The Save Our History Educator’s Manual

Curriculum Links to State History and Social Studies Standards in Pennsylvania

The Save Our History lesson plans and activities focusing on “The American Revolution and Independence” are inclusive of NCSS Performance Standards and fulfill many of the objectives of National Standards for History guidelines as recommended by the National Council for History Education. In addition, the activities connect with many state history and social studies standards. The information below provides a guide for using these activities to achieve the recommendations of these performance and skill standards. For further standards matching, we recommend that you consult the curriculum goals outlined by your state or school district.

Elementary Lesson Plan
The focus of these activities is on the American Revolution, its causes, leaders, major Battles, and the Declaration of Independence.

Elementary Activity #1  *A Story of Freedom – Celebrating Our Nation’s Birthday*
This activity has a primary level focus with a birthday celebration for Independence Day. Local celebration opportunities are also explored.

8.1 Historical Analysis and Skills Development
A. Chronological Thinking

Elementary Activity #2  *Getting the Picture*
This activity is appropriate for all elementary levels. The activity includes a focus on a summary of the story of the Declaration of Independence in addition to events and a timeline of this story. It also highlights important figures of the time, including Washington as leader and Jefferson as major author of the Declaration. Other significant features of this lesson include, Independence Hall, Thomas Paine and Common Sense, the Articles of Confederation, and the United States Constitution.

8.1 Historical Analysis and Skills Development
A. Chronological Thinking
B. Historical Comprehension
C. Historical Interpretation

8.3 United States History
A. Contributions of Individuals and Groups
5.1 Principles and Documents of Government
C. Principles and Ideals That Shaped Government
E. Documents and Ideals Shaping United States Government
Elementary Activity #3  **What’s a Symbol of Early America?**
This primary level activity has as its focus our National Symbols of the Liberty Bell, the American Flag, and the Bald Eagle. This activity incorporates diversity studies through immigration and family histories. In addition, local historians and state symbols bring the focus to a local level.

**8.2 Pennsylvania History**
B. Documents, Artifacts and Historical Places

**8.3 United States History**
A. Contributions of Individuals and Groups
B. Documents, Artifacts and Historical Places

**5.1 Principles and Documents of Government**
K. Roles of Symbols and Holidays

Elementary Activity #4  **The Declaration of Independence – Living Ideals**
This intermediate and upper elementary activity asks students to search for examples of the Declaration of Independence in the local news within the use vocabulary, cartoons, articles, or editorials. It also addresses the government’s responsibility of helping us achieve these ideals. In addition, this activity clarifies reasons for a belief in these principles and its modern-day importance.

**8.1 Historical Analysis and Skills Development**
A. Chronological Thinking
B. Historical Comprehension
C. Historical Interpretation
D. Historical Research

**8.3 United States History**
A. Contributions of Individuals and Groups
B. Documents, Artifacts and Historical Places
C. Influences of Continuity and Change

**5.1 Principles and Documents of Government**
C. Principles and Ideals That Shaped Government
E. Documents and Ideas Shaping United States Government
F. Rights Created by the Pennsylvania and United States Constitution
H. Contributions of Framers of Government

**5.2 Rights and Responsibilities of Citizenship**
B. Relationship Between Rights and Responsibilities

Elementary activity #5  **What Was Happening Here?**
This activity is appropriate for all elementary grade levels and focuses on local history with a visit from a local historian. While comparing and contrasting the local community with the same community 200 years ago in addition to building a timeline, this activity helps you take a look at your community and state, now and then. State history is researched through a who, what, when, where, why, and how graphic organizer.
8.1 Historical Analysis and Skills Development
A. Chronological Thinking
B. Historical Comprehension
C. Historical Interpretation
D. Historical Research

8.2 Pennsylvania History
A. Contributions of Individuals and Groups
B. Documents, Artifacts and Historical Places
C. Influences of Continuity and Change

Middle School Lesson Plan
The focus of these activities is on the American Revolution, its causes, leaders, major battles, important dates in history, and the Declaration of Independence.

