

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the 4<sup>th</sup> Grade Social Studies Course.

4 <sup>th</sup> Grade Social Studies - Unit 2 – Forming a New Nation	
<b>Elaborated Unit Focus</b>	This unit will focus on how the <b>beliefs and ideals</b> of the British colonists in America, especially in regards to the <b>distribution of power</b> , led to the <b>conflict and change</b> that resulted in the writing of the Declaration of Independence and the subsequent American Revolution. It will also show how key <b>individuals, groups, and institutions</b> influenced those <b>beliefs and ideals</b> precipitating many of the events before and during the American Revolution.
<b>Connection to Connecting Theme/Enduing Understandings</b>	<p><b>Beliefs and Ideals:</b> The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.</p> <p><b>Conflict and Change:</b> The student will understand that when there is conflict between or within societies, change is the result.</p> <p><b>Distribution of Power:</b> The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.</p> <p><b>Individuals, Groups, and Institutions:</b> The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <p><b>Location:</b> The student will understand that location affects a society’s economy, culture, and development.</p>
<b>GSE for Social Studies (standards and elements)</b>	<p><b>SS4H1 Explain the causes, events, and results of the American Revolution.</b></p> <p>a. Trace the events that shaped the revolutionary movement in America: French and Indian War, 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, the activities of the Daughters of Liberty, Boston Massacre, and the Boston Tea Party.</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>c. Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown.</p> <p>d. Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power.</p> <p><b>SS4G2 Describe how physical systems affect human systems.</b></p> <p>a. Explain how each force (American and British) attempted to use the physical geography of each battle site (Lexington and Concord, Saratoga, and Yorktown) to its benefit.</p> <p><b>SS4CG1 Describe the meaning of:</b></p> <p>a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)</p>
<b>Connection to GSE for ELA/Science/Math</b>	The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.
<b>Connection to Social Studies Matrices</b>	<b>Map and Globe Skills:</b> Use a compass rose to identify cardinal directions; use intermediate directions; use graphic scales to determine distances on a map; use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps; use a map to explain impact of geography on historical and current events; draw conclusions and make generalizations based on information from maps

	<p><b>Information Processing Skills:</b> Compare similarities and differences; organize items chronologically; identify issues and/or problems and alternative solutions; distinguish between fact and opinion; identify main idea, detail, sequence of events, and cause and effect in a social studies context; identify and use primary and secondary sources; analyze artifacts; draw conclusions and make generalizations; formulate appropriate research questions ; determine adequacy and/or relevancy of information; check for consistency of information; interpret political cartoons</p>
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## Essential Questions and Related Supporting/Guiding Questions

<b>Beliefs and Ideals</b>	<ol style="list-style-type: none"> <li>1. How does a society’s beliefs and ideals affect the decisions it makes?               <ol style="list-style-type: none"> <li>a. How are a society’s beliefs and ideals used to determine what is “fair”?</li> <li>b. How are a society’s beliefs and ideals used to determine how resources are distributed?</li> </ol> </li> <li>2. How do your own beliefs and ideals affect the decisions you make?               <ol style="list-style-type: none"> <li>a. How do the beliefs and ideals of others affect you?</li> <li>b. What does “fair” mean to you?</li> <li>c. Are the rules you must follow fair?</li> </ol> </li> </ol>
<b>Conflict and Change</b>	<ol style="list-style-type: none"> <li>1. What beliefs and ideals were in conflict between the American colonists and King George III prior to the American Revolution?               <ol style="list-style-type: none"> <li>a. How did the changes that were a result of the French and Indian War lead to conflict between King George III and his colonists?</li> <li>b. Why did the colonists disagree with the King and Parliament over taxation?</li> <li>c. Did the King and Parliament have a right to punish the colonists for the Boston Tea Party?</li> </ol> </li> <li>2. How did conflict between the British government and the American colonists influence the writing of the Declaration of Independence?               <ol style="list-style-type: none"> <li>a. What did colonists mean when they claimed, “no taxation without representation”?</li> <li>b. Why did the colonists feel King George III was denying them their natural rights?</li> <li>c. Why did the colonists feel they needed to write the Declaration of Independence?</li> </ol> </li> </ol>
<b>Distribution of Power</b>	<ol style="list-style-type: none"> <li>1. How did differences in beliefs and ideals about the distribution of power lead to the writing of the Declaration of Independence?               <ol style="list-style-type: none"> <li>a. Why did the colonists feel King George III and Parliament were abusing their power?</li> <li>b. Why did the colonists feel they were not being represented in the British government?</li> <li>c. Why did the King and Parliament feel they were justified in governing the colonies as they did?</li> </ol> </li> </ol>
<b>Individuals, Groups, and Institutions</b>	<ol style="list-style-type: none"> <li>1. What influence did groups have on the American Revolution?               <ol style="list-style-type: none"> <li>a. What beliefs and ideals led the colonists to form these groups?</li> <li>b. What effect did these groups have on the Revolutionary Movement and the war itself?</li> <li>c. How did the activities of these groups influence the beliefs and ideals of others, both negatively and positively?</li> </ol> </li> <li>2. What influence did individuals have on the American Revolution?               <ol style="list-style-type: none"> <li>a. How did the beliefs and ideals these individuals held influence their actions and decisions?</li> <li>b. What effect did these individuals have on the Revolutionary Movement and the war itself?</li> <li>c. How did these individuals influence the beliefs and ideals of others, both negatively and positively?</li> </ol> </li> </ol>

<p><b>Location</b></p>	<ol style="list-style-type: none"><li>1. How did location influence the beliefs and ideals of the colonists, putting them in conflict with the British government?<ol style="list-style-type: none"><li>a. How did location influence the beliefs and ideals the colonists held at the end of the French and Indian War?</li><li>b. How did the large distance between the king and his colonists lead to conflicts between them?</li><li>c. How did location play a part in the colonists' belief in "no taxation without representation"?</li></ol></li><li>2. What advantages or disadvantages did location give to both sides before and during the Battle of Lexington and Concord?<ol style="list-style-type: none"><li>a. How did location help and / or hinder Paul Revere on his famous midnight ride?</li><li>b. What influence did geography have on the Battle of Lexington and Concord?</li><li>c. How did location influence the fighting style of the different armies during this battle?</li></ol></li><li>3. What advantages or disadvantages did location give to both sides before and during the Battle of Saratoga?</li><li>4. What advantages or disadvantages did location give to both sides before and during the Battle of Yorktown?</li></ol>
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## Sample Instructional Activities/Assessments

### Opposing Points of View – Thinking Map

Description: This activity is designed as a small group, collaborative activity.

**Opening:**

In this activity, students will watch the YouTube video entitled "[French and Indian War Changes Fate of America](https://www.youtube.com/watch?v=Ktkw7iSITkc)", posted to YouTube by John Fritz:

<https://www.youtube.com/watch?v=Ktkw7iSITkc>.

**NOTE:** As with any resource, please preview this video to determine suitability for your students. There is some violence during the depiction of the battle scenes, and there are some direct quotes from the time period including colonial era speech that may need explanation for 4<sup>th</sup> grade students.

The teacher may want to create the small groups and distribute the thinking maps and directions for how to complete it before watching the video so students can take notes as they watch. Alternatively, if technology availability permits, the teacher may wish to show the video to the large group as an opening activity, and then allow students to rewatch it on desktop computers or tablets, at their own pace, in their small groups, where they can pause the video as needed for discussion.

**Activity:**

Students work collaboratively, in small groups, to complete the "Opposing Points of View" thinking map provided below. In the boxes in the center column, students will write the events, decisions, or issues resulting from the French and Indian War that the British government and the colonists disagree about. The left-hand boxes are where students will write how the colonists felt about the thing in the center box, and the right-hand boxes will be where students will indicate how the British government felt about that same thing.

If students need further explanation or an example, the following example can be used to show students how to fill out the map so as not to "give away" any of the actual answers, but be sure students understand their thinking maps must be based on the material relevant to the causes of the American Revolution.

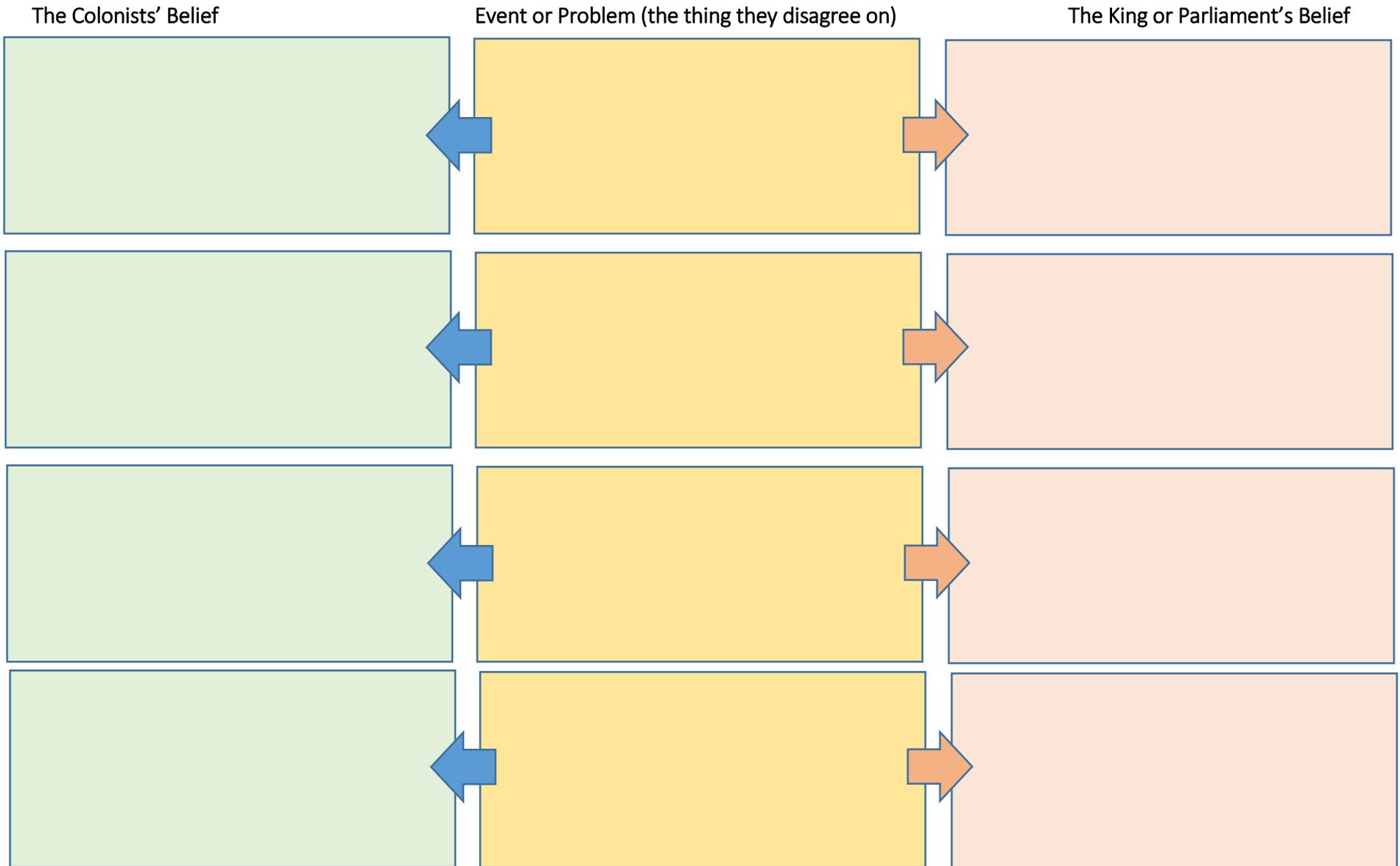
Example: If this were an argument between a child and their parent, one center box might be "Bedtime", something they disagree about. The left-hand boxes are where students will indicate how the Colonists feel about the center box. So, using our child / parent example, the child side this box (left side) might say, "Bedtime should be 10 because I am old enough and I only need 8 hours of sleep." The right-hand box is for the parent point of view and might say, "Bedtime is at 9pm because you need enough sleep to be ready for school".

**Closing:**

Leaving the students in their groupings, the teacher will call the class' attention to the board where the teacher will fill out a single class thinking map calling on the groups to contribute and agree upon the ideas from their individual group maps.

<b>GSE Standards and Elements</b>	<p><b>SS4H1 Explain the causes, events, and results of the American Revolution.</b></p> <p>a. Trace the events that shaped the revolutionary movement in America: French and Indian War, 1765 Stamp Act, the slogan "no taxation without representation," the activities of the Sons of Liberty, the activities of the Daughters of Liberty, Boston Massacre, and the Boston Tea Party.</p>
<b>Connection to GSE for ELA/Science/Math</b>	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p>
<b>Social Studies Matrices</b>	<p><b>Information Processing Skills:</b> Compare similarities and differences; identify main idea, detail, sequence of events, and cause and effect in a social studies context; draw conclusions and make generalizations; determine adequacy and/or relevancy of information</p>
<b>Enduring Understanding(s)</b>	<p>Beliefs and Ideals, Conflict and Change, Distribution of Power, Location</p>

Opposing Points of View After the French and Indian War



## Does the End Justify the Means? – Four Corners Debate

### Description:

This activity is written as a whole group, four-corners debate activity, however it could be modified for small group debate, though it may become repetitious as each group is debating the same topic and would most likely repeat the same arguments. It could also be adapted to be an editorial writing assignment where the student pretends to be a colonial era citizen writing an op-ed for a colonial newspaper expressing one point of view or the other.

