

The American Revolution



For 5th
Grade

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Introduction

Typical 5th Grade Learner

Most 5th graders are actively developing their sense of self. They are just beginning to engage in empathy; prior to this time, they are almost unable to account for multiple perspectives. Their improving memory control strategies allow them to handle more complex tasks. Socially, they still accept conventional norms as correct. Girls mostly interact with other girls (or they stay by themselves), and boys prefer boys. Children of this age are growing steadily, and their baby fat is being replaced with muscle. Their motor skills continue to improve, and they are becoming more coordinated in activities such as handling a ball, skating, and writing.

(Feldman, R. (2007). *Child development*. Upper Saddle River, New Jersey: Pearson Prentice Hall.)

Rationale

Students in fifth grade are growing more aware of their culture and identity. They must begin to think critically about the origins of their government, which is one of the most influential institutions in their lives. Far from being a dry subject, the American Revolution is filled with heroes and anti-heroes and moral dilemmas. Studying the themes of this period gives students a taste of the potential impact of a small group motivated by a powerful civic ideal. The subject matter of this unit is the perfect raw material students can use to test out their opinions and broaden their views on the trade-offs associated with gradual and rapid changes in society. Ideally, they will not only come away knowing more *answers* about the popular accounts of the Revolution, they will develop the ability to ask provocative *questions* about why things are the way they are in the present.

Goals

Students should be able to:

- Identify the causes and effects of American Revolution
- Analyze multiple perspectives of different players in the Revolution
- Describe key events and people in the American Revolution
- Apply principles of exemplary citizenship in their homes, schools, and communities
- Appreciate the convictions and sacrifices of early inhabitants of the American continent
- Understand that great changes are possible when a few committed people dedicate themselves to important ideas

Learning objectives

The lessons in this unit plan meet the following 10 objectives.

1 Students will explain the frustrations experienced by the 13 colonies (injustice and arbitrariness of British rule) and the British (maintaining enough money and order).

2 After examining historical examples of dealing with disagreement, the students will write an essay describing their personal plan of action for dealing with disagreements (3 arguments — each with one supporting point or example).

3 After examining artifacts depicting the Boston Massacre, the students will write a testimonial about what happened during the Boston Massacre, including one literal, one interpretive, and one evaluative statement based on their *assigned* drawing and timeline.

4 After filtering a water sample, the students will write two sentences (one sentence summarizing their results, and one sentence relating the results to the trash in bodies of water such as Boston Harbor).

5 After being assigned a role in the battles of Lexington and Concord, the students will enhance their script by creatively acting it out for a self-assigned score of 6 out of 8.

6 After exploring differing viewpoints on whether the colonies should break away from Great Britain, the students will list 3 reasons why some colonists might **not** want to declare independence in 1776.

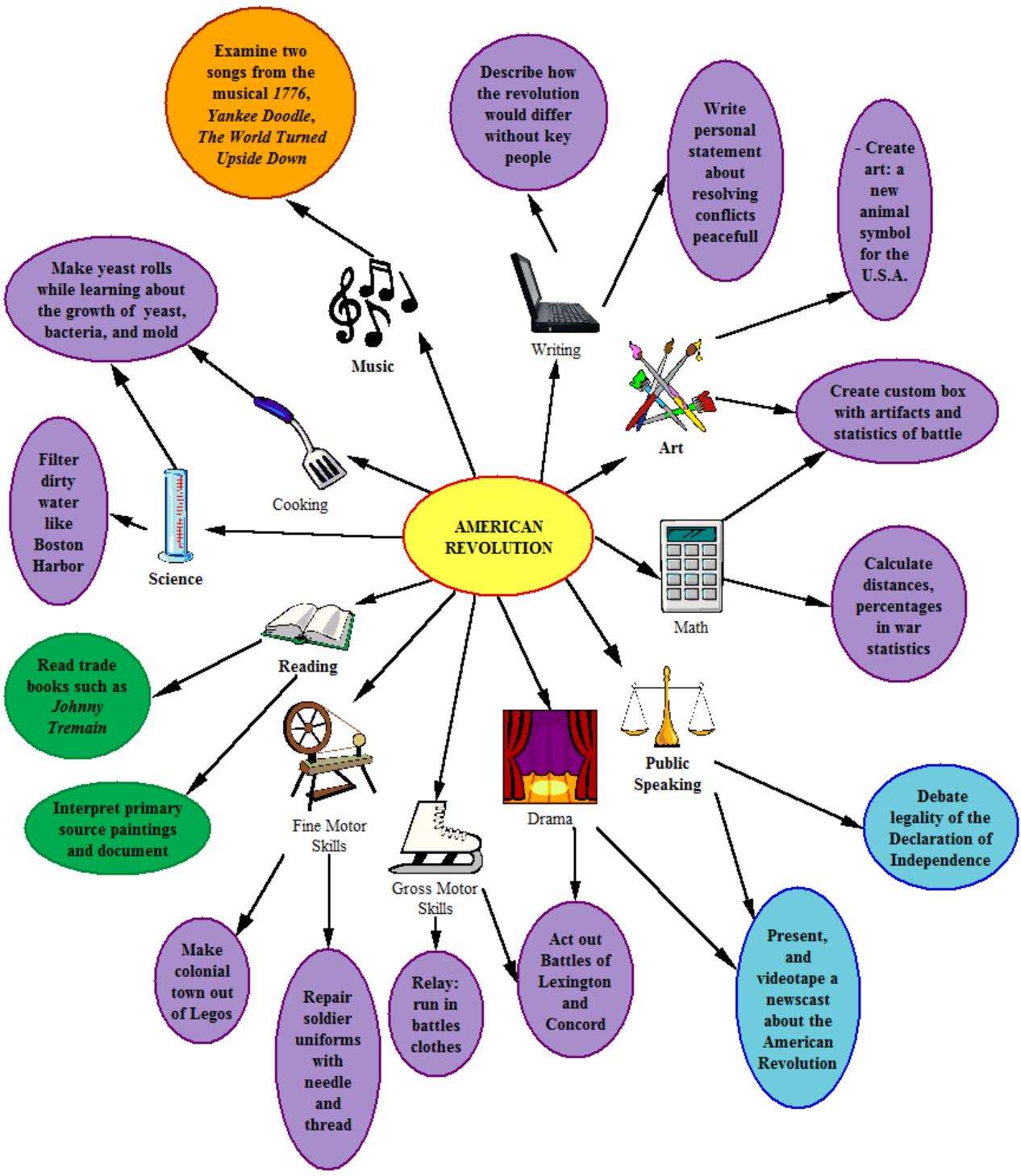
7 After exploring animals as symbols, the students will create a piece of artwork containing an animal symbol of their choice (representing the United States) in a medium/style currently being taught in art class along with a statement containing 3 characteristics shared by the animal and the nation.

8 After reading about life as a revolutionary war soldier, the students will complete a custom box representing life as a revolutionary war soldier to the following standards: 2 artifacts inside the box, and each of 6 outer sides covered with either narrative, chart, or illustration per the rubric.

9 After acting out some of the ways women helped in the American Revolution, students will write a paragraph containing three ideas (2–3 sentences per idea) about how the Revolution might have been different without women like Deborah Sampson, Martha Washington, Mary Ludwig Hays, and Phillis Wheatley.

10 After watching a news clip, students will create a 5-minute news program about an event, person, or issue from the American Revolution that lasts 5 minutes and accurately describes significant details on the topic.

Unit Web

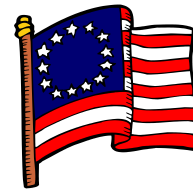


Letter to parents

Dear parent or guardian,

Next week, your child will embark on an exciting adventure through time! We will begin a unit on the American Revolution that will span more than two weeks of Social Studies class periods. This topic is so important for students to understand that I have integrated several subject areas into the lessons. Not only will we learn through the traditional methods of reading and writing, we will also look at history through the lens of science and the arts. Students will work individually and in groups to research and present events from the 18th century and discover how the lessons of the past can address today's problems. They will learn about famous and little-known people in the history of our country. To help students understand the grind of daily life during the Revolution, we are planning a field trip to Historic Forks of the Wabash near Huntington, Indiana. (You will receive details shortly.)

It is my hope that this unit will inspire all students to appreciate our heritage and recognize the responsibility and power they hold if they work hard for a great cause. The Revolution teaches me that great changes are possible when a few committed people dedicate themselves to important ideas.



Please talk with your student about what is happening in class. If you have any questions or concerns, please contact me. Also, let me know if you have any personal connection the American Revolution (e.g., you are related to people living during the Revolution, you collect 18th century artifacts), or if you would like to assist with our Social Studies lessons relating to cooking, drama, or physical education. I am committed to helping the students have the best possible experience with this important subject and would welcome your input.

Sincerely,

Mrs. Case

Annotated Bibliography of Trade Books

Avi. (1994). *The fighting ground*. New York: Harper Collins.

This book covers a two-day period. Thirteen-year-old Jonathan and the other local patriots battle and retreat from a group of Hessians (German mercenaries hired by the British). Because he does not know how to speak or understand German, Jonathan accidentally reveals himself to the Hessians who capture and hold him hostage. Jonathan now experiences fear, exhaustion, and confusion, and forms an unusual and almost warm relationship with his enemies. Soon, however, some of Jonathan's fellow patriots rescue Jonathan and kill the three Hessians, something Jonathan is not sure whether to be thankful or upset about.

An understanding of the American Revolution would be incomplete without exploring international alliances. Looking for global connections serves today's students well: How are friends and enemies formed on an individual, group, and institutional level?

Collier, J. L. (1974). *My brother Sam is dead*. New York: Four Winds Press.

This novel takes place in the Revolutionary War period in an American town that generally supports British claims to authority. A young man named Tim belongs to a family with both Revolutionary and Loyalist leanings. Tim's father also owns the town tavern and general store, so the family has many reasons to defend the town's status quo. After Tim's brother, a Revolutionary, dies in combat, Tim must decide whether to follow his brother, or his Loyalist father. The whole family experiences the anguish of deep family divisions and the losses of war.

This book tackles issues of identity and individual development. A family's internal struggles are revealed, and readers must consider why people behave the way they do.

Davis, B. (1992). *Black heroes of the American Revolution*. San Francisco: Odyssey Books.

Crispus Attucks is known as the escaped slave whose freedom ended when he died in the Boston Massacre. Many other lesser-known black men and women made enormous contributions to U.S. independence. For example, readers will discover Edward Hector, the brave wagoner of Brandywine; artilleryman and slave Austin Dabney; William Lee, the aide and closest companion of George Washington throughout the war.

If students are to understand how institutions (such as slavery) change, they need to begin before the Civil War. This book helps readers recognize how attitudes and needs change over time. Readers must ask themselves why some heroes are more well known than others.

Forbes, E. (1944). *Johnny Tremain*. New York: Yearling.

Johnny Tremain is the story of a fictional fourteen-year-old boy living in Boston at the time of the American Revolution. After being injured as an apprentice to a silversmith, Johnny finds a job delivering newspapers on horseback. He soon learns firsthand about the tensions between those who want freedom from England and those who are loyal to England. Johnny comes of age through his association with historical figures like Paul

Revere, and through an interesting personal life that includes courtship, friendship, and sacrifice.

This story presents readers with a close-up view of how groups and institutions respond to changing needs, namely the colonists' need for independence. Told from the point of view of a young man, the story invites students to compare and contrast their own culture and daily worries to those of a person from a very different time.

Freedman, R. (2001). *Give me liberty: The story of the Declaration of Independence*. Washington D.C.: Holiday House.

On the night of the Boston Tea Party, a 14-year-old apprentice escapes from his locked room, blackens his face, and sneaks aboard three ships in the harbor. Two hundred men and boys dumped the ships' cargo of tea in the water that night. After this exciting beginning, the author explains the reasons for colonists' discontent, and how the vision of freedom as a right evolved from English law. Using excerpts from newspapers, snatches of contemporary verse and letters, and an array of images, the author presents key people, the first deaths at Lexington and Concord, Thomas Paine's *Common Sense*, and finally, the Continental Congress and the writing of the Declaration of Independence.

The Declaration of Independence is not just another document, and this book offers readers a chance to realize why its words and ideals have endured over time. Through exposure to other important documents and founding stories of the American Revolution, readers consider how values still shape institutions and how civic responsibility—large or small—can pay off.

