsy Ross (recites the world turned upside down)

That's exactly what the British thought. The world as everyone knew it had suddenly become different... A small band of inexperienced soldiers defeated the biggest and best-trained army in the world--the British Empire. Suddenly the world as we colonists knew it was completely changed. For us, the British rule no longer existed. We were a new government. And the government we colonists formed was unlike any other government in the world. For we founded the first government based on democracy--the first. In the 1700s, we did a lot of firsts. And through the years, Americans have continued being first in many endeavors. Doing, what no one had done before. Being a pioneer. Americans have always been pioneers. For this nation was settled by people journeying from other countries to the shores of the New World. Back then our large cities were only small towns just starting, to grow. In many places we didn't even have settlements. Imagine stepping off a ship and as far as you can see no civilization. Only the forest to greet you. Trees so thick, it resembled a wall. We were settling the unknown. We had to learn about the climate, what crops to grow, even what language to speak for there were people from different countries settling this land... But all of us pioneers, settling the land from sea to sea. Well, do you know what oceans border the United States of America?

James Monroe

From the Atlantic to the Pacific Ocean, we Americans have been pioneers settling this country from sea to sea. I was partly responsible for the colonizing of the west. The westward expansion some have called it. This is what happened. We had won a war against Great Britain. And formed our own government, which we called the government of the United States of America. But just because we had formed a nation doesn't mean we owned all of the land. My name is James Monroe. I was the fifth president of the United States. But before I was president, I was serving under President Thomas Jefferson as his foreign minister to France and England. The year was 1803. France owned land west of the Mississippi River. Many Americans complained about Jefferson buying this land from France. They even said Jefferson overstepped his position as president. Why, between you and me, Jefferson even admitted that he had stretched his power until it cracked in order to buy land from France. It was the single largest land purchase in American history. It was called the Louisiana Purchase. It consisted of over 600 million acres at a cost of less than 3 cents an acre. Why that amounted to what today is 13 states between the Mississippi River and the Rocky Mountains. And though we heard plenty of complaints about our purchase, Thomas Jefferson was smart. You see by buying what they then called Louisiana from France, Jefferson bought what he knew would become the very heart of the American continent. And he also knew that buying land from France ended the threat of war with France. The Louisiana Purchase opened up the land west of the Mississippi River for Americans to settle. And people came in droves to settle this untamed land. We had a name for our expansion. Do you know what it was?

Pioneer Woman

Pioneer woman, the westward expansion, taming an untamed land--untamed land. That's exactly what I thought when I first set eyes on the Great Plains--a river of tall grass. And our covered wagon was the ship that sailed across it, making tracks where there was none. Many of us walked, mile after mile after mile, carrying our children in our arms and on our

backs. From the windy plains to the hot, dry desert, a thousand miles across no man's land, we were pioneers. We floated down rough rivers and climbed snowy mountains. We faced hardships that we never imagined could exist. Along the way as we traveled from our starting off point in Independence, Missouri, to California, we built sod homes and log cabins. We hunted and fished for our food. Even sometimes ate cactus and rattlesnake, anything we could find to survive. The winters were the coldest, the summers the hottest. From one extreme to the other, but survive we did. As we traveled we lost our priceless belongings as our oxen and horses couldn't carry a heavy load. And as we journeyed across this continent, we lost a little bit of our old selves and became a new self, a stronger, a wiser, a more independent person. We were pioneers determined to settle in a land not yet settled. Determined to survive where others had died trying. Why did we do this? Because we knew like the colonists before us, that this land would offer us a fortune more abundant than money could buy. We could claim land, and then build us a home. Our westward journey often wasn't easy. But endure we did so that our sons and our daughters could inherit what we gave so much of ourselves to own. But some of us headed out west for another reason. Do you know what that reason was?

Forty-niners

(Sings ...Oh there's gold out there everywhere and everybody is a millionaire...)

