

Mecklenburg Chapter DAR

“A Visit from William R. Davie”

Overview:

Students will examine and explain the impact of major events and the contributions of William R. Davie on North Carolina’s early history. Students will observe a short film and complete activities that examine William R. Davie’s influence on North Carolina’s history. Students will then research notable North and South Carolinians who influenced economic, political, and historical change in North Carolina History. Students will demonstrate their understanding of how individuals can affect history by creating a history museum project or personal journal.

Grade

8

Standard 8.CG.1: Analyze how democratic principles have influenced the government structure and policies of North Carolina and the nation. Understand the factors that contribute to change and continuity in North Carolina and the United States.

8. CG.1.1 Summarize democratic ideals expressed in local, state and national government.

8. CG.2.1 Explain the access to democratic rights and freedoms of various groups in North Carolina and the nation.

Standard 8.H.1, 8.H. 2

Apply historical thinking to understand the creation and development of North Carolina and the United States. Understand the ways in which conflict, compromise, and negotiation have shaped North Carolina and United States.

8. H.1.4. Use historical inquiry to evaluate the validity of sources uses to construct historical narratives and gather data from a variety of sources and evaluate and interpret data with historical evidence.

8. H.2.2. Summarize how leadership and citizen actions influenced the outcome of key conflicts in North Carolina and the United States.

Materials

Power Point

DAR video “A Visit from William R. Davie” <https://www.youtube.com/watch?v=Asy2zfd0XhY>

Handout A on William R. Davie

NC Museum of History video: https://www.youtube.com/watch?v=np_YwRqiXoA

Additional websites for resources and primary and secondary sources:

<https://billofrightsinstitute.org/constitution-day-round-1-small-states-v-large-states/>

<https://www.archives.gov/founding-docs/founding-fathers-north-carolina>

Essential Questions:

- What role did William R. Davie play in North Carolina State’s history?
- What type of government was created at the Constitutional Convention?
- Why did North Carolina wait to ratify the Constitution?

Duration

1 class period for instruction component, project will take several time periods.

Student Preparation

Students should have a basic understanding of the pre-Revolutionary tensions between the British and colonists as well as the causes of the Revolutionary War.

Lesson North Carolina and its role in the Revolution

1. As a warm-up ask students to share what they already know about the Revolutionary War? Have them write down three things they know about the war and three things they know about the Constitution.
Show the NC Museum of History film and then ask the students to write down two things they learned from watching the film.
2. Ask students if they have ever heard of the Battle of Charlotte or William R. Davie. Tell them that during the Revolutionary War, many local Charlotteans played a pivotal role in the war of independence. Remind students that the war divided neighbors and families. Loyalists were people who wanted to remain British and supported the British and the Patriots were colonists who wanted their independence from British rule. During the Revolutionary War the city of Charlotte was known as being a rebellious county and hostile towards British rule.
Give the students the video guide from the DAR “A Visit with William R. Davie”
3. Stop the video from time to time and give students the opportunity to complete the video guide.
HANDOUT A

Active Civic Participation

4. Assume the role of an active colonial citizen living in either Charlottetown or Halifax and write a letter to your local newspaper or to a relative in which you express your personal feelings about independence or the Battle of Charlotte and its implications.

or

Create an ad that promotes the need for a bill of rights before North Carolina ratifies the Constitution?

- The ad should contain reasons why a bill of rights is necessary
- Should be creative
- Should contain accurate facts

or

Group Project: Students will work in groups of three: Groups will put together an exhibit for a Classroom Museum. Choose 2 important people, 2 important events, and 2 important issues or ideas from the Colonial/ Revolutionary War period of history. HANDOUT B

Requirements for Display: Tri-Fold Boards

- Must include 2 people, 2 events, and issues
- Include the contributions and significance to history that each identity illustrates

Groups can add artwork, drawings, photographs, music or tactile objects to enhance their exhibit. (Students will need time to bring items from home to complete the project in class)

Work on the research portion of the project will be done at home/outside of class. Allow for time to put the poster board together. After students have completed the project board set them up around the room and invite the Principal, and Assistant Principal to come and visit your “Museum”. Have students stand by their project board and present their information to the “Visitor” and talk about their findings.

