

# Integrated Model Curriculum

## EIGHTH GRADE SAMPLE LESSON | OHIO'S ICONS AND THE AMERICAN STORY

This lesson was provided by Paul LaRue, co-chair of the [America250 – Ohio Commission](#) K-12 Education Committee. Educators can use these materials during the English Language Arts/Literacy instructional block or as supplemental materials during the standalone social studies instructional block. This lesson aligns to 8<sup>th</sup> grade social studies standards focused on the American Revolution.

In this lesson, students learn about Ohio's first veterans, soldiers of the American Revolutionary War. The lesson builds on prior background knowledge of the American Revolution and helps students use research and documentation to map Revolutionary War veterans buried in Ohio.

<b>Lesson Title</b>	<b>Honoring Ohio's First Veterans: Documentation of Revolutionary War Veteran's Graves</b>
<b>Grade Level</b>	8th Grade
<b>Academic Standards</b>	<p><b>Social Studies</b></p> <ul style="list-style-type: none"><li>• <b>History.</b> Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position. (CS1).</li><li>• <b>History.</b> The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution. (CS5)</li><li>• <b>History.</b> Key events and significant figures in American history influenced the course of the American Revolution. (CS6)</li></ul> <p><b>English Language Arts</b></p> <p><i>Reading Standards for Informational Text</i></p> <ul style="list-style-type: none"><li>• Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1).</li><li>• Analyze informational text development. (RI.8.2)<ul style="list-style-type: none"><li>○ a. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.</li><li>○ b. Incorporate central ideas and their relationships into an objective summary of the text.</li></ul></li><li>• Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (RI.8.3)</li></ul>

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<b>Life Skills</b>	<p>As identified in the <a href="#">OhioMeansJobs-Readiness Professional Skills</a>:</p> <ul style="list-style-type: none"> <li>• <b>Teamwork/Collaboration:</b> Through a variety of activities, students may use teamwork and/or collaboration to brainstorm ideas and share background knowledge, investigate problems, and present findings.</li> <li>• <b>Critical Thinking/Problem-Solving:</b> Critical thinking can be an important skill when reviewing informational text, as students will need to move from explicit identification of ideas (key details and ideas) to implicit understanding of main ideas and overarching themes.</li> <li>• <b>Leadership:</b> Through studying the historical documents, students will learn about Ohio's political leaders over time.</li> <li>• <b>Oral and Written Communication:</b> Integration of social studies instructional strategies with English language arts standards provide opportunities for students to communicate what they have learned, and new ideas formed based on this information, using both oral and written communication specific to the skills taught per grade level.</li> <li>• <b>Global/Intercultural Fluency:</b> Study of the people that live in your community, and those that came before, can help to build global and intercultural fluency.</li> </ul>
<b>Essential Questions</b>	<p><b>Unit Essential Question</b></p> <ul style="list-style-type: none"> <li>• <i>What is the significance of America's 250<sup>th</sup> birthday?</i></li> </ul> <p><b>Lesson Essential Questions</b></p> <ul style="list-style-type: none"> <li>• <i>What roles did American Revolutionary War veterans play in shaping the new nation?</i></li> </ul>
<b>Learning Intentions</b>	<p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• I am learning about veterans of the American Revolutionary War.</li> <li>• I am learning about the importance of preserving memorials, such as grave markers and cemeteries.</li> </ul> <p><b>English Language Arts</b></p> <ul style="list-style-type: none"> <li>• I am learning how analyze multiple primary sources.</li> <li>• I am learning how to use evidence to support my thinking.</li> </ul>
<b>Success Criteria</b>	<p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• I will explain the importance of Fort Laurens in Ohio.</li> <li>• I will analyze primary sources, interpret historical data and apply critical thinking.</li> <li>• I will utilize mapping technology to identify local veteran graves.</li> </ul> <p><b>English Language Arts</b></p> <ul style="list-style-type: none"> <li>• I will ask and answer questions about the text with correct details.</li> <li>• I will use text evidence to support my responses, whether oral or written responses.</li> </ul>

