

# What makes a person a leader?



THE SCENE AT THE SIGNING OF THE CONSTITUTION

Oil painting by Howard Chandler Christy, 1940.

*Courtesy of the Architect of the Capitol, Washington, DC; <https://www.aoc.gov/art/other-paintings-and-murals/signing-constitution>. (This image is in the public domain and may be used without permission for educational, scholarly, or personal purposes.)*

## Supporting Questions

---

1. Who were George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, James Madison, and soldiers of the Black regiments?
2. Do these men fit the definition of a Founding Father?
3. Which Founding Father had the greatest impact on the creation of the United States of America?

## Famous Personalities of the American Revolution

<b>What makes a person a leader?</b>	
<b>Connection to Connecting Theme/Enduring Understandings</b>	<b>Individuals, Groups, and Institutions:</b> The actions of individuals, groups, and/or institutions affect society through intended or unintended consequences. The individuals who took risks during the Revolutionary Era were instrumental in the creation of the United States of America.
<b>GSE for Social Studies</b>	<p><b>SS4H1 Explain the causes, events, and results of the American Revolution.</b></p> <p style="margin-left: 20px;">b. Describe the influence of key individuals and groups during the American Revolution: King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, and Black regiments.</p> <p><b>SS4H2 Analyze the challenges faced by the framers of the Constitution.</b></p> <p style="margin-left: 20px;">a. Identify the major leaders of the Constitutional Convention (James Madison, George Washington, and Benjamin Franklin).</p>
<b>GSE for ELA, Science, or Math (K-5)</b>	<p><u>English/Language Arts</u></p> <p>ELAGSE4RI4: Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>ELAGSE4RI7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>ELAGSE4RI9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>ELAGSE4SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p style="margin-left: 20px;">a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p style="margin-left: 20px;">b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p style="margin-left: 20px;">c. Pose and respond to specific questions to clarify or follow-up information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p style="margin-left: 20px;">d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>ELAGSE4SL2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>ELAGSE4SL3: Identify the reasons and evidence a speaker provides to support particular points.</p> <p>ELAGSE4W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p style="margin-left: 20px;">a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p style="margin-left: 20px;">b. Provide reasons that are supported by facts and details.</p> <p style="margin-left: 20px;">c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p>

	<p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>ELAGSE4W7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>ELAGSE4W8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>ELAGSE4W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular position in a text”).</p> <p>ELAGSE5W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Math Standards for Mathematical Practice</u></p> <p>#2. Reason abstractly and quantitatively.</p>
<p><b>Connection to Social Studies Matrices</b></p>	<p><u>Information Processing Skills</u></p> <ol style="list-style-type: none"> <li>1. Compare similarities and differences</li> <li>2. Organize items chronologically</li> <li>3. Identify issues and/or problems and alternative solutions</li> <li>4. Distinguish between fact and opinion</li> <li>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</li> <li>6. Identify primary and secondary sources</li> <li>7. Interpret and use timelines, charts, and tables</li> <li>8. Identify social studies reference sources to use for a specific purpose</li> <li>9. Construct charts and tables</li> <li>10. Analyze artifacts</li> <li>11. Draw conclusions and make generalizations</li> <li>14. Formulate appropriate research questions</li> <li>15. Determine adequacy and/or relevancy of information</li> <li>16. Check for consistency of information</li> </ol>

Supporting Question 1
<p>Who were George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, James Madison, and soldiers of the Black regiments?</p>
Sample Instructional Activity
<ul style="list-style-type: none"> <li>• Students will research one of the personalities and analyze a related primary source.</li> <li>• Student will create a visual to represent the person being researched as well as a new research question.</li> </ul>

Supporting Question 2
<p>Do these men fit the definition of a Founding Father of the United States?</p>
Sample Instructional Activity
<ul style="list-style-type: none"> <li>• Students will define “Founding Father.”</li> <li>• Students will present the information they learned and visual they created.</li> <li>• Students will take notes while listening to student presentations about the</li> </ul>

Supporting Question 3
<p>Which Founding Father had the greatest impact on the creation of the United States of America?</p>
Sample Instructional Activity
<ul style="list-style-type: none"> <li>• Students will review the <i>Declaration of Independence</i> and the <i>Constitution</i> to find the signatures of the people that their notes say signed them.</li> <li>• Students will make an argument about the individual</li> </ul>

	<p>personalities of the American Revolution.</p> <ul style="list-style-type: none"> <li>Students will analyze results for all presentations to make generalizations and identify similarities and differences.</li> </ul>	<p>in this unit who had the greatest impact on the creation of the United States of America.</p>
<b>Featured Sources</b>	<b>Featured Sources</b>	<b>Featured Sources</b>
<ul style="list-style-type: none"> <li>Surrender of Lord Cornwallis</li> <li>Benj. Franklin</li> <li>Thomas Jefferson, President of the United States</li> <li>Colonel Arnold - who commanded the provincial troops sent against Quebec, through the wilderness of Canada, and was wounded in storming that city, under General Montgomery</li> <li>Patrick Henry addressing the Virginia Assembly, 1765</li> <li>John Adams, President of the United States</li> <li>Painting Depicting the Midnight Ride of Paul Revere</li> <li>Conclusion de la campagne de 1781 en Virginie.</li> <li><i>MADISON, JAMES, PRESIDENT OF THE UNITED STATES. , 1918.</i></li> </ul>	<ul style="list-style-type: none"> <li>Surrender of Lord Cornwallis</li> <li>Benj. Franklin</li> <li>Thomas Jefferson, President of the United States</li> <li>Colonel Arnold - who commanded the provincial troops sent against Quebec, through the wilderness of Canada, and was wounded in storming that city, under General Montgomery</li> <li>Patrick Henry addressing the Virginia Assembly, 1765</li> <li>John Adams, President of the United States</li> <li>Painting Depicting the Midnight Ride of Paul Revere</li> <li>Conclusion de la campagne de 1781 en Virginie.</li> <li><i>MADISON, JAMES, PRESIDENT OF THE UNITED STATES. , 1918.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Declaration of Independence</i></li> <li><i>Constitution of the United States</i></li> </ul>

<b>Summative Performance Task</b>	<p><b>PRODUCT/PRESENTATION</b></p> <ul style="list-style-type: none"> <li>Students will share their research with the class.</li> <li>Students will take notes as their peers present.</li> <li>Students will determine whether Founding Father is an appropriate designation.</li> <li>Students will make an argument, either in writing or through debate, about which Founding Father had the greatest impact on the creation of the United States.</li> </ul>
	<p><b>EXTENSION</b></p> <p>The Journal of the American Revolution has an article about the most underrated individuals of the Revolutionary Era. Students will choose one, research him, and determine if they agree or disagree with the designation. <a href="https://allthingsliberty.com/2013/10/underrated-revolutionary/">https://allthingsliberty.com/2013/10/underrated-revolutionary/</a></p>
<b>Taking Informed Action</b>	<p>Students will research the names of counties in Georgia to identify those that have a connection to the Revolutionary War.</p>

## The Context

On July 4, 1776, the United States of America (formerly known as the British colonies in North America) declared its status as a free and independent nation. Prior to 1776, and in the years following the signing of the Declaration of Independence, a small group of men used their diverse talents for the benefit of others. Some were great writers, while others courageously led soldiers in battle. Some had the ability to manage meetings in which people with very different opinions were set on having their own ideas win, but ended up happy with a compromise. Some were inspiring speakers who helped others understand the importance of freedom and democracy. The term, Founding Fathers of the United States, is used to describe these men, because their efforts and leadership helped found the country.

Some of the leaders protested in writing against the actions taken by British Parliament, some took to the streets to share their concerns orally, while others dressed as American Indians and dumped tea into Boston Harbor, rather than pay taxes on it. Many of the men committed months of their time to serve as delegates to the First and/or Second Continental Congress. At those meetings, efforts included trying several times to reach a

compromise with King George III and expressing their disappointment at being treated as if they were less valuable than Englishmen living in England.



When the delegates' best ideas and correspondence with the king failed, 56 men risked their lives by committing an act of treason in 1776—writing and signing the Declaration of Independence. Some of the leaders even fought in the Revolutionary War that followed, but most served their country as diplomats and in government. When the war was won and the peace treaty signed in 1783, the United States was truly a free country. The ideals these exceptional individuals stood up for became the Constitution of the United States. More than 230 years later, the Constitution still serves as the law of the land.

There is disagreement, however, about what it means to be a Founding Father. Some historians think that only people who helped write the Constitution should be considered founders. Others think that several actions must be considered. In these lessons, you get to decide. But, you must be able to justify your choice with historical evidence.

