

J. Cory Herrington
HIS-6710- The Enduring Legacy of the American Revolution: Liberty, Freedom and Equality
Spring 2008
Professor: Lincoln Fenn
Final Project

Liberty Theme Park: An America Revolution Project

Abstract:

The objective of this project is to have students research and learn about the events and individuals involved in the American Revolution. Specifically, students will develop a blue print for a theme park that focuses on the significant events and key figures from the American Revolution. This project is designed to be a culminating activity for a unit on the American Revolution. Students are asked in a creative format to develop rides and activities that center around the American Revolution with an emphasis on explaining the importance of their selected key figures and events.

Grade Level: Grade 9-12

2. Table of Contents:	pg. #
3. Primary and secondary source review.....	4-5.
5. Goals.....	5
6. Essential questions.....	6-7
7. Objectives.....	7
8. Prior knowledge required.....	8
9. Activities and related teaching moments.....	9
10. Assessment.....	11
11. Resources.....	11
12. Accommodations.....	11
13. Appendix.....	11
14. Evaluation Reflection paper.....	11

3 & 4. Primary and Secondary Sources:

Primary Sources:

Monk, Linda. *Ordinary Americans U.S. History Through The Eyes of Everyday People 2nd Ed.* Alexandria: Close Up Foundation, 2003.

Primary source material on the “Winter at Valley Forge,” other events, and perspectives on the American Revolution can be found in this book published by the Close Up Foundation. This book is an excellent resource for primary source American History material.

Secondary Sources:

Berkin, Carol. *Revolutionary Mothers.* New York: Vintage, 2005.

Chronicles the hardships and significant contributions that women made in the male dominated America of the mid to late 18th century. Specifically, Berkin examines the lives of women from the loyalist, patriot, Indian, and African American perspective. The stories of these women’s lives are shared in vivid detail. The stories Berkin vividly describes in this book can be shared with students to demonstrate the hardships and significant contributions women on both sides made to the “Revolution.”

Butterfield, Hubert. *Whig Interpretation of History.* New York: W.W. Norton & Company, 1965.

This book cautions the reader about modern interpretations of history, and in particular, to the practice of applying moral judgments to past events. A reminder that objectivity is difficult to achieve; and that that the portrayal of history is at times, biased. This book is more suitable for a college level history course.

McCullough, David. *1776.* New York: Simon & Schuster, 2005.

A well written and insightful book about the early military challenges faced by both the British and American forces during the turbulent year of 1776. Some students would enjoy this book and it would be worth putting on a student summer reading list.

Randall, William. *Alexander Hamilton: A Life.* New York: Harper Collins, 2003.

This is a fascinating book about the life of Alexander Hamilton. From his humble beginnings, to his role in the American Revolution, Randall does a nice job of keeping the reader interested in the life and accomplishments of Hamilton. This book has great information and interesting stories about a man who embodied the concept of the American dream, but also had some tragic character flaws. Highly recommend for any teacher of the American Revolution and early US government.

Wood, Gordon. *Revolutionary Characters: What Made The Founders Different?* New York: Penguin Books, 2006.

A solid “background book” for teachers that focuses on America’s founding fathers and their differences. This book is a little heavy for the high school reader but helpful for any teacher preparing to teach a unit on the American Revolution. The focus is on the

men such as Washington, Adams, Jefferson, Franklin, Hamilton, Madison and Paine who made the revolution.

Internet Sources:

<http://www.historicvermont.org/sites/html/revwar.html> - General information on some of Vermont's historic sites. Background information can be found on Valcour Island, Bennington Monument, Mt. Independence, Battle of Hubbardton and more.

<http://www.theamericanrevolution.org/> - General information about events and individuals from the American Revolution period. A solid website for general information.

http://www.nps.gov/revwar/about_the_revolution/revolutionary_people.html - Some general biographies can be found on such figures as George Washington, Nathanael Green, and John Adams. This website is maintained by the U.S. Department of Interior - National Park Service.

