Colonial America and
The American Revolution
Grade 7: Unit 2

Congress Voting Independence by Edward Savage and Robert Edge Pine, 1776

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Social Studies is the integrated study of history, geography, economics, government and civics. More importantly it is the study of humanity, of people and events that individually and collectively have affected the world. A strong and effective Social Studies program helps students make sense of the world in which they live, it allows them to make connections between major ideas and their own lives, and it helps them see themselves as members of the world community. It offers students the knowledge and skills necessary to become active and informed participants on a local, national and global level.

Social Studies must also help students understand, respect and appreciate the commonalities and differences that give the U.S character and identity. The complexities of history can only be fully understood within an appreciation and analysis of diversity, multiple perspectives, interconnectedness, interdependence, context and enduring themes.

This unit of study has been developed with and for classroom teachers. Feel free to use and adapt any or all material contained herein.

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Front Cover Image Source: http://upload.wikimedia.org/wikipedia/commons/0/0d/Congress_voting_independence.jpg
# Colonial America and The American Revolution

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I.

The Planning Framework

Colonial America and The American Revolution
HOW THIS UNIT WAS DEVELOPED

• This unit is the second unit of the Grade 7 scope and sequence. The unit was developed by a team of DOE staff and teachers. The first step was a brainstorming session and the results were charted in a “web.” While brainstorming elicited an extensive list of interdisciplinary connections, the team chose to focus on those ideas that are most central and relevant to the topic and goals for the unit.

• After the brainstorm web was refined to include the most essential components, the Essential Question and Focus or Guiding Questions were developed. An essential question can be defined as a question that asks students to think beyond the literal. An essential question is multi-faceted and is open to discussion and interpretation. The essential question for this unit of study on Colonial America and the American Revolution is “How did the development of the colonies lead to rebellion?”

• Focus Questions or Guiding Questions were developed before beginning the unit of study. We thought about the goals and objectives for students when formulating the Focus or Guiding Questions. For example, one of the goals of the unit is to promote student awareness of the complexities of the relationship between the American colonies and Great Britain. Therefore, one of the focus questions is, “What sequence of events led to the colonies declaring independence from Great Britain?”

• Student outcomes were determined by thinking about what students are expected to know and be able to do by the end of the unit. The processes for that learning (how the learning would occur) and the desired student affective understandings were also considered.

• Various types of assessments are included to meet the needs of all learners.

• Lessons and activities are included, as well as ideas for launching the unit that introduce, build and engage students with content knowledge, concept, or skill that address the focus questions in some way.

• Ideas for extension activities are included with lessons so students can deepen their understanding through inquiry and application, analysis, and synthesis of knowledge, concept, and skill to address the specific skills that students should acquire.

• A variety of activities for independent or small group investigations are suggested that allow students to create, share, or extend knowledge while capitalizing on student interests that will allow for independent interest-based inquiries.

• We have included guidelines on the use of text sets which are central to this unit.

• Current research on the importance of content area literacy, the development of academic vocabulary, and culturally relevant pedagogy is included.

• A bibliography of appropriate, multi-dimensional and varied resources is provided.
• A rationale for the value of field trips and a list of possible field trips to relevant cultural institutions, art museums and community-based organizations is included.

• A suggested culminating activity that validates and honors student learning and projects is described.
TEACHER BACKGROUND

COLONIAL AMERICA AND THE AMERICAN REVOLUTION

“They who can give up essential liberty to obtain a little temporary safety, deserve neither liberty nor safety.” - Benjamin Franklin

The Dutch of New Netherland, the Swedes and Finns of New Sweden, the Quakers of Pennsylvania, the Puritans of New England, the English settlers of Jamestown, and others came to the New World for different reasons and created colonies with distinct social, religious, political and economic structures.