Source of Graphic: [https://commons.wikimedia.org/wiki/File:US\\_13\\_Star\\_Betsy\\_Ross\\_Flag.svg](https://commons.wikimedia.org/wiki/File:US_13_Star_Betsy_Ross_Flag.svg) (public domain)

Complete your background knowledge with resources found on these teacher-friendly sites:

<http://www.history.org/Almanack/people/index.cfm>

<http://www.biography.com/people/groups/founding-fathers>

<https://constitutioncenter.org/learn/educational-resources/founding-fathers>

<http://smithsonianeducation.org/spotlight/july4.html>

<http://www.americanrevolution.org/firstri.php> (Black Regiments-1st Rhode Island Regiment of the Continental Line)

# Documents

Document #	Source Information
Document 1: George Washington	<p><b>Surrender of Lord Cornwallis painted by John Trumball (1756-1843)</b>  <a href="https://www.aoc.gov/art/historic-rotunda-paintings/surrender-lord-cornwallis">https://www.aoc.gov/art/historic-rotunda-paintings/surrender-lord-cornwallis</a>            (Cannot be zoomed in.)            This work is in the public domain in the United States because it was published (or registered with the U.S. Copyright Office) before January 1, 1923.</p>
Document 2: Benjamin Franklin	<p><b>Benj. Franklin</b>            Perine, G. E. &amp; Cochin, C. N. <i>Benj. Franklin / engraved by Geo. E. Perine, N.Y., for the Eclectic, after drawing by C.N. Cochin, 1777.</i> , None. [Between 1860 and 1885] [Photograph] Retrieved from the Library of Congress, <a href="https://www.loc.gov/item/2005693049/">https://www.loc.gov/item/2005693049/</a></p>
Document 3: Thomas Jefferson	<p><b>Thomas Jefferson, President of the United States</b>            Tiebout, C. &amp; Peale, R. (1801) <i>Thomas Jefferson, President of the United States.</i> , 1801. [Philada. Philadelphia: Published by A. Day, No. 38 Chesnut Street, Philada., ?] [Photograph] Retrieved from the Library of Congress, <a href="https://www.loc.gov/item/96522974/">https://www.loc.gov/item/96522974/</a>.</p>
Document 4: Benedict Arnold	<p><b>Colonel Arnold - who commanded the provincial troops sent against Quebec, through the wilderness of Canada, and was wounded in storming that city, under General Montgomery</b>            (1776) <i>Colonel Arnold - who commanded the provincial troops sent against Quebec, through the wilderness of Canada, and was wounded in storming that city, under General Montgomery.</i> United States, 1776. London: Published by Thos. Hart. [Photograph] Retrieved from the Library of Congress, <a href="https://www.loc.gov/item/2001696987/">https://www.loc.gov/item/2001696987/</a>. (Can be zoomed in)</p>
Document 5: Patrick Henry	<p><b>Patrick Henry addressing the Virginia Assembly, 1765.</b>            Engraving attributed to H.B. Hall after Alonzo Chappel.  <a href="https://www.docsteach.org/documents/document/patrick-henry-addressing-the-virginia-assembly-1765-engraving-attributed-to-hb-hall-after-alonzo-chappel">https://www.docsteach.org/documents/document/patrick-henry-addressing-the-virginia-assembly-1765-engraving-attributed-to-hb-hall-after-alonzo-chappel</a></p>
Document 6: John Adams	<p><b>John Adams, President of the United States of America / painted by Copley ; engraved by J. Smither.</b> Smither, J. &amp; Copley, J. S. (1797) <i>John Adams, President of the United States of America / painted by Copley ; engraved by J. Smither.</i> , 1797. Philadelphia: Published by William Cobbett, Feb. 15th. [Photograph] Retrieved from the Library of Congress, <a href="https://www.loc.gov/item/00650354/">https://www.loc.gov/item/00650354/</a></p>
Document 7: Paul Revere	<p><b>Painting Depicting the Midnight Ride of Paul Revere</b>            Painting depicting the midnight ride of Paul Revere; ca. 1937; Collection FDR-PHOCO: Franklin D. Roosevelt Library Public Domain Photographs.  <a href="https://www.docsteach.org/documents/document/painting-depicting-the-midnight-ride-of-paul-revere">https://www.docsteach.org/documents/document/painting-depicting-the-midnight-ride-of-paul-revere</a></p>
Document 8: Soldiers of the Black regiments	<p>Le Mire, N. &amp; Le Paon, J. [<i>Conclusion de la campagne de 1781 en Virginie. To his excellency General Washington ... / peint par L. le Paon peintre de Bataille de S.A.S. Mgr. le Prince de Condé ; gravé par N. le Mire des Academies Imperiales et Royales et de celle des Siences sic et Arts de Rouen et de Lille</i>]. United States, . [Paris: le Mire rüe et porte St. Jacques, a côté du caffè d Aubertin no. 122, 178] [Photograph] Retrieved from the Library of Congress, <a href="https://www.loc.gov/item/2004666565/">https://www.loc.gov/item/2004666565/</a>.             An alternate painting that depicts Black soldiers in the Battle of Bunker Hill can be accessed at: <a href="https://commons.wikimedia.org/wiki/File:The_death_of_general_warren_at_the_battle_of_bunker_hill.jpg">https://commons.wikimedia.org/wiki/File:The_death_of_general_warren_at_the_battle_of_bunker_hill.jpg</a></p>

Document 9: James Madison	<p><b>James Madison, President of the United States</b></p> <p><i>MADISON, JAMES, PRESIDENT OF THE UNITED STATES.</i> , 1918. [Photograph] Retrieved from the Library of Congress, <a href="https://www.loc.gov/item/hec2008007791/">https://www.loc.gov/item/hec2008007791/</a>.</p>
Document 10 Founding Document	<p><b>Print of the <i>Declaration of Independence, 7/4/1776</i></b></p> <p>Print #3 of the <i>Declaration of Independence</i>, 1976; 7/4/1776; Plates and Facsimiles of the Declaration of Independence, 1823 - 1951; General Records of the Department of State, Record Group 59; National Archives at College Park, College Park, MD. <a href="https://www.docsteach.org/documents/document/print-of-the-declaration-of-independence">https://www.docsteach.org/documents/document/print-of-the-declaration-of-independence</a></p>
Document 11 Founding Document	<p><b><i>The Constitution of the United States</i></b></p> <p>Constitution of the United States; 9/17/1787; The Constitution of the United States, 9/17/1787 - 9/17/1787; General Records of the United States Government, Record Group 11; National Archives Building, Washington, DC. <a href="https://www.docsteach.org/documents/document/constitution">https://www.docsteach.org/documents/document/constitution</a></p>



# Document 1: Surrender of Lord Cornwallis

**Source Information:** Surrender of Lord Cornwallis painted by John Trumball (1756-1843)

<https://www.aoc.gov/art/historic-rotunda-paintings/surrender-lord-cornwallis> (Cannot be zoomed in.)

This work is in the public domain in the United States because it was published (or registered with the U.S. Copyright Office) before January 1, 1923.

Document Use in this Lab: Students who research George Washington will evaluate this artwork and share: the most interesting thing they learned and one new question they have as a result of seeing it.



## Document 2: Benj. Franklin

**Source Information:** Perine, G. E. & Cochin, C. N. *Benj. Franklin / engraved by Geo. E. Perine, N.Y., for the Eclectic, after drawing by C.N. Cochin, 1777.* , None. [Between 1860 and 1885] [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2005693049/>.

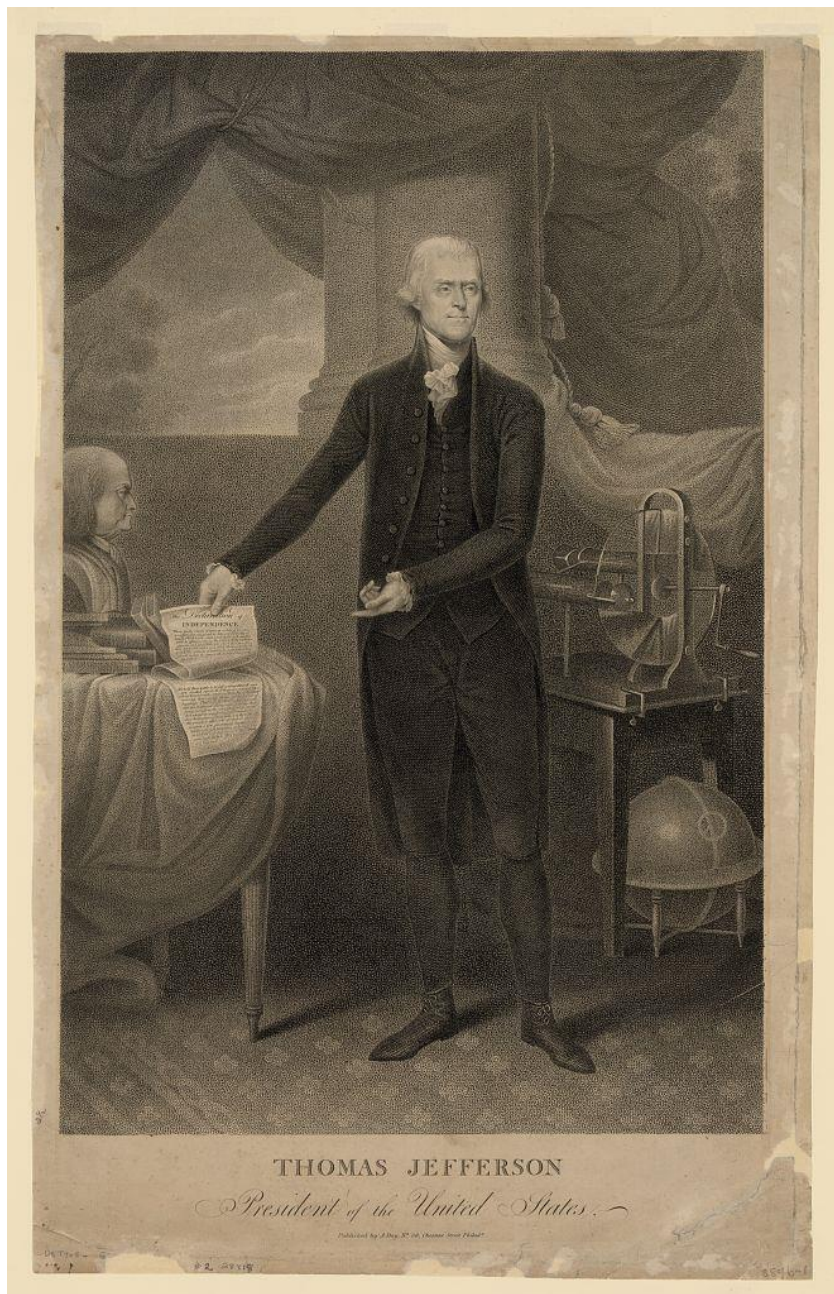
Document Use in this Lab: Students who research Benjamin Franklin will evaluate this artwork and share: the most interesting thing they learned and one new question they have as a result of seeing it.



