

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

UNIT 4 – Forming a New Nation

Elaborated Unit Focus

In this unit, students will understand why the English colonists decided to separate from England and form an independent nation. Students will use the connecting theme of *beliefs and ideals* to understand why the Declaration of Independence was created and explain why we enjoy the rights and freedoms we do today. They will also focus on the connecting theme of *conflict and change* to explore the causes of the American Revolution and analyze how citizens are able to make changes in their society today. Finally, through the connecting theme of *individuals, groups, institutions*, students will describe the role of key individuals in the American Revolution and explain how their actions influence the choices people make in their lives.

Standards/Elements

SS4H4 The student will explain the causes, events, and results of the American Revolution.

- a. Trace the events that shaped the revolutionary movement in America, including the French and Indian War, British Imperial Policy that led to the 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, Daughters of Liberty, and the Boston Tea Party.
- b. Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power.
- c. Describe the major events of the Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown.
- d. Describe key individuals in the American Revolution with emphasis on King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams.

SS4G2 The student will describe how physical systems affect human systems.

- d. Explain how each force (American and British) attempted to use the physical geography of each battle site to its benefit (SS4H4c).

SS4CG1 The student will describe the meaning of

- a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness).

Enduring Understandings/Essential Questions

Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

K-5 EU: *The student will understand that people’s ideas and feelings influence their decisions.*

- How do the beliefs and ideals of a society lead to conflicts with other societies?

- Why was the Declaration of Independence written?
- How are our natural rights described in the Declaration of Independence?
- Why is the message of the Declaration of Independence important to our country?
- How does the belief in the Declaration of Independence affect decisions made by our country?
- How was the Declaration of Independence a response to tyranny and the abuse of power?

Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.

K-5 EU: The student will understand that conflict causes change.

- Why do opinions among groups of people and individuals differ?
- How did the results of the French and Indian War contribute the revolutionary movement in America?
- Why did Britain impose direct taxes on the North American colonies after the French and Indian War?
- How were the colonists' opinions of pre-Revolutionary events alike and different?
- What are the causes and events that lead to the Revolutionary War? (French and Indian War, British Imperial Policy, activities of Sons of Liberty, Daughters of Liberty, and Boston Tea Party)
- Why did the colonists believe British taxation policies in North America were unfair?
- How did the colonists protest British Imperial Policies in North America?
- How did the Sons of Liberty protest British taxation policies in North America?
- What is significant about the Battle of Lexington and Concord?
- Why were the American colonies and Britain unable to resolve their differences without going to war?
- Why is the Battle of Saratoga called "the turning point" of the American Revolution?
- Why was the Battle of Yorktown the final battle of the American Revolution?

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

K-5 EU: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

- How did the actions of the Sons of Liberty affect other colonists?
- How did the actions of the British affect the colonies?
- Why was George Washington chosen to lead the Continental army against Britain?
- How did Patrick Henry influence the revolutionary movement in America?
- Why was Benedict Arnold considered an American traitor?
- How did Benjamin Franklin's negotiations with France impact the Revolutionary War?
- Why was King George III so unpopular with the American colonists?
- How did resources of the French and the strategic planning of George Washington combine to defeat the British in the Battle of Yorktown?
- How did British and American forces attempt to use the physical geography of the land to its advantage in the battles of Lexington and Concord, Saratoga and Yorktown?
- How did the Battle of Lexington and Concord embolden the American revolutionaries?

*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

Balanced Assessment Plan

Description of Assessment	Standard/ Element	Type of Assessment
<p>Events Leading to American Revolution - Timeline After studying events leading to American Revolution, students will create a timeline of events using sentence strips or timeline software program if available. Students will organize events (the French and Indian War, British Imperial Policy that led to the 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, and the Boston Tea Party) chronologically and create a timeline using appropriate intervals and labels and a description of the events.</p> <ul style="list-style-type: none"> Teachers may also include other events that they feel are significant to this task; however, students will only need to know what is listed in the standard for testing purposes. While it is not necessary for fourth graders to memorize the dates of each event, they should be able to orient the events within a timeline to better understand the flow of events leading up to the war. <p><u>Modifications:</u></p> <ul style="list-style-type: none"> Assign peer partners Work with small groups to facilitate the process Allow students to dictate information for their timelines and/or prewrite events on sentence strips for students to date, organize, and describe Have students use their cluster webs from previous activity as a resource for completing their timelines 	SS4Ha,c,d Info skill 2, 7, 9	Dialogue and discussion, selected response
<p>Cause and Effect of Events Leading to Revolutionary War After studying and discussing events leading to the American Revolution, students complete a cause and effect chart (i.e. French and Indian War/British Imperial Policy; Stamp Act of 1765/Stamp Act Repealed; “taxation without representation”/activities of the Sons of Liberty; Boston Tea Party/closing Boston Harbor).</p> <ul style="list-style-type: none"> Students discuss with a partner any additional cause and effect examples to add to chart. Students share with class any additional ideas. <ul style="list-style-type: none"> <i>Attachment 2 Cause and Effect</i> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> Assign peer partners Model the cause and effect process with the whole group using one or two examples for students to add to their charts 	SS4Ha	Dialogue and discussion, selected response