<http://www.pbs.org/ktca/liberty/> - Some great information can be found at this website on some of the events and battles of the American Revolution. Click on the chronicles of revolution tab or the perspectives on liberty to learn more about the revolution. The website is maintained by the Public Broadcasting Service as a way to provide additional support information for its Liberty series.

<http://www.ushistory.org/march/people.htm> - Biographical information can be found on this website about many of the participants in the American revolution.

5. Goals:

This project is designed to fit into a mini-unit taught on the American Revolution. The focus is to introduce students to the research process and have them gain a stronger understanding of the key events and individuals of the American Revolution. Our current curriculum is thematic in design, and this project fits into a broader unit on Revolutions.

6. Essential questions:

Central Questions:

Who were some of the major individuals involved in the American Revolutionary movement?

What grievances did some American Colonists have with King George III and Parliament?

What were some of the major events that led to the American Revolution?

What role did economics, geography, and social status have in the American Revolution?

Challenge Questions:

How did the concept of liberty influence/impact events and individuals involved in the American Revolution?

How did Enlightenment ideas influence the revolutionary movement in the American colonies?

Key Ideas:

What were some of the causes of the American Revolution?

In what specific ways was the concept of liberty used to justify the American Revolution?

Who were some of the individuals who were involved in the American Revolution?

In what ways was Vermont connected to the American Revolution?

7. Objectives:

Intended Learning Outcomes:

Students will...

ü students will learn about some of the major events leading up to the American Revolution.

ü students will understand the causes of the American Revolution.

ü students will learn about some of the key individuals and events of the American Revolution

ü students will understand how the ideas of liberty and democracy (from Ancient Greece and Rome and the Enlightenment period) influenced the American Revolution.

8. Prior knowledge required:

Preparation for teaching:

This project has been developed to be used as a culminating activity for a unit on the American Revolution. Therefore, some of the themes surrounding the American Revolution were covered prior to the distribution of the project. Moreover, many of the key individuals involved in the American Revolution were also discussed. Students will need to have access to the internet and other research materials.

9. Activities and related teaching moments:

Project Lesson:

Introduction of the project - One Class period (approximately 75 minutes):

Introduce the project, discuss research strategies, proper citation, and the hook - theme parks. See pgs. 7 - 9

Student research time - Two Class periods (Project time – 2 ½ hours): Scheduled research time for students. Access to a school library or computer lab is helpful. Resources can be set aside for student research.

Presentations - (75 minutes but will vary with class size). Student will present their Theme Park Blue Prints to the class.

Liberty Theme Park (American Revolution Project)

The Vermont Board of Tourism has hired you! Yes I _____ am an expert on the American Revolution!
(proudly put your name here)

The Vermont Board of Tourism is concerned with the declining number of visitors to Vermont and has asked you to design a new Liberty Theme Park. This new theme park will be centered around one of the greatest upsets in the history of warfare; the victory of a rag-tag group of patriots against what was at the time, the world's greatest military machine.

Your task is to research the people and events that shaped the American Revolution and to create a blue print for a new theme park. Think big! Design your park so that it will rival those old theme parks that focus on a mouse, and are in climates that are only tolerable due to the invention of the air conditioner. Be sure to have fun but please focus on the significance of the events and individuals you choose to highlight.

Liberty Theme Park - Blue Print Requirements:

Pg. #1. Name, Logo, and Slogan

Create an appropriate name for your theme park, design a park logo, and create a park slogan.

Pg. #2. Major Event Leading Up to the American Revolution (Ride/Activity)

Design a ride or activity for the theme park that centers on a major event that led to the American Revolution (1754 - 1774). Focus on an event that you believe was significant in influencing colonists to push for independence. Please explain your ride/activity, you may include a picture or diagram. In one or two paragraphs explain the significance of this event. (You may select an event from the list below or choose another event).

