CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Johnny Tremain and Primary Sources: Using Strategies to Make Elementary Social Studies Personal and Engaging

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By

Jennifer Allison Spence

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The graduate project of Jennifer A. Spence is approved by:

_____	_____
Dr. Greg Knotts	Date
_____	_____
Dr. Connie White	Date
_____	_____
Dr. Joyce Burstein, Chair	Date

California State University, Northridge

Dedication

For my mom, who first ignited the thirst for sharing knowledge.

For my dad, whose determination inspired me.

For Poppy, who opened the door to discovery.

For Nanny, who loved and supported unconditionally.

For Dr. Burstein, whose advice, support, and understanding made all the difference.

For those teachers who helped a little girl dream big, achieve much,

and started me on this journey of learning.

Table of Contents

ABSTRACT

JOHNNY TREMAIN AND PRIMARY SOURCES: USING STRATEGIES TO MAKE ELEMENTARY SOCIAL STUDIES PERSONAL AND ENGAGING

By

Jennifer Allison Spence

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Engaging elementary school students in social studies education has long been a difficult task for the upper grade teacher. American theorists such as Bruner and Dewey and as far back as President Thomas Jefferson have discussed the need for students to become historically and civically educated future democratic citizens. Specifically, Dewey had ideas that in order to perpetuate a successful democratic society, students need experiences with democratic ideas such as social efficiency, civic duties, and participation in society. Bruner and Thomas Jefferson also wrote about the need for a "democratic" education where learners have experiences with the social studies

beginning at a young age to build knowledge, understanding, interest, and desire to play a role in one's society. In the same breath, students also need to understand the historical aspects and background of their society. The United States' origins are important to help add value to the process of educating future citizens. This graduate project centers on the historical period leading up the American Revolution in the British American colonies. Using a variety of strategies to connect students to the social studies will help students develop an interest in and make meaning of the wide array of topics covered in social studies. For the purposes of this paper, inquiry based learning through the use of primary sources and historical fiction will be discussed. A chapter on lesson planning for a unit of American history can be found in the final chapter.

This document focuses on educating and engaging elementary school students in the social studies based on theory by the likes of Dewey, Bruner, and Thomas Jefferson; among others. Using the constructivist theory of inquiry based education; this graduate project seeks to set up an example of one way to make social studies education meaningful and engaging to young learners. The unit plan takes the strategy of discovery learning which capitalizes on a child's natural sense of curiosity and takes that idea one step further along with the use of Multiple Intelligences of Gardner to create pathways for constructing meaning within the social studies curriculum. The activities are created to use in conjunction with a narrative pieces of literature and build critical thinking skills through the use of primary sources and the process of inquiry to draw conclusions about a volatile time in American history.

Chapter 1

Introduction

According to some research literature, social studies education in the elementary classroom can be described in several words – "boring", "unrelatable", and "missing the human experience and emotions necessary to make connections between learner and content" (Hope, 1996; Levstik, 1989). Not only has social studies become a textbook-driven, often "read and answer the questions at end of the chapter" subject area (Hope, 1996), but due to the assessment-driven climate that reigns in American public school in response to the No Child Left Behind (NCLB) legislation passed in the early 2000s, social studies has become a marginalized content area (NEA Today, 2004). Social studies education is part of the content areas made mandatory by NCLB, yet it has become an afterthought to all of the other concepts that must be taught to students so that they reach school, district, state, and national accountability goals (Grey, 2010).

American history is especially important for today's students. This graduate project's lesson plans address the beginning and importance of the establishment of the United States of America. Currently, every time there is an election, it is reported those turning out to vote has dwindled. In fact, according to United States Election Project, 2011, only 40.1% of Americans who were eligible to vote in the 2010 elections turned out to vote. Many Americans, often young adults, do not take the time to vote because they have no idea why they should to vote in elections and what a privilege they have to be living in a free country were their rights are guaranteed (Parker, 2005). The growing

trend of apathy in Americans is a problem. Who will continue the traditions of democracy that the American Founding Fathers fought so hard to establish?

It is essential that the story of America and the importance of each citizen's role in our country's democracy be addressed from a young age. Social studies education is important for several reasons, but first and foremost, young learners need experience with history and other social sciences to become productive citizens (Gradwell, 2010). It all starts with the story of the events leading up to the American Revolution, including distrust of the mother country's monarchy and "no taxation without representation". Students need to know how our country's role as a colony of Great Britain and the demand for rights and representation drove the Founding Fathers to give up so much such as life, safety, prosperity, among other personal comforts to create a new, free nation. It is essential that today's learners know the history of the making of American to genuinely value the democratic process and freedoms guaranteed to citizens of such.

In addition to creating socially and ethically-minded citizens, social studies is a content area that lends itself to integration with other content areas. Social studies is about the story of humanity, and creating engaging and child-centered curriculum that uses multiple modalities (Samples, 1992) that Bruner first discussed in the 1960s is a logical way of involving learners in high-quality, thought provoking, and experienced-driven activities. Using a variety of learning modalities and hands-on strategies in social studies is important to engage students in this content area. Using such techniques that use more than just pencil and paper learning will create a deeper interest and desire to learn more in students as they delve into the realm of social studies curriculum.

Theories, Theorists, and Rationale

According to the Experiential Theoretical Background, students need high quality experiences to learn and develop (Posner, 1995). Theorists within the experiential theoretical background such as Dewey and Bruner, among others, discussed that learning objectives such as "meeting each student's individual needs" are essential because not everyone learns the same way (1995). They see school curriculum as a means by which productive citizens can be created as long as there is balance between the academic, social, and individual development. To create productive citizens who will contribute to the larger society as a whole, students must have high-quality experiences in the social sciences in order to place importance on the functions of an adult citizen (1995). What better place to start than with the place in history where American democracy was created?

The ideas of teaching students to be good citizens, or the idea that social studies exists in the elementary school curriculum to begin to teach students about democracy, government, and the story of our country's history is due in part to the theorist John Dewey and his research and theories that intelligence is directly connected to democracy (Stanley & Stanley, 1977). Dewey saw education as an experiential event in the development of a child and noted that learning is a very social experience (1977). In addition, Dewey's theories of education are based on the idea that high quality educational experiences would transform a child's intelligence into one that considered social justice, among other ideas (Posner, 1995; Stanley & Stanley, 1997). Dewey and his contemporaries believed that the result of this type of education would create social efficiency as students grew up and became part of the larger society (Fallace, 2009).

Dewey's thoughts on education centered on social justice and social efficiency and suggested that students should be educated in such a way that they became interested and engaged in curriculum instead of being indoctrinated, (as social studies curriculums had done in the past) (Shaver, 1997). Dewey also called for critical thinking skills to be taught. Instead of having educators preventing students from exploring controversial and complex topics, they should instead give students the benefit of the doubt (Kohlberg, 1972). For example, covering subjects that are thought of as off limits, taboo, or looking at both sides of social issues (the pros and cons); not just the easy and socially acceptable issues. Furthermore, Dewey proposed that students should be given the chance to develop a sense of justice through inquiry learning where active thought, high-quality experiences, and reflective thinking was going on (1972). Students should construct meaning through experiences, instead of just memorizing unconnected, unfamiliar facts from a textbook.

Jerome S. Bruner, like Dewey, saw public education as a place where society was to accomplish the act of creating socially-aware citizens who are able to critically think. Bruner also suggested that children's developmental readiness had been underestimated and that students are able to handle learning about issues that are controversial and emotional, such as the cause of the American Revolution and the British monarchy's treatment of her subjects in the American colonies, which are to be looked at in this research project (Smith, 2002).

Bruner (1985) noted that children experience learning with their senses. The way that children organize learning has to do with the questions and ideas a child has in the learning process. He recommended that social studies be driven by discovery and a

child's curiosity. Also, Bruner's ideas of learning describe learning as a partnership with students constructing their learning thorough investigating, doing, and seeking answers to questions that both the educator and learner propose (1985). Bruner's theory of instruction lines up with the idea of this graduate project that social studies can be made more engaging through interactive and hands on activities.

According to Samples (1992), Bruner was one of the first to touch on teaching to multiple-modalities of learning. Social studies lends itself to using multiple modalities (1992) or Multiple Intelligences (MI) (Gardner, 2004). Research that developed from Bruner's findings includes the work of Howard Gardner and the nine Multiple Intelligences (Smith, 2002). Gardner theorizes that there are at least nine ways of being "intelligent" and that educators should consider the variety of ways people are intelligent and show their learning (Smith, 2002, 2008). Engaging students through multiple entry points is beneficial to all educational fields, and in social studies, these multiple intelligences and/or modalities make learning all the more experiential, meaningful, and engaging.

Deweyean democracy places emphasis on the social studies curriculum to educate learners in such a way that they are productive, contributing citizens (Stanley & Stanley, 1977). Another name for this is "social efficiency" (Fallace, 2009) which refers to the idea that social studies is taught for several reasons, namely to create citizens who are educated to know how to be part of a democracy. According to Dewey and other experiential theorists (Posner, 1995), children should begin experiencing lessons in social utility and gain skills that will help them be knowledgeable and have a deep understanding of democracy and other aspects of the social sciences so that they can

make informed decisions as adult citizens. At the same time, students need the opportunity to develop their individual thoughts, feelings, and actions about democracy. Experiences where students create meaning from what is presented help them develop into productive citizens. The material presented may at times, be hard for students to take in and complex for the age group being taught, but both Dewey and Bruner believe that students can handle far more than we give them credit for (Shaver, 1977; Smith, 2002). In combination with social, individual, and academic development, students will have the opportunity to experience history through the eyes of eyewitnesses and engage in activities that work with their multiple intelligences (Christodoulou, 2009).

This project will focus on the idea that teaching social studies is essential to creating productive and knowledgeable citizens (Parker, 2005). In addition, this plan discusses the importance of teaching social studies in light of the current climate of accountability and high stakes testing in the American public education system. Social studies is not typically a tested subject in the post-NCLB public education system (NEA Today, 2004). The use of activities that draw on Gardner's MI (2004) theory will make this project unique in the research base.

The Project Plan: Strategies and Ideas for Improving Social Studies Education in the Upper Elementary Grades

Creating a social studies curriculum that is thought-provoking and creates opportunities for the use of a variety of modalities helps differentiate the learning process for many different types of students. Students are active and connected, and are using multiple intelligences to construct meaning of what happened in the past (Philbin &

Myers, 1991). Teaching social studies in such a way that helps students develop critical thinking skills and learn to think like historians shows them that the study of the past is ever-changing as new evidence and theories are discovered and proven is a result of using these types of strategies (Keach, 1974; Freeman & Levstik, 1988; Philbin & Myers, 1991).

This project utilizes children's literature and primary sources that lead to role-playing activities to teach the history of the pre-Revolutionary American colonies. Students do art projects that simulate colonial trades and play games to help them create a visual understanding of life and work during the time period. Cooperative groups do investigations into the colonial regions and learn the geography of the time by constructing and comparing maps of the time period with maps of today. Students while reading and taking part in investigations and other activities, are able to, to live and experience life, in the 1770s through the eyes of a young man who is a silversmith's apprentice, who tells the story of the build up to the American Revolution. They meet colonial heroes such as Paul Revere, John Adams, and Joseph Warren through the eyes of Johnny, the young silversmith's apprentice who is the main character growing up in pre-Revolutionary War Boston in the Newberry Award winning novel, *Johnny Tremain* by Esther Forbes. There are opportunities for role-playing and dramatic reading in the unit. To enhance the role-playing experience, students participate in craft activities that mimic colonial trades. In addition to these trade activities, students are asked to research and reflect on the daily lives of craftspeople, women practicing the art of housewifery, and children.

Narrative is natural a form of sharing history from generation to generation (Bruner, 2004). Students engage with stories because of the "human element" where they can make connections with characters in the narrative while still learning about a historical event or time period that the story takes place in (Levstik, 1989, 1995). Historical fiction, trade books, and biographies are some of the most common means through which narrative is presented in social studies (McGowan and Guzzetti, 1991). In his article *Life as Narrative*, Bruner (2004) describes life in general as a narrative; history is just a part of the bigger narrative of the human story. Students relate to narrative because it is the means by which the human story is passed on. Throughout the literature on successful social studies instruction, the teacher researcher noticed a theme in the positive notion of using narrative to help students engage and connect to history and stories of the past.

In addition, primary sources connected to role-playing are cited as being proven tools to make social studies come alive to students (Philbin and Myers, 1991). Using hands-on and integrative practices in social studies can meet the diverse needs of students in the twenty-first century. Gone are the days when pupils were able to sit and listen to a teacher-led lecture or read a textbook and answer questions (Hope, 1996). In an era of instant messaging, movies on demand, and instant gratification, students do not learn the same way and teachers cannot continue to do the same thing that was done thirty or more years ago. Yet, according to research (Hope, 1996; Levstik, 2001), social studies education often is taught the same way it was taught years ago. This project will discuss engaging ideas and practices that create opportunities for critical thinking and will shed light on what works in a content area that is so dreaded (1996, 2001).

History is a narrative, an always-changing story, and primary sources are another way to provide insights into the story. They provide evidence to what was happening at the time they were created. Historians use primary sources to make judgments about the discourse of history. This is an important idea for students to learn at an early age (Sandwell, 2008). Through the analysis of primary sources, students begin to gain the foundations of a global understanding of the world around them (Jones, 1991; Parker, 2005). The problem is that many students are either not given the opportunity or do not develop the desire to think critically about history and social studies (Barton, 2005; Sandwell, 2008).

Another theme found in the research is that historians use historical documents and/or primary sources in their field of practice, so it makes sense that teachers, who are leading students in the ways of different disciplines, do what people with careers in the field of history do. Thinking like a historian means being able to think critically and make decisions based on evidence found in primary and secondary sources (Sandwell, 2008). Students do experiments in science, write stories and books in language arts classes, and solve math problems in math; so why not look at historical sources in social studies classes?

As students look at historical documents, several skills are developed that are essential to reading and other areas of study. Critical thinking skills that are used by historians and other professionals can be developed by looking critically at primary sources and finding evidence to provide clues to the historical context of the source (Sandwell, 2008). Students have to learn to evaluate and interpret information found in documents. Also, they have to come to understand the concept of bias (Barton 1997,

2005; Sandwell, 2008). In understanding bias, students come to understand that they have to think deeper about an array of items from advertisements to rules and laws. In addition, they learn to critically look at life in order to discover the foundational ideas about things around them (Sandwell, 2008). This is a higher order skill needed for higher education and achievement in many fields of study.

Primary sources can encourage students to make personal connections with history because they are looking at part of a narrative. Primary sources are a personal record of someone's life or events, and students can make connections with that because they have a life story as well (Gradwell, 2010). Primary sources help students make connections with their own lives and lives of people or groups of people who lived long ago and they can change their perspective of what history is. Social studies comes alive in a personal way when students make connections through primary sources (Sandwell, 2008).

The teacher researcher designed a project that includes a unit of study of the time leading up to the American Revolution from the Stamp Act (around 1770) to the Battles of Lexington and Concord. The unit will accompany the novel *Johnny Tremain* by Esther Forbes. The activities cover many different aspects of life in the American colonies as they were becoming more and more disobedient and independent from the demands of the England. This graduate project will center on teaching social studies using historical fiction children's literature, role-playing, reflective journaling, focusing on understanding multiple perspectives of historical events, and using primary and secondary sources to examine events in history. It seeks to show the importance of social studies education, despite the current climate in public education in America. Ideas that

will be discussed include why social studies is important, strategies for making social studies education more student- and teacher-friendly, and how to incorporate social studies across the curriculum. Many of these strategies for teaching history are seen as positive for students and more engaging in a content area that is considered boring and at times, unnecessary (Hope, 1996; NEA Today, 2004). Social studies is an important part of the framework of content taught in elementary school classrooms, and can be integrated across several other subject areas that are assessed in high stakes tests. There is still a need for research on how to make social studies applicable and engaging for students and teachers. Using children's literature and the arts, among other content areas, within the social studies curriculum can maximize teaching time teachers have and can help engage students in the study of the past (Johnson & Ebert, 1992). The research questions this graduate project will look at include:

1) Why teach early American history in the upper elementary school grades?

2) How do inquiry-based activities get students thinking of history as a narrative and help engage fifth graders in a specific unit of the early American history?

Strategies used to engage the fifth grade students include using a historical fiction novel, analyzing primary sources, and role-playing events to help students think historically. Using strategies such as the ones discussed in the above paragraphs helps students engage in social studies but also allow for a more constructivist/child centered social studies curriculum. The more literature, the more exciting and engaging social studies curriculum can be for elementary students, since it is such an important part of a child's education and the well-being of America's future as a whole (Gradwell, 2010).

Chapter 2

Literature Review

Social studies is a broad term for the study of one's self, cultural and ethnic identity, place or places of citizenship, and history of life, among other topics. In other words, social studies is the narrative of society or of a person or group of people who make up a society. Literature that supports social studies education is extensive and spans from research on the justification of teaching social studies and the meaning of social studies, to the best practices in teaching the social studies.

Social studies is often one of the content subjects that is referred to as boring or irrelevant (Hope, 1996; Zhao & Hoge, 2005). Textbooks are full of dates and facts that are to be memorized, summarized, reviewed, and forgotten (Hope, 1996; Zhao & Hoge, 2005). These curriculums for the masses deemphasize the human aspects of social studies. After all, what is social studies? It is the study of the story of human beings over time. Strategies to engage learners in social studies include using narrative literature, such as historical fiction to make historical events and time periods more humanistic and less cut and dry facts and dates (Freeman & Levstik, 1988).

The logical goals of social studies education for a democratic society include teaching citizenship, creating an environment for critical and higher order thinking, and participation in the social world around one's self. These aims will be discussed in the literature review. Trends in social studies education will be discussed as to how they relate to the broader topic of engaging students in social studies. Of these trends, using narrative to help students connect with people, events, and ideals of a time period in

history is covered. In addition, research on using primary sources is presented. Both strategies are shown to be effective at giving elementary school students a deeper understanding and desire to study social studies.

Educational theorists such as John Dewey, Thomas Jefferson, and Jerome Bruner, to name a few, discuss the reasons to include social studies in the educational classroom. These theorists name aims of social studies education to include self-discovery, participation in a democratic government, and betterment of individual status, social efficiency, and discovering and understanding the past to help change the future.

According to James Scott Johnston, in his commentary on Dewey's works, "the school supplies the means for the future citizens to think. This is done by facilitating the habits of inquiry" (2006, p. 194). The need for social studies education that is taught in such a way to start the process of becoming a democratic citizen is essential to the future of our country. Also, students need the opportunity to be engaged in the process of democracy to buy into it. Social studies education is necessary and it can be taught in such a way that students will become critical thinking, civically minded, globally minded, confident citizens of a powerful and enlightened societal system.

In the same vein as Deweyean democratic educational theories, Jerome Bruner, an educational theorist who published his works around fifty years after Dewey, proposed that education should be the "means of training of balanced citizens for democracy" (1961, p.1). Bruner agreed with the Deweyean idea that the aims of public education where to develop intellect in students who would serve as citizens of the American democracy through quality instruction (Bruner, 1960; Dewey, 1916). Bruner went on to

discuss how schools should foster the growth of both social and emotional parts of the child (1960). When these aspects of the child are properly developed, Bruner believed that future citizens would be able to carry out their jobs within the larger democratic community (1960).

The National Council for the Social Studies (NCSS) (2008) reminds educators that social studies should strive to teach students to be aware of the present global climate that is interdependent as never before in history. Johnston echoes this sentiment as he calls for the makeup of classrooms to be multicultural in order to provide exposure of students to a plethora of cultures, races, among other diversities (2006). The author reminds the reader that in a globally minded content area, students should be given opportunities to become comfortable and knowledgeable about a diverse population and should be taught culturally responsive and sensitive skills from an earlier age. This type of atmosphere will foster a feeling on unity between a variety of groups. Over all, this will prepare students to be accepting, comfortable, knowledgeable, and ready for experiences within the global community in which they are connected in a very personal way (NCSS, 2006, 2008).

NCSS (2008) calls for social studies education that is powerful and interactive where students have the chance to experience with their hands and minds. This goes beyond the average reading of the chapter and answering questions that is prevalent in social studies instruction currently (Hope, 1996; Zhao & Hoge, 2005). Hope (1996) discusses successful strategies that social studies teachers might engage to create a more inquiry-based, engaging curriculum. She suggestions using media, role-playing, project-based learning, among others have been found to be meaningful in the social studies

classroom. These strategies make sense, because they engage a wider number of students through a variety of modalities. People do not learn through only one intelligence, but through many models (Bruner, 1985) and intelligences (Gardner, 1983). It is important to create learning opportunities that meet students' learning needs many ways (NCSS, 2001, 2008).

What is Social Studies?

Social studies is the study of all aspects of society. This study encompasses the past, present, and future of humanity. Intelligence and knowledge of society aims to result in effective citizens, social justice, and the honoring of rights and freedoms that all humans should be guaranteed. The study of the community gives a person understanding of the world beyond the self and hopefully results in a deeper understanding of multiple perspectives and other cultures. The most vital outcome of social studies education is to ready citizens of a democracy to participate in the government that is for and by the people (NCSS, 2008).

Currently, there is much debate about the definition of social studies (Nelson, 2001).

According to the National Council for the Social Studies (NCSS) the definition of social studies is:

> …the integrated study of the social sciences and humanities to promote civic competence Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology,

> religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (1992, pp. 1-2).

In other words, social studies is an umbrella term for the study of social activity, past and present. It is the story of humanity and all that entails. The inclusion of social studies in the elementary school curriculum is essential to building learners who understand the world around them and have the knowledge and comprehension of how to benefit their world as they contribute to society as a part of the global community.

The similarities between definitions of social studies include democratic preparation, social understanding, and working for social justice. These themes lead to the main idea that social studies curriculum should aim to better the democracy by teaching students the skills, ideas, actions, and feelings that will prosper the democratic society as a whole. In summary, the social studies most important curricular aims are to teach learners to have an understanding and compassion for the world around them. They need to develop skills that allow them to benefit the whole of society and be aware of the culture, history, and humanity of those around them. All in all, social studies learning should make students work to create fairness, justice, and a cooperative society for that serves the global community.

Bruner wrote specifically about social studies as separate from the subject area of humanities (1960). He discussed the need for space for the social studies in the

curriculum. The interesting part of the discussion is that even in 1960, Bruner stated that there was a need for "imaginative effort" (p. 10) brought to social studies (among other) content areas in order to ensure that meaningful learning experiences where had for students. This is still important today, so that students today, as well as future generations hold onto the value and importance of social studies (1960).

Why Social Studies?

A democratic society must educate the people who make up the society in order to perpetuate the democratic process. This type of society must provide education for the masses and make sure that the students of that educational process are learning how to be democratic. Both Dewey (1916) and Nelson (2001) agree that social studies education within the educational system must meet several logical aims in order that the democratic process continues and developments within that society. Aims such as civic participation, critical thinking about social issues, the skills to examine and perhaps rise up against social injustice, and an understanding of the past in order to examine the future are some of the purposes of social studies education.

Moreover, research has shown that negative attitudes of educators and the lack of an emphasis on social studies by legislation and curriculum creators creates a barrier to social studies education (Zhao & Hoge, 2005). Social studies is an essential piece to building an effective democracy. If the trend is to skim over the social studies curriculum in the early school years, what will happen to the effectiveness of the American democracy (NCSS, 2008)? If civic values, critical thinking skills, community minded-ness, and other skills are not taught and are perceived negatively by both teachers and

students, as suggested by Zhao & Hoge (2005) and Hope (1996), how will learners realize that citizens of a democracy are incredibly fortunate to have the rights, responsibilities, and privileges that they have? The ideas of civic responsibility and the position of being a citizen (NCSS, 2001) will be neglected. Without the raising and teaching of effective citizens, the America that exists will cease. If changes are not made in the perception, presentation, and funding of social studies education, the result will be uninformed, ineffective, selfish citizens who will leave American democracy at a standstill. A deeper analysis of the value and necessity of social studies education in exciting and engaging curriculum follows.

The motivation for teaching social studies first and foremost lies in the fact that, in the United States, the citizens of the country are part of a democratic government. According to John Dewey, a democratic education is an education of leadership and obedience (Fallace, 2009). Democracy is government for the people and by the people. Citizens in a democracy have the need and right to be educated in such a way that they can participate to the best of their ability in democracy. The people in this country make up the government and they must have an appropriate grasp on the workings and goings on of their community and country's laws, rules, and governmental proceedings. How can a person participate in a democratic society if they do not understand the rules and procedures of that society? Democratic society calls for intelligent and knowledgeable people who take a part in the office of a citizen. Public, tax-funded education should prepare young citizens to be civic-minded adult citizens when they are grown up. Dewey explains democracy as

> …a formalized community: it is a self-determining, self-legislating, actualized community that agrees that the inquiry into social conditions and problems and the results obtained are to be shared. Education is the means to the development, through the fostering of inquiry by individuals, such that they can participate in the process of inquiry into the conditions and problems of the community with an eye to the formalization of solutions. (Johnston, 2006, p. 190-191)

Dewey's idea of education as the place where future citizens learn and grow in their knowledge of the process of democracy is a strong argument in favor of quality social studies education. Because America is a democratic society, those in power owe the proper education to those that will be in power one day, or democracy will cease to exist in the terms that the founders of this country laid down in the Constitution.

As early as the beginning of the United States of American in the late eighteenth and early ninetieth centuries, founding father Thomas Jefferson wrote about public education. In his letters, Jefferson described the need for social studies to be a part of the school curriculum. He intended that citizens should be informed and knowledgeable in order for them to effectively participate as citizens in the democracy that he and others fought so dearly to secure from a tyrannical monarch (Funk & Wagnalls, 1900).

There are a plethora of reasons that social studies is an important part of the core curriculum. Social studies should be included in the elementary curriculum so that students are educated in such a way that they feel as though they are citizens who matter to their community. Social studies has children look at the world around them, to discover the patterns of human interaction and how those humans are governed. Another

essential reason to include social studies is the Deweyean idea that social studies is an ethical issue, one that trains productive citizens of a society (1916). Social studies instruction promotes social justice and social efficiency (Fallace, 2009). Raising citizens who participate in their civil duties and understand the ways and means of the country's government are essential tasks of social studies instruction. An effective citizen is one who is aware of the interdependence of the global community and is able to look at society with an understanding of many perspectives (Ahmad, 2006; Fallace, 2009; NCSS, 2008).

According to Shirley Engle (1990), social studies education should create democratic citizens. These citizens should be independent thinkers, who can question authority and intellectual ideas, and can make responsible decisions while keeping in mind the larger community (1990). Social studies teachers' responsibility is to teach learners how to confront social problems with concern for all humanity, which is also known as social efficiency (Dewey, 1916; Fallace, 2009). Engle (1990) also discusses the need for making socially-conscious decisions when faced with social criticism through critical reasoning and civic-mindedness. In other words, social studies is essential to the curriculum so that students learn how to be socially responsible, critical thinkers who can make decisions based on the rules, laws, and ideas set forth by the democratic ideals delineated in the Constitution and other governing documents. In addition, learners need social studies education to promote social justice and continue to question, check, and call for balance of these same rules, laws, and ideas that the government sets forth Engle, (Dewey, 1916, 1990; Westbrook, 1991).

Social efficiency is the idea that a group of people work together for the common good (Ahmad, 2006; Dewey, 1916; Westbrook, 1991). Social efficiency is a multi-layered concept that deals with both the individual developing his or her potential and then using the skills and talents that are developed to contribute to the social benefit of the social group he or she belongs to (1916; 1991). Social efficiency, when successfully reached, does not discriminate between social classes or races, but instead encourages participations to develop their skills and use those skills to the best of their ability to contribute to society as a whole (Westbrook, 1991).

Social efficiency is the idea that education promotes citizens who are best prepared and have learned to their fullest potential tasks, skills, and ideas that ultimately help them contribute in the greatest manner possible to the whole of the community (Westbrook, 1991). Something like doing for the greater good of a whole group while still developing the highest potential of each individual in that group or community. Social studies education is an essential part of students discovering knowledge to help them better themselves and work for the good of the group because social studies should teach the idea work community and working together (Dewey, 1916; Fallace, 2009).

An interesting part of social efficiency is the need for individuals to develop independent thinking skills while still having a concern for the larger group, or all of humanity. As an individual learns to think for him- or herself, to provide an efficient democratic experience, that individual must accept that they are not an "island" and that relationships in a society are interdependent (Westbrook, 1991). Decisions of one person do effective his or her community members (NCSS, 2001, 2008; Westbrook, 1991). This is where critical thinking, responsible decision-making, and working for social justice

come in to play in the role of a dependable and moral citizen. Learning theses skills will lead citizens to base their decisions on morals (1991).