<ul style="list-style-type: none"> • Work with a small group of struggling learners to study, discuss and add cause and effect examples to the chart • As support for this activity, have students use their cluster webs from American Revolution Flow Chart activity 		
<p>Three Revolutionary Battles Part I: Team Research Students will work in small cooperative teams to research three significant battles of the American Revolution. Teams will draw names of one of the following: <i>Battles of Lexington and Concord, Saratoga, or Yorktown.</i> The K-W-L format will serve as each team's research plan. Students will list what they already know about the battle in the K Column. After sharing this information with their team, students will list five or more questions in the W Column. Teams will use encyclopedia and Internet sources to conduct their research.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Pre-determine the resources that will be used by students. Make sure that there are resources available on a variety of reading levels. • Verify and approve the students' questions prior to allowing them to begin research • Assign teams rather than using a random selection method • Have team members divide the questions equally so learners can focus on answering one question well using only one resource. Having each student stick with one resource prevents them from moving ineffectively from one resource to another. Assist struggling readers with finding the page/paragraph within their assigned resource where the answer can be found. <p>Part II: Battle Analysis The teacher will lead a large group discussion soliciting input from the research teams and focusing on the following points:</p> <ul style="list-style-type: none"> • Why the battle occurred in its specific location (World maps and U.S. physical maps are required for this part of discussion) • How the groups involved used the battle location's physical geography to their advantage • What factors led to American victory • How the outcome of each battle impacted the revolutionary movement <p>Students will keep individual notes on each battle and key points.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • For students who have written expression challenges, allow them to focus on the discussion rather than the note taking. A copy of another student's notes can be provided for those students after the discussion has concluded. 	SS4Hc, SS4G2d, Map skill 6,7,8	Dialogue and discussion, constructed response

<ul style="list-style-type: none"> Before the discussion and note taking activity, as a whole group, come up with a list of geographical factors that would have an effect on a battle. Use local features, such as ridges, rivers, and mountains, to stimulate thought. <p>Part III: Battle Scene Presentations</p> <p>Students will work with their research teams to create a 3-D model, battle map, or illustration of the battle they studied in Part I. Students will prepare team presentations addressing the points covered in Part II. Each team will have the opportunity to share their work at a designated time. The students will act as a museum curator and create information cards to be placed next to their visual product. The cards should have the following components:</p> <ul style="list-style-type: none"> Battle name, date, and location Colorful illustration or symbol that represents the battle How the physical geography of this battle impacted those fighting Brief description of the battle and why this battle was significant Explanation of the factors leading to American or British victory or defeat <p>British colonial map</p> <ul style="list-style-type: none"> <i>Attachment 3 Physical Features of a Battle</i> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> The teacher should decide what roles are needed within the teams in order to complete the project effectively then assign roles based on student strengths. Allow students to pre-plan what they are going to contribute to the presentation and write their input down on a cue card or index card. Students should then have an opportunity to practice their presentations within their teams prior to presenting to the whole group. 		
<p>Building Empathy and Setting the Stage</p> <p>The teacher begins the lesson with the following description (Photos can be used to engage the students.)</p> <ul style="list-style-type: none"> This is the story of two men. The first is a soldier from Great Britain. He is part of the King's royal army. He has just arrived in North America with his regiment and is marching toward the center of Boston. Angry mobs call out to him and his comrades. Why are they angry? He has come to Boston to serve King George. The second man is a farmer. He has a small dairy farm outside of Boston. He is on the Boston Commons discussing his recent meeting with other members of the Sons of Liberty when he sees a group of Redcoats marching down the street. He yells out to them in anger. <p>Students are instructed to work with partners in a Think/Pair/Share format</p>	SS4H4a	Dialogue and discussion

<p>to infer what beliefs and ideals might be held by the soldier and the farmer. Additional questions: Why are they both in Boston at this time? What is about to happen?</p> <ul style="list-style-type: none"> Partners pair with another twosome to share and discuss their ideas and predictions. <p><u>Modifications:</u></p> <ul style="list-style-type: none"> Having students complete a characterization organizer and/or Venn diagram on both characters will help them to better understand the two. Offer some leading questions that will guide inferences such as: <ol style="list-style-type: none"> How does this character feel about Great Britain and King George III? What is this character most concerned about at this time? What are this character's feelings about Liberty and Independence? 		
<p>Political Cartoons</p> <p>In small groups or with a partner, students will examine political cartoons published during the Revolutionary War period in both colonial and British newspapers and pamphlets. Students will infer the point of view of the cartoonist held regarding American independence, and the meaning of the political message. Students will create political cartoons to share an opinion that may have been held by either a British subject or an American Patriot.</p> <ul style="list-style-type: none"> <i>Attachment 5 Political cartoon analysis</i> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> Complete a cartoon analysis or two on overhead with the whole group to model the analysis process Work with a small group of struggling student to observe, discuss and analyze a selected cartoon. Complete an analysis worksheet together then have them work with a partner to complete another analysis. 	<p>SS4H4 a,b Info skill 17</p>	<p>Dialogue and discussion, constructed response</p>
<p>American Revolutionary: Patrick Henry</p> <p>The teacher will introduce the following vocabulary words and post the words and their definitions in a visible location.</p> <ul style="list-style-type: none"> <i>adversary</i> - enemy; <i>brethren</i> - brothers; <i>delusive</i> - false; <i>extenuate</i> - to try to make less serious; <i>formidable</i> - causing fear; <i>idle</i> - inactive; <i>invincible</i> - incapable of being conquered; <i>irresolution</i> - uncertain how to act; <i>submission</i> - surrender; <i>supinely</i> - passively, inactively; <i>vain</i> - useless <p>The teacher will provide the question prompt: Why is Patrick Henry a symbol of the American struggle for liberty? The students will sit in small groups and listen to the closing remarks made by Patrick Henry in his</p>	<p>SS4CG1 SS4H4, d Info skill 6</p>	

