Are Leaders Born or Made?

Supporting Questions

1. How did Marquis de Lafayette and Baron von Steuben impact the American Revolution?
2. What diplomatic roles did Benjamin Franklin and John Adams play during the Revolutionary War?
3. What role did George Washington play in the ratification of the U.S. Constitution?
4. What precedents did President Washington set during his presidency?
# George Washington

## Are Leaders Born or Made?

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<th>Connection to Connecting Theme/Enduring Understandings</th>
<th>Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.</th>
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<td>Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</td>
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<tr>
<th>GSE for Social Studies</th>
<th><a href="#">SSUSH4</a> Analyze the ideological, military, social, and diplomatic aspects of the American Revolution.</th>
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<td>b. Explain the reason for and significance of the French alliance and other foreign assistance including the diplomacy of Benjamin Franklin and John Adams.</td>
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<td>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 army.</td>
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<th>SSUSH5 Investigate specific events and key ideas that brought about the adoption and implementation of the United States Constitution.</th>
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<td>c. Evaluate the major arguments of the Anti-Federalists and the Federalists during the debate on ratification of the Constitution, <em>The Federalist Papers</em>, and the roles of Alexander Hamilton and James Madison.</td>
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<th>SSUSH6 Analyze the challenges faced by the first five presidents.</th>
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<td>a. Examine the presidency of Washington, including the precedents he set.</td>
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<th>Reading</th>
<th>L11-12RHSS1: 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.</th>
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<td>L11-12RHSS3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</td>
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<td>L11-12RHSS7: 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.</td>
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<tr>
<td>L11-12RHSS10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.</td>
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| Writing | L11-12WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |

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<th>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</th>
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<td>6. identify and use primary and secondary sources</td>
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<td>17. interpret political cartoons</td>
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**Sample Instructional Activity**

- **Examining the roles of Lafayette and von Steuben in the Revolutionary War by using a KWL 2.0 chart.**

**Featured Sources**

- **Doc 1** Article on role of Marquis de Lafayette in American Revolution.
- **Doc 2** Excerpts from a letter from Marquis de Lafayette to his wife.
- **Doc 3** Excerpt from an article about von Steuben at Valley Forge.
- **Doc 4** Illustration of Benjamin Franklin at the Court of France.
- **Doc 5** Excerpts from Adams’ Journal of Peace Negotiations.
- **Doc 6** Key terms found in the Treaty of Paris, 1783.
- **Doc 7** Painting depicting the signing of the Constitution.
- **Doc 8** Letter from George Washington to Bushrod Washington.
- **Doc 9** Political Cartoon of the Federal Pillars.
- **Doc 10** Lithograph of Washington’s Cabinet.
- **Doc 11** Excerpt from Washington’s Farewell Address.
- **Doc 12** Excerpts from the Proclamation on the Whiskey Rebellion.

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**Summative Performance Task**

**PRODUCT PRESENTATION**

Argument: Are leaders born or made? Develop an argument that uses President Washington’s life to answer the question. Consider whether he was born with the character to make him a great leader, or whether the influence and actions of the men close to him make him the famous leader that he became. The student may present their conclusions in a variety of ways (e.g. poster, essay, Sway, etc.). Specific claims and relevant evidence should be apparent.

**EXTENSION**

Hold a discussion to determine the leadership qualities of the men and women in positions of power in our government and military today. How does their leadership compare to the leadership of President Washington?

**Taking Informed Action**

Make a list of leadership qualities that you possess. Determine the needs of your family, school, or community. Identify ways that your leadership qualities may be put into practice to meet these needs. Keep a journal of ways that you are able to contribute to your family, school, or society.
The Context

Benjamin Franklin, Marquis de Lafayette, John Adams, Baron von Steuben, Alexander Hamilton are all names associated with the founding of the United States. They were philosophers, inventors, diplomats, and soldiers. While their contributions are often celebrated, their accomplishments often dim in comparison to the most famous founder of our nation, George Washington. To fully understand the measure of the man that would be the first President, it is important to look closely at the moments of his life that defined him as well as the influences of the people that he kept as close friends and confidantes.

George Washington was born and raised in Virginia. He was educated by a tutor at home and was taught the finer points of colonial life by his sister-in-law when he moved to his brother’s estate after the death of his father. He became a commander in the Virginia militia at the age of 20 and fought in the French and Indian War. After his military commission expired, he returned to his home, Mount Vernon, and began to cultivate the farm. During this period, he served in Virginia’s legislative body, the House of Burgesses.