Part of the social studies curriculum is to teach social efficiency (Nelson, 2001). An important component of successful social efficiency is learning the skills and rights that lead to social justice. An enlightened democratic society not only needs to know about their communities and civic duties, but they must also be taught individual rights and how to criticize and dissent when those rights are begin violated (2001). It is impossible that an ignorant, complacent society can sustain democracy over a long period of time (Fallace, 2009; Funk & Wagnalls, 1900; Westbrook, 2001).

One aspect of social justice as a part of social studies education is the idea that students in America's tax-supported public school should learn skills that can be used in later life in their chosen careers (Westbrook, 1991). Dewey (1916) argued that a key component of social studies education was to educate every child in such a way, that they could understand social injustice (Fallace, 2009). Lessons in "industrial efficiency" were important in Dewey's description of proper democratic social studies education format (1991). "Industrial efficiency" (Westbrook, 1991) was what Dewey explained as "learning to earn", where students learned vocational skills, economic skills, and other lessons to ensure that they were owners of both their own educational and career-field destinies (1991).

Learning about social justice is also important so that in a person's future, they are aware of right and wrong and do not allow him- or herself to be taken advantage of. Dewey called for critical thinking skills and vocational education to be a part of social

studies education because no one else is going to take responsibility that an individual is treated fairly in society (1916). Teaching social justice and critical thinking ensures that at least some citizens will identify, rise up, and fight against injustices, whether they be injustices in their industry, against the individual, or social injustices against one group of citizens or another (Engle, 1990; Fallace, 2009; Westbrook, 1991). Being aware of social justices and injustices and knowing what to do about them is a crucial and vital component of a democratic society. In a democracy, citizens are guaranteed rights and those freedoms guarantee that citizens can battle to change situations when those rights are being violated. What good is democracy and established human rights if no one is educated to think critically, identify injustice, and defend those established rights? Included in a strong democratic education are the skills to look at society and determine whether laws and people in authority are following the norms set up by the Constitution. To be able to determine social justices and injustices, critical thinking skills are of the utmost importance.

Critical thinking skills are essential to freedom and are a must in a democratic society that is for and by the people (Westbrook, 2001). To be a critical thinker, a person must learn to think for him- or herself. Social studies education should teach learners to think critically and be reflective in their thinking to ensure that individual and group rights are being met. The individual must have a knowledge base, provided by a democratic education, to know whether something is just or unjust. The citizen of a democracy needs to be taught to think reflectively so that they know what to do in the case of a social injustice and needs to learn their role in the democracy so that they can participate fully in the process (Dewey, 1916). An education that includes these skills betters the

odds that the democratic process will continue (1916, 2001). If the masses do not have these skills, democracy and enlightened citizens will disappear and a tyrant or dictator can take control and atrocities and social injustices will reign (Funk & Wagnalls, 1900; NCSS, 2006, 2008).

Not only should students understand the functions of the government of their country so that they might one day be effective leaders and either be obedient to that government or challenge laws and actions they deem unfair, learners also need to understand the great lengths founding fathers and mothers went through to secure a just and fair democratic society (1916, 2009). History of yesterday often can connect to the current events of today and it is a way for students to see that history or patterns of history repeat themselves over and over again. Lastly, understanding the history of one's nation, state, and community helps learners make connections to their surroundings.

Knowing the story of the past in the United States of America serves to enlighten future generations against the social injustices that served as a catalyst for the formation of this country. Citizens of this particular democratic society not only need to learn to be active members of society, work for the common good, and defend rights to ensure social justice, but they also need to understand the value and depth of where the Constitution, Bill of Rights and other governing beliefs came from. Learning the story of early America and the revolution that ensued when a group of British subjects chose to dissent against a well established monarch should indeed be an element of social studies instruction. The history of democracy in this country should contribute to the task of educating a democratic society (Ahmad, 2006; Dewey, 1916; Fallace, 2009).

What is Inquiry in Social Studies?

Bruner discussed the process of inquiry in the social studies classroom by describing a classroom scene where students discuss a topic, generate information and then can later check his or her ideas among research (1961). The key feature is that the information is student-generated and facts are checked by students as well. Students have to be well versed in research sources and have skills to determine fact from fiction. They also have to be held accountable for adding to prior knowledge and looking further to make new discoveries.

Levstik & Barton (2011) extend the discussion of what inquiry education in social studies looks like in their text, *Doing History*. Their book provides instruction on how to do history instead of just teach it. Ideas given for doing history include using inquiry and/or problem solving to make social studies personal. In addition, their ideas on inquiry teach and require students to think like disciplinarians to gain a deeper understanding of the different components of the social studies (2011). Levstik & Barton also call teachers to make social studies curriculum purposeful and meaningful as the basis for all social studies education. They discuss how making connections between current events and content being taught is a way to bring in the idea of social problems and then develop ideas and resources on how to solve those same issues. These authors echo Bruner's ideas for creating the social studies curriculum. The thoughts that Bruner initiated on curriculum and teaching pedagogy continue to hold true and maintain integrity over forty years later.

Levistik & Barton detail practical theory for doing historical inquiry in social studies (2011). They include descriptions of specific skills that inquiry-based social studies education should include such as questioning, gathering data, analyzing, and explaining findings, which directly relates back to both Dewey and Bruner's theories of education (1916; 1961, 1964). Levstik & Barton explain that the above strategies for social studies education will lead to purposeful learning. Social studies education should build on what students know and then add to that knowledge. Learners can do this by making connections and learning content that is relatable to current social events. This type of social studies curriculum will set students up for future citizenship because it helps develop critical thinking skills in a meaningful manner where students begin to take responsibility for parts of their learning (2011).

In *Reclaiming Social Studies for the Elementary Classroom*, Burstein and Knotts (2011) give a definition of inquiry as "a process that explores real-world situation and problems by creating investigations that are authentic to the learner. They note that "inquiry is a questioning and answering process" (p. 226). The two significant factors about inquiry-based learning are that it centers on a child's sense of wonder and discovery and the idea that through inquiry children are given the space, time, and confidence to think, explore, and discover in their own way with their own strengths, experiences, and mannerisms (Bruner, 1964; Burstein & Knotts, 2011). Children have a natural sense of questioning and inquiry-based teaching uses this sense and creates a structure to channel that curiosity in a way that not only teaches them how to find answers, but to also build skills that will be helpful and necessary in their entire lives. Inquiry-based teaching pulls from a students' frame of reference, personal experiences,

and prior knowledge to drive them towards asking questions, researching, drawing conclusions, and evaluating the process (2011). Inquiry-based teaching strategies will be discussed Researchers and educators have added on to Dewey's original idea of reflective inquiry, these strategies will be discussed in the following section.

One type of inquiry in social studies education is social inquiry (Burstein & Knotts, 2011). Social inquiry focuses on social problems and solutions. This type of inquiry education centers on the process of looking at current social problems in the global community and has students work through research, discussion, and planning to come up with a solution. Solutions may be several in number and conclusions may be revisited after a solution is tried. Students gain experience with real-world problems and planning solutions.

In addition to social inquiry as a notion for using inquiry in the social studies curriculum, historical inquiry can be used for teaching social studies (Burstein & Knotts, 2011). Historical inquiry focuses on thinking like a historian, or using skills that historians use when they analyze historical data, artifacts, and sources. Generally, historical inquiry uses the standard elementary social studies curriculum, but goes several steps further by having the teacher develop lessons based on the resources in the textbook and works to jumpstart a students' ability to discover and decipher historical information and evidence while developing higher order thinking skills. Skills that are developed within this type of historical inquiry include "comparing and contrasting, visual analysis, synthesizing, summarizing, and corroborating" (Burstein & Knotts, 2011, pp.236-237). Overall, students are taught to look beyond the textbook and search for deeper understanding in general through the idea of historical inquiry.

A specific structure based on the ideas associated with historical inquiry was developed Doolittle, Ewing, and Hicks. Their strategy (called SCIM-C) is a strategic process where students look at multiple primary sources while seeking to find answers to a historical question that guides or focuses the investigation (Doolittle, Ewing, & Hicks, 2004; Burstein & Knotts, 2011). Each letter in SCIM-C stands for a part of the overall strategy. S stands for Summarize, where the students work with four guiding questions to summarize the identifying evidence presented by the source. In a way, students are finding the who, what, where, when, and why associated with the source. The next phase of the process is Contextualizing. In this phase, learners look at the context of the source. Guiding questions for this phase help observers look at clues for what time and place in history the source is from. Students think about what background knowledge they have about the context of the source and the teacher also provides information to build background if needed. The third part of the SCIM-C technique is Infer. In this stage students make inferences based the observations and information they have gathered in the first two phases. Students interpret the source and make connections based on evidence the source gives and their own background and prior knowledge. Next, the students Monitor and evaluate what they have learned. This is the phase where learners are reflective about the investigation they are conducting. Here is where they look at the answers they have produced to the twelve guiding questions (four for each phase of SCIM-C) and they think of new questions, if needed. Learners also think about whether more investigating and research is needed to answer the historical focus question. The final last phase of the SCIM-C strategy is Corroborating. During this part of the investigation, students are looking at the information gleaned from a group of sources to

find patterns and connections, and from deeper understandings of the sources to answer the historical questions they are seeking answers to. Comparing and contrasting information between each source takes place here as well.

Within the SCIM-C investigation, the teacher helps guide the process by posing questions that help students look for inconsistencies and other issues that might arise during the course of action (Burstein & Knotts, 2011). This strategy's phases are somewhat fluid, as students observe and draw conclusions with a range of sources, which are provided by the teacher (Doolittle, Ewing, & Hicks, 2004). Learners may have to revisit phases as they reflect and look deeper, as they might not glean enough information or evidence in the first go-round (2004).

The case for inquiry-based social studies

In his commentary on Dewey's writings, Westbrook (1991) notes that Dewey believed that the historical aspect of social studies education should not just be the memorizing of facts, dates, and names, but that history learning should be based on questioning and inquiry, much like science education. Dewey (1916) also believed that history should be taught in such a way that it lead to an interest or connection to the values of society and the lives of the citizens in a society. Looking at history to see the positive and negative parts of the past, so as to not perpetuate the negatives, but look for an understanding of human behavior and make socially responsible decisions as time passes to create a better more ethical future (1916; 1991).

Dewey considered inquiry and experiential learning the best for social studies instruction. He saw intelligence as a product of learning through experience and

intelligence as a necessity of a democracy (Stanley & Stanley, 1977). NCSS (2008) calls for social studies instruction to encompass the constructivist educational theory that when given authentic and/or interesting learning experiences, students will construct knowledge, often through social encounters in school (2008). Since social studies is essentially the study of society, learning opportunities within the curriculum should include interaction with both peers and adults (2008).

Dewey considered education the place where intelligence and inquiry were developed in future citizens (Johnston, 2006). He saw the public school system as the institution to raise efficient citizens that would grow up value and play a role in American democracy. Inquiry is the means by which a teacher provides opportunities to experience, develop, and grow. More so than the parents of a child, the school plays the role of leading a child to develop their inquiry skills through social controls that guide and direct the process (Dewey, 1916; Johnston, 2006). Though school personnel direct and guide, a child's experiences are unique to the individual. The teacher works to challenge his or her students to critical thinking and deeper understanding in a variety of environments; so that in time a child grows into an adult aware of his or her role in society.

In this text, Johnston offers the following summary of inquiry based on Dewey's works, "Inquiry is the aspect of experience which orders and controls our environment" (2006, p. 186). In other words, the idea of inquiry is based on the assumption that as a child learns how to inquire and asking questions, he or she grows with understanding and knowledge about the world that surrounds him or her. Using this notion, inquiry is one of the fundamental ways children can become adults who can think critically about social justice, civic participation, and other functions of a democratic citizen.

Dewey discussed inquiry as the catalyst or essential tool of growth, and growth the result of education (Johnston, 2006). Education provides the opportunity for development of inquiry through engaging students in experiences that challenge them to think critically and construct new knowledge based on what is being taught and what they already know. Inquiry and seeking new knowledge is directly related to development needed for future democratic citizens (2006). The democratic process must be free of obstacles that restrict freedom and infringe on individual and societal rights and must have educated participants in order to perpetuate that process. Inquiry-based education, especially when used in social studies education, has a way of engaging students in content in a manner that is personal instead of dry and filled with dry facts and dates (Hope, 1996; Johnston, 2006).

Bruner and Dewey both agree that social studies education is essential to the perpetuation of democracy and both wrote about the need for inquiry as a means for making social studies meaningful and essential for raising a new generation of democratic citizens. As Dewey has been covered in the preceding writing, the following will discuss themes in Bruner's writing on inquiry based learning and social studies education. When discussing Dewey's works, Bruner that "Truth is the fruit of inquiry into consequences of action" (1964, p. 114). In their educational theories, both men prized inquiry based education as the pinnacle of social construction and preparing students grow up to have the skills needed to carry on the tradition of democracy in American society. Bruner (1964) likened both learning through discovery and inquiry as paths to the truth for learners.

Bruner, in his 1964 book entitled *On Knowing*, looks at discovery or inquiry as a means for investigating what a learner knows and comes to know. Bruner continues to discuss how the educational process takes place in the one who is being educated's life. Bruner sees discovery as "a matter of rearranging or transforming evidence in such a way that one is able to go beyond the evidence so reassembled to new insights" (1964, pp. 82-83). In other words, Bruner saw inquiry as taking what is known and what is being learned and seeing one or more new connections or relationships that leads to some new knowledge or future inquiry. The important part of inquiry is that a student is taking the process of learning upon him- or herself in order to discover something different or new to him- or herself. This makes the learner personally involved in the act of learning. He or she is pressed to develop high order skills. Often the same skills that are required for high order thinking are similar to those that citizens of a democracy need as they participate in their civic duties.

Bruner goes on to discuss the tools he sees are necessary for inquiry and discovery in learning. In this list of tools, Bruner includes ideas similar to those included in the scientific inquiry, such as forming and testing a hypothesis, analyzing information collected, and the creation of a product that can be tested again and again to determine validity (1964). The most important part of inquiry and discovery is the process in which the skills are learned and the findings are discovered. These skills lead to critical thinking and purposeful discovery, which are essential skills for an individual to posses in a democratic society.

Bruner (1964) agreed with several other theorists when he wrote that students need to hone the skills of inquiry in an effort to gain mastery in the art of problem

solving. Inquiry and problem solving go hand–in-hand and are a necessary part of skills that should be involved in the social studies curriculum. Social studies is not the only area of the curriculum and later life that problem solving and inquiry are essential components; it just that social studies is a particular area of the curriculum that lends itself to teaching inquiry and problem-solving skills because of the nature of the study of society and all that entails.

In his work *The Process of Education* written in 1961, Bruner discusses in further detail social studies specifically. Most interestingly, Bruner seems to maintain and add to earlier themes set forth by Dewey on directions and necessity of social studies education (Dewey, 1916; Bruner, 1961). They saw public education as the major place where social change could be instituted. Bruner sited schools as the place where children were to develop into fair citizens for a democracy. Moreover, Bruner called on schools to be developers of a child's social and emotional worlds in order that they were able to one day fulfill their place in the larger democratic community. He said that schools would contribute to a child's development through social studies education that dealt with real-world application and opportunities that fostered problem solving and discovery. Bruner defined inquiry as "discovery characterized by proof" that resulted in affirmations that could be made about new knowledge (1961).

Bruner is often called the Father of Social Studies. He wrote that social studies should receive equal effort, creativity, and contributions so that the subject is respected in order to emphasize the need for proper social studies education to create productive future citizens of the American democracy (Bruner, 1961). Bruner calls for equal teaching time, highly developed curriculum, legislative demands, among other

importance put on social studies education. How fitting that many years before the decline of social studies education in the elementary school classroom in lieu of teaching the basics, Bruner would put a call out to give social studies education the tools needed to focus on the importance of including it in the day-to-day curriculum so that the next generation of citizens would know how to effectively take their place in the American democracy and more importantly, value their worth in the community as a whole.

According to Bruner, "social studies must be taught in a realistic way, not just in a gentle experience…" (1961, p. 124). So Bruner believed that social studies education should include practical application including real world applications. In other words, it is important to draw from the political and social happenings of the time period to make social studies meaningful and relevant to the learner at every age group. Social justice can be taught through bringing in what is troubling socially in current events at any given time.

Social inquiry helps develop a sense of social justice, belonging, and awareness of the large world. This type of inquiry-based social studies education is imperative to create meaningful learning experiences for young children that will directly relate to their later place in a global society. If social studies education begins early and allows students meaningful and thought provoking opportunities and experiences with real-world connections, students will be prepared to perpetuate democracy and effectively participate in their civic role when they reach maturity (Bruner, 1960; Burstein & Knotts, 2011; Dewey, 1916; 1964; Fallace, 2009). Historical inquiry develops critical thinking skills that citizens of a democratic society must learn in order to be socially efficient and effective (1916). All in all, the benefits of inquiry-based social studies education are

many and will prepare caring, thoughtful, and effective future citizens and participants of the American democratic process and community.

Multiple pathways for doing inquiry

Howard Gardner theorized in his 1983 book *Frames of Mind* that people gain knowledge through other pathways or intelligences (Multiple Intelligences, MI) than previously thought by educational philosophers. Gardner proposed that people have varied intelligences or modalities that they have some combination of strengths and weaknesses. Since his original work, Gardner has added new intelligences to make nine total (Gardner, 1999). These different learning pathways include a range from visual-spatial, musical, bodily-kinesthetic, to naturalist and verbal-linguistic. The idea Gardner focuses on is that people learn best in multiple ways.

Dewey (1916) and Hope (1996) encourage social studies educators to infuse curriculum with activities that allow students access to inquiry. Using Gardner's MI theory is one way to create these types of activities. Inquiry- and project-based activities that use a variety of modalities are practical and meaningful ways to organize social studies education in order to meet the interests, strengths, and needs of a wide selection of students that make up today's typical upper grade elementary classroom.

Overall, from theory to practical teaching, inquiry is a positive way to teach social studies. Inquiry plays to a major strength that children possess - curiosity (Burstein & Knotts, 2011). Students become engaged in the art of discovery through several types of inquiry education (Bruner, 1960; 1964; Burstein & Knotts, 2011). Using multiple entry paths, modalities, or intelligences, as suggested by the research done by Gardner (1999),

among others, will further interest and engage learners in the inquiry process. Through inquiry and discovery, children begin to develop critical thinking skills and take responsibility for their learning in real world situations (Dewey, 1916; Bruner, 1960, 1964). Both Dewey and Bruner wrote that social studies investigations should begin early, in order to begin preparing future citizens of America's democratic society to participate and value their civic duties when they mature.

Inquiry-based learning is a powerful strategy for engaging students in the social studies curriculum for a number of reasons. From the thoughts of theorists to current research in social studies education, educators agree that historical fiction and primary sources bring the human factor and elements of a story such as character, setting, and plot to an otherwise cut-and-dry, "facts and dates" subject area. Research also shows that bringing primary sources and narrative into the social studies curriculum is beneficial when working to engage learners into inquiry-based education. What follows is a discussion of the research on brining both primary sources and historical literature into the elementary social studies classroom.

Primary Sources

The Library of Congress defines primary sources as the "raw materials of history—original documents and objects which were created at the time under study" (2010). Furthermore, Burstein & Knotts (2011) describe primary sources as "first-hand accounts that happened in the era it was created" (pp. 245-246; Edinger, 2000). All together, there is agreement that a primary source must meet two criteria. It must be

original and it must have been created in the time period from which is under examination or study (2000; 2010; 2011).

There are many types of primary sources and they can be divided into four larger categories (Burstein & Knotts, 2011). These categories are written documents, visuals, artifacts, and oral traditions (Library of Congress, 2010; Edinger, 2000).

The first type of primary sources is written documents. Written documents include items such as books, journals, letters, magazines, advertisements, logs (such as ship logs), censuses, and legislative documents, among other documents (Library of Congress, 2010; 2011; Edinger, 2000). Primary source documents are not only published or typed documents, but can also be handwritten or printed, and they absolutely can be personal and unpublished in nature (Burstein & Knotts, 2011; Kobrin, 1996). Written documents usually give individual or group details of the historical time period being studied and can include personal details of lives during that time period.

The second type of primary sources can be classified as visuals. There are a variety of materials that fall under the visuals category of primary sources. These materials include photographs, fine arts, maps, landmarks, and architecture (Burstein & Knotts, 201; Edinger, 2000; Kobrin, 1996). Visuals are sources that can be seen and are special because the observer receives a visual image of details of life and times of a historical period that is being studied. Visuals document details including the creator's perspective, a window into culture and customs of the time period. Fine art and photographs give an idea of what fashion, hairstyles, and decorating trends were at the time period, as well as social and cultural practices. Maps give insight into who and what

was located where in the era they were created; as well as what group of people laid claim to what places and what they beliefs about the world were at the time period. Cartographers' perspectives and explorers' discoveries also are illuminated in maps. Geographical boundaries and landforms are visual information given by maps from historical time periods. Lastly, landmarks and architecture are locations that have been preserved from the time period. Landmarks such as a historical figure's home or a battlefield give the learner a fist-hand, hands-on experience with the event or time period being studied. The learner gains a unique and authentic opportunity in which to think historically and investigate. In addition, architecture that is preserved from a time period gives insight into the trends in building and constructing a variety of locations from a specific time period. Everything from the structure of a building, materials used, design, and ornamentations can be observed and discovered from the study of architecture as a primary source.

Another type of primary source is an artifact. An artifact is something tangible that was used, owned, bought or otherwise present at the time and place in history that is being studied (Burstein & Knotts, 201; Edinger, 2000; Kobrin, 1996). Artifacts can be anything from clothing, pots, jewelry, eyewear, or other everyday items that are left over from the past. Artifacts are original, not copies or reproductions from the actual historical time (Burstein & Knotts, 201; Edinger, 2000; Kobrin, 1996).

Oral traditions are the final category of primary sources (Burstein & Knotts, 201; Edinger, 2000; Kobrin, 1996). Oral traditions are stories, events, and other information that are passed down through spoken words from a source some sort of listening audiences. Music is one type of an oral tradition; along with interviews, speeches, and

narrations that are passed down from a person of an older generation. Oral traditions are significant primary sources because both storytelling and music are engaging and audiences are readily able to make personal connections with them. Historically, oral traditions give context to the historical person, event, or time period being studied. Transcripts of speeches and musical lyrics can be analyzed to give ideas about social context, customs, and culture and even musical instruments and practices of the time period. Stories are engaging because students (and even adults) enjoy storytelling and are given the opportunity to hear personal accounts of a part of history.

The Library of Congress (2010), says that the benefits of using primary sources are "Bringing young people into close contact with these unique, often profoundly personal, documents and objects can give them a very real sense of what it was like to be alive during a long-past era" A summary of the advantages of using primary sources is discussed in the text written by Burstein & Knotts (2011). First and foremost, primary sources are beneficial to the social studies curriculum because they give students authentic opportunities to look at historical evidence and provide a personal and in-depth experience with history. Learners also have the opportunity to investigate artifacts, documents, visuals, art, and oral traditions as historians do in the career field of social studies. Primary sources provide a platform to teach how history is constructed. By actively engaging students, teachers give opportunities to investigation and discovery (2010; Burstein & Knotts, 201; Edinger, 2000; Kobrin, 1996). Also, students build critical thinking skills such as questioning, evaluating sources, finding evidence, comprehension, analyzing multiple perspectives and drawing conclusions, among others that are curriculum standards mandated; but also are skills needed to be successful

students and democratic citizens (2010; 2011). These benefits and several challenges will be discussed in more detail the following section.

Gradwell (2010) stated a rationale for using primary sources in the social studies curriculum. She discusses that history is ever-changing and open to interpretation. Often social studies textbooks are written from one or two groups' perspectives and are therefore biased. Primary sources such as photographs, artifacts, and written documents are seen as authentic pieces of history and reveal historical knowledge. The idea that history is a story or a narrative that the story is ever changing and not just a set of facts and dates that have to be memorized; is the honest truth when it is taught through inquiry-based practices. There is a need to break through the beliefs that many students and teachers hold that negatively impact social studies education. The negative attitude many educators have about history is the driving force behind this project. Doing this research project is to put more evidence out in the educational field that validates the idea that history must be taught in new ways to ensure that it is no longer seen by educators and learners as something boring and just a bunch of events that happened a long time ago. History is fluid, ever-changing, and cyclical. There are ideas and themes that are always coming back, just like the bad fashion of each century. Even without researching and rationale, the teacher researcher's social studies teaching style has included realia and other artifacts. Academic literature supports what is believed about best practices in teaching social studies.

There were several themes that were found in the research on primary sources. Primary sources are a controversial strategy in social studies education. Some authors suggest that primary sources are one of the best practices in social studies research and

other authors maintain that there are myths around teaching with primary sources. Among these issues, Barton (2005) cautions educators to do their homework and dispels myths surrounding teaching social studies with primary sources. Basically, Barton discusses the pros and cons of using primary sources and gives ideas about how to overcome problems or negative feelings concerning the use of primary sources in the social studies curriculum. Overall, the research showed that primary sources are beneficial to social studies instruction, but are not the end all to how to teach social studies.

History is a narrative, an always-changing story, and primary sources are insights into the story. They provide evidence to what was happening at the time they were created. Historians use primary sources to make judgments about the discourse of history. This is an important idea for students to learn at an early age (Sandwell, 2008). Through the analysis of primary sources, students begin to gain foundations of a global understanding of the world around them (Jones, 1991; Parker, 2005). The problem is that many students either are not given the opportunity or do not develop the desire to think critically about history and social studies (Barton, 2005; Sandwell, 2008).

Primary source-based instruction is beneficial in countless ways. Not only does primary source use encourage critical thinking and evaluating skill development, but it also gives students a tangible and visual representation to construct historical knowledge through investigation and discovery (Burstein & Knotts, 2011; Eamon, 2005; Library of Congress, 2010; Pappas, 2006). Primary sources illustrate historical events, figures, and periods of time as they actually happened and serve as evidence to historians who work to portray the story of history (Pappas, 2006). Equally as important, students develop

evaluation skills when dealing with primary sources. Learners must be taught the skills to analyze primary sources in the light of accuracy, authenticity, creator's bias, and the source's purpose to ensure that they are really able to evaluate and construct genuine and valid knowledge about the sources they are learning social studies from (Eamon, 2005; Pappas, 2006).

Another theme in the research is that historians use historical documents and primary sources in their field of practice, so it makes sense that teachers, who are leading students in the ways of different disciplinarians, do what people with careers in the field of history do. Thinking like a historian means being able to think critically and make decisions based on evidence found in primary and secondary sources (Sandwell, 2008). Students do experiments in science, write stories and books in language arts classes, and solve math problems in math; so why not look at historical sources in social studies classes?

A conceptual framework for using primary sources in the social studies curriculum has recently been developed by Esminger & Fry (2012). The conceptual framework is a useful tool from teachers to structure their primary sources curriculum. The framework includes six practices that are primary source-based and utilize Bloom's Taxonomy, among other critical thinking structures, to guide professional development for using primary sources-based education. This literature piece can be beneficial to educators who wish to begin to develop a primary source curriculum in their social studies classroom.

As students look at historical documents, several skills are developed that are essential to reading and other areas of study. Critical thinking skills that are used by historians and other professionals can be developed by looking critically at primary sources and finding evidence to provide clues to the historical context of the source (Sandwell, 2008). Students need to learn to evaluate and interpret information found in documents. Also, they should understand the concept of bias (Barton, 1997; 2005; Sandwell, 2008). In understanding bias, students come to understand that they have to think deeper about an array of items from advertisements to rules and laws and they learn to critically look at life in order to find out the foundational ideas about things around them (Sandwell, 2008). This is a higher order skill needed for higher education and achievement in many fields of study.

In several of the articles reviewed, there is mention of how primary sources can encourage students to make personal connections with history because they are viewing part of a narrative. Primary sources are a personal record of someone's life or events, and students can make connections with that because they have a life story as well (Gradwell, 2010). Primary sources help students make connections with their own lives and lives of people or groups of people who lived long ago and they can change their perspective of what history is. History comes alive in a personal way when students make connections through primary sources (Sandwell, 2008).

