

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the US History Social Studies Course.

<b>US History – Unit Number 3 – Revolution and Constitution</b>	
<b>Elaborated Unit Focus</b>	<p>This unit focuses on the American Revolution and the establishment of the government of the United States. The unit begins with the causes of the French and Indian War. Students will investigate how British debt from the French and Indian War led to the taxation of the American colonies and ultimately to the American Revolution. Students will examine the Declaration of Independence, its structure, and importance as a foundational document in American history. Students will also examine the key factors in the American Revolution including alliances with other nations, the leadership of George Washington, and the impact of the war on the common soldier, women, American Indians, and enslaved and free Blacks. The new nation established its first government under the Articles of Confederation. Students will analyze how this initial governmental framework's failure paved the way for the US Constitution and the Bill of Rights.</p>
<b>Connection to Connecting Theme/Ending Understandings</b>	<p>Beliefs and Ideals</p> <ul style="list-style-type: none"> <li>• <i>Common Sense</i></li> <li>• US Constitution</li> </ul> <p>Conflict and Change</p> <ul style="list-style-type: none"> <li>• French and Indian War</li> <li>• Causes of the American Revolution</li> <li>• Declaration of Independence</li> <li>• Major Battles of the Revolution</li> <li>• Articles of Confederation</li> <li>• US Constitution</li> </ul> <p>Distribution of Power</p> <ul style="list-style-type: none"> <li>• US Constitution</li> </ul> <p>Individuals, Groups, and Institutions</p> <ul style="list-style-type: none"> <li>• George Washington</li> <li>• Women, American Indians, and enslaved and free Blacks in the Revolution</li> <li>• Key People of the Revolutionary Era</li> </ul> <p>Rule of Law</p> <ul style="list-style-type: none"> <li>• US Constitution</li> </ul>
<b>GSE for Social Studies (standards and elements)</b>	<p><b>SSUSH3 - Analyze the causes of the American Revolution.</b></p> <p>a. Explain how the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution.</p> <p>b. Explain colonial response to the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in the Sons and Daughters of Liberty and the Committees of Correspondence.</p> <p>c. Explain the importance of Thomas Paine's <i>Common Sense</i> to the movement for independence.</p>

	<p><b>SSUSH4 - Analyze the ideological, military, social, and diplomatic aspects of the American Revolution.</b></p> <p>a. Investigate the intellectual sources, organization, and argument of the Declaration of Independence including the role of Thomas Jefferson and the Committee of Five.</p> <p>b. Explain the reason for and significance of the French alliance and other foreign assistance including the diplomacy of Benjamin Franklin and John Adams.</p> <p>c. Analyze George Washington as a military leader, including but not limited to the influence of Baron von Steuben, the Marquis de LaFayette, and the significance of Valley Forge in the creation of a professional military.</p> <p>d. Investigate the role of geography at the Battles of Trenton, Saratoga, and Yorktown.</p> <p>e. Examine the roles of women, American Indians, and enslaved and free Blacks in supporting the war effort.</p> <p>f. Explain the significance of the Treaty of Paris, 1783.</p> <p><b>SSUSH5 - Investigate specific events and key ideas that brought about the adoption and implementation of the United States Constitution.</b></p> <p>a. Examine the strengths of the Articles of Confederation, including but not limited to the Land Ordinance of 1785, Northwest Ordinance of 1787 and their influence on westward migration, slavery, public education, and the addition of new states.</p> <p>b. Evaluate how weaknesses in the Articles of Confederation and Daniel Shays’ Rebellion led to a call for a stronger central government.</p> <p>c. Explain the key features of the Constitution, including the Great Compromise, limited government, and the Three-Fifths Compromise.</p> <p>d. Evaluate the major arguments of the Anti-Federalists and Federalists during the debate on ratification of the Constitution, <i>The Federalist Papers</i>, and the roles of Alexander Hamilton and James Madison.</p> <p>e. Explain how objections to the ratification of the Constitution were addressed in the Bill of Rights.</p>
<p><b>Connection to Literacy Standards for Social Studies (reading and/or writing)</b></p>	<p><b>L11-12RHSS1</b>- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>L11-12RHSS2</b> - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>L11-12RHSS4</b> - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.</p> <p><b>L11-12RHSS5</b> - Analyze in detail how a complex primary sources is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p><b>L11-12RHSS7</b> - Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p>

	<p><b>L11-12WHST1</b> - Write arguments focused on discipline-specific content.</p> <p><b>L11-12WHST7</b> - Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p><b>Connection to Social Studies Matrices (information processing and/or map and globe skills)</b></p>	<p><b>Map and Globe Skills-</b></p> <ul style="list-style-type: none"> <li>4. Compare and Contrast the categories of natural, cultural, and political features found on maps</li> <li>5. Use graphic scales to determine distances on a map</li> <li>7. Use a map to explain impact of geography on historical and current events</li> <li>8. Draw conclusions and make generalizations based on information from maps</li> </ul> <p><b>Information Processing Skills-</b></p> <ul style="list-style-type: none"> <li>1. Compare similarities and differences</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 and use primary and secondary sources</li> <li>9. Construct charts and tables</li> <li>11. Draw conclusions and make generalizations</li> <li>14. Formulate appropriate research questions.</li> </ul>



## Essential Questions and Related Supporting/Guiding Questions

<p><b>Enduring Understanding 1</b></p> <ul style="list-style-type: none"> <li>• <b>Conflict &amp; Change</b></li> </ul>	<p>How have conflicts and change influenced the history of the United States?</p> <ul style="list-style-type: none"> <li>• How did the French and Indian War lead to the American Revolution?</li> <li>• How did British taxes and restrictive laws placed on the American colonies lead to the American Revolution?</li> <li>• How did <i>Common Sense</i> and the Declaration of Independence convince many Americans that independence was the right choice?</li> </ul>
<p><b>Enduring Understanding 2</b></p> <ul style="list-style-type: none"> <li>• <b>Location</b></li> <li>• <b>Individuals, Groups, &amp; Institutions</b></li> </ul>	<p>How did location and individuals, groups, and institutions affect the development of the United States?</p> <ul style="list-style-type: none"> <li>• How did foreign support for the colonial cause affect the outcome of the American Revolution?</li> <li>• How did the leadership of George Washington and the contributions of the common soldier, women, American Indians, and free Blacks and slaves affect the outcome of the American Revolution?</li> <li>• What was the role of geography in the American Revolution?</li> </ul>
<p><b>Enduring Understanding 3</b></p> <ul style="list-style-type: none"> <li>• <b>Beliefs &amp; Ideals</b></li> <li>• <b>Distribution of Power</b></li> </ul>	<p>How did the beliefs and ideals of Americans contribute to the distribution of power in the newly independent United States?</p> <ul style="list-style-type: none"> <li>• What were the successes and failures of the Articles of Confederation?</li> <li>• How did the delegates to the Constitutional Convention use a series of compromises to create the US Constitution?</li> <li>• How did the <i>Federalist Papers</i> and the Bill of Rights lead to the ratification of the US Constitution?</li> </ul>