Proclamation of 1763 - Pontiac's Rebellion - Sugar Act (1764) - Stamp Act (1765) - The Stamp Act Congress (1765) - The Quartering Act (1765) - The Declaratory Act (1766) - Townshend Duties (1767) - Boston Massacre (1770) - Boston Committee of Correspondence (1772) - The Gaspee (1772) - The Tea Act (1773) - Boston Tea Party (1773) - Provincial Committee of Correspondence (1773) - Coercive Acts (Intolerable Acts) 1774 - First Continental Congress (1774)

Example of a Major Event Leading up to the Revolution:

Boston Tea Party –Storm the Ship! Activity

In this popular group activity visitors dress up in Native American clothing and storm the *Dartmouth* docked in a “replica” Boston Harbor. Participants work together to dump the ship's cargo overboard. The reward for completing this activity is a free bottle of Green Mt. Liberty

Tea and a Green Mt. Liberty tee-shirt. (I'm sure you can come up with something much more creative and entertaining).

Significance: Tea was a popular beverage in the colonies. The Boston Tea Party demonstrated the willingness of many Colonists to stand up to what they perceived were unfair actions by the British. Specifically, Colonists did not want the British Parliament to think that by paying a duty tax that they would be accepting Parliament's right to tax the colonies. Therefore, thousands in the Boston area mobilized to question British actions. It was through such meetings that the Revolutionary movement gained momentum. The Boston Tea Party would lead the British Parliament to the pass the Intolerable Acts (1774) in which the port of Boston was shut down and the Massachusetts Assembly dissolved. The Intolerable Acts would further enrage Colonists to take action.

Pg. #3. Major Event of the American Revolution (Ride/Activity)

Design a ride or activity for the theme park that centers on a major event during the American Revolution(1775-1783). Focus on an event that you believe was significant in influencing colonists to push for independence. Please explain your ride/activity, you may include a picture or diagram. In one or two paragraphs explain the significance of this event. (You may select an event from the list below or choose another event).

Declaration of Independence - Battles: Lexington and Concord (1775) – Bunker Hill – Trenton – Saratoga
Kings Mountain – Cowpens – Yorktown – Treaty of Paris

Pg. #4. Major individual of the American Revolution (Ride/Activity)

Design a ride or activity that champions the efforts made by one individual who you feel had a major impact on the movement for American Independence. Please explain your ride/activity, you may include a picture or diagram. In one or two paragraphs explain the contributions this individual made to the Revolution. (You may select an individual from the list below or choose a different figure from the American Revolution)

Thomas Jefferson – Thomas Paine – James Madison – Alexander Hamilton – John Adams – Sam Adams -
Benjamin Franklin – George Washington - John Paul Jones – Frances Marion - General Horatio Gates –
Ethan Allen – Benedict Arnold - Marquis de Lafayette – Baron von Steuben – Nathanael Green – Admiral
Francois de Grasse – John Jay – Paul Revere – James Monroe – John Hancock – Patrick Henry – Richard
Henry Lee – Francis Lightfoot Lee – Benedict Arnold – Nathanael Green – John Jay – Henry Knox –
Benjamin Rush – Abigail Adams - Martha Washington – Deborah Sampson – Mercy Otis Warren

Pg #5. Vermont and the Revolution (Ride/Activity)

Design a ride or activity that champions the efforts made by one Vermonter or an event that happened in or near Vermont. Please explain your ride/activity, you may include a picture or diagram. In one -two paragraphs explain why this individual or event was significant to the American Revolution.

Battle of Hubbardton – Ethan Allen – Ira Allen – Seth Warner – Mt. Independence – Battle of Bennington
(actually in NY - Wallmoosac) - Valcour Island – Mt. Independence – Fort Ticonderoga –

Pg #6. Design a Souvenir, Create a Song, or make a map of your liberty theme park.