Barton (2005) and Cleary & Neumann (2009) discuss the misconceptions and challenges of teaching with primary sources in the social studies curriculum. Barton (2005) cautions teachers against using only primary sources as the documents to teach social studies. He suggests that secondary sources are also valuable in the teaching of

social studies. Barton (2005) shows that primary sources are a part of the materials needed to teach social studies. Cleary & Neumann (2009) discuss the challenges of teaching social studies with primary sources. Included in these challenges are the problems of finding reliable primary sources, finding time to teach how to use primary sources, and the bias involved with teaching stories about the past. In addition, teachers must find sources to teach multiple perspectives and teach students the idea that everything has a bias.

Likewise, Pappas (2006) and Eamon (2005) discuss the difficulty of finding high-quality primary sources due to the fragility and high value they may have. Also, many important primary sources are only accessible to historians or are housed in museums and not available to the masses. This poses a challenge to teachers who wish to use specific sources with their students. The internet has become a priceless resource for finding rare and otherwise inaccessible sources easily and often for anyone researching documents to use in their research and lessons. Both research articles discuss the United States Library of Congress' website as a valuable resource for finding high-quality and important primary sources for the social studies classroom (2005; 2006).

Overall, most of the literature on primary sources reviewed suggested that using primary sources is a positive strategy for teaching history and engaging students in critical thinking. Primary sources help students think like historians and teach that history is an ongoing narrative that they can make personal connections too. Primary sources are essential to teaching bias and multiple perspectives about the past to today's students. They are beneficial to bringing the past to life and can be used to bring a

connection between the past and present to learners. Several articles also remind educators and researchers of the myths and challenges of teaching with primary sources.

Historical Fiction

Narrative is a logical jumping off point for teaching social studies. Students have grown up listening to, reading, and writing stories. From an early age, children understand stories. As learners pass through elementary school, they learn how to comprehend and break down the structure of a piece of literature. Students write their own stories from narrative to legend, fairy tale and more. Narrative is often used by educators to introduce and/or scaffold new information (Levstik, 1995). It seems only natural that this use of narrative carries over to social studies, which is the study of the story of human existence.

Bruner mentioned using literature to relate to history in his work *The Process of Education* (1960). He discusses using literature to help extend understanding of a topic when relating a concept to an overarching idea that is related to social studies. Using literature to extend and build on prior knowledge is another positive effect of using literature in the social studies curriculum.

Using narrative to teach history is a strategy that makes history more hands-on and allows students to construct meaning through experiences with the characters in the story. According to Kreach (1974), narrative provides the meat to the bones of a social studies textbook. He also discusses that historical fiction is a starting point for curiosity in the social aspects of a historical event or time period. Moreover, historical fiction and other narratives dramatize the story aspect of history in a way that textbooks often cannot

because they are written to inform as expository text (Johnson & Ebert, 1992). Historical narratives provide the background and setting to the historical time period that is lacking in a cut-and-dry textbook (Levstik & Barton, 2011).

Since the social studies are the study of the human story, using narrative to engage students in history is important. Historical fiction allows students to make emotional connections to a character or characters and possibly even real people who were part of a historical event or time period (Freeman & Levstik, 1998). Also, historical fiction can enrich a reader's understanding through plot, detail, and setting that is usually left out of textbooks. As students read a historical narrative, they engage with the past. Basically, historical narrative brings history to life.

In addition, Burstein and Knotts (2011) state that "robust social studies require that students discover personal relevance and meaning-making of the content. Stories in literature allow students to make that meaning and find that relevance through…and in the characters, setting, and plots of the content itself" (p.14). This statement means that students are able to make connections to stories about historical events through the elements of a story. The historical event takes on "real" or life-like characteristics and students are able to more readily understand the time period.

Using historical stories helps students comprehend historical information in a way that is easy to remember and understand (Burstein & Knotts, 2011; Levstik & Barton, 2011). Within the research looked at for this part of the literature review, the most common theme found by the author was the idea that stories demonstrate the human response to historical events or eras. Also, historical narrative has the power to ignite

historical understanding by bringing in a human element that can make it easier for learners to connect to. Narratives provide powerful influence and opportunities for understanding for the reader.

Johnson & Ebert (1992) highlight the advantages of using historical literature in their discussion of how to engage students in the social studies classroom. "All these advantages together can help children gain an understanding of themselves and how to relate to others in a wholesome and satisfying way" (1992; 489). In other words, literature not only engages a student academically, but they can learn social-emotional skills through making connections between literature and history. These authors echo both Levstik & Barton (2011) and Burstein & Knotts (2011) as they discuss the human connection that literature brings to social studies. Levstik echoes the idea of narrative as a vehicle for human connection to history in several of her articles (1995) and another co-authored with Freeman in 1988.

In addition, the use of historical fiction or narrative in social studies education helps students connect beyond the textbook (Edinger, 2000; Levstik & Barton, 2011). Students are able to connect to characters that are in the story in a way that a textbook cannot connect them. Stories tell of situations and events and how people are involved, and not just the facts, dates, and people in an objective manner. Finally, when social studies instruction focuses on people, instead of dates and names, educators can build on what learners know best (personal experience) and give them a better sense of what people in the history field actually do. In a sense, historical narrative fills in the gaps in the story of history that the textbook often omits.

To break through the beliefs that many students and teachers hold and that negatively impact social studies education, engaging practices must be employed. If they are not, the negative feelings about history will continue. If these misconceptions continue, what will become of American democracy and the value of learning from the past? Research into engaging strategies is building a strong foundation for more educators work to refute these negative beliefs and promote social studies education. History must be taught in new ways to ensure that it is no longer seen as something boring and a set of random facts from the past. Strategies for engaging students in social studies education include using narrative to create a context for historical learning. Primary sources are another way to engage students in social studies because they give students a visual, tactile, or written background to construct historical understanding and to develop many critical thinking skills that are needed to create socially-driven, civically-minded, democratically-working future citizens.

Chapter 3

Graduate Project Description

Theoretical Foundations

Democracy and democratic education are the driving force behind this social studies unit, which incorporates a historical fiction novel, primary sources, and inquiry learning. Using these components, this unit of study for fifth graders teaches about the cause of and journey to the American Revolution for the British colonies in America in the mid- to late-Sixteenth Century. Since the beginning of the United States as a democratic nation, researchers such as Thomas Jefferson and John Dewey have written and theorized about what a democratic education should look like (Dewey, 1916). This unit is founded on the idea that citizens of a democracy should understand the ideals, beliefs, and reasons for the founding of the country so that these future citizens are capable of comprehending the vast importance of the work of the Founding mothers and fathers to gain independence from a tyrant and the considerable task it was to going about doing so (Bruner, 1960; Dewey, 1916; 1964; Fallace, 2009). In effect, the idea is that if this particular unit of study in American history is taught in an engaging and meaningful way, students might be more apt to place value on being civically-minded adults (Bruner, 1960; Burstein & Knotts, 2011; Dewey, 1916; 1964; Fallace, 2009).

This social studies unit is based on the theoretical background that inquiry is an engaging practice when used in conjunction with social studies education. Dewey and Bruner wrote of the benefits of using inquiry learning to capitalize on a child's curiosity and to use that wonder and thirst for discovery as a conduit for building knowledge in the content areas of education, including social studies (Bruner, 1960; Dewey, 1916).

More specifically, inquiry learning is created by using a variety of primary sources in this unit of study. Also, students are given a chance to construct meaning through experiences with peers about the topics covered. The unit is designed to accompany the reading of a work of historical fiction. The lessons are planned to coincide with major events that are introduced throughout the novel *Johnny Tremain* by Esther Forbes so that students can make personal connections to the fictional characters and understand the historical context surrounding the setting of the book. The unit provides opportunities to take a deeper look and gain skills critical for socially-effective democratic citizens such as critical thinking, questioning of media, and evaluating and judging based on evidence (Bruner, 1960; Burstein & Knotts, 2011; Dewey, 1916; 1964; Fallace, 2009). Lastly, the unit provides students with a framework to analyze the events surrounding the American Revolution from an individual perspective while working with and creating products through multiple modalities and using a variety of intelligences (Gardner, 1983).

Personal Foundations

Throughout my life, I have been interested in social studies, American history, and education. My fifth-grade teacher was a history aficionado, and that is where the door to this graduate project was first opened. When I became a fifth-grade teacher, I discovered a deep love and desire to educate students about the origins of the American Revolution and the need for a deep respect and understanding of what is behind our civic duties. During the coursework for my Master's of Arts in Education, I often researched and wrote about the need for engaging social studies education. In the hurried pace and current climate of public education at this time, meaningful and engaging social studies

education is often neglected or cut out altogether and this is a tragedy to me. This tragedy was the final step in pushing this graduate project to fruition. It is my goal that these lessons be used to give students a desire to be civic-minded citizens and to have a wealth of knowledge and understanding of why American history is still relevant and important to their lives. Turning to historical fiction was a natural step for me, because it was how I as a student established connections to historical figures. It was also how I, as an upper elementary grade teacher, taught my students to make connections to characters, both fictional and historical, and to the historical events that make up the background and settings of the novels.

Moreover, historical fiction humanizes social studies in such a way that students feel as though they can connect with a period in history. Often times social studies instruction does not include the human aspect of history. In this unit, I wanted to establish that connection and foster a deeper understanding of a time period in history after this connection was made. Research and coursework in the Master's program at California State University, Northridge lead me to combining the human connection of historical fiction with the teaching practice of inquiry education through the use of primary sources. Primary sources provide a window into a historical event or time period because the source materials are from the event or time period.

This unit of study incorporates the humanistic aspects of a historical fiction novel with the eyewitness accounts, art, and other sources from the events. Students are asked to look at multiple perspectives and construct meaning with a variety of source materials and informational resources. Within this lesson series, students will come to understand why the colonists went through the trouble, pain, cost, and suffering to create a new and

unique nation. Students will learn to judge and evaluate primary sources and social issues through experiences with authentic materials and have the opportunity to make up their own minds and form their own beliefs about the democratic ideals that guide their lives. The most important element I hope to nurture in both students and educators through this graduate project and the following lessons is that to be a democratic citizen and a meaningful participant, one must first understand the foundations of one's community and nation. This is best done through looking at the past to construct meaning of the present and future. Our country can no longer take the chance on whether or not social studies education is an essential part of the core content. Instead value must be put on social studies education so that we do not leave the future of our powerful and groundbreaking country to chance.

Lesson Design and Materials

Ten lessons lead students in small groups, whole group, and in pairs to use both primary and secondary sources, technology, and historical fiction to become familiar with the growing conflicts between the British Crown and her American colonies. Discovery of the events, ideals, and beliefs that lead to the American Revolution is found through examination of historical fiction and a variety of primary sources. Source materials include political cartoons, paintings and other art pieces, artifacts, eyewitness accounts, newspaper articles, broadsides, and website content. A comprehensive Lesson Compendium details lesson content, student objectives, activities, and resources are given in each lesson. Each lesson embeds higher order thinking skills and connections to the novel, *Johnny Tremain* that should be read in accompaniment to the unit plan. All of the lessons are founded on the California State Content Standards for Social Studies at the

fifth-grade level. Also, several of the lessons include the California State Content Standards for the Arts at the fifth-grade level, where applicable. In addition all of the ten lessons contain and meet one or more of the learning outcomes and expectations put forth by the National Council for the Social Studies (NCSS). The unit is organized to accompany the reading of the novel, and is sequenced according to chronological order. Most of the lessons should take one class period to complete, but several of the lessons span two or more class periods , which is noted in the individual lessons. The final lesson may take more than a few class periods depending on how the Main Lesson is carried out.

In Appendices A—G the reader will find the materials to accompany each lesson. Materials such as graphic organizers, rubrics, criteria charts, and some primary source materials are included in the Appendices. Primary sources materials, websites, background information, and book lists are found at the end of each lesson plan in the sections titled "Resources".

The unit incorporates primary and secondary sources with historical fiction in a variety of ways. The plans provide opportunities for learners to explore and examine to context in which *Johnny Tremain* is set. Students construct meaning through a selection of different types of inquiry-based lessons. Historical events and background are connected to current events in several of the lessons to provide relevancy to students' real lives. Also, there is a simulation activity in Lesson II that allows students to experience in a concrete and tangible manner the concept of "no taxation without representation". Extension Activities accompany a majority of the lessons to give the educator the choice of whether or not to provide opportunities for deeper exploration of topic cover, if time

and teaching allows. Classroom discussions using both student and given guiding questions provide chances for students to share knowledge and work out understanding in a social manner. Finally, much of the source materials are available on the Internet, along with a plethora of additional resources to supplement what is included in the unit plan.

Chapter 4

Lesson Plans

Lesson 1
Colonial Life through Art

Student Learning Objectives

1.) The students will construct knowledge about how to analyze primary sources.
2.) The students will demonstrate the skills of observation, finding evidence, and drawing conclusions.
3.) The students will gain insight and understanding of life in the American colonies.

National Council of Social Studies Standards

Standard 2. Historical Comprehension

A. Reconstruct the literal meaning of a historical passage.
B. Identify the central question(s) the historical narrative addresses.
C. Read historical narratives imaginatively.
D. Evidence historical perspectives.
E. Draw upon the data in historical maps.
F. Draw upon visual and mathematical data presented in graphics.
G. Draw upon the visual data presented in photographs, paintings, cartoons, and architectural drawings.

Standard 3. Historical Analysis and Interpretation

A. Formulate questions to focus on their inquiry or analysis.
B. Identify the author or source of the historical document or narrative.
C. Compare and contrast differing sets of ideas, values, perspectives, behaviors, and institutions.
D. Analyze historical fiction.
E. Distinguish between fact and fiction.
F. Compare different stories about a historical figure, era, or event.
G. Analyze illustrations in historical stories.
H. Consider multiple perspectives.
I. Explain causes in analyzing historical actions.
J. Challenge arguments of historical inevitability.
K. Hypothesize influences of the past.

California Social Studies Standards

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.
2. Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.
3. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.
4. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

California Content Standards for Visual Arts

3.0 Historical and Cultural Context
Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts
Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts
3.2 Identify and describe various fine, traditional, and folk arts from historical periods worldwide.

Diversity of the Visual Arts
3.4 View selected works of art from a major culture and observe changes in materials and styles over a period of time.

Vocabulary

- Colony/Colonial: A country or area that is ruled by another country.
- Mother country: The country that rules a colony.
- Great Britain: Country in Europe also called the United Kingdom and/or England. The British Empire settled the 13 colonies in Eastern North America. The countries that make up Britain include England, Ireland, Scotland, and Whales.
- Social class: The way society is organized; in this case, organized by wealth, job/trade, and other aspects of the community.
- Primary sources: A variety of materials that existed or were created at the time of a historical event or time period.
- Secondary sources: Any source materials that are not primary sources or were written, created, or made at a later time but are about a historical period or event.

Materials

- Color copies of art pieces
- Elmo or document reader
- Picture of class
- Chart paper
- Markers
- Colonial Journey Journal/Graphic organizer (Appendix A)

Teacher Background Information

Seeing Spain grow rich from colonies established in the American continents, the Netherlands, France, and England desired to found their own colonies. After establishing colonies, England and France engaged in a war that ended in 1763 when the two countries signed a treaty to end the French and Indian War. With the signing of this treaty, Canada was given over to the British and the American colonies were to be safe from the allies of the French who were a part of Native American tribes in the area. Unfortunately, the war cost a lot of money and the British Parliament decided that the American colonies should foot some of the cost, even though the colonists were originally promised that they would not be held responsible for the cost of the war when it first started. Eventually, the British Parliament decided to tax the colonists to help pay for the debt incurred during the war.

Focus

Ask students if they have ever seen the *Pirates of the Caribbean* movies. Have students suggest what they noticed about the clothing and lifestyle of the characters in the movies. Chart a list of what students suggest. Explain that the class is going to be embarking on a journey through the early history of America and that it took place at the same time as the setting of the aforementioned movies.

Model

Teacher will model document analysis using a class picture of the class. The teacher will put up and picture of the class and model the lesson procedure listed below. Teacher will fill out a graphic organizer as it is projected on the document reader or overhead projector.

Teacher might say: *What is this a picture of? (It's a picture of our class) Teacher will then model the answering of guiding questions that are on the graphic organizer. Students will answer the questions as they apply to a picture of the class on picture day.*

Guiding questions:

a) *What are the people wearing? What colors, fabrics, and other accessories do you see?*
b) *Where and when is the painting set? Is it outside or inside? What time of year and day do you think it is? What year does the painting take place?*
c) *What kind of items are in the background? What do they say about the people in the painting?*
d) *Do you think the people in the painting are rich, poor, or in the middle? How do you know?*
e) *What kind of jobs do you think the people do?*

Student answers will be recorded on graphic organizer. Teacher will remind students that they should have evidence when they answer questions.

For example, if a student answers a question about what people are wearing in the class, the student may see that he or she sees students wearing fancy clothes in the class picture and he or she might draw a conclusion, based on that fact that the picture was taking on a special day because they students are dressed more fancy than in class that day.

Main Lesson

1.) Group students into groups of three to four. Distribute a copy of the art piece to each group and a graphic organizer to each student. Remind students that they will be responsible for presenting their graphic organizer, one per group at the end of the activity. Students will have jobs in the group, the recorder, spokesperson (or 2), and getter.
   a. Recorder—takes notes on the graphic organizer that will be presented
   b. Spokesperson or spokespeople—present the graphic organizer
   c. Getter—gets materials for the group

2.) Guide students through photographic analysis of their art pieces. Ask groups of students to record everything they notice about their art piece. As a guide, the teacher should circulate among groups and remind them of their goals. The teacher should allow students to explore and investigate the materials. Teacher can pose clarifying questions as students discover answers to the questions on the graphic organizer.

3.) Next pose the following guiding questions (see graphic organizer) to help them discover details about the colonial time period.
   a. What are the people wearing? What colors, fabrics, and other accessories do you see?
   b. Where and when is the painting set? Is it outside or inside? What time of year and day do you think it is? What year does the painting take place?
   c. What kind of items are in the background? What do they say about the people in the painting?

d. Do you think the people in the painting are rich, poor, or in the middle? How do you know?
e. What kind of jobs do you think the people do?

4.) Students should fill out their graphic organizers and discuss the guiding questions in their groups. All students are responsible for filling out the graphic organizer, but the recorder will neatly fill out the copy that will be presented (Use a colored copy for this).

5.) During the group work time, the teacher should be circulating and reminding students of guiding questions.

6.) After about 20 minutes, the teacher will stop group work and ask the class to return to the whole group. At this point, the teacher will ask each group to come up and present their art piece and graphic organizer to share what they discovered. After each group shares, the teacher should elicit any questions or clarifications from the rest of the class. (Spokespeople do the talking, entire group can answer questions.)

7.) Each group will present and clarify as needed.

8.) Teacher should correct any misconceptions and discuss social class differences as noticed by student observations.

9.) To continue the whole group discussion—chart similarities and differences of 1770s and 2000s and place somewhere in the classroom.

10.) Introduce the book *Johnny Tremain* by Esther Forbes. Allow students to browse the book and chart questions and wonderings that students may have.

Assessment

4—Students answered questions and gave evidence to show what they were thinking for all 4 questions. Make this more explicit with details of what type of evidence is needed.
3—Students answered some of the questions using evidence to support their answers.
2—Students answered a few of the questions and used little evidence to support their answers.
1—Students did not answer the questions or use evidence to support their answers.

Extension

A wonderful website
http://www.ouramericanrevolution.org/index.cfm/object/view/ob0152 has all kinds of digital primary sources that could be substituted for the art pieces in the resources or

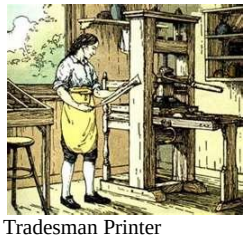
looked at to give students even more ideas of what customs and cultures in mid-late 1770s.

Resources

Art Pieces


18th century Gentry family


Spinning in Colonial Kitchen


Tradesman Printer


King George III


The Young Davenports at Their Morning Exercises

Websites

- http://userpages.umbc.edu/~lindenme/hist308/identifications/ids01.htm (Pictures of 17th and 18th century families)
- http://www.squidoo.com/colonial-america (Colonial woman spinning picture)
- http://www.historyking.com/American-History/colonial-america/Social-Classes-In-Colonial-America.html (This website has information about social classes in the colonial period. Pictures from above came from this site.)
- http://studentacademichelp.blogspot.com/2009/11/early-european-response-to-early.html (The tradesman printer print)

- http://www.cr-cath.pvt.k12.ia.us/lasalle/Resources/Rev%20War%20Websites/Rev.%20War%20Alex%20Reggie%20Payton/Reggie%20Schulte%20Rev.%20War/intolerable%20acts.html (King George picture)
- http://www.history.org/history/teaching/enewsletter/volume2/march04/iotm.cfm (This website has helpful information and pictures about the colonial period.)
- http://www.ouramericanrevolution.org/index.cfm/object/view/ob0152 (This website has many primary sources and information about the American Revolution.)
- www.history.org (This is Colonial Williamsburg's site with a plethora of information, pictures, lesson plans, and other amazing tools.)

Books

Armento, B. J. (1997). *America will be.* Boston, MA. Houghton Mifflin Social Studies.

Brezina, C. (2004). *Johnny Tremain and the American Revolution: Looking at literature through primary sources.* New York, NY: Rosen Publishing Group.

Cook, P. (2006). *You wouldn't want to be at the Boston tea party!: Wharf water tea, you'd rather not drink.* Brighton, United Kingdom: Salayria Book Company Ltd.

Evert, J. (1999). *Welcome to Felicity's world, 1774.* Middleton, WI: American Girl Pleasant Company Publications.

Forbes, E. (1943). *Johnny Tremain*. New York, NY: Random House, Inc.

Haack, J. (2004). *A guide for using Johnny Tremain in the classroom.* Westminster, CA: Teacher Created Resources.

King, D. C. (1998). *Colonial days: Discovering the past with fun projects, games, activities, and recopies.* New York, NY: Roundtable Press, Inc.

Moore, K. (1998). *If you lived at the time of the American Revolution.* New York, NY: Scholastic Paperbacks.

Penner, L. R. (2002). *Liberty!: How the Revolutionary War began*. New York, NY: Random House Books for Young Readers.

Rodd, M. F. (2001). *Outrageous women of colonial America.* New York, NY: John Wiley & Sons, Inc.

Schanzer, R. (2007). *George vs. George: The American Revolution as seen from both sides.* Monterey, CA: National Geographic Children's Books.

Trip, V. (1991). *An American girl: Felicity series.* Middleton, WI: Pleasant Company Publishing.

Lesson 2
Tax Acts/No Taxation without Representation

Student Objectives

1.) The students will examine the idea of no taxation without representation through a simulation activity and writing activity.
2.) The students decide, judge, evaluate, and defend whether they are Patriots or Loyalists and put into writing how they perceive early American thoughts.

National Council of Social Studies Standards

Standard 5. Historical Issues-Analysis and Decision-Making
A. Identify issues and problems in the past.
B. Compare the interesting and values of the various people involved.
C. Suggest alternative choice for addressing the problem.
D. Evaluate alternative courses of action.
E. Prepare a position or course of action on an issue.
F. Evaluate the consequences of a decision.

California Social Studies Content Standards

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.
1. Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.
2. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

5.5 Students explain the causes of the American Revolution.
1. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).

Materials

- Colored candies (15-20 small pieces for each student)
- Paper cups, one per student
- Slips of paper (enough for the entire class, there should be 2 that say Member of Parliament, 2 that say Tax Collector, 1 that says King/Queen, and the rest should say Colonist)

- Chart paper
- Bold markers
- Pencils and erasers
- Colonial Journey Journal

Vocabulary

- Colony: A country or area that is ruled by another country.
- Democracy: The free and equal right of every person to participate in a system of government, often practiced by electing representatives of the people by the majority of the people.
- Protest: To disprove or oppose something, often shown my public demonstration or other act.
- Representative: Someone who speaks, acts, and votes on the behalf of others.
- Revenue: Money or income received.
- Tax: The amount of money levied by a government on the citizens to pay for what it takes to run the government and its programs.
- Levy: To collect taxes through government authority.
- Parliament: The British's legislative body.

Teacher Background Information

Seeing Spain grow rich from colonies established in the American continents, the Netherlands, France, and England desired to found their own colonies. After establishing colonies, England and France engaged in a war that ended in 1763 when the two countries signed a treaty to end the French and Indian War. With the signing of this treaty, Canada was given over to the British and the American colonies were to be safe from the allies of the French who were a part of Native American tribes in the area. Unfortunately, the war cost a lot of money and the British Parliament decided that the American colonies should foot some of the cost, even though originally the colonists were promised that they would not be held responsible for the cost of the war when it first started. Eventually, the British Parliament decided to tax the colonists to help pay for the debt incurred during the war. To raise money, Parliament passed a series of Tax Acts including the Sugar Act in 1764, the Stamp Act in 1765, and the Townshend Acts in 1767. These taxes lead to boycotts and protests among the American colonists. The colonists wanted to have representation in Parliament and the slogan "no taxation without representation" became the rallying cry of the fight for fair treatment by the British crown and Parliament of her colonists in America. Americans desired the rights they were promised by a document known as the Magna Carta that also put restrictions on an English king's power and rights to tax the English people.

- **Sugar Act:** This was the first of the tax acts Parliament passed to raise revenue to pay for debts incurred by the French and Indian war. Items such as tea, glass, paint, wine lumber, coffee, and sugar; among others important items were taxed. The Sugar Act was repealed in 1765.

Stamp Act: The Stamp Act required a tax be paid for a stamp that was put on a wide variety of legal documents such as playing cards, marriage licenses, newspapers, and many other printed items.
Tea Act: After the Boston Massacre, the British crown wanted to try to make the colonies content and repealed all of the import tax except for the tax on tea. As a result, the colonists returned to buying British items, except for tea. In 1773, the Tea Act puts "tea agents" in charge of sales of tea, but removes the tea tax. Tea was a very important drink to the American colonists and the mother country in Britain. Tea was as important to the colonists as coffee is to Americans today.
Sugar Act: This was the first of the tax acts Parliament passed to raise revenue to pay for debts incurred by the French and Indian war. Items such as tea, glass, paint, wine lumber, coffee, and sugar; among others important items were taxed. The Sugar Act was repealed in 1765.

Focus Question: How would you feel if someone was making you pay taxes that you were not able to vote for?

Focus

How do you think American colonists felt about being ruled by a King? Do you think they really minded? Were they happy with the way things were? How would you feel?

Main Lesson

Day 1

1.) Distribute slips of paper (perhaps have students pull them from a hat) and find out who is the king or queen, members of Parliament, tax collectors, and the colonists.

2.) Give each student a small cup with 15-20 small candies.

3.) Ask the King or Queen, the Tax Collectors, and the Members of Parliament sit in the front of the class (Colonists).

4.) Describe that in the colonial times, King George III and Parliament decided that the American colonists had to pay for the protection the British Army provided

during the French and Indian War and so the King and Members of Parliament have decided to raise revenue by taxing the colonists without letting the colonists vote or have a say in what or how money would be raised. (Chapters 4, 5, and 6 in *Johnny Tremain)*

5.) Pose the question to the King (or Queen) and Parliament: *Would you please suggest and decide on several items to tax?* (Examples to suggest could be wearing blue jeans or glasses. Another suggestion could be to have a tax on every pencil or pen a student has.) Have the Parliamentarians chart the taxes so that the entire class of colonists can see them.

6.) Also have the King (or Queen) and Members of Parliament decide on the cost of each tax (place a 1-3 piece of candy limit on their choices, otherwise the colonists will run out of candy too quickly). They can chart the cost of each tax on the same chart as the taxes.

7.) Have the tax collectors describe to the class of colonists that they will come around (with empty cups) to collect their tax payments for each one of the taxes that were levied on the tax chart. Students must pay for each tax that applies to them.

8.) If a colonist refuses to pay, they will be escorted to jail (a corner of the classroom) by one of the tax collectors.

9.) Next, the tax collectors return to the front of the classroom with their revenue and distribute the earnings to the King or Queen, Members of Parliament, and Tax Collectors. The crown receives 50 percent of the candy, the tax collectors receive 10 percent, and the members of Parliament receive 40 percent.

10.) Ask the King or Queen, Tax Collectors, Members of Parliament, and Colonists: "What are you going to do with all of your candy? How should we find out what to do with them?" Ask a few colonists and the other major players how many candies they have.

11.) Discuss with the class about real life colonists whose job it was to be tax collectors living in America and having to pay taxes themselves and collect money from their neighbors who grew angry at them. (Some questions to pose about this topic might be: How would you feel if you were a tax collector? How might you feel if you had to take money from your friends and community that you didn't get to vote for? How might you treat a tax collector? Why?)