Scene I: Who is William R. Davie?



1. Which state ratified the Constitution last?
 a. Rhode Island b. Virginia c. North Carolina d. Georgia

2. What was William R. Davie’s profession before serving as a colonel in the Revolutionary Army?
 a. Doctor b. Lawyer d. Minister e. Farmer

3. What did he do after the war? _____

4. What was Col. Davie’s lasting contribution to North Carolina? _____
 _____.

5. What year was UNC- Chapel Hill chartered _____ and when did it open? _____.

Colonel Davie was appointed as a delegate to the Constitutional Convention in Philadelphia.

6. What is Colonel Davie most proud of? _____
 _____.

7. In 1799, Col. Davie served one year as Governor and then left to serve as a minister for President John Adams where he negotiated a treaty with _____.

Scene II: The Battle of Charlotte

8. In 1780, the British are marching towards Charlotte. Where are they coming from?
 a. Georgia b. Virginia c. Pennsylvania

9. The American forces were outnumbered 10-1, how many soldiers fought the British at the corner of Trade and Tryon Streets? _____.

10. General Cornwallis’ forces eventually prevail and take Charlotte. Do you think that the American forces made a difference? _____ Why or why not? _____

Scene III: The Constitutional Convention

11. Why did North Carolina not ratify the Constitution when it was sent back to the General Assembly?
 _____.

1. What was the difference between the Federalists and the Anti-Federalists?
 - a. Federalists thought a bill of rights was essential to protecting individual rights and Anti-Federalists thought the Constitution was perfect as it was written.
 - b. Anti-Federalists wanted a bill of rights to protect individual rights and Federalists thought the Constitution was perfect as it was written.

2. What kind of government did the Constitutional Convention create?
 - a. A monarchy
 - b. A Republic
 - c. A Democracy

3. How was the problem of representation resolved at the Convention? _____

4. What does "Tyranny of the Majority" mean? _____

"A bill of rights is what the people are entitled to against every government on earth."

Thomas Jefferson

"Mr. President, I confess that there are several parts of this Constitution which I do not at present approve, but... the older I grow, the more apt I am to doubt my own judgement, to pay more respect to the judgement of others... In the sentiments, Sir, I agree to this Constitution with all its faults..."

Benjamin Franklin

Group Project

Essential Standard

Apply historical thinking to understand the creation and development of the United States. Analyze how democratic ideals shaped government in the United States.

Students will work in groups of three: Groups will put together an exhibit for a Classroom Museum. Choose 2 important people, 2 important events, and 2 important issues or ideas from the Colonial/ Revolutionary War period of history.

Requirements for Display: Tri-Fold Boards

- Must include 2 people, 2 events, and/or 2 issues
- Include the contributions and significance to history that each identity illustrates
- Include Works Cited page of sources of information, pictures, and all copyright sources.

Groups can add artwork, drawings, photographs, music or tactile objects to enhance their exhibit. (Students will need time to bring items from home to complete the project in class)

- For high school students: Create an original artifact. Students will actively present their project to the audience in talking points about their topic.
- Essay: Write an essay to describe how their subjects changed, shaped, or influenced American Society. Double space, 12 Font. Students must submit a Works Cited page for their part of the project. No Wikipedia sites.

Work on the research portion of the project will be done at home/outside of class. Allow for time to put the poster board together. After students have completed the project board set them up around the room and invite the Principal, and Assistant Principal to come and visit your “Museum”.

Have students stand by their project board and present their information to the “Visitor” and talk about their findings. Specifically, students show summarize, and analyze how leadership and citizen action influenced the outcome of key events or conflicts in the United States. Explain the impact of economic, political, social, and military conflicts on the development of the United States.