## Sample Instructional Activities/Assessments

### Effects of the French and Indian War

In collaborative groups, students will design a political cartoon to illustrate the effects of the French and Indian War. Students should connect the end of the French and Indian War to the coming of the American Revolution. Student directions are below.

<b>GSE Standards and Elements</b>	<p><b>SSUSH3a-</b> Explain how the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution.</p>
<b>Literacy Standards</b>	<p><b>L11-12RHSS7 -</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
<b>Social Studies Matrices</b>	<p><b>Information Processing Skills-</b> 3. Identify issues and problems and alternative solutions 5. Identify main idea, detail, sequence of events and cause and effect in a social studies context 11. Draw conclusions and make generalizations</p>
<b>Enduring Understanding(s)</b>	<p>Conflict and Change</p>

### Effects of the French and Indian War Political Cartoon

**Directions:** In groups of two to three people, students will design and create a political cartoon detailing the effects of the French and Indian War on the American Colonies.

**Cartoon instructions:**

1. Use white 8 ½” x 11” sheet of paper.
2. Tape a 3” x 5” card to the bottom edge of the cartoon with the following information:
  - Names of your group members
  - date
  - title of your cartoon
  - brief explanation of the cartoon’s meaning
3. The design must be original (bold, readable designs preferred).
4. Use colored pencils or markers (pencil may be used for detailed drawing).

Road to Revolution Poster Assignment

This assignment has two parts. In the first part, students will work in groups to complete a poster about one of the acts leading to the American Revolution. The teacher should assign the acts to ensure that all are covered. The poster instruction handout and events are below. After each group completes their poster, hang it in the classroom. Next, students will complete a gallery walk in which they will use each poster to complete the Road to Revolution chart. Student instructions and the chart are below.

<b>GSE Standards and Elements</b>	<p><b>SSUSH3b-</b> Explain colonial response to the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in the Sons and Daughters of Liberty and the Committees of Correspondence.</p>
<b>Literacy Standards</b>	<p><b>L11-12RHSS2-</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>L11-12RHSS7-</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
<b>Social Studies Matrices</b>	<p><b>Information Processing Skills-</b> 3. Identify Issues and/or problems and alternative solutions 5. Identify main idea, detail, sequence of events, and cause and effect in social studies context 11. Draw conclusions and make generalizations</p>
<b>Enduring Understanding(s)</b>	<p>Conflict and Change</p>

**Road to Revolution Poster Assignment**

**Directions:** Your group's task is to create a poster of your assigned event. You will present this information to the class during our gallery walk. They will use the information you give them to fill in a chart. Summarize this information, keeping in mind that your classmates will be fitting this onto a chart.

**Your poster must contain the following:**

- Title (the name of your topic)
- Year event took place
- Brief description of the event
- How did the colonists react?
- What was the outcome of the event?

Your teacher will assign you one of the events below. Circle the event your group is assigned.

Proclamation of 1763

Stamp Act

Tea Act

First Continental Congress

Sugar Act

Townshend Acts

Boston Tea Party

Quartering Act

Boston Massacre

Intolerable Acts

## Road to Revolution

Directions: Britain was in serious debt as a result of the French and Indian War. In order to pay it, Britain began taxing the American colonies. Use your classmates' posters to complete the chart.

Event	Date	Description	Colonial Reaction	Outcome
Proclamation of 1763				
Sugar Act				
Quartering Act				
Stamp Act				
Townshend Acts				

Event	Date	Description	Colonial Reaction	Outcome
Boston Massacre				
Tea Act				
Boston Tea Party				
Intolerable Acts				
First Continental Congress				



Name \_\_\_\_\_

*Common Sense*

Directions: With a partner, read the selection below from *Common Sense* and answer the questions below.

The selections from *Common Sense* are taken from paragraphs 17 and 21-24 of the section titled "Thoughts on the Present State of American Affairs".

Paragraph 1. "I challenge the warmest advocate for reconciliation to show a single advantage that this continent can reap by being connected with Great Britain. I repeat the challenge; not a single advantage is derived. . ."

Paragraph 2. "Though I would carefully avoid giving unnecessary offence, yet I am inclined to believe, that all those who espouse the doctrine of reconciliation, may be included within the following descriptions."

Paragraph 3. "Interested men, who are not to be trusted, weak men who CANNOT see, prejudiced men who will not see, and a certain set of moderate men who think better of the European world than it deserves; and this last class, by an ill-judged deliberation, will be the cause of more calamities to this Continent than all the other three."

**1. According to Paine, what kinds of people "espouse the doctrine of reconciliation" with England?**

**2. What does Paine's language tell you about how he feels about these people?**

Paragraph 4. "It is the good fortune of many to live distant from the scene of present sorrow; the evil is not sufficiently brought to their doors to make them feel the precariousness with which all American property is possessed. But let our imaginations transport us a few moments to Boston; that seat of wretchedness will teach us wisdom, and instruct us forever to renounce a power in whom we can have no trust. The inhabitants of that unfortunate city, who but a few months ago were in ease and affluence, have now no other alternative than to stay and starve, or turn out to beg. Endangered by the fire of their friends if they continue within the city and plundered by the soldiery if they leave it, in their present situation they are prisoners without the hope of redemption, and in a general attack for their relief they would be exposed to the fury of both armies."