Please choose one of the three options described below(Souvenir, Song, Map).

Souvenir

Create or draw a Revolution souvenir that would be sold to tourists in your theme park store. Explain in one to two paragraphs why it would be popular. Souvenirs could be such things as replica guns, cannons, monuments, and figurines of important “Revolutionary” leaders.

or

Song

Write a song to play for visitors while they are on the grounds of your park. Your song must be twenty lines and focus on the American Revolution.

or

Map

Draw and label a map of your theme park. Include the rides you have developed and other possible rides, vending areas, restrooms etc.

Pg #7. In MLA format please include a work cited/bibliography page. You must have at least four sources.

Helpful websites

<http://www.historicvermont.org/sites/html/revwar.html> - General information on some of Vermont’s historic sites. Background information can be found on Valcour Island, Bennington Monument, Mt Independence, Battle of Hubbardton and much more.

<http://www.theamericanrevolution.org/> - General information about events and individuals from the American Revolution.

http://www.nps.gov/revwar/about_the_revolution/revolutionary_people.html - Some general biographies can be found on such figures at George Washington, Nathanael Green, and John Adams. This website it maintained by the U.S. Department of Interior - National Park Service.

<http://www.pbs.org/ktca/liberty/> - Some great information can be found at the website on some of the events and battles of the American Revolution. Click on the chronicles of the revolution tab or the perspectives on liberty tab to learn more about the revolution. The website is maintained by the public broadcasting service in support its Liberty video series.

<http://www.ushistory.org/march/people.htm> - Biographical information can be found on this website about many of the participants in the American Revolution.

Name:

American Revolution Theme Park Project Grading Sheet:

Requirements	1	2	3	4	Your Points
Content (50%)	Many of the requirements for the project were not met or explained accurately and with supporting details.	Some of the requirements for the project were met and explained accurately and with supporting details.	Most of the requirements for the project were met and explained accurately and with supporting details.	All of the requirements for the project were met and explained accurately and with supporting details.	
Class time (20%)	The student was not focused and did not use his/her class time wisely.	The student struggled to get focused and use class time wisely.	Most of the student's class time was used wisely.	Class time was used wisely and the student was focused on the assignment.	
Grammar, Clarity, and Bibliography (30%)	There were numerous grammatical and bibliography errors.	There were some grammatical and bibliography errors.	There were very few grammatical or bibliography errors.	There were no grammatical or bibliography errors.	
Teacher Comments:					Your Grade

10. Assessment and Standards

National History Standards:

Era 3: *Standard 1*

The causes of the American Revolution, the ideas and interests involved in forging the Revolutionary movement, and the reasons for the American Victory.

Standard 2

The impact of the American Revolution on politics, economy, and society.

Vermont Standards:

H&SS9-10:4

Locating relevant materials such as print, electronic, and human resources.
Applying criteria from the land to analyze the quality and quantity of and corroborate the information gathered.
Citing sources.

H&SS9-10:7

Developing and giving oral, written, or visual presentations for various audiences.

11. Resources see section #3.

12. Accommodations:

Extra time will be allowed on the project, special instruction, and other accommodations will be made in accordance with the individual education plans for students receiving support services.

13. Appendix: see pages 7-10.

14. Evaluation Reflection Paper - Seminar Impact:

The seminar has impacted my proposal in a myriad of ways. First, after visiting the Hubbardton Battle Field I wanted to make sure that I included a Vermont component to my project. As British General Burgoyne would lament, "Vermonters' were...the most active and most rebellious race on the continent" and that they were "hanging like a gathering storm" on his left (<http://www.historicvermont.org/hubbardton/>). Second, the seminar has helped reinforce my commitment in attempting to develop units and assignments that require students to be creative, challenged, and stress the importance of research and writing. Third, the seminar has allowed me to expand my general content knowledge on the American Revolution. A more detailed paper was submitted to my teacher support leader at the March 20, 2008 meeting.