At least that's what we thought. In 1849, many Americans left their homes heading for California, the land of milk and honey we called it. We left for one reason. To get rich! You see, in 1849, one person had struck gold and talk about gold being discovered in California swept across our nation like a wildfire out of control. In the year 1849, over 70,000 Americans headed for California to find gold. That's why we were called the Forty-niners. I'm a 49er. I prospected for gold in one of the largest gold rushes there ever was. The gold rush we called it and its name meant exactly what we did. We rushed from the east coast to the west coast in search of gold, traveling as fast as we could any way we could to get there. Horseback, wagon train, even ships sailing around the horn. We rushed to California. But that wasn't the only gold strike. Gold was later discovered in Alaska and away we went, traveling through snow and freezing temperatures, rushing to Alaska to strike it rich. But most of us-the majority of us-didn't find gold. What we found was a harsh life. For where gold was discovered a mining camp soon followed. These were rough towns with prices sky high. Why some merchants charged 400 dollars for just one barrel of flour. In 1959, the land we searched for gold became a state as Alaska became the 49th state. In 1960, Hawaii, a group of islands in the Pacific Ocean joined our nation as the 50th state. These were the last two states to join the union. That's what we sometimes call the United States. The union-because we are unified into one nation. Now I know you can answer this question. What's another name besides the union for our nation?

Nathan Hale

The United States of America--united--unified into one nation. But in the 1700s, it was only 13 colonies, just barely unified and fighting to become independent. I joined in the fight. My name is Nathan Hale. I first served as a soldier in the Continental army. Then upon General Washington's request, I volunteered to serve as a spy. I died for liberty. As I stood on the gallows the day I was to be hung, I said, "I only regret that I have but one life to lose for my country." Many men and women have given the ultimate price: their own lives so that other Americans may have the gift of liberty. Liberty does not come cheap. Whether our flag flies in our country or flies in lands far, far away from our shores, our flag remains a symbol of the brave men and women to whom the ideals of liberty and the honor of this nation have

been dearer than life itself. I gave up my life so that other Americans would own something priceless, liberty. What document states that Americans should be entitled to liberty?

Abigail Adams

The Declaration of Independence--I remember it well. For my husband, John, helped create it. Liberty--unfortunately a woman born in the 1700s didn't have many choices in deciding the direction her life would take. Often, a woman was expected to be a housewife. With a rare exception, women were not allowed to attend school. So most women had little or no formal education. I was one of the first American women to openly express that a woman's role should be equal to a man's in the amount of importance and responsibility. My name is Abigail Adams, wife of John Adams, who became the first vice president serving under George Washington, and then John was elected the second president of the United States. In 1776, during the drafting of our new laws, I pressured my husband, John, for equal rights for both men and women. I wrote, "Remember, the ladies, and be more generous and favorable to them than your ancestors. If particular care and attention is not paid to the ladies we are determined to foment a rebellion and will not hold ourselves bound by any laws in which we have no voice or representation." Of course, I didn't rebel. On the contrary, I was very supportive of my husband's active role in the battle against the British. This was not an easy job for often John was gone for days, weeks, and even months at a time, leaving me to keep up with budgets and run the operation of our farm. Once John was gone for three months, without any word of his safety and well-being. Finally, I wrote him a letter stating, "I have waited with great patience, restraining as much as possible every anxious idea for three months. But now every vessel which arrives meets my expectations...and I pray the happy tidings of your safety and welfare... Difficult as the day is, cruel as this war has been, separated as I am on account of it from the dearest connection in life, I would not exchange my country for the wealth of the Indies, or be any other than an American." Can you answer this question: what do all Americans have in common?

Betsy Ross

Being an American. We're unique. For we are bound together by a belief that everyone should be free and equal. Each time we say the Pledge of Allegiance, we Americans rededicate ourselves to this belief. We place our hand over our heart or salute the American flag. Our flag represents a government unlike any other government in any other country. For ours is a government by the people, for the people, and of the people. Its Stars and Stripes tell of the struggles our nation has endured for independence and the preservation of the union. Through the years, our flag may have become worn just as we struggled to change beliefs and laws. And to think it all started with 13 independent colonies whose only link was the conviction that taxation without representation was unlawful. But our American flag still waves proudly over a nation that believes that all are created equal with all having the right to life, liberty, and the pursuit of happiness. Long may our flag wave. Long may our country be a country of freedom for all. And long may we be citizens of the greatest nation in the world, The United States of America. For it is still a grand old country, and our flag is still (Sings...grand ole flag, a high flying flag and forever...)

RESOURCES

Worldwide Web

American Memory Project (Library of Congress)—<http://memory.loc.gov/>

Archival resources for exploring many aspects of American history and culture.

The Avalon Project at the Yale Law School—<http://www.yale.edu/lawweb/avalon/avalon.htm>

An online library of documents in law and diplomacy from the 16th to the 20th Century.

Center for the Liberal Arts—<http://www.virginia.edu/~libarts/home.html>

Maintained by the University of Virginia, this site provides educators with a wealth of humanities resources for their classrooms and help in using technology effectively.