Gregory, K. (2003). *The winter of red snow: The Revolutionary War diary of Abigail Jane Stewart, Valley Forge, Pennsylvania, 1777 (Dear America)*. New York: Scholastic.

How would an 11-year-old girl interpret the hardships in the winter of 1777 at Valley Forge? Abby Stewart's family lives near the encampment, and her diary records her varying emotions toward the soldiers with whom she interacts: curiosity, pity, anger, and enthusiasm. Readers experience some optimism as well as discouraging aspects of army life (disease, desertion, stealing) and the horrors of war. The book also covers the mundane: daily chores, amusements, trials, worries, family interactions.

The winter of 1777 was characterized by scarcity: an economic principle that all students must wrestle with. Readers are invited to analyze the environmental factors that shaped this famous struggle for survival.

Isenhoff, M. (2011). *The color of freedom*. North Charleston: CreateSpace.

Many Patriots hold a certain disdain for King George, but this novel reminds readers that other peoples were unhappy with the British. Fourteen-year-old Meadow McKenzie was forced from her Irish farm to America as an indentured servant. Meadow understands why the rebels wish to rid themselves of British rule. She flees her master, disguises herself as a boy, and travels with a tinker through critical Revolutionary War territory. Before she can embrace the cause of her new homeland, Meadow must carefully consider a future amongst Puritan hatred for her Catholic beliefs.

In analyzing this book, readers may reflect on the complexity of freedom: how Meadow's new homeland would apply the ideas of liberty to various ethnic and religious minorities. How would the young culture accommodate different ideas and beliefs after having recently rejected British rule?

Longfellow, H. W. (1996). *Paul Revere's ride*. New York: Puffin.

Written in 1861, Henry Wadsworth Longfellow's *Paul Revere's Ride* is one of the most stirring poems in American literature. The poem creates a suspenseful story as American colonist Paul Revere decides with others to avert a British attack on Concord, Massachusetts. What Revere and his friends didn't know was whether the Redcoats would come by land or by water. Newman spotted the British "by sea" and signaled from the Old North Church tower to Revere, who was "Ready to ride and spread the alarm."

Longfellow wrote the poem nearly 100 years after the actual midnight ride that began on April 18, in 1775. With this in mind, readers compare the poem with historical facts. They consider Americans' need to perpetuate an inspiring story.

Osborne, Mary Pope. (2000). *Revolutionary War on Wednesday*. New York: Random House.

Using their magic tree house, Jack and Annie travel back to the time of the American Revolution. General George Washington is about to lead his army in a sneak attack against their enemy (his famous crossing of the Delaware River). But now a terrible weather is making the great general question his plans. Jack and Annie must act in order to keep history on track. The fate of the country rests in their hands!

By making historical events changeable, students naturally engage in more complex thinking: synthesizing and evaluating alternatives, rather than just learning and applying knowledge. In discussing cause and effect of those critical decisions about strategies of war, students begin to locate themselves in time and think about how they and their generation make history every day.

Schanzer, R. (2004). *George vs. George*. New York: National Geographic Children's Books.

The narrative introduces two enemies, both named George: George Washington, the man who helped free the American colonies from the British, and George III, the British king who lost them. These two leaders labour on different sides of the Atlantic Ocean, yet with many things in common. The book presents several sides of the arguments that divided the colonies from the Great Britain. Was King George as awful as American patriots claimed? Or was he, as others believed, "the father of the people?" Was George Washington a traitor to his motherland? Or should we remember him as "the father of his country?"

By contrasting perceptions of two famous leaders, students confront questions of authority and governance, and why different forms of governance arise in different situations. In exploring this book, students can consider the beauties and challenges of multiple perspectives.

Interactive Bulletin board

Map showing 13 colonies

Students pull cards (showing battle names) from a pocket Battles of the American Revolution and add them to the map using push pins. They color code the cards according to which side won the battle (America: blue; British: red)

Tiny flags

As students learn about foreign nations that involved themselves in the American Revolution, they look up, color, and post the flags of those nations.

Individual Projects

Students choose from the following individual projects (printed on cards):

- Memorize and present a portion of the Declaration of Independence
- Read a trade book and make a book jacket
- Research and role play a person from the American Revolution
- Perform a song / write a new verse for *Yankee Doodle* or a song from 1776 or other source

Famous Quotations

Working in groups, students select a famous quotation from the envelope. They research the 5 Ws of the quotation and write the 5 Ws on the back of the quotation card.

Bank-style Calendar

To mark the passage of time, students tear away custom-made date pages from a bank-style calendar as we discuss the events of those dates in class.

Picture from the Revolution

Primary source artwork

Field Trip

Rationale

At the end of our unit, we will take a half-day class field trip to Historic Forks of the Wabash in Huntington, Indiana. Up to this point, students will have done all their learning inside the classroom. The field trip will help them get out and experience a taste of life in America in the late 18th century. Learning about wars and personalities is invaluable, but to really comprehend the period, it's essential also to explore the mundane daily details from that era as well. The tours at Historic Forks include hands-on activities, demonstrations of kids' chores, interaction with spinners and weavers, a tour of a log house, a walk through a wigwam, and a chance to play Native American games.



The Forks of the Wabash focuses on the years around and following the Revolution, so it is a timely end to the unit and transition to the next unit on “The Young United States.” When students finish the unit, they are asked to ponder what this new independence could mean for the many stakeholders living in America. Historic Forks presents them with perspectives from Midwestern settlers and from the Miami Indians – how they fared under and American, rather than British, government.

Preparation

We will look at the website in class: <http://historicforks.org>. After studying the website, students will prepare two questions to ask of the tour guides. (Guides will be notified that students are required to ask questions.)

Each student will be assigned one the following responsibilities:

- Recorder (takes pictures with permission)
- Carries food
- Distributes food
- Counts heads
- Cleans up
- Travel documenter (marks tour trail on map printed from website)

After

The students will write thank you notes or emails and include the answers to their questions among the things they learned or enjoyed from the field trip.

Name: _____

Pretest

American Revolution



Beginning of unit: Write 3 statements in the *K* column and 3 statements in the *W* column.

End of unit: Write 3 statements in the *L* column. (6 pts.)

K	W	L
What I Know	What I Want to Know	What I Learned

There are many causes and effects of the American Revolution. List two of each. (4 pts.)

Causes of American Revolution	Effects of American Revolution
1.	1.
2.	2.

Name someone who was involved in the American Revolution. What did this person do? (2 pts.)

Name: _____

Posttest

American Revolution



Part 1 – “News Then” Project (4 pts.)
(See end of Lesson 10 for assignment)

After your group presents your “News Then” project, you will take questions from your classmates and from me. I will score your responses individually based on this rubric:

Score	Area
4	Describes significant new events using accurate information and many details.
3	Describes significant news events using accurate information and several details.
2	Describes news events using some accurate information and few details.
1	Describes news events using inaccurate information and few or no details.

Part 2 – Fill out last column of KWL chart. (6 pts.)

Three bullet points please. (2 points for each accurate answer written in a clear, complete sentence. 1 point for an answer that is accurate but not very clear. 0 points for an answer that is inaccurate or too unclear to understand.)

Part 3 – Short Answer Questions (22 pts.)

1. There are many causes and effects of the American Revolution. List two of each. (4 pts.)

Causes of American Revolution	Effects of American Revolution
1.	1.
2.	2.

(Over)

2. Do you think the British expected their actions to cause the colonists to unite against them? Explain. (2 pts.)

3. What did Patrick Henry mean when he said, "Give me liberty or give me death!"? (2 pts.)

4. Choose one of these incidents. Describe it and explain why it is important to the American Revolution. (2 pts.)

Boston Massacre Boston Tea Party Battle of Lexington and Concord

5. What risk was taken by those who signed the Declaration of Independence? (2 pts.)

6. How did women contribute to the American Revolution? (2 pts.)

7. Choose a person from the unit. Name two qualities that showed they had good citizenship. How can you follow in their footsteps? (4 pts.)

8. Name two ways of dealing with disagreements. Give one example from the American Revolution. (3 pts.)

9. How might life be different today if no one had signed the Declaration of Independence? (1 pt.)

Posttest Key American Revolution

Part 3 – Short Answer Questions (22 pts.)

1. There are many causes and effects of the American Revolution. List two of each. (4 pts.)

Causes of American Revolution	Effects of American Revolution
<u>1. Colonists did not want Britain to add new taxes.</u>	<u>1. Declaration of Independence</u>
<u>2. Colonists did not like being ordered to buy certain British products feed British soldiers.</u>	<u>2. Many colonists unite to fight Britain on the battlefield.</u>

2. Do you think the British expected their actions to cause the colonists to unite against them? Explain. (2 pts.) No. The British expected to show the colonists that Britain was in control. They did not expect the colonists to fight them.

3. What did Patrick Henry mean when he said, “Give me liberty or give me death!”? (2 pts.) He was ready to fight the British to the death, if necessary, to achieve freedom. He preferred death to living under the rule of the British.

4. Choose one of these incidents. Describe it and explain why it is important to the American Revolution. Boston Massacre Boston Tea Party Battle of Lexington and Concord (2 pts.)

- Boston Massacre – A battle broke out between colonists and British soldiers in Boston. Several colonists were killed. Many colonists were more angry than ever and promised to oppose Britain.
- Boston Tea Party – Britain tried to force the colonists to buy tea from a certain company that benefited Britain. When the shipment arrived, many colonists protested by dumping the tea into Boston Harbor. This made Britain want to punish Boston.
- Battle of Lexington and Concord – The British planned a surprise attack on Lexington. Paul Revere and others found out and warned the militias. The militias were ready for the British and drove them back to Boston.

5. What risk was taken by those who signed the Declaration of Independence? (2 pts)
The signers were taking the risk of being punished as traitors to King George.

6. Name on woman involved with the American Revolution. How did women contribute to the American Revolution? (2 pts) Mary Ludwig Hays brought water to the soldiers. She also fired cannons. Others wrote letters for independence and created homemade goods instead of buying British goods.

7. Choose a person from the unit. Name two qualities that showed they had good citizenship. How can you follow in their footsteps? (4 pts) John Adams. He believed in fairness so strongly that he was the lawyer for British soldiers who fired in the Boston Massacre. He helped start the Declaration of Independence. I can stand up for others when someone is not being fair.

8. Name two ways of dealing with disagreements. Give one example from the American Revolution. (3 pts.) Join with others and write a letter or hold a demonstration. Boycott something to hurt the producers. Congress sent the Olive Branch Petition to British King George.

9. How might life be different today if no one had signed the Declaration of Independence? (1 pt.) America might still be part of Britain.

Technology and Literature

All lessons in this unit incorporate technology of one kind or another. Although viewing a full-length movie has its advantages, most lessons include short video clips (or audio clips) highlighting an event of a person from or relating to the revolutionary period. In the last half of the unit, students combine internet and library research to choose and thoroughly present one animal as a symbol for the new nation. In the final group project, the class develops a newscast covering an issue, person, or event from the American Revolution. Their group research takes them on virtual (360°) tours of significant locations. To document the groups' newscasts, students help videotape and post the presentations.

During the second half of the unit, students choose from several trade books on the American Revolution and read the book in a literature circle. They may read their book at home and during assigned Language Arts time and reading time, and then they assume various roles within the circle in order to study the book in depth. In class discussions, we read excerpts from diaries and picture books to connect the content to literature.

Lesson 1: Unfair Treatment?

Grade 5

1 day: 50 minutes

Academic Standards

Social Studies 5.1.7 Identify and locate the 13 British colonies that became the U.S. and describe daily life (political, social, and economic organization and structure).

Social Studies 5.1.9 Analyze the causes of the American Revolution as outlined in the Declaration of Independence

Objective: Students will explain the frustrations experienced by the 13 colonies (injustice and arbitrariness of British rule) and the British (maintaining enough money and order).

Assessment: Two parts (6 points possible): 1) Active participation in the simulation (1- poor, 2 - good, 3 - excellent). 2) Students will fill out a complaint form regarding their feelings about the simulation (1 point for each reason given, up to 3 points). They may express frustrations from both sides: colonists and British.