# Document 3: Thomas Jefferson, President of the United States

**Source Information:** Tiebout, C. & Peale, R. (1801) *Thomas Jefferson, President of the United States.* , 1801. [Philada. Philadelphia: Published by A. Day, No. 38 Chesnut Street, Philada., ?] [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/96522974/>. (Can be zoomed in.)

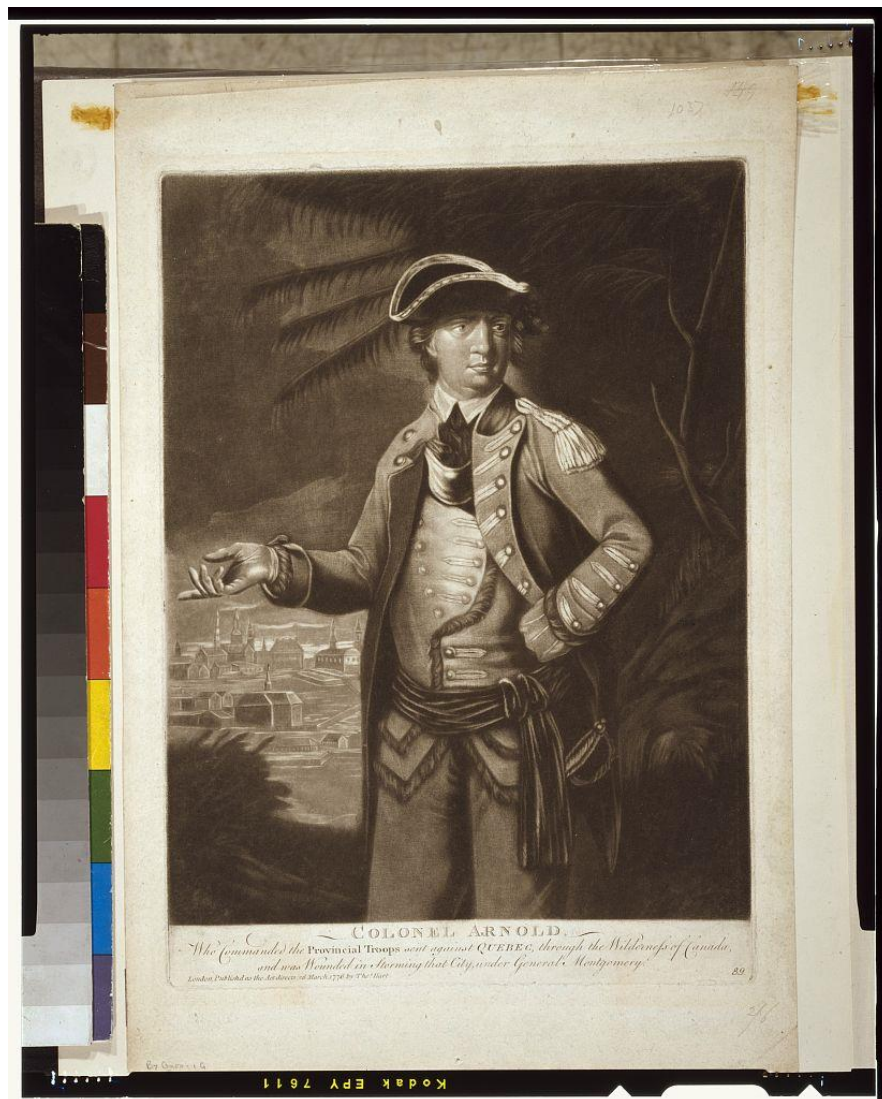
Document Use in this Lab: Students who research Thomas Jefferson will evaluate this artwork and share: the most interesting thing they learned and one new question they have as a result of seeing it.



# Document 4: Colonel Arnold - who commanded the provincial troops sent against Quebec, through the wilderness of Canada, and was wounded in storming that city, under General Montgomery

**Source Information:** (1776) *Colonel Arnold - who commanded the provincial troops sent against Quebec, through the wilderness of Canada, and was wounded in storming that city, under General Montgomery.* United States, 1776. London: Published by Thos. Hart. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2001696987/>. (Can be zoomed in)

Document Use in this Lab: Students who research Benedict Arnold will evaluate this artwork and share: the most interesting thing they learned and one new question they have as a result of seeing it.



# Document 5: Patrick Henry addressing the Virginia Assembly, 1765. Engraving attributed to H.B. Hall after Alonzo Chappel.

**Source Information:** Patrick Henry addressing the Virginia Assembly, 1765. Engraving attributed to H.B. Hall after Alonzo Chappel.; Records from the Office of War Information.

<https://www.docsteach.org/documents/document/patrick-henry-addressing-the-virginia-assembly-1765-engraving-attributed-to-hb-hall-after-alonzo-chappel> (Can be zoomed in.)

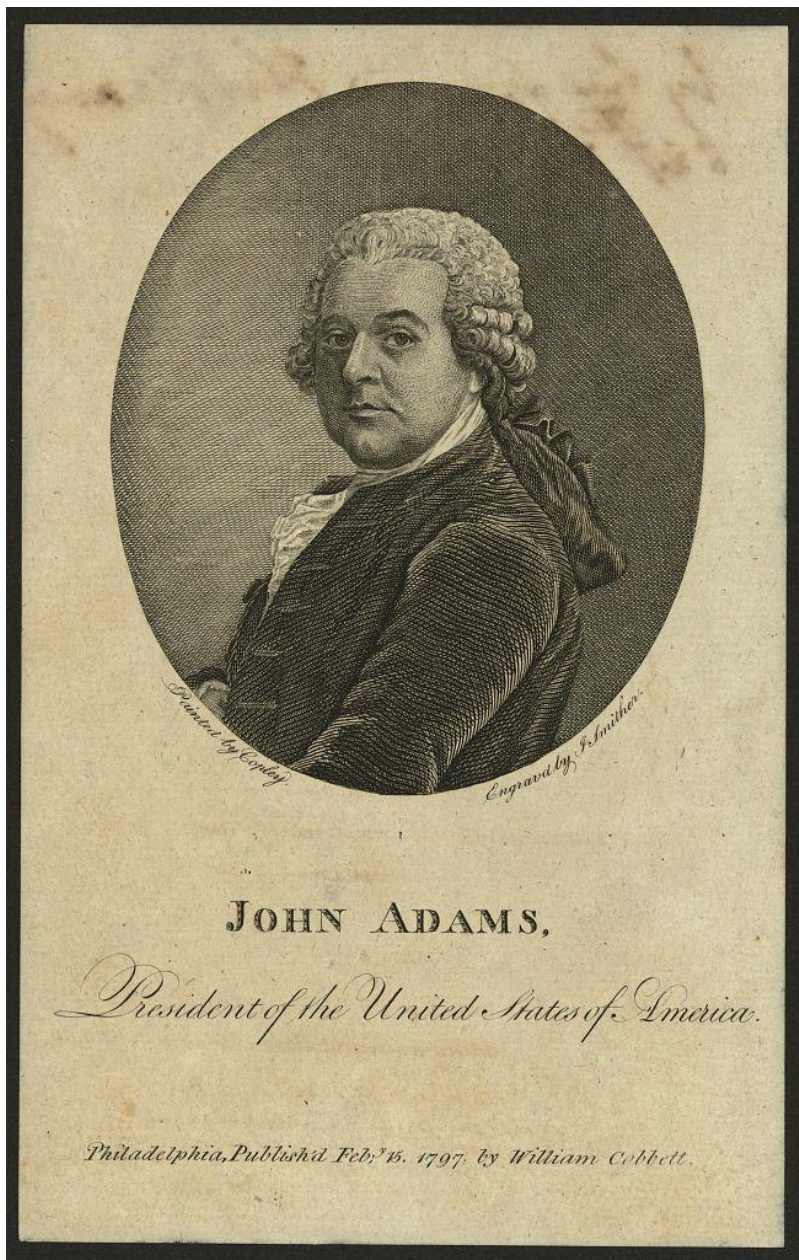
Document Use in this Lab: Students who research Patrick Henry will also evaluate this artwork and share: the most interesting thing they learned and one new question they have as a result of seeing it.