While serving in the House of Burgesses, he began to feel the weight of the British taxation system and began to feel that America’s future should be one independent of Great Britain. He was elected to the First Continental Congress and was later named commander of the Continental Army.

One of General Washington's largest challenges lay in creating a strong military force from the small, unorganized local militias found throughout the colonies. After several difficult defeats and amid dwindling supplies, General Washington set up camp for the winter of 1777-1778 at Valley Forge just outside of Philadelphia. Marquis de Lafayette, recently arrived from France and having already been wounded in battle, would become a close friend to George Washington during these winter months. Baron von Steuben also became indispensable to the Continental Army. Under von Steuben’s keen military eye, the militia units began to emerge as a unified fighting force. Without the influence of Lafayette and von Steuben, would General Washington have been successful in defeating the British?

As the Revolutionary War began to reach its end, John Adams and Benjamin Franklin began to negotiate terms of surrender with the French and British governments. Their diplomatic skill had already secured the French alliance and would be put to the test to ensure that the newly formed nation would receive the best terms in the Treaty of Paris, 1783. Did the contributions of Franklin and Adams lend to the future success of the nation, and therefore the future success of the first president?

General Washington, believing his service to his country done, retired to Mount Vernon. He was called upon again, though, in 1787 to lead the Constitutional Convention. Once the Constitution was ratified, Washington was the unanimous choice to lead the new country as its first president. President Washington took a position of neutrality with foreign conflicts and tried to govern with firmness, fairness, and integrity. He faced down the Whiskey rebels in Pennsylvania by leading the militias against the internal threat to the new country. He also set a precedent for choosing close advisors to be a part of the President’s Cabinet. This has allowed each President to carefully choose his closest advisors for counsel. President Washington’s career finally came to an end when he chose not to run for the presidency again after his second term in office, thus setting a final precedent to be followed by most of his successors.

As you study the life and career of President Washington, consider if he was born with the character to make him a great leader, or did the influence and actions of the men close to him make him the famous leader that he became?
<table>
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The Marquis de Lafayette, who joined the Continental Army at age nineteen in the summer of 1777 as a volunteer Major General, spent most of December 1777 and January 1778 with George Washington and his Continental Army troops at their winter quarters at Valley Forge. During that long, harsh winter, the ill-equipped Americans suffered in many ways. Some went barefoot. Many did not have blankets to sleep under. Food was sometimes scarce and sufficient supplies rarely made it to the camp. Hundreds died after suffering from diseases such as influenza, typhus, typhoid fever, and dysentery.

Lafayette experienced his first action at the Battle of Brandywine on September 11, 1777, where he showed extreme courage under fire in leading an orderly retreat. The Frenchman was shot through the calf during the battle. After he recovered, Lafayette was given command of a division of troops.

At Valley Forge, Lafayette basked in his elevation to the post of commander of a division of troops. Lafayette freely spent his own money to buy uniforms and muskets for his men—and lived among them during the coldest part of the winter. And despite pleas from his young wife and her family to return to France, Lafayette remained committed to the American cause as well as to the man he would come to consider his all-but-adopted father, George Washington...
A letter from Marquis de LaFayette to his wife.

To Madame de Lafayette

Camp, near Valley-Forge, January 6th, 1778.

What a date, my dearest love, and from what a region I am now writing, in the month of January! It is in a camp, in the centre of woods, fifteen hundred leagues from you, that I find myself enclosed in the midst of winter. It is not very long since we were only separated from the enemy by a small river; we are at present stationed seven leagues from them, and it is on this spot that the American army will pass the whole winter, in small barracks, which are scarcely more cheerful than dungeons....

...The bearer of this letter will describe to you the pleasant residence which I choose in preference to the happiness of being with you, with all my friends, in the midst of all possible enjoyments; in truth, my love, do you not believe that powerful reasons are requisite to induce a person to make such a sacrifice? Everything combined to urge me to depart, --honour alone told me to remain; and when you learn in detail the circumstances in which I am placed, those in which the army, my friend, its commander, and the whole American cause were placed, you will not only forgive me, but you will excuse, and I may almost venture to say, applaud me....