Advance Preparation

- Picture book *Katie's Trunk* by Ann Turner
- Make sure video is functional: <http://www.hulu.com/watch/65896/the-taxman-cometh-the-stamp-act?c=News-and-Information> (stop at 2:12)
- Small Lego structure (built badly by me)
- Legos
- 50 tokens
- Identity/complaint cards with roles explained on one side and space for complaints on reverse
 - “Tirb” People
 - 2 – Rulers: Decide prices for building Lego structures; may change price at any time or mandate that builders build in a different color; may insist that Neetrits move one of their buildings to a different place in the town
 - 2 – Builders: Build town structures
 - 2 – Bankers: Count and handle tokens
 - 2 – Vendors: Sell Legos to builders; starting price: 1 token for handful of Lego
 - 2 – Record keepers: Write observations during building; may interview anyone
 - 2 – Soldiers: Notify builders of rulers’ decisions
 - “Neetrit” People
 - 2 – Record keepers Write observations during building
 - 10 – Builders: Build town structures; cannot protest or influence rules

Introduction

As students enter the classroom, give them each an identity/complaint card, which represents the role they will play in the simulation. The “Neetrit” and “Tirb” peoples are descended from the same great-great-grandparents. Years ago, the Tirb soldiers protected the Neetrits when they were in danger. Show the small (badly) built Lego structure. Tell them a recent tornado destroyed two colonial towns, and this building is all that is left. Both the Neetrits and the Tirbs must build a small town out of Legos based on the towns they learned about in their unit on colonial life. What kinds of buildings appeared in colonial towns? (Bloom:

Knowledge) Briefly review possible parts of a town: town hall, school, general store, church, farms. (5 minutes)

Step by Step Instructions

1. Review the information on the identity cards. (5 minutes) (Gardner: Interpersonal; Bodily-kinesthetic)

- Both groups need to build a small town out of Legos in 15 minutes (=2 towns). The town must include a town hall, a school, a general store, a church, and 2 farms. Each Neetrit and Tirb builder starts the simulation with 10 tokens and 3 handfuls of Lego.

2. After 15 minutes, stop the simulation and have students return to their seats.

3. Ask students to turn over their identity cards and write their feelings about building the town and doing the job assigned on their identity cards. The cards become complaint cards. (Gardner: Verbal-linguistic) (5 minutes)

4. Ask: If you reverse the spelling of Tirb and Neetrit, what names emerge? (Gardner: Verbal-linguistic) Tirb → Brit and Neetrit → T(h)irteen. What do you know about the troubles between the British and the 13 colonies in the 1760s and 1770s? (Bloom: Knowledge) Why do you think we did this simulation? What was similar between the simulation and what you know of history? (We'll learn more!) How well did the simulation stir up your feelings of freedom and fairness? (Bloom: Evaluate) (5 minutes)

5. Introduce a 2-minute Hulu video (stop at 2:12) summarizing the tensions between the British and the colonists: The Tirbs' ability to charge any amount for Lego resembles British efforts to tax (overtax) the colonies in a seemingly arbitrary fashion. Watch this video, and pick out more similarities between our simulation and the situation in the 1770s. Don't worry about all the dates yet. Just listen and compare to your experience in the simulation. (5 minutes)

6. Discuss the video. Colonists in America complained that they did not have a say in the way they were taxed and treated. Why did most people in Britain not have a vote? Why was the new tax from Britain like putting a lighted match in a pile of gunpowder? (Bloom: Analyze) How could the two parties influence each other when they are separated by the Atlantic Ocean? (5 minutes)

Closure

Read aloud the picture book *Katie's Trunk* by Ann Turner. How much sympathy do you feel for those who were loyal to Britain? What is a "Tory"? Why are the rebels harassing Katie's family? How is it possible for there to be kindness and goodness on both sides of this conflict? (Bloom: Analysis)

Adaptations

ADHD: Assign this student to be a builder and build a certain structure (school), rather than letting the builders build whatever they want. This assignment will allow the ADHD student to focus on a task, rather than haggling over the choice of task.

Hearing impaired: Assign this student to be a Tirb ruler, so she is *giving* instructions, not having to listen and respond to complaints from the Neetrits. Give her a transcript of the Hulu video so she can follow along.

High ability: Assign a student with high verbal ability to be the head builder that the soldier to whom all messages must be delivered. This job will give him or her a chance to be negotiator, even though he or she has no power to change the policies.

Reflection

Did each role give students a chance to experience empathy for the players in the American Revolution? What roles should be added or eliminated? Does this activity need to last more than 15 minutes to be effective and emotionally powerful?

Resources

- <http://www.proteacher.com/redirect.php?goto=4056>

Lesson 2: Dealing with Disagreements

Grade 5
(1 day: 50 minutes)

Academic Standards

Social Studies 5.1.9 Analyze the causes of the American Revolution as outlined in the Declaration of Independence.

English/Language Arts 5.5.6 Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as appropriate.

English/Language Arts 5.7.7 Identify, analyze, and critique persuasive techniques, including promises, dares, flattery, and generalities; identify faulty reasoning used in oral presentations and media messages.

Performance Objectives: After examining historical examples of dealing with disagreement, the students will write an essay describing their personal plan of action for dealing with disagreements (3 arguments — each with one supporting point or example).

Assessment: Students will write an essay describing 3 effective ways to deal with disagreements they might experience as young people. 8 points possible: 4 points for each argument with support coming from multiple lessons; 2 points for organization; 2 points for mechanics. (See rubric) Students will work on this essay over several class periods.

Advanced Preparation by Teacher: stamps, sound recording of Patrick Henry’s 1765 speech, Social Studies textbook, rubric, videos — check to make sure they work

- Occupy Wall Street: <http://www.5min.com/Video/The-Occupy-Wall-Street-Legacy-517217789>
- Egypt demonstrations in Egypt: <http://www.5min.com/Video/The-Occupy-Wall-Street-Legacy-517217789>

Procedure:

Introduction/Motivation:

Distribute a stamp for each person (e.g., a free Christmas stamp or Easter seal). Have them affix it to their notebooks. Ask: How would you feel if you had to pay for a stamp just to own a book, paper, or card game? How would you feel if you had to pay a new tax on anything you buy from Great Britain? (Bloom: Analysis) This is what the colonists faced in 1765 (Stamp Act) and 1766 (Townshend Act). Referring to the previous day’s experience of building the Lego town in the face of unjust and changing rules, ask: How could you communicate your frustrations? (Bloom: Synthesis) (5 minutes)

Step-by-Step Plan:

1. Instruct students to create a continuum (horizontal line with ends labeled “Least violent” and “Most violent”). Tell students: As we explore ways the colonists expressed their frustrations, you will make a running list of strategies for dealing with disagreement. After making the list, you will be asked to place the strategies on the continuum from least violent to most violent. Examine approaches of the colonists: (10 minutes)

- Listen to excerpt from Patrick Henry's 1765 speech at <http://www.history.org/almanack/life/politics/giveme.cfm>. (Ideas: verbal threats, appeals to emotion)
- Ask students to read silently from textbook. Then ask a student to summarize the reading and as a class develop the strategy that is suggested in the textbook
 - Leaders from 9 colonies joined together. They urged the British Parliament to repeal the Stamp Act. (Ideas: join forces with others, request or urge a certain action)
 - Sons of Liberty (organized by Samuel Adams) led protests against the Stamp Act, including burning stamps, attacking the homes of stamp agents, hanging a life-sized puppet of the local stamp agent from a tree. (Ideas: public demonstrations, intimidation)
 - Daughters of Liberty and others boycotted imported items and began making their own tea and cloth. (Ideas: boycott)
 - First Continental Congress voted that each colony should begin training militias and be ready to fight Britain if necessary (Ideas: prepare for battle)

3. What are other examples of dealing with disagreement? (Bloom: Comprehension)
Discuss student answers, then connect the following current events: (10 minutes)

- Discuss Rosa Park and the Montgomery bus boycott. (Idea: boycott)
- Show a short video clip of Occupy Wall Street. (Ideas: join forces, public demonstrations) (Gardner: Visual-Spatial)
- Show a short video clip of the street demonstrations in Egypt (Idea: intimidation)

4. Separate students into groups. Ask them to list some ways they experience disagreements (e.g., with friends, family, teachers). Have them discuss ways to deal with disagreements, including ideas gleaned from the events surrounding the Stamp Act and Townshend Act. Have them write the strategies on their continuums at points that represent the degree of violence involved. (Gardner: Interpersonal) (5 minutes)

5. Invite a student to come forward and explain and even role play an idea from his or her list. (Gardner: Bodily-Kinesthetic) Briefly discuss (5 minutes)

6. Assign students to begin drafting an essay describing 3 effective ways they might deal with honest disagreements in their personal lives. The essay should have an introduction, 3 paragraphs (one strategy with supporting evidence/example from history or experience in each paragraph), and a conclusion. Give them 5 minutes to create the outline. They will add to this assignment during the next few class periods, as they learn more about the *effects* of various strategies. (Bloom: Synthesize, Evaluate) (Gardner: Verbal-Linguistic) (5 minutes)

Closure:

Show a copy of a painting of the celebrations following the partial repeal of the Townshend Act (tax removed on everything except tea). The nonviolent methods mostly worked! Then generate interest in the next lesson by showing a period painting of the Boston Massacre (from textbook) along with a picture of Crispus Attucks. Ask students what happens when nonviolent approaches are not followed or do not work. (Bloom: Analysis) Tell them that unfortunately, these two events occurred on the same date: March 5, 1770. (5 minutes)

Adaptations/Enrichment

Hearing impairment: Ensure that the student with the cochlear implant has a transcript of the videos and the audio clips. Provide this student with a list of lesson vocabulary words and short definitions (suggested in IEP).

ADHD: Ask this student to hand out the stamps and papers. Give this student a copy of the video and audio transcripts.

Self-Reflection: Were students able to think of examples of relevant personal disagreements? What if students reveal something disturbing? Was there too much lecturing?

Rubric: Dealing with Disagreements

	6	3	2	1	Score
Organization	—	—	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement does not name the topic AND does not preview what will be discussed.	
Support for Strategies	Names 3 or more strategies and draws support from multiple lessons (facts, statistics, examples, real-life experiences) to support the strategies.	Names 2 strategies and draws support from multiple lessons (facts, statistics, examples, real-life experiences) to support the strategies..	Names 2 strategies with minimal support, or drawing on only one lesson.	Names 0-1 strategy and draws no support from lessons.	
Sentence Structure	—	—	Most sentences are well-constructed and there is some varied sentence structure in the essay.	Most sentences are not well-constructed or varied.	

Lesson Plan 3: Boston Massacre

Grade 5
(1 day: 50 minutes)

Academic Standards

- Social Studies 5.1.12 Identify contributions of women and minorities during the American Revolution.
- Social Studies 5.1.9 Analyze the causes of the American Revolution as outlined in the Declaration of Independence.
- English Language Arts 5.7.14 Identify claims in different kinds of text (print, image, multimedia) and evaluate evidence used to support these claims.

Performance Objectives: After examining artifacts depicting the Boston Massacre, the students will write a testimonial about what happened during the Boston Massacre, including one literal, one interpretive, and one evaluative statement based on their *assigned* drawing and timeline.

Assessment: Students will write a testimonial based on their assigned drawing, using three levels of analysis: literal, interpretive, and evaluative. Use the rubric on page 33 of Obenchain & Morris' chapter, "Primary Sources."

