

A historical map of South Carolina, showing the state's geographical features, including the Atlantic coast, major rivers like the Savannah, Edisto, and Ashley, and numerous counties and towns. The map is rendered in a dark blue and black color scheme. The title 'South Carolina Revolutionary Era Research' is overlaid on the top right of the map.

South Carolina Revolutionary Era Research

The Impact of the American Revolution on Slave Manumissions in South Carolina, 1760-1800

by
Dr. Larry D. Watson

SC 250
ANNIVERSARY
American Revolution

APPENDIX B

Lesson Plans

Fourth Grade

Title	Revolutionary Ideology and Its Impact
Lesson Author	Larry Watson
Grade Level	4
Lesson Length/Time	2 days
Overview	<p>Development and Sustainment of a State and Nation – The Development and Sustainment of a State and Nation theme encourages the study of national and state political identities and perspectives. National and state political identities and perspectives are based on the founding principles contained in documents such as the Declaration of Independence, the Constitution and the Federalist Papers. These perspectives serve as the basis of both debate and compromise over the course of the nation’s history.</p> <p>Interaction Among People – The Interaction Among People theme encourages the study of cultural interactions, economic development and societal differences, which resulted in distinct perspectives within the regions of both the United States and South Carolina. Over time, these exchanges have caused both unity and division.</p>
Theme(s)/Concept(s) <i>Which overarching course theme(s) will guide this lesson?</i>	<p><u>The New Nation (Standard 2):</u> Demonstrate an understanding of the identity of a new nation, including the state of South Carolina, between 1730-1800.</p> <p><u>Enduring Understanding:</u> Colonial revolt against British regulations and restrictions resulted in the creation of the United States as an independent nation comprised of individual states. Following the American Revolution, Americans developed a new form of government that both embodied and contradicted many of the ideals for which they had fought and unified the new nation.</p>

<p>Standard(s)</p> <p><i>What 2019 South Carolina Social Studies College- and Career-Ready Standards (SCSSCCR) are the focus for this lesson?</i></p>	<p>South Carolina Career and College Ready Standards:</p> <p>4.1.CX Contextualize the experience of Africans, Europeans and Native Americans in South Carolina. This indicator was developed to promote inquiry into how South Carolina developed as a result of the relationship among various ethnic, political and religious groups.</p> <p>4.2.CO Compare the roles of marginalized groups during the American Revolution. This indicator was designed to encourage inquiry into the economic, political and social roles of colonial groups, to include free and enslaved people of African descent, Native Americans and women, during the Revolutionary period.</p> <p>4.2.CC Explain the continuities and changes in natural rights as seen from the French and Indian War to the creation of the Bill of Rights. This indicator was developed to encourage inquiry into how Americans understood and enumerated natural rights from the period of salutary neglect through the American Revolution and into the first decade of the republic.</p>
<p>Deconstructed Skill(s)</p>	<p>Indicator:</p> <p>E: Identify, source and utilize different forms of evidence, including primary and secondary sources.</p> <p>Expression:</p> <p>To demonstrate their ability to use evidence in the study of history, students should:</p> <ul style="list-style-type: none"> • Distinguish the differences between primary and secondary sources. • Utilize primary and secondary sources to gather information and make connections. • Identify how point of view, bias and purpose allow for further understanding of a primary source. • Evaluate secondary sources for accuracy and validity.