Initially, the Thirteen Colonies had a peaceful, if distant, relationship with England. Differing viewpoints about colonial rights versus Great Britain's rights caused little trouble before the 1750s. England grew rich from colonial trade, while the colonists followed their own interests and developed new ways of life. However, the French and Indian War changed that.

The French wanted complete control of the frontier lands west of the Appalachian Mountains. By 1754, the British and French became engaged in what was known in America as the French and Indian War and in Europe as the Seven Years' War. When France and Britain signed the Treaty of Paris in 1763, France lost most of its land to Great Britain.

Great Britain began to take firmer control of its colonies since British leaders needed to settle war debts and wanted to protect newly won lands. Though few members of Parliament understood colonial issues and ideas, amassing an empire left Great Britain with huge debts and many in England thought the colonists should help pay those debts. This led Parliament to impose the Sugar, Stamp and Quartering Acts on the colonists.

Great Britain’s actions stunned many colonists. They could not believe that Parliament wanted to govern them without their consent. Colonists began to speak about British tyranny and to question the authority of Parliament in colonial affairs. The Sons of Liberty insisted Parliament repeal the Stamp Act. Merchants signed non-importation agreements. Threats of being “tarred and feathered” by the Sons of Liberty convinced colonial merchants to cooperate in the boycotts. Even colonial women stopped buying British cloth, and wove their own. Violence soon erupted.

When news of the protests in the colonies reached Parliament the Stamp Act was repealed. Shortly after Parliament rethought their actions and passed the Declaratory Act, which stated that Parliament had the power to make laws to control the colonists.

The Townshend Acts, passed in 1767, imposed duties on certain goods the colonies imported from Great Britain. Knowing that the duties would have to be enforced, Parliament made an example of New York, the headquarters for British troops. Because New York refused to obey the Quartering Act, their assembly was not allowed to pass any more laws until the colony complied with the act. The colonists were shocked by Great Britain’s open challenge to their right to self-govern. Sons of Liberty in New York and New England vowed to protect this right and once again colonists raised the cry of “no taxation without representation.”
Colonial boycott of British goods caused Britain’s colonial trade to drop and hurt them financially. By imposing taxes on British imports such as glass and paint, Parliament inadvertently encouraged the colonists to develop their own industries. Because the taxes backfired, British merchants urged Parliament to repeal the Townshend Acts and Britain agreed, dropping all the Townshend duties except the tax on tea. For a time, the colonists and the British seemed willing to put aside disagreements and British goods flowed once more into colonial ports.

Parliament passed the Tea Act in May 1773, which allowed the East India Company to sell tea directly to the colonists instead of going through the colonial merchants, but the import tax on tea still had to be paid. Even with the import tax, the East India Company could lower their tea prices below what was charged by colonial merchants and smugglers. Britain thought they were helping both the company and the colonies. However, the colonists felt that the unfair price advantage given to the company would drive colonial tea merchants out of business. Their resentment of the Tea Act astonished Parliament. Soon the colonists refused to buy tea and sometimes shipped it back to Britain. On the evening of December 16, 1773 a group of colonists calling themselves “Sons of Liberty” disguised themselves as Native Americans and threw 342 chests of tea into Boston harbor! This event became known as the Boston Tea Party.

The colonists did not have to wait long for British reaction to the Boston Tea Party. British leaders felt it was time to bring the American colonies under control. In March 1774, Parliament passed a series of laws, called the Coercive Acts. The colonists thought these acts were unbearable. They called them the “Intolerable Acts.”

That same year, delegates from 12 colonies met in Philadelphia at the First Continental Congress. Some delegates wanted to move cautiously, while others expressed a desire for bold actions. Some delegates were also still loyal to the British Empire and respected the British government. The congress urged people to arm themselves and ready their militia. They sent a letter to King George III asking him to stop punishing Boston and restore peace between the colonies and Britain. The delegates also agreed to stop colonial trade with Great Britain until Parliament repealed the Intolerable Acts.