# Document 6: John Adams, President of the United States of America

**Source Information:** Smither, J. & Copley, J. S. (1797) *John Adams, President of the United States of America / painted by Copley ; engraved by J. Smither.* , 1797. Philadelphia: Published by William Cobbett, Feb. 15th. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/00650354/> (Can be zoomed in.)

Document Use in this Lab: Students who research John Adams will evaluate this artwork and share: the most interesting thing they learned and one new question they have as a result of seeing it.



# Document 7: Painting Depicting the Midnight Ride of Paul Revere

**Source Information:** Painting depicting the midnight ride of Paul Revere; ca. 1937; Collection FDR-PHOCO: Franklin D. Roosevelt Library Public Domain Photographs.

<https://www.docsteach.org/documents/document/painting-depicting-the-midnight-ride-of-paul-revere> (Can be zoomed in.)

**Document Use in this Lab:** Students who research Paul Revere will evaluate this artwork and share: the most interesting thing they learned and one new question they have as a result of seeing it.



**Document 8:** Conclusion de la campagne de 1781 en Virginie. To his excellency General Washington ... / peint par L. le Paon peintre de Bataille de S.A.S. Mgr. le Prince de Condé ; gravé par N. le Mire des Academies Imperiales et Royales et de celle des Siences [sic] et Arts de Rouen et de Lille.

**Source Information:** Le Mire, N. & Le Paon, J. [*Conclusion de la campagne de 1781 en Virginie. To his excellency General Washington ... / peint par L. le Paon peintre de Bataille de S.A.S. Mgr. le Prince de Condé ; gravé par N. le Mire des Academies Imperiales et Royales et de celle des Siences sic et Arts de Rouen et de Lille*]. United States. [Paris: le Mire rüe et porte St. Jacques, a côté du caffè d Aubertin no. 122, 178] [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2004666565/>.

An alternate painting that depicts Black soldiers in the Battle of Bunker Hill can be accessed at: [https://commons.wikimedia.org/wiki/File:The\\_death\\_of\\_general\\_warren\\_at\\_the\\_battle\\_of\\_bunker\\_hill.jpg](https://commons.wikimedia.org/wiki/File:The_death_of_general_warren_at_the_battle_of_bunker_hill.jpg)

Document Use in this Lab: Students who research Black Regiments will evaluate one of the two works of art cited here and share: the most interesting thing they learned and one new question they have as a result of seeing it.

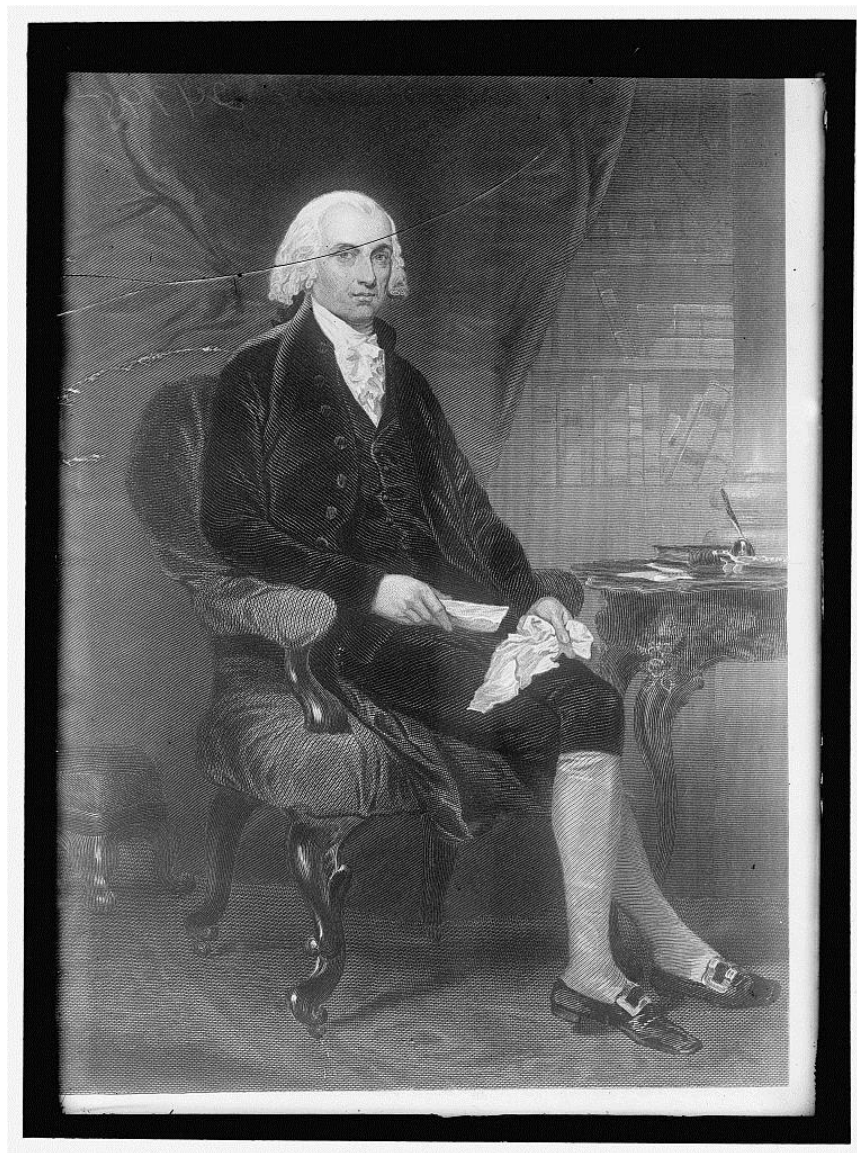




# Document 9: James Madison, President of the United States

**Source Information:** *MADISON, JAMES, PRESIDENT OF THE UNITED STATES.* , 1918. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/hec2008007791/>.

Document Use in this Lab: Students who research James Madison will evaluate this artwork and share: the most interesting thing they learned and one new question they have as a result of seeing it.



# Document 10: Print of the *Declaration of Independence*

**Source Information:** Print #3 of the Declaration of Independence, 1976; 7/4/1776; Plates and Facsimiles of the Declaration of Independence, 1823 - 1951; General Records of the Department of State, Record Group 59; National Archives at College Park, College Park, MD. <https://www.docsteach.org/documents/document/print-of-the-declaration-of-independence>