Note: This project can be paired down for 5th graders or increased in rigor for high schoolers.

<https://www.nyhistory.org/sites/default/files/newfiles/cwh-curriculum/Module%202/Life%20Stories/Nancy%20Ward%20Life%20Story.pdf>

https://www.nps.gov/revwar/about_the_revolution/capsule_history.html

Topics for Project

Abigail Adams
John Adams
Forts
Samuel Adams
Ethan Allen
Crispus Attucks *
Penelope Barker and the Edenton Tea Party
Wentworth Cheswell *
William Davidson
William R. Davie
Marquis de Lafayette
John Dickenson
Benjamin Franklin
Nathaniel Greene
King Haigler ***
Nathan Hale
Prince Hall *
Alexander Hamilton
Mary Ludwig Hays (Molly Pitcher)
Patrick Henry
Joseph Hews
William Hooper
John Paul Jones
Willie Jones
James Lafayette *
Boston King **
Francis Marion
Daniel Morgan
Salem Poor *
Cherokee Native Americans
Catawba Native Americans
Peter Salem *
Haym Salomon
Nancy Ward ***
Mercy Otis Warren
Phyllis Wheatley *

Battles of the Revolution
American vs British

*Denotes African Americans who fought with Patriots

** Denotes African Americans who fought with the British

*** Native Americans

Rubric

Criteria	Exemplary (4)	Proficient (3)	Marginal (2)	Unacceptable (1)
CONTENT	Even, balanced information clearly and effectively supports a central purpose or thesis and displays a thoughtful, in-depth analysis of a sufficiently limited topic. Reader gains insight into the topic.	Information provides firm support for thesis and displays evidence of a basic analysis of a sufficiently limited topic. Reader gains some insights into the topic.	Information supports thesis at times. Analysis is basic or general. Reader gains few insights.	Paper does not successfully identify thesis. Analysis is vague or not evident. Reader is confused or may be misinformed.
ORGANIZATION	The ideas are arranged logically to support the thesis. They flow smoothly from one to another and are clearly linked to each other. Reader can follow line of reasoning.	The ideas are arranged logically to support the thesis. They are usually clearly linked to each other. For the most part, reader can follow line of reasoning.	The writing is not arranged logically. Frequently, ideas fail to make sense together. Reader can figure out what writer probably intends but may not be motivated to do so	The writing lacks any semblance of logical organization. The reader cannot identify a line of reasoning and loses interest.
PURPOSE	The writer's purpose is readily apparent to the reader.	The writing has a firm purpose, but may occasionally digress from the purpose.	The purpose is not always clear.	The purpose is generally unclear.
USE OF INFLUENCE	Compelling evidence is given to support claims and attribution is clear and fairly represented.	References to support claims are generally present.	Although occasional references are provided, the writer over relies on unsubstantiated statements. The reader is confused about the source of the ideas.	References are not cited to support claims.
CREATIVITY	Well laid out graphics, artwork, and artifacts. The project is well designed and does an outstanding job	Graphics and artwork are satisfactorily laid out. The project does a good job illustrating the ideas and themes of the content	Graphics and artwork are laid out in haphazard and disorganized manner. The project is confusing and has gaps in the	No graphics, artwork or artifacts are evident in the presented project.

	illustrating the ideas and themes of the content presented.	presented.	ideas and themes of the content presented.	
TONE	The tone is consistently professional and appropriate for the audience and for the purpose (e.g., letter, memo, proposal, application, research summary, report, scholarly communication).	The tone is generally professional. In general, it is appropriate for the audience and purpose.	The tone is not consistently professional or appropriate for the audience and purpose.	The tone is not professional. It is inappropriate for the audience and purpose.
GRAMMAR SPELLING	The writing is free or almost free of errors.	There are occasional violations in the writing, but they don't represent a major distraction or obscure the meaning.	The writing has numerous errors, and the reader is distracted by them.	Errors are so numerous that they obscure the meaning of the passage. The reader is confused and stops reading.

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