<p>famous speech. (It may be necessary to listen to it more than once.)</p> <ul style="list-style-type: none"> • The date: Thursday, March 23, 1775. • The place: St. John's Church in Richmond Virginia. • The event: A meeting of Virginia's colonial leaders. <ul style="list-style-type: none"> • Listen to the speech <p>The students will be given a copy of the speech to take turns reading with their small group. The students will share ideas and responses to the following questions: Who was Patrick Henry? What does his speech mean? Why is he giving such a speech? How does the speech make you feel? How do you think it made the American colonists feel?</p> <p>In pairs, students will use the Internet, books and encyclopedias to research Patrick Henry's role <i>before</i>, <i>during</i> and <i>after</i> the American Revolution. They will respond in writing to the initial question prompt.</p> <ul style="list-style-type: none"> ○ <i>Attachment 6 Closing Remarks in Patrick Henry's Famous Speech</i> ○ <i>Attachment 7 Patrick Henry: Before/During/After the American Revolution</i> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Provide a graphic organizer for recording research information. Work with students to identify the four main questions that need to be answered about Patrick Henry. Students can write the questions that need to be answered within the organizer boxes and enter the answers as they are located. • As a whole group identify and list the key words in Henry's speech that indicate what he expected to accomplish and how those words would have impacted the revolutionary movement. Students can use the list to guide their discussions. 		
<p>Make a Speech Like Patrick Henry</p> <p>Students will imagine that they are a member of the Sons or Daughters of Liberty. They have been chosen to give an inspirational speech to encourage "fencesitters" to join the revolutionary movement. Students will work in small groups or with a partner to list reasons for protesting the British Imperial Movement and "taxation without representation." Speeches may be practiced and polished with partners and delivered in front of the class.</p> <ul style="list-style-type: none"> ○ <i>Attachment 8 An Outline for a Persuasive Speech</i> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Provide a graphic organizer that students can use to organize their ideas for the speech (see link) http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf • Allow students to practice their speeches in small groups or with 	<p>SS4CG1 SS4H4, d Info skill 6</p>	<p>Dialogue and discussion, constructed response</p>

<p>partners</p> <ul style="list-style-type: none"> • Allow students to dictate the content of their speeches and/or use a word processor to prepare the speech 		
<p>Who Was Benedict Arnold? Background Information: Benedict Arnold's name is synonymous with American traitor. He earned this unfortunate distinction from his decision to betray George Washington and the Continental Army's strategic outpost at West Point. The messenger sent by Arnold to deliver the treasonous plan was intercepted. When Arnold learned his plan had failed, he was able to escape aboard a British ship. In 1781, Arnold returned as a British officer and fought against the Colonies. Historians generally attribute Arnold's decision to commit treason to three major factors:</p> <ol style="list-style-type: none"> 1) He believed he was not given due credit for his contribution and the successful outcome of the Battle of Saratoga. 2) He was in debt. 3) He was married to a Loyalist wife. <p>George Washington thought highly of Benedict Arnold's skills and military abilities. When Washington learned of his friend's treasonous behavior, he was greatly saddened.</p> <p>KWL Activity With partners, students will brainstorm to complete the K column of a K-W-L chart. Student pairs list five or more questions they have about Benedict Arnold in the W column. Questions are shared with the class and recorded on the large chart. Students list three ways they can find the answers to their questions in the H column. The ways to find out are discussed, recorded, and specific directions for research may be given by the teacher. Students are provided with time to research and record the answers to their questions. The teacher may read a short biography of Benedict Arnold to help fill in gaps in their research findings. Students record the new information in the L column and on the large chart. Students will discuss the role Benedict Arnold played in the American Revolution fighting for the American cause, and fighting on the side of the British. Students will infer and discuss how his beliefs and ideals impacted his decisions.</p> <ul style="list-style-type: none"> ○ <i>Attachment 9 Benedict Arnold</i> <p>Modifications:</p> <ul style="list-style-type: none"> • Assist students in understanding the questions identified by the class. If necessary, simplify the word choice within the questions to facilitate understanding. • Provide access to information sources on a variety of reading levels. • Limit resource choices to two so students can focus more intently on 	<p>SS4H4, d</p>	<p>Dialogue and discussion, constructed response</p>

<p>the information in those sources. Also, have students focus on 3 questions rather than 5.</p> <ul style="list-style-type: none"> • Work with a small group to facilitate the location of relevant information. Read aloud to students from pre-determined sources and help them to discover the information they are seeking. 		
<p>A Patriot's Diary! After researching the details of Boston Tea Party in books, encyclopedias and on the Internet, students will pretend they participated or assisted in this event. Students will compose descriptive diary entry about the Boston Tea Party from a first person point of view. The diary entry should answer the five W's: Who? Where? Why? When? What? Students will read their letters to others in small groups.</p> <ul style="list-style-type: none"> ○ <i>Attachment 10 Letter from a Patriot</i> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Have students use graphic organizer to support letter content ideas • Allow students to use a letter writing program • Allow students to dictate the content of their letters • Assign peer partners 	SS4H4a ELA4W2a, c,f	Dialogue and discussion, observation
<p>Debate – What Are Your Beliefs and Ideals? After studying the different viewpoints of the colonists, students will create and participate in a town meeting where different ideas are shared. A student will take on the role of moderator and select colonists to speak. Students should have a wide variety of colonists represented with different viewpoints and reasoning. Students will explain and defend how their beliefs and ideals make them a patriot, loyalist, or remain neutral. Following the presentation a discussion should follow examining/reviewing the different viewpoints.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • As a whole group or with a small group of struggling learners complete concept maps noting key points from the perspective of each type of colonist. Then students can have these to refer to as they take on their roles in asking and answering questions (see link) • Assign peer partners 		Dialogue and discussion, observation
<p>Declaration of Independence Part 1: The teacher will tell students that the school is instituting new rules. The teacher will make up a few "unfair" rules that infringe on the students' personal rights, such as a tax on the use of their desks, a more severe dress code, a limit on the amount of paper they can use, or a morning pledge to a foreign flag. When students complain, the teacher will ask them to draft a</p>	SS4H4b, SS4CG1a, Info skills 6, ELA4W2,	Dialogue and discussion, observation, constructed response

4-paragraph paper:

Paragraph 1 tells why they feel the need to write the letter;

Paragraph 2 outlines what privileges they think they deserve;

Paragraph 3 lists their complaints concerning specific new rules; and

Paragraph 4 details their decision to create a new school where such unfair rules are not permissible.