...My presence is more necessary at this moment to the American cause, than you can possibly conceive....If I were to depart, many Frenchmen who are useful here would follow my example. General Washington would feel very unhappy if I were to speak of quitting him; his confidence in me is greater than I dare acknowledge, on account of my youth. In the place he occupies, he is liable to be surrounded by flatterers or secret enemies; he finds in me a secure friend, in whose bosom he may always confide his most secret thoughts, and who will always speak the truth....
February 23, 1778: Friedrich von Steuben arrives at Valley Forge

Freidrich Wilhelm Rudolf Gerhard August, Freiherr von Steuben, a Prussian military officer, arrives at General George Washington’s encampment at Valley Forge on this day in 1788 and commences training soldiers in close-order drill, instilling new confidence and discipline in the demoralized Continental Army.

…The French minister of war recommended von Steuben to Benjamin Franklin as a resource to the Continental Army in 1777. Franklin in turn passed on word of Steuben’s availability to George Washington, and by February 23, 1778, he was among the desperate Continentals camped at Valley Forge.

Von Steuben, who did not speak English, drafted a drill manual in French, which Alexander Hamilton and Nathanael Greene then translated into English. The Prussian drill techniques he shared were far more advanced than those of other European armies, let alone those of the ragtag Patriots. The ego-crushing methods of modern boot camp were practiced among the shoeless soldiers of Valley Forge with remarkable efficacy. Most important for 18th-century battle was an efficient method of firing and reloading weapons, which von Steuben forced the Patriots to practice until it became second nature.

Before von Steuben’s arrival, colonial American soldiers were notorious for their slovenly camp conditions. Von Steuben insisted on reorganization to establish basic hygiene. He demanded that kitchens and latrines be put on opposite sides of the camp, with latrines facing a downhill slope. (Just having latrines was novelty to the Continental troops who were accustomed to living among their own filth.)

On the merit of his efforts at Valley Forge, Washington recommended that von Steuben be named inspector general of the Continental Army; Congress complied. In this capacity, von Steuben propagated his methods throughout the Patriot forces by circulating his Blue Book, entitled Regulations for the Order and Discipline of the Troops of the United States.
Illustration of Benjamin Franklin at the French Court
Breakfasted at Mr. Jay’s with Dr. Franklin, in consultation upon the propositions made to us yesterday. Before dinner Mr. Fitzherbert came in. He came in consequence of the desire I expressed yesterday of knowing the state of the negociation respecting the fishery. He told us that the Count was for fixing the boundaries where each nation should fish;….

I asked him if the French demanded an exclusive right to fish and dry between Cape Bonavista and the Point Riche.

…the Southern States had staple commodities, but New England had no other remittances than the fishery, no other way to pay for their clothing; hat it entered into our distilleries and West India trade, as well as our European trade, in such a manner that it could not be taken out or diminished without tearing or rending;…that it would be very difficult to restrain our fisherman, they would be frequently transgressing and making disputes and troubles.

He said his principal object was to avoid sowing seeds of future wars. I said it was equally my object, and that I was persuaded that if the germ of a war was left anywhere there was the greatest danger of its being left in the article respecting the fishery.

Mr. Oswald came in. He asked me what the conduct of his court and nation ought to be in relation to America. I answered, the alpha and omega of British policy towards America was summed up in this one maxim, see that American independence is independent, independent of all the world, independent of yourselves as well as of France, and independent of both as well as of the rest of Europe. Depend upon it, you have no chance for salvation but by setting up America very high; take care to remove from American mind all cause of fear of you. “Well,” says he, “what shall we do to remove those fears and jealousies?” “In one word,” says I, “favor and promote the interest, reputation, and dignity of the United States in everything that is consistent with your own. If you pursue the plan of cramping, clipping, and weakening America, on the supposition that she will be a rival to you, you will make her really so.” But in what instance,” says he, “have we discovered such a disposition?” “In the three leagues from your shores and the fifteen leagues from Cape Breton,” says I, “to which your ministry insisted so earnestly to exclude our fisherman. Here was a point that would have done us great harm and you no good: on the contrary, harm; so that you would have hurt yourselves to hurt us; this disposition must be guarded against.”
Document 6

Source Information
Excerpts from the Treaty of Paris 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...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; ...have agreed upon and confirmed the following Articles.

Article 1st:
His Brittanic Majesty acknowledges the said United States...to be free sovereign and Independent States; that he treats with them as such, and...relinquishes all claims to the Government, Propriety, and Territorial Rights of the same and every Part thereof.

Article 2nd:
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....

