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Teaching American History
The Enduring Legacy of the American Revolution

Final Project: This learning experience will focus on the connection between the French and Indian War and the events that led to the ultimate American Revolution. Understanding the connection between Britain's actions and the colonist's reaction will be the focus. Students will engage in group research of these events using primary sources such as written correspondences as well as secondary sources. Students will be encouraged to question the actions and decisions of past influential people involved in the American Revolution in order to better understand their passion for liberty. During this learning experience, students will also explore their own persuasive abilities and how these talents have molded our nation.

Grade Level: Grade 5

Central Questions:

- Now that the French and Indian War is over and Britain has control over a very large portion of North America, how will they protect it, and who is going to pay for this protection?
- Now that it is evident that Parliament expects the colonists to pay for the protection of the land that it acquired as a result of the French and Indian War, do you think that the British Parliament's expectations are fair?
- Did the colonists behave poorly as a result of the Acts imposed by the British Parliament?
- Considering the distance between England and its new colonies and the loose government that existed in the new colonies, do you think that there was another way for the colonists to reconcile their differences with their mother country other than the eventual war?

Challenge Questions:

- Considering the growth of technology to present date, could the issues between the new colonies and the British Parliament have been solved more peacefully with the same result of a newly created nation?
- Speaking from the perspective of a Patriot or Loyalist, what are some persuasive ideas that could have been used to persuade Europe to support the colonists cause?

Lesson Length:

- Two school weeks (10 school days during Social Studies and Language Arts)

Key Ideas:

- Tensions were created as Britain imposed taxes on its colonists in order to pay for its war debt.

- Colonists challenged the authority of their disconnected government after Britain became secure in its position in North America.
- Free-thinking persuasive individuals with diverse backgrounds were responsible for shaping public opinion.

Intended Learning Outcomes:

- Students will understand the connection between the cost of the French and Indian War and the imposed taxes.
- Students will understand the transition from colonies who were self-governed during their early existence to a British Parliament attempting to regain control over these settlements
- Students will understand the power of persuasive communication.
- Through exploring persuasive writing of the eighteenth century, students will be able to apply these techniques to their own writing.
- Students will be able intelligently discuss the issues that led to the rebellion of the colonists.
- Students will the ability to choose reliable sources and define a primary source.

National History Standards:

Era 3: Revolution and the New Nation (1754-1820)

- Standard 1: The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement and the reasons for the American victory.
- Standard 2: The impact of the American Revolution on politics, economy, and society.
- Standard3: The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U. S. Constitution and the Bill of Rights.

Vermont Standards:

H&SS 5-6:1 **Students initiate an inquiry by...**

- Asking relevant and focusing questions that will lead to independent research based on what they have seen, what they have read, what they have listened to, and/or what they have researched

H&SS 5-6:2 **Students develop a hypothesis, thesis, or research statement by...**

- Using prior knowledge, relevant questions, and facts to develop a prediction and/or propose an explanation or solution.

H&SS 5-6:3 **Students design research by...**

- Identifying the quality and quantity of information needed including primary and secondary sources.
- Identifying tools, tasks, and procedures needed for conducting an inquiry, including a plan for citing sources.
- Determining possible ways to present data

H&SS 5-6:4 **Students conduct research by...**

- Referring to and following a plan for an inquiry.
- Locating relevant materials such as print, electronic, and human resources.

- Applying criteria from the research plan to analyze the quality and quantity (of information gathered).
- Describing evidence and recording observations using note cards, videotape, tape recorders, journals, or databases. Citing sources.

H&SS 5-6:5 Students develop reasonable explanations that support the research statement by...

- Organizing and displaying information in a manner appropriate to the research statement through tables, graphs, maps, dioramas, charts, narratives, posters, timelines, models, simulations, and/or dramatizations.
- Determining the validity and reliability of the document or information Using appropriate methods for interpreting information, such as comparing and contrasting, summarizing, illustrating, sequencing, and/or justifying
- Revising explanations as necessary based on peer critique, expert opinion, etc.

H&SS 5-6:9 Students show understanding of how humans interpret history by...

- Identifying different types of primary and secondary sources, and understanding the benefits and limitations both bring to the study of history Reading and interpreting historic maps.
- Identifying multiple perspectives in historic and current events Identifying attitudes, values, and behaviors of people in different historical contexts

H&SS 5-6:10 Students show understanding of past, present, and future time by...