Note: Before this activity, the teacher will need to establish the four areas students will gather during the activity and label them with a sign as follows:

*Strongly agree*

*Agree*

*Disagree*

*Strongly disagree*

### Opening:

The teacher will inform the students that they will be looking at the activities of the Sons of Liberty and will be asked to form an opinion as to whether the Sons of Liberty were right to do what they did. The students should be informed that they should try to consider both sides of the issue objectively regardless of their personal opinion as they will need facts to justify their choice. The teacher should take care to present the evidence in as balanced a way as possible so that the opinions of the students will hopefully be distributed over the four categories. The teacher will distribute the resource documents provided below to the students, and depending on differentiation strategies needed, assist students in interpreting and analyzing the documents.

The teacher will write the following topic statement on the board “Were the activities of the Sons of Liberty justified?”

### Activity:

After the opening activity, students must decide how they feel about the topic statement. The teacher may want to distribute one index card to each student on which they will write their choice, and a brief justification statement.

They may choose either:

“I strongly agree that the activities of the Sons of Liberty were justified.”

“I agree that the activities of the Sons of Liberty were justified.”

“I disagree that the activities of the Sons of Liberty were justified.”

“I strongly disagree that the activities of the Sons of Liberty were justified.”

After students have made their choice, the teacher instructs them to move to the area labeled the same as their choice. For example, all students who say they strongly agree that the Sons of Liberty were justified would go to the place in the room labeled “strongly agree” and so forth. The students are then given enough time to choose a “writer” and a “reporter”, and to discuss among themselves the reasons they chose as they did. With the help of the writer, the group will compose a persuasive paragraph that the reporter will read to try to persuade the three other groups of their point of view. The paragraph must give specific reasons based on evidence presented in the opening. The two middle ground groups, “agree” and “disagree”, will need to give reasons why they are not wholly convinced one way or the other.

When the teacher feels that enough time has been given, the reporter from each group, in turn, will present their group’s paragraph. After all groups have spoken, students may change groups, but in order to be allowed to change groups, they must state what group they are moving to, and what specifically convinced them to change their opinion. Once all movement has been addressed, the groups repeat the steps above, but with a new “writer” and “reporter” presenting *different* evidence. The process continues until either everyone has moved to a single group, or no new arguments can be found.

### Closing:

The teacher will lead a classroom debriefing of the debate asking questions such as, “Did the debate change how you feel about the topic?”, “What were some of the best arguments you heard?”, “What was the hardest part of this activity?”. “What was the easiest?”, “Did debating help you see the other side of the argument better?”

<p><b>GSE Standards and Elements</b></p>	<p><b>SS4H1 Explain the causes, events, and results of the American Revolution.</b>                  a. Trace the events that shaped the revolutionary movement in America: French and Indian War, 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, the activities of the Daughters of Liberty, Boston Massacre, and the Boston Tea Party.                  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>Connection to GSE for ELA/Science/Math</b></p> <p><b>Social Studies Matrices</b></p> <p><b>Enduring Understanding(s)</b></p>	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p> <p><b>Information Processing Skills:</b> Identify issues and/or problems and alternative solutions; distinguish between fact and opinion; identify main idea, detail, sequence of events, and cause and effect in a social studies context; analyze artifacts; draw conclusions and make generalizations; determine adequacy and/or relevancy of information</p> <p>Beliefs and Ideals; Conflict and Change; Individuals, Groups, and Institutions</p>

Resource Documents:

Primary Source #1:

The full text of the primary source document below was obtained July 18, 2017, from Yale Law School’s Avalon Project at [http://avalon.law.yale.edu/18th\\_century/assoc\\_sons\\_ny\\_1773.asp](http://avalon.law.yale.edu/18th_century/assoc_sons_ny_1773.asp), however it has been edited to make it more digestible for 4<sup>th</sup> grade students, and the questions to aid students in the analysis of this document that follow are original content for the State of Georgia, Department of Education.

## Association of the Sons of Liberty in New York; December 15, 1773

The following association is signed by a great number of the principal gentlemen of the city, merchants, lawyers, and other inhabitants of all ranks, and it is still carried about the city to give an opportunity to those who have not yet signed, to unite with their fellow citizens, to testify their abhorrence to the diabolical project of enslaving America.

### The Association of the Sons of Liberty of New York

It is essential to the freedom and security of a free people, that no taxes be imposed upon them but by their own consent, or their representatives...[It] is the undoubted right of Englishmen, to secure [that] which they expended millions and sacrificed the lives of thousands. And yet, to the astonishment of all the world, and the grief of America, the Commons of Great Britain, after the repeal of the memorable and detestable Stamp Act, reassumed [took on again] the power of imposing taxes on the American colonies; and insisting on ... parliamentary supremacy, passed a bill,... imposing duties on all glass, painters' colours, paper, and teas, that should, after the 20th of November, 1767, be "imported from Great Britain into any colony or plantation in America". This...Act should be totally repealed. This agreement...[was so much to]...the disadvantage of the manufacturers of England that many of them were unemployed. [Parliament] left the duty on tea, as a test of the parliamentary right to tax us. ...The East India Company...are allowed to export tea,...[and no longer have to pay] that duty with which they ...[used to have to pay]... Therefore, to prevent a calamity [disaster] ... we, the ... [authors], being influenced from a regard to liberty, and ...[willing to use all lawful actions] in our

power, to defeat the ...[Tea Act], and to ...[be sure we have the] blessings of freedom which our ancestors have handed down to us; and to contribute to the support of the common liberties of America, which are in danger...., do, for those important purposes, agree to associate together [join as a group], under the name and style of the sons of New York, and engage our honour to, and with each other faithfully to observe and perform the following resolutions, viz.

**1st. Resolved**, that whoever shall aid or abet, or in any manner assist, in the introduction [bringing in] of tea from any place whatsoever, into this colony, while it is subject... to the payment of a duty, for the purpose of raising a revenue in America, he shall be deemed an enemy to the liberties of America.

**2d. Resolved**, that whoever shall be aiding, or assisting, in the landing, or carting of such tea, from any ship, or vessel, or shall hire any house, storehouse, or cellar or any place whatsoever, to deposit the tea, subject to a duty as aforesaid, he shall be deemed an enemy to the liberties of America.

**3d. Resolved**, that whoever shall sell, or buy, or in any manner contribute to the sale, or purchase of tea, subject to a duty as aforesaid, or shall aid, or abet, in transporting such tea, by land or water, from this city, until ... the Revenue Act, shall be totally and clearly repealed, he shall be deemed an enemy to the liberties of America.

**4th. Resolved**, that whether the duties on tea, imposed by this Act, be paid in Great Britain or in America, our liberties are equally affected.

**5th. Resolved**, that whoever shall transgress [break] any of these resolutions, we will not deal with, or employ, or have any connection with him.

#### Analysis Questions

1. What do the Sons of Liberty mean when they write: "It is essential to the freedom and security of a free people, that no taxes be imposed upon them *but* by their own consent, or their representatives."? How does this relate to the slogan, "No taxation without representation?" \_\_\_\_\_

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2. What do you think the Sons of Liberty are referring to when they say, "...and insisting on ... parliamentary supremacy, passed a bill,... imposing duties [taxes] on all glass, painters' colours, paper, and teas, that should, after the 20th of November, 1767, be "imported from Great Britain into any colony or plantation in America".?

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3. What do the Sons of Liberty believe was the result of the Stamp Act when they say "...This agreement...[was so much to]...the disadvantage of the manufacturers of England that many of them were unemployed.

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4. The Sons of Liberty refer to the Tea Act when they say, "The East India Company...are allowed to export tea,...[and no longer have to pay] that duty with which they ...[used to have to pay]." The problem for the colonists was that the East India Tea Company was allowed to ship the tea directly to the colonies without

paying the tax, but the colonists were still taxed for it. In your own words, what reasons do the Sons of Liberty give for trying to defeat the Tea Act?

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5. How do the Sons of Liberty feel about anyone who helps bring tea that is being taxed into the colonies?

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6. A boycott is when people refuse to buy something or use a service because they disagree with the person selling the product or service. Who do the Sons of Liberty say they will boycott?

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Primary Source #2:

The full text of the primary source document below was obtained July 18, 2017, from Eyewitness to History.com at <http://www.eyewitnesstohistory.com/teaparty.htm>, however the questions to aid students in the analysis of this document that follow are original content for the State of Georgia, Department of Education.

This source describes the events of the Boston Tea Party, which was organized by the Sons of Liberty.

*George Hewes was a member of the band of "Indians" that boarded the tea ships that evening. His recollection of the event was published some years later. We join his story as the group makes its way to the tea-laden ships:*

We were immediately ordered by the respective commanders to board all the ships at the same time, which we promptly obeyed. The commander of the division to which I belonged, as soon as we were on board the ship, appointed me boatswain, and ordered me to go to the captain and demand of him the keys to the hatches and a dozen candles. I made the demand accordingly, and the captain promptly replied, and delivered the articles; but requested me at the same time to do no damage to the ship or rigging. We then were ordered by our commander to open the hatches and take out all the chests of tea and throw them overboard, and we immediately proceeded to execute his orders, first cutting and splitting the chests with our tomahawks, so as thoroughly to expose them to the effects of the water.

In about three hours from the time we went on board, we had thus broken and thrown overboard every tea chest to be found in the ship, while those in the other ships were disposing of the tea in the same way, at the same time. We were surrounded by British armed ships, but no attempt was made to resist us.

1. What is the captain of the ship most concerned about and why is he concerned about that?

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2. Why did they make sure they broke open the chests of tea before throwing them in the water?

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3. Why do you suppose the speaker notes that they “...were surrounded by British armed ships, but no attempt was made to resist us.”?

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4. Who did the tea belong to? \_\_\_\_\_

Primary Source #3:

The full text of the primary source document below was obtained July 18, 2017, from The Digital Public Library of America at <https://dp.la/primary-source-sets/sources/1192>, however it has been edited for readability for 4<sup>th</sup> grade students, and the questions to aid students in the analysis of this document that follow are original content for the State of Georgia, Department of Education.

This source describes the events of the Boston Tea Party, which was organized by the Sons of Liberty.

“...[The people went] to Griffins wharf, where the tea vessels [ships] lay, proceeded to fix tackles. And hoisted the tea upon deck, cut the chests to pieces, and threw the tea upon the tide [water]; there were two ships and a brig [also a type of ship] ...each vessel having 114 chests of tea on board; they began upon the two ships first, as they had nothing on board but tea, then proceeded to the brig [third ship], which had hauled to the wharf but the day before, and had but a small part of her cargo out. The Captain of the brig begged they would not begin with his vessel as the tea was covered with goods [other merchandise], belonging to different Merchants in town. They told him the tea they wanted and the tea they would have; but if he would go into his cabin quietly, not one article of his goods would be hurt.

.....It is to be observed that they were extremely careful, that not any of the tea should be stolen, so kept a look out, and detected one man filling his pockets, whom they treated very roughly, by tearing his coat off his back, and driving him to the wharf, through thousands of people, who cuffed [slapped] and kicked him as he passed.”

1. If each of the two vessels had 114 chests of tea, how many chests of tea were destroyed on the first two ships? \_\_\_\_\_

2. Was there any other cargo on the first two ships besides the tea? \_\_\_\_\_

3. Why did the captain of the third ship, the brig, beg them to start with the other two ships first?

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4. Why do you think the Sons of Liberty were careful that no tea was stolen, and punished the man who did try to take some tea for himself?

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5. Is stealing different from throwing it into the water? Justify your reason. \_\_\_\_\_

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Primary Source #4:

An excerpt from the Boston Port Act, issued by Parliament in response to the Boston Tea Party.

The full text of the primary source document below was obtained July 18, 2017, from Yale Law School's Avalon Project at [http://avalon.law.yale.edu/18th\\_century/boston\\_port\\_act.asp](http://avalon.law.yale.edu/18th_century/boston_port_act.asp), however it has been edited to make it more digestible for 4<sup>th</sup> grade students, and the questions to aid students in the analysis of this document that follow are original content for the State of Georgia, Department of Education.

## Great Britain : Parliament - The Boston Port Act : March 31, 1774

An act to discontinue, ...the landing and discharging, lading or shipping, of goods, wares, and merchandise, at the town, and within the harbour, of Boston, in the province of Massachusetts Bay, in North America.