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

Modifications:

- Reduce the length of the writing requirement to 1-2 paragraphs containing the same content
- Provide [paragraph organizers](#) for students to complete prior to writing
- Facilitate the process with a small group of struggling learners
- Assign peer partners

Part 2:

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

Modifications:

- Provide a [pros and cons organizer](#) for students to copy from an overhead projection of the same organizer

Part 3:

Students will learn about the beliefs and ideals of the Declaration of Independence and the importance of each section (the introduction, the basic rights, the charges against the king, and the declaring of independence). Students will work in a small group to examine and decipher the Declaration. Using the attachment as their guide, students will identify the meaning of each section and recognize signatures. Students may examine the document and rough draft here: [Transcript of the Declaration of Independence](#). Students might find this [kid-friendly version](#) of the Declaration useful.

- A discussion on the importance as well as the danger of signing one's name on the document should take place, and then the class should come to an agreement as to whether they are willing to endanger themselves and sign the Declaration. Students may join and become a

<p><u>Signor of Declaration of Independence.</u></p> <ul style="list-style-type: none"> ○ <i>Attachment 11 Analysis of the Declaration of independence</i> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Assign peer partners • Work with a small group to complete each task together • Present the “kid-friendly version” of the Declaration to the whole group as a teacher read aloud with a copy projected on overhead and discuss each section 		
<p>Taxation Without Representation: A Letter to the King</p> <p>Teacher will help students understand the abuse of power by King George III. After studying colonial response to the King's abuse of power, students will discuss the different types of protest used by the Sons of Liberty (demonstrations, public meetings, petitions, letters, boycotts, ambassadors, violence) and the possible side effects of protests. Students will write a letter to King George explaining the importance of representation in government as well as suggested compromises to prevent the colonies declaring independence.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Provide a graphic organizer for students to organize their points in support of representation and a problem/solution chart to outline compromises (see links) http://www.eduplace.com/graphicorganizer/pdf/persuasion.pdf http://www.eduplace.com/graphicorganizer/pdf/probsol.pdf • Work with a small group to complete organizers together • Assign peer partners • Provide access to an Internet letter-writing program 	<p>SS4H4a ELA4W2b c,e,h</p>	<p>Dialogue and discussion, observation, self-assessment</p>
<p>Teacher made multiple choice test addressing important facts about the revolutionary time period.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Oral presentation of test • Limit answer choices to a and b • Provide study guide 	<p>SS4H4 all SS4G2d</p>	<p>Selected response</p>
<p>General Washington's War</p> <ul style="list-style-type: none"> • Background Information: George Washington was elected as Commander-in-Chief of the first American Army. As Commander-in-Chief, Washington worked diligently to train volunteers to be soldiers. He built a large army which he kept together and mobile. General Washington's own high standards became a model for his troops. Even after a string of defeats, Washington was able to make enough of a military showing to persuade France to enter the conflict. 	<p>SS4H4c,d SS4G2d</p>	<p>Constructed response</p>

Students will participate in George Washington learning centers. The center will contain folder activities focused on the contributions of George Washington during the Revolutionary War. The folders will include the following tasks:

- Students will read selected letters of George Washington and identify phrases and words that show the concern he had for the well-being of his troops.
- With a partner, students will take turns reading different sections of the poem *General Washington* by Tom Zart. Students will write short summaries of the poem identifying the major military accomplishments of General Washington.
- With a partner, students will read an article on George Washington's use of military power. Students will identify its main idea and supporting details. Students will illustrate key information in the article.
- Students will use a map to locate and mark the headquarter locations of George Washington for one year during the Revolutionary War.
[Washington's Revolutionary War Itinerary and the Location of His Headquarters.](#)
- Students will create a tri-fold monument in to honor George Washington's leadership, dedication to his troops and heroism during the American Revolution.
 - *Attachment 14 George Washington Graphic Organizer*
 - *Attachment 15 General Washington Poem*
 - *Attachment 16 General Washington's Use of Military Power*

Modifications:

- Activity 1. - Provide a [paragraph organizer](#) that will help students to plan their summaries. A peer partner might be helpful in generating ideas for the organizer entries. After completing the organizer, students can handwrite or type their summaries. A [draw and write](#) sheet can also be used to combine summaries with illustrations.
- Activity 2 - Students can use a [describing wheel](#) to highlight the words that Washington used to show his care and concern for his troops. In the center, students can put, "George Washington cares". In each pie piece, students can write key words or phrases that Washington used to show his concern.
- Activity 3 - Limit the number of resources that students have access to. Students often jump from one resource to another without ever locating any information. Pre-determine a selection of resources then assign one resource per student. Tell students that they cannot move on to another resource until they show the teacher or parapro