CongressLink—<http://www.congresslink.org/>

Rich resource of information about the legislative processes of the United States Congress.

Conversations with History—<http://globetrotter.berkeley.edu/conversations>

Interviews with a broad range of historical figures from the latter half of the twentieth century.

The Digital Classroom—<http://www.nara.gov/education>

Historical documents, activities, and training for educators and students from the National Archives and Records Administration.

Crisis at Fort Sumter—<http://www.tulane.edu/~latner/CrisisMain.html>

Documentary resources for the study of the events leading up to the Civil War.

Documenting the American South—<http://sunsite.unc.edu/docsouth/>

Growing collection of primary materials documenting the cultural history of the American South from a Southern viewpoint.

African-American History page from Yahoo—

<http://www.yahoo.com/Arts/Humanities/History/USHistory/AfricanAmerican>

Black History Museum.

The African-American Mosaic—<http://www.loc.gov/exhibits/african/intro.html>

African-American materials from the Library of Congress.

Guide to African-American Documentary Resources in North Carolina—

<http://www.upress.virginia.edu/epub/pyatt/nchome.html>

Online collection of NC African-American resources.

Exploring Amistad—<http://amistad.mysticseaport.org/main/welcome.html>

Primary documents and archival material surrounding the shipboard rebellion and ensuing legal, political, and popular debate.

Exploring the West from Monticello—

http://www.lib.virginia.edu/exhibits/lewis_clark/home.html

Multimedia resources for the study of Columbus to the expedition of Lewis and Clark.

Gold Rush! California's Untold Stories—<http://www.museumca.org/goldrush>

This site was created by the Oakland Museum of California, and it gives a comprehensive look into the California gold rush of the nineteenth-century.

Martin Luther King, Jr.—<http://www.stanford.edu/group/King/>

A center for study of the civil rights leader and his era.

National First Ladies Library—<http://www.firstladies.org/>

Background on the women of the White House.

National Portrait Gallery—<http://www.npg.si.edu/>

Portraits in all media, and archives dedicated to the portraits of men and women who have made significant contributions to the history, development, and culture of the people of the United States.

The Oregon Trail—<http://www.isu.edu/%7Etrnmich/Oregontrail.html>

A companion site to the PBS series on the first wave of westward expansion.

Oyez, Oyez, Oyez: Supreme Court WWW Resource—<http://oyez.at.nwu.edu/>

Court opinions and multimedia resources on major constitutional issues

Papers of George Washington—<http://www.virginia.edu/gwpapers/>

A digital library from the George Washington Archives, including historical materials on Washington's life and times, as well as a selection of Washington's papers.

Presidential Speeches—<http://odur.let.rug.nl/~usa/P/>

Documentary resources dedicated to all 42 American presidents, including presidential speeches, biographies, and other materials related to the presidential office.

Women of the West Museum—<http://www.wowmuseum.org/>

Online exhibits about the experiences of women in the American west.

U.S. House of Representatives - The Legislative Process—

<http://www.house.gov/Legproc.html>

The Legislative Process page provides access to a wealth of information about bills and resolutions being considered in the Congress, as well as current information about what's happening.

The Historian's Sources—

<http://lcweb2.loc.gov/ammem/ndlpedu/lessons/psources/pshome.html>

This lesson introduces students to primary sources -- what they are, their great variety, and how they can be analyzed. Students then use primary sources to help expand their knowledge of slavery in the United States.

In Congress Assembled: Continuity and Change in the Governing of the United States—

<http://lcweb2.loc.gov/ammem/ndlpedu/lessons/constitu/conintro.html>

This unit includes four lessons using primary sources to examine continuity and change in the governing of the United States. The first three lessons, **Original Documents from the Continental Congress**, are for grades 6-12. The fourth lesson, **Early Congress Proclaims Holidays**, is for grades K-5.

Constitution Day—<http://www.nara.gov/education/teaching/constitution/home.html>

On September 17, 1787, the delegates to the Constitutional Convention met for the last time to sign the document they had created. The National Archives and Records Administration celebrates this important day in our nation's history by providing activities, lesson plans, and information.

Constitutional Issues: Separation of Powers—

<http://www.nara.gov/education/teaching/conissues/separat.html>

This lesson provides various activities designed to help students understand the opposition to New Deal programs, the alternative programs of its detractors, and the legacy of the New Deal. Students have the opportunity to examine the constitutionality of these programs and the rhetoric used to argue for and against them.