WHEREAS dangerous commotions and insurrections have been ... raised in the town of Boston, in the province of Massachusetts Bay, in New England, [in an attempt to damage the King's]

Georgia Department of Education

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government, and to the utter destruction of the public peace, and good order of the ... town; in which commotions and insurrections certain valuable cargoes of teas, being the property of the East India Company, and on board certain vessels lying within the bay or harbour of Boston, were seized and destroyed: And whereas, in the present condition of the said town and harbour, the commerce [business] of his Majesty's subjects cannot be safely carried on there, nor the customs [taxes] payable to his Majesty duly collected; and it is therefore ...[decided that] it shall not be lawful for any person or persons whatsoever to [bring ships or goods into] the said town of Boston, or in or upon any part of the shore of the bay, commonly called The Harbour of Boston,

1. What reasons does the British Parliament give for closing Boston Harbor? \_\_\_\_\_

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2. Why does Parliament feel the Boston Tea Party was an attempt to damage the king's rule over Boston?

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## The “True” Story of the Boston Massacre – Analysis of the Boston Massacre

### Description:

#### Opening:

The teacher should present the 3 eyewitness accounts and two images of the Boston Massacre, and lead a classroom discussion as to what is a primary source, what is a secondary source, and which each of these artifacts is. The teacher may wish to do the following hook activity.

Prepare beforehand two small pieces of different colored construction paper of the exact same size and place or glue them back to back so it appears to be a single piece with different colors on each side. It is important that no color show from the opposite side.

Sit two volunteer students in front of the room directly facing each other, but in profile to the rest of the students. Have them tightly cover their eyes while you indicate to the students that everyone must be quiet and not give away the secret (finger to lips gesture). Show the rest of the class the two-sided piece of paper, being sure everyone can see that it is two different colors. Hold the paper in between the two facing students so that they will see only one side when they open their eyes. Have them open their eyes and ask each in turn what they see. Play it up that one of them must be wrong as surely it cannot be both blue and red (or whatever colors you have chosen). Reveal the secret and discuss point of view. You can elaborate with examples of car accidents or fights and how witnesses can give very different accounts and still believe they are telling only truth.

#### Activity:

In this activity, students will work in small groups to analyze and compare two images and three eyewitness accounts depicting the events of the Boston Massacre. Students may use the two thinking maps attached below to help them compare and contrast the accounts and images. Students should discuss how to account for the differences in the testimonies and images, and how point of view, or beliefs and ideals might influence these differing accounts. Students will write, report, or illustrate what they think is the true story of what happened that day using specific evidence from the each of the accounts and images to justify their reasoning.

#### **Eyewitness Account #1:**

By Newton Prince, a free African American or Black citizen of Boston who testified for the British at the trial: Obtained from Boston Massacre Historical Society at <http://www.bostonmassacre.net/trial/d-more.htm>. Please review the original source if you wish to put it in front of your students as the copy below has been edited to remove an expletive that may be inappropriate for children.

*“Heard the Bell ring. Ran out. Came to the Chapel. Was told there was no fire but something better, there was going to be a fight. Some had buckets and bags and some Clubs. I went to the west end of the Town House where [there] were a number of people. I saw some Soldiers coming out of the Guard house with their Guns and running down one after another to the Custom house. Some of the people said let's attack the Main Guard, or the Centinel [sic] who is gone to King street. Some said for [goodness] sake don't lets touch the main Guard. I went down. Saw the Soldiers planted by the Custom I house two deep. The People were calling them Lobsters, daring 'em to fire 1, saying ... why don't you fire. I saw Capt. Preston out from behind 1 the Soldiers. In the front at the right. He spoke to some people. The Capt. 1 stood between the Soldiers and the Gutter about two yards from the Gutter. I saw two or three strike with sticks on the Guns. I was going off to the west A, of the Soldiers and heard the Guns fire and saw the dead carried off. Soon I after the Guard Drums beat to arms. The People whilst striking on the Guns 1 cried fire, ... fire. I have heard no Orders given to fire, only the people in general cried fire.”*

#### **Eyewitness Account #2:**

Captain Thomas Preston's account (obtained from The History of Massachusetts at: <http://historyofmassachusetts.org/the-boston-massacre>). Please review the original source if you wish to put it in front of your students as the copy below has been edited to remove two expletives that may be inappropriate for children.

*“...The mob still increased, and were more outrageous, striking their clubs or bludgeons one against another, and calling out, ‘Come on, you rascals, you bloody backs, you Lobster Scoundrels; fire if you dare, ..., fire ...; we know you dare not;’ and much more such language was used...While I was thus speaking, one of the soldiers, having received a severe blow with a stick, stept a little on one side, and instantly fired, on which turning to and asking him why he fired without orders, I was struck with a club on my arm, which for some-time deprived my of the use of it; which blow, had it been placed on my head, most probably would have destroyed me. On this general attack was made on the men by a great number of heavy clubs, and snow-balls being thrown at them, by which all our lives were in imminent danger; some persons at the same time from behind calling out, ‘... your Bloods, why don't you fire?’ Instantly three or four of the soldiers fired, one after another, and directly after three more in the same confusion and hurry...The whole of this melancholy affair was transacted in almost 20 minutes. On my asking the soldiers why they fired without orders, they said they heard the word “Fire,” and supposed it came from me. This*

*might be the case, as many of the mob called out “Fire, fire,” but I assured the men that I gave no such order, that my words were, ‘Don’t fire, stop your Firing!’”*

**Eyewitness Account #3:**

By Richard Palmes, and obtained from Famous Trials.com at <http://www.famous-trials.com/massacre/210-evidence>. Please review the original source if you wish to put it in front of your students as the copy below has been edited to remove two expletives that may be inappropriate for children.

“Somebody there said there was a Rumpus in King Street. I went down. When I had got there I saw Capt. Preston at the head of 7 or 8 Soldiers at the Custom house drawn up, their Guns breast high and Bayonets fixed. Found Theodore Bliss talking with the Captain. I heard him say why don't you fire or words to that effect. The Captain answered I know not what and Bliss said ... why don't you fire. I was close behind Bliss. They were both in the front. Then I step'd immediately between them and put my left hand in a familiar manner on the Captains right shoulder to speak to him. Mr. John Hickling then looking over my shoulder I said to Preston are your Soldiers Guns loaded. He answered with powder and ball. Sir I hope you don't intend the Soldiers shall fire on the Inhabitants. He said by no means. The instant he spoke I saw something resembling Snow or Ice strike the Grenadier on the Captains right hand being the only one then at his right. He instantly step'd one foot back and fired the first Gun. I had then my hand on the Captains shoulder. After the Gun went off I heard the word fire. The Captain and I stood in front about half between the breech and muzzle of the Guns. I dont know who gave the word fire. I was then looking on the Soldier who fired. The word was given loud. The Captain might have given the word and I not distinguish it. After the word fire in about 6 or 7 seconds the Grenadier on the Captains left fired and then the others one after another. The Captain stood still till the second Gun was fired. After that I turned and saw the Grenadier who fired first attempting to prick me by the side of the Captain with his Bayonet. I had a large Stick in my hand. I struck over hand and hit him in his left arm. Knocked his hand from his Gun. The Bayonet struck the Snow and jarr'd the breech out of his hand. I had not before struck at any body. Upon that I turnd, thinking the other would do the same and struck at any body at first and hit Preston. In striking him my foot slip'd and my blow fell short and hit him, as he afterwards told me, on the arm. When I heard the word fire the Captains back was to the Soldiers and face to me. Before I recovered the Soldier who fired the first Gun was attempting again to push me through. I tossed my Stick in his face. He fell back and I jump'd towards the land. He push'd at me there and fell down. I turn'd to catch his Gun. Another Soldier push'd at me and I ran off. Returnd soon and saw the dead carrying off and the party was gone. The Gun which went off first had scorched the nap of my Surtout at 1 the elbow. I did not hear the Captain speak after he answered me. Was there but about 3/4 of a minute in the whole. There was time enough between the first and second Gun for the Captain to have spoke to his Men. He stood leaning on the dagger in the scabbard. At the time of the firing there was between 50 and 80 People at some distance not crowding upon the Soldiers and thin before them.”

**Image #1:**

The Bloody Massacre, by Paul Revere:

[https://commons.wikimedia.org/wiki/File%3AThe\\_bloody\\_massacre\\_by\\_Paul\\_Revere.jpg](https://commons.wikimedia.org/wiki/File%3AThe_bloody_massacre_by_Paul_Revere.jpg).

**Image #2:**

The Boston Massacre, by an unknown artist:

[https://commons.wikimedia.org/wiki/File%3A%22The\\_Boston\\_Massacre%22%2C\\_03-05-1770\\_-\\_NARA\\_-\\_513326.jpg](https://commons.wikimedia.org/wiki/File%3A%22The_Boston_Massacre%22%2C_03-05-1770_-_NARA_-_513326.jpg).

**Close:**

Have groups share or present their findings and debrief students about the activity.

<p><b>GSE Standards and Elements</b></p>	<p><b>SS4H1 Explain the causes, events, and results of the American Revolution.</b>                  a. Trace the events that shaped the revolutionary movement in America: French and Indian War, 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, the activities of the Daughters of Liberty, Boston Massacre, and the Boston Tea Party.</p>
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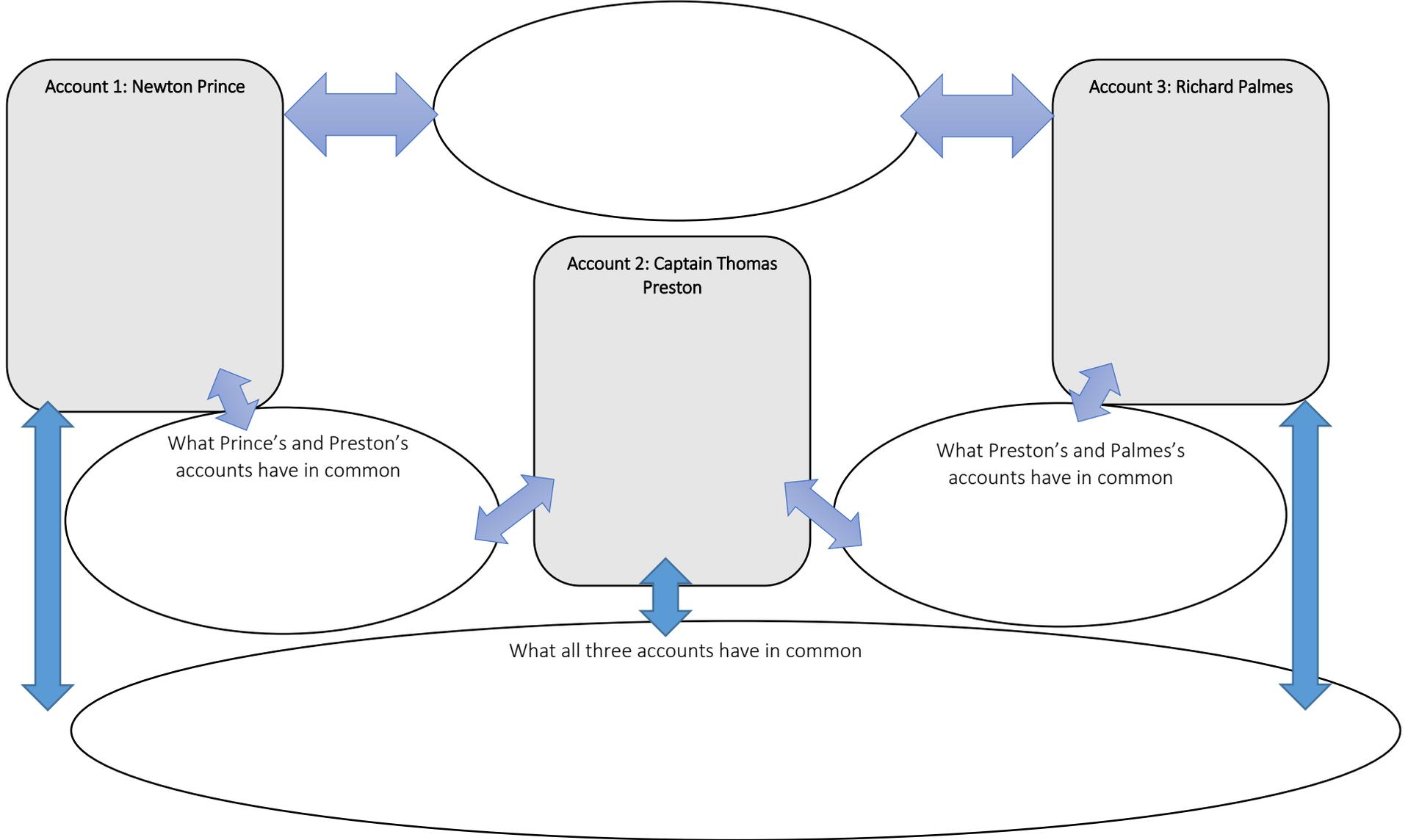
4<sup>th</sup> Grade Frameworks for the Georgia Standards of Excellence in Social Studies

<p><b>Connection to GSE for ELA/Science/Math</b></p> <p><b>Social Studies Matrices</b></p> <p><b>Enduring Understanding(s)</b></p>	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p> <p><b>Information Processing Skills:</b> Compare similarities and differences; organize items chronologically; distinguish between fact and opinion; identify main idea, detail, sequence of events, and cause and effect in a social studies context; identify and use primary and secondary sources; analyze artifacts; draw conclusions and make generalizations; determine adequacy and/or relevancy of information; check for consistency of information</p> <p>Beliefs and Ideals; Conflict and Change; Individuals, Groups, and Institutions</p>
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Comparing the Three Eyewitness Accounts

Group member names: \_\_\_\_\_

What Prince's and Palmes's accounts have in common



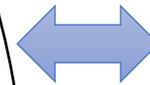
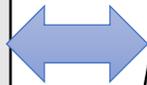
Comparing the Two Images

Group member names: \_\_\_\_\_

What the images have in common

Image 1: Paul Revere's *The Bloody Massacre*

Image 2: Anonymous, *The Boston Massacre*



### A Who's Who of the American Revolution

**Description:** If technology availability permits, this is a great activity to do as a PowerPoint, Web Page, Blog, or other electronic format activity.