12.) Pose the question to the colonists: If you think the tax laws aren't fair, what can you do to change them? How can you get the King and Parliament to understand how you feel? (At this point, the students might not understand the need to change unfair laws that they don't have a voice in the government in this activity.)

13.) Prepare students by telling them that the new taxes will continue the next day. Have students identify and record their feelings, reactions, and wonderings about the activity and the role they have taken. Students may answer questions in the journal such as:
    a. How do you feel about your role in the activity? Explain using examples from your experience.
    b. What was it like to lose or gain candy when you were being taxed or profiting from taxes? Why?

Day 2

1.) Have students assume their roles from the previous day. Pass out 15-20 more candies to all students.

2.) Have several colonists and officials read their journal entries. Discuss the responses to being taxed and levying/gathering taxes.

3.) Note that students may have not worn or be in possession of taxable items from Day 1. Discuss that the absence of say blue jeans or glasses is a way of boycotting or protesting the taxes to avoid giving up candy/money. Mention that the colonists reacted similarly to taxes that were levied against them my King George III and the British Parliament.

4.) Give the King or Queen a slip of paper with the following information: "Today again, colonists will be taxed for yesterday's taxes and ask the members of Parliament and the Crown to introduce several new tax laws including the Sugar Act, Stamp Act, and Tea Act." How will the King deliver the news?

(Provide the King or Queen and Parliament the opportunity meet and to choose appropriate representations of these taxes such as having a certain amount of candy in their cups for the Sugar Act will equal a tax, a tax for any pieces of paper on the desk for the Stamp Act, and a fee for having a water bottle in class to represent the Tea Act. Tell the group that they will need to in some way make a visual that explains their new tax choices and how much the taxes will cost.)

5.) Repeat the taxing process from Day 1. Distribute and count up the final totals.

6.) Ask colonists how they will show their experiences and feelings about the activity. Ideas might range from making signs and protesting to writing letters or journal entries to the King or Queen and Parliament.

7.) Parliament, Tax Collectors, and the King or Queen should also share their feelings and experiences in a creative way.

8.) Through reading *No Taxation without Representation*, have students identify the connections between the simulation and how the colonists felt. Connections can be written down in the Colonial Journey Journal.

9.) Pose and discuss the following questions and what connections students were able to made:
   a. Were the taxes fair? Why or why not?
   b. How do you feel about your role in the activity?
   c. What could you do to change laws you do not agree with?
   d. What does the phrase "no taxation without representation" mean? (Someone might remember that this phrase became the rallying cry as the colonists reacted over and over to new tax acts levied by Parliament and King George III.)

   (Students might have other questions to add, which the lesson is open to, since students are investigating "no taxation without representation" through a simulation so that they can empathize and construct meaning from what drove the colonists to rebel.)

10.) To summarize and conclude the discussion and main lesson, students can suggest words and events to restate, and research for clarification if students have wonderings. (Some examples might be the terms Loyalist and Patriot and what they meant to the colonial reaction to King George III, Parliament, and the tax acts.)

11.) To complete the activity, have students write a letter to King George III. Ask them to choose a side, Loyalist or Patriot, and explain why they choose the particular side. Students should use their responses to the discussion and focus question in the Colonial Journey Journal to help write the letter. See the brainstorming sheet in Appendix B.

12.) When and if displaying the Letters to King George III that students have written, take a picture of each student's face and print it small enough to attach to a picture of a colonial man or woman. Display the "colonist" with his or her letter. See the resources for links to appropriate pictures.

Assessment

Use the criteria chart as a checklist for grading the Letter to King George III.

Criteria for Letter to King George

- Letter must have a greeting, date, and closing.
- Letter must be at least 3 paragraphs and include and introduction, body, and closing.
- Give details and tell whether you are a Patriot or Loyalist and at least 3 supporting reasons why.
- Check grammar, spelling, and conventions.
- Letter must be typed or written in cursive.

Resources

Patriot or Loyalist Display Pictures




Printable coloring pages www.printablecolouringpages.co.uk

Websites

www.printablecolouringpages.co.uk

Books

Armento, B. J. (1997). *America will be.* Boston, MA: Houghton Mifflin Social Studies.

Brezina, C. (2004). *Johnny Tremain and the American Revolution: Looking at literature through primary sources.* New York, NY: Rosen Publishing Group.

Cook, P. (2006). *You wouldn't want to be at the Boston tea party!: Wharf water tea, you'd rather not drink.* Brighton, United Kingdom: Salayria Book Company Ltd.

Evert, J. (1999). *Welcome to Felicity's world, 1774.* Middleton, WI: American Girl Pleasant Company Publications.

Forbes, E. (1943). *Johnny Tremain*. New York, NY: Random House, Inc.

Haack, J. (2004). *A guide for using Johnny Tremain in the classroom.* Westminster, CA: Teacher Created Resources.

Moore, K. (1998). *If you lived at the time of the American Revolution.* New York, NY: Scholastic Paperbacks.

Penner, L. R. (2002). *Liberty!: How the Revolutionary War began*. New York, NY: Random House Books for Young Readers.

Schanzer, R. (2007). *George vs. George: The American Revolution as seen from both sides.* Monterey, CA: National Geographic Children's Books.

Lesson 3

The Revenue Acts

Student Objectives

1.) The students will examine primary sources to investigate the Revenue Acts levied by the British Parliament in order to raise money to pay off debts incurred by the French and Indian War.
2.) The students will summarize and tell the rest of the class about the primary source(s)/revenue act their group investigated in a manner that all students will have an idea about each of four specific Revenue Acts.

National Council for the Social Studies Standards

Standard 2. Historical Comprehension

A. Reconstruct the literal meaning of a historical passage.
B. Identify the central question(s) the historical narrative addresses.
C. Read historical narratives imaginatively.
D. Evidence historical perspectives.
E. . Draw upon the data in historical maps.
F. Draw upon visual and mathematical data presented in graphics.
G. Draw upon the visual data presented in photographs, paintings, cartoons, and architectural drawings.

Standard 3. Historical Analysis and Interpretation

A. Formulate questions to focus on students' inquiry or analysis.
B. Identify the author or source of the historical document or narrative.
C. Compare and contrast differing sets of ideas, values, perspectives, behaviors, and institutions.
D. Analyze historical fiction.
E. Distinguish between fact and fiction.
F. Compare different stories about a historical figure, era, or event.
G. Analyze illustrations in historical stories.
H. Consider multiple perspectives.
I. Explain causes in analyzing historical actions.
J. Challenge arguments of historical inevitability.
K. Hypothesize influences of the past.

California Social Studies Content Standards

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

1.) Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.
2.) Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

5.5 Students explain the causes of the American Revolution.
Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).

Vocabulary

- Representative: Someone who speaks, acts, and votes on the behalf of others.
- Revenue: Money or income received.
- Act: A record or statement of the decision made by a legislative or judicial body.
- Protest: To disapprove or oppose something, often shown my public demonstration or other act.

Materials

- Graphic organizer (See Appendix C) (2-3 for each group, depending on how many primary source documents they receive for their set and colored copies for presentation)
- Primary Source Documents about the Revenue Acts and the print for the teacher to model the activity (Groups should have one copy of each document from the set for their specific act.)
- Markers
- Chart paper or large construction paper for making of displays
- Document reader and projector or overhead projector
- Computer access to website (http://www.ouramericanrevolution.org/index.cfm/page/view/m0032)
- Pencils/Pens

Teacher Background

The Revenue Acts
Detailed description (according to http://www.ouramericanrevolution.org/index.cfm/page/view/m0032)

When George Grenville took over as "first minister" (his own term for the position that would later become prime minister) in the spring of 1763, he and his ministerial colleagues faced a daunting task: new financial resources had to be found to pay for the

defense of the American colonies and to manage the massive national debt incurred to win the Seven Years War. As a political debacle at home over the imposition of a new cider tax clearly showed, English taxpayers had reached their limit. Americans, however, paid comparatively little, if anything, in taxes and Parliament had already agreed to compensate them for what they spent to contribute to the war effort. Consequently, there was a growing sense in the ministry, in Parliament, and among the English people that it was not unreasonable to look at the colonies as financially able and morally bound to—for the first time in their history—share the imperial cost of their own defense. The result was a series of laws passed by Parliament between 1764 and 1773 that have become collectively known as the Revenue Acts: The Plantation (or Sugar) Act (1764), the Currency Act (1764), the Stamp Act (1765), the Townshend Acts (1767), and the Tea Act (1773).

Grenville's attention turned first to existing trade laws to maximize their revenue potential. The most prominent of these was the Molasses Act of 1733, which established a prohibitive six pence per gallon duty on molasses (the basis of rum) imported into the colonies from non-British colonies in the West Indies. In doing so, the 1733 law created a lucrative smuggling trade centered in New England. Little money was collected from the duty, therefore, until enforcement was strengthened in 1760, after which time revenue substantially increased. In 1763, Grenville issued strict orders to customs officials to further step up their enforcement, which included the power to seize ships suspected of smuggling and the employment of naval warships to arrest violators (a standing policy of rewarding ships' crews with profits from the sale of condemned cargoes infused the effort with a hefty-and unhelpful-dose of self-interest). American merchants, particularly those in New England (and especially those who made fortunes from smuggling), were understandably disturbed by the relatively quick transformation from exploitable neglect to rigid, even zealous, enforcement in only a few years.

In 1764, Grenville and his successors embarked on a complete overhaul of imperial trade policies, focusing on those that closely tied commerce to revenue. The result was a set of laws passed by Parliament between 1764 and 1773 that have become collectively known as the Revenue Acts. The Plantation Act, also known as the Sugar Act, was the first to be adopted, on April 5, 1764. Although the Act covered a great deal of commercial ground, its reduction in the duty on molasses from six pence to three pence per gallon and plan to vigorously collect it caused the most consternation in the colonies. Aggravation was especially sharp in New England, where Samuel Adams and James Otis argued that it invaded the colony's charter rights to govern itself by imposing taxation without representation.

The next Revenue Act was the Currency Act of 1764, passed on April 19, 1764. Aimed almost directly at Virginia's attempts to establish its own monetary policy in the 1750s, the bill was an attempt to strengthen imperial commercial exchange by extending to the rest of the American colonies an existing ban on new issues of paper currency already in place in New England. It appeased British merchants who protested the ability of Americans to pay their sterling debts in currency of their own choosing, in this case

substantially depreciated wartime paper. This prohibition unintentionally created a cash crisis in the transatlantic economy and became a major grievance in most of the colonies.

Grenville's next step was the introduction of an American Stamp Bill in March 1764 that would apply to the colonies a tax on all sorts of paper (from newspapers to legal documents to playing cards) that had long been in place in England. Grenville withdrew it when an objection was raised that the colonies should first be consulted. He therefore postponed the measure to give the colonies time to respond and propose alternatives. Grenville received assurances from some colonial representatives, such as Benjamin Franklin, that the colonies would submit to it - albeit unhappily - as they had submitted to the Sugar Act, while from other colonial sources he heard protests. Either way, Grenville received no alternatives, so he re-introduced the bill on February 6, 1765. The bill passed both houses of Parliament by large majorities the House of Commons and was ratified by royal assent on March 22, 1765. Because of widespread colonial opposition, Parliament repealed the Stamp Act almost exactly one year later, on March 18, 1766.

Grenville was no longer in office when Charles Townshend, Chancellor of the Exchequer in the short-lived ministry of William Pitt (elevated to Earl of Chatham), easily pushed his Revenue Act through Parliament in June 1767. With Pitt largely absent from London due to illness, Townshend took charge and deftly exploited the distinction drawn by colonials between acceptable external taxes (such as customs duties) and unacceptable internal ones (such as direct levies on property or goods in the colonies). The Townshend Act placed import duties on British china, glass, paper, pasteboard, lead, paint, and tea. The act also created a Board of Customs Commissioners, based in Boston, to enforce them. Once again, wide-ranging opposition to Parliament's authority to tax colonies without their consent arose in America, from non-importation agreements to riots. Parliament responded just as it had in the Stamp Act crisis, with yet another government (this one led by Frederick, Lord North) repealing an ill-advised Revenue Act passed by a previous government, but not without making a statement of constitutional principle. In April 1770, all of the Townshend duties were repealed, except for the three pence per pound duty on tea, leaving it only with the 1764 molasses duty as symbols that Parliament could indeed tax the colonies.

The last Revenue Act was the Tea Act of 1773, which had very little to do with either constitutional principle or raising a revenue. Rather, it was a pragmatic measure by Lord North to bail out the virtually bankrupt East India Company by allowing it to sell its only real asset, a surplus of almost 18 million pounds of tea sitting in London warehouses. The act eliminated all duties on tea that it re-exported to the colonies, thereby driving the cost well below that of smuggled Dutch tea, and gave the East India Company a monopoly on tea sales in America. Lord North and his ministers believed that the colonials would hardly recall the remaining Townshend duty on tea, with prices so low. They were wrong. American radicals quickly and effectively characterized the act as a subtle way to make colonials swallow the principle of parliamentary taxation. Violence and destruction greeted attempts to land the tea when ship captains did not agree to return their cargo to Britain. The Boston Tea Party, in particular, led not to repeal but to the Coercive Acts of

1774, the enforcement of which drove Britain and the colonies into the War for Independence.

- **Sugar Act:** This was the first of the tax acts Parliament passed to raise revenue to pay for debts incurred by the French and Indian war. Items such as tea, glass, paint, wine lumber, coffee, and sugar; among others important items were taxed. The Sugar Act was repealed in 1765.
- **Stamp Act:** The Stamp Act required a tax be paid for a stamp that was put on a wide variety of legal documents such as playing cards, marriage licenses, newspapers, and many other printed items.
- **Tea Act:** After the Boston Massacre, the British crown wanted to try to make the colonies content and repealed all of the import tax except for the tax on tea. As a result, the colonists returned to buying British items, except for tea. In 1773, the Tea Act puts "tea agents" in charge of sales of tea, but removes the tea tax. Tea was a very important drink to the American colonists and the mother country in Britain. Tea was as important to the colonists as coffee is to Americans today.
- **Townshend Acts (Duties):** In 1767, Parliament passed a series of laws that were to create revenue to pay for the French and Indian War by taxing certain items that were imported to the American colonies by Britain. Bostonians reacted by creating "non-importation agreements" and other colonies followed Boston. These agreements dried up British trade and eventually the acts were repealed because of the need of income from trade between Britain and her American colonies. However these acts were not reappeared before British soldiers were sent to occupy Boston in 1768.

Focus

Students will investigate primary sources to learn more about taxation without representation. The teacher will inform students that they will be working with primary sources to make discoveries about the specific taxes King George III and the British Parliament levied on the American colonists. This lesson will build on what students learned through the simulation of taxing in Lesson 2.

Focus Question: How did American colonists react to the government's Revenue Acts?

Model

Teacher will model document analysis using primary sources from the following site http://www.ouramericanrevolution.org/index.cfm/page/view/p0123. The teacher will put up and print and model the lesson procedure listed below. Teacher will fill out a graphic organizer as it is projected on the document reader or overhead projector.

> Teacher might say: *What details do you notice in this document? (*Students may say that

Teacher will then model answering of guiding questions that are on the graphic organizer. Students will answer the questions as they apply to the Tar and Feathering print.

Guiding questions:

a. *What kind of document is the material they are looking at? What year do you think it is from?*
b. *What is the viewpoint of the document? Is the document for or against the English tax?*
c. *Were the colonists pleased with the taxes? How do you know?*
d. *To what form(s) of resistance do the documents refer? (If the document refers to resistance.)*

Main Lesson

i. Group students into groups of three or four. Distribute a copy of the set of primary sources for each Tax Act (there are four Acts all together, each group will focus on one Act) to each group and a graphic organizer to each student. (For example, one group of students will have the Sugar Act primary sources, one group will have the Tea Act, one group will have the Stamp Act, and one group will have the Townshend Duties.) Remind students that they will be responsible for presenting their graphic organizer, one per primary source the group receives at the end of the activity. Students will have jobs in the group, the recorder, spokesperson (or 2), and getter.
   a) Recorder—takes notes on the graphic organizers that will be presented
   b) Spokesperson or spokespeople—present the graphic organizer
   c) Getter—gets materials for the group

ii. Students will provide a photographic analysis of their primary sources. Ask groups of students to record everything they notice about their primary sources. As a guide the teacher should circulate among groups and remind them of their goals. The teacher should allow students to explore and investigate the materials. Teacher can pose clarifying questions as students discover answers to the questions on the graphic organizer, if necessary.

iii. When students are finished observing their primary sources and doing initial quick looks, they should pose the following guiding questions (see graphic organizer) in their groups to help them discover details about the Revenue Acts.

**All guiding question answers should have evidence or details from the document to prove where came from*.*

   a) What kind of document is the material they are looking at? What year do you think it is from?
   b) What is the viewpoint of the document? Is the document for or against the English tax?
   c) Were the colonists pleased with the taxes? How do you know?
   d) To what form(s) of resistance do the documents refer? (If the document refers to resistance.)

4.) Students should fill out their graphic organizers and discuss the guiding questions in their groups. All students are responsible for filling out the graphic organizers, but the recorder will neatly fill out the copy that will be presented on the document reader (Use another colored copy for these than the students' originals so there is a way to distinguish).

5.) During the group work time, the teacher should be circulating and reminding students of the task at hand and encourage the groups to look deeper and closer at their sources to glean the most evidence.

6.) The teacher will periodically stop groups to check on progress and gauge time needed and when students have had enough time, the teacher will ask the class to return to the whole group. At this point, the teacher will ask each group to come up and present their sources and graphic organizers to share what they discovered. After each group shares, the teacher should elicit any questions or clarifications from the rest of the class. (Spokespeople do the talking, entire group can answer questions.)

7.) Each group will present and clarify as needed.

8.) Teacher should correct any misconceptions and discuss social class differences as noticed by student observations.

9.) Students may want to chart or create some sort of display with their sources, graphic organizers, and discoveries. These charts, posters, or displays will be helpful at a later time for Lesson VI.

Assessment

4—Students answered questions and gave evidence to show what they were thinking for all 4 questions. Make this more explicit with details of what type of evidence is needed.
3—Students answered some of the questions using evidence to support their answers.
2—Students answered a few of the questions and used little evidence to support their answers.
1—Students did not answer the questions or use evidence to support their answers.

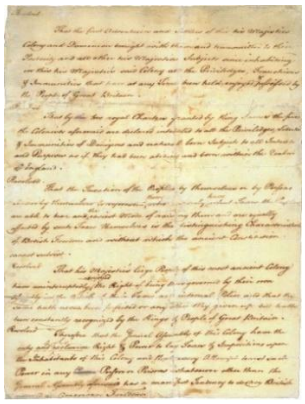
Resources

Primary Sources
Print for Modeling Section

The Bostonian's Paying the Excise-Man, or Tarring & Feathering

The Stamp Act Prints

The Repeal, Or the Funeral of Miss Ame-Stamp



The Virginia Stamp Act Resolutions

The Alternative Williams-burg

Sugar Act

Sugar cone and tongs

Political Cartoon about the Sugar Act

Townshend Acts

Townshend Acts Bill

Tea Act

The Tea Act

To the Commissioners appointed by the East India Company

Websites

- http://www.ouramericanrevolution.org/index.cfm/page/view/m0032 (This site, by Colonial Williamsburg, contains information and primary sources relating to the Revenue Acts and colonial reactions to these Acts.)
- http://teachers.history.org/resources/lesson-plans/colonial-reaction-stamp-act (A Lesson Plan on the Stamp Act and Colonial Reactions.)

- http://teachers.history.org/resources/lesson-plans/colonial-reaction-stamp-act/summary-1765-stamp-act (A summary of the Stamp Act, good explanation for students.)
- http://teachers.history.org/resources/lesson-plans/colonial-reaction-stamp-act/virginia-stamp-act-resolutions (A write up of the Virginia Stamp Act Resolutions, since the document is hard to read.)
- http://teachers.history.org/resources/lesson-plans/colonial-reaction-stamp-act/glorious-seventy-four (Primary Source needed for lesson, Stamp Act Song.)
- http://teachers.history.org/resources/lesson-plans/colonial-reaction-stamp-act/repeal-or-funeral-miss-ame-stamp (Primary Source needed for lesson, Print of Funeral of Miss Ame Stamp.)
- http://teachers.history.org/resources/lesson-plans/colonial-reaction-stamp-act/alternative-williams-burg (Primary sources needed for the lesson, Print of the Alternative Williams-burg.)
- http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/britref/majesty.html (Primary source needed for the lesson, Letter to the king of England, response to Revenue Acts, Sugar Act set.)
- http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?TopicId=&PrimarySourceId=1075 (Primary source needed for the lesson, Artifact, Sugar Act Set.)
- https://revolutionacts.wikispaces.com/2.+Sugar+Act (Primary source needed for the lesson, Political cartoon on the Sugar Act, part of the Sugar Act set.)
- http://www.ushistory.org/declaration/related/townshend.htm (Primary source needed for lesson, Text of the Townshend Act, part of the Townshend Act set.)
- http://www.cr-cath.pvt.k12.ia.us/lasalle/Resources/Rev%20War%20Websites/Josh%20Michael%20Zack%20Rev%20War/Josh%20B.%20Rev%20War/Townshend_acts.html (Primary source to be combined with the above website, the Text of the Townshend Act, this is an image of the Act written by Parliament, but is unreadable, part of the Townshend Act set.)
- http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/brittwo/minions.html (Primary source needed for lesson, text from a letter about the Townshend Acts from a New Yorker, part of the Townshend Act set.)
- http://media-1.web.britannica.com/eb-media/22/130922-050-BD1506FD.jpg (Primary source needed for lesson, political cartoon about the Tea Act, part of the Tea Act set.)
- http://memory.loc.gov/cgi-bin/query/h?ammem/rbpebib:@field(NUMBER+@band(rbpe+1430340a)) (Primary source needed for the lesson, text detailing the East India Company's sale of tea in the colonies, part of the Tea Act set.)
- http://www.ushistory.org/declaration/related/teaact.htm (Primary source needed for the lesson, the text of the Tea Act, part of the Tea Act set.)

Books

Armento, B. J. (1997). *America will be.* Boston, MA: Houghton Mifflin Social Studies.

Brezina, C. (2004). *Johnny Tremain and the American Revolution: Looking at literature through primary sources.* New York, NY: Rosen Publishing Group.

Cook, P. (2006). *You wouldn't want to be at the Boston tea party!: Wharf water tea, you'd rather not drink.* Brighton, United Kingdom: Salayria Book Company Ltd.

Evert, J. (1999). *Welcome to Felicity's world, 1774.* Middleton, WI: American Girl Pleasant Company Publications.

Forbes, E. (1943). *Johnny Tremain*. New York, NY: Random House, Inc.

Haack, J. (2004). *A guide for using Johnny Tremain in the classroom.* Westminster, CA: Teacher Created Resources.

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Penner, L. R. (2002). *Liberty!: How the Revolutionary War began*. New York, NY: Random House Books for Young Readers.

Schanzer, R. (2007). *George vs. George: The American Revolution as seen from both sides.* Monterey, CA: National Geographic Children's Books.

Lesson 4
Boston Massacre and Political Cartoons

Student Objectives

1.) The students will analyze primary sources for a deeper investigation and comprehension of the uses of political cartoons to persuade the audience to believe one side or another of an issue.
2.) The students will critique how political cartoons, propaganda, and mob mentality can change a person's or a group's perspective of an idea or event in history.
3.) The students will examine how the Boston "Massacre" changed how people thought about the British monarchy, individual liberties, and taxation without representation.

National Council of Social Studies Standards

Standard 2. Historical Comprehension

A. Reconstruct the literal meaning of a historical passage.
B. Identify the central question(s) the historical narrative addresses.
C. Read historical narratives imaginatively.
D. Evidence historical perspectives.
E. Draw upon the data in historical maps.
F. Draw upon visual and mathematical data presented in graphics.
G. Draw upon the visual data presented in photographs, paintings, cartoons, and architectural drawings.

Standard 3. Historical Analysis and Interpretation

A. Formulate questions to focus on their inquiry or analysis.
B. Identify the author or source of the historical document or narrative.
C. Compare and contrast differing sets of ideas, values, perspectives, behaviors, and institutions.
D. Analyze historical fiction.
E. Distinguish between fact and fiction.
F. Compare different stories about a historical figure, era, or event.
G. Analyze illustrations in historical stories.
H. Consider multiple perspectives.
I. Explain causes in analyzing historical actions.
J. Challenge arguments of historical inevitability.
K. Hypothesize influences of the past.

Standard 4. Historical Research Capabilities

A. Formulate historical questions.
B. Obtain historical data.
C. Interrogate historical data.

D. Marshal needed knowledge of the time and place, construct a story, explanation, or historical narrative.

California Social Studies Content Standards

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.
1.) Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.
2.) Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

5.5 Students explain the causes of the American Revolution.
1.) Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).
2.) Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.

Vocabulary

- Bias: An unfair dislike or preference for something or someone.
- Political cartoon: A cartoon that mocks, or exaggerates something in a political or current event situation.
- Massacre: To kill a large number of people or animals. Often the dead are innocent.

Materials

- Computer with internet access to print primary source materials
- Printer
- Graphic organizer from Appendix D
- Pencils
- Paper
- Markers
- Projector
- Chart paper
- Tape
- Political Cartoons Primary Source Prints
- Dictionaries
- Colonial Journey Journal

Teacher Background

The Boston Massacre

On March 5, 1770 an incident between British soldiers, who were occupying Boston, and civilians broke out. British Redcoats were sent in by the British government because of the uproar and ruckus Bostonians were making about the Crown's unfair treatment of her American colonists. There was about one solider for every 4,000 Boston citizens. On March 5th, a group of young boys were heckling a group of soldiers by throwing snowballs and shouting insults. A crowd gathered to watch the mockery and the soldiers called for backup. In the commotion, a group of 8 soldiers fired into the crowd and eventually 5 citizens died. Later, the soldiers were brought to trial and only two were found guilty.

Focus

Lead students through the *Boston Massacre Role Play* (See Appendix). As a whole group, skim through the role play and ask students what they notice and if they know any of the "characters". Have students volunteer for the different parts. Explain that the places where actions are bolded are directives and not to be read. Remind students to read expressively and model proper intonation, pacing, and expression.

Begin the role play. Students can stand up and read their parts or you can designate a part of the classroom as the "stage" and have students who have reading parts stand on the "stage" and read their parts and act out or pantomime the directives they are given. The role play can be repeated and new parts can be given out if not every student that wants a chance gets it.

Last, discuss if students think this event qualifies as what the definition of "massacre" defines. In the computer lab, or as a whole class on the projector, show students the following website and take students through the slides on the Boston Massacre (http://www.americaslibrary.gov/jb/revolut/jb_revolut_boston_1.html). Have students look at the prints and discuss what happened from information gathered from the role play and website. Tell students that they will be looking at primary sources that tell a story. These primary sources are called political cartoons.

Model

Using the woodcut of the Boston Massacre by Paul Revere, model for students how to analyze a political cartoon. Talk about the bias that Paul Revere's woodcut created and how the suggestions in his cartoon and his title "Boston Massacre" changed the reaction of many Bostonians to the way Parliament and the Crown were treating her American subjects. Instead of just a scuffle between a mob and some soldiers, started by a few

young men, the events of March 5, 1770 went down in history as a massacre and the people who died where the first deaths of the American Revolution.

The teacher should ask, "*Have ever seen a recent political cartoon and if they know how they are used or why they are used?"*

The teacher should describe that political cartoons are usually drawn to persuade a group of people to one side or another of a political issue. Look at this woodcut. What do you think the person who published it believed about the Boston Massacre?

Paul Revere, a silversmith that we encountered in Chapter II of Johnny Tremain. Paul Revere was a well known Son of Liberty and Patriot. He was working for the Patriot side by doing almost anything he could. Knowing that, does this change your opinion of this political cartoon? What does it make you think about the motivation behind this woodcut?

Correct, he wanted more people to side with the Patriot cause and so he created and published the woodcut.

When someone creates a political cartoon or other work that is meant to persuade the audience one way or another, that piece or work has what is called a bias. What is a bias? Would someone like to try to define it? We can also use a dictionary to find the definition.

Bias-an unfair preference for or dislike of something.

At times, newspaper articles and even textbooks can be written or created with the author's or illustrator's biases. Be on the lookout for biases as we examine political cartoons in this lesson and also in other documents we investigate during the unit.

The teacher will fill out a graphic organizer as it is projected on the document reader or overhead projector using the Paul Revere Boston Massacre woodcut as an example.