Advanced Preparation by Teacher:

- *Hoosiers* DVD
- 1950s black and white team basketball picture
- Calvin and Hobbes comic at <http://www.cooperativeindividualism.org/calvin-father-on-black-and-white-pictures.gif>
- summary of Boston Massacre from <http://www.bostonhistory.org/pdf/Boston%20Massacre%20-%20Using%20Images.pdf>.
- reproductions of 4 paintings depicting Boston Massacre
- 4 copies of timelines showing when each painting was created
 - *The Bloody Massacre*, engraving by Paul Revere, 1770 (on display in the Old State House)
 - Illustration from William C. Nell's *Colored Patriots of the American Revolution*, 1855
 - *The Boston Massacre, March 5, 1770*, John Bufford's 1857 chromolithograph of William L. Champney's 1856 drawing (on display in the Old State House)
 - Howard Pyle's illustration from Harper's Magazine, 1883

Procedure:

Introduction/Motivation:

Provide a bit of background on the movie *Hoosiers*. Show clip from the movie (the state finals game). (Gardner: Visual-Spatial) Tell students that the Huskers also played their semi-final game in that same arena in 1954 (Butler Fieldhouse in Indianapolis). In the semi-final game, they played against a school called Crispus Attucks. Explain who Crispus Attucks was: An African American (also of Wampanoag descent – connect to past lessons on Native American tribes) who had escaped slavery and was working in Boston as a sailor. (5 minutes)

Step-by-Step Plan:

1. Crispus Attucks had led a group of sailors to the protest against the British on the night of March 5, 1770. He died in the *Boston Massacre*, and was one of the first people to die in the American Revolution. Explain that the British soldiers who fired the deadly shots were put on trial. At trial, many people would give *testimonials*. What is a testimonial? (Bloom: Knowledge) (5 minutes)
2. Tell students they are going to look at 4 artifacts depicting the Boston Massacre. Discuss primary sources and the 3 levels of analysis: literal, interpretive, evaluative. Refer to the rubric. Discuss the 3 levels using a black and white team basketball picture from the 1950s. (10 minutes)
 - Literal: How would you describe the picture (physical characteristics)? What colors are in it? How big is it? Is there writing on it? How many people do you see? What ages and hair/skin colors? How would you describe the clothing? (Bloom: Knowledge)
 - Interpretive: Based on your literal examination (must provide evidence to back up inferences), does the picture seem old or new? Why? Who might have taken this picture and why? Why might the picture have been taken? (Bloom: Analysis)
 - Evaluative: What can be learned from this picture? How does this picture help us understand the high school / basketball and race / clothing and hair styles? What other questions do you want answered about the picture in order to understand it better? (Bloom: Evaluate)
3. Divide students into 4 groups. Distribute the 4 depictions of the Boston Massacre. Instruct students to write a testimonial about the Boston Massacre using only the 3 levels of analysis (just discussed) on their assigned painting. (Gardner: Visual-spatial, verbal-linguistic) To encourage all members to engage, have each student write a sentence (so the testimonial contains several sentences in different handwriting. Things to include: What actions were taken by the colonists and the British soldiers? How would you describe these actions (e.g., aggressive, kind, violent)? What is the setting (buildings, weather, time of day) in which the Massacre took place. What emotions are depicted on the faces of the colonists and on those of the British soldiers? How many soldiers are depicted? How many colonists? (10 minutes)
4. Ask groups to read their testimonials while their paintings are displayed for all to see. (5 minutes)
5. Read the summary of the Boston Massacre from <http://www.bostonhistory.org/pdf/Boston%20Massacre%20-%20Using%20Images.pdf>. Ask: Were the colonists bullying the British soldiers? Why or why not? (Bloom: Evaluate) How does your testimonial differ from the summary? How is it similar? (Bloom: Analysis) Why might the drawing differ? What years were the paintings created? (Bloom: Knowledge) What was going on during those years? How might the paintings be affected by what was going on when they were painted? (Bloom: Analysis) (5 minutes)
6. Return to groups. Distribute the timelines to each group. Add a statement to the testimonial to contextualize the points that differ from the written summary, keeping in mind that the written summary is only a careful *attempt* to capture the truth. Collect the testimonials. (5 minutes)

Closure:

Remind students that we have looked at paintings and photos in both color and black and white. We have explored what pictures can tell about real events and the people who produced the pictures. Read aloud the Calvin and Hobbes comic with Calvin's dad's explanation as to why old photographs are black and white, but old paintings may be in color. (5 minutes)

Adaptations/Enrichment

Hearing impairment: Provide a transcript of the *Hoosiers* movie clip and turn on closed captioning. Give the microphone (from the amplification system) to this person's discussion group.

ADHD: Ask this student to hand out the pictures and timelines at the proper times. Give this student his own copy of the painting his group is assigned to look at.

Self-Reflection: Were they drawn in by the *Hoosiers* movie clip, or unduly distracted by it? Were the students able to collaborate effectively in writing the testimonials?

Resources

<http://www.bostonhistory.org/pdf/Boston%20Massacre%20-%20Using%20Images.pdf>

Rubric

	Literal	Interpretive	Evaluative
3	A complete description is provided.	Reasonable inferences are noted and supported with evidence from the primary source.	Connections to the lesson and larger understanding of the topic are evident. Students post additional relevant questions.
2	Most items/information from the primary source are noted.	Most of the inferences are reasonable and/or most are supported with evidence from the primary source.	Some connections to the lesson and larger understanding of the topic are evident. Limited additional questions are posed.
1	Some items/information from the primary source are noted.	Some of the inferences are reasonable and/or some are supported with evidence from the primary source.	Some connections to the lesson and larger understanding of the topic are evident OR limited additional questions are posed, but not both.
0	Nothing is listed.	No reasonable inferences are made.	No connections to the lesson or to future questions are made.

Lesson Plan 4: Citizenship

Defending others' rights; considering environmental impact of actions

Grade 5

(1 day: 50 minutes)

Academic Standard

Science 5.1.6 Explain how the solution to one problem, such as the use of pesticides in agriculture or the use of dumps for waste disposal, may create other problems.

Performance Objectives: After filtering a water sample, the students will write two sentences (one sentence summarizing their results, and one sentence relating the results to the trash in bodies of water such as Boston Harbor).

Assessment: Students create a simple filter and run dirty water through it. They will write one sentence summarizing their results, and one sentence relating the results to the trash in bodies of water such as Boston Harbor. (2 points possible for each sentence)

Advanced Preparation by Teacher:

- Picture (from textbook) of funeral announcement printed in *Boston Gazette and Country Journal*
- 2-liter soda bottle cut in half – one for each group (about 6)
- napkins or paper towels
- gravel, sand, and cotton balls for the filter
- dirty water in a plastic jug consisting of cooking oil, food coloring, pieces of paper, and tiny pieces of styrofoam
- Sheet of instructions for water filtering investigation
- Ticket for each student (fine for dumping tea)

Procedure:

Introduction/Motivation:

Remind students that the previous day, they looked at primary sources on the Boston Massacre. On the screen, show another primary source: the short account of the funerals of the victims of the Boston Massacre. Ask for their comments (skull and crossbones, initials of victims). See if they can read the words that contain the letter *f* where you would expect a letter *s*. When does *f* appear as an *s*? See if students can generate a rule (lowercase only, in between letters – not at beginning or end of word). (Bloom: Synthesis) (5 minutes)

Ask the class to imagine they are preparing for the trial of the British soldiers who fired the deadly shots in the Boston Massacre. The soldiers wait in jail for months while the local government tries to find a lawyer to defend them. What kind of lawyer in the colonies would defend the soldiers in court? (Bloom: Synthesis) Can you / should you defend the rights of someone you disagree with? Why or how? (Bloom: Evaluate) (5 minutes)

Step-by-Step Plan:

1. A patriot named John Adams reluctantly agreed to represent the accused British soldiers in court. He said, "Council [a defense lawyer] ought to be the very last thing an accused person should want [lack] in a free country." Put this quote on screen. What did John Adams mean? Discuss. Ask students to add to the essay they began during the last lesson (about dealing with conflicts in their personal lives). Think about John Adams representing the British soldiers. What can you learn from his actions regarding conflicts in your personal lives? Give students a

few minutes to add something to their essay about respecting the rights and opposing views of others. (Gardner: Intrapersonal) We will hear more about John Adams later. (10 minutes)

2. Switch gears. Tell the story of the Boston Tea Party. Help students recall the day they were trying to build a town out of Legos. Refer to a few of the students' comment cards that mention their aggravation with the rise in prices for Lego blocks. From 2 lessons ago—How did the colonists protest the increasing prices? One strategy was boycotts. Colonists enforced the boycott on tea by barring British ships from unloading in Boston Harbor. What problems would this strategy cause to the British? (Bloom: Comprehension) Then in December of 1773, with many people watching from the shores, a group of colonists dressed as Mohawk Indians rowed out to British ships and hacked open chests of tea, dumping them into the harbor. This event became known as the Boston Tea Party. Why was the event called a “party”? How was it different from simply refusing to buy tea from Britain? How do you think Britain will react to the spectacle of the Boston Tea Party? Would you support this kind of protest? Why or why not? (Bloom: Analysis, Evaluate) (5 minutes)
3. We have discussed some perspectives on the Boston Tea Party. What else or who else was affected by the protest? Do you think *all* colonists wanted Patriot Benjamin Franklin spoke out against destroying the tea. Why? Why was the tea party a dangerous action? Whom could it hurt? Consider the impact on nature. Do you think the colonists considered whether the tea and packing materials would harm the fish or pollute the water? Why or why not? Waste build-up is a problem, but how might a solution cause new problems? (Bloom: Analysis) Trash and other wastes were dumped into Boston Harbor for many years. What are some effects of improperly disposing of waste? Consequences to others? Animals? Ecosystem? (Bloom: Application)
4. You are going to do a science investigation in small groups. (Gardner: Naturalist, Logical-Mathematical) (20 minutes) Each group carries out the following instructions (per their instruction sheet – see supporting materials at the end of the lesson):
 - Put the top half of the soda bottle upside-down (like a funnel) inside the bottom half. The top half will be where you build your filter; the bottom half will hold the filtered water.
 - Layer the filter materials inside the top half of the bottle. Think about what each material might remove from the dirty water and in what order you should layer the materials. For an added challenge, use only two of materials to build your filter.
 - Pour the dirty water through the filter. What does the filtered water look like?
 - Take the filter apart and look at the different layers. Can you tell what each material removed from the water?
 - Wipe the bottle clean and try again. Try putting materials in different layers or using different amounts of materials.
5. Assessment: Write **one** sentence summarizing your results, and **one** sentence relating the results to the trash in bodies of water such as Boston Harbor. (5 minutes)

Closure: Collect the students' sentences. Briefly discuss findings from the science investigation. Ask if students are confident that the water is now clean enough to drink. Discuss the need to dispose of waste properly. Waste build-up is a problem, but how might a solution cause new problems? (Bloom: Analysis)

Distribute a “ticket” to each student “fining” them for destroying the tea and damaging the harbor. Have students check a box and return their ticket to a box on the teacher's desk. (5 minutes)

Adaptations/Enrichment

Hearing impairment: When examining early typewriting (*s* vs. *f*), emphasize that there is no difference in pronunciation when the *f* appears.

ADHD: Give this student a definite role in his science group. For example, he may be in charge of placing the materials in layers.

Enrichment: Write a sentence using the old-fashioned writing (*f* for *s*) from the obituary at the beginning of the lesson. During investigation, draw a diagram of the filtering layers.

Self-Reflection: Did we try to do too much in this lesson? Would the investigation work better as a demonstration? Were students jarred by the idea of John Adams defending the British soldiers in court?

Resources

<http://pbskids.org/zoom/activities/sci/waterfilter.html>

<http://seplessons.org/node/1754>

http://www.osmh.org/osmh_123456789files/boston_tea_party_faq.aspx#howmuchwasdestroyed

Supporting Materials**Filtering Instructions**

- Put the top half of the soda bottle upside-down (like a funnel) inside the bottom half. The top half will be where you build your filter; the bottom half will hold the filtered water.
- Layer the filter materials inside the top half of the bottle. Think about what each material might remove from the dirty water and in what order you should layer the materials. For an added challenge, use only two of materials to build your filter.
- Pour the dirty water through the filter. What does the filtered water look like?
- Take the filter apart and look at the different layers. Can you tell what each material removed from the water?
- Wipe the bottle clean and try again. Try putting materials in different layers or using different amounts of materials.
- Assessment: Write **one** sentence summarizing your results, and **one** sentence relating the results to the trash in bodies of water such as Boston Harbor.

VIOLATION

Offense: Destroying tea from East India Company

Punishments:

- 1) You must give room and board to British soldiers staying in Boston.

2) British General Thomas Gage is now in charge of the colony of Massachusetts.

3) The port of Boston is now closed. No ships can come or go until you pay for the tea you destroyed.

Amount: 10,000 pounds (worth \$1 million U.S. today).

Check the appropriate box: patriot loyalist

Lesson Plan 5: The Revolution Begins

Grade 5
(1 day: 50 minutes)

Academic Standards

Social Studies 5.1.10 Identify major British and American leaders and describe their roles in key events of the war for independence.