Additionally, the teacher can choose to have students do this individually, in small groups, or as a class project, and may choose to have students be responsible for a write-up for each “key individual”, or as a jigsaw activity where a different subset of “key individuals” is assigned to each group or student.

**Opening:**

The teacher will familiarize students with online profiles or resumes that many professionals have on the internet. The teacher will guide a discussion as to what types of information people generally put in them. The teacher will explain that the students will create a similar resume or profile for the key individuals of the American Revolution (**King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, and Black regiments**).

**Activity:**

The students work in small groups, or independently to research whatever key individuals they have been assigned or chose. The students will then use the profile templates provided below to create a profile for each key individual. The template can be distributed electronically or printed out for hard copies. The profiles should answer the following:

- ✓ Who the person is
- ✓ How their beliefs and ideals influenced their actions and decisions
- ✓ What effect these individuals had on the Revolutionary Movement and the war itself

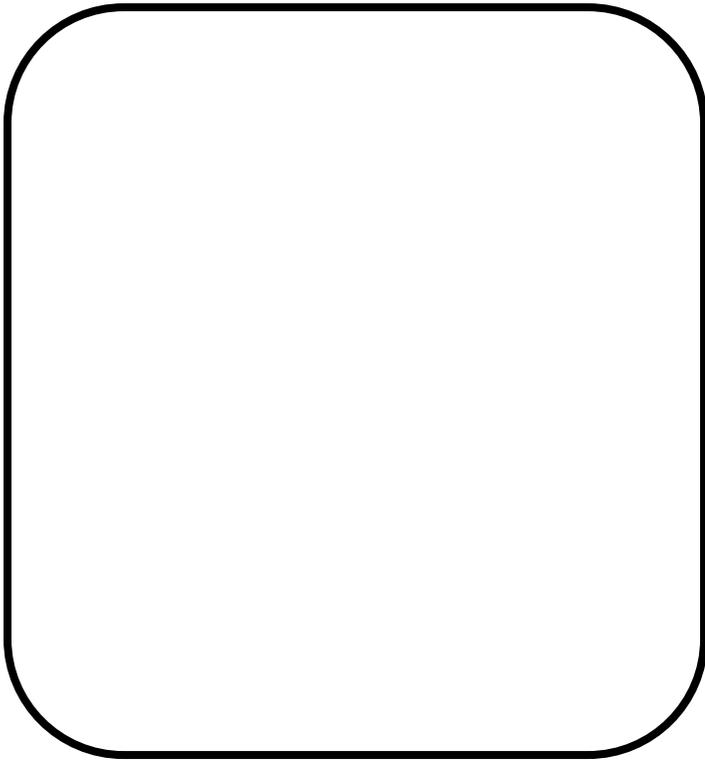
**Closing:**

If the teacher does this as a jigsaw activity with hard copies, the profiles can be hung along a hallway or bulletin board, and students can do a gallery walk. Alternatively, students can create an online directory of key figures of the American Revolution, or students can present their profiles as a live presentation where they pretend to be that person.

<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>Connection to GSE for ELA/Science/Math</b></p> <p><b>Social Studies Matrices</b></p> <p><b>Enduring Understanding(s)</b></p>	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p> <p><b>Information Processing Skills:</b> Identify and use primary and secondary sources; identify social studies reference resources to use for a specific purpose; formulate appropriate research questions; determine adequacy and/or relevancy of information; check for consistency of information</p> <p>Beliefs and Ideals; Conflict and Change; Individuals, Groups, and Institutions</p>

\_\_\_\_\_’s Profile      Student name: \_\_\_\_\_

Key individual’s name



Portrait or Avatar

In 1776 we stood up for what we believed in. I was best known for my beliefs that:

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Because of my beliefs, I (Tell how this individual’s beliefs and ideals influenced their actions and decisions):

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I influenced the course of the American Revolution by \_\_\_\_\_

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**Patriot or Loyalist – Beliefs and Ideals**

**Description**

The teacher begins the lesson with the following: (Photos below can be used to engage the students.) This is the story of two men or women. The first is a colonial loyalist or soldier from Great Britain. He or she considers his or herself a loyal citizen of the crown (under the King’s rule) or part of the King’s royal army. He or she witnesses or is a part of a King’s regiment marching toward the center of Boston. Angry mobs call out to the soldiers who are here to keep order. Why are they angry? They have come to Boston to serve King George III and to help. The second person is a citizen of Boston, and a Son or Daughter of Liberty. He or she is on the Boston Commons discussing a recent meeting with other members of the Sons or Daughters of Liberty when he or she sees a group of Redcoats marching down the street. Fellow friends and citizens yell out to the soldiers in anger.

Students are instructed to work with partners in a Think/Pair/Share format to infer what beliefs and ideals might be held by the loyalist and the patriot. After sharing their ideas, the partners will complete a character map and Venn Diagram, provided below, to compare and contrast the two people’s beliefs, ideals, and possible actions.

Additional questions to consider: Why are they both in Boston at this time? What is about to happen?

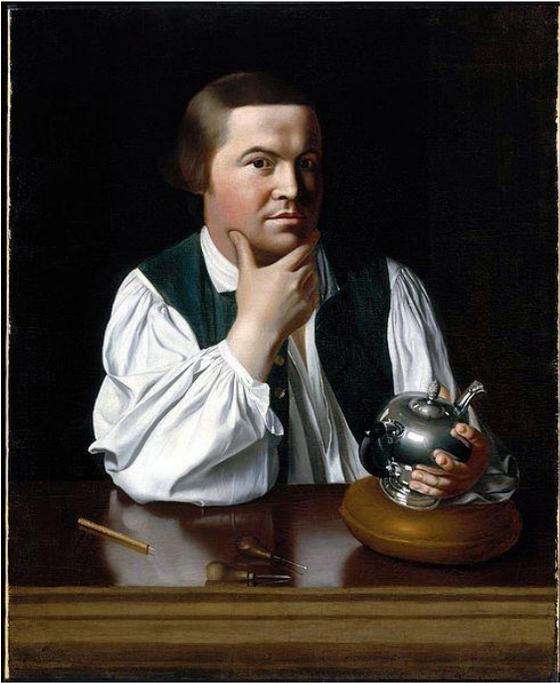
Partners pair with another twosome to share and discuss their ideas and predictions.

**Modifications:** Offer some leading questions that will guide inferences such as: 1. How does this character feel about Great Britain and King George III? 2. What is this character most concerned about at this time? 3. What are this character’s feelings about liberty and independence?

<b>GSE Standards and Elements</b>	<p><b>SS4H1 Explain the causes, events, and results of the American Revolution.</b></p> <p>a. Trace the events that shaped the revolutionary movement in America: French and Indian War, 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, the activities of the Daughters of Liberty, Boston Massacre, and the Boston Tea Party.</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>
<b>Connection to GSE for ELA/Science/Math</b>	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p>
<b>Social Studies Matrices</b>	<p><b>Information Processing Skills:</b> Compare similarities and differences; identify main idea, detail, sequence of events, and cause and effect in a social studies context; draw conclusions and make generalizations</p>
<b>Enduring Understanding(s)</b>	<p>Beliefs and Ideals; Conflict and Change; Individuals, Groups, and Institutions; Distribution of Power; Location</p>

## Patriot or Loyalist

### Patriots



Above: J S Copley - Paul Revere, John Singleton Copley [Public domain], via Wikimedia Commons. From [https://commons.wikimedia.org/wiki/File%3AJ\\_S\\_Copley\\_-\\_Paul\\_Revere.jpg](https://commons.wikimedia.org/wiki/File%3AJ_S_Copley_-_Paul_Revere.jpg)



Above: Betsy Ross sewing. By From painting by G. Liebscher [Public domain], via Wikimedia Commons. From [https://commons.wikimedia.org/wiki/File%3ABetsy\\_Ross\\_sewing.jpg](https://commons.wikimedia.org/wiki/File%3ABetsy_Ross_sewing.jpg).

Below: Grenadier, 40th Foot, 1767. By Inscribed "PWR" [Public domain], via Wikimedia Commons. From [https://commons.wikimedia.org/wiki/File%3AGrenadier%2C\\_40th\\_Foot%2C\\_1767.jpg](https://commons.wikimedia.org/wiki/File%3AGrenadier%2C_40th_Foot%2C_1767.jpg).

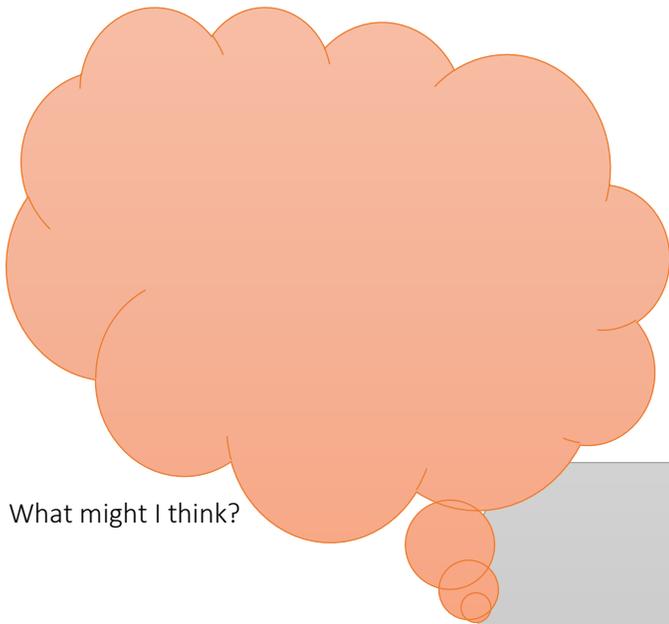
### Loyalists



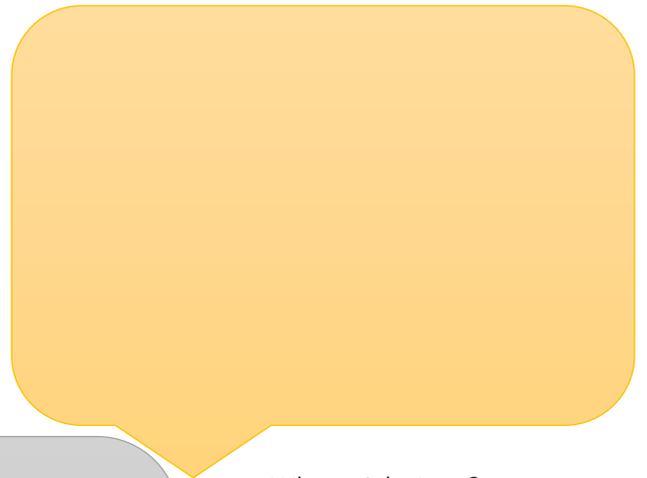
Right: Margaret Kemble Gage, wife of British General Thomas Gage. By John Singleton Copley [Public domain], via Wikimedia Commons. From [https://commons.wikimedia.org/wiki/File%3AMargaret\\_K](https://commons.wikimedia.org/wiki/File%3AMargaret_K)



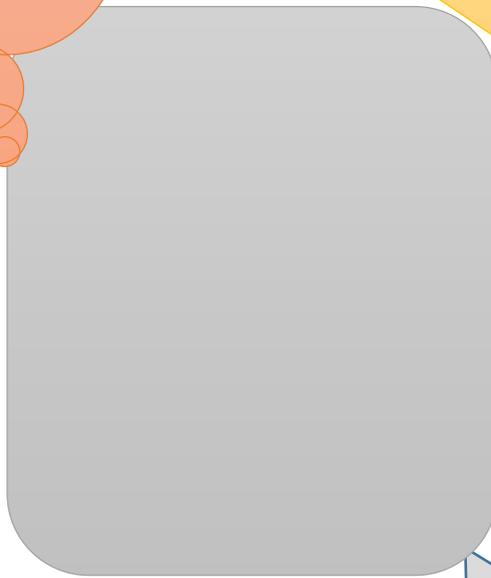
**Patriot or Loyalist Character Map** Group Member Names: \_\_\_\_\_



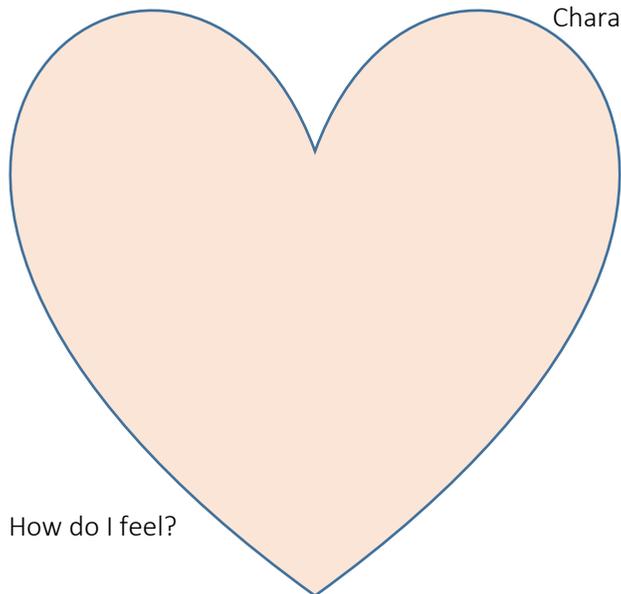
What might I think?