By the time the delegates returned home, most of them not only questioned Parliament’s right to tax them, but also its right to rule them. This was a revolutionary point of view. While the delegates avoided declaring independence, they hoped the king would listen.

Tensions mounted when Parliament refused to repeal the Intolerable Acts. In the colonies, minutemen organized in towns and villages, women continued to boycott British goods and the Second Continental Congress formed the Continental Army, with George Washington as commander.

The delegates encouraged the colonial governments to draw up new constitutions so that if war came, the colonies would have governments in place. They wrote the Olive Branch petition asking King George III to repeal the Intolerable Acts. King George refused and declared the colonies in rebellion. Parliament ordered a blockade of all colonial ports and sent 30,000 German mercenaries (Hessians) to help control the colonists. These actions only strengthened the colonial will to fight for their freedom.
While the Second Continental Congress met and debated issues in Philadelphia, American soldiers streamed into Boston. They wanted to strike back at the British for the attacks at Lexington and Concord. Though battles had taken place, the colonists still had not committed themselves to a war in the early months of 1776.

Thomas Paine published *Common Sense*, which sold more than 120,000 copies in two months. The pamphlet said that the time had come for the colonies to part with the British king, persuading many to give up their loyalty to the king in favor of American independence.

By early July 1776, after delegates to the Second Continental Congress endured long disagreements and debates, they voted for independence. The Declaration of Independence was drafted thereby completely severing ties of the American colonies to Great Britain.

Americans were fighting for a different form of government, a republic, in which citizens elect representatives to manage the government on their behalf. However, the Continental Army had too few soldiers, low morale, a lack of money, gunpowder and supplies. It was General Washington who held them together by insisting upon organization and discipline.

The war for independence lasted more than five years with Americans enduring great hardships. The American victory at the Battle of Saratoga was a turning point of the war. France began to openly send desperately needed money and supplies to the colonies. Spain and the Netherlands allied with France against the British and they too sent aid.

On September 28, 1781 the French and American troops surrounded Yorktown. The British could not retreat by sea and they surrendered on October 19th. While the British still controlled New York City and did not leave Charles Town until 1782, except for a few minor skirmishes, the Revolutionary War was over. Americans had won the right to form their own government.

Please note: the activities and lesson plans provided in this unit guide are suggestions that can be adapted and customized to meet your students' individual needs.
### Colonial America and The American Revolution

**How did the development of the colonies lead to rebellion?**

### Essential Question

#### Math
- Plot a line graph showing colonial population changes
- Create a bar graph comparing population between the colonies
- Represent colonial imports and exports on pie graphs
- Compare colonial currency
- Build scale models of colonial villages or cities

#### Social Studies
- Draw a map showing the Triangular Trade route
- Compare and contrast the development of the colonial regions
- Analyze artifacts to draw conclusions about African American roles in the development of the colonies
- Construct a timeline of the events leading to the American Revolution
- Debate the views of the Patriots and Loyalists; draw a political cartoon from either point of view
- Research women’s roles during the American Revolution

#### Science
- Research colonial cures and medicine
- Study colonial farming techniques
- Preserve food employing colonial techniques
- Build electric circuits
- Conduct invisible ink experiment

#### Technology
- Compare and contrast weapons of then and now
- Research industrial technology used in mills and businesses
- Use images and word processing to create presentations about key figures
- Create a photo essay for historical sites in lower Manhattan.

#### Literacy
- Draw inferences from colonial letters about daily life
- Publish a newspaper about the events of the American Revolution
- Write a speech urging the colonists to unite
- Analyze poetry of Wheatley for political content
- Compose narrative poetry and ballads
- Read George vs. George to develop point of view understanding
- Write point of view letters (as a patriot or loyalist)

#### The Arts
- Observe colonial clothing design
- Listen to colonial music
- Learn a colonial dance
- Design colonial currency
- Design a flag commemorating women’s contributions during the war
- Analyze paintings depicting key figures and events from the period

#### Field trips
- African Burial Ground
- Fraunces Tavern
- Morris Jumel Mansion
- Old Stone House
- Wyckoff Farmhouse Museum
- Historic Richmond Town
- Brooklyn Museum
- New York Historical Society

#### Projects
- Compile a colonial recipe book
- Produce a guide of colonial cures and medicine
- Develop a brochure to living in the _____ colony
- Create a site map of a colonial town or Revolutionary battle site
- Build a scale model of a colonial period room
**Essential Question**

How did the development of the colonies lead to rebellion?

