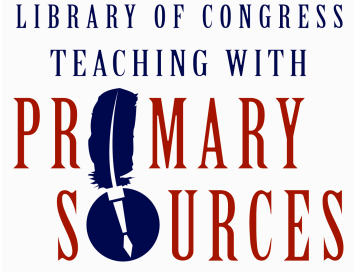


## Annotated Resource Set (ARS)

Content Theme:	Challenges of a New Nation	
Developed by:	Debbie Cline	
Contextual Paragraph for Resource Set: This is a resource set that addresses the fifth standard of the 8 <sup>th</sup> grade U.S. History I, Utah state core curriculum. The lessons are specific to the fourth objective and indicator (d) Explain the effect the Revolution had on people.; e.g., Native American Indians, slaves, European immigrants. This primary resource set will lead students to understand who was affected by the American Revolution and the impact on their daily lives.		

# Resource Set

Foreigner helped after the Revolution	Not how we did it at Lexington	Oration of The American Negro	Impact on Europeans	Savages let Loose	Native American Republican
		<p style="text-align: center;">ORATION — THE AMERICAN NEGRO, FROM 1776 TO 1876.</p> <p>MR. FARRIS, LADIES, AND GENTLEMEN— The nation, hitherto, after a march of a hundred years, to march to England, to secure its progress. All that was mortal has gone down into the tomb of the past. But the names of history has passed with justice, the unfolding face of the fathers, and credited to their children all that is worthy of emulation. We receive the nobly nobly manhood with historic man—man—man that shall ever be associated with all that is noble and enduring in our American institutions. The deeds of patriotism; the acts of high duty; the untiring devotion to the truth, and the integrity honestly and openly these men—men that they assembled in a rich legacy to every loyal heart that beats upon the continent. It is interesting to us and invaluable to the generation that shall soon stand where we stand.</p> <p style="text-align: center;">"O! illustrious men of your country, With us by your side and your name, Be with us in the coming year, To meet and mark the coming year."</p> <p>We listen with eager attention to the men who shared the public incident to the founding of our government. We follow with reverence the path of the past and historian who have only and received the heritage of the future of '76. We trace in the cold marble the sublime ideas that</p>			
<p><a href="http://www.loc.gov/pictures/item/cai1996002090/PP/">http://www.loc.gov/pictures/item/cai1996002090/PP/</a></p>	<p><a href="http://www.loc.gov/pictures/collection/acd/item/acd1996006364/PP/">http://www.loc.gov/pictures/collection/acd/item/acd1996006364/PP/</a></p>	<p><a href="http://dbs.ohiohistory.org/africanam/page.cfm?ID=803&amp;Current=P02">http://dbs.ohiohistory.org/africanam/page.cfm?ID=803&amp;Current=P02</a></p>	<p><a href="http://www.loc.gov/pictures/collection/cpbr/item/2004676762/">http://www.loc.gov/pictures/collection/cpbr/item/2004676762/</a></p>	<p><a href="http://www.loc.gov/pictures/collection/cpbr/item/97515386/">http://www.loc.gov/pictures/collection/cpbr/item/97515386/</a></p>	<p><a href="http://www.loc.gov/pictures/item/2003690760/">http://www.loc.gov/pictures/item/2003690760/</a></p>

Notes/Comments: You may need students to explore further sites to gain a better overview of the impact on all people. A great book to enhance this lesson is Everybody's Revolution by Thomas Fleming.

## Annotations

Grade Level	Curriculum Connections	Curriculum Standards	Learning Objectives		Suggested Learning Strategies	Suggested Assessment Strategies	Links to Other Resources
			Content Objectives	Thinking Objectives			
8 <sup>th</sup>	Social Studies	<p>Standard V: Students will understand the significance of the American Revolution in the development of the United States.</p> <p>Enduring Understanding: The American Revolution contributed to the development of the United State and was a unique model for change.</p>	What was the immediate effect of the American Revolution on life in the United States?	What effect did the American Revolution have on people? (Native American Indian, slaves, women, European Immigrants)	<p>-Analyze the primary sources by using the appropriate NARA worksheet.</p> <p>-Have each student choose one of the groups to research after analyzing the resource connection from the kit.</p> <p>-Immigrant groups</p> <p>-African-Americans</p> <p>-Women</p> <p>-Native Americans</p> <p>-Europeans</p>	-Conduct a Fishbowl discussion with each one of the groups represented in the center to convince others that their group was impacted the most.	<p><a href="http://www.loc.gov">www.loc.gov</a></p> <p><a href="http://www.nara.gov">www.nara.gov</a></p> <p><a href="http://www.readingquest.org/">http://www.readingquest.org/</a></p> <p><a href="http://history.state.gov/milestones">http://history.state.gov/milestones</a></p> <p>Analysis Worksheets:</p> <p><a href="http://www.archives.gov/education/lessons/worksheets/index.html">http://www.archives.gov/education/lessons/worksheets/index.html</a></p> <p><a href="http://www.americanrhetoric.com/speechbankm-r.htm">http://www.americanrhetoric.com/speechbankm-r.htm</a></p>