**3. How does Paine describe life in Boston, and why does he think the situation there shows that England should not be governing the colonies?**

Paragraph 5. "Men of passive tempers look somewhat lightly over the offences of Great Britain, and, still hoping for the best, are apt to call out, 'Come, come, we shall be friends again for all this.' But examine the passions and feelings of mankind: bring the doctrine of reconciliation to the touchstone of nature, and then tell me whether you can hereafter love, honour, and faithfully serve the power that hath carried fire and sword into your land? If you cannot do all these, then you are only deceiving yourselves, and by your delay bringing ruin upon posterity. Your future connection with Britain, whom you can neither love nor honour, will be forced and unnatural, and being formed only on the plan of present convenience, will in a little time fall into a relapse more wretched than the first. But if you say, you can still pass the violations over, then I ask, hath your house been burnt? Hath your property been destroyed before your face? Are your wife and children destitute of a bed to lie on, or bread to live on? Have you lost a parent or a child by their hands, and yourself the ruined and wretched survivor? If you have not, then are you not a judge of those who have. But if you have, and can still shake hands with the murderers, then are you unworthy the name of husband, father, friend or lover, and whatever may be your rank or title in life, you have the heart of a coward, and the spirit of a sycophant. . ."

**4. How does Paine describe those who would reconcile with Great Britain? What does his description of them tell you about his attitude toward them?**

**5. What questions does Paine have for those who would reconcile with England?**

**6. Why does Paine think reconciliation is impossible?**

Paragraph 6. "O ye that love mankind! Ye that dare oppose, not only the tyranny, but the tyrant, stand forth! Every spot of the old world is overrun with oppression. Freedom hath been hunted round the globe. Asia, and Africa, have long expelled her. —Europe regards her like a stranger, and England hath given her warning to depart. O! receive the fugitive, and prepare in time an asylum for mankind."

**7. Who, in this paragraph is the "fugitive," who must receive or take in that "fugitive," and why must that fugitive be received?**

**8. How does Paine link the fate of America with the fate of the world? What role does Paine assign to America?**

**Declaration of Independence Analysis Activity**

Students will read the Declaration of Independence and answer questions about its structure, content, and sources. The two-page student handout begins on the next page.

<b>GSE Standards and Elements</b>	<p><b>SSUSH4a-</b> Investigate the intellectual sources, organization, and argument of the Declaration of Independence including the role of Thomas Jefferson and the Committee of Five.</p>
<b>Literacy Standards</b>	<p><b>L11-12RHSS2-</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>L11-12RHSS4-</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p><b>L11-12RHSS5-</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>
<b>Social Studies Matrices</b>	<p><b>Information Processing Skills</b></p> <p>5. Identify main idea, detail, sequence of events, and cause and effect in social studies contexts 6. Identify and use primary and secondary sources 11. Draw conclusions and make generalizations</p>
<b>Enduring Understanding(s)</b>	<p>Conflict and Change</p>

Name \_\_\_\_\_

Declaration of Independence Analysis

Answer the following questions using the *Declaration of Independence* (found here: <https://www.ourdocuments.gov/doc.php?doc=2&page=transcript> ).

1. What was the purpose of the *Declaration of Independence*? (Paragraph 1)
  
  
  
  
  
  
  
  
  
  
2. Identify the three natural or unalienable rights of individuals (written in the 1776 context as men) as stated in the *Declaration of Independence*? (Paragraph 2)
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_

What 17<sup>th</sup> Century English philosopher did these ideas come from? What was the name of his work? Summarize what it said.

3. According to the *Declaration of Independence*, from whom do governments get their power? (Paragraph 2)
  
  
  
  
  
  
  
  
  
  
4. According to the *Declaration of Independence*, what should people do when the government abuses its power? (Paragraph 2)
  
  
  
  
  
  
  
  
  
  
5. Who is the "He" referred to over and over again in Section Three?

6. List 10 of the grievances by colonist that are identified in the *Declaration of Independence*. (Hint: There are a total of twenty-eight.)

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_
- h. \_\_\_\_\_
- i. \_\_\_\_\_
- j. \_\_\_\_\_

7. What is said directly to the British people at the end of Section Three?

8. What did the signers of the *Declaration of Independence* want to do?

9. What was the compact or pledge of the signers?

10. What is the main idea of each of the four sections of the Declaration of Independence?

Section One –

Section Two –

Section Three –

Section Four -

**Supplies and Preparation for the American Revolution**

Students will learn about the leadership of George Washington and the Continental Army in this lesson through the lyrics of the musical *Hamilton*, a chart about American and British preparation before the American Revolution, and a letter from George Washington to the Continental Congress about the army’s lack of supplies. The student handout begins on the next page.

<p><b>GSE Standards and Elements</b></p>	<p><b>SSUSH4c-</b> Analyze George Washington as a military leader, including but not limited to the influence of Baron von Steuben, the Marquis de LaFayette, and the significance of Valley Forge in the creation of a professional military.</p>
<p><b>Literacy Standards</b></p> <p><b>Social Studies Matrices</b></p> <p><b>Enduring Understanding(s)</b></p>	<p><b>L11-12WHST1-</b> Write arguments focused on discipline-specific content.</p> <p><b>Information Processing Skills-</b> 3. Identify Issues and/or problems and alternative solutions 5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. Identify and use primary and secondary sources 11. Draw conclusions and make generalizations</p> <p>Individuals, Groups, and Institutions</p>

Name \_\_\_\_\_

Supplies and Preparation for the American Revolution

**Part One – Songs from *Hamilton***

“Right Hand Man”

By Lin-Manuel Miranda

From the Broadway Musical *Hamilton*

Lyrics here: <http://atlanticrecords.com/HamiltonMusic/>

Listen here: <https://www.youtube.com/watch?v=HSZwEaYHSpC>

“Stay Alive”

By Lin-Manuel Miranda

From the Broadway Musical *Hamilton*

Lyrics here: <http://atlanticrecords.com/HamiltonMusic/>

Listen here: <https://www.youtube.com/watch?v=YX6-9OnHRCc>

**1. Describe the problems Washington and his men were having during the early parts of the war using the details found in the song lyrics.**

**Part Two – Preparation for the American Revolution**

**Preparations for War**

	<b>England</b>	<b>Thirteen Colonies</b>
<b>Population</b>	Approximately 12,000,000	Approximately 2,800,000
<b>Manufacturing</b>	Highly developed and flourishing	Practically none
<b>Money</b>	Richest country in the world	No money to support the war effort
<b>Army</b>	Large, well-trained army plus mercenary Hessians	All-volunteer forces — willing to fight but poorly equipped
<b>Leaders</b>	Many dedicated and able officers	Few officers capable of leading
<b>Geography</b>	Strange land with long distance to base of supplies	Familiar land with easy access to limited amounts of supplies

Source:

<http://www.mitchellteachers.org/USHistory/AmericanRevolution/TugofWar/images/PreparationsforWarChart.gif>

**2. Imagine you are a British general with access to all of the information above. Write a letter to King George III informing him of your current situation and why you are likely to win the war. You must reference at least five of the details provided in your letter to the King. You are quite busy in making plans for battle, so keep your letter short – it should be 150 - 200 words.**

### **Part Three – Washington Letter**

#### **Letter from George Washington to the President of the Continental Congress**

Camp at Cambridge, July 10, 1775.