**Content/Academic Vocabulary (sample)**

<table>
<thead>
<tr>
<th>charter</th>
<th>plantation</th>
<th>indentured servant</th>
<th>triangular trade</th>
<th>authority</th>
<th>boycott</th>
<th>propaganda</th>
</tr>
</thead>
<tbody>
<tr>
<td>militia</td>
<td>mercantilism</td>
<td>patriot</td>
<td>loyalist</td>
<td>factors</td>
<td>strategy</td>
<td>tyranny</td>
</tr>
</tbody>
</table>

**Focus Questions**

- What factors contributed to the development of the colonial regions?
- What was life like in the colonies?
- What sequence of events led to the colonies declaring independence from Great Britain?
- How did specific individuals, battles and resources shape the outcome of the Revolutionary War?
- How did the war change lives in the colonies for everyone?

**Student Outcomes**

Think about what you want the student to know and be able to do by the end of this unit.

**Content, Process and Skills**

<p>| Understand the causes and effects that led up to the American Revolution | Analyze the Declaration of Independence |
| Describe the experiences and the roles of women and minorities at this time | Seek information about the American Revolution from diverse sources to get a balanced view |
| Comprehend the impact of war on all aspects of life | Form opinions and judgments about Loyalist and Patriot points of view and back them up with supporting evidence |
| Construct an annotated timeline of the era | Connect themes from the American Revolution to current events |</p>
<table>
<thead>
<tr>
<th>Day</th>
<th>Social Studies Focus Question</th>
<th>Content Understandings</th>
<th>What learning experiences will answer the focus question?</th>
</tr>
</thead>
</table>
| 1   | What factors contributed to the development of the colonial regions? | The 13 Colonies  
• Colonial heritage of the 13 British colonies  
- Regional patterns  
- Social  
- Political  
- Economic  
- Characteristics of colonial settlers | Identify reasons why individuals and groups formed colonies in the New World:  
• Brainstorm what a colony is and why people might want to live in a colony.  
• Work in groups, using the text set, to identify economic, religious, social and political reasons for coming to the New World.  
• Examine images and documents to identify and chart the challenges faced by the early colonial settlements at Roanoke, Jamestown and Plimouth Plantation.  
Consult The Colony of Virginia, Your Travel Guide to Colonial America, The Thirteen Colonies |
| 2   | What factors contributed to the development of the colonial regions? | The 13 Colonies  
• Colonial heritage of the 13 British colonies  
- Regional patterns  
- Social  
- Political  
- Economic  
- Characteristics of colonial settlers  
FOCUS: Case study of a colony (Choose one colony from New England, Middle or Southern region)  
- colonial government  
- key people and events | Case Study of New York Colony (you may select a different colony)  
• Develop a timeline for the settlement and growth of the colony over a 100+ year period.  
• Model by reading selections from Weiner’s New York and The Colony of New York to identify the sequence of the events from the Dutch West India Company establishing a trading post to the establishment of a proprietary colony.  
• Work in groups to identify additional timeline events for New York Colony. |
| 3 | What factors contributed to the development of the colonial regions? | The 13 Colonies  
- Colonial heritage of the 13 British colonies  
- Regional patterns  
- Social  
- Political  
- Economic  
- Characteristics of colonial settlers  

FOCUS: Case study of a colony  
- geography  
- daily life and social class  
- land use and resources  
- colonial government  