<p>Lesson Purpose/Learning Objective(s) aligned to the 2019 SCSSCCR Standards</p> <p><i>What will the students know and be able to do by the end of this lesson?</i></p> <p><i>Are the Learning Objectives SMART?</i></p> <ul style="list-style-type: none"> • <i>Specific</i> • <i>Measurable</i> • <i>Attainable</i> • <i>Relevant</i> • <i>Timely</i> 	<p>By the end of the lesson, students will have:</p> <ol style="list-style-type: none"> 1. Activated their background knowledge of the ideological basis for the American Revolution by discussing key figures of the Enlightenment in Europe and the American colonies. 2. Assess motives and causes for the manumission of some enslaved people through the study of wills and legislative documents.
<p>Setting the Purpose and Activating Strategy</p> <p><i>How does the strategy grab students' attention and activate their learning?</i></p> <p><i>What will students do to make connections to prior knowledge?</i></p>	<p>Students will listen to a brief audio documentary on the coming of independence.</p> <p>Students will be divided into small group of 3-4 persons. Each group will list 2-3 Revolutionary concepts and discuss them among themselves. Students will read the petition of Massachusetts Negroes and discuss their impression of Revolutionary ideology.</p> <p>Each group will develop a list of concepts for sharing with the full class.</p>
<p>Instructional Sequence</p> <p><i>Describe the steps of the lesson including all required academic and classroom materials.</i></p> <p><i>Are the materials for this lesson age-appropriate? Do the materials explore a variety of perspectives?</i></p> <p><i>Does the rigor of the lesson meet the depth of the standards?</i></p> <p><i>How are the skills identified in the standard(s) being used in the lesson?</i></p> <p><i>Does the lesson allow for collaborative and/or independent practice?</i></p> <p><i>Are there formative assessment opportunities throughout the lesson?</i></p>	<p>1. Primary Source Analysis: Using distributed wills and/or legislative documents, students will identify the following:</p> <ul style="list-style-type: none"> • Names of the manumitters. • Occupation of the manumitters. • Names of the manumitted enslaved persons. • Age (or description of age) if given. • Gender of the manumitted. • Reason for manumission, if given. • Any information the students deem important to understanding the manumission process. <p>2. Peer Tutoring: Students should share their details with their partners and the class.</p>

	<p>3. Direct Instruction: Selected reading: The African American Odyssey. Darlene Clark Hine, William C. Hine, and Stanley Harrold.</p> <p>Section 4.2 The Declaration of Independence and African Americans</p> <p>Section 4.2.1 The Impact of the Enlightenment</p> <p>Section 4.2.2 African Americans in the Revolutionary Debate</p> <p>4. Primary Sources:</p> <ul style="list-style-type: none"> • SC Wills, 1760-1800. • “A Petition for Freedom,” Massachusetts Historical Society, Collections, 5th ser., Vol 3 (Boston, 1877), 436-437. • A Biography of America, Audiotape, Annenberg Media, Disc 1, Section 4-The Coming of Independence. • Incorporate some technology (PPT, Prezi, documentary clips, music, etc.). <p>5. Secondary Sources:</p> <ul style="list-style-type: none"> • Darlene Clark Hine, William C. Hine and Stanley Harrold, <i>The African American Odyssey</i> • Sestercentennial Comic Book. <p>6. Vocabulary and Key Concepts</p> <ul style="list-style-type: none"> • Ideology • Natural Rights • “Revolution” • Will • Manumission • Certificate of Freedom
<p>Differentiation and Extension</p> <p><i>How can the information gained from formative assessments throughout the lesson be used to differentiate and/or extend student learning?</i></p>	<p>Differentiation: Students can imagine how enslaved persons might view manumissions.</p> <p>Extension: Students can use information gained from class interaction to create a visual profile of the manumitter and the manumitted.</p>