English / Language Arts 5.7.6 Use volume, phrasing, timing, and gestures appropriately to enhance meaning.

Performance Objectives: After being assigned a role in the battles of Lexington and Concord, the students will enhance their script by creatively acting it out for a self-assigned score of 6 out of 8.

Assessment: After acting out a role in the battles of Lexington and Concord, the students will evaluate their participation and cooperation on a 4-point scale.

Advanced Preparation by Teacher:

- Arrange to use gym or go outside
- Prepare papers explaining the following roles (see end of lesson)
 - British soldiers (6 students)
 - Paul Revere (1)
 - Colonial militia near Lexington (3)
 - Samuel Adams (1)
 - John Hancock (1)
 - Dr. Samuel Prescott (1)
 - Colonial militia near Concord (10)
 - Women of Concord (3)
 - Keeper of times and places (make and display signs at appropriate times) (1)
 - Narrator (1)
- Poster paper
- 3 small closed, empty box labeled *weapons*
- Script for narrator
- Self-evaluation

Procedure:

Introduction/Motivation:

Pull out a “ticket” from the last lesson (listing the ways in which the British punished the colonists for the Boston Tea party). Ask: Which box did you check? Why? (Bloom: Evaluate) Hold up a ticket “belonging” to Paul Revere. Ah, here is a ticket filled out by a silversmith/engraver/watchmaker named Paul Revere. What’s this? He marked the Patriot box. What is he going to do about it? Will he back up those words with some action? Show 3 minute video at http://www.earlyamerica.com/paul_revere.htm (5 minutes)

Step-by-Step Plan:

1. After the video, ask: How did Paul Revere show that he was truly a Patriot? (Bloom: Analysis) What obstacles stood in his way? Have a student tear off the calendar paper from the interactive bulletin board showing the date April 18.

2. Explain that the class is going to act out the next part of the American Revolution. Assign each student a part, and group together similar parts (Group: Samuel Adams, John Hancock, Paul Revere, Dr. Prescott; Group: women and militia men of Concord; Group: British soldiers, Lexington militia; Group: Narrator, Timekeeper). Explain that they are going to act out their parts without speaking. Encourage them to use lots of gestures and facial expressions. Some parts require making a poster. Provide poster paper and markers. If the part says “some of you will do” something, as a group decide now which people in the group will do that thing. Give them advance warning that they will have to evaluate their effort and participation and give an example of how they invested in their role. Move to the gym for this planning session. (Gardner: Interpersonal) (15 minutes)
3. Have students perform the scene once. Then ask how they might improve their performance. Encourage them to work out their timing so the narrator doesn’t get very far ahead or behind the action. Help them evaluate their own participation. Have them act out the scene a second time. Return to the classroom. (Gardner: Bodily-Kinesthetic) (20 minutes)
4. Ask students to fill out a self-evaluation.

Closure (5 minutes)

Discuss the experience. How important was your character’s role in the events of April 18 and 19? How can you tell? (Bloom: Analysis) How might those days have unfolded differently if your character had acted differently? (Bloom: Synthesis)

Use the closure time to briefly introduce the interactive bulletin board. Ask a student to add a pin to Boston, Lexington, and Concord.

Adaptations/Enrichment

Hearing impairment: Provide a transcript of the Paul Revere movie clip. Give the microphone (from the amplification system) to the narrator.

ADHD: Assign this student the role of the keeper of time and place so s/he has a definite goal (make poster) and so s/he will have to pay attention the entire time and show the right poster at the right time.

Enrichment: Ask these person to help their groups incorporate sounds (not voices, obviously) into their interpretation of their parts.

Self-Reflection: Could the students have written their own parts; i.e., was this activity scripted for 5th graders? Could I build on it to draw more out of the students in a later lesson?

Resources

Some information adapted from *Social Studies* (Scott Foresman), 2003.

Supporting Materials

Self-evaluation

1. Give yourself a grade for your participation in today's performance. Give one reason why you deserve that grade.

(4=I did my best; 3=I tried hard most of the time; 2=I didn't participate much; 1=I did a poor job)

	Grade 1-4	Why I gave myself this grade
I used creativity to communicate my part		
I considered others' feedback on my part		

Scripts

Narrator

It is April 18, 1775 at 10 o'clock at night. In Boston, 700 British soldiers start marching to Lexington. They are on their way to Concord to destroy weapons that the patriot militias have been storing there. They did not want the people in Concord to know they were coming, so British guards made sure no colonists could leave Boston that night. But Paul Revere had learned of their secret plans. He set out to warn the militias in Lexington and Concord. He rode west on a horse, staying ahead of the British soldiers.

At midnight, he arrives in Lexington, he wakes up Samuel Adams and John Hancock and warns them to leave Lexington so they are not captured by the British soldiers. Adams and Hancock escape safely. Paul Revere continues toward Concord with another man named Dr. Samuel Prescott.

At 2 a.m., a British soldier spots Paul Revere and Samuel Prescott on his horse and order them to stop. The soldiers capture Revere, but Prescott gets away.

The British reach Lexington at 5 a.m. They face the small Lexington militia and easily beat them, killing 8 and wounding 9 more. The British soldiers cheer their victory and march toward Concord, where they still hope to surprise the colonists and take their weapons.

But Dr. Prescott arrives ahead of the British soldiers. He warns everyone in the area that the British soldiers are coming. Women begin to hide the weapons in fields and barns.

Late in the morning of April 19, the British arrive in Concord, looking for the weapons. Militia men come from nearby towns and begin pouring into Concord. Men on both sides die while fighting, but there are many more colonists than British soldiers. In the early afternoon of the same day, the British start to retreat to Boston. They pass Lexington. By the time they reach Boston, about 250 British soldiers had been either killed or wounded. On the colonist side, 50 had been killed and about 40 had been wounded.

The American Revolution has begun.

Individual acting parts

- British soldiers (6): Begin at Boston. March shoulder-to-shoulder to Lexington very slowly. Paul Revere is also traveling to Lexington. Do not overtake him yet. One British soldier points ahead and spots Paul Revere and Samuel Prescott in the distance. He leaves the rest of the soldiers to catch up with him. The soldier captures him by touching his shoulders. The soldier takes Revere back to join the rest of the British soldiers, but Revere keeps his hands crossed behind his back as a prisoner from now on. When you arrive in Lexington, surround the small colonial militia. Capture 2 of them by touching their shoulders. They will sit or kneel on the ground. Continue marching toward Concord, thumbs up and smiling. Continue marching slowly toward Concord. You will not be able to catch up with Samuel Prescott. When you arrive in Concord, look for the weapons. As you are looking, the Concord militia will surround you. They will touch the shoulders of 3 British soldiers, who must then sit or kneel on the ground. One British soldier touches a Concord militia man, who goes down. Then you will begin to march backward slowly toward Boston. Another soldier is touched and goes down. Another soldier goes down. After you pass Lexington, the militia will stop fighting you. You will finally reach Boston and stop there, exhausted, surprised, and discouraged.
- Paul Revere (1): Begin at Boston. Walk (jog in place, advancing only a little bit) to Lexington shouting (silently!), “The British are coming!” The British soldiers are marching from Boston to Lexington also, but on a different path. You stay slightly ahead of them. When you reach Lexington, tell Samuel Adams and John Hancock to leave Lexington so they are not captured by the British soldiers. Leave Lexington with Dr. Samuel Prescott. Halfway between Lexington and Concord, a British soldier catches up to you. He captures you by touching your shoulders. You must walk with them from now on, but with your hands crossed behind your back as a prisoner. You are led back to be with the British soldiers.
- Colonial militia near Lexington (3): Fight the British soldiers. They will surround you. They will capture 2 of your by touching your shoulders. To show you are captured or killed, sit or kneel on the ground.
- Samuel Adams (1): Begin at Lexington. Paul Revere will wake you up and warn you to leave Lexington, so the British soldiers cannot find you and arrest you. Take a few steps north of Lexington. Stop and hide there.
- John Hancock (1): Begin at Lexington. Paul Revere will wake you up and warn you to leave Lexington, so the British soldiers cannot find you and arrest you. Take a few steps north of Lexington. Stop and hide there.
- Dr. Samuel Prescott (1): Start in Lexington. When Paul Revere arrives and warns everyone about the British soldiers, leave Lexington and head for Concord with him. He is captured, but you continue successfully to Concord. You warn the Concord militia and stay in Concord.
- Colonial militia near Concord (10): Begin scattered in areas close to Concord, but not right in Concord. Stand still until Samuel Prescott warns each of you personally to prepare for the British attack. When the British soldiers arrive in Concord, start walking to Concord and slowly surround them. Touch 3 person’s shoulders. Those British soldiers are captured or killed, and must sit or kneel on the ground. One British soldier will touch 1 Concord militia man, and that person will go down. Soon, the British soldiers will

slowly start marching backward to Boston. Touch another person's shoulders. After a few more steps, touch one more soldier's shoulders. Once you all pass Lexington, let the rest of the soldiers reach Boston. Return to Concord, limping, looking both relieved and worried.

- Women of Concord (3): Start in Concord. Hold boxes labeled weapons. When Samuel Prescott arrives and says the British soldiers are coming, hide the weapons.
- Timekeeper (1): April 18 at 10 p.m.; April 18 at midnight; April 19 at 2 a.m.; April 19 at 5 a.m.; April 19 in the late morning; April 19 in the early afternoon.

Lesson Plan 6: The Struggle Continues—on the Battlefield and in Congress

Grade 5

(1 day: 50 minutes)

Academic Standards

Social Studies 5.1.9 Analyze the causes of the American Revolution as outlined in the Declaration of Independence.

Social Studies 5.1.10 Identify major British and American leaders and describe their roles in key events of the war for independence.

English/Language Arts 5.7.7 Identify, analyze, and critique persuasive techniques, including promises, dares, flattery, and generalities; identify faulty reasoning used in oral presentations and media messages.

Performance Objectives: After exploring differing viewpoints on whether the colonies should break away from Great Britain, the students will list 3 reasons why some colonists might **not** want to declare independence in 1776.

Assessment: Drawing on their debate experience and the song lyrics, students will write 3 reasons why a colonist or delegate might **not** want to vote for independence in 1776. Possible reasons: do not want war, afraid things might turn out worse than they are now, do not want to seem like a traitor or break the law, want to work for change more gradually, risk losing money and property

Advanced Preparation by Teacher:

- Assign a student the job of updating the date on the interactive bulletin board to match the date of the events we discuss in class. Today, we will cover several dates.
- Ask another teacher to deliver a sealed letter to me at the *very* beginning of class. The letter contains a short summary of the Olive Branch petition. (“American colonists are still loyal to Britain. War can be avoided if the British government will give us greater freedom to govern ourselves.”)
- Pictures of King George III, George Washington, John Adams, Thomas Jefferson, Benjamin Franklin, John Dickinson, John Hancock
- Sheet with 3 excerpts from the Declaration
- Sheet with words and definitions for student with ADHD
- DVD Excerpt from *1776*: “Cool, Considerate Men”
- Copies of lyrics from *1776* “Cool, Considerate Men”
- Reproduction of the Declaration of Independence

Procedure:

Introduction/Motivation:

To connect to the previous lesson, visit the interactive bulletin board, and ask a few review questions about the Battles of Lexington and Concord. Where are my weapon-hiding women? Show me where those weapons are *now*! Have you British soldiers released Paul Revere yet? Where did you soldiers go when you ran away from Lexington? (Bloom: Knowledge) What are something you patriots could do next? Do you want to fight some more or retry some of those less violent methods you wrote about in your statements the other day? (Bloom: Application)

As an aside, explain that I am locked in a bitter disagreement with another teacher about some current school issue. In the middle of my explanation, the teacher interrupts class to deliver a sealed note to me. Discuss with students what the letter might say. Dramatically refuse to open the letter. (5 minutes)

Step-by-Step Plan:

1. Olive Branch Petition (5 minutes)
 - Explain that the letter represents a letter from the leaders of the American colonists to King George III in July 1775, called the Olive Branch Petition. Have a student open the letter and read this summary: “American colonists are still loyal to Britain. War can be avoided if the British government will give us greater freedom to govern ourselves.”
 - King George does not open the letter. He tells British lawmakers that he would use force to “put a speedy end” to what he saw as an illegal rebellion in the American colonies.
2. Continental Congress (5 minutes)
 - In 1774, the First Continental Congress met and decided to stop all trade because of the intolerable acts. They also agreed that each colony should organize militias. Meet again in 1775 if necessary. Definitely necessary! They meet and choose George Washington to lead the American army and unite the colonies.
 - In 1776, the Second Continental Congress meets. A delegate from Virginia asked Congress to vote for independence from Britain. Before taking a vote, leaders wanted to make sure that every colony supported the break with Britain. Why make sure every colony was on board? Leaders also formed a committee to write a document explaining the reasons why the colonies wanted independence. What should the document say? Who is the document for? This is the Declaration of Independence, written by Thomas Jefferson from Virginia.
3. Declaration of Independence (5 minutes)
 - Look at three excerpts of the Declaration. Help students decipher the meaning of unfamiliar words. Ask for examples of self-evident truths, rights, repeated injuries.
 - We hold these truths to be self-evident, that all men are created equal; that they are endowed [given] by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness.
 - The history of the present King of Great Britain is a history of repeated injuries
 - We, therefore, the representative of the United States of America... declare that these United Colonies are, and of right ought to be, free and independent states.
4. Was the Declaration of Independence legal? Divide class into groups, and have them craft a short argument to support their assigned opinion. (10 minutes)
 - Elected officials who say the Declaration is legal
 - Elected officials who say the Declaration is **not** legal
 - A group of Americans who want to separate from the U.S.A. in order to preserve slavery 70 years later
 - A group of Americans who **do not** want to separate from the U.S.A. in order to preserve slavery 70 years later
 - A group of judges who will decide whether people can decide to form their own country
5. Allow each group time to present its case. Discuss the strengths and weaknesses of each. (10 minutes)
6. Why not sign? (10 minutes)

- Why might a delegate **not** want to sign the Declaration? Distribute words to the song. Look/listen for reasons delegates like Pennsylvania’s John Dickinson might **not** want to sign the Declaration. Have them circle phrases that support his reasoning.
- Watch the clip of “Cool, Considerate Men” from 1776.
- Ask students to write 3 reasons on the lyrics sheet why a colonist or delegate might **not** want to vote for independence in 1776. Collect student responses.

Closure:

The vote for independence passed. The delegates signed the Declaration. Mr. John Hancock signed first. He cautioned his fellow signers: “There must be no pulling different ways. We must all hang together.” Benjamin Franklin added: “We must indeed all hang together, or most assuredly we shall all hang separately.” Invite each student to take a risk and put their “John Hancock” on (sign a copy of) the Declaration on their way out of the classroom. (5 minutes)

Adaptations/Enrichment

Enrichment: Find out why the Olive Branch Petition was so named.

ADHD: Give this student a dictionary and a matching exercise: vocabulary words and brief definitions (e.g., unalienable, endow, self-evident). Have him look up the terms as they come up during the lesson, and match words to definitions.

Self-Reflection: Is the lesson too full? Did the students have enough knowledge to engage in the debate (especially about slavery, which was meant as an example against secession)?

Resources

3-minute video of a recent UK vs. US debate over the legality of the Declaration.

<http://www.bbc.co.uk/news/magazine-15345511>

Cool, Considerate Men

<http://www.lyricsondemand.com/soundtracks/0/1776lyrics/coolcoolconsideratemenlyrics.html>

John Dickinson:

Oh say do you see what I see?
 Congress sitting here in sweet serenity
 I could cheer; the reason’s clear
 For the first time in a year Adams isn’t here
 And look, the sun is in the sky
 A breeze is blowing by, and there’s not a single fly

I sing hosanna, hosanna
 Hosanna, hosanna
 And it’s cool

Come ye cool, cool conservative men
 The likes of which may never be seen again
We have land, cash in hand
Self-command, future planned

Fortune flies, society survives
In neatly ordered lives with well-endowed wives

We sing hosanna, hosanna
To our breeding and our banner
We are cool

Come ye cool, cool considerate set
We'll dance together to the same minuet
To the right, ever to the right
Never to the left, forever to the right
May our creed be never to exceed
Regulated speed, no matter what the need

We sing hosanna, hosanna
Emblazoned on our banner
Is "keep cool"

What we do we do rationally
We never ever go off half-cocked, not we
Why begin till we know that we can win
And if we cannot win why bother to begin?

Edward Rutledge:

We say this game's not of our choosing
Why should we risk losing?

All:

We are cool, cool men.

John Dickinson:

Mr. Hancock. You're a man of property, one of us. Why don't you join us in our minuet? Why do you persist on dancing with Mr. Adams? Good lord, sir. You don't even like him.

John Hancock:

That is true. He annoys me quite a lot.
But still I'd rather trot
To Mr. Adams' new gavotte.

John Dickinson:

But why, sir? For personal glory? For a place in history? Be careful, sir. History will brand Mr. Adams and his followers as traitors.

John Hancock:

Traitors, Mr. Dickinson? To what? To the British crown, or the British half-crown? Fortunately, there are not enough men of property in America to dictate policy.

John Dickinson:

Perhaps not. But don't forget that most men with nothing would rather protect the possibility of becoming rich than face the reality of being poor. And that is why, they will follow us...

All:

To the right, ever to the right
 Never to the left, forever to the right
We have gold, a market that will hold
Tradition that is old, a reluctance to be bold.

Dickinson:

I sing hosanna, hosanna
 In a sane and lucid manner
 We are cool

All:

Come ye cool, cool considerate men
 The likes of which may never be seen again
 With our land, cash in hand
 Self-command, future planned
 And we'll hold to our gold
 Tradition that is old, reluctant to be bold.
 We say this game's not of our choosing
 Why should we risk losing?

We cool, cool, cool
 Cool, cool men.

Why might some colonists **not** want to vote for independence from Great Britain?

1. _____

2. _____

3. _____

Lesson Plan 7: A Symbol for the New Nation

Grade 5

(1 day: 50 minutes)

Academic Standards

Science 5.4.7 Explain that living things, such as plants and animals, differ in their characteristics, and that sometimes these differences can give members of these groups (plants and animals) an advantage in surviving and reproducing.

Fine Arts 5.1.3 Identify themes and symbols used in works of art and artifacts throughout history that portray shared human experiences.

Fine Arts 5.7.1 Apply elements (line, shape, form, texture, color, value, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis, and unity) in work that effectively communicates ideas.

Performance Objectives: After exploring animals as symbols, the students will create a piece of artwork containing an animal symbol of their choice (representing the United States) in a medium/style currently being taught in art class along with a statement containing 3 characteristics shared by the animal and the nation.

Assessment: Students will design (and create in Social Studies class today and art class this week) a symbol of the new nation created by the signing of the Declaration of Independence. Students must label the artwork with the name of the animal and 3 characteristics shared by the animal and the U.S.

Advanced Preparation by Teacher:

- The student-signed copy of the Declaration of Independence from the previous lesson
- Picture of the great seal of the United States / one dollar bill (to be projected)
- Lyrics for “The Egg” from 1776
- Copies of primary source: letter from Benjamin Franklin to his daughter (from this website: <http://www.greatseal.com/symbols/turkey.html>)
- Arrange a trip to the library/computer lab for access to books and online resources on animals; arrange for the librarian’s help in identifying books/websites to start with
- Art materials for appropriate medium/style of art being studied in art class: mixed media, sculpture, painting, drawing
- Coordinate with art teacher and science teacher (if applicable)

Procedure:

Introduction/Motivation:

Show the student-signed copy of the Declaration of Independence from the previous lesson. Ask a student to post it near the interactive bulletin board. How do you imagine the signers felt after forming this new nation? How do you feel when you finish something you’ve been working on? The Declaration is a long document. A picture is worth a thousand words. What kind of *picture* would summarize this collection of words? (Bloom: Synthesis)

Show picture of great seal of the U.S. / a one dollar bill. Notice the eagle. Is the eagle a good symbol for the United States? Why or why not? (5 minutes)

Step-by-Step Plan:

1. Distribute lyrics to “The Egg” from *1776*. Ask students to consider the men’s suggestions for a bird to represent the new nation of America. The three men sing this song while Declaration is being read aloud in Congress. Show the video clip. (5 minutes)
2. What does the shell represent? Why do the delegates say the bird inside belongs to them? What is meant by the “congressional incubator”? (How is the weather in Philadelphia?) Are you glad the eagle was chosen? Why or why not? Explain that the discussion about choosing a symbol for the new nation did not actually occur at the signing of the Declaration; it is a composite of different events. Show students the excerpt from a letter from Benjamin Franklin to his daughter, written in 1782. Why did Benjamin Franklin suggest the snake, Moses and Pharaoh, and the turkey? (5 minutes)
3. Invite students to make their own choice as to which animal best represents the United States. Take students to library and the library computers. With the librarian’s help, have students look at resources about animals and the way animals are used in stories, legends, and myths. After choosing an animal, they must create a piece of artwork depicting this animal. Somewhere on the artwork, they must write the name of the animal and 3 characteristics shared by the animal and the U.S. The art teacher might come help the students with initial designs, or they might bring their designs to art / science class for further guidance and time to develop the project. (25 minutes)
4. Show students the projects part of the interactive bulletin board. Let them explore the options for the remainder of the class period. (5 minutes)
 - Memorize and present a portion of the Declaration of Independence
 - Read a trade book in a literature circle (e.g., Johnny Tremain) and make a book jacket
 - Research and role play a person from the American Revolution
 - Research and report: Research the 5 Ws of famous quotations (“Give me liberty or give me death,” “Don’t fire until you see the whites of their eyes,” “I regret that I have but one life to lose for my country.”)
 - Perform a song / write a new verse for a song from *1776* or other source

Closure:

Tell students they will have to choose a project the next day and begin working on it as a group. (1 minute)

Adaptations/Enrichment

Enrichment: Suggest that this student look up and include in the artwork the Latin translation for the 3 characteristics of the animal s/he chose as a symbol.

ADHD: To narrow his choices, give this student a list of suggested animals based on what I know about his interests.

Self-Reflection: Would the artwork project work better as a group project?

The Egg

source: <http://www.lyricsondemand.com/soundtracks/0/1776lyrics/egglyrics.html>

John Adams:

It’s a masterpiece, I say!

They will cheer every word, every letter

Thomas Jefferson:

I wish I felt that way

Benjamin Franklin:

I believe I can put it better
Now then attend, as friend to friend
On our Declaration Committee
For us I see immortality

All:

In Philadelphia City

Benjamin Franklin:

A farmer, a lawyer, and a sage
A bit gouty in the leg
You know it's quite bizarre
To think that here we are
Playing midwives to an egg

John Adams:

Egg? What egg?

Benjamin Franklin:

America—the birth of a new nation

Thomas Jefferson: If only we could be sure what kind of bird it's going to be.

Benjamin Franklin: Tom has a point. What sort of bird should we choose as the symbol of our new America?

John Adams: The eagle.

Thomas Jefferson: The dove.

Benjamin Franklin: The turkey.

John Adams: The eagle.

Thomas Jefferson: The dove.

John Adams: The eagle!

Thomas Jefferson: [*considers*] The eagle.

Benjamin Franklin: The turkey.

John Adams: The eagle is a majestic bird!

Benjamin Franklin: The eagle is a scavenger, a thief and coward. A symbol of over ten centuries of European mischief.

John Adams: [*confused*] The turkey?

Benjamin Franklin: A truly noble bird. Native American, a source of sustenance to our original settlers, and an incredibly brave fellow who wouldn't flinch from attacking a whole regiment of Englishmen single-handedly! Therefore, the national bird of America is going to be...

John Adams: [*insistently*] The eagle!

Benjamin Franklin: The eagle.

All:

We're waiting for the chirp, chirp, chirp
Of an eaglet being born
We're waiting for the chirp, chirp, chirp
On this humid Monday morning in this
Congressional incubator

Benjamin Franklin:

God knows the temperature's hot enough
To hatch a stone, let alone an egg

All:

We're waiting for the scratch, scratch, scratch
Of that tiny little fellow
Waiting for the egg to hatch
On this humid Monday morning in this
Congressional incubator

John Adams:

God knows the temperature's hot enough
To hatch a stone

Thomas Jefferson:

But will it hatch an egg?