Case Study of New York Colony (you may select a different colony)  
- Examine maps of New Netherlands and early New York (such as the ones found at: [http://dlib.nyu.edu/eaddocs/nyhs/collections/maps/detail.html](http://dlib.nyu.edu/eaddocs/nyhs/collections/maps/detail.html) and [http://www.slaveryinnewyork.org/gallery_2.htm](http://www.slaveryinnewyork.org/gallery_2.htm)).  
- Draw conclusions about the colony and how it changed over time.  
Consult Primary Source History of New York and The New York Colony  

Extensions – Mannahatta Project activities: [http://www.wcs.org/mannahatta](http://www.wcs.org/mannahatta) |
| --- | --- | --- |
| 4 | What factors contributed to the development of the colonial regions? | The 13 Colonies  
- Colonial heritage of the 13 British colonies  
- Regional patterns  
- Social  
- Political  
- Economic  
- Characteristics of colonial settlers  
- Role of Native Americans, Africans, and women  

FOCUS: Case study of a colony  
- geography  
- daily life and social class  
- land use and resources  
- colonial government  
- key people and events  
- role of Native Americans, Africans, and women  

Case Study of New York Colony (you may select a different colony)  
New Amsterdam and Native Americans: Conflict and Cooperation sample lesson  
- Examine Peter Minuet and Peter Stuyvesant’s interactions with Native Americans.  
Consult Primary Source History of New York and The New York Colony |
### What factors contributed to the development of the colonial regions?

#### The 13 Colonies
- Colonial heritage of the 13 British colonies
  - Regional patterns
  - Social
  - Political
  - Economic
  - Characteristics of colonial settlers
  - Role of Native Americans, Africans, and women

**FOCUS:** Case study of a colony
- geography
- daily life and social class
- land use and resources
- colonial government
- key people and events
- role of Native Americans, Africans, and women

#### Case Study of New York Colony (you may select a different colony)

*Slavery and Resistance* sample lesson

**Explore**
- the role of enslaved Africans in the growth and development of colonial New Amsterdam.
- Exploitation of enslaved peoples and Native Americans.
- Slavery as an institution in the colonies.

Consult *Your Travel Guide to Colonial America* and *The New York Colony*

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### What factors contributed to the development of the colonial regions?

#### The 13 Colonies
- Colonial heritage of the 13 British colonies
  - Regional patterns
  - Social
  - Political
  - Economic
  - Characteristics of colonial settlers
  - Role of Native Americans, Africans, and women

**FOCUS:** Case study of a colony
- geography
- daily life and social class
- land use and resources
- colonial government
- key people and events

#### Case Study of New York Colony (you may select a different colony)

Read selected texts to identify key ideas and details about the British taking control of New Amsterdam. Identify:
- Motivation for taking over the colony.
- Results and implications.
- Impact on daily life.
- Relationship with enslaved Africans and Native Americans.

Share findings and draw inferences about the takeover.