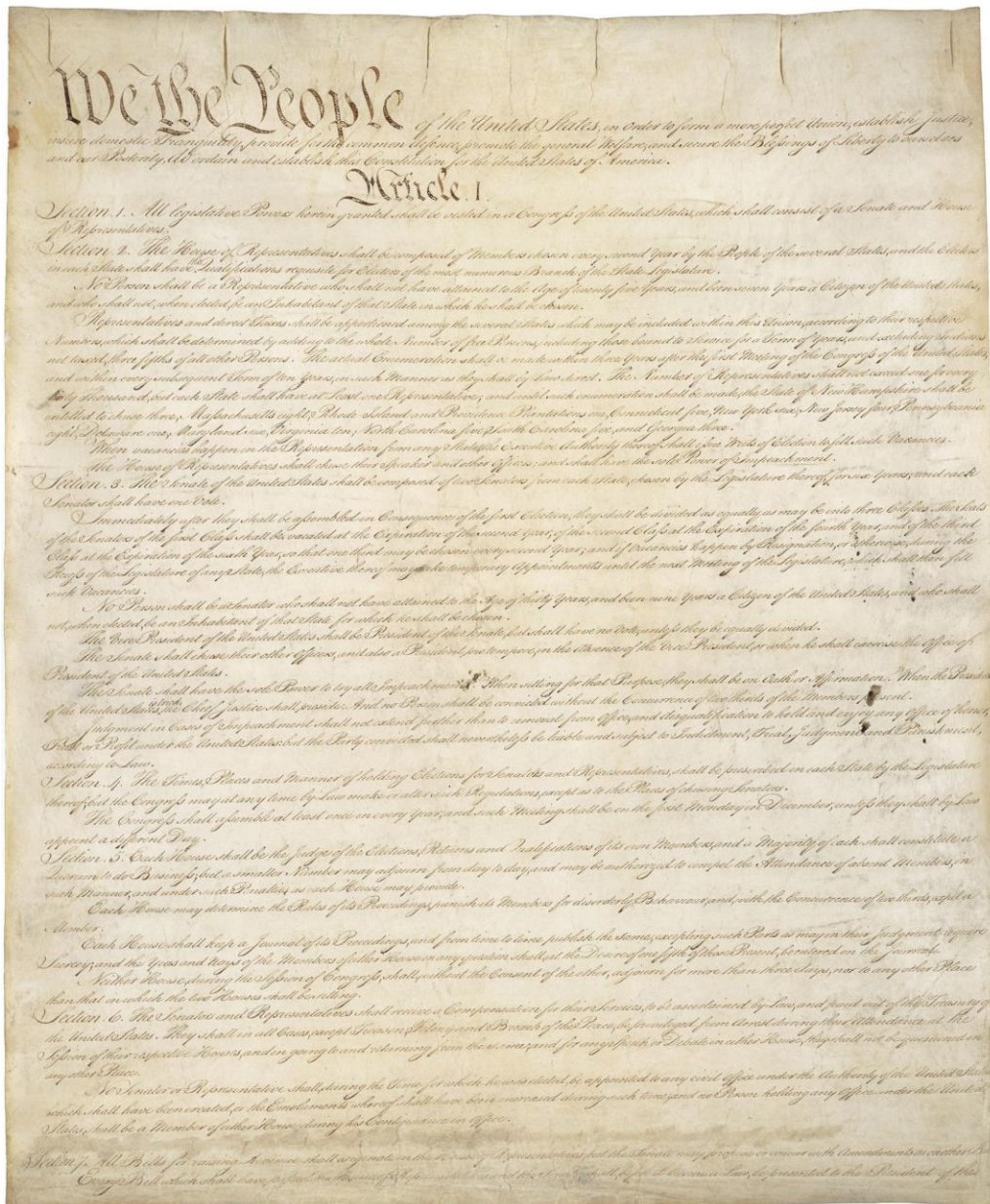
**Document Use in this Lab:** Students will have been exposed to this document in the Declaration of Independence lab, but this review will help them identify which individuals under study in this lab signed the document.



# Document 11: The Constitution of the United States

**Source Information:** Constitution of the United States; 9/17/1787; The Constitution of the United States, 9/17/1787 - 9/17/1787; General Records of the United States Government, Record Group 11; National Archives Building, Washington, DC. <https://www.docsteach.org/documents/document/constitution>

**Document Use in this Lab:** Students will have been exposed to this document in the Declaration of Independence lab, but this review will help them identify which individuals under study in this lab signed the document.



## Opening Activity

The goal of this activity is to get students thinking about the similarities and differences between patriots and loyalists.

- First, the teacher will review or introduce the concepts of *patriot* and *loyalist* in terms of the American Revolution.
- Next, students will sort the pictures found in Appendix A (without any identifying information) into two piles: *loyalists* and *patriots*
- For each picture, students will make notes (Appendix B) that cite evidence from the pictures to support the decision they made.
- The class will discuss results and try to describe generalizations that they believe relate to *patriots* and *loyalists*.
- Students will share the most interesting change in personal perspective and, at the bottom of the note sheet, each student will write one new wonder question.

The teacher will ask students who the Founding Fathers were and whether they were *patriots* or *loyalists*.

## Sample Instructional Activities/Assessments

### Who were George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, James Madison, and soldiers of the Black regiments?

- The teacher will review:
  - The Enduring Understanding (**Individuals, Groups, and Institutions:** The actions of individuals, groups, and/or institutions affect society through intended or unintended consequences.)
  - The Essential Question (What makes a person a leader?).
  - The discussion will include what a leader is, how he/she acts, and what character traits a leader represents. Then, the class can discuss the leaders in their own lives.
- Next, the teacher will explain that students are going to be researching well-known personalities of the American Revolution. The project can be arranged so that groups of students are working together or so that each student works individually. When students present their findings, the second option may require the class to hear the same famous person presented more than once, however.
- The teacher will explain the research project and students will begin their research, either using books from the school library or child-safe sites on the Internet. The teacher can ask students to simply find the answers to the questions on the note taking sheet, but it will be more interesting for students to discover more about the person being researched (e.g., school, siblings, talents, challenges, achievements). NOTE: There are limited resources related to soldiers of the Black regiments.)
- Students will take notes using Appendix C, and then use the information to create a visual to share with the class. The visual can be a poster or infographic; information delivered via technology (e.g., PowerPoint or Prezi); or artwork, such as a Google Doodle.
- Additionally, as part of the research, students will analyze the primary source for the person they are researching using Appendix D. When complete, students will create a new research question specific to the image.
- When all individual research is complete, students will create one research question about the personality they researched.

<p><b>GSE Standards and Elements</b></p>	<p><b>SS4H1 Explain the causes, events, and results of the American Revolution.</b></p> <p>b. Describe the influence of key individuals and groups during the American Revolution: King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, and Black regiments.</p> <p><b>SS4H2 Analyze the challenges faced by the framers of the Constitution.</b></p> <p>a. Identify the major leaders of the Constitutional Convention (James Madison, George Washington, and Benjamin Franklin).</p>
--	---

<p><b>Literacy Standards</b></p>	<p><u>English/Language Arts</u></p> <p>ELAGSE4RI4: Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>ELAGSE4RI7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>ELAGSE4RI9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>ELAGSE4SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow-up information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>ELAGSE4SL2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>ELAGSE4SL3: Identify the reasons and evidence a speaker provides to support particular points.</p> <p>ELAGSE4W7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>ELAGSE4W8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>ELAGSE4W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular position in a text”).</p> <p>ELAGSE5W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p><b>Social Studies Matrices</b></p>	<p><u>Information Processing Skills</u></p> <ol style="list-style-type: none"> <li>1. Compare similarities and differences</li> <li>2. Organize items chronologically</li> <li>3. Identify issues and/or problems and alternative solutions</li> <li>4. Distinguish between fact and opinion</li> <li>5. Identify main idea, detail, sequence of events, and cause and effect in</li> </ol>

	<p>a social studies context</p> <ol style="list-style-type: none"> <li>6. Identify primary and secondary sources</li> <li>7. Interpret and use timelines, charts, and tables</li> <li>8. Identify social studies reference sources to use for a specific purpose</li> <li>9. Construct charts and tables</li> <li>10. Analyze artifacts</li> <li>11. Draw conclusions and make generalizations</li> <li>14. Formulate appropriate research questions</li> <li>15. Determine adequacy and/or relevancy of information</li> <li>16. Check for consistency of information</li> </ol>
<b>Enduring Understanding</b>	<b>Individuals, Groups, and Institutions:</b> The actions of individuals, groups, and/or institutions affect society through intended or unintended consequences.

Helpful Resources for Research about Signers of Important Documents and Participants in Important Events:

List of Delegates to 1<sup>st</sup> Continental Congress: <https://www.bostontepartyship.com/continental-congress-delegates>

List of Delegates to 2<sup>nd</sup> Continental Congress: <http://www.john-adams-heritage.com/second-continental-congress/>

Known Participants in the Boston Tea Party: <https://www.bostontepartyship.com/participants-in-the-boston-tea-party>

Signers of the Declaration of Independence: [https://www.archives.gov/files/founding-docs/declaration\\_signers\\_gallery\\_facts.pdf](https://www.archives.gov/files/founding-docs/declaration_signers_gallery_facts.pdf) (includes information about the signers)

Signers on the United States Constitution: <https://www.constitutionfacts.com/us-constitution-amendments/about-the-signers/> OR <https://www.archives.gov/founding-docs/founding-fathers>

# Sample Instructional Activities/Assessments

## Do these men fit the definition of a Founding Father of the United States?

- The teacher will lead an opening discussion about the definition of a “Founding Father of the United States.” A Few Definitions of Founding Father:
  - Merriam Webster Dictionary: <https://www.merriam-webster.com/dictionary/founding%20father>
  - Dictionary.com: [www.dictionary.com/browse/founding-fathers](http://www.dictionary.com/browse/founding-fathers)
  - Wikipedia: [https://en.wikipedia.org/wiki/Founding\\_Fathers\\_of\\_the\\_United\\_States](https://en.wikipedia.org/wiki/Founding_Fathers_of_the_United_States)
  - Cambridge English Dictionary: <http://dictionary.cambridge.org/us/dictionary/english/founding-father>
  - Journal of the American Revolution: <https://allthingsliberty.com/2015/12/how-do-you-define-founding-fathers/>
- Then, the discussion will address what the Founding Fathers did to earn the title and whether the title is a positive one. If students do not include the concept of being influential, the teacher will introduce it.
- Students will share their presentations, while all students in class complete the research table (Appendix F).
- Working individually or in small groups, students will consider other personalities of the era that could/should be added to the list. Additionally, they will look for generalizations and identify similarities and differences, including the most important trait a Founding Father should have.
- The class will reevaluate the definition of Founding Father that they created. Then, they will discuss the results of their research and whether the nine people on the research list should be considered Founding Fathers.
- Students will create a research question about any of the famous people that were presented by other fourth graders.