Sir: I arrived safely at this place on the 3d instant;--after a Journey attended with a good deal of Fatigue and retarded by necessary attentions to the successive Civilties which accompanied me in my whole route. Upon my arrival I immediately visited the several Posts occupied by our Troops, and as soon as the Weather permitted, reconnoitred those of the Enemy.

. . . Upon the whole I think myself authorized to say, that considering the great extent of Line and the nature of the Ground, we are as well secured, as could be expected in so short a time and under the disadvantages we labour. These consist in a Want of Engineers to construct proper Works and direct the Men; a Want of Tools and a sufficient Number of Men to man the Works in case of an Attack. . .

. . . We labour under great Disadvantages for want of Tents, for tho' they have been help'd by a collection of Sails from the Seaport Towns, the Number is yet far short of our Necessities. The Colleges and Houses of this Town are necessarily occupied by the Troops, which affords another reason for keeping our present Station: But I most sincerely wish the whole Army was properly provided to take the Field, as I am well assured, that besides greater Expedition and activity in case of alarm, it would highly conduce to health and discipline. As materials are not to be had here, I would beg leave to recommend the procuring a farther supply from Philadelphia, as soon as possible. . . .

I find the Army in general and particularly the Troops raised in Massachusetts Bay very difficient in necessary Clothing: Upon Inquiry it appears there is no Probability of Obtaining any supplies in this Quarter; upon the best consideration of this matter, I am able to form, I am of Opinion that a number of hunting Shirts, not less than 10,000, would in a great Degree remove the difficulty in the cheapest and quickest manner. I know nothing so trivial in a speculative View, that in Practice would have a happy Tendency to unite the men and abolish those Provincial distinctions which lead to Jealousy and Dissatisfaction. . . . Upon the Article of Ammunition, I must re-echo the former complaints on this Subject; we are so exceedingly destitute that our Artillery will be of little use without a supply both large and seasonable; what we have, must be reserved for the small Arms and that managed with the utmost Frugality.

The State of the Army you will find ascertained, with tolerable Precision, in the Returns which accompany this Letter. Upon finding the Number of Men to fall so far short of the Establishment arid below all Expectation, I immediately called a Council of the General Officers, whose opinion as to the mode of filling up the regiments and providing for the present Exigency, together with the best Judgment we are able to form of the Ministerial Troops, I have the Honor of inclosing. From the Number of Boys, Deserters and negroes which have inlisted in this Province, I entertain some doubts whether the Number required, can be raised here; and all the General Officers agree, that no Dependance can be put on the Militia for a continuance in Camp, or Regularity and Discipline during the short time they may stay. This unhappy and devoted

Georgia Department of Education

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Province has been so long in a State of Anarchy, and the Yoke of Ministerial Oppression so heavily laid, that great allowances are to be made for their Troops collected under such circumstances; The Defficiencies in their numbers, their Discipline and Stores can only lead to this conclusion, that their Spirit has exceeded their Strength. But at the same time I would humbly submit to the Congress, the Propriety of making some further Provision of men from the other Colonies. If these Regiments should be completed to their Establishment, the dismissal of those who are unfit for Duty, on account of their Age and Character, would occasion a considerable Reduction, and at all events, they have been inlisted upon such Terms, that they may be dismissed when other Troops arrive: But should my apprehens'ons be realized, and the Regiments here not be filled up, the public Cause would suffer by an absolute Dependance upon so doubtful an Event, unless some Provision is made against such a Disappointment. It requires no Military Skill to judge of the Difficulty of introducing Discipline and Subordination into an Army while we have the Enemy in View and are in daily expectation of an attack, but it is of so much Importance, that every Effort will be made to this End, which Time and circumstances will admit. In the mean Time I have the Pleasure of observing, that there are Materials for a good Army, a great Number of Men, able Bodied, Active, Zealous in the Cause and of unquestionable Courage. . . .

My best Abilities are at all Times devoted to the Service of my Country, but I feel the Weight, variety and Importance of my present Duties too sensibly, not to wish a more immediate and frequent communication with the Congress. I fear it may often happen, in the Course of our present Operations, that I shall need the Assistance and Direction from them which Time and Distance will not allow me to receive.

Source:

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/contarmy/prestwo.html>

This letter has been edited for length and content.

**3. What is General Washington's army lacking?**

- |           |           |
|-----------|-----------|
| <b>a.</b> | <b>d.</b> |
| <b>b.</b> | <b>e.</b> |
| <b>c.</b> | <b>f.</b> |

**4. What is General Washington asking the Continental Congress for?**

- |           |           |
|-----------|-----------|
| <b>a.</b> | <b>d.</b> |
| <b>b.</b> | <b>e.</b> |
| <b>c.</b> | <b>f.</b> |

**5. Imagine you are the President of the Continental Congress. After reading General Washington's letter, rank each request in terms of how badly each item is needed. A is the most needed. F is least needed.**

- |    |    |
|----|----|
| a. | d. |
| b. | e. |
| c. | f. |

**6. General Washington is clearly desperate for supplies in his letter. Using the rest of the information you've been provided, why do you think the Congress has failed to provide these items?**