<p>their first related fact to enter on the graphic organizer. Offer to assist students who seem to be having difficulty locating the desired information.</p> <ul style="list-style-type: none"> Activity 4 - Require students to complete a tri-fold planner on a plain piece of paper folded into three parts. On each panel, students must indicate what words and pictures will be included in the final product. Allow students with written expression difficulties to type their information to cut out and glue to the tri-fold. 		
<p>Benjamin Franklin - Foreign Diplomat</p> <p>Benjamin Franklin has numerous credits to his name, but for this activity students will concentrate on his contributions during the American Revolution.</p> <ul style="list-style-type: none"> Background Information: Benjamin Franklin was America's first diplomat. He served from 1776 to 1778 on a three-man commission to France charged with the critical task of gaining French support for American independence. French aristocrats and intellectuals embraced Franklin as the personification of the New World Enlightenment. His likeness appeared on medallions, rings, watches, and snuffboxes, while fashionable ladies adopted the coiffure a la Franklin in imitation of the fur cap he wore instead of a wig. His popularity and diplomatic skill--along with the first American battlefield success at Saratoga--convinced France to recognize American independence and conclude an alliance with the thirteen states in 1778. Franklin presented his credentials to the French court in 1779, becoming the first American Minister (the 18th American century equivalent of ambassador) to be received by a foreign government. <p>The teacher will show a picture of a French medallion engraved with Benjamin Franklin's image. The students will suggest why Mr. Franklin is on a French medallion. The teacher will tell the students that at the beginning of the American Revolution, Benjamin Franklin left for France. Again, the students will suggest why this might be so.</p> <ul style="list-style-type: none"> <i>Attachment 17 - Franklin French Medallion</i> <p>Students will work with partners to investigate what Benjamin Franklin's relationship to France was and how he helped to win the American Revolution. In the style of a "Top Secret Mission" story, students will create a letter to Benjamin Franklin explaining his mission in France. The letter should include: ways France can help the American colonies in the war; the significance of the Battle of Saratoga; why France would want to help fight against Britain; and why Benjamin Franklin is the only choice for this mission. Students will share their secret mission letter with the whole class.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> Use assigned peer partners rather than random or student-chosen 	<p>SS4H4d</p>	<p>Constructed response</p>

<p>pairings.</p> <ul style="list-style-type: none"> Have students complete a simple cluster web showing their ideas. 		
<p>John Adams In John Adams' day, people often created silhouettes of their profile. Since all they needed was a cutting tool, candle, and dark paper, this was an inexpensive way for early Americans to create their portraits. Students will create "Open Mind" Portraits of our second president, John Adams, by filling his silhouette with his thoughts and ideas.</p> <ol style="list-style-type: none"> To start, students will need two copies of the attached silhouette stapled together at the top. On the outside portrait, students will use colored pencils or crayons to sketch an accurate representation of John Adams. On the inside portrait, students will use words and images to convey Adams' character traits, what he specifically contributed to the American Revolution, and beliefs that drove his contributions, such as he supports fair representation in government and dislikes abuse of power. <ul style="list-style-type: none"> <i>Attachment 18 Silhouette</i> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> Assign peer partners Allow students to print an image of John Adams as an alternative to sketching Students may complete a graphic organizer with key points about Adams to cut out and paste on the inside (see link) http://www.educationoasis.com/curriculum/GO_pdf/character_trait_chart.pdf 	SS4H4d	Constructed response
<p>Voices from the American Revolution This can be conducted either as an introductory activity to introduce ideas and people, or while students have already studied the events and historical figures of the American Revolution.</p> <ul style="list-style-type: none"> Students will view the PowerPoint show and interpret quotes from the American Revolution. The PowerPoint includes quotes from King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams. The student will rewrite two of the quotes in their own words and relate them to how they support the Enduring Understanding of Individuals, Groups and Institutions. If used as an introductory activity, students will also use the quote to surmise this individual's beliefs and ideals. <p><u>Modifications:</u></p> <ul style="list-style-type: none"> Assign peer partners Strategically assign quotes that are more developmentally 	H4d	Constructed response

<p>appropriate for individual students based on their comprehension level</p> <ul style="list-style-type: none"> • Work with a small group of students to select and analyze the two quotes • Complete a quote analysis together to model the analysis process • Assign specific questions for students to answer in the analysis process. For example: <ol style="list-style-type: none"> 1. Who spoke the words? 2. When and to whom was the person speaking? 3. What was this person's opinion and feelings about declaring independence from England? 4. What effect did the speaker expect the quote to have on those who heard it? 		
<p>Thomas Jefferson - Writer of the Declaration of Independence After using the following readings from these websites: America's Stories on Thomas Jefferson (The Most Important Thing He Ever Wrote) and from Description of the Writing of the Declaration of Independence, as well as readings from various other resources, students should have an understanding of the process of the writing of the Declaration of Independence as well as an appreciation for Jefferson's talent in writing. Students respond in writing a paragraph summarizing Jefferson's role in writing the Declaration of Independence. Questions to consider including: Who were the other committee members? What role did they play in the writing of the Declaration? How is our writing process similar to Jefferson's writing process (revisions/editing)? How was the Declaration presented before Congress? What were Jefferson's thoughts on the Declaration of Independence?</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Provide a paragraph planner • Work with a small group to complete the paragraph organizer and monitor as students write their paragraphs • Allow students to use a word program to type their paragraph or dictate the paragraph content to an adult or competent peer 	<p>SS4H4d, ELA4W2</p>	<p>Dialogue and discussion Constructed response</p>

<p style="text-align: center;"><u>Sample Performance Task</u></p> <p>Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.</p> <p>Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.</p> <p>Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p>

Georgia Performance Standards: SS4H4, SS4G2, SS4CG1a

EXTRA! EXTRA! READ ALL ABOUT IT!

Working in a small group (3) or with a partner, students create a newspaper during the Revolutionary time period or during the writing of the Declaration of Independence (1763-1783). The paper should reflect the beliefs and ideals of the time as well as the influences of individuals or groups. The following features should be included:

- ❖ A newspaper title and slogan reflecting the revolutionary time period
- ❖ An interview with a key individual for the time period relating the individual's influence
- ❖ A feature article (from the front line of a battle, from an important event- i.e. Boston Massacre, Boston Tea Party, signing of the Declaration of Independence) that describes an event that shaped the revolutionary movement
- ❖ Want Ad poster for a Volunteer Soldier that describes positive character traits found in strong leaders
- ❖ Political Cartoon or editorial article expressing the beliefs and ideals for the time period
- ❖ A colonial advertisement

Optional:

- ❖ Weather Report using a map

Modifications:

- Have students complete a 5 W's chart for planning their news reports (see link) <http://www.eduplace.com/graphicorganizer/pdf/5Ws.pdf>
- Provide students with a bank of teacher/student generated interview questions to choose from
- Have students use a tick-tack-toe chart to plan their advertisements (see link) <http://www.eduplace.com/graphicorganizer/pdf/tictack.pdf>
- Assign peer partners
- Work with a small group to facilitate completing of each component of the project
- Have students complete a character map to organize their ideas about the qualities of a valuable soldier (see link) http://www.educationoasis.com/curriculum/GO_pdf/Character_map_boy.pdf
- Provide examples of want ads from local newspapers and analyze the elements of an ad together

Map and Globe Skills: 6,7,8,10,11,12

Information Processing Skills: 5,6,7,17

Content Rubric for Performance Task

<u>Criteria</u>	<u>Does Not Meet</u>	<u>Needs Improvement</u>	<u>Meets Standard</u>	<u>Exceeds Standard</u>
Student creates a political cartoon or editorial describing a belief of the revolutionary movement.	The political cartoon or editorial incorrectly reflects the beliefs of the revolutionary movement.	The political cartoon or editorial describes an event of the time period but does not describe the beliefs of the revolutionary movement.	The political cartoon or editorial accurately describes a belief of the revolutionary movement.	In addition to meets, the political cartoon or editorial adds a caption or sentence that explains why this is a belief of the revolutionary movement.
Student writes an article that describes how the actions of a key individual of the revolutionary movement had an effect on those around him.	The article incorrectly describes the actions of a key individual of the revolutionary movement.	The article describes actions of a key individual of the revolutionary movement but does not describe how those actions effected those around him.	The article correctly describes how the actions of a key individual of the revolutionary movement had an effect on those around him.	In addition to meets, the article explains how the actions of the key individual still affect us today.
The student creates a want ad poster that identifies positive character traits.	The poster incorrectly identifies positive character traits.	The poster identifies some but not all positive character traits.	The poster correctly identifies positive character traits.	In addition to meets, the poster explains why the character traits are important to have.
The student writes an article that explains an event that shaped the revolutionary movement.	The article incorrectly explains an event that shaped the revolutionary movement.	The article explains an event that shaped the revolutionary movement with a mix of correct and incorrect facts.	The article correctly explains an event that shaped the revolutionary movement.	In addition to meets, the article analyzes the significance of the event by discussing what may have happened if the event did not take place.

The student creates a newspaper title and slogan that describes the revolutionary time period.	The newspaper title and slogan inaccurately describes the time period.	The newspaper title and slogan attempts to describe the time period but really only identifies the American Revolutionary War.	The newspaper title and slogan accurately describes the revolutionary time period.	In addition to meets, the newspaper title and slogan explain why the revolutionary movement is important.
The student creates a colonial advertisement that describes the beliefs and ideals taking place at that time.	The advertisement incorrectly describes the conflict and change at that time.	The advertisement identifies an event of the revolutionary movement but does not describe the beliefs and ideals at that time.	The advertisement accurately describes the beliefs and ideals at the time.	In addition to meets, the advertisement explains the importance of those beliefs and ideals for that time.

NEWSPAPER
Product Rubric for Performance Task

<u>Criteria</u>	<u>Does Not Meet</u>	<u>Needs Improvement</u>	<u>Meets Expectation</u>	<u>Exceeds Expectation</u>
Content and Organization: Use of details and information engage the reader and are logically presented and effective	Lacks detail and organization, does not engage reader.	Use of details and information engages the reader, somewhat presented logically.	Use of details and information engages the reader and are logically and effectively communicated.	Use of details and information engages the reader and are logically presented and effectively communicated.
Style: Format is easy to read and follow, presentation is organized and neat, word choice is descriptive and varied	Format lacks organization and neatness, difficult to read, word choice lacks description.	Format lacks some organization and neatness, not easy to follow, or word choice lacks variation and description.	Format is organized and easy to read, word choice is descriptive and varied.	Format is easy to read and follow, presentation is clearly organized and neat, word choice is descriptive and varied.
Speaks/Uses standard English conventions without errors	Errors impede understanding.	Errors but do not impede understanding.	Speech/text is relatively free of errors.	Speech/text is free of convention errors.

Resources for Unit

- [PBS Companion site](#) to the Liberty! Series contains background information about the causes and events leading to the American Revolution, background on pertinent historical figures, suggested lessons, and kid-friendly interactive games about the era.
- ThinkQuest's "[A Journey Towards Freedom.](#)" has background information about the American Revolution battles, as well as battle maps.
- Colonel Williamsburg's Role Playing Game: [Loyalty or Liberty](#): This award-winning site contains virtual field trips and web adventures that immerse students in the Revolutionary War.
- [Founding.com](#) (a project of the Claremont Institute) describes the documents and principles of the this era to make them accessible to students of all ages
- [The American Revolution](#) is a comprehensive site that highlights the battles, people, documents, and timeline of the American Revolution.
- [Our Documents](#) contains tools for educators to teach about the 100 most influential documents in American history.
- [Teaching American History](#) divides important events in our country into different eras to teach about each one. This site also lists seminars for teachers.

This unit was created by Gina McGowan, Laurie Jones, Neena Knight, and Michelle Pinch and approved by the Social Studies Advisory Council and the Georgia DOE Social Studies Staff. It was last updated 10/20/09.