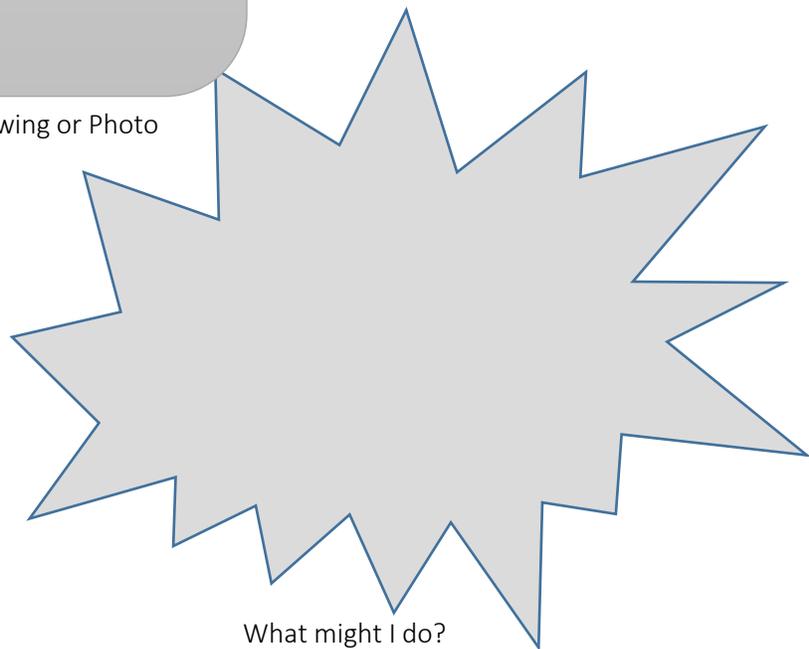
What might I say?



Character Drawing or Photo



How do I feel?



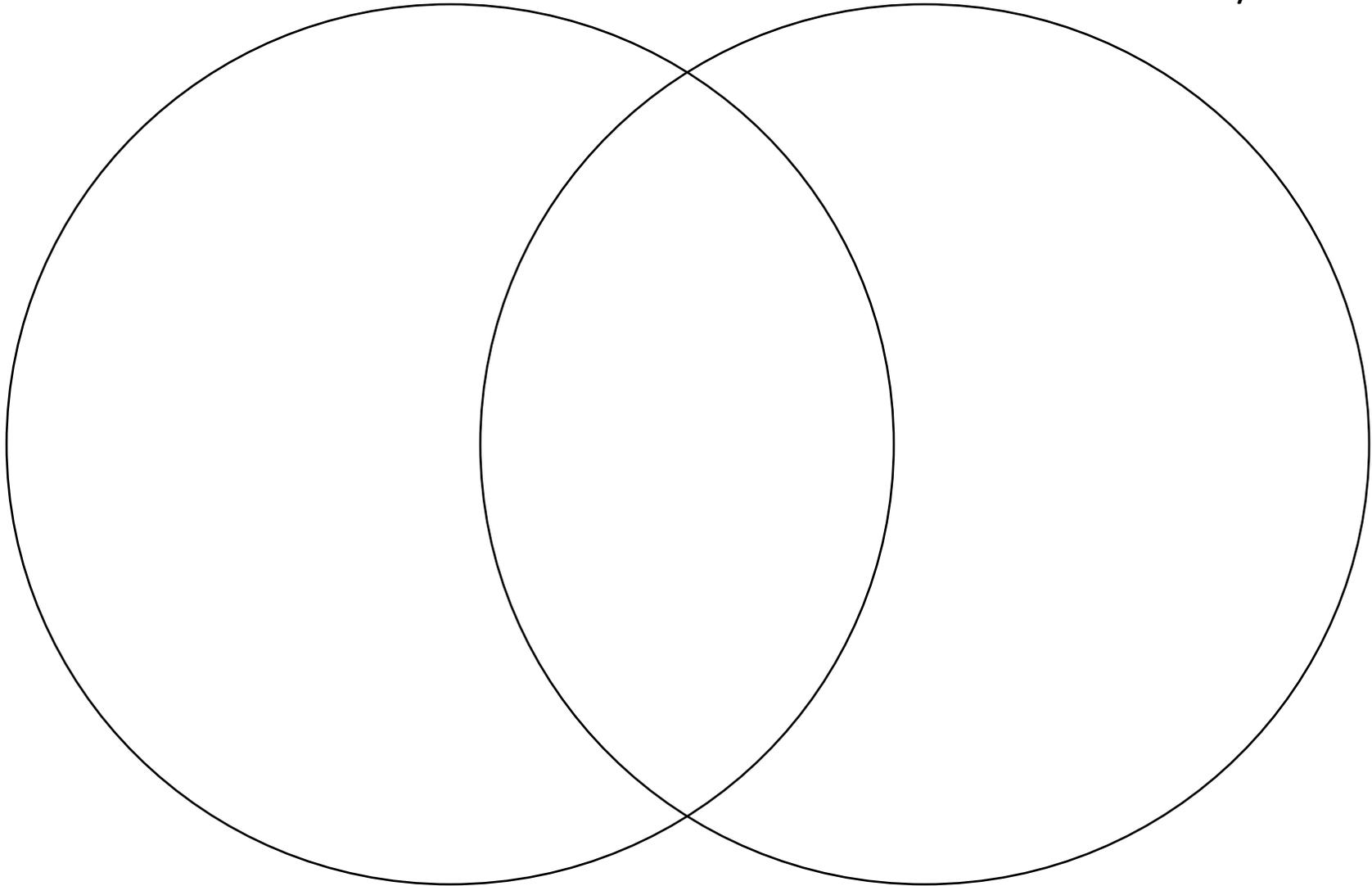
What might I do?

Patriot or Loyalist Venn Diagram

Student name: \_\_\_\_\_

Patriot

Loyalist



Georgia Department of Education

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## Battle Analysis

**Description:**

The teacher may wish to consider using the opening from the [“Did Geography Win the Day at Yorktown?”](#) activity further down in this document.

**Three Revolutionary Battles Part I:**

**Team Research:** Students will work in small cooperative teams to research the three significant battles of the American Revolution. Teams will draw names of one of the following battles: Lexington and Concord, Saratoga, or Yorktown. The K-W-L format will serve as each team's research plan. Students will list what they already know about the battle in the K column. After sharing this information with their team, students will list five or more questions in the W column. Teams will use reference books, trade books, and Internet sources to conduct their research.

**Modifications:** Pre-determine the resources that will be used by students. Make sure that there are resources available on a variety of reading levels. Verify and approve the students' questions prior to allowing them to begin research. Assign teams rather than using a random selection method. Have team members divide the questions equally so learners can focus on answering one question well, using only one resource. Having each student stick with one resource prevents them from moving ineffectually from one resource to another, but will negate some of the information processing skills they are responsible for. Assist struggling readers with finding the page/paragraph within their assigned resource where the answer can be found.

**Note:** Lexington and Concord, and Saratoga maps and images are provided below. Yorktown map and photo can be found following the [“Did Geography Win the Day at Yorktown?”](#) activity further in this unit.

**Battle Analysis Part II:**

The teacher will provide maps, diagrams, or photos of the various battles (some are provided below) and lead a large group discussion soliciting input from the research teams and focusing on the following points: Why the battle occurred in its specific location, how the groups involved used the battle location's physical geography to their advantage, what factors led to American victory or loss, and how the outcome of each battle impacted the revolutionary movement as a whole. Students will keep individual notes on each battle and key points.

**Modifications:** Students with written expression challenges could be allowed to record the discussion using a tablet or device, freeing them to focus on the discussion rather than the note taking. The student can then refer back to the recording later to take notes.

Before the discussion and note taking activity, as a whole group, come up with a list of geographical factors that would have an effect on a battle. Use local features, such as ridges, rivers, and mountains, higher ground, good visibility, obstructed visibility, hiding places, constricted places that allow only a few to pass at a time... to stimulate thought.

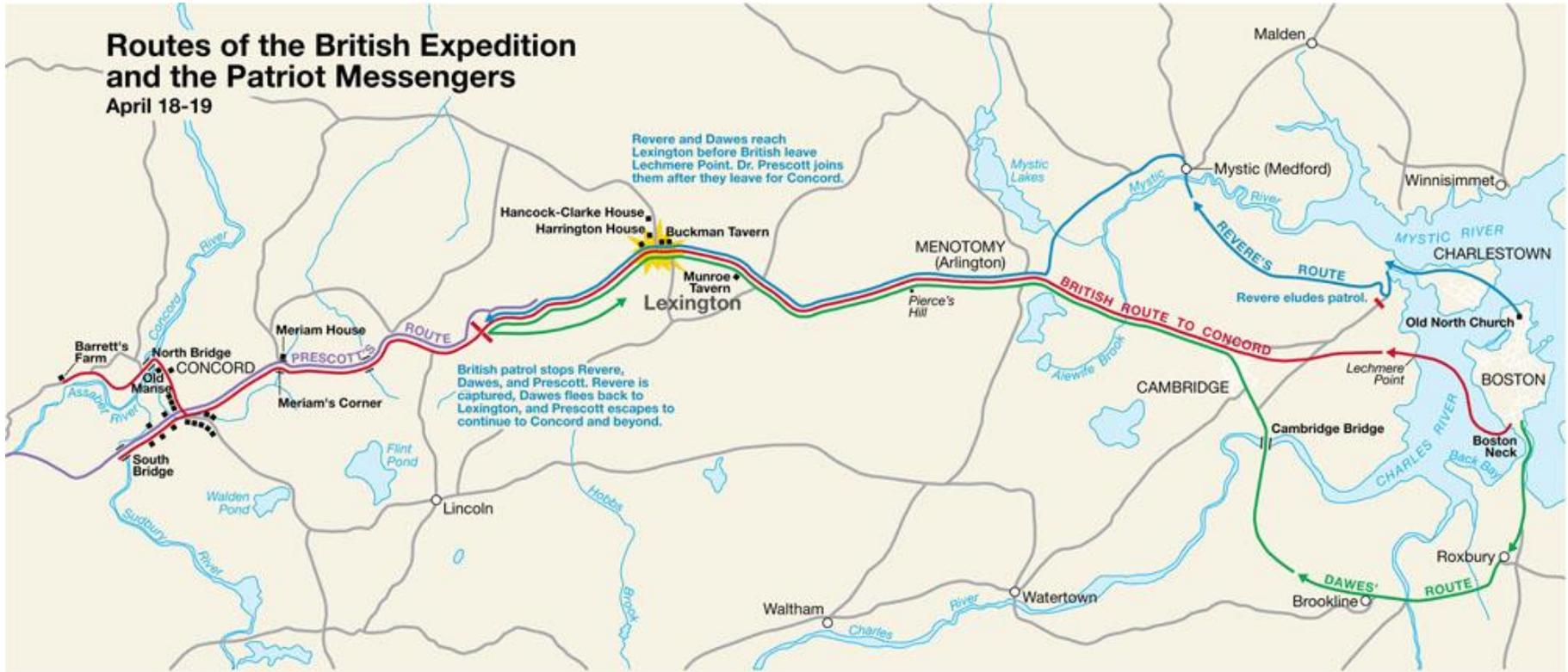
**Battle Scene Presentations, Part III:** Students will work with their research teams to create a 3-D model, battle map, or illustration of the battle they studied in Part I. Students will prepare team presentations addressing the points covered in Part II. Each team will have the opportunity to share their work at a designated time. The students will act as a museum curator and create information cards to be placed next to their visual product. The cards should have the following components:

- ✓ battle name, date, and location
- ✓ brief description of how the physical geography of this battle impacted those fighting, and the outcome
- ✓ brief description of the battle and why this battle was significant
- ✓ who won the battle

**Modifications:** The teacher should decide what roles are needed within the teams in order to complete the project effectively, then assign roles based on student strengths. Allow students to pre-plan what they are going to contribute to the presentation and write their input down on a cue card or index card. Students should then have an opportunity to practice their presentations within their teams prior to presenting to the whole group.