John Adams:

The eagle's going to crack the shell
Of the egg that England laid

All:

Yes, so we can tell, tell, tell
On this humid Monday morning in this
Congressional incubator

Benjamin Franklin:

And as just as Tom here has written
Though the egg may belong to Great Britain,

The eagle inside belongs to us!

All:

And as just as Tom here has written

We say to hell with Great Britain!

The eagle inside belongs to us!

The Eagle, Ben Franklin, and the Turkey



A year and a half after the Great Seal was adopted by Congress on June 20, 1782 – with the [bald eagle](#) as its centerpiece – Benjamin Franklin wrote a letter to his daughter and shared some thoughts about this new symbol of America. He did not express these personal musings elsewhere, but they have become legendary.

Writing from France on January 26, 1784 to his daughter Sally (Mrs. Sarah Bache) in Philadelphia, Franklin casts doubt on the propriety of using the Bald Eagle to symbolize the “brave and honest Cincinnati of America,” a newly formed society of revolutionary war officers.

The society’s insignia had a **poorly drawn eagle that looked more like a turkey**, which prompted Franklin’s naturally inquisitive mind to compare and contrast the two birds as a symbol for the United States.

Franklin’s Letter to His Daughter (excerpt)

“For my own part I wish the Bald Eagle had not been chosen the Representative of our Country. He is a Bird of bad moral Character. He does not get his Living honestly. You may have seen him perched on some dead Tree near the River, where, too lazy to fish for himself, he watches the Labour of the Fishing Hawk; and when that diligent Bird has at length taken a Fish, and is bearing it to his Nest for the Support of his Mate and young Ones, the Bald Eagle pursues him and takes it from him.

“With all this Injustice, he is never in good Case but like those among Men who live by Sharping & Robbing he is generally poor and often very lousy. Besides he is a rank Coward: The little *King Bird* not bigger than a Sparrow attacks him boldly and drives him out of the District. He is therefore by no means a proper Emblem for the brave and honest Cincinnati of America who have driven all the *King birds* from our Country...

“I am on this account not displeased that the Figure is not known as a Bald Eagle, but looks more like a Turkey. For the Truth the Turkey is in Comparison a much more respectable Bird, and withal a true original Native of America... He is besides, though a little vain & silly, a Bird of Courage, and would not hesitate to attack a Grenadier of the British Guards who should presume to invade his Farm Yard with a red Coat on.”

Franklin previously suggested other symbols.

In his 1775 letter published in a magazine, he made a good case for [the Rattlesnake](#) as an appropriate symbol of “the temper and conduct of America.”

In 1776, he made an official suggestion while on the committee Congress appointed on July 4th to design the Great Seal. His idea was an action scene with [Moses and Pharaoh](#), which the committee recommended for the reverse side of the Great Seal.

NOTE: “Because of their size, bald eagles are not concerned about threats from other birds. However, eagles are often chased by smaller birds, who are trying to protect their young. . . It was Benjamin Franklin’s observations of a bald eagle either ignoring or retreating from such mobbing that probably led to his claim of the bald eagle’s lack of courage.” – [Bald Eagle Information](#)

Lesson Plan 8: Solider Life

Grade 5

(1 day: 50 minutes)

Academic Standards

Math 5.6.1 Explain which types of displays are appropriate for various sets of data.

Example: Conduct a survey to find the favorite movies of the students in your class. Decide whether to use a bar, line, or picture graph to display the data. Explain your decision.

Social Studies 5.3.12 Describe and analyze how specific physical features influenced historical events and movements.

Performance Objectives: After reading about life as a revolutionary war soldier, the students will complete a custom box representing life as a revolutionary war soldier to the following standards: 2 artifacts inside the box, and each of 6 outer sides covered with either narrative, chart, or illustration per the rubric (page 57 of Obenchain and Morris book of strategies).

Assessment: In groups, students will create a custom box to represent life as a revolutionary war soldier. They will be assessed using the rubric on page 57.

Advanced Preparation by Teacher:

- Prepare video clip about Valley Forge at <http://www.history.com/topics/valley-forge/videos#surviving-valley-forge>.
- Set out the following materials on a long table: beef jerky, hard cakes made only of flour and water, beans, candles, playing cards, canteen, schedule, CD recording of reveille, needle and thread, drum, dice, checkers, wool socks, black felt 3-cornered cocked-hat, picture of musket, picture of bayonet, box labeled “ammunition,” blank schedule, code for interpreting drum signals, table showing deaths from war and deaths from other causes during late 18th century
- Set other materials that do not pertain to the revolutionary war, such as oranges, cheese, CD recording of orchestra playing patriotic music, notebook, photographs of bow and arrow, photographs of tanks, CD player, pillow
- 6 shoe boxes—one custom box for each of 6 groups
- 1 custom box representing my life—with categories that match (roughly) the ones the students will use
- Copies of paper outlining a soldier’s life
- Rubric from page 57 of Obenchain and Morris book

Procedure:

Introduction/Motivation:

Look at the interactive bulletin board. Ask a student to locate the last battle we discussed (Lexington and Concord). Have them add another couple of battles: Bunker Hill, Fort Ticonderoga, Trenton, Saratoga. Ask the student who played the Timekeeper role in lesson 5 (“The Revolution Begins”) to tear off the calendar pages to match the dates associated with each battle.

This brings us to Valley Forge. Show video clip about Valley Forge. Discuss life as a soldier in the war. (5 minutes)

Step-by-Step Plan:

1. Introduce the empty custom box and explain how to make a custom box. For reference, show a custom box representing my life. Distribute paper on the soldier's life. Divide the class into 6 groups. Ask each group to complete a custom box to represent life as a soldier in the revolutionary war. (5 minutes)
2. Review the rubric with students (page 57 of Obenchain and Morris) (5 minutes)
 - 2 artifacts
 - Explain controversial issue associated with one artifact on one side of box
 - Map, graph, schedule, or chart on 2 sides of the box
 - Illustration on 2 sides of the box
 - Narrative on 1 side of box (using 1–3 sources)
3. Students spend most of class building the custom box – finding appropriate artifacts from the long table and interactive bulletin board and writing about them. Walk around and monitor students' progress and understanding. Stop students after 15 minutes to briefly compliment and correct efforts thus far. (30 minutes)
4. Have students leave their custom boxes to be evaluated.

Closure:

Offer students a taste of the hard wheat cakes and stew referred to in the soldier handout. Remind students they will have to choose a project the next day and begin working on it as a group. (5 minutes)

Adaptations/Enrichment

Enrichment: Include one non-example artifact and explain why it does not belong in the custom box.

ADHD: Assign this student to a particular task within his group (e.g., collecting artifacts or explaining artifacts or creating the chart/graph).

Self-Reflection: I show a custom box representing my life. To help contrast a soldier's life with the students' own life, should one group prepare a custom box representing their own lives? Or could that be an extension? Or is that even necessary? Does this activity require more than one class period? Do the students need more guidance in sorting through and comparing the numbers of dead and causes of death? More guidance on controversial issue?

Supporting Materials

Custom Box Scoring Rubric

___ (3 points possible) *Artifacts* – The box contains at least two artifacts that relate information about the topic selected. 3 – Three or more artifacts; 2 – Two or more artifacts; 1 – one or more artifacts

___ (3 points possible) *Controversial Issue* – The box contains at least two artifacts that related information about an issue that caused people to take sides about the specific topic. Students earn points for explaining controversial issues. 3 – Explain both sides of two controversial issues; 2 – Explain both sides of one controversial issue; 1 – Explain one side of a controversial issue.

___ (3 points possible) *Map, Graph, or Chart* – Two sides of the box feature a map, graph, or

chart that relates information about your specific topic. Students earn points for including graphic information that supports the culture or time period selected. 3 – Three or more maps, graphs, or charts; 2 – Two maps, graphs, or charts; 1 – One map, graph, or chart.

____ (3 points possible) *Illustration* – Two sides of the box feature at least one illustration. This is a drawing, a photograph, or a photocopy. Students earn points for conclusions that identified, explained, or exemplified the culture or time period selected. 3 – Three or more illustrations; 2 – Two illustrations; 1 – One illustration.

____ (3 points possible) *Narrative* – One side of the box features accurate information presented in narrative form. 3 – Student writing using three or more sources; 2 – Student writing using one source; 1 – Photocopy.

____ (15 points possible) Total points

What if you were soldier in the Revolutionary War?

Source: <http://www.vancortlandthouse.org/Soldier%20in%20the%20Revolutionary%20War.htm>

The clothes you wore, the food you ate, the places where you stayed, the way you lived would all be very different from the way you live today.

Maybe you enlisted (joined) in the war when it first began. It started on April 19, 1775 when the first shots were fired at Lexington, Massachusetts. Maybe you were one of Washington's soldiers defeated at the Battle of Long Island that began a series of setbacks for the Americans. Maybe you fought at the Battle of White Plains, then retreated across New Jersey finally to gain a victory at the Battle of Trenton on Christmas Day. Maybe you remember the Thanksgiving when 2 ounces of rice and a tablespoon of vinegar were served to the troops at Valley Forge because there wasn't any other food. Maybe you fought the British at Saratoga in 1777 and cheered the American victory that years later were called the turning point of the war. And maybe you were at New Windsor Cantonment where the fighting stopped on April 19, 1783 when the "Cessation of Hostilities" cease-fire order was posted, and you celebrated with three "huzzas." The Treaty of Paris officially ended the war and gave America independence and land all the way west to the Mississippi River. Congress approved it on September 3, 1783.

What Would you Wear?

The army gave the soldiers the clothes and equipment they needed. But there weren't always enough of these items. A shipment of shirts arrived, but there weren't enough for all the soldiers, so many men would have to go without. Sometimes it was shoes in short supply, or coats, breeches, bayonets and other equipment. It was not uncommon to see soldiers near naked, wrapped in blankets and rags. The clothes a soldier was to receive were:

A shirt, usually of heavy linen.
 Breeches or overalls, pants of linen or wool;
 Weskit, (another name for waistcoat or vest);
 Woolen socks, which would have been hand-knit;
 Common shoes which fit either foot because they were made without a
 left and right;
 A three cornered hat called “cocked-hats”, and made of black felt.

A soldier was also supposed to receive a heavy woolen coat called a REGIMENTAL COAT. They were of different colors, depending on which regiment the soldier belonged to. A soldier had to wear his regimental coat during battles even if it was very hot. This was because there was a lot of smoke on the battlefields from the guns and cannons. The colors of the coats helped identify regiments and armies. In some battles many troops who could not be issued a regimental coat wore linen “HUNTING FROCKS”. These were homespun and worn on the frontier. Hundreds of soldiers wearing hunting frocks, dyed various colors, presented a uniformed appearance. Frock coats were also worn to do fatigue duties to save wear and tear on a man’s regimental coat.

Equipment

The equipment a soldier received was:

a flintlock musket, which fired round lead balls and was not very accurate;
 a bayonet, which was like a long knife that fit onto the end of a musket;
 a cartridge box, to carry ammunition;
 a canteen, to carry water often round and made of wood or tin;
 a haversack to carry food and small items (it was made of linen with a three
 button flap);
 a knapsack, also made of linen or canvas, painted to be waterproof. Extra
 clothes, shoes, playing cards, candles and other personal items were
 carried in it.

What would you eat in the Army?

The food a soldier was given, or issued, each day by the Army was called a ration. The ration for a soldier a day was,

a pound of bread
 a pound of meat
 a gill of dry beans or peas
 a gill of rum

A soldier was very lucky indeed if he received ½ of that!

The bread was very hard - so hard that the soldiers soaked it in warm water until it was soft enough to chew. The bread was hard because it was made with only flour and water. The Army made the bread this way so it would last for a very long time before spoiling.

The meat was usually salted beef or pork cut into strips or chunks and soaked in salt water so it wouldn't spoil. The Army issued salted and dried foods because that was the only way to keep food preserved.

Usually, the soldiers boiled the dry beans or peas with their meat. After cooking a long time, the beans and peas became soft and the meat less salty. The result was a tasty stew.

The soldiers were supposed to mix their rum with water before they drank it. Sometimes they were issued extra rum for doing extra work, or because it was a special day such as New Year's or to celebrate a victory or comfort a defeat.

Schedule

The drum controlled a soldier's day. The drummers in each regiment played different beats to tell the soldiers where they should be and what they should be doing. Here are some typical drumbeats and what they meant.