A More Perfect Union—<http://www.nara.gov/exhall/charters/constitution/conhist.html>

Web version based on the *Introduction* by Roger A. Bruns to **A More Perfect Union : The Creation of the United States Constitution. Washington, DC.**

The Founding Fathers—<http://www.nara.gov/exhall/charters/constitution/confath.html>

The biographies of the 55 delegates to the Constitutional Convention.

Questions and Answers Pertaining to the Constitution—

<http://www.nara.gov/exhall/charters/constitution/conqa.html>

Dozens of fascinating facts about the Constitution.

Today in American History—<http://lcweb2.loc.gov/ammem/today/today.html>

The Library of Congress offers a daily glimpse of what happened on any given date in American history.

US History Chronology—<http://www.teachersfirst.com/us-hc-f.htm>

Historical facts found by date.

The History Place-Conflict and Revolution—<http://www.teachersfirst.com/us-hc-f.htm>

A look at the American Revolution.

Listen to the Entire Declaration—<http://www.historyplace.com/sounds/ushistory/thp-dec-indep.ram>

Declaration of Independence read by Peter Thomas.

George Washington—<http://www.historyplace.com/unitedstates/revolution/wash-pix/gallery.htm>

Picture Gallery with drawings and engravings.

Abraham Lincoln--<http://www.historyplace.com/lincoln/index.html>

Timeline, photos, and speeches.

Questions about American History?—<http://www.cr.nps.gov/history/askhist.htm>

Do you have a question about American History? Check out this great web page generously provided by the U.S. National Park Service with E-mail links to a variety of history experts.

Continental Congress and Constitutional Convention, 1774-1789—

<http://lcweb2.loc.gov/ammem/bdsds/bdsdhome.html>

Document Analysis Worksheets—

<http://www.nara.gov/education/teaching/analysis/analysis.html>

Document analysis worksheets designed and developed by the Education Staff of the National Archives and Records Administration.

American Revolution—<http://www.nara.gov/education/cc/amrev.html>**Constitutional Connection**

This lesson focuses on the American Revolution that encouraged the founding fathers' desire to create a government that would, as stated in the Preamble, domestic tranquility and provide for the common defense.

Constitutional Amendments—

<http://www.nara.gov/exhall/charters/constitution/amendments.html>

Amendments 11-27 to the Constitution of the United States.

AMDOCS: Documents for the Study of American History—

http://www.ukans.edu/carrie/docs/amdocs_index.html

More than 200 historical documents organized by chronological period.

A Chronology of U.S. Historical Documents—<http://www.law.ou.edu/ushist.html>

Classic political documents, some presidential state of the union addresses, and many presidential inaugural addresses.

Biographies of the First Ladies & Presidents of the United States—

<http://www.whitehouse.gov/WH/glimpse/presidents/html/presidents.html>

Biographies arranged chronologically.

Teaching History with Technology—

<http://www.caryacademy.pvt.k12.nc.us/historytech/Vol1no1/default.htm>

Lesson plans utilizing technology in the teaching of history.

Poem “Paul Revere's Ride”—<http://www.library.utoronto.ca/utel/rp/poems/longfe30.html>

Poem by Henry Wadsworth Longfellow.

What Was The American Revolution? 1760-1836—

<http://ericir.syr.edu/Virtual/Lessons/crossroads/sec3/gr4/unit4/U4-G4-HEAD.html>

Lesson plans from Eric.

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Eyewitnesses and Others, Readings in American History, Vol.1: Beginnings to 1865 edited by Holt, Rinehart and Winston, Inc.

From Colonies to Country by Joy Hakim

Historic Places of Early America by David M. Brownstone

I Am Regina by Sally M. Keehn

If You Were There in 1776 by Barbara Brenner

Mr. Revere and I by Robert Lawson

My Brother Sam is Dead by James Lincoln Collier

Our Constitution by Linda Johnson

Our Independence and Constitution by Dorothy Canfield Fisher

Rabbits and Redcoats by Robert Newton Peck

Samuel's Choice by Richard Berieth

Sarah Bishop by Scott O'Dell

Saturnalia by Paul Fleischman

Shh! We're Writing the Constitution by Jean Fritz

The Corduroy Road by Patricia Edwards Clyne

The Ice Trail by Anne Elliot Crompton

The New Nation by Joy Hakim

The Revolutionary War: A Sourcebook by Carter Smith,

This Time, Tempe Wick by Patricia Lee Gauch

We The People: The Constitution of the United States of America by Peter Spier

Who Comes to King's Mountain? by John Louis Beatty and Patricia Beatty