Articles 3rd:
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...where the Inhabitants of both Countries used at any time heretofore to fish.

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.

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.

Article 6th:
That there shall be no future Confiscations made nor any Prosecutions commenced against any Person...and that those who may be in Confinement on such Charges...shall be immediately set at liberty....

Article 7th:
....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.
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.

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.

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.

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)
Document 7

Source Information

Painting of the signing of the Constitution that hangs in the east stairway of the U.S. Capitol

Artist: Howard Chandler Christy
Commissioned in 1939 as part of the observance of the Constitution’s sesquicentennial.
Completed in 1940.
Dear Bushrod:

...for a continuation of matters of importance, I shall be obliged to you. That the Assembly would afford the People an opportunity of deciding on the proposed Constitution I had scarcely a doubt, the only question with me was, whether it would go forth under favourable auspices, or receive the stamp of disapprobation. The opponents I expected...would endeavor to stamp it with unfavourable impressions, in order to bias the Judgment that is ultimately to decide on it, this is evidently the case with the writers in opposition, whose objections are better calculated to alarm the fears, than to convince the Judgment, of their readers....

A Candid solution of a single question to which the plainest understanding is competent does, in my opinion, decide the dispute: namely is it best for the States to unite, or not to unite? If there are men who prefer the latter, then unquestionably the Constitution which is offered must, in their estimation, be wrong from the words, we the People to the signature inclusively; but those who think differently and yet object to parts of it, would do well to consider that it does not lye with any one State, or the minority of the States to superstruct a Constitution for the whole....Hence it is that every State has some objection to the present form and these objections are directed to different points, that which is most pleasing to one is obnoxious to another, and so vice versa. If then the Union of the whole is a desirable object, the component parts must yield a little in order to accomplish it....I repeat it, that not a single State nor the minority of the States can force a Constitution on the Majority....let the opponents of the proposed Constitution...be asked...what line of conduct they would advise it to adopt, if nine other States, of which I think there is little doubt, should accede to the Constitution? Would they recommend that it should stand single? Will they connect it with Rhode Island?...and remain with them as outcasts from the Society, to shift for themselves? Or will they return to their dependence on Great Britain?....

The warmest friends and the best supporters the Constitution has, do not contend that it is free from imperfections; but they found them unavoidable and are sensible, if evil is likely to arise there from, the remedy must come hereafter; for in the present moment, it is not to be obtained; and, as there is a Constitutional door open for it, I think the People...can as they will have the advantage of experience on their Side, decide with as much propriety on the alterations and amendments which are necessary [as] ourselves. I do not think we are more inspired, have more wisdom, or possess more virtue, than those who will come after us.

The power under the Constitution will always be in the People....
Excerpt from The Centennial, a newspaper in Boston, Massachusetts, August 2, 1788

The CENTINEL
Vol IX

REDEUNT SATURIA REGNA.
On the erection of the Eleventh PILLAR of the great Na-
tional DOME, we beg leave most sincerely to felicita-
Our Dear Country.

Rise it
will.

The foundation
poor—it may yet
be saved.

The FEDERAL EDIFICE.

ELEVEN STARS, in quick succession rise—
ELEVEN COLUMNS strike our wondering eyes,
Soon o’er the globe, shall swell the beauteous DOME,
COLUMBIA’s boast—and FREEDOM’s hallow’d home.
Here shall the ARTS in glorious splendour shine!
And AGRICULTURE give her dores divine!
COMMERCE refin’d, dispense us more than gold,
And this new world, teach WISDOM to the old—
RELIGION here shall fix her blest abode,
Array’d in mildness, like its parent GOD!
JUSTICE and LAW, shall conduits PEACE maintain,
And the “SATURNIAN AGE,” return again.
Document 10

Source Information

Lithograph of Washington’s Cabinet, 1876
Document 11

Source Information

Excerpts from President Washington’s Farewell Address

Friends and Citizens:

The period for a new election of a citizen to administer the executive government of the United States being not far distant, and the time actually arrived when your thoughts must be employed in designating the person who is to be clothed with that important trust, it appears to me proper, especially as it may conduce to a more distinct expression of the public voice, that I should now apprise you of the resolution I have formed, to decline being considered among the number of those out of whom a choice is to be made....

The acceptance of, and continuance hitherto in, the office to which your suffrages have twice called me have been a uniform sacrifice of inclination to the opinion of duty and to a deference for what appeared to be your desire....