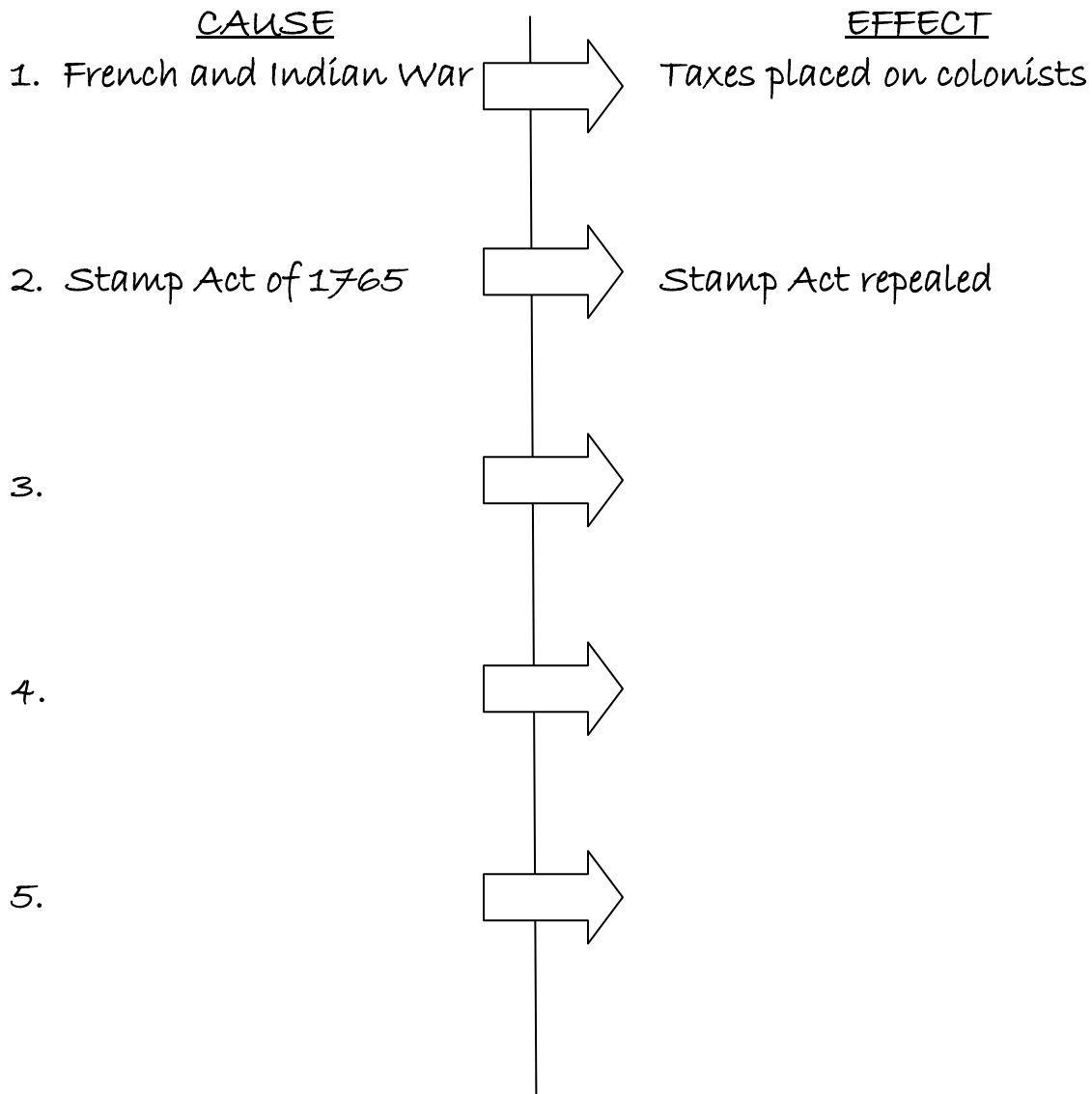
Attachment 2

Name _____

Date _____



CAUSE AND EFFECT
AMERICAN REVOLUTION



Attachment 3

Name _____

Date _____

Revolutionary Soldiers Battle in a New Land



Image Courtesy Library of Congress

Choose a battle from the American Revolution. Analyze it using the questions below.

Name of Battle _____

Who won the battle? _____

Influential geographical feature: _____

Ways the above geographical feature affected the battle:

How did the colonists and/ or the British use the land to their advantage? _____

Use the below box to either sketch a map of the battlefield or draw a scene from the battle that demonstrates strategy on either of the part. Label two important features in your map or battle scene.

Attachment 5
Political Cartoon Analysis

What is the title of your political cartoon? _____

What is this political cartoon about? _____

What events or issues inspired this cartoon? _____

Cartoonists often use a persuasive technique to compel their audience. Check off any persuasive techniques used in your political cartoon.

- ☐ Symbolism - A simple item stands for a big idea
- ☐ Labeling - A title declares what an item symbolizes
- ☐ Exaggeration - A certain feature, such as physical traits or clothing, is overstated
- ☐ Analogy - Two unlike things are compared

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

Are there symbols in the cartoon? _____ If yes, what are they? _____ What
do they represent? (In no, skip this question.) _____

What is the cartoonist's opinion on this issue? _____

Is this cartoon persuasive? _____ Why or why not? _____

How could the cartoonist make this cartoon more persuasive? _____

Attachment 6

The Closing Remarks in Patrick Henry's Speech

They tell us, sir, that we are weak; unable to cope with so **formidable** an **adversary**. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength by **irresolution** and inaction? Shall we acquire the means of effectual resistance by lying **supinely** on our backs and hugging the **delusive** phantom of hope, until our enemies shall have bound us hand and foot? Sir, we are not weak if we make a proper use of those means which the God of nature hath placed in our power. The millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are **invincible** by any force which our enemy can send against us. Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the **vigilant**, the active, the brave. Besides, sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in **submission** and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is **inevitable** and let it come! I repeat it, sir, let it come.