<b>GSE Standards and Elements</b>	<p><b>SS4H1 Explain the causes, events, and results of the American Revolution.</b> c. Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown.</p> <p><b>SS4G2 Describe how physical systems affect human systems.</b></p>
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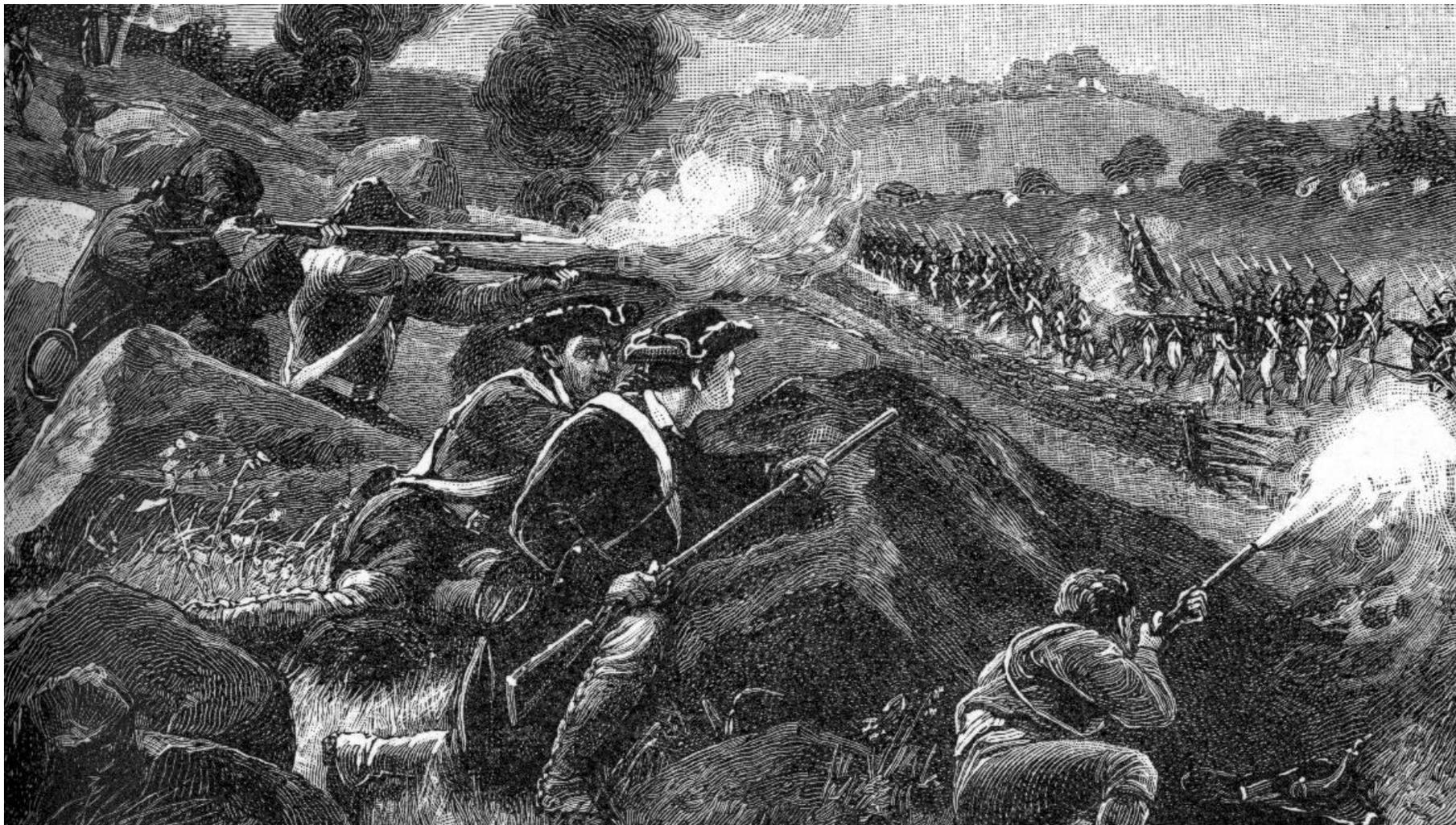
A National Park Service map showing the routes of the initial Patriot messengers and of the British expedition. By United States National Park Service [Public domain], via Wikimedia Commons. From [https://commons.wikimedia.org/wiki/File%3AConcord Expedition and Patriot Messengers.jpg](https://commons.wikimedia.org/wiki/File%3AConcord%20Expedition%20and%20Patriot%20Messengers.jpg).



Concord Old North Bridge: By Historical Perspective (Own work) [CC0], via Wikimedia Commons. From [https://commons.wikimedia.org/wiki/File%3AConcord\\_Old\\_North\\_Bridge.JPG](https://commons.wikimedia.org/wiki/File%3AConcord_Old_North_Bridge.JPG).



The Shot Heard 'Round the World, by Domenick D'Andrea. By the US Coast Guard. Public Domain, United States Government work. From <https://www.flickr.com/photos/thenationalguard/4101089346>.



Battle of Lexington engraving (cropped). See page for author [Public domain], via Wikimedia Commons. From [https://commons.wikimedia.org/wiki/File%3ABattle\\_of\\_Lexington\\_engraving\\_\(cropped\).jpg](https://commons.wikimedia.org/wiki/File%3ABattle_of_Lexington_engraving_(cropped).jpg).

## Cannon at Saratoga Overlook the River Road

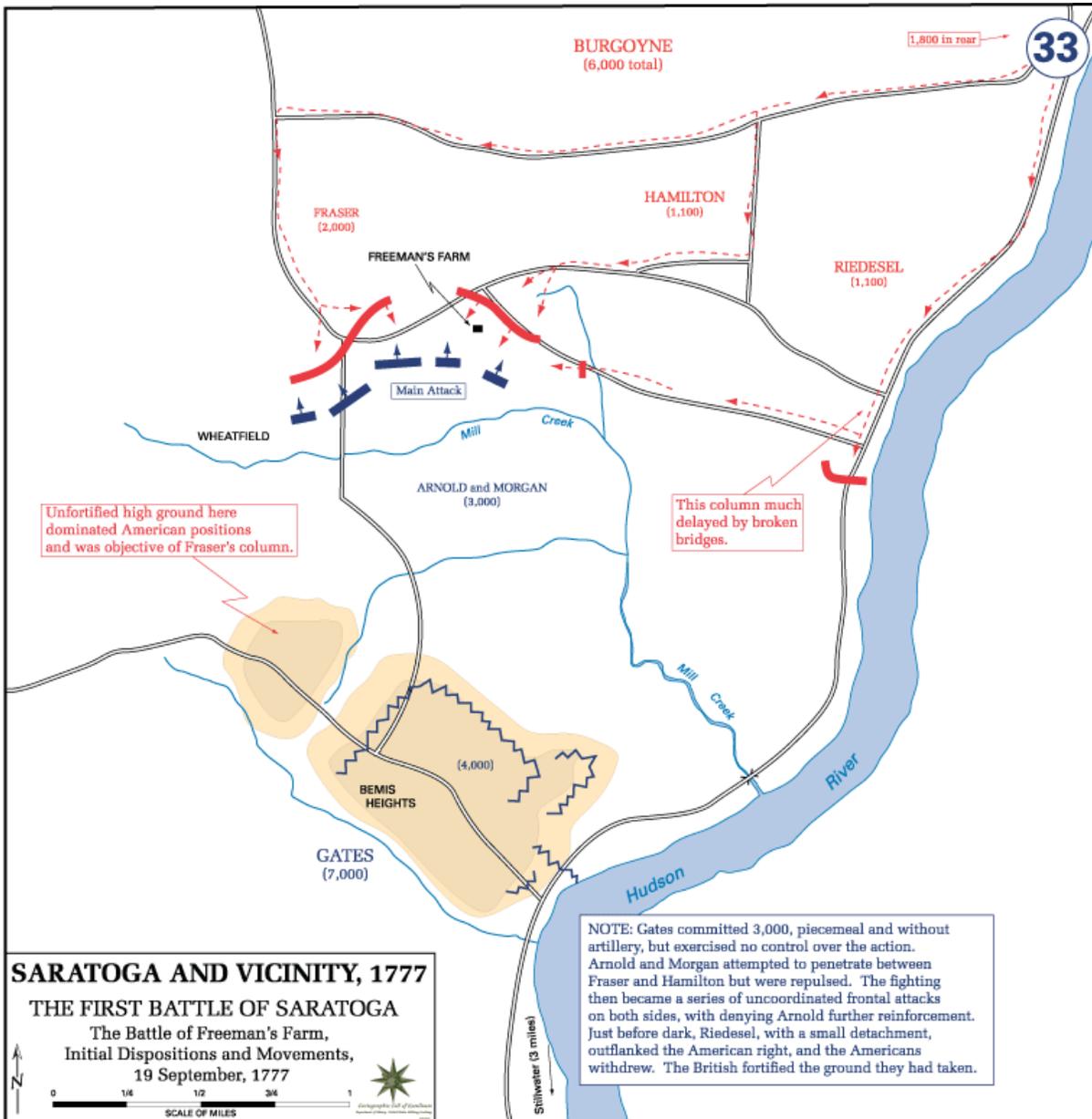


By TPS Dave, Public Domain, CC 1.0, <https://creativecommons.org/publicdomain/zero/1.0/deed.en>. From <https://pixabay.com/en/antietam-maryland-140390/>.

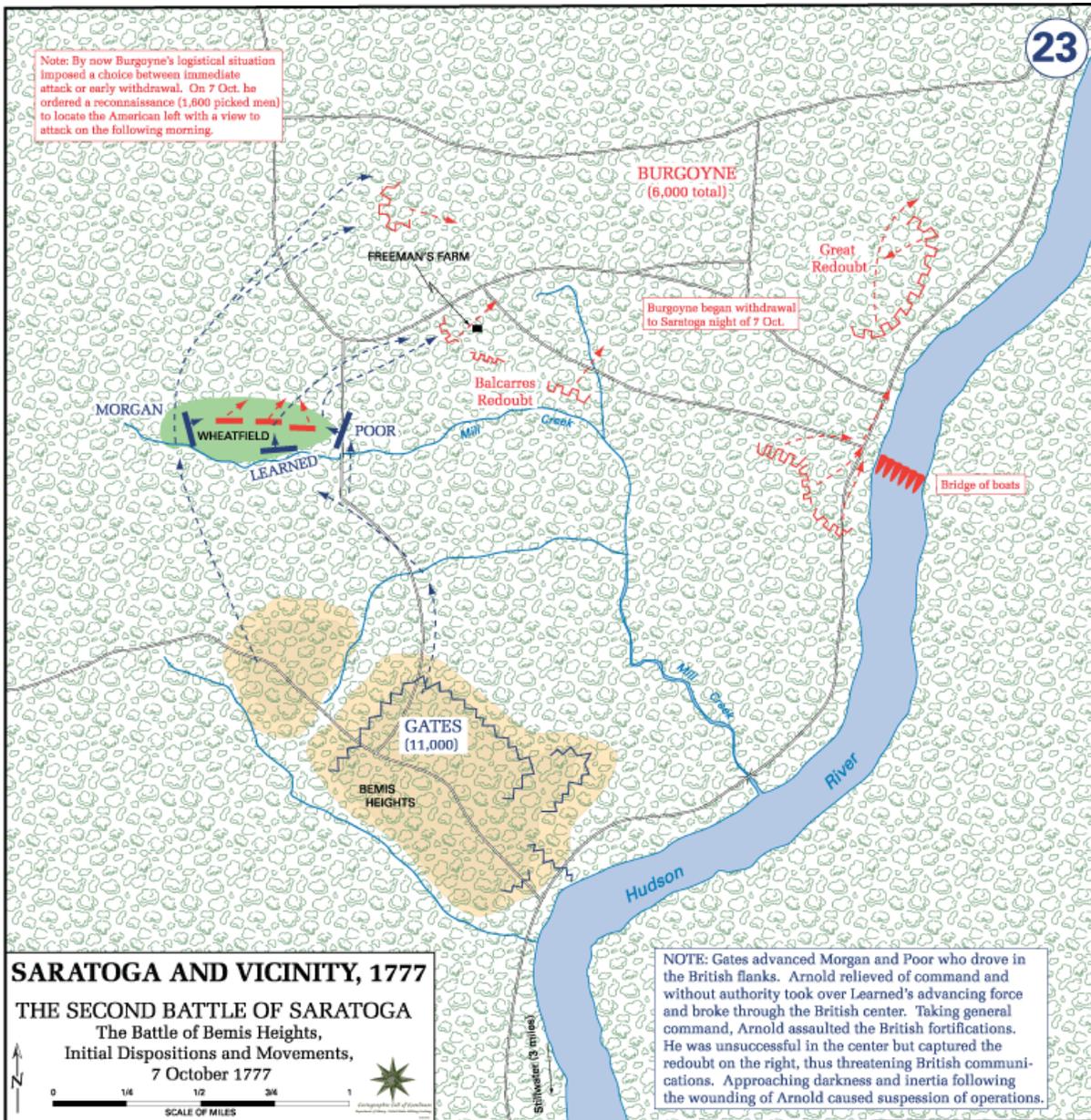
Georgia Department of Education

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First Battle of Saratoga.USMA.edu.history. By History Department, United States Military Academy - <http://www.dean.usma.edu/history/web03/atlases/american%20revolution/ARGIFS/FremmansFarmBattle33.gif>, Public Domain, <https://en.wikipedia.org/w/index.php?curid=27499014>. From [https://en.wikipedia.org/wiki/Battles\\_of\\_Saratoga#/media/File:First\\_Battle\\_of\\_Saratoga.USMA.edu.h](https://en.wikipedia.org/wiki/Battles_of_Saratoga#/media/File:First_Battle_of_Saratoga.USMA.edu.h)



Troop dispositions and initial movements at the Battle of Bemis Heights. By History Department, United States Military Academy - <http://www.dean.usma.edu/history/web03/atlases/american%20revolution/ARGIFS/BemisHeightsBattle.gif>, Public Domain, <https://en.wikipedia.org/w/index.php?curid=27500848>. From [https://en.wikipedia.org/wiki/Battles\\_of\\_Saratoga#/media/File:Second Battle of Saratoga.USMA.ed](https://en.wikipedia.org/wiki/Battles_of_Saratoga#/media/File:Second_Battle_of_Saratoga.USMA.ed)



Diorama of Continental Army Breastworks at the Battle of Saratoga (NY) September-October 1777. By Ron Cogswell, Public Domain, CC 2.0, <https://creativecommons.org/licenses/by/2.0/>. From <https://www.flickr.com/photos/22711505@N05/21254129796>.