- Identifying the beginning, middle, and end of an historical narrative or story.
- Constructing time lines of significant historical developments in the nation and world, designating appropriate equidistant intervals of time and recording events according to the order in which they occurred.
- Interpreting data presented in time lines.
- Making predictions and/or decisions based on an understanding of the past and the present.
- Identifying an important event in the United States and/or world, and describing multiple causes and effects of that event.
- Explaining transitions between eras that occurred over time, as well as those that occurred as a result of a pivotal event

H&SS 5-6:13 Students analyze how and why cultures continue and change over time by...

- Identifying expressions of culture in the U.S., and the world through analysis of various modes of expression such as poems, songs, dances, stories, paintings, and photographs Describing the contributions of various cultural groups to the world, both past and present.
- Identifying how location influences cultural traits (e.g., comparing clothing, food, religion/values, government, and art across four ancient cultures in relation to location). i
- Identifying ways in which culture in the United States and the world has changed.

Primary Sources:

- **American Revolution: Primary Sources Edition 1. (American Revolution Reference Library).** Linda Schmittroth (Editor), Lawrence W. Baker (Editor), Stacy A. McConnell (Editor), U·X·L; 1 edition (June 21, 2000)
- **Declaring Independence: Life During the American Revolution,** Brandon Marie Miller, Lerner Publications; 2005
- **Primary Source Fluency Activities,** Jennifer Overend Prior Ph.D., Shell Education; 2005

- <http://www.historycentral.com> (Primary Source Documents)
- http://en.wikipedia.org/wiki/American_Revolution

Secondary Sources:

- **Build our Nation**, Houghton Mifflin, 1997 (Unit 4,5, and 6)
- **The American Vision**, National Geographic, 2005 (Chapter 4)
- <http://www.history.org>

Activities:

- Read We the Kids, by David Catrow (The Preamble to the Constitution) and illustrate pieces of the document for understanding.
- Class will create a timeline as they move through the events leading to the American Revolution.
- Students will create summarizations of important events after answering who, what, when, where, and why as a class. This will begin prior to beginning the study of the French and Indian War with teacher modeling.
- Students will work in groups to research and summarize the events leading up to the Revolutionary War. Students will create a visual interpretation of their significant event after approval of the teacher. They are expected to include evidence of the use of a primary source.
- Small group will write "Letters of Correspondence" between themselves as their interpretation of the Committees of Correspondence writing to each other to explain the situation in the colonies.
- Small group will create a play reenacting a portion of the Boston Tea Party. Students will also include a brief musical piece played on flutes from the time period of the American Revolution.
- Students will create constructed responses to the questions listed under Central Questions throughout the project.
- Students will create a portfolio research paper regarding an influential person involved in activities of the American Revolution. (Not included in the 2 school weeks.

Assessment:

- Journal prompt rubric
- Writing portfolio: Report
- Constructed Response rubric
- Visual Presentation Preparation and Presentation Rubric
- Short quizzes to check for understanding

Accommodations:

- Students will work in small groups
- Class discussions to meet the needs of auditory learners
- Reading review to fill in any gaps in learning
- Modified assignments to meet the needs of students
- Visual presentations created to emphasize the strengths of each individual
- Accelerated learners will take leadership roles in groups as take charge of organizing and guiding research.

British Action and Colonial Reaction

Annotated Bibliography

Adams, John, Abigail Adams and edited by Margaret A. Hogan and C. James Taylor. *My Dearest Friend: Letters of Abigail and John Adams*. Cambridge, Massachusetts, and London, England: The Belknap Press of Harvard University Press. 2007

This is the most recent published collection of 289 unedited letters of the known correspondences between Abigail and John Adams. The chronologically organized letters begin in October, 1762 when John Adams and Abigail Smith are courting. The last letter of the collection is dated February, 1801, seventeen years before Abigail's death in 1818. These letters contain personal information regarding their relationship and concerns for their children, as well as, the current events of the times from the American Revolution to the creation of The United States of America. The back of the book contains a helpful timeline that integrates the actions of the Adams' into the major events of the American Revolution Because these letters have not been edited, they would be difficult for students below grade 9 to use for formal research of the American Revolution, but they are excellent examples that show that even the creators of our country had the same emotions, and concerns that average citizens have even today.