Consult *The New York Colony*, *Weiner’s New York* and *Primary Source History of New York*
| 7 | What factors contributed to the development of the colonial regions? | The 13 Colonies  
- Colonial heritage of the 13 British colonies  
- Regional patterns  
- Social  
- Political  
- Economic  
- Characteristics of colonial settlers  
- Role of Native Americans, Africans, and women | Compare and contrast characteristics of the colonial regions:  
- Identify the New England, Middle and Southern colonies on a map.  
- Use *The Thirteen Colonies* and *Government and Politics in Colonial America* to take notes on the political, economic, social and religious characteristics of the regions.  
- Analyze the characteristics in a graphic organizer. |
|---|---|---|---|
| 8 | What was life like in the colonies? | The 13 Colonies  
- Colonial heritage of the 13 British colonies  
- Regional patterns  
- Social  
- Political  
- Economic  
- Characteristics of colonial settlers  
- Role of Native Americans, Africans, and women | *Life in the 13 colonies* sample lesson  
- Read selections from *Life in a Colonial Town* and *Colonial Times* to how people lived in colonial times.  
- Categorize the characteristics into three broad groups on chart paper: economic, political and social. |
| 9 | What was life like in the colonies? | The 13 Colonies  
- Colonial heritage of the 13 British colonies  
- Regional patterns  
- Social  
- Characteristics of colonial settlers | Education in the colonies  
- Read aloud the chapter on school in *Your Travel Guide to Colonial America*, p. 49.  
- Model and practice listening for detail.  
- Use a graphic organizer to compare colonial schools with contemporary schools. |
| 10 | What was life like in the colonies? | The 13 Colonies  
- Colonial heritage of the 13 British colonies  
- Regional patterns  
- Social  
- Characteristics of colonial settlers  
- Role of Native Americans, Africans, and women | Colonial Diseases and Cure sample lesson  
- Use Medicine in Colonial America to identify diseases that were prevalent during colonial times.  
- Discuss the connection between living conditions, sanitation and personal hygiene and disease.  
- Research specific disease and cures. |
|---|---|---|---|
| 11 | What was life like in the colonies? | The 13 Colonies  
- Colonial heritage of the 13 British colonies  
- Regional patterns  
- Social  
- Political  
- Economic  
- Characteristics of colonial settlers  
- Role of Native Americans, Africans, and women | Colonial Registry project  
- Assign each student a colonial character to represent/research.  
- Use the Colonial Scavenger Hunt template to organize research.  
You may wish to create characters based on your case study of a colony. |
| 12 | What was life like in the colonies? | The 13 Colonies  
- Colonial heritage of the 13 British colonies  
- Regional patterns  
- Social  
- Political  
- Economic  
- Characteristics of colonial settlers  
- Role of Native Americans, Africans, and women | Colonial Registry project  
- Identify the purpose and format of project.  
- Model developing a research strategy based on one of the characters.  
- Model and practice writing research questions for their own characters. |
| 13 | What was life like in the colonies? | The 13 Colonies  
• Colonial heritage of the 13 British colonies  
  - Regional patterns  
  - Social  
  - Political  
  - Economic  
  - Characteristics of colonial settlers  
  - Role of Native Americans, Africans, and women | Colonial Registry project  
• Model internet search strategies focusing on colonial occupations.  
• Conduct research to learn more about what each character may have experienced. |
| 14 | What was life like in the colonies? | The 13 Colonies  
• Colonial heritage of the 13 British colonies  
  - Regional patterns  
  - Social  
  - Political  
  - Economic  
  - Characteristics of colonial settlers  
  - Role of Native Americans, Africans, and women | Colonial Registry project  
• Model identifying relevant/important details from research notes.  
• Use notes to develop each character's personal history. |
| 15 | What was life like in the colonies? | The 13 Colonies  
• Colonial heritage of the 13 British colonies  
  - Regional patterns  
  - Social  
  - Political  
  - Economic  
  - Characteristics of colonial settlers  
  - Role of Native Americans, Africans, and women | Colonial Registry project  
• Model using important details to develop a narrative.  
• Write a realistic personal history for each of the colonial characters. |
<table>
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<tr>
<th>Page</th>
<th>What was life like in the colonies?</th>
<th>The 13 Colonies</th>
<th>Colonial Registry project</th>
</tr>
</thead>
</table>
| 16   | • Colonial heritage of the 13 British colonies  
• Regional patterns  
• Social  
• Political  
• Economic  
• Characteristics of colonial settlers  
• Role of Native Americans, Africans, and women | • Publish and share personal histories of the colonial characters. |

| Page | What sequence of events led to the colonies declaring independence from Great Britain? | The 13 Colonies | Develop an understanding of mercantilism theory and explore the economic relationship between the colonies and England. Focus on the case study colony.  
• Use a resource map to identify natural resources and products.  
• Create a chart explaining the Navigation Acts.  
Consult Making Thirteen Colonies and The New York Colony |
|------|-----------------------------------|----------------|--------------------------|
| 17   | • Colonial heritage of the 13 British colonies  
• Regional patterns  
• Political  
• Economic  
FOCUS: Case study of a colony  
• geography  
• land use and resources  
• colonial government | • Colonial heritage of the 13 British colonies  
• Regional patterns  
• Political  
• Economic  
FOCUS: Case study of a colony  
• geography  
• land use and resources  
• colonial government |