<p>Assessment/Product</p> <p><i>What will students do, say, make or write to show evidence of their learning and demonstrate mastery?</i></p> <p><i>Does the rigor of the assessment or product match the depth of the content and skill in the standard(s)?</i></p>	<p>Each student will compile a list of 2-3 elements of Revolutionary ideology.</p> <p>Each student will identify the names and specific description of 4-5 manumitted persons.</p> <p>Each student will provide 2-3 reasons for the manumission of an enslaved person.</p> <p>These assignments will be used to assess the student's mastery of the use of evidence in the study of history.</p>
<p>Lesson Reflection/Closure</p> <p><i>Consider summarizing strategies that allow:</i></p> <ul style="list-style-type: none"> • <i>teachers to check for understanding to inform future instruction.</i> • <i>students to reflect on and organize their learning.</i> • <i>students to draw conclusions and make meaningful connections.</i> 	<p>Students will reflect on the overall nature of slavery and its effect on the enslaved and the enslaver.</p> <p>Students will reflect on the ideological contradiction of some Americans to own enslaved persons while wanting freedom from England.</p> <p>For follow-up closure, have students share their reflections to the full class.</p>
<p>Additional questions to consider when planning:</p> <ul style="list-style-type: none"> • Does the lesson incorporate historically significant individuals? • Does the lesson plan include student engagement opportunities? • Does the lesson provide opportunities for students to: <ul style="list-style-type: none"> » explore multiple perspectives? » authenticate and corroborate sources? » develop and answer their own or teacher-created inquiry questions? • Are there opportunities to enhance the lesson with a multidisciplinary approach? 	

Eighth Grade

Title	Revolutionary Ideology and Its Impact
Lesson Author	Larry Watson
Grade Level	8
Lesson Length/Time	2-3 days
Overview	Cultural Interactions – The Cultural Interactions theme encourages the study of how cultural exchanges have played a pivotal role in the foundation and shaping of society. These interactions have shaped the mosaic of South Carolina and the United States
Theme(s)/Concept(s) <i>Which overarching course theme(s) will guide this lesson?</i>	Revolution and Identity (Standard 2): Demonstrate an understanding of how South Carolinians and Americans created a revolutionary form of government during the period of 1757-1815. Enduring Understanding: Political and economic developments underscored how the colonists in British North America had become uniquely American, prompting the development of a new nation. Drawing on their experience under British rule, the founding generation created a government with shared powers between state and federal institutions.
Standard(s) <i>What 2019 South Carolina Social Studies College- and Career-Ready Standards (SCSSCCR) are the focus for this lesson?</i>	South Carolina Career and College Ready Standards: 8.2.CX Contextualize the roles of various groups of South Carolinians as the colonies moved toward becoming an independent nation. This indicator was developed to encourage inquiry into the motivations of colonists during the American Revolution and the progression of conflict and failed compromise that ultimately led to revolution. 8.2.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.

Grade 8 Historical Thinking Skills:

Development and Sustainment of a State and Nation – The Development and Sustainment of a State and Nation theme encourages the study of national and state political identities and perspectives. National and state political identities and perspectives are based on the founding principles contained in documents such as the Declaration of Independence, the Constitution and the Federalist Papers. These perspectives serve as the basis of both debate and compromise over the course of the nation’s history. Economic, Settlement and Territorial Expansions – The Economic, Settlement and Territorial Expansions theme encourages the study of changing economic, social and political ideas within the United States and South Carolina. These expansions led to controversy, compromise, extension of boundaries and the economic change from mercantilism to capitalism. Interaction Among People – The Interaction Among People theme encourages the study of cultural interactions, economic development and societal differences, which resulted in distinct perspectives within the regions of both the United States and South Carolina. Over time, these exchanges have caused both unity and division. Physical Geography and Natural Resources – The Physical Geography and Natural Resources theme encourages the study of the migration of humans to different regions and how geography influenced their way of life in a new place. As North America and South Carolina were settled, changes in economic, political, environmental, and societal conditions occurred over time and in different locations.