Schmittroth, Linda and edited by Lawrence W Baker and Stacy A. McConnell. *American Revolution Primary Sources Edition 1 (American Revolution Reference Library)*. Farmington Hills, MI: U.X.L. an imprint of The Gale Group. 2000

American Revolution Primary Sources Edition 1 contains 32 primary source pieces from narratives, satirical pieces, pamphlets, documents and letters. The author includes a timeline of the American Revolution and prefaces each primary piece with background knowledge to ensure that the reader understands the significance of the primary piece. *American Revolution Primary Sources Edition 1* also contains extra interesting facts about the time and event in history and follow-up information after the primary piece to ensure that the reader understands the place in time in which the event took place. The book begins with the Stamp Act and ends with General George Washington's farewell address. This is a useful source beginning in grade 5 because the margins of the book contain necessary vocabulary definitions. Although most of the primary pieces are difficult to read because they have not translated, the author carefully inserts short summarizations to ensure understanding.

Miller, Brandon Marie. *Declaring Independence: Life during the American Revolution (Peoples History)*. Minneapolis, MI: Lerner Publication Company. 2005

Through first-hand accounts, *Declaring Independence: Life During the American Revolution*, features the lives of the American colonists during the American Revolution period. This book tells the story of the Revolution beginning with the annoyance of King George III and ending with the emotional farewell address of General George Washington. The story is told using quotes from the voices of the people involved from both sides of the Revolution. *Declaring Independence: Life During the American Revolution*, also includes contemporary writings and official documents to show America's story. Although this 103 page book could be read from cover to cover with little difficulty, its well organized index easily allows students as young as fifth grade to reference specific events and documents while researching.

Bobrick, Benson. *Fight for Freedom: The American Revolutionary War*. New York, New York: Scholastic INC. 2007

Benson Bobrick has organized the events and people of the American Revolution into separate one page summaries. These summaries are packed with basic facts for the researcher looking for an overview of the Revolution. Although you will not find in-depth information regarding the battles and struggles of the American Revolution, *Fight for Freedom: The American Revolutionary War*, includes interesting "quick facts" primary paintings, and useful maps throughout the book. Bobrick includes a user-friendly glossary, a detailed index, and a page of Internet sources along with information regarding researching the American Revolution through the Internet. This resource can be easily used by fifth grade students and above for basic information regarding the Revolution. Its extra added information is helpful to students as it gives enough information to tell the reader that there is more to each story and it includes ideas about how and where to find it.

Fritz, Jean and illustrated by Trina Schart Hyman. *Why don't you get a Horse, Sam Adams?* New York: Coward-McCann, INC 1974

This picture book, *Why don't you get a Horse, Sam Adams* by Jean Fritz humorously takes facts from letters written by John Adams in 1775 which detailed Samuel Adams learning to ride a horse to portray the social expectations of a statesman of the Revolutionary time period. Fritz does this through humor while allowing the reader to gather bits of information regarding the Revolution. This book was helpful for students specifically researching Sam Adams only because its focus was Sam Adams's role in the American Revolution. This is an easy read for the intermediate grade level student that hooks students into wanting to know more about Samuel Adams. Fritz concludes her book with a two page postscript that includes more information

regarding the life of Samuel Adams. She includes a note that verifies that all of the information in the book is true while referencing John Adams' letters.

Delano, Marfe Ferguson and introduction by Robert D. Johnston. *American Heroes: Fifty profiles of great Americans who set out, spoke up, stood tall, fought hard, or truly dared to dream.*

This collection of 50 biographies begins with Robert Johnston's "What is an American Hero" introduction. The book is chronologically organized including American heroes from Pocahontas, to Martin Luther King and ends with current hero history. Each 2-3 page biography includes a timeline for each hero, their accomplishments and basic life information. It also includes several quotes and primary source paintings and documents. This book was helpful for students doing research on specific historical figures, as well as, students looking for a figure's place in history. Besides including the basic life information and accomplishment, most biographies included a "Did you know?" section that include many interesting facts about each figure such as, Albert Einstein taking violin lessons to Wilbur Wright never graduating from high school.