Reveille (REV-a-lee)

Reveille was beat at sun-up. It meant that it was time for the soldiers to get up and get ready for their day. Sometimes the GENERAL was beat instead of REVEILLE. That means soldiers should take down their tents and get ready to march from camp.

Troop or Assembly

Troop was beat at 8:00 a.m. in the summer and 9:00 a.m. in the winter. It meant that soldiers should gather or assemble so the officer could call the roll and inspect the men for duty.

After INSPECTION, the soldiers were sent off to do their work for the day. They marched and drilled often so they would be ready in case there was a battle. If they had to cut firewood or haul water, there were signals that the drummer would play.

Retreat

Retreat was beat at sunset. The roll was called again, and orders were given about the work to be done the next day. Then the soldiers had free time. They would have their supper. Then they might clean their equipment, and they might patch or mend their clothing. They also played games like dice and pitch penny, even though they weren't supposed to gamble. Card playing and draughts (checkers) were also popular.

Battle

If it was an unlucky day, the soldiers might fight in a battle. The drum signaled the army where to March, which way to face and fire, to advance or fall back, and lots of other things. Why was a drum used? It was louder than the human voice and could be heard above the noise of battle.

Tattoo

Tattoo was beat at about 9:00 p.m. in the summer when the days are longer, and 8:00 p.m. in the winter when the days are shorter. It was the signal for the soldiers to go into their huts or tents and stay there until REVEILLE the next morning.

Lesson Plan 9: Women in the Revolution

Grade 5
(1 day: 50 minutes)

Academic Standards

Social Studies 5.1.12 Identify contributions of women and minorities during the American Revolution. (Individuals, Society and Culture)

Social Studies 5.1.21 Formulate historical questions from encounters with primary sources and identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation's cultural landscape. (Individuals, Society and Culture)

Chemistry of foods 5.1 Describe factors that impact fermentation of yeast, bacterial, and mold.

Performance Objectives: After acting out some of the ways women helped in the American Revolution, students will write a paragraph containing three ideas (2–3 sentences per idea) about how the Revolution might have been different without women like Deborah Sampson, Martha Washington, Mary Ludwig Hays, and Phillis Wheatley.

Assessment: Students will write a paragraph of three sentences about how the Revolution would have been different without women like Deborah Sampson, Martha Washington, Mary Ludwig Hays, and Phillis Wheatley. The paragraph must include at least 3 ideas. The paragraph must state one way the Revolution might have differed without such women. The paragraph must list at least two contributions from women.

Advanced Preparation by Teacher:

- Arrange for a parent helper to bake the rolls
- Prepare ingredients for simple yeast rolls, plus a batch of dough already risen and ready to form into rolls
- Prepare the following stations:
 - Deborah Sampson: men's clothes, boots, hat, target board, Velcro darts
 - Phillis Wheatley: poster paper, copy of a Wheatley poem, fountain pen
 - Martha Washington: soldier's pants with rips and holes, needle, thread
 - Mary Ludwig Hays (Molly Pitcher): baking tray, dough, parchment paper with students' names marked
- Prepare information sheet about each station: what to do.
 - Deborah Sampson: Put on clothes, boots, hat. Run between the bleachers and the wall 5 times. Throw 3 Velcro darts at the target board (must hit the board). Run back and remove clothes and boots.
 - Phillis Wheatley: Copy a line from the Wheatley poem onto the poster paper using the fountain pen (how to use).
 - Martha Washington: Mend a hole in the soldier's pants using needle and thread
 - Mary Ludwig Hays (Molly Pitcher): Form the dough into a ball and place on the parchment paper beside your name.
- Mug with quote "Well behaved women seldom make history."

Procedure:

Introduction/Motivation:

Ask the students to recall yesterday's hard biscuits eaten by the soldiers. Where did those biscuits come from? Who made them? (Bloom: Knowledge) Did the people who made food and clothing for the soldiers, wrote them letters, wrote about their struggles also contribute to the patriots' cause? How? (Bloom: Application)

With students gathered around, show students yeast bubbling and reacting. Talk about the properties of yeast: it is a living thing, what helps it grow, its effect on foods. Did you know yeast was a fungus? How do you feel about eating fungus in your bread? Why is the purpose of yeast? (Bloom: Knowledge) If yeast grows well in warm, sugary places, where might yeast **not** like to grow? (Bloom: Application) (5 minutes)

Step-by-Step Plan:

1. Introduce 4 important women in the American Revolution. How have women contributed to the Revolution so far? (Tea boycott) Why might we know more about men's lives than women's from this time period? (Interests and biases of the person writing the official history; routine work taken for granted) How can we find out what women were doing in colonial America? (Diaries, newspapers, letters) (Bloom: Analysis)
2. Divide the students among the following stations in the gym. Have them read the information sheet and make sure they can do what the sheet describes. Help them as necessary. (10 minutes)
 - Deborah Sampson
 - Phillis Wheatley
 - Martha Washington
 - Mary Ludwig Hays (Molly Pitcher)
3. Have each group explain to the rest of the class how to do that station. Help them as necessary. (10 minutes)
4. Hold a relay race, with students starting at the 4 stations and moving through all 4. (Gardner: Bodily-Kinesthetic)
5. Have them come to a gathering place when they have finished, and begin the assessment. As students form their rolls, a parent helper will help them take the baking trays to the kitchen and bake them. (15 minutes)
6. Back in the classroom, ask students to write a paragraph explaining how the Revolution might have changed without women such as the ones they learned about today. Explain requirements (see Assessment at the beginning of the lesson plan). (Bloom: Evaluate) (Gardner: Verbal-linguistic) (5 minutes)
7. While students write, post their written Wheatley poem near interactive bulletin board in the classroom.
8. Collect the assessment.

Closure:

Present the quotation "Well behaved women seldom make history" (Laurel Thatcher Ulrich) for discussion. Eat the warm rolls with water from Molly Pitcher. (5 minutes)

Adaptations/Enrichment

Enrichment: Use a line from a Wheatley poem in the assessment. "Havanna ladies" from Cuba raised 800,000 silver pounds which boosted Army's wilting resolve.

ADHD: To Give this student a small card ("passport") with a checklist of the 4 stations he must visit.

Self-Reflection: How could I have helped students think on a higher order during the relay? Instead of devoting a lesson on women in the Revolution, should I teach more women's history throughout the lessons?

Lesson Plan 10: The Revolution Ends

Grade 5

(1 day: 50 minutes, plus multiple periods to develop newscast)

Academic Standards

Social Studies 5.1.11 Describe foreign aid to the colonies during the American Revolution.

Social Studies 5.1.19 Using primary and secondary sources to examine an historical account about an issue of the time, reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed.

Performance Objectives: After watching a news clip, students will create a 5-minute news program about an event, person, or issue from the American Revolution that lasts 5 minutes and accurately describes significant details on the topic.

Assessment: In groups (anchor, reporter, eyewitness), students will create a news program about an event, person, or issue from the American Revolution. They must also make a scenic backdrop for the news program and bring in or make props, and dress in clothing that illustrates the time period and the event. They will be evaluated on accuracy of information, level of detail, proper use of roles, and visual presentation (1–4 points in each area).

Advanced Preparation by Teacher:

- Little flags on toothpicks to represent foreign aid in the war (Spain, Germany, France, Cuba)
- Arrange the desks to show the rough arrangement of the Brits and Americans at Yorktown. Display posters at each location.
 - At the door: Chesapeake Bay, Virginia
 - 1 pod to the north: Pennsylvania
 - 1 pod to the south: North Carolina
 - 2 pods surrounded: Yorktown, Virginia
- Prepare the following labels:
 - French Navy
 - American army: George Washington’s army
 - American army: Nathanael Green’s army
 - British army: George Cornwallis
- “Victory at Yorktown” reading from textbook, page 318
- News clip of an event of national interest that involves an anchor, reporter, and eyewitness. Use a current event.
- Prepare final project planning sheet
- Borrow props and period costumes from college/high school
- Gather poster board, pencils, markers
- Microphone prop
- Video camera to record students’ presentations (in a future class period)
- Play “Sparkle” with vocabulary words from the American Revolution (sponge activity for closure)

Procedure:**Introduction/Motivation:**

Expect some commotion as students find their seats in the new locations. Explain that the desks are arranged to reflect the position of the troops in the final battle of the American Revolution.

Ask a student to update the bulletin board with new battles (Savannah, Charleston, *Bonhomme Richard* navy ship, Vincennes). Add including little flags of other nations. Draw attention the recapture of Fort Vincennes, now in Indiana. Today we will see how the *final* battle played out. (5 minutes)

Step-by-Step Plan:

1. Ask students to work with their pod and figure out who they represent in the final battle. Refer them to the textbook reading "Victory at Yorktown" (page 318). When they know, have them claim the appropriate poster (French Navy, George Washington, Nathanael Green, or British George Cornwallis). (Gardner: Visual-spatial, Verbal-linguistic) (Bloom: Application) (5 minutes)
2. Read aloud the Yorktown reading. As the reading refers to each group, have the members of that group pantomime the actions as described in the reading. (Gardner: Bodily-kinesthetic) (5 minutes)
3. How did the news of the surrender travel throughout the colonies and back to Great Britain? How does news travel today? (Bloom: Analysis)
4. Show the news clip. Discuss the role of anchor, reporter, and eyewitness. Discuss fact and opinion and multiple perspectives. Watch the clip again. (10 minutes)
5. Introduce the group project that will span the next several class periods. In groups of 3 or 4, students will create a news program about an event, person, or issue described in this unit. Have the groups assign jobs, including news anchors, reporters, and residents who were eyewitnesses to the events. Explain that they must report events that were interesting and significant the people living during the time period. They must also make a banner or scenic backdrop for the news program and bring in or make props, and dress in clothing that illustrates the time period and the event. Help them consider whether their news agency is sponsored by the British government, the colonial government, native American tribes, etc. (5 minutes)

Examples:

- a. The signing of the Declaration of Independence
 - b. Prince Hall
 - c. Thomas Jefferson
 - d. Benedict Arnold
 - e. King George
 - f. The history of the song "Yankee Doodle"
 - g. One major battle
 - h. Help from other nations
 - i. Surrender at Yorktown
 - j. How the Revolutionary War affected families
 - k. The first flag
6. Divide the class into groups and help them get started using the planning sheet to direct initial planning efforts. (15 minutes)

Closure:

Have students move their desks back to their usual locations. Play “Sparkle” — spell vocabulary words from the unit one letter per student (e.g., declaration, independence, boycott, olive branch, Washington). Continue until dismissal. (5 minutes)

Adaptations/Enrichment

Enrichment: Refer to the interactive bulletin board showing the battles of the American Revolution. Each battle is coded to show the winner. Ask students to look at the map and estimate the percentage of battles won by the Americans. Then have them calculate the exact number and compare it to their estimate.

ADHD: Assign this student to a particular task within his group.

Self-Reflection: Did the students understand difference between the 3 roles in the groups? How will I make sure that they do not overdo one part of the project (e.g., backdrop) at the expense of another part (e.g., dialogue)? Should I even worry about this, since the roles give them a chance to specialize according to interest?

Group Planning “News Then”

Directions: In a group, present a news program about an event, person, or issue from the American Revolution. Group members should choose a role and complete the assignment for that role.

1. The event is:

2. My role in the news program is: ___ news anchor ___ reporter ___eyewitness

3. News Anchor—Write a summary of the event. Describe the people involved, details about their role, and the outcome or importance of the event.

4. Reporter—
Write questions and answers on behalf of the eyewitnesses to the event. Ask them who was involved, what the people did, and what they think is the outcome or importance of the event.

5. Eyewitness—If you are an eyewitness, write a description of what you saw. Include the names of the people involved, what they did, and the outcome or importance of the event.

After each group presents its program, have audience members discuss what role facts and opinion play in how news anchors, reporters, and eyewitnesses present information to the public.

Checklist for students:

- ___ We chose an event, person, or issue from the American Revolution
- ___ We each chose a role to play in the news program.
- ___ We wrote about the event from the point of view of our assigned role.
- ___ Our group made a banner and background for our news program.

Note for Home: Your child learned about the American Revolution

Home Activity: With your child, watch a news program about national events. Discuss the roles that reporters, news anchors, and eyewitnesses play in sharing a news event with TV viewers.