

TEACHING AMERICAN HISTORY PROJECT
**Historical Fiction Writing: Connecticut's African and Native
Americans in the American Revolution**
Created by Sean Gilligan (Windham High School)

Grade - High School Level

Length of class period –60 minutes

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)
What was life like for African and Native Americans during the American Revolution?
How did Connecticut's African and Native Americans contribute to the Patriot cause in the American Revolution?

Objectives (What content and skills do you expect students to learn from this lesson?)
Students will create a product of historical fiction from historical information they have learned.
Students will demonstrate the contributions of Connecticut's African and Native Americans to the Patriot cause in the American Revolution.

Materials (What primary sources or local resources are the basis for this lesson? – (please attach)

Connecticut's African and Native American Revolutionary War Enlistments: 1775-1783, published by the Mashantucket Pequot Museum and Research Center (Jason R. Mancini and David J. Naumec). This book can be purchased at the Mashantucket Pequot Museum and Research Center for 20 dollars.

Activities (What will you and your students do during the lesson to promote learning?)
By the time of this lesson, students have done a variety of activities and learned a variety of content in an American Revolution unit. In this unit, it is recommended that African and Native American participation as Patriots and Loyalists is covered. It is also recommended that the 2000 film *The Crossing* is shown to illustrate life for a soldier during the war.

In this activity, students will pick the name of an actual African or Native American from Connecticut who served as a soldier in the Patriot cause during the American Revolution and write a story portraying that individual. These names can be obtained from the book *Connecticut's African and Native American Revolutionary War Enlistments: 1775-1783*. Information in the book includes the individual's name, regiment, company, town of residence, years of service, and military service details. There are many names from local eastern Connecticut towns such as Windham (ex: John Leathercoat), Norwich (ex: Jonathan Occum), Lebanon (ex: Joshua Franck), Plainfield (ex: Cuggo), Killingly (ex: Cato Hunt), etc.

Instructions for writing this five paragraph story are shared with the students. Students will first fill out a planning sheet for the story. After the planning sheet is filled out, students can write the story. One class period should be devoted to instructions and completing the planning sheet. A second class period needs to be devoted to writing the story.

How will you assess what student learned during this lesson?

Story planning sheets are checked by the teacher to make sure that students are responding to the specific prompts in the paragraphs.

The story is the final assessment and an assessment list is included with the story instructions.

Connecticut Framework Performance Standards –
Content Standard 2: Local, United States, and World History

Students will use historical thinking skills to develop an understanding of the major historical periods, issues, and trends in United States history, world history, and Connecticut and local history.

-demonstrate an understanding of major events and trends in world history, United States and local history from all periods and from all the regions of the world.