



2023 Historical Research Projects Using National History Day Georgia Primary Source Classroom Activity	
Created By	Sharon Lukiri Sandy Creek High School
Title of Activity	The Spotlight on Georgia History
Overview	This activity allows students to explore the New Georgia Encyclopedia and Georgia Historical Society on topics related to the American Revolution in the State of Georgia.
Essential or Investigative Question	What impact did Georgians have on the American Revolution?
Audience	<p>This activity is best suited for educators of the following grade levels:</p> <ul style="list-style-type: none"> • Grades 6-8 • Grades 9-12 <p>This activity is best suited for educators of the following content areas:</p> <ul style="list-style-type: none"> • US History • Georgia Studies/History • Government/Civics • English Language Arts
Time Required	<p>TOTAL Time: 2 Hours 30 minutes</p> <ul style="list-style-type: none"> • 30 minutes dedicated to reading. • 30 minutes dedicated to instruction on five-paragraph essay and thesis. • 90 minutes dedicated to writing.
Goals	<ul style="list-style-type: none"> • Students will gather information on famous Georgians. • Students will cite a minimum of six primary sources using online databases. • Students will write a one-page essay on a famous Georgian related to the American Revolution.
Standards	<p>Georgia Standards of Excellence (GSE)</p> <ul style="list-style-type: none"> • SS8H3: Analyze the role of Georgia in the American Revolutionary Era. a. Explain the causes of the American Revolution as they impacted Georgia; including the French and Indian War, the Proclamation of 1763, and the Stamp Act. • SSUSH4: Analyze the ideological, military, social, and diplomatic aspects of the American Revolution.

Objectives	<p>By the end of this activity, participants will be able to:</p> <ul style="list-style-type: none"> • Research topics related to Georgia's involvement in the American Revolution. • Take notes and annotate. • Write a one-page historically defensible essay on Georgia's role in the American Revolution.
Digital Resources	<p>Database Source Access Note: Sources that require subscription access will require you to login. If you are a Georgia educator, you can login via your school or local library GALILEO Account.</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> • Lambert, Frank. "‘Father against Son, and Son against Father:’ The Habershams of Georgia and the American Revolution." <i>The Georgia Historical Quarterly</i> 84, no. 1 (2000): 1–28. http://www.jstor.org/stable/40584225. • Smith, W. "Habersham Family." <i>New Georgia Encyclopedia</i>, last modified Sep 11, 2014. https://www.georgiaencyclopedia.org/articles/history-archaeology/habersham-family/ <p>Secondary Sources:</p> <ul style="list-style-type: none"> • Coleman, Kenneth. <i>The American Revolution in Georgia, 1763-1789</i>. Athens: University of Georgia Press, 2021. • Cashin, Edward J. <i>William Bartram and the American Revolution on the Southern Frontier</i>. Columbia: University Of South Carolina Press, 2006. • Marsh, Ben. "Women and the American Revolution in Georgia." <i>The Georgia Historical Quarterly</i> 88, no. 2 (Summer 2004): 157–78. http://www.jstor.org/stable/40584736. <p>Tertiary Sources (a collection of primary and secondary sources, ex., encyclopedia, textbook, historiography)</p> <ul style="list-style-type: none"> • Lockley, Timothy. "Slavery in Revolutionary Georgia." <i>New Georgia Encyclopedia</i>, last modified Sep 29, 2020. https://www.georgiaencyclopedia.org/articles/history-archaeology/slavery-in-revolutionary-georgia/. • Marsh, Ben. "Elizabeth Lichtenstein Johnston." <i>New Georgia Encyclopedia</i>, last modified May 8, 2019. https://www.georgiaencyclopedia.org/articles/history-archaeology/elizabeth-lichtenstein-johnston-1764-1848/.
Classroom Materials	<p>Laptop Pen or pencil Paper</p>

<p>Preparation</p>	<ul style="list-style-type: none"> ● Instruct students to read the background information titled: “<i>Father Against Son</i>” <ul style="list-style-type: none"> ○ Lambert, Frank. “‘Father against Son, and Son against Father:’ The Habershams of Georgia and the American Revolution.” <i>The Georgia Historical Quarterly</i> 84, no. 1 (2000): 1–28. http://www.jstor.org/stable/40584225. ● Instruct students to read the background information titled: “The American Revolution in Georgia.” <ul style="list-style-type: none"> ○ Trimble, David B. <i>The Journal of Southern History</i> 25, no. 2 (1959): 242–44. https://doi.org/10.2307/2954624. ● Instruct students to annotate as they read using the ABC Method (use worksheet on pg. 4). <ul style="list-style-type: none"> ○ A= Tell me <u>About</u> it? (What are the key words and ideas?) ○ B= What is <u>Being</u> conveyed? ○ C= What is your <u>Conclusion</u>? ● Instruct students to use the information to write a one-page essay on Georgia’s role in the American Revolution. <ul style="list-style-type: none"> ○ The essay must include a historically defensible claim/thesis and a minimum of four in-text citations. ○ The in-text citations must consist of primary and secondary sources.
<p>Procedure</p>	<ul style="list-style-type: none"> ● Model how to write a historically defensible claim/ thesis. ● Model how to write a one-page essay: <ul style="list-style-type: none"> ○ Background information and thesis (4 to 5 sentences) ○ First body paragraph (4 to 5 sentences) ○ Second body paragraph (4 to 5 sentences) ○ Third body paragraph (4 to 5 sentences) ○ Final paragraph/conclusion (4 to 5 sentences)
<p>Assessment/ Reflection</p>	<p>Reflection: The activity will provide the students with research and writing skills.</p> <p>Assessment: The grade will be based on the checklist below.</p>
<p>Optional Further Reading</p>	<ul style="list-style-type: none"> ● Davis, Robert S. “A Georgia Loyalist’s Perspective on the American Revolution: The Letters of Dr. Thomas Taylor.” <i>The Georgia Historical Quarterly</i> 81, no. 1 (Spring 1997): 118–38. http://www.jstor.org/stable/40583546. ● Jensen, Merrill. “The American People and the American Revolution.” <i>The Journal of American History</i> 57, no. 1 (June 1970): 5–35. https://doi.org/10.2307/1900547.

ABC METHOD Practice Worksheet



“Women and the American Revolution in Georgia” by Ben Marsh. A brisk morning in October 1779, Elizabeth Lichtenstein, then just fourteen years old, waited anxiously with her guardians, the Johnstons, as the residents of Savannah braced for an attack. In the distance, the assembled French and American military forces adjusted the elevation of their siege artillery in preparation for an assault on the British-held port. Her fiancé William Johnston soon arrived to inform her that the Patriots were about to open a heavy cannonade, an event that Elizabeth never forgot. At the age of eighty-four, she recalled: "We set off without delay, and just as we turned the first corner of the street their batteries were opened, and the balls whizzed about our ears at an awful rate. The firing was kept up fiercely for a good while, and at last Mrs. [La- Leah] Johnston stopped in the middle of the street, and said: 'My boys, I was about to disgrace you; go and join your brothers.'" Johnston, who had previously refused to allow her two youngest sons (aged ten and fifteen) to join the Tory militia, relented only in the fury of the Patriot assault. Two of her four sons would later die in the conflict, and Elizabeth noted that her guardian's decision was the ultimate manifestation of "heroism of the mother.”

A= What is the article All About?

B= What message is Being conveyed?

C= What is the Conclusion?

Project Checklist

Name: _____ Date: _____

Final Grade: _____