I rejoice that the state of your concerns, external as well as internal, no longer renders the pursuit of inclination incompatible with the sentiment of duty or propriety, and am persuaded, whatever partiality may be retained for my services, that, in the present circumstances of our country, you will not disapprove my determination to retire.
BY AUTHORITY
By the president of the United States of America

A PROCLAMATION

Whereas, combinations to defeat the execution of the laws laying duties upon spirits distilled within the United States and upon stills have from the time of the commencement of those laws existed in some of the western parts of Pennsylvania.

And whereas, the said combinations, proceeding in a manner subversive equally of the just authority of government and of the rights of individuals, have hitherto effected their dangerous and criminal purpose by the influence of certain irregular meetings whose proceedings have tended to encourage and uphold the spirit of opposition by misrepresentations of the laws calculated to render them odious:... By inflicting cruel and humiliating punishments upon private citizens for no other cause than that of appearing to be the friends of the laws; by intercepting the public officers on the highways, abusing, assaulting, and otherwise ill treating them; by going into their houses in the night, gaining admittance by force, taking away their papers, and committing other outrages, employing for these unwarrantable purposes the agency of armed banditti disguised in such manner as for the most part to escape discovery:....

And whereas, by a law of the United States entitled "An act to provide for calling forth the militia to execute the laws of the Union, suppress insurrections, and repel invasions," it is enacted that whenever the laws of the United States shall be opposed or the execution thereof obstructed in any state by combinations too powerful to be suppressed by the ordinary course of judicial proceedings or by the powers vested in the marshals by that act, the same being notified by an associate justice or the district judge, it shall be lawful for the President of the United States to call forth the militia of such state to suppress such combinations and to cause the laws to be duly executed. And if the militia of a state, when such combinations may happen, shall refuse or be insufficient to suppress the same, it shall be lawful for the President, if the legislature of the United States shall not be in session, to call forth and employ such numbers of the militia of any other state or states most convenient thereto as may be necessary; and the use of the militia so to be called forth may be continued, if necessary, until the expiration of thirty days after the commencement of the of the ensuing session; Provided always, that, whenever it may be necessary in the judgment of the President to use the military force hereby directed to be called forth, the President shall forthwith, and previous thereto, by proclamation, command such insurgents to disperse and retire peaceably to their respective abodes within a limited time:....

Therefore, and in pursuance of the proviso above recited, I, George Washington, President of the United States, do hereby command all persons, being insurgents, as aforesaid, and all others whom it may concern, on or before the 1st day of September next to disperse and retire peaceably to their respective abodes. And I do moreover warn all persons whomsoever against aiding, abetting, or comforting the perpetrators of the aforesaid treasonable acts; and do require all officers and other citizens, according to their respective duties and the laws of the land, to exert their utmost endeavors to prevent and suppress such dangerous proceedings.

G. WASHINGTON,
By the President,
Edm. Randolph
Source: Claypoole's Daily Advertiser, August 11, 1794
Sample Instructional Activities/Assessments

KWL 2.0

Prior to reading and analyzing documents, give students the KWL 2.0 handout (Appendix 1). As a class, ask students to answer the question, “What do I Know about the American Revolution?” Students should jot their notes in the “What do I know?” column.

Next, have students think about other questions related to those in Column 1. Have them write what they would like to know in the “What do I want to Know?” column.

Students should then read and analyze Documents 1-3. In the “What Answers did I Learn?” column, have students try to answer the questions that they posed in Column 2.

Students should also write down any new information that they learned in the 4th column, “What did I Learn that’s New?”

An important part of this strategy is having students number each fact that they know in Column 1 and link it with a question in Column 2. (See example Appendix 2). This helps guide students as they search for answers in the text.

GSE Standards and Elements

SSUSH4 Analyze the ideological, military, social, and diplomatic aspects of the American Revolution.

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 army.

Literacy Standards Social Studies Matrices

L11-12RHSS1: 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.

L11-12RHSS2: 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.

L11-12RHSS9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

L11-12RHSS10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

L11-12WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

L11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

IP6. Identify and use primary and secondary sources.

IP11. Draw conclusions and make generalizations.

IP14. Formulate appropriate research questions.
Sample Instructional Activities/Assessments

Somebody Wanted But So

In collaborative groups or pairs, students will analyze the Documents 4-6. They should use the Somebody Wanted But So strategy to determine what these more complex texts can tell us about the peace process at the end of the American Revolution.