<b>GSE Standards and Elements</b>	<p><b>SS4H1 Explain the causes, events, and results of the American Revolution.</b></p> <p>b. Describe the influence of key individuals and groups during the American Revolution: King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, and Black regiments.</p> <p><b>SS4H2 Analyze the challenges faced by the framers of the Constitution.</b></p> <p>a. Identify the major leaders of the Constitutional Convention (James Madison, George Washington, and Benjamin Franklin).</p>
<b>Literacy Standards</b>	<p><u>English/Language Arts</u></p> <p>ELAGSE4RI4: Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>ELAGSE4RI7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>ELAGSE4RI9: Integrate information from two texts on the same topic in</p>



	<p>order to write or speak about the subject knowledgeably.</p> <p>ELAGSE4SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow-up information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>ELAGSE4SL2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>ELAGSE4SL3: Identify the reasons and evidence a speaker provides to support particular points.</p> <p>ELAGSE4W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>ELAGSE4W7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>ELAGSE4W8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>ELAGSE4W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular position in a text”).</p> <p>ELAGSE5W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Math Standards for Mathematical Practice</u></p> <p>#2. Reason abstractly and quantitatively.</p>
<p><b>Social Studies Matrices</b></p>	<p><u>Information Processing Skills</u></p> <ol style="list-style-type: none"> <li>1. Compare similarities and differences</li> <li>2. Organize items chronologically</li> <li>3. Identify issues and/or problems and alternative solutions</li> </ol>

	<ol style="list-style-type: none"> <li>4. Distinguish between fact and opinion</li> <li>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</li> <li>6. Identify primary and secondary sources</li> <li>7. Interpret and use timelines, charts, and tables</li> <li>8. Identify social studies reference sources to use for a specific purpose</li> <li>9. Construct charts and tables</li> <li>10. Analyze artifacts</li> <li>11. Draw conclusions and make generalizations</li> <li>14. Formulate appropriate research questions</li> <li>15. Determine adequacy and/or relevancy of information</li> <li>16. Check for consistency of information</li> </ol>
<p><b>Enduring Understanding</b></p>	<p><b>Individuals, Groups, and Institutions:</b> The actions of individuals, groups, and/or institutions affect society through intended or unintended consequences.</p>

# Sample Instructional Activities/Assessments

## Which Founding Father had the greatest impact on the creation of the United States of America?

- The teacher will begin with a review of the information learned through class research and presentations.
- Students will use their note taking table to identify the Revolutionary Era personalities who signed the *Declaration of Independence* and the *Constitution*. Using a copy or through online access, students will identify the signatures of the people who signed the founding documents (based on the prior day’s research). Students will share with a partner what they observe about the signatures on the documents.
- Making an Argument:
  - Students will be tasked with choosing the one Founding Father who had the greatest impact on the creation of the United States of America and using evidence from the research to make their case.
  - This can be undertaken as a debate or as an opinion writing assignment. (The GADOE has a rubric for an opinion essay.)
- With regard to the new knowledge gained in these lessons, the class will discuss the:
  - Essential Question (What makes a person a leader?)
  - Enduring Understanding (Individuals, Groups, and Institutions: The actions of individuals, groups, and/or institutions affect society through intended or unintended consequences.)

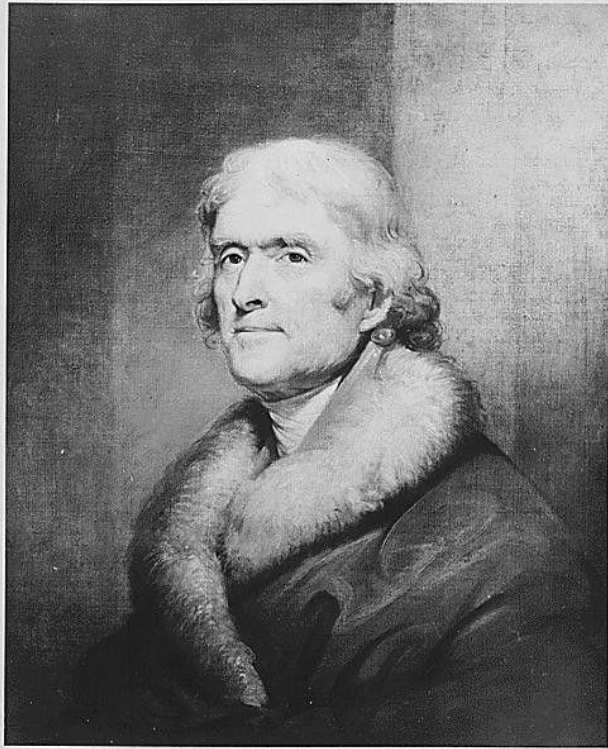
<b>GSE Standards and Elements</b>	<p><b>SS4H1 Explain the causes, events, and results of the American Revolution.</b></p> <p>b. Describe the influence of key individuals and groups during the American Revolution: King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, and Black regiments.</p> <p><b>SS4H2 Analyze the challenges faced by the framers of the Constitution.</b></p> <p>a. Identify the major leaders of the Constitutional Convention (James Madison, George Washington, and Benjamin Franklin).</p>
<b>Literacy Standards</b>	<p><u>English/Language Arts</u></p> <p>ELAGSE4RI4: Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>ELAGSE4RI7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>ELAGSE4RI9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>ELAGSE4SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4</p>

	<p>topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow-up information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>ELAGSE4SL2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>ELAGSE4SL3: Identify the reasons and evidence a speaker provides to support particular points.</p> <p>ELAGSE4W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>ELAGSE4W7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>ELAGSE4W8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>ELAGSE4W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular position in a text”).</p> <p>ELAGSE5W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Math Standards for Mathematical Practice</u></p> <p>#2. Reason abstractly and quantitatively.</p>
<p><b>Social Studies Matrices</b></p>	<p><u>Information Processing Skills</u></p> <ol style="list-style-type: none"> <li>1. Compare similarities and differences</li> <li>2. Organize items chronologically</li> <li>3. Identify issues and/or problems and alternative solutions</li> <li>4. Distinguish between fact and opinion</li> <li>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</li> </ol>

	<ul style="list-style-type: none"> <li>6. Identify primary and secondary sources</li> <li>7. Interpret and use timelines, charts, and tables</li> <li>8. Identify social studies reference sources to use for a specific purpose</li> <li>9. Construct charts and tables</li> <li>10. Analyze artifacts</li> <li>11. Draw conclusions and make generalizations</li> <li>14. Formulate appropriate research questions</li> <li>15. Determine adequacy and/or relevancy of information</li> <li>16. Check for consistency of information</li> </ul>
<b>Enduring Understanding</b>	<b>Individuals, Groups, and Institutions:</b> The actions of individuals, groups, and/or institutions affect society through intended or unintended consequences.

# Appendices

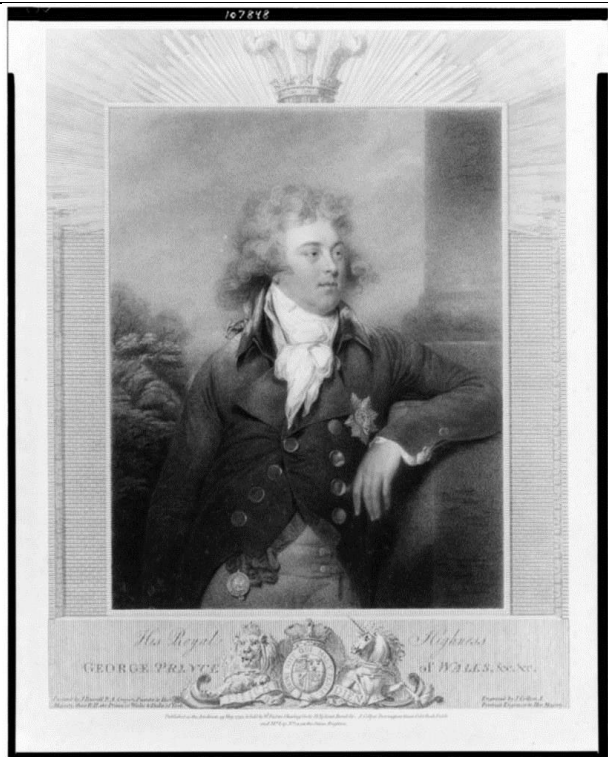
APPENDIX A: Cards for Opening Activity. (Do not include the source information.)