Sometimes a Drawing is Worth a Thousand Words - Political Cartoon Analysis

**Description:**

This activity would be best towards the end of the unit, as students will need a fairly good grasp of the conflicts; people and groups; battles, and their outcomes; and the reasons for their actions and beliefs, in order to interpret the political cartoons.

Students will examine and analyze a political cartoon from both the patriot and loyalist point of view.

**Opening:**

As an opening, the teacher may wish to find a current political or social cartoon that is relevant to school age children. Here are links to a few that may work. However please preview to determine suitability to your students:

<http://www.politicalcartoons.com/cartoon/150ac50f-a6e0-4af2-9401-0e1f519a65c8.html>.

<http://www.politicalcartoons.com/cartoon/74454764-4871-49AD-AB2F-E98F0DCD3D49.html>.

<https://www.cartoonstock.com/newscartoons/directory/e/elementary.asp>.

<http://www.tolerance.org/supplement/hate-crimes-legislation-early-grades>.

The teacher will lead a class discussion of what makes a political cartoon different from other cartoons. How does fact and opinion come into play? persuasion? etc.

**Activity:**

The teacher will group children as desired and provide them with a copy of the two political cartoons attached below. Students will discuss and analyze the cartoons. Depending on allowable time, or differentiation level, you may use the cartoon analysis worksheet attached below this activity, or the following guiding questions:

What is the message the cartoon is trying to convey?

What beliefs and ideals are the artist trying to express?

What are some examples of symbolism the artist has used?

**Closing:**

The teacher will lead a classroom discussion of what the students discovered, and then provide students with additional details they may not have been aware of, such as the names of some of the characters in the cartoons and what their role during the war was, or symbols they may not have been familiar with.

<p><b>GSE Standards and Elements</b></p>	<p><b>SS4H1 Explain the causes, events, and results of the American Revolution.</b></p> <p>a. Trace the events that shaped the revolutionary movement in America: French and Indian War, 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, the activities of the Daughters of Liberty, Boston Massacre, and the Boston Tea Party.</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>c. Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown.</p> <p>d. Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power.</p>
<p><b>Connection to GSE for ELA/Science/Math</b></p>	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p>
<p><b>Social Studies Matrices</b></p>	

4<sup>th</sup> Grade Frameworks for the Georgia Standards of Excellence in Social Studies

<b>Enduring Understanding(s)</b>	<b>Information Processing Skills:</b> Compare similarities and differences; distinguish between fact and opinion; analyze artifacts; draw conclusions and make generalizations; determine adequacy and/or relevancy of information; interpret political cartoons  Beliefs and Ideals; Conflict and Change; Individuals, Groups, and Institutions; Distribution of Power
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**Political Cartoon Analysis**

Group member names: \_\_\_\_\_

What is the title of your political cartoon? \_\_\_\_\_

What is the message or opinion the artist is trying to express? \_\_\_\_\_

What events or issues inspired this cartoon? \_\_\_\_\_

Are there examples of symbolism used in the cartoon? If so, what is the symbol and what does it represent?

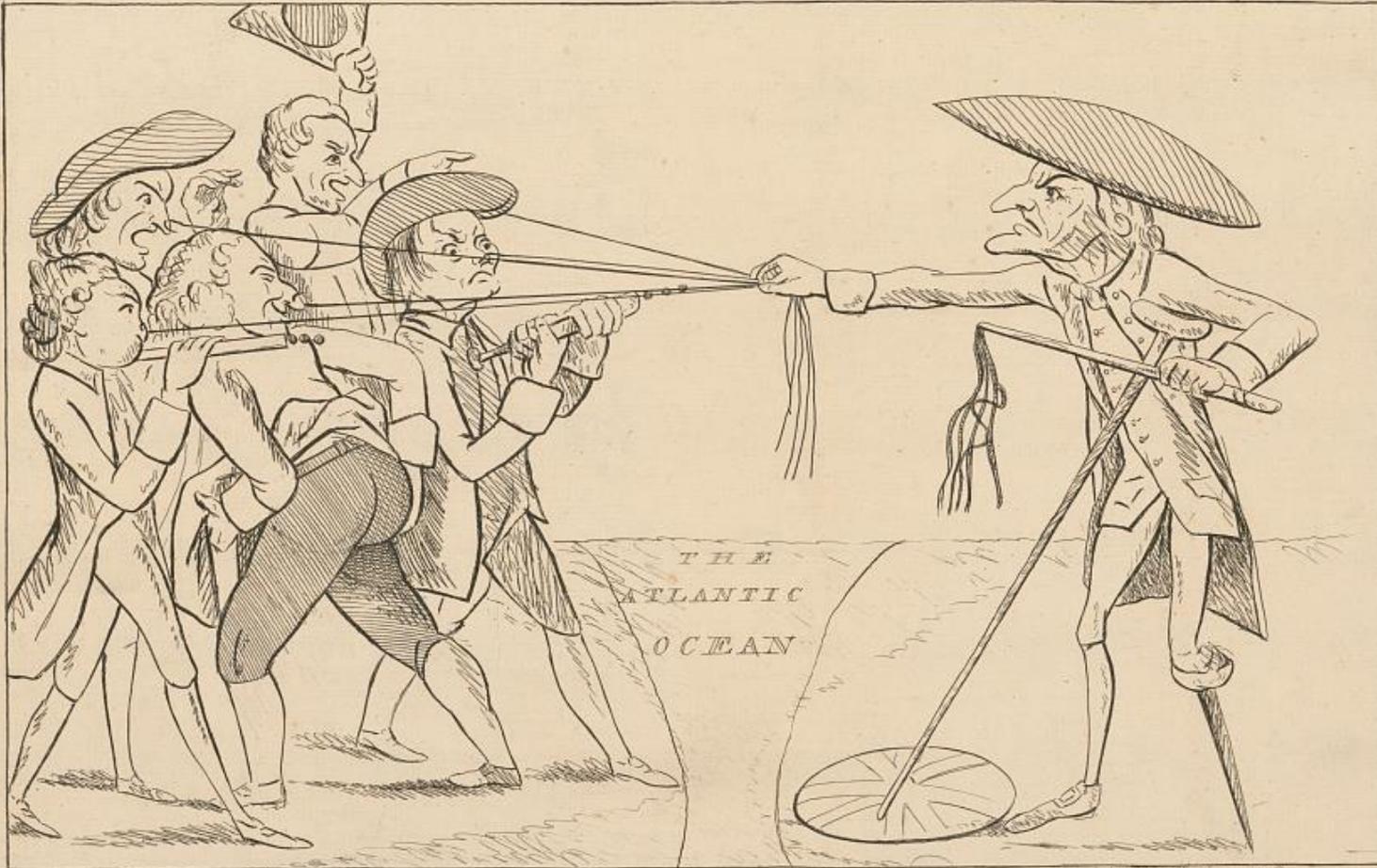
Are there any real people or historical figures in the cartoon? \_\_\_\_\_ If yes, who? (If no, skip this question.)

Is this cartoon persuasive? \_\_\_\_\_ Why or why not? \_\_\_\_\_

Do you agree with the point of view of the artist? Please justify your answer with specific evidence?

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V. 2



*Poor old England endeavoring to reclaim his wicked American children.  
= And therefore is ENGLAND maimed & forc'd to go with a Staff!*

Poor old England endeavoring to reclaim his wicked American children, and therefore is England maimed and forc'd to go with a staff. By Darly, Matthew, 1741-1780, Public Domain, Courtesy Library of Congress, <http://www.loc.gov/pictures/resource/ppmsca.40235/>.



The American Rattlesnake presenting Monsieur his Ally a Dish of Frogs. [London] : Pubd by J. Barrow, N. 84 Dorset Street, Salisbury Court, Fleet Street, 1782 Novr. 8, **Rights Advisory:** No known restrictions on publication. From Library of Congress, <https://www.loc.gov/resource/cph.3a05327/>.

Georgia Department of Education

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### Did Geography Win the Day at Yorktown?

**Description:**

Working in small groups, students will discuss and analyze the map and painting provided below to determine what physical features, particular to Yorktown, were used to their advantage, by both the British and the American (and French) forces during the Siege of Yorktown.

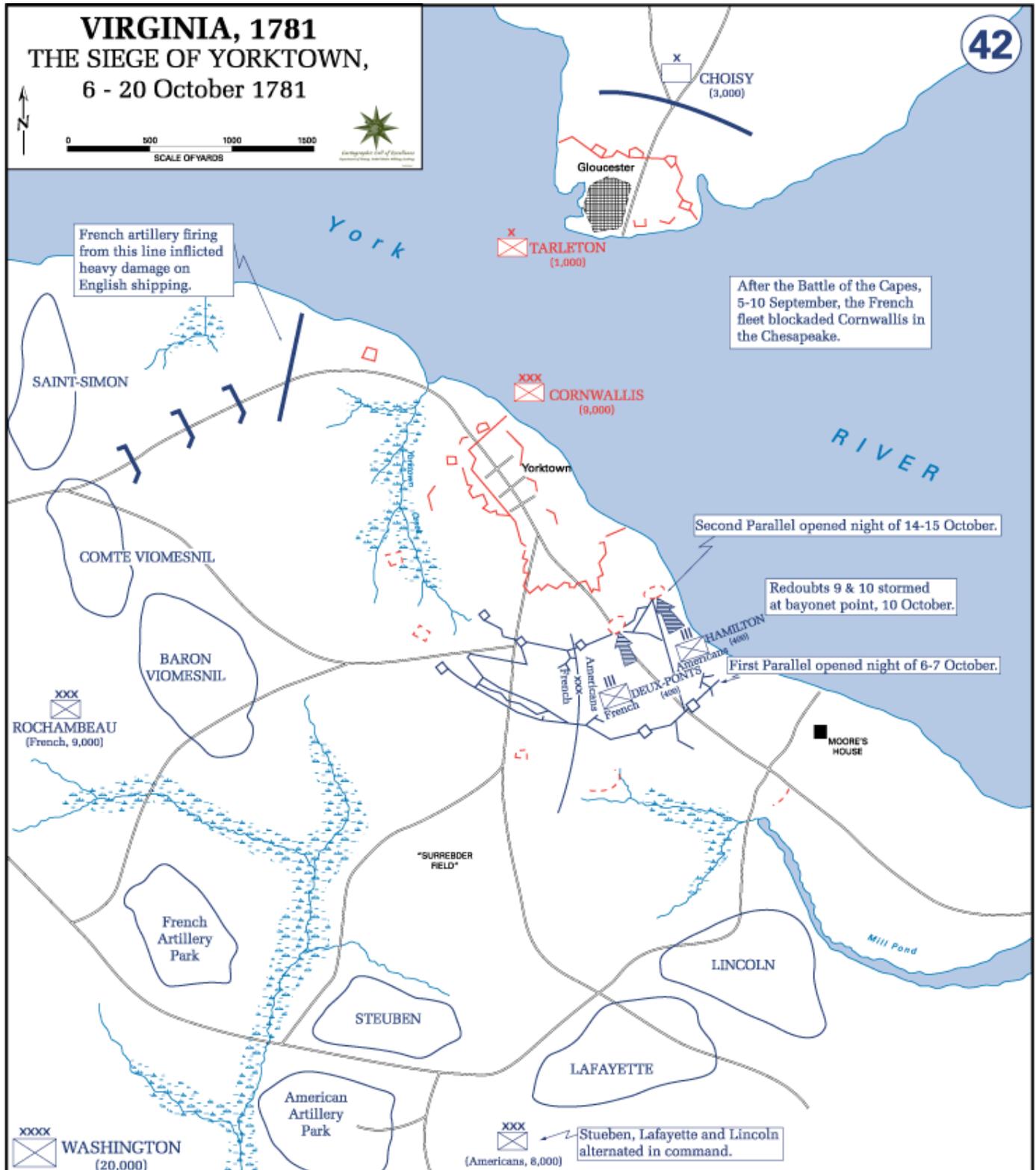
**Opening:**

The teacher will display the image of this [uphill soccer field](#), or something similar, and ask students why this field would be unfair, which team has an advantage and why. The teacher will then ask students, “Would the same concept apply to battling armies?” The teacher will then lead a discussion about what other types of physical features might help or hinder an army during battle, such as: ridges, rivers, and mountains, higher ground, good visibility, obstructed visibility, hiding places, constricted places that allow only a few to pass at a time, etc. If students are not already familiar with the basic events surrounding the Battle of Yorktown, it would be a good idea to do go over that before beginning this activity.