"*Revolution*" November 2007

<http://www.historycentral.com/documents/Revolt.html>

This website contains the text from the Acts imposed on the colonists by the British Parliament, along with the text from created documents such as the Declaration of Independence and the Treaty of Paris. The site does not contain pictures of the actual documents, just rewritten unedited text. This site was helpful for students who wanted to read the words of these documents, as many originals are difficult to read. Students used the Google search engine to find this website. They began their research using the phrase, "Stamp Act and primary sources." Not only did students find useful information regarding the Stamp Act, they also found information for other students' projects regarding the Townsend Acts, Declaratory Acts, Quartering Acts and Boston Port Acts.

McKnight, Brian D. *"The Committees of Correspondence: Moving towards Independence"* November 2007

<http://www.earlyamerica.com/review/fall98/lastdays.html>

This very useful website was accessed by students inquiring about the Committees of Correspondence. Although the Committees were notable during the Revolutionary period, it was difficult to find much detailed information. Students assigned to research the Committees of Correspondence used the Google search engine and found this website using the phrase, "letters from American Revolution committees of correspondence." We were unable to find

any primary source document letters from the Committees, but from the information included in this website, students were able to create their own letters regarding the issues of the Revolution. This website was used by many other students at different times during the school year for research regarding the American Revolution.

McCullough, David. *1776*. New York: Simon And Schuster 2005

David McCullough's *1776*, begins with King George III's displeasure of the behavior of his colonists and moves from the beginning of the Revolutionary War to the successful crossing of the Delaware and attack at Trenton. McCullough uses diaries, and letters to tell the very detailed story of the Revolutionary War. David McCullough's *1776*, was a great read for me as a fifth grade social studies teacher. Because fifth grade social studies is a survey course of American history, textbooks often leave students wanting more information regarding the scantily covered events in American history. This in-depth look at the 1776 time period has allowed me to include interesting information during class discussion regarding information from King George III as a person to the emotions of General George Washington.

Berkin, Carol. *Revolutionary Mothers: Women in the Struggle for America's Independence*. New York: Vintage Books; A Division of Random House, Inc. 2005

Carol Berkin carefully fills in the gaps of the American Revolution by telling the untold stories of women's involvement in the Revolution. She shares the glowing stories of women on the home front support the cause by spinning their own fabrics to the horrid picture of the camp followers who were just as necessary as the ladies on the home front. Berkin tells the story of how women were politically involved in the Revolution whether it was purposeful or natural and she includes the idea that many of the well-known women such as Abigail Adams may not have done as much for the Revolution as most readers have thought in the past. This book was very helpful to me as a fifth grade social studies teacher guiding students through the research process. She brought to light for me the importance of author's viewpoint and understanding that although there may be a lot of collected information available for public review, the historical figure may not have been all that important. Reading her in-depth research on the ladies of the Revolution helped me to communicate the importance of doing more than surface research.

British Action and Colonial Reaction Project

Your group will be responsible for giving a 5-10 minute presentation on the _____.

Below you will find the sequence of events that you should go through to create your final presentation. Please do not skip any steps, as each one will receive a grade. This project should be created using the talents of each group member and should not exclude anyone. I will leave the method of presentation up to you; however you must fill out a project proposal and have it approved before you begin working.

Enjoy!!

_____ Research topic, you must use at least one primary source, collect notes, summarize topic.

_____ hand-in summary for approval

_____ write up and turn-in project proposal for approval

_____ Once project has been approved, begin working on project. Changes may be made to proposed project, but please check with teacher before going forth with your changes.

_____ Let teacher know when you are approaching completion so that she can schedule a presentation time.

_____ present project

_____ complete self-evaluation rubric

British Action and Colonial Reaction Project Proposal

Below please write a short paragraph describing how your group would like to present your important event that led to the ultimate Revolutionary War. Please list everyone's main jobs below the paragraph. The jobs will overlap a bit, but everyone should have a main job as discussed in class.

<u>Student</u>	<u>Job</u>	<u>Student's Signature</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

British Action and Colonial Reaction Project Rubric

_____summary tells the important facts regarding the assigned topic. (who, what , when, where, why, and how)

_____ presentation includes the facts of both the British Action and the Colonial Reaction of the assigned topic

_____ project is presented in a clear manner so that everyone will gain a more in depth understanding of the important event

_____ presentation is done in a serious manner, including everyone.

_____ speaking parts are articulate and easily heard

_____ art work is neatly done and depicts the topic assigned

_____ written work (including summary) is mindful of proper grammar, usage, and mechanics rules