**Picture A**



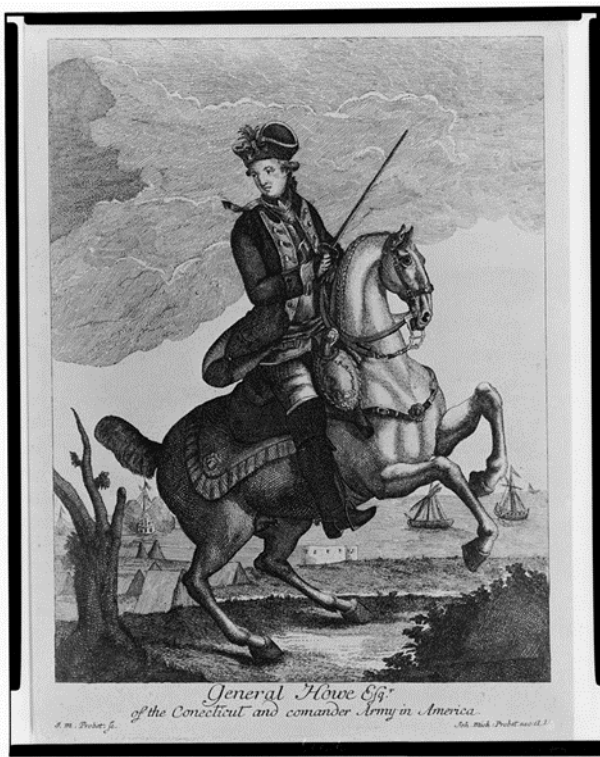
**Picture B**



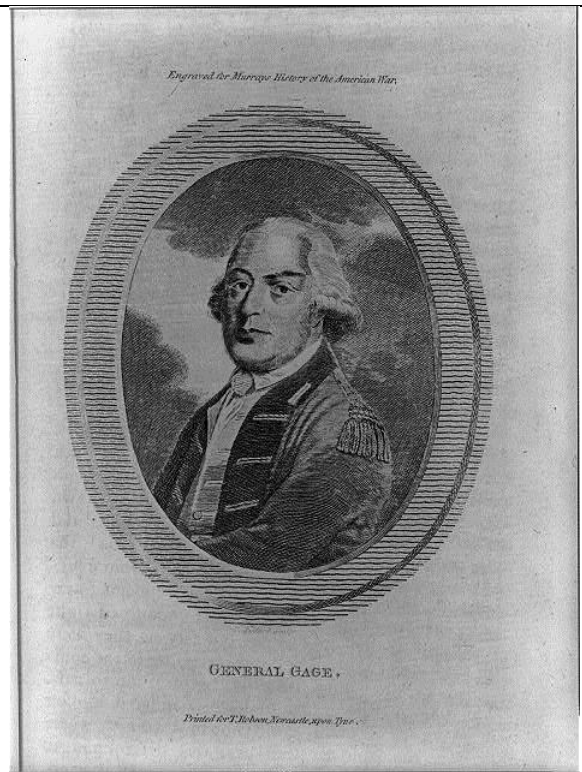
**Picture C**



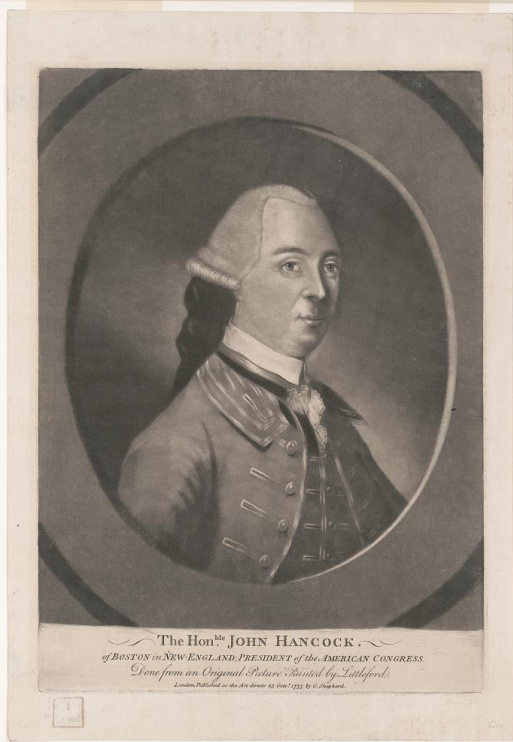
**Picture D**



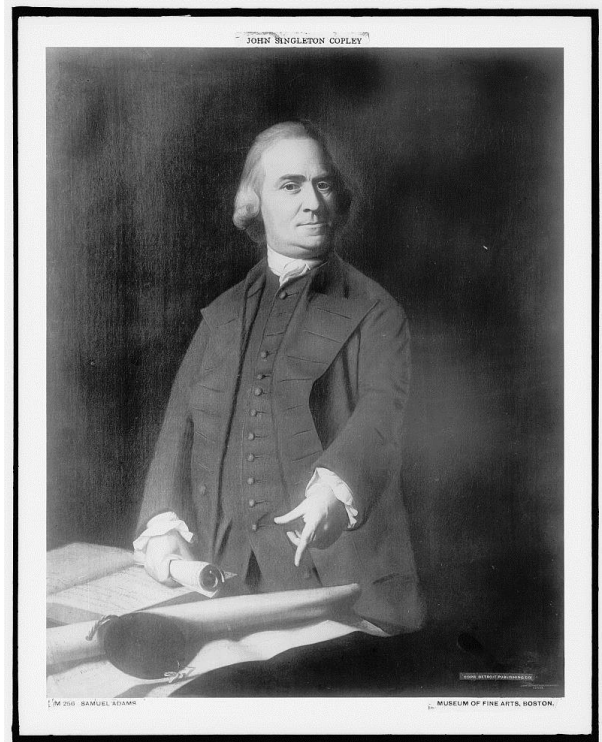
Picture E



Picture F



Picture G



Picture H

## SOURCES FOR APPENDIX A PHOTOS

<p><b>Picture A.</b> Thomas Jefferson. Copy of painting by Rembrandt Peale, circa 1805.; 1942-1945; Records of the Office of War Information, Record Group 208. <a href="https://www.docsteach.org/documents/document/thomas-jefferson-copy-of-painting-by-rembrandt-peale-circa-1805">https://www.docsteach.org/documents/document/thomas-jefferson-copy-of-painting-by-rembrandt-peale-circa-1805</a></p>	<p><b>Picture B.</b> George III, King of England (3/4 length); ca. 1778; Records of Commissions of the Legislative Branch, Record Group 148. [Online Version, <a href="https://www.docsteach.org/documents/document/george-iii-king-of-england-34-length">https://www.docsteach.org/documents/document/george-iii-king-of-england-34-length</a></p>
<p><b>Picture C.</b> Collyer, J. &amp; Russell, J. (1792) <i>His royal highness George Prince of Wales / Painted by J. Russell . Engraved by J. Collyer. , 1792.</i> [Photograph] Retrieved from the Library of Congress, <a href="https://www.loc.gov/item/93506651/">https://www.loc.gov/item/93506651/</a>.</p>	<p><b>Picture D.</b> JEFFERSON, THOMAS. <i>PRESIDENT OF THE UNITED STATES.</i> , None. [Between 1916 and 1919] [Photograph] Retrieved from the Library of Congress, <a href="https://www.loc.gov/item/hec2008007796/">https://www.loc.gov/item/hec2008007796/</a>.</p>
<p><b>Picture E.</b> (1780) <i>The Hon. Sir Willm. Howe Kt. of the Bath, commander in chief of all his majesty's forces in America.</i> United States, 1780. [Photograph] Retrieved from the Library of Congress, <a href="https://www.loc.gov/item/2003675647/">https://www.loc.gov/item/2003675647/</a>.</p>	<p><b>Picture F.</b> Pollard, R. (1782) <i>General Gage / R. Pollard sculp.</i> United States, 1782. [Newcastle, upon Tyne: Printed for T. Robson] [Photograph] Retrieved from the Library of Congress, <a href="https://www.loc.gov/item/2001699855/">https://www.loc.gov/item/2001699855/</a>.</p>
<p><b>Picture G.</b> (1775) <i>The honble. John Hancock of Boston in New-England, president of the American congress - done from an original picture painted by Littleford.</i> United States, 1775. London: Publish'd as the Act directs by C. Shepherd. [Photograph] Retrieved from the Library of Congress, <a href="https://www.loc.gov/item/2003675601/">https://www.loc.gov/item/2003675601/</a>.</p>	<p><b>Picture H.</b> Copley, J. S., Detroit Publishing Co, C. C. &amp; Detroit Publishing Co, P. <i>Samuel Adams.</i> , None. [C. between 1900 and 1912] [Photograph] Retrieved from the Library of Congress, <a href="https://www.loc.gov/item/det1994022234/PP/">https://www.loc.gov/item/det1994022234/PP/</a>.</p>



## APPENDIX B: NOTES FOR PATRIOT/LOYALIST ACTIVITY

Name \_\_\_\_\_

A patriot is \_\_\_\_\_

\_\_\_\_\_

A loyalist is \_\_\_\_\_

\_\_\_\_\_

Card	Patriot or Loyalist?	What evidence from the picture supports your thinking?
1		
2		
3		
4		
5		
6		
7		
8		

What do you notice about the people in the cards that represent loyalists? Do they have anything in common?