<p>Deconstructed Skill(s)</p>	<p>Indicator:</p> <p>E: Identify, source, and utilize different forms of evidence, including primary and secondary sources.</p> <p>Expression:</p> <p>To demonstrate their ability to use evidence in the study of history, students should:</p> <ul style="list-style-type: none"> • Distinguish the differences between primary and secondary sources. • Utilize primary and secondary sources to gather information and make connections. • Identify how point of view, bias, and purpose allow for further understanding of a primary source. • Evaluate secondary sources for accuracy and validity.
<p>Lesson Purpose/Learning Objective(s) aligned to the 2019 SCSSCCR Standards</p> <p><i>What will the students know and be able to do by the end of this lesson?</i></p> <p><i>Are the Learning Objectives SMART?</i></p> <ul style="list-style-type: none"> • <i>Specific</i> • <i>Measurable</i> • <i>Attainable</i> • <i>Relevant</i> • <i>Timely</i> 	<p>By the end of the lesson, students will have:</p> <ol style="list-style-type: none"> 1. Activated their background knowledge of the ideological basis for the American Revolution by discussing key figures of the Enlightenment in Europe and the American colonies. 2. Assess motives and causes for the manumission of some enslaved people through the study of wills and legislative documents.
<p>Setting the Purpose and Activating Strategy</p> <p><i>How does the strategy grab students' attention and activate their learning?</i></p> <p><i>What will students do to make connections to prior knowledge?</i></p>	<p>Students will listen to a brief audio documentary on the coming of independence.</p> <p>Students will be divided into small group of 3-4 persons. Each group will list 2-3 Revolutionary concepts and discuss them among themselves. Students will read the petition of Massachusetts Negroes and discuss their impression of Revolutionary ideology.</p> <p>Each group will develop a list of concepts for sharing with the full class.</p>

Instructional Sequence

Describe the steps of the lesson including all required academic and classroom materials.

Are the materials for this lesson age-appropriate? Do the materials explore a variety of perspectives?

Does the rigor of the lesson meet the depth of the standards?

How are the skills identified in the standard(s) being used in the lesson?

Does the lesson allow for collaborative and/or independent practice?

Are there formative assessment opportunities throughout the lesson?

1. Primary Source Analysis:

Using distributed wills and/or legislative documents, students will identify the following:

- Names of the manumitters.
- Occupation of the manumitters.
- Names of the manumitted enslaved persons.
- Age (or description of age) if given.
- Gender of the manumitted.
- Reason for manumission, if given.
- Any information the students deem important to understanding the manumission process.

2. Peer Tutoring:

Students should share their details with their partners and the class.

3. Direct Instruction:

Selected reading: **The African American Odyssey.**
Darlene Clark Hine, William C. Hine, and Stanley Harrold.

Section 4.2 The Declaration of Independence and African Americans

Section 4.2.1 The Impact of the Enlightenment

Section 4.2.2 African Americans in the Revolutionary Debate

Section 4.3 The Black Enlightenment

Section 4.4 African Americans in the War for Independence

Section 4.4.2 Black Patriots

Section 4.5.1 The Revolutionary Impact

Section 4.5.2 The Revolutionary Promise

	<p>4. Primary Sources:</p> <ul style="list-style-type: none"> • SC Wills, 1760-1800. • “A Petition for Freedom,” Massachusetts Historical Society, Collections, 5th ser., Vol 3 (Boston, 1877), 436-437. • A Biography of America, Audiotape, Annenberg Media, Disc 1, Section 4-The Coming of Independence. • Incorporate some technology (PPT, Prezi, documentary clips, music, etc.). <p>5. Secondary Sources:</p> <ul style="list-style-type: none"> • Darlene Clark Hine, William C. Hine and Stanley Harrold, <i>The African American Odyssey</i> • Quintana, Ryan, <i>Making A Slave State, Political Development in Early South Carolina.</i> • <i>Sestercentennial Comic Book.</i> • John Morant, <i>The Impact of the Great Awakening</i>, in Roy Finkenbine, <i>Sources of the African American Past</i>, 17-19 <p>6. Vocabulary and Key Concepts</p> <ul style="list-style-type: none"> • Ideology • Natural Rights • “Revolution” • Will • Manumission • Certificate of Freedom
<p>Differentiation and Extension</p> <p><i>How can the information gained from formative assessments throughout the lesson be used to differentiate and/or extend student learning?</i></p>	<p>Differentiation: Students can imagine how enslaved persons might view manumissions.</p> <p>Extension: Students can use information gained from class interaction to create a visual profile of the manumitter and the manumitted.</p>