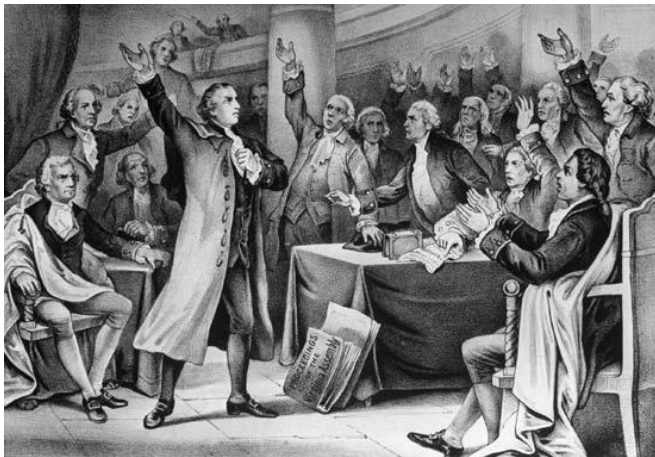
It is in **vain**, sir, to **extenuate** the matter. Gentlemen may cry, Peace, Peace but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our **brethren** are already in the field! Why stand we here **idle**? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! ***I know not what course others may take; but as for me, give me liberty or give me death.***

Attachment 7

Patrick Henry

What role did Patrick Henry play in the American Revolutionary Movement?

Before the American Revolution	
During the American Revolution	
After the American Revolution	



Why is Patrick Henry a symbol of the struggle for American liberty?

Attachment 8

Plan for Writing a Persuasive Speech

Topic _____

Purpose _____

Audience _____

I	<i>To begin your speech, say something interesting or surprising to get your listeners attention. Identify your topic.</i>
II	<i>In the middle of your speech, give interesting facts about your topic. Tell how you feel about it.</i>
III	<i>At the end of your speech, remind your listeners what your topic is, and repeat an important idea about it.</i>

Speech Giving Tips: *Be an “expert” on your subject. Know your audience. Show enthusiasm with facial expressions, hand and body movements, and voice level. Practice.*

Attachment 9

Benedict Arnold



Know

[illegible]

Learned

This image shows a blank sheet of white paper with horizontal ruling lines. There are ten evenly spaced horizontal lines across the page. A single diagonal line starts at the bottom left corner and extends upwards and to the right, crossing through the lower half of the page. The lines are thin and black.

Want to Know

[illegible]

Attachment 10

Letter from a Patriot



Handwriting practice lines consisting of ten sets of three horizontal dashed lines, providing a guide for letter height and placement.

Attachment 11

Declaration of Independence to King George



Though the Declaration of Independence is long, it can be divided into four parts. Read each part then summarize it below.

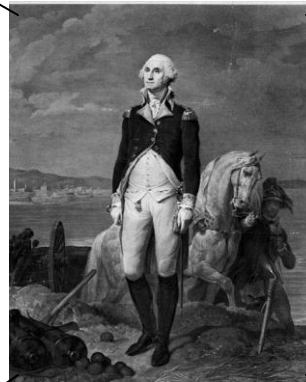
Part 1: Preamble:

Part 2: Basic rights:

Part 3: A list of grievances against King George III:

Part 4: A formal declaration of war, in which the colonists pledged their "lives, fortunes, and sacred honor."

The Character of George Washington



Attachment 14

Attachment 15
GENERAL WASHINGTON
by Tom Zart

Once in command, he boxed in the
British
At Boston where he captured Dorchester
Heights,
Overlooking the Brits at his mercy
As his men took aim with their cannon
sites.
The British commander had but one
choice,
To sail to New York to renew the fight.
Where the English had much greater
forces,
Who soon chased Washington's men in
full flight.
They continued on to Pennsylvania
After crossing the Hudson in retreat,
With the British forces in hot pursuit
It looked as though George was doomed
to defeat.
When winter seemed to have stopped the
fighting
That's when Washington crossed the
Delaware.
On that Christmas night he captured
Trenton
Where Hessians were surprised and
unaware.
He whipped the British at Princeton,
Where in victory his men began to sing.
Washington then wintered at
Morristown,
Training his troops for the combat of
spring.
Washington fought bravely at
Brandywine
And again at a place called
Germantown,
But the British were the victorious ones
As the dead of both sides covered the
ground.
Americans were blessed early that
spring,

When the French entered the war on
their side.
Though most suffered frostbite at Valley
Forge,
With the help of the French they
marched in stride.
The battles raged on, in the North and
South
As the King's soldiers laid waste to the
land.
Washington himself was in great
despair,
Pleading for aid for his weakened
command.
His prayers were answered by 5000
troops,
And a French fleet who took Chesapeake
Bay.
They bottled up Cornwallis at Yorktown,
Who surrendered to victory drums at
play.
Yorktown was really the end of the war
Though not many quite realized that fact
yet.
But the British soon grew tired of the
fight
And the terms for its end were signed
and set.
Washington yearned to retire at home,
But his country chose him first
president.
Cheering crowds waved flags of love
and support,
For they believed that "he," by God, was
sent

Attachment 16

George Washington's Use of Military Power

"General Washington had a good understanding of the geographic factors affecting the use of military power. He was careful never to let his troops be bottled up without a way to retreat. He was also aware of his inability to protect specific locations like cities against superior British forces. In fact, even early in the Revolutionary War, Washington thought an effective defensive strategy was to maintain a series of fortifications or "posts." He would later decide that a mobile force was less vulnerable and more effective. He also understood the important role of naval power along the Atlantic coast of the thirteen colonies. He was always careful to consider the threat of the British navy and realized the enormous importance of getting the help of the French navy. Several of these geographic factors would combine in Washington's decisive victory over Cornwallis at Yorktown."

Courtesy of The Gilder Lehrman Institute

What is the main idea of this article?

List three reasons George Washington made a good military leader:

1.)	2.)	3.)

Draw a picture to show how General Washington used geographic features to gain military power and lead his troops to victory.

Attachment 17



Why is Benjamin Franklin's image engraved on this French medallion?

Attachment 18

