

“Next Verse” American Revolution

Objective:

In this extension activity, students learn to analyze primary sources, and to use them to create the “next verse” of my song. This project begins the scaffolding of skills necessary to complete the final project. We begin by transitioning from the end of the Revolutionary Period to the ratification of *The Constitution*.

Materials:

- College Board AP PARTS Primary Source Analysis Handout
- Primary Source Packet containing (5) documents
- “American Revolution” original song w/ lyrics sheet
- *United States History: Preparing for the Advanced Placement Examination*, (83-100)

The Lesson:

- In preparation for this lesson, students will have read the assigned pages from your textbook regarding the steps leading to the ratification of the United States *Constitution*.
- As a class, stand and sing along as I perform “American Revolution” with the multimedia presentation—lyrics and primary sources—scrolling on the whiteboard
- In groups of (5), each group member analyzes (1) of the (5) primary sources—dealing with the time period from 1783 - 1788, from the *Treaty of Paris* through the ratification of *The Constitution*—provided by Mr. Wolff, and will use them to complete the **AP PARTS Primary Source Analysis Worksheet** (see student sample).
- Choose (1) group member to be the **Group Leader**, who will submit (3) components.
 - Group leader’s individual “Next Verse” AP PARTS Primary Source Analysis Worksheet
 - Group’s **Brainstorm Potential Lyrics List** (see student sample)
 - Group’s **“Next Verse” Final Lyrics** (see student sample)
- Using information gleaned from the primary sources, all group members will work together to brainstorm a list of concepts, ideas, names, places, etc., which can be used to compose your “next verse.”
- Using the same melody and verse structure as the song “American Revolution,” craft your next verse.
- Format for your “Next Verse”:
 - Following is the final verse of the American Revolution song; emulate this stanza as your group writes its (3) assigned stanzas:
 - *And when they surrendered their armies at Yorktown/
Those shots heard ‘round the world turned the world upside-down/
And the Treaty of Paris gave the new United States/
Land west to the Mississippi and up north to the Great Lakes.*
- Groups will create at least (3) four-line stanzas (12 lines total).
- Groups will present their songs in class; groups may either videotape themselves singing, or perform lives in class.

Note to Teachers: The (3) “next verses” created by students may discuss:

- The impact geographic boundaries created by the Treaty of Paris had on the newly independent colonies
- The impact geographic boundaries had on Westward Expansion and Native American relations
- The effectiveness of government under the Articles of Confederation
- Events or circumstances leading to the genesis of the U.S. Constitution

“Next Verse” Group Project Rubric—(1) Quiz Grade

Task Graded:	Exemplary 4 Points	Adequate 3 Points	Minimal: 2 Points	Attempted: 1 Point	Points Rec'd:
	—Has <i>excelled</i> in all aspects of this project: Primary Sources: —Mastery of document analysis Historical Fact List: —Abundant quantity and accuracy of historical facts, with in-depth context “Next Verse” Lyrics —Superior format and historical significance	—Has done <i>good</i> work in all aspects of this project: Primary Sources: —Accurate analysis of documents Historical Fact List: —Several historical facts, and has included relevant context “Next Verse” Lyrics —Good format and overall historical significance	—Has done <i>some</i> work on this project: Primary Sources: —Minimal analysis of documents Historical Fact List: —Some historical facts, and some relevant context “Next Verse” Lyrics: —Loose format / some historical significance	— <i>Little to no</i> work on all aspects of this project:	
AP PARTS Primary Source Analysis Handout	4	3	2	1	
Brainstorm Fact List	4	3	2	1	
(3) “Next Verses” Written by Group	4	3	2	1	
Total Points and Comments:					Total Points: _____ / 12

The Sources:

Jefferson, Thomas. “Letter to James Madison.” 20 December 1787. Print. *Teaching American History.org*. 26 October 2010.
<http://teachingamericanhistory.org/library/index.asp?document=306>

Madison, James. “The Utility of the Union As a Safeguard Against Domestic Faction and Insurrection.” *Daily Advertiser. The Federalist No. 10*. 22 November 1787. Letter. *Constitution.org*. Web. 10 October 2010.
<http://www.constitution.org/fed/federa10.htm>

Minghoma of Christhauthra, et al. “We Are Told That the Americans Have 13 Councils Compos’d of Chiefs and Warriors: The Chickasaws Send a Message of Conciliation to Congress.” 28 July 1783. Letter. *History Matters: The U.S. Survey Course on the Web*. Web. 3 December 2010. <http://historymatters.gmu.edu/d/7441/>.

Shays, Daniel. “Daniel Shays to the Selectmen of South Hadley to Stand Ready.” Letter. *Hampshire Gazette*. 15 November 1786. *Springfield Technical Community College*. Web. 29 November 2010.
http://shaysrebellion.stcc.edu/shaysapp/artifact.do?shortName=gazette_ds15nov86

United States Congress. “The Northwest Ordinance of 1787: An Ordinance for Ascertaining the Mode of Deploying of Lands in the Western Territory.” 1787. Print. *Library of Congress: American Memory*. Web. 11 October 2010. <http://memory.loc.gov/cgi-bin/ampage?collId=bdsdcc&fileName=13201/bdsdcc13201.db&recNum=0&itemLink=r?ammem/bdsdcc:@field%28DOCID+@lit%28bdsdcc13201%29%29%23132010001&linkText=1>

NOTE: This lesson plan was designed around the song “American Revolution,” but could be easily modified to use any of the songs found on SingingHistory.com.