Middle School Activity #1 **Loyalist, Patriot, or Undecided?**
This activity takes the multiple perspectives of the colonists of the time, and asks the students to be the voice of either a Patriot (those favoring war, often called Rebels), Loyalist (those who remained loyal to Britain, often called Tories or King's Men), or an undecided colonist. The students need to research their home country and think about the consequences of this war and then relate to some of these crucial decisions. This activity speaks to the differences between a Representative government rather than a monarch and many of the colonists’ desire for independence. The lesson calls for the students to imagine you are “caught in the middle” for various reasons, research, take a stand, and then to defend this choice. In addition, this activity looks at timely issues at a local level.

8.1 Historical Analysis and Skills Development
A. Chronological Thinking
B. Historical Comprehension
C. Historical Interpretation

8.3 United States History
A. Contributions of Individuals and Groups
B. Documents, Artifacts and Historical Places
C. Influences of Continuity and Change
D. Conflict and Cooperation Among Groups

5.3 How Government Works
K. Systems of Government

Middle School Activity #2 **The Declaration of Independence – Living Ideals**
This activity asks students to search for examples of the Declaration of Independence in the local news within the use vocabulary, cartoons, articles, or editorials. The students take a point-counter-point position to learn all sides of these issues. The lesson also addresses the government’s responsibility of helping us achieve these ideals and our responsibility through the “consent of the governed”. In addition, this activity clarifies
reasons for a belief in these founding principles and their modern-day importance. Finally, this lesson allows the students to further explore, compare, and contrast constitutions and founding documents of other nations with ours.

8.1 Historical Analysis and Skills Development
A. Chronological Thinking
B. Historical Comprehension
C. Historical Interpretation
D. Historical Research

8.3 United States History
A. Contributions of Individuals and Groups
B. Documents, Artifacts and Historical Places

5.1 Principles and Documents of Government
A. Purpose of Government
B. Relationship Between Rights and Responsibilities

5.3 How Government Works
K. Systems of Government

Middle School Activity #3 What Would Jefferson Say?
This activity’s focus is an interview with Thomas Jefferson. Students need prior knowledge through research to be able to ask meaningful questions and then to follow up by summarizing, recoding, and transcribing these questions with responses.

8.1 Historical Analysis and Skills Development
A. Chronological Thinking
B. Historical Comprehension
C. Historical Interpretation
D. Historical Research

8.3 United States History
A. Contributions of Individuals and Groups
B. Documents, Artifacts and Historical Places

5.1 Principles and Documents of Government
A. Purpose of Government

Middle School Activity #4 What Do You Mean – The Declaration of Independence?
This activity involves rich research in primary and secondary sources. As an outcome of this research, students will understand the meaning of independence and define many other unfamiliar words. Following this research, they will be able to list ideals and give reasons for a separation from Great Britain. They will also research for grievances and be able to list examples of these wrongs in order of importance. Finally, they will also be able to list ways the colonists tried to avoid seeking independence from Britain.
Language Arts skills will be used to discuss the language and imagery Jefferson used in the Declaration of Independence.

8.1 Historical Analysis and Skills Development
A. Chronological Thinking
B. Historical Comprehension
C. Historical Interpretation
D. Historical Research

8.3 United States History
B. Documents, Artifacts and Historical Places

5.1 Principles and Documents of Government
E. Documents and Ideals Shaping United States Government

Middle School Activity #5  What Was Happening Here?
This activity asks, “What was happening in various parts of the United States?” Which states were in the middle of the revolution and which were controlled by other nations? Was the effect on your state “revolutionary”? While comparing and contrasting their own state with the research of how it may have been 200 years ago, this activity takes a look at your state, now and then. In addition to building a timeline, state history is researched through a who, what, when, where, why, and how graphic organizer. This research is compiled by students to create and compose a variety of top ten songs that encompass contemporary and traditional patriotic ideals and symbols.