<b>Roles in the American Revolution</b>	
<p>In groups, students will be assigned to complete a chart for one of four roles in the American Revolution: common soldier, enslaved and free Blacks, American Indian, or women. When finished, students will share their findings with the class to gain a broad understanding of life amongst various groups during the American Revolution.</p>	
<b>GSE Standards and Elements</b>	<p><b>SSUSH4c-</b> Analyze George Washington as a military leader, including but not limited to the influence of Baron von Steuben, the Marquis de LaFayette, and the significance of Valley Forge in the creation of a professional military.</p> <p><b>SSUSH4e-</b> Examine the roles of women, American Indians, and enslaved and free Blacks in supporting the war effort.</p>
<b>Literacy Standards</b>	<p><b>L11-12RHSS1-</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>L11-12RHSS2-</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
<b>Social Studies Matrices</b>	<p><b>Information Processing Skills-</b></p> <ol style="list-style-type: none"> <li>1. Compare Similarities and Differences</li> <li>3. Identify Issues and/or problems and alternative solutions</li> <li>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</li> <li>6. Identify and use primary and secondary sources</li> <li>9. Construct charts and tables</li> <li>11. Draw conclusions and make generalizations</li> </ol>
<b>Enduring Understanding(s)</b>	<p>Individuals, Groups, and Institutions</p>

### **Procedure for Roles of the Revolution Lesson**

1. Divide the class into four groups to study one of each of the following categories of individuals involved in the Revolutionary War effort: Soldiers, enslaved and free Blacks, American Indians, and Women. Give each group a copy of the chart and either copies of the assigned category's background information or access to it on the Internet.

The background information for Soldiers, enslaved and free Blacks, and American Indians can be found here: <https://www.nps.gov/vafo/learn/education/upload/curriculumguide.pdf>

Soldiers: p. 7 – 11, 71

enslaved and free Blacks: p. 66-67

American Indians: p. 68 - 70

The background information for Women can be found here:

[http://ssecamoreperfectunion.com/PDFs/TAH\\_Final\\_Project\\_by\\_Schlicting.pdf](http://ssecamoreperfectunion.com/PDFs/TAH_Final_Project_by_Schlicting.pdf)

Women: pages 8 – 20 (powerpoint slides), page 26 and 27

2. When the groups are finished studying their documents and have completed their portion of the chart, have each group share their information with the other groups so each student in the class can complete his/her chart.

Name \_\_\_\_\_

Roles in the American Revolution

<b>Group</b>	<b>Roles during Revolution</b>	<b>Benefits to Participation in the War</b>	<b>Costs of Participation in the War</b>	<b>Post-War Position</b>
<b>Soldier</b>				
<b>enslaved and free Blacks</b>				

<b>Group</b>	<b>Roles during Revolution</b>	<b>Benefits to Participation in the War</b>	<b>Costs of Participation in the War</b>	<b>Post-War Position</b>
<b>American Indians</b>				
<b>Women</b>				

**Battle of Yorktown and the End of the American Revolution**

Students will learn about the Battle of Yorktown using lyrics from the Broadway musical *Hamilton* and a map of the Battle of Yorktown. Next, students will read excerpts from the Treaty of Paris (1783) to understand how the war ended.

<b>GSE Standards and Elements</b>	<p><b>SSUSH4c-</b> Analyze George Washington as a military leader, including but not limited to the influence of Baron von Steuben, the Marquis de LaFayette, and the significance of Valley Forge in the creation of a professional military.</p> <p><b>SSUSH4d-</b> Investigate the role of geography at the Battles of Trenton, Saratoga, and Yorktown.</p>
<b>Literacy Standards</b>	<p><b>L11-12RHSS1-</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>L11-12RHSS2-</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
<b>Social Studies Matrices</b>	<p><b>Map and Globe Skills-</b></p> <ol style="list-style-type: none"> <li>4. Compare and contrast the categories of natural, cultural, and political features found on a map</li> <li>5. Use graphic scales to determine distances on a map</li> <li>7. Use a map to explain impact of geography on historical and current events</li> <li>8. Draw conclusions and make generalizations based on information from maps</li> </ol>
<b>Enduring Understanding(s)</b>	<p>Conflict and Change</p>

Name \_\_\_\_\_

Battle of Yorktown and the End of the American Revolution

**Part 1 – Songs from *Hamilton***

“Guns and Ships”

“History Has Its Eyes on You”

Yorktown (The World Turned Upside Down)”

By Lin-Manuel Miranda

From the Broadway Musical *Hamilton*

Listen Here:

“Guns and Ships”: <https://www.youtube.com/watch?v=Ovje92D742s>

“History Has Its Eyes on You”: [https://www.youtube.com/watch?v=2x\\_IM8PuCxm](https://www.youtube.com/watch?v=2x_IM8PuCxm)

“Yorktown”: <https://www.youtube.com/watch?v=NpsuEcKW8ZE>

Watch Here (Part of “History Has Its Eyes on You” and “Yorktown”):

<https://www.youtube.com/watch?v=b5VqyCQV1Tg>

Lyrics Can Be Found Here: <http://atlanticrecords.com/HamiltonMusic/>

**1. Who was the Marquis de Lafayette? What role did he play in the American Revolution? (Be specific! There’s so much information in the songs!)**