Main Lesson

1.) Group students into groups of three to four. Distribute a copy of a political cartoon print to each group and a graphic organizer to each student. Remind students that they will be responsible for presenting their graphic organizer, one per group at the end of the activity. Students will have jobs in the group: the recorder, spokesperson (or 2), and getter.
    a. Recorder—takes notes on the graphic organizer that will be presented
    b. Spokesperson or spokespeople—present the graphic organizer
    c. Getter—gets materials for the group

2.) Students will use the process of photographic analysis of their political cartoon. Ask groups of students to record everything they notice about their political cartoon. Similar to the process in Lesson I.

Teacher Example

(Using the *Bloody Massacre* by Paul Revere): *Look at the political cartoon I have projected on the board. What things do you notice right away? Do you see any people? What is the setting? What is going on in the cartoon? Now you are going to look at the political cartoons I give you in groups. Take a close look at your print. Investigate and answer the guiding questions on your graphic organizer.*

3.) Next the teacher should pose the following guiding questions about the example from above (see graphic organizer) to help them discover details about the colonial political cartoons. These can be used as inquiry questions earlier in lesson.

i. Why do people create political cartoons?
ii. Why do political cartoons tell you about the situation or historical event?
iii. What biases do you see in the different cartoons? What might these biases do to persuade viewers of the cartoons?
iv. How did Paul Revere's woodcutting change the way people viewed what happened on March 5th?

4.) Students should fill out their graphic organizers and discuss the guiding questions in their groups. All students are responsible for filling out the graphic organizer, but the recorder will neatly fill out the copy that will be presented (Use a colored copy for this).

5.) During the group work time, the teacher should be circulating and reminding students of guiding questions.

6.) After adequate time has passed, the teacher will stop group work and ask the class to return to the whole group. At this point, the teacher will ask each group to come up and present their art piece and graphic organizer to share what they discovered. After each group shares, the teacher should elicit any questions or clarifications from the rest of the class.

(Spokespeople do the talking, entire group can answer questions.)

7.) Each group will present and clarify as needed. Teacher should correct any misconceptions and discuss and what might those be?

Assessment

Primary Source Analysis

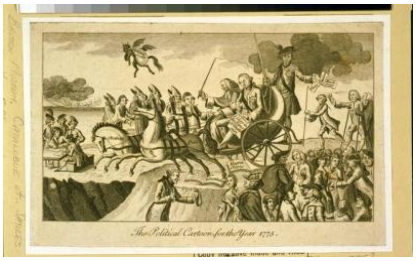
CATEGORY	4	3	2	1
Description	Makes a complete and detailed description of the subject matter and/or elements seen in a work.	Makes a detailed description of most of the subject matter and/or elements seen in a work.	Makes a detailed description of some of the subject matter and/or elements seen in a work.	Descriptions are not detailed or complete.
Analysis	Accurately answers the questions with evidence from the source or sources.	Accurately answers most of the questions with evidence from the source or sources.	Accurately answers a few of the questions with evidence from the source or sources.	Does not accurately answer the questions with evidence from the source or sources.
Collaboration	Works collaboratively with the group and does his or her job accurately.	Works somewhat collaboratively with the group and does some of his or her job accurately.	Works collaboratively with the group part of the time and does a little of his or her job accurately.	Does not collaboratively with the group and does not do his or her job accurately.

Extension

Have students design their own political cartoon for one of the historical events that lead to the American Revolution.

Resources
Political Cartoons


The Bloody Massacre


Political Cartoon for the Year 1776


The Bostonians in Distress

Websites

- http://www.loc.gov/teachers/classroommaterials/lessons/political-cartoons/pdf/repeal_small.pdf (A political cartoon used for the lesson.)
- http://www.loc.gov/teachers/classroommaterials/lessons/political-cartoons/pdf/magna.pdf (A political cartoon used for the lesson.)
- http://www.loc.gov/pictures/search/?q=boston%20massacre%201770&sg=true (Library of Congress website to obtain political cartoon prints)
- http://research.history.org/DigitalLibrary/VirginiaGazette/VGIssueThumbs.cfm?IssueIDNo=70.R.18 (This website is a class created research project written by students.)
- http://www.bostonhistory.org/sub/bostonmassacre/ (An investigative game about the Boston Massacre)
- http://www.bostonhistory.org/pdf/Boston%20MassacreImages.pdf (This site has primary source illustrated materials)
- http://www.ouramericanrevolution.org/index.cfm/page/view/p0038 (This website has valuable background information and primary sources.)
- http://www.bostonhistory.org/pdf/Boston%20MassacreDocuments.pdf (This site has primary sources materials on the Boston Massacre)
- http://www.loc.gov/teachers/classroommaterials/lessons/political-cartoons/index.html (This is the Library of Congress lesson on political cartoons.)

Books

Armento, B. J. (1997). *America will be.* Boston, MA: Houghton Mifflin Social Studies.

Beier, A. (2003) *Crispus Attucks, hero of the Boston Massacre*. New York, NY: Rosen Publishing Group.

Bober, N. (2001). *Countdown to independence*. New York, NY: Atheneum Publishing

Burgan, M. (2005). *Boston Massacre*. Capstone Press.

Decker, T. (2009). *For liberty: The story of the Boston massacre*. Honesdale, PA: Front Street Press.

Draper, A. S. (2002). *Headlines from history, the Boston massacre*. New York, NY: Rosen Publishing Group, Inc.

Fradin, D. B. (2008). *The Boston massacre: Turning points in U.S. history.* Salt Lake City, UT: Benchmark Books.

Lukes B. (1998). *The Boston massacre*. Famous Trials Series. Lucent Books.

Mattern J. (2004). *The cost of freedom: Crispus Attucks dies in the Boston massacre*. New York, NY: Rosen Publishing Group.

Penner, L. R. (1998). *The liberty tree: The beginning of the American Revolution*. New York, NY: Random House.

Raum, Elizabeth. *The Boston massacre: An interactive history adventure. You choose books: An interactive history adventure*. Mankato, MN: Capstone Press.

Ready, D. (2006). *The Boston massacre*. Capstone Press.

Rinaldi, A. (1993). *The fifth of March: A story of the Boston massacre*. New York, NY: Harcourt.

Santella, A. (2008). The *Boston massacre. Cornerstones of freedom second series.* Danbury, CT: Children's Press.

Lesson 5
Boston Tea Party

Student Objectives

1.) The students will investigate and analyze the Boston Tea Party through a wide variety of accounts including fiction and eyewitness accounts.
2.) The students will use information they have gathered from both primary and secondary sources to summarize the events of the Boston Tea party and write their own "eyewitness" account.
3.) The students recreate the parts of a newspaper.

National Council of Social Studies Standards

Standard 2. Historical Comprehension

A. Reconstruct the literal meaning of a historical passage.
B. Identify the central question(s) the historical narrative addresses.
C. Read historical narratives imaginatively.
D. Evidence historical perspectives.
E. Draw upon the data in historical maps.
F. Draw upon visual and mathematical data presented in graphics.
G. Draw upon the visual data presented in photographs, paintings, cartoons, and architectural drawings.

Standard 3. Historical Analysis and Interpretation

A. Formulate questions to focus on their inquiry or analysis.
B. Identify the author or source of the historical document or narrative.
C. Compare and contrast differing sets of ideas, values, perspectives, behaviors, and institutions.
D. Analyze historical fiction.
E. Distinguish between fact and fiction.
F. Compare different stories about a historical figure, era, or event.
G. Analyze illustrations in historical stories.
H. Consider multiple perspectives.
I. Explain causes in analyzing historical actions.
J. Challenge arguments of historical inevitability.
K. Hypothesize influences of the past.

Standard 4. Historical Research Capabilities

A. Formulate historical questions.
B. Obtain historical data.
C. Interrogate historical data.
D. Marshal needed knowledge of the time and place, construct a story, explanation, or historical narrative.

Standard 5. Historical Issues-Analysis and Decision-Making

A. Identify issues and problems in the past.
B. Compare the interesting and values of the various people involved.
C. Suggest alternative choice for addressing the problem.
D. Evaluate alternative courses of action.
E. Prepare a position or course of action on an issue.
F. Evaluate the consequences of a decision.

California Social Studies Content Standards

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

1.) Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.
2.) Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

5.5 Students explain the causes of the American Revolution.

1.) Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).
2.) Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.

Vocabulary

- Tea chest: Wooden chest that tea bricks were shipped across the sea in.
- Hatchet: A small and lightweight axe like device.
- Tea brick: Tea was pressed into bricks instead of tea bags like today.
- Eyewitness account: An account or report given by someone who experiences something at the time the event occurs.

Materials

- Newspaper article—*teacher should pick an eyewitness account of a recent event for the teacher modeling section (http://www.dailynews.com/breakingnews/ci_20496845/lost-dolphin-wanders-into-bolsa-chica-wetlands-huntington:* tea brick or picture)
- Books on the Boston Tea Party
- Eyewitness accounts of the Boston Tea Party printed for students (each group needs two copies of two different accounts)
- Pencils
- Paper

- Markers
- Crayons or colored pencils
- Chart paper
- Graphic organizer (See Appendix E, 2 sets on different colored paper for each repetition of the SCIM-C process)
- Script for Boston Tea Party Reenactment
- Graphic Organizer for news paper article (See Appendix E)
- Rubric for news paper article
- Container large enough to soak student papers
- Large white or yellow construction paper
- Tea bags
- Water
- Computer(s) with internet access
- Tea Party Reenactment script

Teacher Background

Boston Tea Party
According to http://www.ouramericanrevolution.org/index.cfm/page/view/p0069, the Boston Tea Party was:

Word that a cargo of East India Company Tea was headed to Boston reached the city in August 1773. Newspapers such as *Boston Post Boy* and *Boston Evening Post* were soon reporting the delivery as part of an underhanded scheme by Lord North to "raise revenue, and to establish parliamentary despotism in America." On October 21, the Massachusetts Committee of Correspondence put the new system into action when it called on the other colonies to "be united" against the East India Company's attempt to unload British tyranny on American wharves. On November 5, 1773, the Boston Town Meeting met at Faneuil Hall and resolved that anyone involved in any attempt to unload the tea should be considered "an enemy to America."

The first of the tea ships, the *Dartmouth*, arrived in Boston on November 28 with 114 chests. The *Eleanor* and the *Beaver* arrived over the next two weeks. Massachusetts Bay's governor, Thomas Hutchinson, himself a native Bostonian, firmly believed that the landing of the tea was not only a necessary example of Parliament's constitutional authority, but that it was also a personal matter because the tea had been consigned by the company to two of his sons for sale in Boston. It soon became clear that Boston's radicals would not allow the tea off the company's ships. Hutchinson therefore intended to invoke a law authorizing him to forcibly unload the cargo of any ship in the harbor that failed to pay the import taxes within three weeks. At the same time he would not clear the three ships to return to England. On the evening of December 16, when Samuel Adams learned of Hutchinson's final refusal to allows the ships to leave with the tea, he turned to a large crowd that had gathered at the Old South Meeting House and declared their meeting could "do nothing more to save the country." Right away, a group of men disguised as Mohawk warriors assembled outside and proceeded to Boston Harbor, where they

boarded each of the ships and consigned the 342 casks of tea they carried, worth £10,000, to the water.

When news of the destruction of the tea reached Britain, the actions of the Boston radicals were almost universally condemned. Even America's friends in London could not condone the intemperate ruin of private property, especially in response to a law that had made tea more affordable for colonials. Some British Americans, such as George Washington and Benjamin Franklin, also thought that the Bostonians had gone too far. In no other colonial city had radicals acted with such harmful consequences. Their actions unintentionally accomplished what successive British ministries had attempted to do for more than a decade: isolate the Boston radicals as out of step with their fellow colonies and push them out of the driving seat of resistance to British authority.

SCIM-C
Refer back to the discussion of SCIM-C in Chapter 2 of this graduate project. and then delete this entire section.
Focus

Read *Boston Tea Party* by Pamela Duncan Edwards to the class. Remind students that this is only a re-telling of the historical event, it is historical fiction. Introduce the concept of secondary sources are source materials written or created at a time later than the actual historical event or time period occurred. In addition to the primary sources that students used in lessons one and four.

Define both primary and secondary sources. Chart or write them on the board. Ask students to suggest the similarities and differences.

Model

Tell students that they will be doing a new kind of primary source analysis. Instead of looking at art pieces or cartoons, students will be working with eyewitness accounts. Using an article from a current newspaper which gives an eyewitness account, model how to analyze a primary source document. Use the graphic organizer in Appendix H projected on an overhead projector or document reader. (An article that can be used is http://www.dailynews.com/ci_20502801/calif-rescuers-aid-dolphins-return-sea?IADID=Search-www.dailynews.com-www.dailynews.com.)

Teacher Example (Using Current Event from the Focus section above**):**

Read the article to the students, take notes on the board or on a chart type paper on the five W's (who, what, when, where, and why). Tell students they may highlight when they get their own eyewitness accounts. Fill out the rest of the graphic organizer.

Ask students if the article is a primary or secondary source and how they know. Tell students that they will be working in groups of to read two eyewitness accounts of the Boston Tea Party.
Model the first part of the SCIM-C strategy.

S stands for Summarize. The key here students is to quickly observe the document and attempt to figure out the subject, author, purpose, and who the document was mean for. They tell what the source is as well. Then students examine the source material for significant information such as dates, people, facts, perspectives, and opinions. Students should then ask the four focus questions for the first phase of the process.

a) *What type of historical document is the source?*
   It is a newspaper article of something that happened recently in our community.
b) *What specific information, details and/or perspectives does the source provide?*
   The source tells the setting and what happened to the dolphin.
c) *What is the subject and/or purpose of the source?*
   The purpose is to tell people or inform them of the trapped dolphin.
d) *Who is the author and/or audience of the source?*
   The author is not given but it says it comes from the Associated Press which I think is another news outlet or a newspaper. The audience is anyone who is wondering about the situation; specifically the Los Angeles community who the Daily News is geared towards.

The teacher will read have students read through the rest of the SCIM-C strategy as described on their graphic organizer as a whole group and clarify anything that is unclear as posed by the students and then students will begin the strategy process. The teacher will circulate and pose questions or provide clarification or focus as needed.

Main Lesson

*Using the SCIM-C strategy for analyzing multiple primary source materials.

Day 1
Guiding Question: What actually happened at the Boston Tea Party on December 16, 1773?

1.) Talk about the guiding question. Tell students that their goal throughout this three-day lesson is to find evidence to answer the guiding question.

2.) Group students in groups of four. Distribute a copy of two of the eight different eyewitness accounts of the Boston Tea Party to each group and a graphic organizer to

each pair of students within the group. Remind students that they will be responsible for presenting their graphic organizers, two per group at the end of the activity.

a. In each group of four, there will be two students paired together to work on each eyewitness account on Day 1. They will complete a graphic organizer together.
b. Students can highlight and should read their account at least two times to glean as much information as possible.
c. Guide students through the SCIM-C process as follows:

3.) **Summarize**: Students quickly observe the document and attempt to figure out the subject, author, purpose, and who the document was mean for. They tell what the source is as well. Then students examine the source material for significant information such as dates, people, facts, perspectives, and opinions. Students should then ask the four focus questions for the first phase of the process.
   a) What type of historical document is the source?
   b) What specific information, details and/or perspectives does the source provide?
   c) What is the subject and/or purpose of the source?
   d) Who was the author and/or audience of the source?

4.) **Contextualize**: Contextualizing is the first step of the SCIM-C process where students begin to look deeper at their source in order to gain further understanding of the source and find out more about the setting; both time and space, that surround the context of their eyewitness about. Students are also starting to look at the authenticity of the source material. The teacher should make students aware that it is important to recognize and understand that the materials may have old-fashioned words and/or images from the historical period that the source came from. These words and/or images may not be en vogue today or they may be used differently, and the teacher should remind students of these variations and should spotlight these differences. The class may need to discuss and/or define any variations students are unfamiliar with. Also, the meanings, values, habits, and/or customs of the period may be very different from those today. The teacher should remind students to be sensitive to differences and handle anything that makes them uncomfortable with maturity and an open mind. Overall, students and teachers must be careful to avoid treating the materials as current and remember that it is a historical piece as they investigate their guiding historical question.
   a.) When and where was the source produced?
   b.) Why was the source produced?
   c.) What was happening within the immediate and broader context at the time the source was produced?
   d.) What summarizing information can place the source in time and place?

5.) **Infer:** In the inferring stage of the process students are given the chance to revisit initial facts collected from the source and to begin to read "between the lines" and make inferences based on the ideas they are developing as they continue to

understand of the background of the primary source material they are looking at. The teacher should make it clear to students that careful examination and making inferences is essential to using primary sources because often the evidence students (and historians) are looking for is not clearly stated or easily spotted in the source. Instead, the evidence is hinted at within the source and needs to be drawn out, upon closer inspection. The teacher can tell the students that they need to think like historical detectives, examining the eyewitness accounts for clues, evidence, and hidden meanings.

a.) What is suggested by the source?
b.) What interpretations may be drawn from the source?
c.) What perspectives or points of view are indicated in the source?
d.) What inferences may be drawn from absences or omissions in the source?

6.) **Monitor:** During the monitoring phase of the process, students really start the get into the examining of the primary source. The teacher shares with students that this phases is where they really become history detectives. Students not only look at the historical context and authentic of the source, but they begin to question and reflect of what they first thought at the beginning of the process. The teacher explains that reflective monitoring will help students to make sure that they have asked and answered the key questions from the previous two phases. If they have not, the students must go back and really think critically and examine the evidence in the material they are looking at. The teachers should remind students that successful detectives examine and reexamine the evidence to make their case and find answers. Students are also told that the credibility and helpfulness of the source is essential to deciding if the focus question can be answered.

a.) What additional evidence beyond the source is necessary to answer the historical question?
b.) What ideas, images, or terms need further defining from the source?
c.) How useful or significant is the source for its intended purpose in answering the historical question?
d.) What questions from the previous stages need to be revisited in order to analyze the source satisfactorily?

7.) While students are doing steps 3=6, they are filling out a graphic organizer, see Appendix F. They will not do the final C until Day 2 or Day 3 of this lesson.

Day 2

1.) During the group work time, the teacher should be circulating and reminding students of guiding questions.

2.) Now that students have done the SCIM process, they will repeat steps 3-6 with their partners, and they will do the process with the second eyewitness account given to their original group on Day 1. They should have a clean copy (of the other

eyewitness account) to work with and another graphic organizer (a different color paper may help with organization).

3.) After repeating the process again, students will work through the final step in the process.

4.) **Corroborate:** During the corroborating stage of the SCIM-C inquiry strategy, students only start corroborating after they have analyzed a several, and are ready to extend and deepen their analysis through comparing the evidence gathered from each source in light of the guiding historical questions. The students should ask themselves the following question during this phase: What similarities and differences in ideas, information, and perspectives exist between the analyzed sources?

Also the teacher explains to students that they should be on the lookout for gaps in the evidence they have gathered that may hold back their interpretations and finding the answers to the guiding historical question(s). The teacher suggests that when and if the groups find contradictions between sources, they must make deeper discovering and may even have to look in to the reliability of sources they are using. Once the sources have been compared the student then begins to draw conclusions based upon the synthesis of the evidence, and can begin to draw their own conclusions and make informed historical interpretations. Students should answer these questions as they corroborate:

a.) What similarities and differences between the sources exist?
b.) What factors could account for these similarities and differences?
c.) What conclusions can be drawn from the accumulated interpretations?
d.) What additional information or sources are necessary to answer more fully the guiding historical question?

5.) After working through the corroborate stage, students may need to look at more eyewitness accounts and work through the strategy again (and possibly again) in order to fully answer the focus question. They may also develop more questions that they want to investigate further. The teacher should provide independent work time and materials for students to do so over the course of the lesson.

6.) Eventually, each group will present their findings and summarize the eyewitness account they read, since there are 8 accounts in all.

7.) The teacher should correct any misconceptions and discuss social class differences as noticed by student observations.

Day 3

1.) The teacher will hand out Appendix I, and explain that students will not be writing their own newspaper/eyewitness account articles. They will use information and conclusions drawn during the earlier lessons using the SCIM-C strategy and primary source materials.

2.) Students will complete the newspaper article rough draft and edit their work.

3.) Next the teacher will have students handwrite or type their eyewitness accounts.

4.) Lastly, the students will glue their accounts on large sheets on white or yellow construction paper. After the glue dries, the teacher may wish to have students dip their products in a tea and water solution to make them look old and part of the tea party.

5.) Students can do play out the Boston Tea Party Reenactment found here (http://www.boston-tea-party.org/reenactment/Act1.html).

Assessment

Criteria for Newspaper Article

- Write a news article with 3 paragraphs
- Include a Headline, Byline, and Dateline
- Use 5 Ws to tell important "eye witness" information
- Use sensory details
- Write using 5th grade writing conventions; use COPS to edit your rough draft (COPS—Capitalization, Organization, Punctuation, and Spelling)
- Use outside resources to gather information
- Create a well written news article written in the voice of a reporter who saw or took part in the event!

See Graphic Organizer in Appendix E.

Resources

Websites

- http://historicalinquiry.com/scim/index.cfm (SCIM-C website for more information and ideas on the historical inquiry strategy.)
- http://www.boston-tea-party.org/accounts.html (This is a link to the primary source, eyewitness accounts to use in the SCIM-C activity.)
- http://www.boston-tea-party.org/index.html (This site has everything you need to know about the Boston Tea Party.)
- http://www.boston-tea-party.org/reenactment/Act1.html (This is the script for a role play of the Boston Tea Party).
- http://www.ouramericanrevolution.org/index.cfm/page/view/p0069 (This site gives information about historical events from the road to revolution.)

Books

Armento, B. J. (1997). *America will be.* Boston, MA. Houghton Mifflin Social Studies.

Brezina, C. (2004). *Johnny Tremain and the American Revolution: Looking at literature through primary sources.* New York, NY: Rosen Publishing Group.

Cook, P. (2006). *You wouldn't want to be at the Boston tea party!: Wharf water tea, you'd rather not drink.* Brighton, United Kingdom: Salayria Book Company Ltd.

Duncan Edwards, P. & Cole, H. (2001).*Boston tea party.* G. P. Putnam's Sons.

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Forbes, E. (1943). *Johnny Tremain*. New York, NY: Random House, Inc.

Haack, J. (2004). *A guide for using Johnny Tremain in the classroom.* Westminster, CA: Teacher Created Resources.

Kroll, S., Fiore, P. &, Fiore, P. M. (1998). *The Boston tea party.* Holiday House.

Moore, K. (1998). *If you lived at the time of the American Revolution.* New York, NY: Scholastic Paperbacks.

Penner, L. R. (2002). *Liberty!: How the Revolutionary War began*. New York, NY: Random House Books for Young Readers.

Schanzer, R. (2007). *George vs. George: The American Revolution as seen from both sides.* Monterey, CA: National Geographic Children's Books.

Woods, B. L. (1979). *The Boston tea party.* Northeastern University Press.

Lesson 6
Protesting/Sons of Liberty

Student Objectives

1.) The students will construct knowledge about forms of protest used during the American colonial period.
2.) The students will judge with criteria the actions of early Americans against the British crown.
3.) The students will explain their own individual perspective on historical events and use evidence to describe their perspective based on those events.

National Council of Social Studies Standards

Standard 2. Historical Comprehension

A. Reconstruct the literal meaning of a historical passage.
B. Identify the central question(s) the historical narrative addresses.
C. Read historical narratives imaginatively.
D. Evidence historical perspectives.
E. Draw upon the data in historical maps.
F. Draw upon visual and mathematical data presented in graphics.
G. Draw upon the visual data presented in photographs, paintings, cartoons, and architectural drawings.

Standard 3. Historical Analysis and Interpretation

A. Formulate questions to focus on their inquiry or analysis.
B. Identify the author or source of the historical document or narrative.
C. Compare and contrast differing sets of ideas, values, perspectives, behaviors, and institutions.
D. Analyze historical fiction.
E. Distinguish between fact and fiction.
F. Compare different stories about a historical figure, era, or event.
G. Analyze illustrations in historical stories.
H. Consider multiple perspectives.
I. Explain causes in analyzing historical actions.
J. Challenge arguments of historical inevitability.
K. Hypothesize influences of the past.

Standard 4. Historical Research Capabilities

A. Formulate historical questions.
B. Obtain historical data.
C. Interrogate historical data.

Standard 5. Historical Issues-Analysis and Decision-Making

A. Identify issues and problems in the past.

B. Compare the interesting and values of the various people involved.
C. Suggest alternative choice for addressing the problem.
D. Evaluate alternative courses of action.
E. Prepare a position or course of action on an issue.
F. Evaluate the consequences of a decision.

California Social Studies Content Standards

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

1.) Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.
2.) Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

5.5 Students explain the causes of the American Revolution.

1.) Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).

Vocabulary

- Judge: A person who makes an informed opinion based on evidence and facts.
- Criteria: An accepted standard used in making a decision or judgment about something.

Materials

- Computers and Printers
- LED Projector
- Markers
- Computer/Internet
- Social Studies textbook or other books about events that led up to the American Revolution
- Construction paper
- Glue
- Scissors
- Pencils and pens
- Colonial Journal Journey

Teacher Background Information

- **Sugar Act:** This was the first of the tax acts Parliament passed to raise revenue to pay for debts incurred by the French and Indian war. Items such as tea, glass, paint, wine lumber, coffee, and sugar; among others important items were taxed. The Sugar Act was repealed in 1765.
- **Stamp Act:** The Stamp Act required a tax be paid for a stamp that was put on a wide variety of legal documents such as playing cards, marriage licenses, newspapers, and many other printed items.
- **Townshend Acts (Duties):** In 1767, Parliament passed a series of laws that were to create revenue to pay for the French and Indian War by taxing certain items that were imported to the American colonies by Britain. Bostonians reacted by creating "non-importation agreements" and other colonies followed Boston. These agreements dried up British trade and eventually the acts were reappeared because of the need of income from trade between Britain and her American colonies. However these acts were not reappeared before British soldiers were sent to occupy Boston in 1768.
- **Tea Act:** After the Boston Massacre, the British crown wanted to try to make the colonies content and repealed all of the import tax except for the tax on tea. As a result, the colonists returned to buying British items, except for tea. In 1773, the Tea Act put "tea agents" in charge of sales of tea, but removed the tea tax. Tea was a very important drink to the American colonists and the mother country in Britain. Tea was as important to the colonists as coffee is to Americans today.
- **Boston Massacre:** On March 5, 1770 an incident between British soldiers, who were occupying Boston and civilians broke out. British Redcoats were sent in by the British government because of the uproar and ruckus Bostonians were making about the Crown's unfair treatment of her American colonists. There was about one solider for every 4,000 Boston citizens. On March 5th, a group of young boys were heckling a group of soldiers by throwing snowballs and shouting insults. A crowd gathered to watch the mockery and the soldiers called for backup. In the commotion, a group of 8 soldiers fired into the crowd and eventually 5 citizens died. Later, the soldiers were brought to trial and only two were found guilty.
- **Sons and Daughters of Liberty:** After the Boston Massacre, more and more citizens began to desire the opportunity to have the same rights as British subjects in Britain, as guaranteed by the Magna Carta. They also wanted to have a chance to be represented in decision making with the British Parliament faraway in Britain. Groups of people banded together to form groups such as the Sons and Daughters of Liberty. The first Sons of Liberty group was formed in New York and other groups follow in the other colonies. The members attended secret meetings and made plans to protest and boycott what they deemed to be unfair British legislation. The Liberty Tree became a symbol of the groups and activities such as burning effigies and tar and feathering became some of the reactions that the Sons of Liberty became known for.
- **Boston Tea Party:** In response to the Tax Act, the Sons of Liberty decided the latest tea shipment into the port of Boston had to be destroyed. On December 16, 1773 some 30 men dressed up in disguises to resemble Mohawk Indians. As chests of tea were thrown into the sea, more Bostonians join the "party" and work until all 342 chests of tea were thrown overboard off of 3 ships that stand docked in the harbor. No tea was to be stolen so that a crime was not committed.

Focus:
Ask students what they know about the words "protest", "boycott", and "taxes". Chart or write on the board student suggestions. (Using prior knowledge to construct meaning of new concepts.) Tell students that they are going to use these words today to learn more about what lead to the American Revolution. They will also be judging these reactions. Students can make connections between the Occupy Movement mentioned in the focus part of the lesson. Pose questions such as the following to help facilitate the construction of connections such as:

- Do you remember we talked about the Occupy Movement that is happening in the United States right now? Why do you think these protestors are rising up and trying to change the way things are? Did the colonists rise up also? Why?
- What does it mean to protest? How did colonists protest? How do people in today's world protest?
- How are the Occupy Movement and the uprising of the colonists connected?