8.1 Historical Analysis and Skills Development
A. Chronological Thinking
B. Historical Comprehension
C. Historical Interpretation
D. Historical Research

8.2 Pennsylvania History
A. Contributions of Individuals and Groups
B. Documents, Artifacts and Historical Places
C. Influences of Continuity and Change

High School Lesson Plan
The focus of these activities is on the American Revolution, its causes, leaders, major Battles, important dates in history, and the Declaration of Independence, and the causes and effects of the conflict waged by the thirteen colonies against Great Britain.

High School Activity #1  The Declaration of Independence – Living Ideals
This activity asks students to search for examples of the Declaration of Independence in the local news within the use vocabulary, cartoons, articles, or editorials. The students take a point/counter-point position to learn all sides of these issues. The lesson also addresses the government’s responsibility of helping us achieve these ideals and our responsibility through the “consent of the governed”. In addition, this activity clarifies
reasons for a belief in these founding principles and their modern-day importance. Finally, this lesson allows the students to further explore, compare, and contrast constitutions and founding documents of other nations with ours.

8.1 Historical Analysis and Skills Development
A. Chronological Thinking
B. Historical Comprehension
C. Historical Interpretation
D. Historical Research

8.3 United States History
A. Contributions of Individuals and Groups
B. Documents, Artifacts and Historical Places
C. Influences of Continuity and Change
D. Conflict and Cooperation Among Groups

5.1 Principles and Documents of Government
C. Principles and Ideals That Shaped Government
E. Documents and Ideals Shaping United States Government

5.2 Rights and Responsibilities of Citizenship
B. Relationship Between Rights and Responsibilities

5.3 How Government Works
K. Systems of Government

High School Activity #2 What Was Happening Here?
Using multiple perspectives based on geography, personal identity, and political party, this activity asks, “What was happening in various parts of the United States?” Which states were in the middle of the revolution and which were controlled by other nations? Was the effect on your state “revolutionary”? While comparing and contrasting the students’ own state through local area primary documents and the research of how it may have been 200 years ago, this activity takes a look at this state, now and then. In addition to building a timeline with the use of power point technology, state history research is compiled by students in various compositional forms such as map creation, describing a fictional character and explaining his/her point of view, storybook creation and sharing, and write or perform a play based on this community during this period in history. Students can then reach out to a local community center, senior care center, or veteran’s home to share this knowledge.

8.1 Historical Analysis and Skills Development
A. Chronological Thinking
B. Historical Comprehension
C. Historical Interpretation
D. Historical Research

8.2 Pennsylvania History
A. Contributions of Individuals and Groups
B. Documents, Artifacts and Historical Places
C. Influences of Continuity and Change
High School Activity #3 *The Original Rough “Draught”?*
The focus is to compare and contrast various versions and sections of each draft of the Declaration of Independence, from the earliest version through the final conclusion.

### 8.1 Historical Analysis and Skills Development
A. Chronological Thinking  
B. Historical Comprehension  
C. Historical Interpretation  
D. Historical Research

### 8.3 United States History
A. Contributions of Individuals and Groups  
B. Documents, Artifacts and Historical Places

#### 5.1 Principles and Documents of Government
E. Documents and Ideals Shaping United States Government

High School Activity #4 *Timeline of a Revolution*
The focus of this activity is to chronologically arrange and present the events of this time in history through the creation of a timeline. Students might also use analytical skills to see this Revolutionary War as a rebellion, a civil war, or a world war.

### 8.1 Historical Analysis and Skills Development
A. Chronological Thinking  
B. Historical Comprehension  
C. Historical Interpretation  
D. Historical Research

### 8.3 United States History
A. Contributions of Individuals and Groups  
B. Documents, Artifacts and Historical Places  
C. Influences of Continuity and Change  
D. Conflict and Cooperation Among Groups

#### 5.1 Principles and Documents of Government
E. Documents and Ideals Shaping United States Government  
F. Rights Created by the Pennsylvania and United States Constitution

#### 5.2 Rights and Responsibilities of Citizenship
B. Relationship Between Rights and Responsibilities

#### 5.3 How Government Works
K. Systems of Government