**2.**

***“You Have no Control:  
Who Lives, Who Dies, Who Tells Your Story.”***

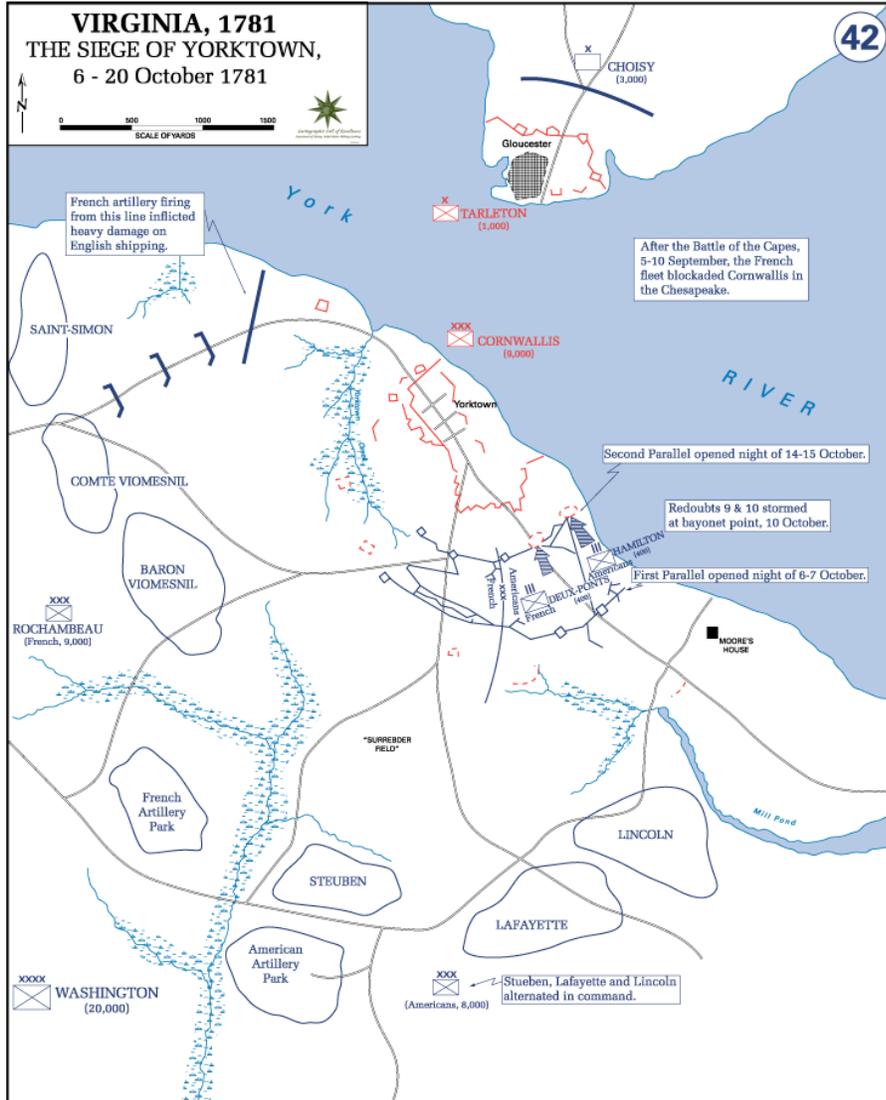
**What is the significance of this quote?**

**3. Who were the Sons of Liberty?**

**4. What was the significance of the Battle of Yorktown? What was the name of the British general who surrendered?**

**5. Why had the “World Turned Upside Down”?**

## Part Two – Map of Battle of Yorktown



Source:

[https://upload.wikimedia.org/wikipedia/commons/f/f4/US\\_Army\\_52415\\_Siege\\_of\\_Yorktown\\_Map.gif](https://upload.wikimedia.org/wikipedia/commons/f/f4/US_Army_52415_Siege_of_Yorktown_Map.gif)

**6. What role did geography play in the battle of Yorktown?**

**7. What role did the French play in the battle of Yorktown?**

### **Part Three – Treaty of Paris**

Directions: Read the Treaty of Paris (1783) that ended the American Revolution and answer the questions that go along with the first section. Then summarize the purpose of each article in your own words.

Document Source: <https://www.ourdocuments.gov/doc.php?doc=6&page=transcript>

#### **The Definitive Treaty of Peace 1783**

In the Name of the most Holy & undivided Trinity.

It having pleased the Divine Providence to dispose the Hearts of the most Serene and most Potent Prince George the Third, by the Grace of God, King of Great Britain, France, and Ireland, Defender of the Faith, Duke of Brunswick and Lunebourg, Arch- Treasurer and Prince Elector of the Holy Roman Empire etc.. and of the United States of America, to forget all past Misunderstandings and Differences that have unhappily interrupted the good Correspondence and Friendship which they mutually wish to restore; and to establish such a beneficial and satisfactory Intercourse between the two countries upon the ground of reciprocal Advantages and mutual Convenience as may promote and secure to both perpetual Peace and Harmony; and having for this desirable End already laid the Foundation of Peace & Reconciliation by the Provisional Articles signed at Paris on the 30th of November 1782, by the Commissioners empowered on each Part, which Articles were agreed to be inserted in and constitute the Treaty of Peace proposed to be concluded between the Crown of Great Britain and the said United States, but which Treaty was not to be concluded until Terms of Peace should be agreed upon between Great Britain & France, and his Britannic Majesty should be ready to conclude such Treaty accordingly: and the treaty between Great Britain & France having since been concluded, his Britannic Majesty & the United States of America, in Order to carry into full Effect the Provisional Articles above mentioned, according to the Tenor thereof, have constituted & appointed, that is to say his Britannic Majesty on his Part, David Hartley, Esqr., Member of the Parliament of Great Britain, and the said United States on their Part, - stop point - John Adams, Esqr., late a Commissioner of the United States of America at the Court of Versailles, late Delegate in Congress from the State of Massachusetts, and Chief Justice of the said State, and Minister Plenipotentiary of the said United States to their High Mightinesses the States General of the United Netherlands; - stop point - Benjamin Franklin, Esqr., late Delegate in Congress from the State of Pennsylvania, President of the Convention of the said State, and Minister Plenipotentiary from the United States of America at the Court of Versailles; John Jay, Esqr., late President of Congress and Chief Justice of the state of New York, and Minister Plenipotentiary from the said United States at the Court of Madrid; to be Plenipotentiaries for the concluding and signing the Present Definitive Treaty; who after having reciprocally communicated their respective full Powers have agreed upon and confirmed the following Articles.

**8. Which two countries is this treaty between?**

**9. Name the four people who wrote the agreement. Include the country each man is from.**

**Article 1st:**

His Britannic Majesty acknowledges the said United States, viz., New Hampshire, Massachusetts Bay, Rhode Island and Providence Plantations, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina and Georgia, to be free sovereign and Independent States; that he treats with them as such, and for himself his Heirs & Successors, relinquishes all claims to the Government, Propriety, and Territorial Rights of the same and every Part thereof.