<p>Assessment/Product</p> <p><i>What will students do, say, make, or write to show evidence of their learning and demonstrate mastery?</i></p> <p><i>Does the rigor of the assessment or product match the depth of the content and skill in the standard(s)?</i></p>	<p>Each student will compile a list of 4-5 elements of Revolutionary ideology and demonstrate an example of each.</p> <p>Each student will identify the names and specific description of 6-8 manumitted persons.</p> <p>Each student will provide 4-5 reasons for the manumission of an enslaved person.</p> <p>These assignments will be used to assess the student's mastery of the use of evidence in the study of history.</p>
<p>Lesson Reflection/Closure</p> <p><i>Consider summarizing strategies that allow:</i></p> <ul style="list-style-type: none"> • <i>teachers to check for understanding to inform future instruction.</i> • <i>students to reflect on and organize their learning.</i> • <i>students to draw conclusions and make meaningful connections.</i> 	<p>Students will reflect on the overall nature of slavery and its effect on the enslaved and the enslaver.</p> <p>Students will reflect on the ideological contradiction of some Americans to own enslaved persons while wanting freedom from England.</p> <p>For follow-up closure, have students share their reflections to the full class.</p>
<p>Additional questions to consider when planning:</p> <ul style="list-style-type: none"> • Does the lesson incorporate historically significant individuals? • Does the lesson plan include student engagement opportunities? • Does the lesson provide opportunities for students to: <ul style="list-style-type: none"> » explore multiple perspectives? » authenticate and corroborate sources? » develop and answer their own or teacher-created inquiry questions? • Are there opportunities to enhance the lesson with a multidisciplinary approach? 	

United States History and Constitution (Grades 9-12)

Title	
Lesson Author	Larry Watson
Grade Level	USHC
Lesson Length/Time	2-3 days
Overview	<p>American Culture and Identity – The American Culture and Identity theme encourages the study of various cultural groups, movements and the development of distinct ideologies, including American exceptionalism, throughout periods of American history. Additionally, cultural movements and political ideologies impacted national politics, foreign policies and societal development.</p> <p>Founding Principles and Political Institutions – The Founding Principles and Political Institutions theme encourages the study of core American political values and institutions, founding documents, essential political processes and constitutional debates. Founding South Carolina Social Studies College- and Career-Ready Standards Page 88 principles, expressed in seminal documents, served as the basis of unity, debates and compromises over time.</p> <p>Natural Rights and Social Development – The Natural Rights and Social Development theme encourages the study of fundamental American values such as inalienable human rights, social reform movements, social legislation and the relevant documents. American social values were shaped over time as evidenced in social reform and the resulting legislation. Initiatives undertaken in order to secure the rights and the blessings of liberty to disenfranchised groups will also be explored.</p>
<p>Theme(s)/Concept(s)</p> <p><i>Which overarching course theme(s) will guide this lesson?</i></p>	<p><u>Foundations of American Republicanism (Standard 1)</u></p> <p>Demonstrate an understanding of the influence of the Atlantic World on the regional and national development of republicanism and federalism from 1607–1815.</p>

	<p>Enduring Understanding:</p> <p>The economic attachment to the Atlantic nurtured the gradual cultural separation of the British North American colonies from the rest of the British Empire in the 17th century. The North American colonies united politically during the late 18th century and this ultimately resulted in a proud American Republic which utilized Enlightenment ideals to realize a complete constitutional revolution by 1815.</p>
<p>Standard(s)</p> <p><i>What 2019 South Carolina Social Studies College- and Career-Ready Standards (SCSSCCR) are the focus for this lesson?</i></p>	<p>USHC.1.CX Contextualize significant republican developments within North America related to its connection to the Atlantic World.</p> <p>This indicator was developed to encourage inquiry into events in North America and Europe that sparked ideas of republicanism in the British colonies. This indicator was developed to encourage inquiry into how republican ideals helped some citizens, though marginalized groups still sought better opportunities and treatment.</p> <p>USHC.1.E Utilize primary and secondary sources to investigate the impact of the Atlantic influence in the regional and national development of Republicanism and Federalism.</p>
<p>Deconstructed Skill(s)</p>	<p>Indicator:</p> <p>Identify, interpret and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.</p> <p>Expression:</p> <p>To demonstrate their ability to use evidence in the study of history, students should:</p> <ul style="list-style-type: none"> • Use historical thinking skills to weigh primary sources and identify point of view, including the effect of the author’s position, group affiliation or specific beliefs. • Discern similarities and differences among multiple points of view. • Utilize multiple points of view to construct a historical argument.