Main Lesson

1.) The historical events include the Tax Act, the Stamp Act, the Townshend Acts, the Boston Tea Party, the Boston Massacre, the Sugar Act, and the Sugar Act.

2.) If possible, after teaching the background for the Revenue Acts and reactions, have students work on a computer with internet access or as a whole group on the "Price of Peace" at http://www.ouramericanrevolution.org/index.cfm/page/view/m0031. (With a projector and a laptop, this website can be examined whole group or prints can be printed and examined by small groups of students in a similar manner to the procedure of Lesson I, again using the graphic organizer in Appendix A)

3.) Allow students to examine the reactions colonists had to the above events. Group students in small groups and have them define "protest" and chart a list of what types of protest the American colonists used as reactions to the events. Also discuss other types of protest students are familiar with (such as the Occupy Movement that started on Wall Street in New York City in 2011). Students may know about the protests of the Civil Rights Movement or other more recent historical events. Relate the lesson to these examples of protest.

> *The teacher might guide students by asking them to give examples of protest. The teacher might ask students how to tell if a protest is effective such as the bus boycott during the Civil Rights Movement that eventually led to changes in law because the public transit companies were losing so much money.*

4.) Create a criteria chart of what an effective protest looks like. These criteria charts will later help students decide whether the events/types of protests they use in their flip book were effective or not. Students will draw conclusions based on evidence from reference materials on the historical events.

5.) Have students choose two of the above events to create a flip book where they judge with criteria the effectiveness of the types of reaction/protest.

6.) Flipbooks are created by folding six pieces of paper and varying the size. See Appendix F for the directions.

7.) Have students write out the information for each page of the flip book in a rough draft. Then have students edited their work.

8.) The layout of the flipbook is as follows:

   a. First page: Title, student heading, and illustration.
   b. Second page: "Define" give a description of the historical event and an illustration.
   c. Third page: "Reaction" describes the reaction colonists/the British had to the event.
   d. Fourth page: "Judge with Criteria" split the page into two columns.
      i. Label the first column 'Forms of Protest" and describe the form of protest exhibited during the historical event.
      ii. Label the second column 'Judge' and use the class created criteria chart to determine whether or not the protest was effective. Use details from history to support your judgment as evidence.

9.) Have students type up their final drafts of their books and either find or draw and color pictures to illustrate their books.

10.) Assemble books by cutting and pasting writing and illustrations.

11.) Have students present their flip books either whole group or in small groups.

12.) Use the criteria chart for assessment of student performance.

Assessment

Criteria

- Cover must have a title, be illustrated, and colored.
- Must be written in your own words.
- Ideas must be well organized with details and dates.
- Judge with criteria must explain the forms of protest and your perspective on how it was handled. Was the form of protest effective or not? Would you have changed anything?

Resources

Websites

- http://research.history.org/DHC/AmRev.cfm (This is the website of the American Revolution Web Project which is the header page for the next website with a variety of primary source materials and summaries of the different phases of the road to the American Revolution through the war between America and Britain.)
- http://www.ouramericanrevolution.org/index.cfm/page/view/m0031 (This is part of the American Revolution Web Project website. This particular page is entitle "The Price of Peace" and leads to information and primary sources detailing the results of Parliament and the Crown wanting the levy taxes against the colonies to generate revenue to pay for the costs of the French and Indian War.)
- http://teachers.history.org/resources/teacher-gazette-archives/volume-3/october-2004-toward-revolution (This is a lesson plan found on Colonial Williamsburg's website for using political cartoons in the classroom.)
- http://www.cr-cath.pvt.k12.ia.us/lasalle/Resources/revolutionary%20war%20webquest/my%20revolutionary%20war%20webquest.html (This site has a web quest that leads students through the tax acts, resistance, movements, and eventually to the war. The site has links to many relevant topics to the coming of the American Revolution.)
- http://www.cr-cath.pvt.k12.ia.us/lasalle/Resources/Rev%20War%20Websites/Rev.%20War%20Alex%20Reggie%20Payton/index.html (This is related to the site above, it is the results of the web quest as created by students. Facts and information is written by kids so it is student friendly.)
- http://teachers.history.org/resources/teacher-gazette-archives/volume-8/september-2009-teaching-multiple-perspectives-boston-mas (Lesson plan using political cartoons as primary sources. More information offered on using political cartoons in social studies education.)
- http://www.socialstudiesforkids.com/subjects/ushistory.htm (This website has simple and kid-friendly explanations or historical events, people, and places.)
- http://www.americaslibrary.gov/jb/revolut/jb_revolut_subj.html (This website has interactive games and activities that take students through various historical events.)

Field Trip Suggestion

Riley's Farm is an excellent field trip to follow up learning about the build up to the American Revolution. Riley's Farm offers historical field trips where students become part of the historical story. The programs are engaging, hands-on, well researched, and historically accurate. Students and teachers are transported back to the 1770s in the brand-new United States. The program includes lessons, colonial trade demonstrations, experiences with Stamp Act Admiralty Courts, and the reenactment of an American Revolutionary War battle; among other activities. The program suggested here is a wonderful real-life experience for students as they become part of the action of the American Revolution. They are able to identify with colonists and construct their own meaning of wanting liberty, freedom, and to be willing to fight for it. They are immersed

in colonial dress, language, manners, culture, food preparation, weaponry, activities, and everyday life. Students are able to look back on the experience and identify with the American Revolution and colonial period, because for a day, they played a part in it. The website below gives more information about the variety of programs, pricing, features, and how to book. The site also gives background information on the field trip site.
http://www.rileysfarm.com/index.html?sc_rev.htm

Books

Armento, B. J. (1997). *America will be.* Boston, MA: Houghton Mifflin Social Studies.

Brezina, C. (2004). *Johnny Tremain and the American Revolution: Looking at literature through primary sources.* New York, NY: Rosen Publishing Group.

Cook, P. (2006). *You wouldn't want to be at the Boston tea party!: Wharf water tea, you'd rather not drink.* Brighton, United Kingdom: Salayria Book Company Ltd.

Evert, J. (1999). *Welcome to Felicity's world, 1774.* Middleton, WI: American Girl Pleasant Company Publications.

Forbes, E. (1943). *Johnny Tremain*. New York, NY: Random House, Inc.

Haack, J. (2004). *A guide for using Johnny Tremain in the classroom.* Westminster, CA: Teacher Created Resources.

Knight, J. E. (1982). *Adventures in colonial America: Boston tea party.* Mahwah, NJ: Troll Communications L.L.C.

Moore, K. (1998). *If you lived at the time of the American Revolution.* New York, NY: Scholastic Paperbacks.

Penner, L. R. (2002). *Liberty!: How the Revolutionary War began*. New York, NY: Random House Books for Young Readers.

Rodd, M. F. (2001). *Outrageous women of colonial America.* New York, NY: John Wiley & Sons, Inc.

Schanzer, R. (2007). *George vs. George: The American Revolution as seen from both sides.* Monterey, CA: National Geographic Children.

Lesson 7
Coercive Acts/Occupy Boston

Student Objectives

1.) The students will examine primary sources to develop understanding and multiple perspectives on the British reaction to the Boston Tea Party through the Port Act.
2.) The students will compare and contrast social inquiry through current political/resistance events using the British occupation of Boston as a reaction to the Boston Tea Party and the Occupy Wall Street and other Occupy movements that are currently taking place across the United States in 2012 (and 2011).

National Council for the Social Studies Standards

Standard 2. Historical Comprehension

A. Reconstruct the literal meaning of a historical passage.
B. Identify the central question(s) the historical narrative addresses.
C. Read historical narratives imaginatively.
D. Evidence historical perspectives.
E. Draw upon the data in historical maps.
F. Draw upon visual and mathematical data presented in graphics.
G. Draw upon the visual data presented in photographs, paintings, cartoons, and architectural drawings.

Standard 3. Historical Analysis and Interpretation

A. Formulate questions to focus on their inquiry or analysis.
B. Identify the author or source of the historical document or narrative.
C. Compare and contrast differing sets of ideas, values, perspectives, behaviors, and institutions.
D. Analyze historical fiction.
E. Distinguish between fact and fiction.
F. Compare different stories about a historical figure, era, or event.
G. Analyze illustrations in historical stories.
H. Consider multiple perspectives.
I. Explain causes in analyzing historical actions.
J. Challenge arguments of historical inevitability.
K. Hypothesize influences of the past.

Standard 4. Historical Research Capabilities

A. Formulate historical questions.
B. Obtain historical data.
C. Interrogate historical data.

Standard 5. Historical Issues-Analysis and Decision-Making

A. Identify issues and problems in the past.

B. Compare the interesting and values of the various people involved.
C. Suggest alternative choice for addressing the problem.
D. Evaluate alternative courses of action.
E. Prepare a position or course of action on an issue.
F. Evaluate the consequences of a decision.

California State Social Studies Content Standards

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

1.) Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.
2.) Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

5.5 Students explain the causes of the American Revolution.

1.) Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).

Vocabulary

- Occupy: To invade and take control of a county, area, or building.
- Intolerable: So bad, painful, or difficult that it cannot be endured.
- Port: A place by the sea where boats can dock, load, and unload.
- Resistance: Opposition to someone or something.

Materials

- Social Studies textbooks
- *Johnny Tremain*
- Postcard from Appendix G (one set copied on white paper and one set on cardstock, enough for each student to have one of each set)
- Computer with internet access to print primary source materials
- Printer
- Graphic organizer (enough copies for each person and one per group of a different color to present) from Appendix G
- Pencils
- Paper
- Markers
- Projector (overhead or document reader)
- Chart paper

- Tape
- Primary Source Prints
- Dictionaries
- Colonial Journey Journal

Teacher Background Information

The Port Act was the British reaction to Boston's Tea Party in December 1773. In 1774 the Port Act (or Intolerable Acts as they were also known in the colonies and the Coercive Acts as they were collectedly know as in Parliament) was drafted and passed by Parliament and the Crown to gain retribution from the tea that was thrown into Boston Harbor and regain "control" over rebellious Boston. The Act closed the Port of Boston, one of the lifelines not only for the colony of Massachusetts, but also Boston Harbor was a major stop in import and export of colonial goods and other merchandise. The city was under siege for all intense in purposes. The only way in and out of Boston was the port and on land through the "Neck" that connected Boston to the rest of the colonies.

Another part of the Port Act brought British troops back into the city. The troops occupied Boston and the people of Boston had to quarter and provide for the soldiers food and shelter; among other necessities. The irony was that with the port of Boston closed, trade, commerce, and funds came to a standstill in the city and people begin to lose their ways of providing for themselves and families; let alone the British soldiers. Eventually the other colonies react to the Intolerable Acts and send food and other goods overland to Boston.

The Port Act also reduced the powers of the Massachusetts government. These punishments bring more colonists to the idea that they must stand up and defend their liberties. The colonies are drawn to a more united front through this punishment by Parliament and the Crown.

For more background information, see this website:
http://www.ouramericanrevolution.org/index.cfm/page/view/p0068 (Background information about the Port Act.)

Focus

The teacher asks students if they have seen or heard anything in the news about the Occupy Wall Street or Occupy LA movements. Teacher may ask questions/or make statements such as:

a. Have you heard about the Occupy Wall Street or Occupy LA movements that have been happening since last fall in the United States? (*Students may say things like; I've seen it on the news or another news source.).*
b. Why are the people "occupying"?

c. Do you know what the people who are occupying Wall Street and Los Angeles are doing?
d. Connection Question: We know that there was a lot of protesting in Boston in *Johnny Tremain*, I am wondering if there is a connection between British occupation of Boston and the Occupy Movement.

Model

During the modeling, the teacher should display the Occupy Los Angeles images from the resources section of the lesson. The teacher should model photo analysis of the pictures, although students will be familiar with the process from earlier lessons in this unit. Guiding questions and answers may include:

a. What is happening in these pictures? (T: I see people with signs in one picture and camping supplies in the others.)
b. When do these pictures take place? (T: I know that the Occupy Movement started in fall of 2011, so these pictures are recent.)
c. What do the signs mean in the third picture? (T: Those signs looks like protest signs I have seen in other images from the Civil Rights movement and other historical events.)
d. Why are there tents and other camping equipment set up in the first two images? (T: I am not sure, but maybe the people are living in the protests.)
e. What conclusions can you draw about the Occupy Movement from these three images? (T: I can conclude that the Occupy Movement is a current event and that the people are protesting and living in a certain spot to make some sort of point about what they are protesting. Another conclusion I can draw is that occupy must mean to live or take over somewhere because I see all of the tents in the images and I remember that during the year of 1770, the British were living in or occupying Boston when the Boston Massacre happened. I remember hearing that during the lesson on the Boston Massacre.)

Teacher should use student ideas to help fill out the graphic organizer as a sample.

Main Lesson

*Note: one of the primary sources (*America Swallowing the Bitter Draught*) has a women who is scantly clothed, so students should be reminded that the print is over two hundred years old and is meant to depict the woman as America in a vulnerable position and being controlled by Britain and must be handled with maturity. There is an alternative third print if the subject matter of the first print is too much for the class.*

1.) Teacher will introduce the Port Act by using the description on the following website: http://timelines.com/1774/3/31/boston-port-act. Chapter 7 of *Johnny Tremain also has a good description.*

2.) *Teacher should note the students that the print "American in Flames" was created in London, England. Asking students to consider what British subjects in Britain thought of the Coercive Acts adds an extra dimension to think about.*

3.) Group students into groups of three to four. Distribute a copy of the one of the two of primary sources for each to each group and a graphic organizer to each student. Remind students that they will be responsible for presenting their graphic organizer, one per primary sources the group receives at the end of the activity. Students will have jobs in the group, the recorder, spokesperson (or 2), and getter.
    a. Recorder—takes notes on the graphic organizers that will be presented
    b. Spokesperson or spokespeople—present the graphic organizer
    c. Getter—gets materials for the group

4.) Students will analyze their primary sources. Ask groups of students to record everything they notice about their primary source. As a guide the teacher should circulate among groups and remind them of their goals. The teacher should allow students to explore and investigate the materials.

5.) When students are finished just observing their primary sources and doing initial quick looks, they should pose the following guiding questions (see graphic organizer) in their groups to help them discover details about the Port Act.

    All guiding question answers should have evidence or details from the document to prove where came from.
        a) What kind of document is the material you are looking at?
        b) Is the print a political cartoon? What evidence do you have to prove your point?
        c) What is the viewpoint of the document? Do you see any types of bias? How do you know?
        d) Is the document for or against the Boston Port Act? Do you think the person who printed it was a Patriot or a Loyalist?
        e) Were the colonists pleased with the Coercive Acts? How do you know?

6.) Students should fill out their graphic organizers and discuss the guiding questions in their groups. All students are responsible for filling out the graphic organizers, but the recorder will neatly fill out the copy that will be presented on the document reader (Use another colored copy for these than the students' originals so there is a way to distinguish).

7.) During the group work time, the teacher should be circulating and reminding students of the task at hand and encourage the groups to look deeper and closer at their sources to glean the most evidence.

8.) The teacher will periodically stop groups to check on progress and gage time allotted to ensure on task time and when students have had enough time, the teacher will ask the class to return to the whole group. At this point, the teacher will ask each group

to come up and present their sources and graphic organizers to share what they discovered. After each group shares, the teacher should elicit any questions or clarifications from the rest of the class. (Spokespeople do the talking, entire group can answer questions.)

9.) Each group will present and clarify as needed.

10.) Teacher should correct any misconceptions and discuss social class differences as noticed by student observations.

11.) Based on information gathered from social studies text book, *Johnny Tremain*, websites, primary sources, and other resources; in your Colonial Journey Journal answer the following questions:

- What were the Coercive Acts (namely the Port and Quartering Acts) and what were the results?
- What were the effects of British soldiers occupying Boston?
- What were some of the changes in economy over time in Boston?
- Discuss the uniting of colonies to provide for Boston.
- How would you feel if you were a British soldier in Boston? Think about Pumpkin from *Johnny Tremain* in Chapter 7 and 8.

12.) Write a postcard to your "family" as a British soldier stationed in Boston as a result of the Coercive Acts that is being quartered by a Boston family who has lost their way of earning a living because the Port of Boston has been closed. Think about the following concepts as you are writing:

- How would the family feel if they have to provide for you in a bad economic situation?
- How would you feel that you are far away from your home and family and friends?
- What could you do to help the situation, if anything?

Rubric for Postcard

Postcard from a British Solider

Directions/Checklist:

_____ Use the attached page to create a postcard from a British Solider.
_____ Create a rough draft and a final draft. (The final draft is on cardstock.)
_____ Write 2 paragraphs telling about life in Boston and about how it feels to be so far away from home.
_____ Write 2 logical and well-organized paragraphs on the postcard.
_____ Make sure your grammar and punctuation and spelling are strong, use COPS on your rough draft, before writing your final draft.
_____ Create an illustration on the backside of your postcard. Cut out your postcard.
_____ Include a greeting and a salutation in the postcard.
_____ Create a stamp and address your postcard to anyone in England that you choose

Assessment (for Graphic Organizer/Photo Analysis)

- 4—Students answered questions and gave evidence to show what they were thinking for all 4 questions. Make this more explicit with details of what type of evidence is needed.
- 3—Students answered some of the questions using evidence to support their answers.
- 2—Students answered a few of the questions and used little evidence to support their answers.
- 1—Students did not answer the questions or use evidence to support their answers.

Extension

1.) Compare and Contrast the current Occupy Movement with the Coercive Acts and British occupation of Boston. Use a Venn diagram to organize the similarities and differences between the historical events.

2.) Look deeper: Additional resources at: https://docs.google.com/document/d/1Ny7RrhNHKfUVbvAA6S2p95rv516NWxvBTAVkcyvMCNA/edit?pli=1#

Resources

Occupy Los Angeles Images for Model Section

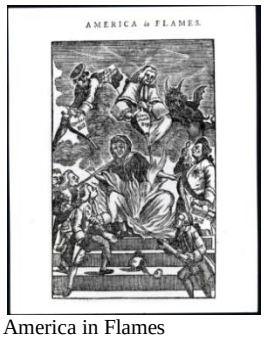
http://www.thirdage.com/news-photo/occupy-la/75263

http://obrag.org/?attachment_id=50224

http://www.inquisitr.com/172054/occupy-la-is-costing-city-taxpayers-less-than-michael-jackson-memorial/

Port Act Prints

The Able Doctor or American Swallowing the Bitter Draught



America in Flames

Boston after the Intolerable Acts
http://lmgonzales.wordpress.com/

Websites

- http://www.ouramericanrevolution.org/index.cfm/page/view/p0068 (This website has both primary sources for the main lesson and background information about the Port Act.)
- http://www.ouramericanrevolution.org/index.cfm/object/view/ob0067 (Interesting break down of the American in Flames print.)
- http://lmgonzales.wordpress.com/ (Caged Boston primary source link.)
- http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?TopicId=&PrimarySourceId=1005 (Except from a letter written by a Boston citizen about the Coercive Acts, could be used as a primary source for Main Lesson.)
- http://timelines.com/1774/3/31/boston-port-act (Summary of the Port Act that is student friendly.)
- http://countrystudies.us/united-states/history-33.htm (Loyalist view of the Coercive Acts.)
- http://www.ushistory.org/declaration/related/bpb.htm (The exact words of the Port Act, possible primary source, but difficult to understand.)
- http://www.c-spanclassroomdeliberations.org/issues/occupy-wall-street (More information and a lesson plan on the Occupy Movement.)

Books

Armento, B. J. (1997). *America will be.* Boston, MA: Houghton Mifflin Social Studies.

Brezina, C. (2004). *Johnny Tremain and the American Revolution: Looking at literature through primary sources.* New York, NY: Rosen Publishing Group.

Cook, P. (2006). *You wouldn't want to be at the Boston tea party!: Wharf water tea, you'd rather not drink.* Brighton, United Kingdom: Salayria Book Company Ltd.

Evert, J. (1999). *Welcome to Felicity's world, 1774.* Middleton, WI: American Girl Pleasant Company Publications.

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Haack, J. (2004). *A guide for using Johnny Tremain in the classroom.* Westminster, CA: Teacher Created Resources.

Knight, J. E. (1982). *Adventures in colonial America: Boston tea party.* Mahwah, NJ: Troll Communications L.L.C.

Moore, K. (1998). *If you lived at the time of the American Revolution.* New York, NY: Scholastic Paperbacks.

Penner, L. R. (2002). *Liberty!: How the Revolutionary War began*. New York, NY: Random House Books for Young Readers.

Rodd, M. F. (2001). *Outrageous women of colonial America.* New York, NY: John Wiley & Sons, Inc.

Schanzer, R. (2007). *George vs. George: The American Revolution as seen from both sides.* Monterey, CA: National Geographic Children

Lesson 8
Geography of Boston in the 1700s

Student Objectives

1.) The students will use technology to investigate the geography of pre-Revolutionary Boston in order to construct a visual image of the place where *Johnny Tremain* took place.
2.) The students develop understanding about Boston in the 1700s and come to know about the geography, population; among other details about the city through looking at primary source maps and other visuals.
3.) Students will assimilate ideas of multiple perspectives that brought citizens of Boston together in the time leading up to the Revolution. They will also build a deeper comprehension of several important Bostonians in light of their roles in the Revolutionary Movement in Boston leading up to the battles of Lexington and Concord.

National Council for the Social Studies Standards

Standard 2. Historical Comprehension
A. Reconstruct the literal meaning of a historical passage.
B. Identify the central question(s) the historical narrative addresses.
C. Read historical narratives imaginatively.
D. Evidence historical perspectives.
E. Draw upon the data in historical maps.
F. Draw upon visual and mathematical data presented in graphics.
G. Draw upon the visual data presented in photographs, paintings, cartoons, and architectural drawings.

Standard 3. Historical Analysis and Interpretation
A. Formulate questions to focus on their inquiry or analysis.
B. Identify the author or source of the historical document or narrative.
C. Compare and contrast differing sets of ideas, values, perspectives, behaviors, and institutions.
D. Analyze historical fiction.
E. Distinguish between fact and fiction.
F. Compare different stories about a historical figure, era, or event.
G. Analyze illustrations in historical stories.
H. Consider multiple perspectives.
G. Explain causes in analyzing historical actions.
H. Challenge arguments of historical inevitability.
I. Hypothesize influences of the past.

Standard 4. Historical Research Capabilities
A. Formulate historical questions.

B. Obtain historical data.
C. Interrogate historical data.
D. Marshal needed knowledge of the time and place, construct a story, explanation, or historical narrative.

Standard 5. Historical Issues-Analysis and Decision-Making

A. Identify issues and problems in the past.
B. Compare the interesting and values of the various people involved.
C. Suggest alternative choice for addressing the problem.
D. Evaluate alternative courses of action.
E. Prepare a position or course of action on an issue.
F. Evaluate the consequences of a decision.

California State Content Social Studies Content Standards

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

1.) Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.
2.) Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.
3.) Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.

5.5 Students explain the causes of the American Revolution.

1.) Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).

Vocabulary

- Geography: The study of the Earth's physical features such as climate, the occurrence of plants, humans, and animals. A look at where bodies of water, mountains, valleys, and other physical attributes are located in a specific area or region of the earth.
- Population: All of the people who live in an area, place, or region. Can also include the cultural, religious, ethnic or other classification of people within that place, area, or region.
- Diversity: Made up of a variety of parts.
- Economics: Relating to of affecting production, business, commerce, and other financial dealings.

Materials

- Price Map, entire image
- Graphic Organizers from Appendix H
- Hinton Map: http://maps.bpl.org/details_10916/?srch_query=1774&srch_fields=selected&srch_date=on&srch_style=fuzzy&srch_fa=save
- Price Map, Sections 1-4
    - Section 1, The Neck to Milk Street/South Battery on the East, Common/Tremont
    - Street to the North
    - Section 2, The Common and Beacon Hill to Mill Pond, Sudbury Street to the Southeast
    - Section 3, Central Boston, bounded by Milk Street/South Battery on the West, Common/Tremont Street to the North, Princess Street/ Clark's Wharf to the East
    - Section 4, North End
- Access to *Mapping Revolutionary Boston* website: http://www.bostonhistory.org/sub/mappingrevolutionaryboston/
- Timeline of Events, 1760-1776
- Graphic Organizers I, II, and III (See http://www.bostonhistory.org/sub/mappingrevolutionaryboston/ or Appendix H)
- Social Studies textbook
- Pencils/Pens/Highlighter
- Chart paper
- Computer and Printer
- Document Reader and LED projector

Teacher Information/Background

Boston's small shape and geography contributed to the American Revolution. The physical landscape of a place shapes opportunities, benefits, and limitations. Colonial Boston's size and shape played a key role in the pre-Revolutionary colonial resistance. At this time, Boston was two miles wide at its greatest point with no spot more than a half of mile from the waterfront. The result was a closeness and daily interaction among its diverse population. This ongoing interaction influenced the events that would ultimately make the city and its resident leaders in the call for independence from Britain.

Focus

Focus Questions:

How did the geography and compact area of Boston provide the space for both the events and believes that lead the colonies towards resistance and eventual war against the mother country, Britain? How did individual people experience pre-Revolutionary Boston?

Model

The teacher will model how to navigate the *Mapping Pre-Revolutionary Boston* website in the following steps:

1.) Type in http://www.bostonhistory.org/sub/mappingrevolutionaryboston/ and click "Enter" or "Return".
2.) Click on the word "continue" at the end of the description.
3.) (Later, you will be given an event, person, or place to research.) Depending on your research item, you will click on the different colored pins and sections on the right-hand corner of the map main page.
4.) Teacher will choose a pin, such as "Boston's Places" (which are the blue pins) and click on "show these pins only" or "more information".
5.) Click on one of the blue pins, "Rope Walks".
6.) Read the information about the "Rope Walks" and then click on "read more" and scroll through each section. Read additional information, look primary sources and click on any additional pins or buttons that lead to other parts of the website.
7.) Teacher will show students how to navigate the site and then show students the graphic organizer they will fill out about their research item.

Main Lesson

Day 1

1.) Pose the following question:

-How does geography relate to life for an individual?

Then ask students to think of the people of Boston in *Johnny Tremain*'s time, how the geography determined the following factors in their life.

a. Depending on where in Boston a person lived, how did a person earn a living?
b. What kind of clothes did they wear?
c. What kind of houses best worked for their livings?
d. What kinds of people would an individual have constant contact to?

2.) Have students look at the Hinton and Price maps. Point out on the Price Map, these places: the Boston Common, Long Wharf, Boston's Neck (Marlborough/Orange Street), the Town House (at the intersection of King and Marlborough Streets), and Faneuil Hall and Market (adjacent to the Town Dock). All of these places are mentioned within the pages of *Johnny Tremain*.

3.) Have students use both the maps and the 1773 map to complete Mapping Colonial Boston graphic organizer I.

4.) Have students share what they wrote on the graphic organizer from number 1. Ask students to think about the size of Boston at the time. Is the area large or small? How would the size effect how news, people, and supplies traveled?

5.) Divide the class into four groups provide each group with one of the sections of the Price Map. Ask them investigate the section of the Prince Map that they have. Pose some guiding questions to focus students on their section of the map. (Students will work together to answer the guiding questions on graphic organizer.

Guiding Questions

a. What it was like to live and work in your section of the city?
b. What are the important sites in your section of the map? (Think of any public buildings, such as schools, churches, shops, or government offices.) Can you find and identify them?
c. How do you think the people who lived in this section earned their living?
d. How much interaction did the people in your section have with the other residents of this section? Of other parts of the city?
e. Why might people from other parts of Boston come to this area?

6.) Ask students to discuss and present their findings. Have students in each group display their sections of the Price Map and discuss their findings. What did students find? What would it be like to live and work in each section of the city of Boston? What conjectures or statements can they make? Chart these.

Day 2

1.) Have students access http://www.bostonhistory.org/sub/mappingrevolutionaryboston/ and follow the directions suggestion in the Model section of this lesson.

2.) Present to students the idea that they will be given a historical person, place, or event to research on the map on the main page of the *Mapping Revolutionary Boston* website. They are to research and discover as much as they can about their item. They may work in pairs or individually. Students will be given a choice of a person, place, or event. See list below.

3.) After giving out research items, students will work to investigate using the map and additional information. Students should take notes and answer questions on the Mapping Pre-Revolutionary Boston Graphic Organizer III.

4.) When students have done their research and filled out graphic organizer III, students or pairs of students will present their findings using the Prince and Hinton maps to show significant places in Colonial Boston that are important to the item they researched.