The teacher may want to model this strategy prior to assigning it if students are unfamiliar with it.

Beers and Probst (2016) suggest modeling the strategy by using a short piece of text like the following:

The student write the four words, Somebody Wanted But So on their papers. They will answer the following questions:

In June 1914, Archduke Franz Ferdinand, heir to the Austrian throne, visited the Bosnian capital, Sarajevo. As the royal entourage drove through the city Serbian nationalist Gavrilo Princip stepped from the crowd and shot the archduke and his wife Sophie. Princip was a member of the Black Hand, an organization promoting Serbian nationalism. The assassinations touched off a diplomatic crisis. On July 28, Austria-Hungary declared what was expected to be a short war against Serbia. (From Chapter 19, “First World War, “ in The Americans, McDougal Littell, 2002, page 580.)

1. Who is the important somebody?
2. What did they want?
3. Discuss anything that may have caused delays or any unexpected events that may have occurred.
4. What happened as a result?

For the text above, students may say:

Somebody—The Austrian Archduke Ferdinand and his wife Sophie
Wanted—to visit Sarajevo
But—a Serbian nationalist shot and killed them
So—this started a war between Austria-Hungary and Serbia
### GSE Standards and Elements

SSUSH4 **Analyze the ideological, military, social, and diplomatic aspects of the American Revolution.**

- **b. Explain the reason for and significance of the French alliance and other foreign assistance including the diplomacy of Benjamin Franklin and John Adams.**

### Literacy Standards

**Social Studies Matrices**

Enduring Understanding(s)

| L11-12RHSS1: | 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. |
| L11-12RHSS2: | 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 |
| L11-12RHSS9: | Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |
| L11-12RHSS10: | By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently. |
| L11-12WHST8: | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| IP6. | Identify and use primary and secondary sources. |
| IP11. | Draw conclusions and make generalizations |
| IP14. | Formulate appropriate research questions. |

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### Sample Instructional Activities/Assessments

#### Four-Box Comment Card

Analyze Documents 7-9 pertaining to the ratification of the U.S. Constitution.

Count off students and place them into five groups. The teacher will have index cards prepared with the roles labeled on them. The students will each choose a card and are assigned one of the following roles:

1. **Recorder**—responsible for writing the group’s answers to the prompts.
2. **Reporter**—responsible for sharing the group’s thoughts with the whole class.
3. **Timekeeper**—responsible for managing time.
4. **Facilitator**—responsible for asking the prompts and keeping everyone on track.
5. **Fact checker**—responsible for referring to the text to find or confirm details.
6. **Mediator**—responsible for making sure the group members are respectful.

The teacher will then give a copy of the Four-Box Comment Card to each group and the recorder will write down prompts. (See Appendix 3 for suggested prompts) Have students provide textual evidence with their responses. After students have had time to answer each prompt, the Reporter can share the group’s thoughts with the rest of the class.


<table>
<thead>
<tr>
<th>GSE Standards and Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SSUSH5</strong> Investigate specific events and key ideas that brought about the adoption and implementation of the United States Constitution.</td>
</tr>
<tr>
<td>c. Evaluate the major arguments of the Anti-Federalists and the Federalists during the debate on ratification of the Constitution, <em>The Federalist Papers</em>, and the roles of Alexander Hamilton and James Madison.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Standards Social Studies Matrices Enduring Understanding(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L11-12RHSS1</strong>: 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.</td>
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</tr>
<tr>
<td>IP11. Draw conclusions and make generalizations</td>
</tr>
<tr>
<td>IP14. Formulate appropriate research questions.</td>
</tr>
<tr>
<td>Prompt 1:</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Prompt 3:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
### Sample Instructional Activities/Assessments

#### Placemat

Divide students into collaborative groups of 4. Give each student a copy of the Placemat (Appendix 4) and copies of Documents 10-12. After students have analyzed the documents, they will quietly answer the question in the middle of the placemat in their personal area of the placemat. Once each student has had the opportunity to write his/her thoughts, they will begin to discuss their answer with their group. The group will then take ideas from each group member and answer the question in the center of the placemat by combining the key points from each member of the group.

| GSE Standards and Elements | SSUSH6 Analyze the challenges faced by the first five presidents.  
<table>
<thead>
<tr>
<th></th>
<th>a. Examine the presidency of Washington, including the precedents he set.</th>
</tr>
</thead>
</table>

| Literacy Standards Social Studies Matrices Enduring Understanding(s) | L11-12RHSS1: 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.   
|   | L11-12RHSS2: 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  
|   | L11-12RHSS10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.  
|   | L11-12WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.  
|   | IP11. Draw conclusions and make generalizations  
|   | IP14. Formulate appropriate research questions. |
Write quietly on your own in your section of the border for several minutes.