**Activity:**

The teacher will separate students into small groups and distribute copies of (or allow students to view) the map and image provided below. The students will compare and contrast the image and map, as well as analyze them to determine what advantages or disadvantages the physical geography of Yorktown gave each side.

<b>GSE Standards and Elements</b>	<p><b>SS4G2 Describe how physical systems affect human systems.</b></p> <p>a. Explain how each force (American and British) attempted to use the physical geography of each battle site (Lexington and Concord, Saratoga, and Yorktown) to its benefit.</p>
<p><b>Connection to GSE for ELA/Science/Math</b></p> <p><b>Social Studies Matrices</b></p> <p><b>Enduring Understanding(s)</b></p>	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p> <p><b>Map and Globe Skills:</b> Use a compass rose to identify cardinal directions; use intermediate directions; compare and contrast the categories of natural, cultural, and political features found on maps; use graphic scales to determine distances on a map; use a map to explain impact of geography on historical and current events; draw conclusions and make generalizations based on information from maps</p> <p><b>Information Processing Skills:</b> Compare similarities and differences; identify main idea, detail, sequence of events, and cause and effect in a social studies context; identify and use primary and secondary sources; analyze artifacts; draw conclusions and make generalizations; check for consistency of information</p> <p>Location</p>



US Army 52415 Siege of Yorktown Map, by U. S. Military Academy (United States Army) [Public domain], via Wikimedia Commons, from [https://commons.wikimedia.org/wiki/File%3AUS\\_Army\\_52415\\_Siege\\_of\\_Yorktown\\_Map.gif](https://commons.wikimedia.org/wiki/File%3AUS_Army_52415_Siege_of_Yorktown_Map.gif). Note that blue indicates American and French troops and red indicates British troops.



Siege of Yorktown (1862). By C. Bohn (Library of Congress) [Public domain], via Wikimedia Commons. From [https://commons.wikimedia.org/wiki/File%3ASiege\\_of\\_Yorktown\\_\(1862\).jpg](https://commons.wikimedia.org/wiki/File%3ASiege_of_Yorktown_(1862).jpg).

Declaring Our Independence – Natural Rights

Description:

**Declaration of Independence, Part 1:**

The teacher will tell students that the school is instituting new rules. The teacher will make up a few "unfair" rules that infringe on the students' personal rights, such as a tax on the use of their desks, a more severe dress code, a limit on the amount of paper they can use, or a morning pledge to a nearby, rival school, or something similar. When students complain, the teacher will ask them to draft a 4-paragraph declaration addressing their complaints. The paper must include the following:

- ✓ Paragraph 1 tells why they feel the need to write the letter
- ✓ Paragraph 2 outlines what privileges they think they deserve
- ✓ Paragraph 3 lists their complaints concerning specific new rules
- ✓ Paragraph 4 details their decision to create a new school where such unfair rules are not permissible

Teacher and students conclude the activity by sharing their declarations and making the connection to the American Revolution and the Declaration of Independence.

**Modifications:** Reduce the length of the writing requirement to 1-2 paragraphs containing the same content, provide [paragraph organizers](#) (scroll to the Oreo Writing graphic organizer) for students to complete prior to writing, facilitate the process for a small group of struggling learners, assign peer partners

**Declaration of Independence, Part 2:**

The teacher and students will create a T-chart listing the advantages and disadvantages of declaring independence from Great Britain. Possible advantages might include freedom from the ruling king and promotion of democracy, while disadvantages might include fighting the largest military in the world and lack of established economic infrastructure to support the war effort. Students and the teacher will be able to make a much longer list showing the disadvantages. This illustrates the dire risk that colonists decided to take when declaring their independence.

**Modifications:** Provide a [pros and cons organizer](#) for students to use

**Declaration of Independence, Part 3:**

Students will learn about the beliefs and ideals of the Declaration of Independence and the importance of each section (the introduction, the basic rights, the charges against the king, and the declaring of independence). Students will work in small groups to examine and decipher the Declaration. Using the attachment as their guide, students will identify the meaning of each section and recognize many of the signatures. Students may examine the document and rough draft electronically here:

[Transcript of the Declaration of Independence.](#)

Students might find this [kid-friendly version](#) of the Declaration useful.

Additionally, students may want to see images of the original document here:

[Images of The Declaration of Independence from the National Archives](#)

A discussion on the importance, as well as the danger of signing one's name on the document should take place, and then the class should come to an agreement as to whether they are willing to endanger themselves and sign the Declaration or not.

**Modifications:** Assign peer partners, work with a small group to complete each task together, present the "kid-friendly version" of the Declaration to the whole group as a teacher read aloud with a copy projected on overhead and discuss each section

**GSE Standards and Elements**

**SS4H1 Explain the causes, events, and results of the American Revolution.**

d. Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power.

	<p><b>SS4CG1 Describe the meaning of:</b>                  a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)</p>
<p><b>Connection to GSE for ELA/Science/Math</b></p> <p><b>Social Studies Matrices</b></p> <p><b>Enduring Understanding(s)</b></p>	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p> <p><b>Information Processing Skills:</b> Identify issues and/or problems and alternative solutions; distinguish between fact and opinion; identify main idea, detail, sequence of events, and cause and effect in a social studies context; analyze artifacts; draw conclusions and make generalizations</p> <p>Beliefs and Ideals; Conflict and Change; Individuals, Groups, and Institutions; Distribution of Power</p>

<p><b>A Letter to the King</b></p>	
<p>Description:</p> <p><b>Taxation Without Representation; A Letter to the King:</b></p> <p>The teacher will help students understand the abuse of power by King George III. After studying the colonial response to the king's abuse of power, students will discuss the different types of protest used by the Sons of Liberty, and Daughters of Liberty (demonstrations, public meetings, petitions, letters, boycotts, ambassadors, violence) and the possible side effects of those protests. Students will write a letter to King George III explaining the importance of representation in government as well as suggested compromises to prevent the colonies from declaring independence.</p> <p><b>Modifications:</b> Provide a graphic organizer for students to organize their points in support of representation, and a problem/solution chart to outline compromises (see links):</p> <p><a href="http://www.eduplace.com/graphicorganizer/pdf/persuasion.pdf">http://www.eduplace.com/graphicorganizer/pdf/persuasion.pdf</a>.</p> <p><a href="http://www.eduplace.com/graphicorganizer/pdf/probsol.pdf">http://www.eduplace.com/graphicorganizer/pdf/probsol.pdf</a>.</p> <p>Work with a small group to complete organizers together, assign peer partners provide access to an Internet letter-writing program</p>	
<p><b>GSE Standards and Elements</b></p>	<p><b>SS4H1 Explain the causes, events, and results of the American Revolution.</b>                  a. Trace the events that shaped the revolutionary movement in America: French and Indian War, 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, the activities of the Daughters of Liberty, Boston Massacre, and the Boston Tea Party.                  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.                  d. Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power.</p> <p><b>SS4CG1 Describe the meaning of:</b>                  a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)</p>

<p><b>Connection to GSE for ELA/Science/Math</b></p>	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p>
<p><b>Social Studies Matrices</b></p> <p><b>Enduring Understanding(s)</b></p>	<p><b>Information Processing Skills:</b> Identify issues and/or problems and alternative solutions; distinguish between fact and opinion; identify main idea, detail, sequence of events, and cause and effect in a social studies context; analyze artifacts; draw conclusions and make generalizations</p> <p>Beliefs and Ideals; Conflict and Change; Individuals, Groups, and Institutions; Distribution of Power</p>

## Culminating Unit Performance Task

### An American Revolution Scrapbook or Memoir

Description: This activity may be done as a small group or individual assignment.

The teacher will tell the students that it is 1784; the American Revolution is over, the United States of America is free and independent, and that the Sons (or Daughters) of Liberty would like you to complete one of the following projects to preserve, for posterity, the events of the last decade (depending on technology availability): a scrapbook, a memoir, or a museum exhibit with artifacts. Your project should reflect the beliefs and ideals of the time, as well as the influences of individuals or groups. They would like your project to include all of the following sections (some of these can come from students' work in previous activities during this unit):

- A profile of key people (King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, the Sons of Liberty, the Daughters of Liberty, and Black regiments, see "[A Who's Who of the American Revolution](#)" above) including:

- ✓ Who the person is
- ✓ How their beliefs and ideals influenced their actions and decisions
- ✓ What effect these individuals had on the Revolutionary Movement and the war itself

- A brief description of each of the major events leading up to, and during the American Revolution (French and Indian War, 1765 Stamp Act, Boston Massacre, the Boston Tea Party, Lexington and Concord, Saratoga, and Yorktown) including:

- ✓ What caused the event
- ✓ what happened during the event
- ✓ the outcome of the event

Key beliefs and ideas the patriots stood for, including

- ✓ the concept of "no taxation without representation",
- ✓ the concept that the ruler should not abuse his power
- ✓ the right to life, liberty, and the pursuit of happiness

Your project must include "artifacts" and other "mementos" (drawings, photos, maps, awards or honors, newspaper clippings, letters from families or friends, diary or journal pages, gazette ads or articles, political cartoons, etc.)

The project must be written as if it were created shortly after the end of the war by someone who lived during that time period.

A [5 W's graphic organizer](#) may be used to help students organize their thoughts, but should not be included in the project itself.

<p><b>GSE Standards and Elements</b></p>	<p><b>SS4H1 Explain the causes, events, and results of the American Revolution.</b>  a. Trace the events that shaped the revolutionary movement in America: French and Indian War, 1765 Stamp Act, the slogan "no taxation without representation," the activities of the</p>
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	<p>Sons of Liberty, the activities of the Daughters of Liberty, Boston Massacre, and the Boston Tea Party.</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>c. Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown.</p> <p>d. Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power.</p> <p><b>SS4G2 Describe how physical systems affect human systems.</b></p> <p>a. Explain how each force (American and British) attempted to use the physical geography of each battle site (Lexington and Concord, Saratoga, and Yorktown) to its benefit.</p> <p><b>SS4CG1 Describe the meaning of:</b></p> <p>a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)</p>
<p><b>Connection to GSE for ELA/Science/Math</b></p> <p><b>Social Studies Matrices</b></p> <p><b>Enduring Understanding(s)</b></p>	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p> <p><b>Information Processing Skills:</b> (Depending on artifacts included) Compare similarities and differences; organize items chronologically; identify main idea, detail, sequence of events, and cause and effect in a social studies context; identify and use primary and secondary sources; interpret timelines, charts, and tables; construct charts and tables; analyze artifacts; draw conclusions and make generalizations; determine adequacy and/or relevancy of information; check for consistency of information</p> <p>Beliefs and Ideals; Conflict and Change; Individuals, Groups, and Institutions; Distribution of Power; Location</p>

Additional Information, Rubrics for the Performance Task

### American Revolution Scrapbook Rubric

Criteria	Distinguished	Proficient	Developing	Beginning
<b>Elements</b>	The project includes all the required elements (profiles, events, and beliefs), and <b>all</b> of the items under that element (all significant people, events, and beliefs).	The project includes all the required elements (profiles, events, and beliefs), and <b>most</b> of the items under that element (most of the significant people, events, and beliefs).	The project includes most of the required elements (profiles, events, and beliefs), and <b>some</b> of the items under that element (significant people, events, and beliefs).	The project is missing a major element or a significant number of items under the element.
<b>Supporting Details</b>	Each of the elements is well documented, including relevant, thorough, and accurate details.	Each of the elements is sufficiently documented, including relevant, and accurate details.	Many of the elements are documented, and include accurate details.	Only some or none of the elements are documented with details.
<b>Artifacts</b>	Each section includes “artifacts” or “mementos” that attempt to appear authentic to the time and relevant to the element.	Most sections include “artifacts” or “mementos” that attempt to appear authentic to the time and relevant to the element.	Many sections include “artifacts” or “mementos” that are mostly relevant to the element.	Only some or none of the sections include “artifacts” or “mementos” and/or they are not relevant to the element.
<b>Writing / Conventions</b>	The project has few to no errors in spelling, punctuation, grammar, sentence construction, or paragraph organization.	The project has some errors in spelling, punctuation, grammar, sentence construction, or paragraph organization, that rarely affect readability.	The project has many errors in spelling, punctuation, grammar, sentence construction, or paragraph organization, that sometimes affect readability.	Errors in spelling, punctuation, grammar, sentence construction, or paragraph organization greatly affect readability.
<b>Time, Care, Effort, and Creativity</b>	It is clear that a great deal of time, care, effort, and creativity went into this project.	It is clear that time, care, effort, and creativity went into this project.	A bit more time, care, effort, and creativity could have gone into this project.	A great deal more time, care, effort, and creativity could have gone into this project.