List of Research Items

- Green Dragon Tavern

- Tea Party Meeting at Old South
- Rope Walks
- The Liberty Tree
- Town House/Old State House
- John Hancock (House)
- Paul Revere
- The Boston Gazette
- Old North Church
- Ebenezer Mackintosh
- Faneuil Hall
- Dr. Warren Joseph
- Joseph Quincy Jr.
- Anna Green Winslow
- Commemorating an Infamous Anniversary
- Boston Massacre
- Bunch of Graphs Tavern
- Phyllis Wheatley
- Elizabeth Murray
- Lydia Gregory
- (There are more items on the main website if needed.)

Assessment

1.) _____ Did you take the perspective of a historical event, place, or figure and navigate pre-Revolutionary Boston?

2.) _____Did you discover and document the interaction among different members of the colonial city and why the shape, size, location and diverse population made the city the hotbed of political unrest in the pre-Revolutionary America?

3.) _____Where you able to trace a specific historic event, person, or place to understand how the physical space of the city contributed to a developing sense of common interest among the city's residents despite their many differences?

Extension

Have students use the maps to trace significant political and resistance events such as Paul Revere's Ride, the march to Lexington and Concord, Johnny's journey to warn the Observers, among others.

Resources

Maps

- http://maps.bpl.org/id/10916?srch_query=1774&srch_fields=selected&srch_date=on&srch_style=fuzzy&srch_fa=save (Hinton Map)
- http://www.bostonhistory.org/sub/mappingrevolutionaryboston/ (Price Map)
- Additional 1773 map, see Appendix H

Websites

- http://www.bostonhistory.org/sub/mappingrevolutionaryboston/ (Main website with map and information for the entire lesson.)
- http://maps.bpl.org/id/10916?srch_query=1774&srch_fields=selected&srch_date=on&srch_style=fuzzy&srch_fa=save (Additional maps needed for Day 1.)
- http://www.masshist.org/revolution/ (Revolutionary War section of Massachusetts history website.)
- http://www.bostonhistory.org/ (Website about Boston's History, many primary sources and other wonderful information.)
- http://www.leventhalmapcenter.org/ (Website with many maps to use for lessons.)

Books

Armento, B. J. (1997). *America will be.* Boston, MA. Houghton Mifflin Social Studies.

Brezina, C. (2004). *Johnny Tremain and the American Revolution: Looking at literature through primary sources.* New York, NY: Rosen Publishing Group.

Cook, P. (2006). *You wouldn't want to be at the Boston tea party!: Wharf water tea, you'd rather not drink.* Brighton, United Kingdom: Salayria Book Company Ltd.

Evert, J. (1999). *Welcome to Felicity's world, 1774.* Middleton, WI: American Girl Pleasant Company Publications.

Forbes, E. (1943). *Johnny Tremain*. New York, NY: Random House, Inc.

Haack, J. (2004). *A guide for using Johnny Tremain in the classroom.* Westminster, CA: Teacher Created Resources.

Knight, J. E. (1982). *Adventures in colonial America: Boston tea party.* Mahwah, NJ: Troll Communications L.L.C.

Moore, K. (1998). *If you lived at the time of the American Revolution.* New York, NY: Scholastic Paperbacks.

Penner, L. R. (2002). *Liberty!: How the Revolutionary War began*. New York, NY: Random House Books for Young Readers.

Rodd, M. F. (2001). *Outrageous women of colonial America.* New York, NY: John Wiley & Sons, Inc.

Schanzer, R. (2007). *George vs. George: The American Revolution as seen from both sides.* Monterey, CA: National Geographic Children

Lesson 9
Paul Revere's Ride/Lexington and Concord

Student Outcomes

1.) The students will analyze and dramatize a famous poem written to commemorate the Paul Revere's famous ride.
2.) The students will read about and compare and contrast the famous poem with Paul Revere's own account of his midnight ride.
3.) The students will research different elements of Paul Revere's Midnight Ride and the Battles of Lexington and Concord.
4.) The students will write a script and role-play one of the midnight rides in sequential order based on the resources they use to research the historical event.

National Council for the Social Studies Standards

Standard 2. Historical Comprehension

A. Reconstruct the literal meaning of a historical passage.
B. Identify the central question(s) the historical narrative addresses.
C. Read historical narratives imaginatively.
D. Evidence historical perspectives.
E. Draw upon the data in historical maps.
F. Draw upon visual and mathematical data presented in graphics.
G. Draw upon the visual data presented in photographs, paintings, cartoons, and architectural drawings.

Standard 3. Historical Analysis and Interpretation

A. Formulate questions to focus on their inquiry or analysis.
B. Identify the author or source of the historical document or narrative.
C. Compare and contrast differing sets of ideas, values, perspectives, behaviors, and institutions.
D. Analyze historical fiction.
E. Distinguish between fact and fiction.
F. Compare different stories about a historical figure, era, or event.
G. Analyze illustrations in historical stories.
H. Consider multiple perspectives.
I. Explain causes in analyzing historical actions.
J. Challenge arguments of historical inevitability.
K. Hypothesize influences of the past.

Standard 4. Historical Research Capabilities

A. Formulate historical questions.
B. Obtain historical data.
C. Interrogate historical data.

D. Marshal needed knowledge of the time and place, construct a story, explanation, or historical narrative.

California State Content Social Studies Content Standards

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

1.) Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.
2.) Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

5.5 Students explain the causes of the American Revolution.

1.) Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).
2.) Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.
3.) Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.
4.) Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).

California Content Standards for Visual and Performing Arts

Theater
2.0 CREATIVE EXPRESSION
Creating, Performing, and Participating in Theatre
Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

Development of Theatrical Skills
2.1 Participate in improvisational activities to explore complex ideas and universal themes in literature and life.
2.2 Demonstrate the use of blocking (stage areas, levels, and actor's position, such as full front, quarter, profile, and full back) in dramatizations.

Creation/Invention in Theatre
2.3 Collaborate as an actor, director, scriptwriter, or technical artist in creating formal or informal theatrical performances.

Vocabulary

- Battle: A large-scale fight between armed forces involving combat between armies, or watercraft.
- Alarm: Warning, usually of danger or bad news.
- Dramatize: Act out or make a dramatic play or skit.
- Arms: Weapons.
- Ammunition: Bullets, gunpowder, cannons, and other parts needed for weapons.

Materials

- Computer with internet access to http://www.paulreverehouse.org/ride/index.html
- Printer
- Copies of graphic organizer for each pair
- Copies of *The Midnight Ride of Paul Revere* by Henry Wadsworth Longfellow
- Copies of each link from http://www.paulreverehouse.org/ride/index.html
- Copies of http://www.masshist.org/database/doc-viewer.php?item_id=99
- Criteria Chart for Dramatizing Paul Revere's Ride
- Pencils/pens/highlighters
- Document Reader/LED projector
- Paper
- Chart paper
- Construction paper
- Scissors/glue/tape/stapler
- Markers/crayons/colored pencils
- Copies of Minuteman Questions, directions, and photos
- Social Studies Textbook

Teacher Background
Paul Revere's Ride (http://www.paulreverehouse.org/ride/real.html)

On the evening of April 18, 1775, Paul Revere was sent for by Dr. Joseph Warren and instructed to ride to Lexington, Massachusetts, to warn Samuel Adams and John Hancock that British troops were marching to arrest them. After being rowed across the Charles River to Charlestown by two associates, Paul Revere borrowed a horse from his friend Deacon John Larkin. While in Charlestown, he verified that the local "Sons of Liberty" committee had seen his pre-arranged signals. (Two lanterns had been hung briefly in the bell-tower of Christ Church in Boston, indicating that troops would row "by sea" across the Charles River to Cambridge, rather than marching "by land" out Boston Neck. Revere

had arranged for these signals the previous weekend, as he was afraid that he might be prevented from leaving Boston).

On the way to Lexington, Revere "alarmed" the country-side, stopping at each house, and arrived in Lexington about midnight. As he approached the house where Adams and Hancock were staying, a sentry asked that he not make so much noise. "Noise!" cried Revere, "You'll have noise enough before long. The regulars are coming out!" After delivering his message, Revere was joined by a second rider, William Dawes, who had been sent on the same errand by a different route. Deciding on their own to continue on to Concord, Massachusetts, where weapons and supplies were hidden, Revere and Dawes were joined by a third rider, Dr. Samuel Prescott. Soon after, all three were arrested by a British patrol. Prescott escaped almost immediately, and Dawes soon after. Revere was held for some time and then released. Left without a horse, Revere returned to Lexington in time to witness part of the battle on the Lexington Green.

The Battles of Lexington and Concord
(http://www.ouramericanrevolution.org/index.cfm/page/view/m0203)

The Battles of Lexington and Concord, Massachusetts, fought on April 19, 1775, have gone down in history as the opening conflict of the American War for Independence-the proverbial "shot heard 'round the world" celebrated by Ralph Waldo Emerson.

Acting on orders from Major General Thomas Gage, military governor of the colony, to destroy arms and ammunition stored in Concord, a detachment of nearly 800 British infantry under the command of Lieutenant Colonel Francis Smith set out from Boston late on the night of April 18. Alerted by Paul Revere and several other express riders, local militia assembled in both villages and successfully hid most of their military stores. An advance guard, 250 men commanded by Major John Pitcairn, first encountered Lexington's militia company (perhaps 70 men) on its village green, effectively barring the route to Concord. Pitcairn, wanting to avoid any engagement, ordered the militiamen to lay down their arms and then someone fired (each side later claimed that it came from the other), perhaps by accident. It led to a brief exchange of volleys between the regulars and the militia that was quickly halted by Pitcairn. Nevertheless, eight militiamen were killed and one British soldier wounded. The militia then dispersed, allowing the regulars to move on to Concord, where they seized the few supplies they could find (500 pounds of musket balls were the only military stores they turned up). A larger militia force then engaged the regulars there, at the Old North Bridge, where the first British soldiers were killed. Smith then made the decision to return Boston.

The regulars' march back to the city quickly turned into a nightmare as militiamen lined the route and poured a withering fire into the red-coated column. Smith's original force dissolved into a ragged pack before a relief brigade and two artillery pieces under the command of Brigadier General Hugh Percy met them near Lexington. For much of the rest of the 15-mile trek back to Boston, militiamen battered the regulars, although at times the British troops were able to engage the colonials in some vicious hand-to-hand fighting. Percy kept his cool and the force remained intact until his men reached safety in

Charlestown, just across the Charles River from Boston. By then, 273 regular soldiers and 95 militiamen had become casualties.

At the end of April 19, the colonial militia did not return to their homes. Reinforced by hundreds of militiamen from throughout New England, they formed into an army and proceeded to surround Boston, cutting Gage off from the mainland. The consequent Siege of Boston lasted for almost a year, until the British evacuated on March 17, 1776.

Focus

Summarize chapter 10 of *Johnny Tremain.* Have students suggest the sequence of events that happened as Paul Revere, William Dawes, and Dr. Prescott went to warn those in the outlying towns and cities that British Regulars where on the move to take possession of ammunition stores reportedly hidden in Concord.

Summary of Chapter 10, "Disperse, Ye Rebels" can be found at
http://www.sparknotes.com/lit/johnnytremain/section7.rhtml

Model

Read *The Midnight Ride of Paul Revere* by Henry Wadsworth Longfellow as a whole group. Have different individuals or groups of students read each stanza. Repeat the process three to four times. Ask students to suggest what stands out. Students might suggest the rhyming words or figurative language. Some might ask why the other midnight riders (Dawes and Prescott) are not mentioned.
Words found at http://www.nationalcenter.org/PaulRevere%27sRide.html.

Listen my children and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year.

He said to his friend, "If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,--
One if by land, and two if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country folk to be up and to arm."

Then he said "Good-night!" and with muffled oar
Silently rowed to the Charlestown shore,

Just as the moon rose over the bay,
Where swinging wide at her moorings lay
The Somerset, British man-of-war;
A phantom ship, with each mast and spar
Across the moon like a prison bar,
And a huge black hulk, that was magnified
By its own reflection in the tide.

Meanwhile, his friend through alley and street
Wanders and watches, with eager ears,
Till in the silence around him he hears
The muster of men at the barrack door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers,
Marching down to their boats on the shore.

Then he climbed the tower of the Old North Church,
By the wooden stairs, with stealthy tread,
To the belfry chamber overhead,
And startled the pigeons from their perch
On the somber rafters, that round him made
Masses and moving shapes of shade,--
By the trembling ladder, steep and tall,
To the highest window in the wall,
Where he paused to listen and look down
A moment on the roofs of the town
And the moonlight flowing over all.

Beneath, in the churchyard, lay the dead,
In their night encampment on the hill,
Wrapped in silence so deep and still
That he could hear, like a sentinel's tread,
The watchful night-wind, as it went
Creeping along from tent to tent,
And seeming to whisper, "All is well!"
A moment only he feels the spell
Of the place and the hour, and the secret dread
Of the lonely belfry and the dead;
For suddenly all his thoughts are bent
On a shadowy something far away,
Where the river widens to meet the bay,--
A line of black that bends and floats
On the rising tide like a bridge of boats.

Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride

On the opposite shore walked Paul Revere.
Now he patted his horse's side,
Now he gazed at the landscape far and near,
Then, impetuous, stamped the earth,
And turned and tightened his saddle girth;
But mostly he watched with eager search
The belfry tower of the Old North Church,
As it rose above the graves on the hill,
Lonely and spectral and somber and still.
And lo! as he looks, on the belfry's height
A glimmer, and then a gleam of light!
He springs to the saddle, the bridle he turns,
But lingers and gazes, till full on his sight
A second lamp in the belfry burns.

A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing, a spark
Struck out by a steed flying fearless and fleet;
That was all! And yet, through the gloom and the light,
The fate of a nation was riding that night;
And the spark struck out by that steed, in his flight,
kindled the land into flame with its heat.
He has left the village and mounted the steep,
And beneath him, tranquil and broad and deep,
Is the Mystic, meeting the ocean tides;
And under the alders that skirt its edge,
Now soft on the sand, now loud on the ledge,
Is heard the tramp of his steed as he rides.

It was twelve by the village clock
When he crossed the bridge into Medford town.
He heard the crowing of the cock,
And the barking of the farmer's dog,
And felt the damp of the river fog,
That rises after the sun goes down.

It was one by the village clock,
When he galloped into Lexington.
He saw the gilded weathercock
Swim in the moonlight as he passed,
And the meeting-house windows, black and bare,
Gaze at him with a spectral glare,
As if they already stood aghast
At the bloody work they would look upon.

It was two by the village clock,
When he came to the bridge in Concord town.
He heard the bleating of the flock,
and the twitter of birds among the trees,
And felt the breath of the morning breeze
Blowing over the meadow brown.
And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket ball.

You know the rest. In the books you have read
How the British Regulars fired and fled,---
How the farmers gave them ball for ball,
From behind each fence and farmyard wall,
Chasing the redcoats down the lane,
Then crossing the fields to emerge again
Under the trees at the turn of the road,
And only pausing to fire and load.

So through the night rode Paul Revere;
And so through the night went his cry of alarm
To every Middlesex village and farm, ---
A cry of defiance, and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo for evermore!
For, borne on the night-wind of the Past,
Through all our history, to the last,
In the hour of darkness and peril and need,
The people will waken and listen to hear
The hurrying hoof-beats of that steed,
And the midnight message of Paul Revere

Main Lesson

Day 1

1.) Students will be looking at the Paul Revere House website researching the real midnight rides. (Or materials can be printed out and copied if no technology is available.)

2.) Students should log onto http://www.paulreverehouse.org/ride/.

3.) There they will find a list of several different links to midnight ride accounts and details.

4.) Students should investigate the following links:
    - The Real Story of Revere's Ride
    - Virtual Midnight Ride
    - Revere's Own Words
    - Images of Revere's Ride

5.) As students research and discover, they should fill out the Midnight Rides Graphic Organizer. The guiding questions should help them to get ready to compare and contrast the Longfellow Poem with the real accounts.

6.) Guiding questions:
    a. How many people actually took midnight rides to warn the people living in the surrounding towns of Boston?
    b. What similarities can you find between the poem and the real story?
    c. Who actually reached Concord?
    d. What differences can you find between the real accounts and the poem?

7.) After students have completed their research and filled out the graphic organizer, have students share what they have discovered.

8.) Using a Venn Diagram ask students to find details that compare and contrast the poem with the real accounts from their research done on the computer and the Longfellow poem. As students describe similarities and differences, pose one or more of the following questions:
    a. Did you find any differences between primary and secondary sources? Give details to support your answer.
    b. Which source materials were primary sources? Secondary sources? How do you know?
    c. Are there any inconsistencies between primary and secondary sources? Which inconsistencies do you believe are true or false? Why?
    d. Are there any similarities between the primary and secondary sources? Give details to support your answer.

Day 2

1.) Ask students to get out their materials about the midnight rides.

2.) Elicit summarizing statements about what students learned on Day 1.

3.) Pass out Role Playing Rubric and tell students that they will be getting into groups (self or teacher selected of two to three people) to write and reenact the midnight ride of Paul Revere. (Students may also choose to do further research on William Dawes or Dr. Prescott's rides and role play one of these.)

4.) Review the rubric as a whole group, ask students to point out important information such as what they need to do to get a score of four or what extra

elements they can add to get a better score such as create or bring props and costumes.

5.) Remind students that a script format is like the role-plays that have been used throughout the unit and they can look at the Boston Tea Party Role Play or the Boston Massacre Role Play as examples for how to format speaking parts and character directives.

6.) Ask students to suggest things that will make their scripts and role plays better.

7.) Have students write scripts. Typing the final draft is an option.

8.) Give students time to practice and create props/costumes. Decide on a time, date, and space to have students act out their role plays.

Assessment

Rubric for Reenactment/Role Play (made on http://rubistar.4teachers.org/)

CATEGORY	**4**	**3**	**2**	**1**
Historical Accuracy	All historical information appeared to be accurate and in chronological order.	Almost all historical information appeared to be accurate and in chronological order.	Most of the historical information was accurate and in chronological order.	Very little of the historical information was accurate and/or in chronological order.
Role	Point-of-view, arguments, and solutions proposed were consistently in character.	Point-of-view, arguments, and solutions proposed were often in character.	Point-of-view, arguments, and solutions proposed were sometimes in character.	Point-of-view, arguments, and solutions proposed were rarely in character.
Required Elements	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.
Props/Costume	Student uses several props (could include costume) that accurately fit the period, show considerable work/creativity and make the presentation better.	Student uses 1-2 props that accurately fit the period, and make the presentation better.	Student uses 1-2 props which make the presentation better.	The student uses no props OR the props chosen detract from the presentation.
Information Needed	Student retells the midnight ride accurately according to the primary sources materials.	Student retells the midnight ride mostly accurately according to the primary sources materials.	Student retells the midnight ride somewhat accurately according to the primary sources materials.	Student retells the midnight ride inaccurately according to the primary sources materials.

Resources

Websites

- http://www.kidport.com/reflib/usahistory/AmericanRevolution/LexingtonBattle.htm (This website features kid-friendly background information on the battles of Lexington and Concord.)
- http://www.nationalcenter.org/PaulRevere%27sRide.html (This is the link to find the words to Longfellow's poem.)
- http://www.masshist.org/database/doc-viewer.php?item_id=99 (Paul Revere's account of his midnight ride.)
- http://www.sparknotes.com/lit/johnnytremain/section7.rhtml (This site features summaries and other information about *Johnny Tremain* by Esther Forbes.)

- http://www.paulreverehouse.org/ride/index.html (This site features links that students will use for research for comparing and contrasting Longfellow's Poem and what actually happened on Paul Revere, William Dawes, and Dr. Prescott's actual midnight rides.)
- http://www.ouramericanrevolution.org/index.cfm/page/view/m0203 (The background information on Lexington and Concord and the battles fought there were found at this site.)
- http://www.paulreverehouse.org/ride/real.html (The teacher information about the real midnight rides came from this link.)
- *Paul Revere In primary sources.* The Paul Revere Memorial Association. (http://www.paulreverehouse.org/GiftItem.aspx?ItemID=29)
- http://rubistar.4teachers.org/index.php?screen=ShowRubric&module=Rubistar&rubric_id=2192086& (Rubric for Role Play for Day 2.)

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Lesson 10
Lexington and Concord

Student Objectives

1.) Using a variety of primary and secondary resources, the students will create a timeline of events that occurred on the night of April 13, 1774 through the afternoon of April 14, 1774 in chronological order.
2.) The students will become familiar through the restating, analyzing, and synthesizing of facts about the Battles of Lexington and Concord.

National Council for the Social Studies Standards

Standard 1. Chronological Thinking

A. Distinguish between past, present, and future time.
B. Identify in historical narrative the temporal structure of a historical narrative or story.
C. Establish temporal order in constructing their own historical narratives.
D. Measure and calculate calendar time.
E. Interpret data presented in time lines.
F. Create time lines.
G. Explain change and continuity over time.

Standard 2. Historical Comprehension

A. Reconstruct the literal meaning of a historical passage.
B. Identify the central question(s) the historical narrative addresses.
C. Read historical narratives imaginatively.
D. Evidence historical perspectives.
E. Draw upon the data in historical maps.
F. Draw upon visual and mathematical data presented in graphics.
G. Draw upon the visual data presented in photographs, paintings, cartoons, and architectural drawings.

Standard 3. Historical Analysis and Interpretation

A. Formulate questions to focus on their inquiry or analysis.
B. Identify the author or source of the historical document or narrative.
C. Compare and contrast differing sets of ideas, values, perspectives, behaviors, and institutions.
D. Analyze historical fiction.
E. Distinguish between fact and fiction.
F. Compare different stories about a historical figure, era, or event.
G. Analyze illustrations in historical stories.
H. Consider multiple perspectives.
I. Explain causes in analyzing historical actions.
J. Challenge arguments of historical inevitability.
K. Hypothesize influences of the past.

Standard 4. Historical Research Capabilities

A. Formulate historical questions.
B. Obtain historical data.
C. Interrogate historical data.
D. Marshal needed knowledge of the time and place, construct a story, explanation, or historical narrative.

Standard 5. Historical Issues-Analysis and Decision-Making

A. Identify issues and problems in the past.
B. Compare the interesting and values of the various people involved.
C. Suggest alternative choice for addressing the problem.
D. Evaluate alternative courses of action.
E. Prepare a position or course of action on an issue.
F. Evaluate the consequences of a decision

California State Content Social Studies Content Standards

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

1.) Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.
2.) Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

5.5 Students explain the causes of the American Revolution.

1.) Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).
2.) Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.
3.) Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.

Vocabulary

- Militia: An army of soldiers who are civilians but take military training and can serve full-time during emergencies.
- Minute Men: Members of the colonial community that would be ready to fight at a moment's notice.
- Regulars: British soldiers.

- Drill: March in groups and in time with other people, often seen in marching bands and the military.
- Chronological Order: Sequenced in order in time.

Materials

- Books on Lexington and Concord
- Computer with internet access to research Lexington and Concord
- Information printed from the websites listed under resources in this lesson plan.
- Markers/colored pencils/crayons
- Pencils/paper
- Highlighters
- Constructions paper/butcher paper
- Printer
- *Johnny Tremain* books
- Rulers/yard sticks
- Timeline graphic organizer (enough copies for each student in class)

Teacher Background
The Battles of Lexington and Concord
(http://www.ouramericanrevolution.org/index.cfm/page/view/m0203)

The Battles of Lexington and Concord, Massachusetts, fought on April 19, 1775, have gone down in history as the opening conflict of the American War for Independence-the proverbial "shot heard 'round the world" celebrated by Ralph Waldo Emerson.

Acting on orders from Major General Thomas Gage, military governor of the colony, to destroy arms and ammunition stored in Concord, a detachment of nearly 800 British infantry under the command of Lieutenant Colonel Francis Smith set out from Boston late on the night of April 18. Alerted by Paul Revere and several other express riders, local militia assembled in both villages and successfully hid most of their military stores. An advance guard, 250 men commanded by Major John Pitcairn, first encountered Lexington's militia company (perhaps 70 men) on its village green, effectively barring the route to Concord. Pitcairn, wanting to avoid any engagement, ordered the militiamen to lay down their arms and then someone fired (each side later claimed that it came from the other), perhaps by accident. It led to a brief exchange of volleys between the regulars and the militia that was quickly halted by Pitcairn. Nevertheless, eight militiamen were killed and one British soldier wounded. The militia then dispersed, allowing the regulars to move on to Concord, where they seized the few supplies they could find (500 pounds of musket balls were the only military stores they turned up). A larger militia force then engaged the regulars there, at the Old North Bridge, where the first British soldiers were killed. Smith then made the decision to return Boston.

The regulars' march back to the city quickly turned into a nightmare as militiamen lined the route and poured a withering fire into the redcoated column. Smith's original force dissolved into a ragged pack before a relief brigade and two artillery pieces under the command of Brigadier General Hugh Percy met them near Lexington. For much of the rest of the 15-mile trek back to Boston, militiamen battered the regulars, although at times the British troops were able to engage the colonials in some vicious hand-to-hand fighting. Percy kept his cool and the force remained intact until his men reached safety in Charlestown, just across the Charles River from Boston. By then, 273 regular soldiers and 95 militiamen had become casualties.

At the end of April 19, the colonial militia did not return to their homes. Reinforced by hundreds of militiamen from throughout New England, they formed into an army and proceeded to surround Boston, cutting Gage off from the mainland. The consequent Siege of Boston lasted for almost a year, until the British evacuated on March 17, 1776.

Focus

What exactly happened between Paul Revere and company's midnight rides to the end of the battles of Lexington and Concord? Who tells the real story? What are the facts and what is just legend? Do Americans tell a different story than the British? The class will be looking at both primary and secondary sources to create a timeline of the events that occurred from beginning to end. We will be putting events in time order according the research.

Model

What is a time line? How do you put things in chronological or time order? What do you start with and what do you end with? Let's make a sample by putting together a timeline of the school day. What events occur at the beginning, middle, and end of school? Do we need to put in every event? How do we decide what is important and what is not as important? You judge, which is more important, starting the school day with the beginning bell or putting your name on your paper? Let's use the timeline graphic organizer to make a sample to follow of the school day so that you will know what to do on the Lexington and Concord timeline.

Main Lesson

1.) Divide students into groups who will each research a time of day (or night) for the timeline. There should be no more than 3-4 students in a group. (Divide the timeline into sections of hour increments depending on how many groups of students in the class. Increments could be four or six or even eight hour increments beginning in the late evening on April 18^{th,} 1774 with the midnight rides all the way to evening on April 19th, 1774 when the British Regulars retreated back to Boston and the local

militias regrouped. It should be about a twenty-four hour period. Another way to divide the timeline is by midnight rides, marching, Lexington, Concord, and retreat.) (Groups could choose whether to do the British or American point of view as well.)

2.) Have students gather information in *Johnny Tremain*, the social studies text book, website resources, and trade books about their part of the battle. A very complete and varied website resource is http://www.masshist.org/revolution/lexington.php. This website contains both colonist and British thoughts on the battles of Lexington and Concord and the surrounding events. There are both primary and secondary sources. Students might look at the materials available and choose what sources will give them information on their groups' specific part of the time line.

3.) Some guiding questions for the students as they gather information might be:
   a. What happened first, second, third, and so on?
   b. Who was involved and where did the main events take place?
   c. Are there any events that might be fictional? How would you know? (*You would know because the only place the event is mentioned is in Johnny Tremain.)*

4.) As sources are looked at and information is gathered, groups should take notes on the graphic organizer and begin to put main events in chronological order. No less than eight events should be identified and no more than ten per group.

5.) When graphic organizers have been filled out and students have gathered all of the information they need to fulfill the requirements, have students decide how they will make and display the timeline. (Suggestions might include butcher paper, word processing, or other visuals.) Students should remember that the groups will put their part of the timeline together with the other groups to make one large time line.

Assessment

Timeline of Lexington and Concord Battles Rubric

CATEGORY	**4**	**3**	**2**	**1**
Content/Facts	Facts were accurate for all events reported on the timeline.	Facts were accurate for almost all events reported on the timeline.	Facts were accurate for most (~75%) of the events reported on the timeline.	Facts were often inaccurate for events reported on the timeline.
Title	The timeline has a creative title that accurately describes the material and is easy to locate.	The timeline has an effective title that accurately describes the material and is easy to locate.	The timeline has a title that is easy to locate.	The title is missing or difficult to locate.