<p>Lesson Purpose/Learning Objective(s) aligned to the 2019 SCSSCCR Standards</p> <p><i>What will the students know and be able to do by the end of this lesson?</i></p> <p><i>Are the Learning Objectives SMART?</i></p> <ul style="list-style-type: none"> • <i>Specific</i> • <i>Measurable</i> • <i>Attainable</i> • <i>Relevant</i> • <i>Timely</i> 	<p>By the end of the lesson, students will have:</p> <ol style="list-style-type: none"> 1. Activated their background knowledge of the ideological basis for the American Revolution by discussing key figures of the Enlightenment in Europe and the American colonies. 2. Assess motives and causes for the manumission of some enslaved people through the study of wills and legislative documents.
<p>Setting the Purpose and Activating Strategy</p> <p><i>How does the strategy grab students' attention and activate their learning?</i></p> <p><i>What will students do to make connections to prior knowledge?</i></p>	<p>This lesson should be activated by drawing upon students' prior knowledge from Grades 4, Standard 2 and Grade 6, Standard 4, Indicator 6.4.CO. Compare the political revolutions which resulted from the Enlightenment This indicator was developed to encourage inquiry into how the expansion of individual rights led to a period of political revolutions around the world from 1760–1820.</p> <p>The teacher should re-introduce students to the ideas of the Enlightenment, i. e. natural rights of man, right to self-government, pursuit of happiness, right to freedom, etc. The following activator questions might be posed:</p> <ol style="list-style-type: none"> 1. “Do you see any contradictions between Americans wanting freedom from England, yet denying freedom to their enslaved people?” 2. “What reason might a slaveowner give for freeing any of his enslaved persons?” <p>Students will listen to a brief audio documentary on the coming of independence.</p> <ol style="list-style-type: none"> 3. What conditions did free African Americans encounter in South Carolina's slave society? <p>Students will be divided into small groups of 3-4 persons. Each group will list 5-6 revolutionary concepts and discuss them among themselves. Students will read the petitions of African Americans from the Revolutionary era and discuss their impression of Revolutionary ideology.</p> <p>Each group will develop a list of concepts for sharing with the full class.</p>

Instructional Sequence

Describe the steps of the lesson including all required academic and classroom materials.

Are the materials for this lesson age-appropriate? Do the materials explore a variety of perspectives?

Does the rigor of the lesson meet the depth of the standards?

How are the skills identified in the standard(s) being used in the lesson?

Does the lesson allow for collaborative and/or independent practice?

Are there formative assessment opportunities throughout the lesson?

1. Primary Source Analysis:

Using distributed wills and/or legislative documents, students will identify the following:

- Names of the manumitters.
- Occupation of the manumitters.
- Names of the manumitted enslaved persons.
- Age (or description of age) if given.
- Gender of the manumitted.
- Reason for manumission, if given.
- Any information the students deem important to understanding the manumission process.

2. Peer Tutoring:

Students should share their details with their partners and the class.

3. Direct Instruction:

Selected reading: **The African American Odyssey.**
Darlene Clark Hine, William C. Hine and Stanley Harrold.