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<b>Lesson Materials</b>	<ul style="list-style-type: none"> <li>• <a href="#">Fort Laurens   Ohio History Connection</a></li> <li>• <a href="#">Revolutionary War Veterans Graves Project   Ohio History Connection</a></li> <li>• Sources from Appendix A (included at the end of this lesson plan)</li> </ul>	
<b>Key Vocabulary</b>	<b>English Language Arts Vocabulary</b> <ul style="list-style-type: none"> <li>• Analyze</li> <li>• Annotate</li> <li>• Corroborate</li> </ul>	<b>Social Studies Vocabulary</b> <ul style="list-style-type: none"> <li>• Revolution</li> <li>• Veterans</li> <li>• Patriots</li> <li>• Independence</li> <li>• America 250</li> </ul>
<b>Learning Experiences &amp; Instruction</b>	<p><i>Engage (Lesson Introduction)</i></p> <ul style="list-style-type: none"> <li>• Look at the picture under “Engage” in Appendix A. Have a discussion with students about what they see in this photograph.</li> </ul> <p><i>Explore (Lesson Introduction)</i></p> <ul style="list-style-type: none"> <li>• Review the unit and lesson essential questions. You may provide an opportunity for them to record a short, written response. You can create an anchor chart where students can post their answers on sticky notes. They may place one note before the lesson to capture initial thoughts and another after to reflect on how their thinking has evolved.</li> <li>• In groups, pairs, or individually, have students read readings 1, 2, &amp; 3 (located in Appendix A).</li> </ul> <p><i>Explain (Lesson Activities)</i></p> <ul style="list-style-type: none"> <li>• Have students examine photo 1 and watch the short video clip with time for discussion (both located in Appendix A).</li> <li>• Have a class discussion on how these readings and photos answer the unit and lesson essential questions. <ul style="list-style-type: none"> <li>○ <i>What is the significance of America's 250<sup>th</sup> birthday?</i></li> <li>○ <i>What roles did American Revolutionary War veterans play in shaping the new nation?</i></li> </ul> </li> </ul> <p><i>Elaborate (Lesson Activities)</i></p> <ul style="list-style-type: none"> <li>• Select a local cemetery or cemeteries for students to explore. With the help of local resources and partners (genealogical societies, public libraries, historical societies, Sons &amp; Daughters of the American Revolution, veterans' organizations, etc.), have your students research for Revolutionary War veterans' graves. Use the interactive map by Ohio History Connection (Appendix A) to add or verify names from your students' research.</li> </ul>	

Lesson Title	Honoring Ohio's First Veterans: Documentation of Revolutionary War Veteran's Graves
Learning Experiences & Instruction	<p data-bbox="491 175 861 207"><i>Evaluate (Assessment Options)</i></p> <ul data-bbox="541 212 1927 386" style="list-style-type: none"><li data-bbox="541 212 1927 321">• <b>Option 1:</b> Provide students with the opportunity to present their findings in a small research and celebration event. Invite your local history partners, veteran organizations, school administrators, and local media to join your students in a presentation of their findings.</li><li data-bbox="541 326 1927 386">• <b>Option 2:</b> Select one (or more) of the Revolutionary War veterans your students found. Write a short biography and share their story with your community.</li></ul>

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## Appendix A:



### Engage:

What do you see in this photograph? What is the story?

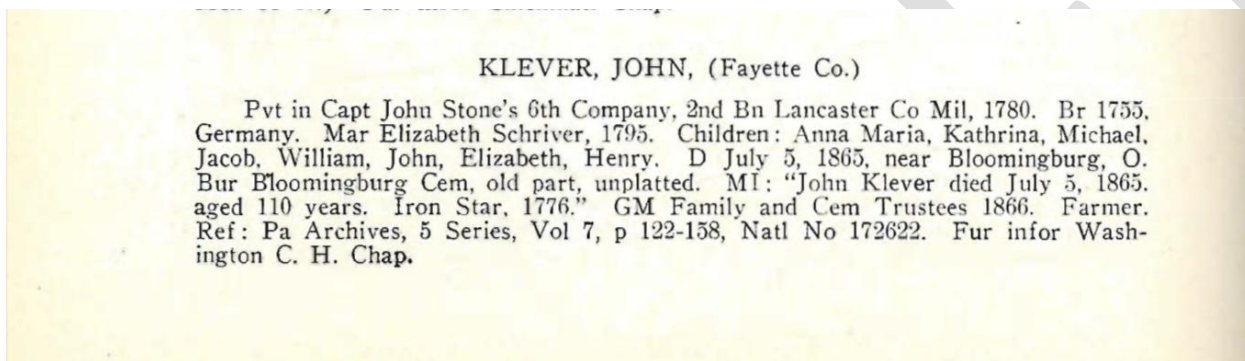
### READING #1: PRESERVING OHIO'S 250 HERITAGE