Resources	The timeline contained at least 8-10 events related to the topic being studied.	The timeline contained at least 6-7 events related to the topic being studied.	The timeline contained at least 5 events related to the topic being studied.	The timeline contained fewer than 5 events.
Readability	The overall appearance of the timeline is pleasing and easy to read.	The overall appearance of the timeline is somewhat pleasing and easy to read.	The timeline is relatively readable.	The timeline is difficult to read.
Dates	An accurate, complete date has been included for each event.	An accurate, complete date has been included for almost every event.	An accurate date has been included for almost every event.	Dates are inaccurate and/or missing for several events.
Spelling and Capitalization	Spelling and capitalization were checked by another student and are correct throughout.	Spelling and capitalization were checked by another student and were mostly correct.	Spelling and capitalization were mostly correct, but were not checked by another student.	There were many spelling and capitalization errors.

Resources

Websites

- http://www.ouramericanrevolution.org/index.cfm/page/view/p0244 (This site has an example of a time line that is well organized.)
- http://www.ouramericanrevolution.org/index.cfm/page/view/p0345 (Here is the background information on Lexington and Concord.)
- http://library.thinkquest.org/TQ0312848/boflandc.htm (Think quest used for main lesson.)
- http://library.thinkquest.org/TQ0312848/boflandc.htm (Kid friendly information about the Lexington and Concord battles.)
- http://www.masshist.org/revolution/lexington.php (This website has everything students need from a summary of events, to primary sources. The primary sources reflect the British and Colonists' points of view.)

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Appendix A

Name_____

Date_____

Number_____

Art Piece Review Graphic Organizer

Art Piece Name

_____

1.) What are the people wearing? What colors, fabrics, and other accessories do you see?

_____
_____
_____
_____
_____
_____
_____
_____

2.) Where and when is the painting set? Is it outside or inside? What time of year and day do you think it is? What year does the painting take place?

_____
_____
_____
_____
_____
_____
_____
_____

3.) What kind of items are in the background? What do they say about the people in the painting?

4.) Do you think the people in the painting are rich, poor, or in the middle? How do you know?

What kind of jobs do you think the people do?

Colonial Journey Journal

Cover Page

Colonial Journey Journal

Name_____

Date_____

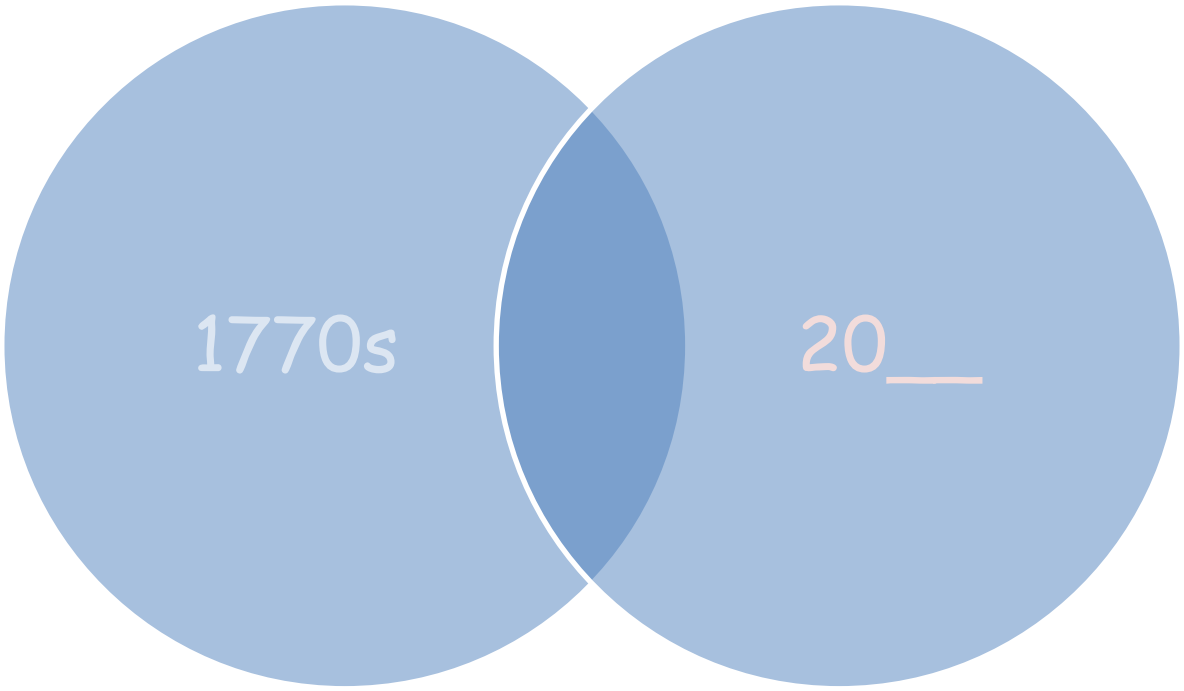
Number____

Lesson One Journal Page

Date_____

Looking at Art

Compare and Contrast: What are the similarities and differences between life in the 1770s and your life?



Appendix B

Lesson Plan Two

Colonial Journey Journal Page

Date_____

"No Taxation without Representation" Day 1

Write any notes, questions, feelings, answers, or comments you have during the activity:

Lesson Plan Two

Colonial Journey Journal Page

Date_____

"No Taxation without Representation" Day 2

Write any notes, questions, feelings, answers, or comments you have during the activity:

Appendix C

Name_____

Date_____

Number_____

Document Analysis Graphic Organizer

Document Name/Title

_____

1.) What kind of document is the material you are looking at? What year do you think it is from?

_____
_____
_____
_____
_____
_____
_____
_____

2.) What is the viewpoint of the document? Is the document for or against the English tax?

_____
_____
_____
_____
_____
_____
_____
_____

3.) Were the colonists pleased with the taxes? How do you know?

_____
_____

_____

_____

_____

_____

_____

_____

4.) To what form(s) of resistance do the documents refer? (If the document refers to resistance.)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Lesson Plan Three

Colonial Journey Journal Page

Date_____

Revenue Acts

Write any notes, questions, feelings, answers, or comments you have during the lesson:

Appendix D

Name_____

Date_____

Number_____

Political Cartoon Analysis Graphic Organizer

Cartoon Name/Title

_____

1.) Why do people create political cartoons?

_____

_____

_____

_____

_____

_____

_____

_____

2.) Why do political cartoons tell you about the situation or historical event?

_____

_____

_____

_____

_____

_____

_____

_____

3.) What biases do you see in the different cartoons? What might these biases do to persuade viewers of the cartoons?

_____

_____

_____

_____

_____

_____

_____

_____

4.) How did this political cartoon change the way people viewed what happened on March 5th?

_____

_____

_____

_____

_____

_____

_____

_____

Lesson Plan Four

Colonial Journey Journal Page

Date_____

The Boston Massacre

Write any notes, questions, feelings, answers, or comments you have during the lesson:

Appendix E

SCIM-C Graphic Organizer

Name_____

Date_____

Number_____

SCIM-C Graphic Organizer

Phase One—Summarize

1.) What type of historical document is the source?

_____
_____
_____

2.) What specific information, details and/or perspectives does the source provide?

_____
_____
_____

3.) What is the subject and/or purpose of the source?

_____
_____
_____

4.) Who was the author and/or audience of the source?

_____
_____
_____

Phase Two—Conceptualize

1.) When and where was the source produced?

_____
_____
_____

2.) Why was the source produced?

_____

_____

_____

3.) What was happening within the immediate and broader context at the time the source was produced?

_____

_____

_____

4.) What summarizing information can place the source in time and place?

_____

_____

_____

Phase Three—Infer

1.) What is suggested by the source?

_____

_____

_____

2.) What interpretations may be drawn from the source?

_____

_____

_____

3.) What perspectives or points of view are indicated in the source?

_____

_____

_____

4.) What inferences may be drawn from absences or omissions in the source?

_____

_____

_____

Phase Four—Monitor

1.) What additional evidence beyond the source is necessary to answer the historical question?

_____

_____

_____

2.) What ideas, images, or terms need further defining from the source?

_____

_____

_____

3.) How useful or significant is the source for its intended purpose in answering the historical question?

_____

_____

_____

4.) What questions from the previous stages need to be revisited in order to analyze the source satisfactorily?

_____

_____

_____

Phase Five—Corroborate

1.) What similarities and differences between the sources exist?

_____

_____

_____

2.) What factors could account for these similarities and differences?

_____

_____

_____

3.) What conclusions can be drawn from the accumulated interpretations?

_____

_____

_____

4.) What additional information or sources are necessary to answer more fully the guiding historical question?

_____

_____

_____

_____

_____

_____

Boston Tea Party Newspaper Article Graphic Organizer

Name_____

Date_____

Number_____

Parts of a News Story

Headline: A short phrase that explains the main point of the .article

Byline: The name of the person who wrote the article

Dateline: Shows the date the article was written and may show where the article takes place. This is written right before the article begins.

Illustration: This is optional but always has a caption.

Paragraph 1: Who, what, when, and where.

Paragraph 2: How and why.

Last Paragraph: Conclusion, summary or what will happen in the future.

Lesson Plan Five

Colonial Journey Journal Page

Date_____

The Boston Tea Party

Write any notes, questions, feelings, answers, or comments you have during the lesson:

Appendix F

Flip Book Instructions

(Adapted from the California Treasures Teacher Resource Book-- by D. Zike)

Materials:

• 4-5 sheets of 8 1/2" x 11" paper

• Glue

Directions:

1.) Stack two sheets of paper so that the back sheet is one inch higher than the front sheet.

2.) Bring the bottom of both sheets upward and align the edges so that all of the layers or tabs are the same distance apart.

3.) When all tabs are an equal distance apart, fold the papers and crease well.

4.) Open the papers and glue them together along the valley, or inner center fold, or staple them along the mountain.

**If you need more layers, use additional sheets of paper. Make the tabs smaller than one inch. **

Lesson Plan Six

Colonial Journey Journal Page

Date_____

Protesting

Write any notes, questions, feelings, answers, or comments you have during the lesson:

Appendix G

Coercive Acts/Occupy Boston Graphic Organizer

Name_____

Date_____

Number_____

Document Analysis Graphic Organizer

Document Name/Title

_____

1.) What kind of document is the material you are looking at?

_____
_____
_____
_____
_____
_____
_____
_____

2.) Is the print a political cartoon? What evidence do you have to prove your point?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

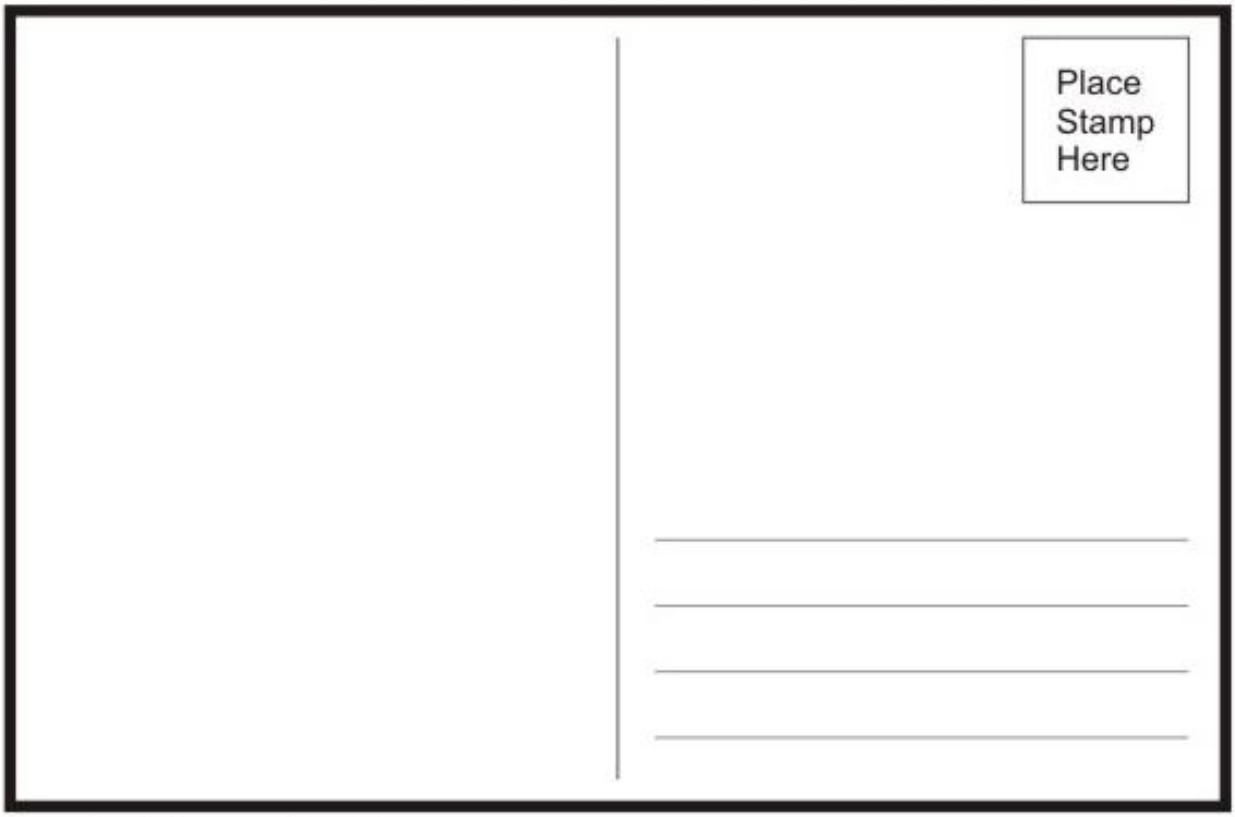
3.) What is the viewpoint of the document? Do you see any types of bias? How do you know?

4.) Is the document for or against the Boston Port Act? Do you think the person who printed it was a Patriot or a Loyalist?

5.) Were the colonists pleased with the Coercive Acts? How do you know?

Postcard from a British Soldier Graphic

(Accessed from http://www.craftideas4kids.com/wp-content/uploads/2007/01/postcard-template.jpg)



Lesson Plan Seven

Colonial Journey Journal Page

Date_____

Coercive Acts/Occupy Boston

Write any notes, questions, feelings, answers, or comments you have during the lesson:

Appendix H

Lesson Eight Graphic Organizer I

Name_____

Date_____

Number_____

Map Analysis Graphic Organizer I

Map Name/Contents

_____

1.) Depending on where in Boston a person lived, how did a person earn a living? How do you know?

_____
_____
_____
_____
_____
_____
_____
_____

2.) What kind of clothes did they wear?

_____
_____
_____
_____
_____
_____
_____
_____

3.) What kind of houses best worked for their livings?

4.) What kinds of people would an individual have constant contact to?

Lesson Eight Graphic Organizer II

Name_____

Date_____

Number_____

Map Activity Graphic Organizer II

Guiding Questions

1.) What it was like to live and work in your section of the city?

_____
_____
_____
_____
_____
_____
_____
_____

2.) What are the important sites in your section of the map? (Think of any public buildings, such as schools, churches, shops, or government offices.) Can you find and identify them?

_____
_____
_____
_____
_____
_____
_____
_____

3.) How do you think the people who lived in this section earned their living?

_____
_____

4.) How much interaction did the people in your section have with the other residents of this section? Of other parts of the city?

5.) Why might people from other parts of Boston come to this area?

Lesson Eight Graphic Organizer III

(Adapted from
http://www.bostonhistory.org/sub/mappingrevolutionaryboston/lessonPlans/LessonPlan1.pdf)

You have probably heard of some of the famous residents of colonial Boston: John Hancock, Paul Revere, and Samuel Adams. But there were 15,000 other people living in the city on the eve of the Revolution. Your teacher will direct you to a website to learn about some of these individuals and assign you to learn about their lives. For your historical figure:

Imagine what it would be like to spend a day in his or her life.

1. Identify where he/she would have gone. What places on the map he/she would have visited?

_____
_____
_____
_____

2. What daily tasks might he/she have done?

_____
_____
_____
_____

3. With whom would he/she have had see on a daily basis?

_____
_____
_____
_____

Then answer the following questions:

1. Did the small space of the city make his or her life easy? Why or why not?

_____
_____
_____
_____

2. With how many different people would he/she have talked to?

_____
_____
_____
_____

3. What sort of daily freedoms did he/she experience?

_____
_____
_____
_____

4. If he/she were giving a tour of colonial Boston, which places would he/she show the people who he/she was giving the tour?

_____
_____
_____
_____

Additional Map of Colonial Boston—1773

Timeline for Lesson Eight

(Accessed from http://library.thinkquest.org/TQ0312848/timeline.htm)

1760 - Deborah Sampson was born in 1760.

1760-1820 - King George III was the ruler of Great Britain from 1760-1820.

1761 - Cybil Ludington was the oldest of twelve children and was born in Fredericksburg, Connecticut, in 1761.

1764 - The Sugar Act was passed in 1764.

1765 - The Quartering Act was established on March 24, 1765.

1765 - In 1765, the British government started the Stamp Act.

1770 - The Boston Massacre occurred on March 5, 1770.

1773 - The Boston Tea Party took place on December 16, 1773, when colonists threw tea into the Boston Harbor.

1774 - The Administration of Justice Act became effective May 20, 1774.

1774 - The Boston Port Bill became effective on June 1, 1774.

1774 - The Massachusetts Government Act became effective on May 20, 1774.

1774 - The Quebec Act was established on May 20, 1774.

1774 - The First Continental Congress was held on September 5, 1774, and lasted until October 26, 1774.

1775 - On April 18, 1775, Paul Revere was sent by Dr. Joseph Warren to go to Lexington to warn John Hancock and Samuel Adams.

1775 - The Battle of Lexington and Concord was made up of two battles that began on April 18th, 1775.

1775 - On April 19, 1775, war broke out between the colonies and Great Britain.

1775 - On June 17, 1775, in Massachusetts, the British Soldiers drove the American colonists from Bunker Hill.

1776 - The Second Continental Congress met on May 10, 1776, in the State House in Philadelphia, Pennsylvania.

1776 - In 1776, Benjamin Franklin helped write the Declaration of Independence.1776 - On May 15, 1776, the members of the Second Continental Congress decided to officially put the colonies in a state of defense.

1776 - On June 7, 1776, Richard Henry Lee made his famous proposal to congress: "that these United Colonies are, and of right ought to be, free and independent States."

1776 - July 4, 1776, Declaration of Independence signed in Congress.

1776 - The Liberty Bell rang out to call the people of Philadelphia together for the reading of the Declaration of Independence on July 8, 1776.

1776 - General George Washington gave an order for the Declaration of Independence to be read to his army in New York on July 9, 1776.

1776 - On September 22, 1776, Nathan Hale was hanged.

Lesson Plan Eight

Colonial Journey Journal Page

Date_____

Mapping Boston

Write any notes, questions, feelings, answers, or comments you have during the lesson:

_____

Appendix I

Lesson Nine Graphic Organizer

Name_____

Date_____

Number_____

Midnight Rides Graphic Organizer

Compare and Contrast Guiding Questions

1.) Did you find any differences between primary and secondary sources? Give details to support your answer.

_____
_____
_____
_____
_____
_____
_____
_____

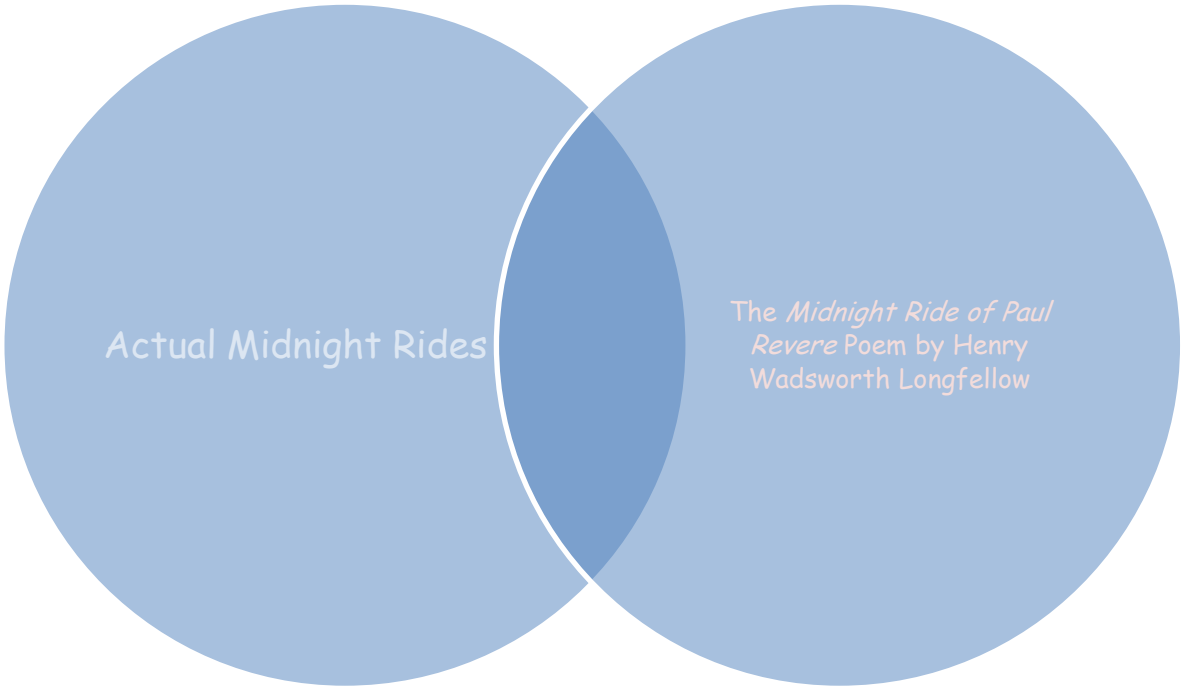
2.) Which source materials were primary sources? Secondary sources? How do you know?

_____
_____
_____
_____
_____
_____
_____
_____

3.) Are there any inconsistencies between primary and secondary sources? Which inconsistencies do you believe are true or false? Why?

4.) Are there any similarities between the primary and secondary sources? Give details to support your answer.

Compare and Contrast



Lesson Nine Day Two Rubric

Rubric for Reenactment/Role Play (made on http://rubistar.4teachers.org/)

CATEGORY	4	3	2	1
Historical Accuracy	All historical information appeared to be accurate and in chronological order.	Almost all historical information appeared to be accurate and in chronological order.	Most of the historical information was accurate and in chronological order.	Very little of the historical information was accurate and/or in chronological order.
Role	Point-of-view, arguments, and solutions proposed were consistently in character.	Point-of-view, arguments, and solutions proposed were often in character.	Point-of-view, arguments, and solutions proposed were sometimes in character.	Point-of-view, arguments, and solutions proposed were rarely in character.
Required Elements	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.
Props/Costume	Student uses several props (could include costume) that accurately fit the period, show considerable work/creativity and make the presentation better.	Student uses 1-2 props that accurately fit the period, and make the presentation better.	Student uses 1-2 props which make the presentation better.	The student uses no props OR the props chosen detract from the presentation.
Information Needed	Student retells the midnight ride accurately according to the primary sources materials.	Student retells the midnight ride mostly accurately according to the primary sources materials.	Student retells the midnight ride somewhat accurately according to the primary sources materials.	Student retells the midnight ride inaccurately according to the primary sources materials.

Lesson Plan Nine

Colonial Journey Journal Page

Date_____

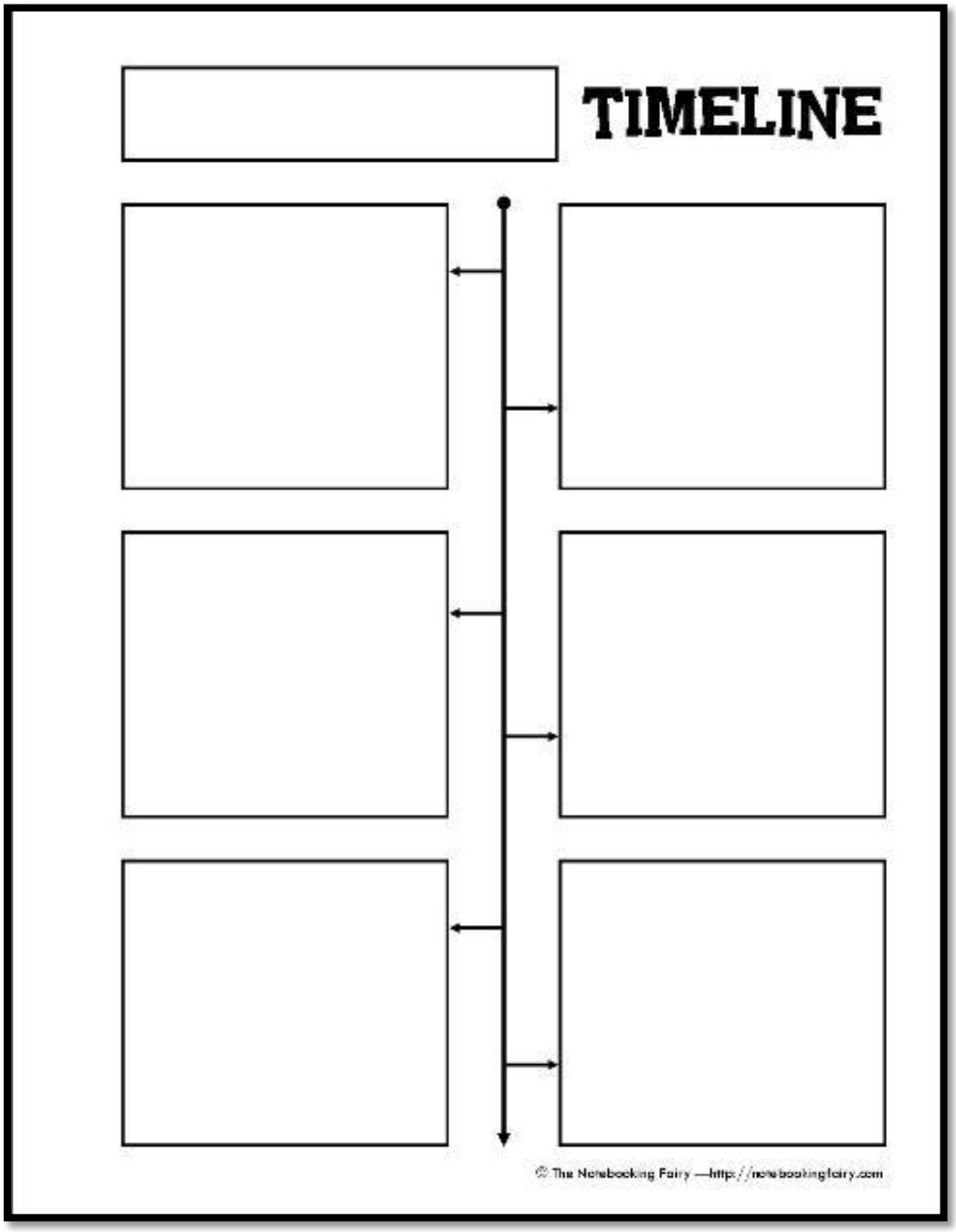
Many Midnight Rides

Write any notes, questions, feelings, answers, or comments you have during the lesson:

Appendix J

Timeline Graphic Organizer

(Accessed at http://notebookingfairy.com/wp-content/uploads/2011/08/timeline-notebooking-page-thumb1.jpg)



Lesson Ten

Timeline of Lexington and Concord Battles Rubric

CATEGORY	**4**	**3**	**2**	**1**
Content/Facts	Facts were accurate for all events reported on the timeline.	Facts were accurate for almost all events reported on the timeline.	Facts were accurate for most (~75%) of the events reported on the timeline.	Facts were often inaccurate for events reported on the timeline.
Title	The timeline has a creative title that accurately describes the material and is easy to locate.	The timeline has an effective title that accurately describes the material and is easy to locate.	The timeline has a title that is easy to locate.	The title is missing or difficult to locate.
Resources	The timeline contained at least 8-10 events related to the topic being studied.	The timeline contained at least 6-7 events related to the topic being studied.	The timeline contained at least 5 events related to the topic being studied.	The timeline contained fewer than 5 events.

Lesson Plan Ten

Colonial Journey Journal Page

Date_____

Timeline of Lexington and Concord

Write any notes, questions, feelings, answers, or comments you have during the lesson:

Lesson Plan Ten

Colonial Journey Journal

End of Unit Reflection

Date_____

Reflection

Write any notes, questions, feelings, answers, or comments you have during the entire unit:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

What have you learned from this unit? What was your favorite part? What would you change?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Would you like to live at the time of Johnny Tremain and Felicity? Why or why not?

_____

_____

_____

_____

_____

_____

_____