Through group sharing, summarize the key ideas and information for the question or concept.
### Appendix 1

**KWL 2.0**

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td></td>
</tr>
<tr>
<td>1. Jot down what you know about this topic in column 1. Number them.</td>
<td></td>
</tr>
<tr>
<td>2. Think about what else you want to know about what you listed in column 1 and write those questions in column 2. Number your questions so they match the numbers in column 1.</td>
<td></td>
</tr>
<tr>
<td>3. Read about the topic. If you found answers to your questions, write those in column 3.</td>
<td></td>
</tr>
<tr>
<td>4. If you found new information, write that in column 4.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>WHAT DO I KNOW?</strong></th>
<th><strong>WHAT DO I WANT TO KNOW?</strong></th>
<th><strong>WHAT ANSWERS DID I LEARN?</strong></th>
<th><strong>WHAT DID I LEARN THAT'S NEW?</strong></th>
</tr>
</thead>
</table>

For more information about this Heinemann resource, visit [http://heinemann.com/products/E05080.aspx](http://heinemann.com/products/E05080.aspx)
**Appendix 2**

**Name:** Dugie  
**Topic:** American Revolution  
**Date:** March 29 and April 23

1. Jot down what you know about this topic in column 1. Number these things.
2. Think about what else you want to know about what you listed in column 1 and write those questions in column 2. Number your questions so they match the numbers in column 1.
3. Read about the topic. If you found answers to your questions, write those in column 3.
4. If you found new information, write that in column 4.

<table>
<thead>
<tr>
<th>What do I Know?</th>
<th>What do I Want to Know?</th>
<th>What Answers did I Learn?</th>
<th>What did I Learn that’s New?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It was to have independence.</td>
<td>Why did it have to be a war?</td>
<td>Because British didn’t want to have taxation.</td>
<td>1775-1783 George Washington was Commander-in-Chief.</td>
</tr>
<tr>
<td>2. It was against England.</td>
<td>How did they know we wanted independence?</td>
<td></td>
<td>No regular army, not even uniforms. First shot in Lexington, Massachusetts.</td>
</tr>
<tr>
<td>3. There was the Boston Tea Party.</td>
<td>What was it?</td>
<td></td>
<td>Battle of Saratoga - turning point. British army better prepared.</td>
</tr>
<tr>
<td>4. Paul rode his horse.</td>
<td>Why did people talk about him?</td>
<td></td>
<td>The Declaration of Independence was agreed to on July 4, 1776, but wasn’t free until 1783. We celebrate the signing.</td>
</tr>
<tr>
<td>5. We won!</td>
<td>Who invented firecrackers?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Possible Templates for Four-Box Comment Cards

**Instructions:** Read the text. Then complete each box. Provide evidence from the text to support your thinking.

<table>
<thead>
<tr>
<th>One comment:</th>
<th>One surprise:</th>
<th>I like . . .</th>
<th>I did not like . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence from the text:</td>
<td>Evidence from the text:</td>
<td>Evidence from the text:</td>
<td>Evidence from the text:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>One question:</th>
<th>One observation:</th>
<th>I wonder . . .</th>
<th>I would change . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence from the text:</td>
<td>Evidence from the text:</td>
<td>Evidence from the text:</td>
<td>Evidence from the text:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. Who is the author? How does his or her point of view show in the text?</th>
<th>2. What are the messages the author wants you to accept? Do you agree or disagree with the author?</th>
<th>I agree with:</th>
<th>I agree with reservations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence from the text:</td>
<td>Evidence from the text:</td>
<td>Evidence from the text:</td>
<td>Evidence from the text:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Whose interests are served by this text? Who benefits? How?</th>
<th>4. How would you change the desired outcome or meaning of this text?</th>
<th>I disagree with:</th>
<th>I need more information: OR I would like to further explore:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence from the text:</td>
<td>Evidence from the text:</td>
<td>Evidence from the text:</td>
<td>Evidence from the text:</td>
</tr>
</tbody>
</table>
Appendix 4

What do the precedents set by President Washington tell us about him as a leader?