What do you notice about the people in the cards that represent patriots? Do they have anything in common?

After class discussion: How has your perspective about photos, groups of people, or life in colonial America changed?

Write one wonder question about colonial America:

## APPENDIX C: RESEARCH NOTES

### Research Assignment: Founding Father or Not?

The personality you will be researching is \_\_\_\_\_  
Your goal is to determine the influence this person had on the creation of the United States of America. Your assignment has several parts.

- First, you will conduct research about the personality you have chosen/been assigned.
- You will also analyze a primary source related to your person, take notes, and develop a **research question**.
- Then, you will create a visual so that you can share the information you have discovered with your classmates. You will need to make an argument for whether the person you researched is a “Founding Father” or not.
  - Be sure to think about whether this person was influential. If he was, who did he influence?
  - After you complete your research and are an expert, you will create a second **research question** (something different from the one you created when you analyzed the primary source).
- Then, you will share your information, including why your person is/is not a Founding Father, with your class. As you present, they will take notes.
- As your peers share their work, you will also take notes. After all your classmates are finished, you will:
  - create a third **research question** about any one of the people presented
  - choose the one person you think had the greatest impact on the founding of the United States of America and,
  - cite evidence from the presentations, and then write a persuasive (opinion) essay (or there will be a class debate) about your choice.

Your grade will be based on the accuracy of the content, the completeness and quality of your work, and the evidence you use to make your argument about whether he is a Founding Father.

Revolutionary Personality: \_\_\_\_\_

Born on \_\_\_\_\_ in \_\_\_\_\_

Occupation \_\_\_\_\_

The **Continental Congress** met twice in an effort to find a way to work things out with King George III. They hoped that the colonies could remain a part of the British Empire.

- At the 1<sup>st</sup> Continental Congress, all colonies except Georgia sent delegates. One outcome of the meeting was a letter to King George III explaining their grievances.
- All colonies sent representatives to the 2<sup>nd</sup> Continental Congress. One outcome was the Declaration of Independence.

Did your famous colonist...

\_\_\_\_\_ Serve as a delegate to the 1<sup>st</sup> Continental Congress (Sept/Oct 1774)?

\_\_\_\_\_ Serve as a delegate to the 2<sup>nd</sup> Continental Congress (May 1775 – July 1776)?

\_\_\_\_\_ Sign the Declaration of Independence?

In the decade before the signing of the Declaration of Independence, the colonists protested in many ways. One famous event was the **Boston Tea Party**, when men dressed as American Indians, boarded a ship in Boston Harbor, and threw tea overboard to protest a tax on tea. Did your famous personality participate in this protest on December 16, 1773? \_\_\_\_\_

The first battle of the Revolutionary War occurred in 1775 in Boston. The war lasted until the British surrendered at Yorktown in 1781. Did your famous personality serve as a soldier during the war? \_\_\_\_\_ What did he do? \_\_\_\_\_

In 1781 the last major battle of the Revolutionary War occurred. The Continental Army, with the help of the French Army and Navy, surrounded the British at Yorktown, VA, and the British surrendered. In 1783, the final agreement to end the war (The Treaty of Paris of 1783) was signed. American leaders decided to write new rules for the country. Did your personality...

Help write the Constitution? \_\_\_\_\_ Sign the Constitution? \_\_\_\_\_

Was he influential? \_\_\_\_\_ If so, how? \_\_\_\_\_ Who did he influence?

Write one research question about your famous person based on the new information you have learned.

**APPENDIX D: IMAGE ANALYSIS WORKSHEET**  
(FOR USE WITH IMAGE RELATED TO RESEARCH PERSONALITY)

Step 1: Observation. Study the image for two minutes.

A. List the people you see.


B. List the objects you see.


C. List the activities you see.


Step 2. Make Inferences

Using the information you listed in step 1, what do think is the reason this image was created?


Think of one new research question based on the image.

## APPENDIX E: RESEARCH PRESENTATION RUBRIC

### Founding Fathers Research Evaluation

**Self-Assessment/Teacher Assessment**

**Name** \_\_\_\_\_

**Scale: 4 – Top Quality** (I would be proud to show the principal and my parents)

**3 – Above Average** (Hard work is evident, but there is room for improvement)

**2 – Room for Improvement** (I can improve this in many ways to meet the objective)

**1 – Not My Best** (I can't believe I turned this in)

		4	3	2	1
<b>Historical Content</b>		The audience gains an extensive understanding of the actions taken by this individual.	The audience gains a good understanding of the actions taken by this individual.	The audience gains an understanding of the actions taken by this individual.	The audience gains a limited understanding of the actions taken by this individual.
<b>Background Research</b>		The research tells an accurate, clear and comprehensive story.	The research tells the story fairly completely and is accurate.	Research tells some of the story accurately and/or completely.	Research is incorrect or incomplete.
<b>Presentation</b>		The presenter speaks clearly while telling the story and looks at the audience when speaking.	The presenter tells most of the information and looks at the audience most of the time.	The presenter reads most of the information and looks at the audience occasionally.	The presenter reads the details without looking at the audience.
<b>V I S U A L</b>	<b>Historical Accuracy</b>	The facts are effectively shared in a way that allows the audience to SEE the unique details of the subject's life.	The facts are shared in a way that allows the audience to SEE many details of the subject's life.	The facts are shared in a way that allows the audience to SEE some details of the subject's life.	The facts are shared in a way that allows the audience to SEE limited details of the subject's life.
	<b>Creativity/Innovation</b>	Exceptionally unique ideas that make the audience think	Unique story that shows the topic in a different way	The topic is presented in a somewhat creative way	Shows the topic exactly as we would expect
<b>Overall Neatness/Effort</b>		Personal Best	Good work and obvious effort	Acceptable work, but room for improvement	Sloppy work OR inadequate effort
		All words are correctly spelled and grammar is correct.	Very minor spelling or grammar error	Some spelling and/or grammar errors	Several spelling and/or grammar errors

The thing you did the most effectively on this project is:

The thing you could have improved upon is:

BLANK PAGE SO THAT THE TABLE IN APPENDIX F IS LANDSCAPE ORIENTATION

## APPENDIX F: RESEARCHING THE FAMOUS MEN IN THE AMERICAN REVOLUTION (ANSWERS)

Name	Born in England or the Colonies?	Delegate to Continental Congress		Boston Tea Party	Signed the Declaration of Independence	Fought in the Revolutionary War	Signed the Constitution	Famous for?	Should this person be a "Founding Father"?
		1?	2?						
George Washington	VA	Y	Y	N	N	Y	Y	Leading the troops in Rev. War; president of Constitutional Convention; 1 <sup>st</sup> president	
Benjamin Franklin	MA	N	Y	N	Y	N	Y	Treaty of Alliance 1778; Treaty of Paris 1783; Helped write D of I and Constitution	
Thomas Jefferson	VA	N	Y	N	Y	N	N	Wrote D of I; 3 <sup>rd</sup> President	
Benedict Arnold	CT	N	N	N	N	Y	N	Successful general in battles in Canada and NY	
Patrick Henry	VA	Y	Y	N	N	Y-1775 only	N	"Give me liberty or give me death" speech	
John Adams	MA	Y	Y	N	Y	N	N	Defended British soldiers after Boston Massacre, 1 <sup>st</sup> VP; 2 <sup>nd</sup> President	
Paul Revere	MA	N	N	Y	N	Y	N	Midnight ride	
Men of the Black Regiments	Some-yes Some-no	N	N	unknown	N	Y	N	Fighting in the American Revolution	
James Madison	VA	N	N	N	N	Y	Y	Father of the Constitution; Treaty of Paris 1783	

## APPENDIX F: RESEARCHING THE FAMOUS MEN IN THE AMERICAN REVOLUTION (STUDENT COPIES; PG. 1 & 2)

Name	Born in England or the Colonies?	Delegate to Continental Congress		Boston Tea Party	Signed the Declaration of Independence	Fought in the Revolutionary War	Signed the Constitution	Famous for?	Should this person be a "Founding Father"?
		1?	2?						
George Washington									
Benjamin Franklin									
Thomas Jefferson									
Benedict Arnold									
Patrick Henry									
John Adams									
Paul Revere									
Men of the Black Regiments									
James Madison									



<b>WHO ELSE WOULD YOU DEFINE AS A FOUNDING FATHER? WHAT ITEMS ON THE LIST APPLY TO HIM?</b>								
<b>Name</b>	<b>Born in England or the Colonies?</b>	<b>Delegate to Continental Congress 1? 2?</b>	<b>Boston Tea Party</b>	<b>Signed the Declaration of Independence</b>	<b>Fought in the Revolutionary War</b>	<b>Signed the Constitution</b>	<b>Famous for?</b>	<b>Should this person be a "Founding Father"?</b>

Is there anything that all the Founding Fathers have in common?

To be a Founding Father, what is the most important thing a person should have done? Why?