Our nation will soon celebrate its 250th birthday. There will be parades, picnics and fireworks. There will also be a renewed interest in our nation's early history. [Fort Laurens](#) is Ohio's only Revolutionary War fort. Ohio is the final resting place of approximately 7,000 veterans of the American Revolution. These veterans' graves can be found in nearly every county in the state. Some of these graves are well marked, others have been lost to time.

The [Revolutionary War Veterans Grave Project](#) is an effort to map the locations of these patriots. A variety of primary sources will assist you as you become a history detective. There are several primary sources listed under additional resources to assist you with your research. One such source is the Works Progress Administration (WPA) cemetery maps. These maps list veterans buried in a cemetery. Some of these maps are online, such as with the [website of the Hamilton County Recorder](#). Other county WPA cemetery maps must be accessed in person, generally at the Recorder's Office.

## READING #2: A VETERAN'S STORY

One of the approximately 7,000 Revolutionary War veterans buried in Ohio is John Klever. Klever was born in Germany in 1755 and immigrated to the American colonies. He served as a Private in Captain John Stone's 6th Company, Pennsylvania militia during the Revolutionary War. Following the war, he was a farmer and raised a family. He moved to Bloomingburg, Ohio. He was 110 years old when he passed in 1865. John Klever is buried in the Bloomingburg Cemetery. Klever's family continued to farm in the area and helped popularize the Poland China breed of hogs.



**Image text:** "Klever, John, (Fayette Co.). Pvt in Capt John Stone's 6<sup>th</sup> Company, 2<sup>nd</sup> Bn Lancaster Co Mil, 1780. Br 1755, Germany. Mar Elizabeth Schriver, 1795. Children: Anna Maria, Kathrina, Michael, Jacob, William, John, Elizabeth, Henry. D July 5, 1865, near Bloomingburg, O. Bur Bloomingburg Cem, old part, unplatted. MI: "John Klever died July 5, 1865. Aged 110 years. Iron Star, 1776." GM Family and Cem Trustees 1866. Farmer. Ref: Pa Archives, 5 Series, Vol 7, p 122-158, Natl No 172622. Fur [sic] infor Washington C.H. Chap."

## READING #3: FINDING LOST PATRIOT’S GRAVES

[“Finding Lost Patriot’s Graves: Revolutionary War Veteran Graves Identification and Recognition Project”](#) – by Krista Horrocks, RWVG Project Manager and Marie Swartz, RWVG Digital Platform Administrator, Ohio History Connection-State History Preservation Office. Located on America250-Ohio.org. Published April 30, 2025.

### Other Resources

*Database and Interactive map: Ohio Revolution WaR Veterans Grave Project (Ohio History Connection)*

See the [live results map and data base](#).

#### Photo # 1



#### Accompanying Video

Watch students honor veterans’ graves in this [video clip \(3:08\)](#).

## Supplemental Resources

- 1) Civic Education: “[Civic Education’s Lasting Value: Students Mark a Revolutionary War Veteran’s Grave](#)” (America250-ohio.org)
- 2) [1840 United States Census of Revolutionary War Veterans living in Ohio](#) (Note: Ohio starts on page 168.)
- 3) [The Official Roster of the Soldiers of the American Revolution buried in the state of Ohio](#)
- 4) [Ohio State Society Daughters of the American Revolution](#)
- 5) [Ohio Society Sons of the American Revolution](#)
- 6) [United States Department of Veterans Affairs: National Cemetery Administration](#)

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