**10. What is the purpose of this article?**

**Article 2d:**

And that all Disputes which might arise in future on the subject of the Boundaries of the said United States may be prevented, it is hereby agreed and declared, that the following are and shall be their Boundaries, viz.; from the Northwest Angle of Nova Scotia, viz., that Angle which is formed by a Line drawn due North from the Source of St. Croix River to the Highlands; along the said Highlands which divide those Rivers that empty themselves into the river St. Lawrence, from those which fall into the Atlantic Ocean, to the northwesternmost Head of Connecticut River; Thence down along the middle of that River to the forty-fifth Degree of North Latitude; From thence by a Line due West on said Latitude until it strikes the River Iroquois or Cataraquy; Thence along the middle of said River into Lake Ontario; through the Middle of said Lake until it strikes the Communication by Water between that Lake & Lake Erie; Thence along the middle of said Communication into Lake Erie, through the middle of said Lake until it arrives at the Water Communication between that lake & Lake Huron; Thence along the middle of said Water Communication into the Lake Huron, thence through the middle of said Lake to the Water Communication between that Lake and Lake Superior; thence through Lake Superior Northward of the Isles Royal & Phelipeaux to the Long Lake; Thence through the middle of said Long Lake and the Water Communication between it & the Lake of the Woods, to the said Lake of the Woods; Thence through the said Lake to the most Northwestern Point thereof, and from thence on a due West Course to the river Mississippi; Thence by a Line to be drawn along the Middle of the said river Mississippi until it shall intersect the Northernmost Part of the thirty-first Degree of North Latitude, South, by a Line to be drawn due East from the Determination of the Line last mentioned in the Latitude of thirty-one Degrees of the Equator to the middle of the River Apalachicola or Catahouche; Thence along the middle thereof to its junction with the Flint River; Thence straight to the Head of Saint Mary's River, and thence down along the middle of Saint Mary's River to the Atlantic Ocean. East, by a Line to be drawn along the Middle of the river Saint Croix, from its Mouth in the Bay of Fundy to its Source, and from its Source directly North to the aforesaid Highlands, which divide the Rivers that fall into the Atlantic Ocean from those which fall into the river Saint Lawrence; comprehending all Islands within twenty Leagues of any Part of the Shores of the United States, and lying between Lines to be drawn due East from the Points where the aforesaid Boundaries between Nova Scotia on the one Part and East Florida on the other shall, respectively, touch the Bay of Fundy and the Atlantic Ocean, excepting such Islands as now are or heretofore have been within the limits of the said Province of Nova Scotia.

**11. What is the purpose of this article?**

Georgia Department of Education

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**Article 3d:**

It is agreed that the People of the United States shall continue to enjoy unmolested the Right to take Fish of every kind on the Grand Bank and on all the other Banks of Newfoundland, also in the Gulf of Saint Lawrence and at all other Places in the Sea, where the Inhabitants of both Countries used at any time heretofore to fish. And also that the Inhabitants of the United States shall have Liberty to take Fish of every Kind on such Part of the Coast of Newfoundland as British Fishermen shall use, (but not to dry or cure the same on that Island) And also on the Coasts, Bays & Creeks of all other of his Brittanic Majesty's Dominions in America; and that the American Fishermen shall have Liberty to dry and cure Fish in any of the unsettled Bays, Harbors, and Creeks of Nova Scotia, Magdalen Islands, and Labrador, so long as the same shall remain unsettled, but so soon as the same or either of them shall be settled, it shall not be lawful for the said Fishermen to dry or cure Fish at such Settlement without a previous Agreement for that purpose with the Inhabitants, Proprietors, or Possessors of the Ground.

**12. What is the purpose of this article?**

**Article 4th:**

It is agreed that Creditors on either Side shall meet with no lawful Impediment to the Recovery of the full Value in Sterling Money of all bona fide Debts heretofore contracted.

**13. What is the purpose of this article?**

**Article 5th:**

It is agreed that Congress shall earnestly recommend it to the Legislatures of the respective States to provide for the Restitution of all Estates, Rights, and Properties, which have been confiscated belonging to real British Subjects; and also of the Estates, Rights, and Properties of Persons resident in Districts in the Possession on his Majesty's Arms and who have not borne Arms against the said United States. And that Persons of any other Description shall have free Liberty to go to any Part or Parts of any of the thirteen United States and therein to remain twelve Months unmolested in their Endeavors to obtain the Restitution of such of their Estates – Rights & Properties as may have been confiscated. And that Congress shall also earnestly recommend to the several States a Reconsideration and Revision of all Acts or Laws regarding the Premises, so as to render the said Laws or Acts perfectly consistent not only with Justice and Equity but with that Spirit of Conciliation which on the Return of the Blessings of Peace should universally prevail. And that Congress shall also earnestly recommend to the several States that the Estates, Rights, and Properties of such last mentioned Persons shall be restored to them, they refunding to any Persons who may be now in Possession the Bona fide Price (where any has been given) which such Persons may have paid on purchasing any of the said Lands, Rights, or Properties since the Confiscation.

And it is agreed that all Persons who have any Interest in confiscated Lands, either by Debts, Marriage Settlements, or otherwise, shall meet with no lawful Impediment in the Prosecution of their just Rights.

**14. What is the purpose of this article?**

**Article 6th:**

That there shall be no future Confiscations made nor any Prosecutions commenced against any Person or Persons for, or by Reason of the Part, which he or they may have taken in the present War, and that no Person shall on that Account suffer any future Loss or Damage, either in his Person, Liberty, or Property; and that those who may be in Confinement on such Charges at the Time of the Ratification of the Treaty in America shall be immediately set at Liberty, and the Prosecutions so commenced be discontinued.

**15. What is the purpose of this article?**

**Article 7th:**

There shall be a firm and perpetual Peace between his Britanic Majesty and the said States, and between the Subjects of the one and the Citizens of the other, wherefore all Hostilities both by Sea and Land shall from henceforth cease: All prisoners on both Sides shall be set at Liberty, and his Britanic Majesty shall with all convenient speed, and without causing any Destruction, or carrying away any Negroes or other Property of the American inhabitants, withdraw all his Armies, Garrisons & Fleets from the said United States, and from every Post, Place and Harbour within the same; leaving in all Fortifications, the American Artillery that may be therein: And shall also Order & cause all Archives, Records, Deeds & Papers belonging to any of the said States, or their Citizens, which in the Course of the War may have fallen into the hands of his Officers, to be forthwith restored and delivered to the proper States and Persons to whom they belong.

**16. What is the purpose of this article?**

**Article 8th:**

The Navigation of the river Mississippi, from its source to the Ocean, shall forever remain free and open to the Subjects of Great Britain and the Citizens of the United States.

**17. What is the purpose of this article?**

**Article 9th:**

In case it should so happen that any Place or Territory belonging to great Britain or to the United States should have been conquered by the Arms of either from the other before the Arrival of the said Provisional Articles in America, it is agreed that the same shall be restored without Difficulty and without requiring any Compensation.

**18. What is the purpose of this article?**

**Article 10th:**

The solemn Ratifications of the present Treaty expedited in good & due Form shall be exchanged between the contracting Parties in the Space of Six Months or sooner if possible to be computed from the Day of the Signature of the present Treaty. In witness whereof we the undersigned their Ministers Plenipotentiary have in their Name and in Virtue of our Full Powers, signed with our Hands the present Definitive Treaty, and caused the Seals of our Arms to be affixed thereto.