Section 4.2 The Declaration of Independence and African Americans

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Section 4.3 The Black Enlightenment

Section 4.4 African Americans in the War for Independence

Section 4.4.2 Black Patriots

Section 4.5.1 The Revolutionary Impact

Section 4.5.2 The Revolutionary Promise

	<p>4. Primary Sources:</p> <ul style="list-style-type: none"> • SC Wills, 1760-1800. • “A Petition for Freedom,” Massachusetts Historical Society, Collections, 5th ser., Vol 3 (Boston, 1877), 436-437. • A Biography of America, Audiotape, Annenberg Media, Disc 1, Section 4-The Coming of Independence. • Incorporate some technology (PPT, Prezi, documentary clips, music, etc.). <p>5. Secondary Sources:</p> <ul style="list-style-type: none"> • Darlene Clark Hine, William C. Hine and Stanley Harrold, <i>The African American Odyssey</i> • Quintana, Ryan, <i>Making A Slave State, Political Development in Early South Carolina.</i> • Sestercentennial Comic Book. • John Morant, <i>The Impact of the Great Awakening</i>, in Roy Finkenbine, <i>Sources of the African American Past</i>, 17-19 <p>6. Vocabulary and Key Concepts</p> <ul style="list-style-type: none"> • Ideology • Natural Rights • “Revolution” • Will • Probate • Manumission • Certificate of Freedom • Capitation Tax
<p>Differentiation and Extension</p> <p><i>How can the information gained from formative assessments throughout the lesson be used to differentiate and/or extend student learning?</i></p>	<p>Differentiation: Students can imagine how enslaved persons might view manumissions.</p> <p>Extension: Students can use information gained from class interaction to create a visual profile of the manumitter and the manumitted.</p>

	<p>Differentiation: Students can inquire into why certain enslaved persons were freed and others were not.</p> <p>Extension: Students can raise questions about how newly manumitted slaves might have survived as free people.</p>
<p>Assessment/Product</p> <p><i>What will students do, say, make, or write to show evidence of their learning and demonstrate mastery?</i></p> <p><i>Does the rigor of the assessment or product match the depth of the content and skill in the standard(s)?</i></p>	<p>Each student will compile a list of 4-5 elements of Revolutionary ideology and demonstrate an example of each.</p> <p>Each student will identify the names and specific description of 4-5 manumitted persons.</p> <p>Each student will provide 2-3 reasons for the manumission of an enslaved person.</p> <p>These assignments will be used to assess the student's mastery of the use of evidence in the study of history.</p> <p>Students will compile a list of African Americans who fought on the American Patriots' side.</p> <p>Students will write a short essay (30-50 words) discussing one (1) element of Revolutionary ideology.</p> <p>Students will provide a written description of 5 manumitted slaves. The teacher will ensure that distributed primary sources provide enough details to respond to this question.</p>
<p>Lesson Reflection/Closure</p> <p><i>Consider summarizing strategies that allow:</i></p> <ul style="list-style-type: none"> • <i>teachers to check for understanding to inform future instruction.</i> • <i>students to reflect on and organize their learning.</i> • <i>students to draw conclusions and make meaningful connections.</i> 	<p>Students will reflect on the overall nature of slavery and its effect on the enslaved and the enslaver.</p> <p>Students will reflect on the ideological contradiction of some Americans to own enslaved persons while wanting freedom from England.</p> <p>For follow up closure, have students share their reflection to the full class.</p> <p>Students will reflect on the experience of manumitted and non-manumitted slaves in Revolutionary South Carolina. How did they differ? How were they similar? What was the gender/age makeup of manumitted slaves?</p> <p>For follow up closure, have students share their reflection on the question listed above.</p>

Additional questions to consider when planning:

- Does the lesson incorporate historically significant individuals?
- Does the lesson plan include student engagement opportunities?
- Does the lesson provide opportunities for students to:
 - » explore multiple perspectives?
 - » authenticate and corroborate sources?
 - » develop and answer their own or teacher-created inquiry questions?
- Are there opportunities to enhance the lesson with a multidisciplinary approach? Given their value, why would a slaveowner free his or her slave(s)?
- Did Enlightenment ideology affect decision making relative to manumission?
- Did manumitters provide for their manumitted slaves?
- What form(s) did this provision take?
- Does the use of wills and other primary sources facilitate depth of understanding relative to manumission?