**19. What is the purpose of this article?**

Done at Paris, this third day of September in the year of our Lord, one thousand seven hundred and eighty-three.

D HARTLEY (SEAL)  
JOHN ADAMS (SEAL)  
B FRANKLIN (SEAL)  
JOHN JAY (SEAL)





### Constitution Lessons

1. This lesson uses a video from the National Constitution Center and a chart to discuss the reasons why the Articles of Confederation was abandoned at the Constitutional Convention:  
<http://www.annenbergclassroom.org/Files/Documents/LessonPlans/CreatingAConstitutionLessonPlan.pdf>
2. This lesson walks students through the Virginia and New Jersey Plans and the interests of Northern and Southern States at the Constitutional Convention:  
<http://d3i6fh83elv35t.cloudfront.net/newshour/extra/wp-content/uploads/sites/2/2013/11/Constitution-Day-Lesson-Plan-Virginia-and-New-Jersey-Plans.pdf>
3. This lesson uses a variety of activities to teach students about the contents of the US Constitution. It includes a copy of the Constitution, key principles of the document, and a graphic organizer that walks students through the contents of the document:  
[http://billofrightsinstitute.org/wp-content/uploads/2012/01/ConstitutionDayLesson\\_MSlow.pdf](http://billofrightsinstitute.org/wp-content/uploads/2012/01/ConstitutionDayLesson_MSlow.pdf)

Federalist Papers Activity

This link contains background information on the Federalist Papers and a group activity in which students are assigned to represent the reactions of key Federalists and Antifederalists to the US Constitution: <http://www.crf-usa.org/images/pdf/gates/Federalist%20Papers.pdf>

<p><b>GSE Standards and Elements</b></p>	<p><b>SSUSH5d-</b> Evaluate the major arguments of the Anti-Federalists and Federalists during the debate on ratification of the Constitution, <i>The Federalist Papers</i>, and the roles of Alexander Hamilton and James Madison.</p>
<p><b>Literacy Standards</b></p> <p><b>Social Studies Matrices</b></p> <p><b>Enduring Understanding(s)</b></p>	<p><b>L11-12RHSS1</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>Information Processing Skills-</b> 3. Identify Issues and/or problems and alternative solutions 4. Distinguish between fact and opinion 6. Identify and use primary and secondary sources 11. Draw conclusions and make generalizations</p> <p>Beliefs and Ideals</p>

## Culminating Unit Performance Task

### Founding Fathers Social

Students will use all of the information they have learned in the unit to complete a Culminating Project. Each student will choose a Founding Father to represent at a Social Event to be held during one class period. The student handout begins on the next page.

<p><b>GSE Standards and Elements</b></p>	<p><b>SSUSH3-</b> Analyze the causes of the American Revolution.</p> <p><b>SSUSH4-</b> Analyze the ideological, military, social, and diplomatic aspects of the American Revolution.</p> <p><b>SSUSH5-</b> Investigate specific events and key ideas that brought about the adoption and implementation of the United States Constitution.</p>
<p><b>Literacy Standards</b></p> <p><b>Social Studies Matrices</b></p>	<p><b>L11-12WHSS7 -</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>Information Processing Skills-</b> 11. Draw conclusions and make generalizations 14. Formulate appropriate research questions</p>
<p><b>Enduring Understanding(s)</b></p>	<p>Individuals, Groups, and Institutions</p>

## Founding Fathers Social

### Task:

You are going to be impersonating a Founding Father or person from the Revolutionary Era. For the entire class period you will mingle with other Founding Fathers or Revolutionary Era persons to gain information about them and their accomplishments.

### Required Elements:

- Costume: Hat, Wig, Clothing, Nametag
- Prop: One Item (book, Declaration of Independence, flag, etc.) that helps people identify who you are
- Food Item: It is a party so please bring something to share
- Worksheet: Your completed character chart (to turn in after the party)

### Character Options:

The following is a list of Founding Fathers and Revolutionary Era persons you will have the opportunity to meet or impersonate. Please note we will only have 1 of each character, and we will draw for spots.

Founding Fathers		Others
George Washington	Benjamin Franklin	Abigail Adams
Thomas Jefferson	John Adams	Martha Washington
James Madison	Alexander Hamilton	Betsy Ross
James Monroe	Samuel Adams	Dolly Madison
Patrick Henry	John Hancock	Elizabeth Schuyler Hamilton
Aaron Burr	Paul Revere	Mercy Otis Warren
Thomas Paine	George Mason	Marquis de Lafayette
Roger Sherman	Robert Morris	Horatio L. Gates
John Jay	Gouverneur Morris	King George III
Edmund Burke	John Dickinson	Charles Cornwallis
Benjamin Rush	Charles Pinckney	William Dawes
Edmund J. Randolph	Robert R. Livingston	Benedict Arnold
Luther Martin	Josiah Bartlett	John André
Richard Henry Lee	Eldbridge Gerry	
Charles Thomson	John Knox Witherspoon	
Henry Knox	James McHenry	
John Marshall	Timothy Pickering	
Oliver Wolcott	William Bradford	
Samuel Dexter	Henry Dearborn	
Robert Smith		

Name: \_\_\_\_\_

**Founding Fathers Social**

Name:	Birthdate:	Age in 1787:
Born in: Lives in:	Educational Level:	College/University Attended:
Occupation(s):	Political Party:	Religion:
Family:		
Accomplishments:		
Best Known For:		
Fun Facts		

Name: \_\_\_\_\_

Person's Name	Known For /Accomplishments	Fun Fact	Would you have been friends? Why/Why not?
			Y or N

US History Frameworks for the Georgia Standards of Excellence in Social Studies

Person's Name	Known For /Accomplishments	Fun Fact	Would you have been friends? Why/Why not?
			Y or N

US History Frameworks for the Georgia Standards of Excellence in Social Studies

Person's Name	Known For /Accomplishments	Fun Fact	Would you have been friends? Why/Why not?
			Y or N

US History Frameworks for the Georgia Standards of Excellence in Social Studies

Person's Name	Known For	Fun Fact	Would you have been friends? Why/Why not? Y or N
			Y or N
			Y or N