<table>
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<tr>
<th>Page</th>
<th>What sequence of events led to the colonies declaring independence from Great Britain?</th>
<th>Growth Of the Colonies</th>
<th>The Road to Independence Timeline activity</th>
</tr>
</thead>
</table>
| 18   | • The French and Indian War  
• International conflict over colonial territories  
• Trading relationships with different Native American peoples  
• Causes of the American Revolution  
• Proclamation of 1763 | • The French and Indian War  
• International conflict over colonial territories  
• Trading relationships with different Native American peoples  
• Causes of the American Revolution  
• Proclamation of 1763 | Examine how France’s and Great Britain’s rivalry for control of North America resulted in the French and Indian War.  
• Role of the colonists  
• Role of Native Americans  
• Key battles and new military tactics  
• Results  
• Proclamation of 1763  
Consult The French and Indian War and Soldiers of the French and Indian War |
| 19 | What sequence of events led to the colonies declaring independence from Great Britain? | Growth Of the Colonies  
- The French and Indian War  
- International conflict over colonial territories  
- Trading relationships with different Native American peoples  
Causes of the American Revolution  
- Proclamation of 1763 | George vs. George sample lesson  
- Lasting economic effects of the French and Indian War.  
- Examine the cause and effect relationship between British post-war debt, the Sugar Act and colonial reaction.  
Consult The French and Indian War and Ross' The American Revolution  
Continue The Road to Independence Timeline activity |
| 20 | What sequence of events led to the colonies declaring independence from Great Britain? | Causes of the American Revolution  
- Proclamation of 1763  
- Stamp Act  
- Intolerable Acts  
- Taxation without representation  
- No redress of grievances  
The Road to Independence  
- Different perspectives about British rule  
- loyalists  
- patriots  
- propaganda  
- forms of protest | Beginnings of Colonial Resistance  
- Repeal of Sugar Act.  
- Issuing the Stamp Act.  
- Review the semantic web for “resistance” created during Slavery and Resistance sample lesson.  
- Conduct a “Who’s Who in the Sons of Liberty” role play.  
- Add examples of resistance to the semantic web.  
Consult Events Leading to the American Revolution and The Stamp Act of 1765 |
| 21 | What sequence of events led to the colonies declaring independence from Great Britain? | Causes of the American Revolution  
- Proclamation of 1763  
- Stamp Act  
- Intolerable Acts  
- Taxation without representation  
- No redress of grievances  
The Road to Independence  
- Different perspectives about British rule  
- loyalists  
- patriots  
- propaganda  
- forms of protest | Boston Massacre sample lesson  
- Compare three primary source images to make inferences about diverse interpretations about the event and the use of propaganda.  
Consult America in the Time of George Washington, The Boston Massacre and Crispus Attucks |
| What sequence of events led to the colonies declaring independence from Great Britain? | Causes of the American Revolution
- Stamp Act
- Intolerable Acts
- Taxation without representation
- No redress of grievances

The Road to Independence
- Different perspectives about British rule
  - loyalists
  - patriots
  - propaganda
  - forms of protest

Colonial Acts of Resistance sample lesson
- Identify the increasing British restrictions on the colonies (British Acts).
- Create diagrams to illustrate:
  - each act’s restrictions
  - how the colonists responded
  - and if/when it was repealed.

Continue *The Road to Independence* Timeline activity.
Consult *Liberty! How the Revolutionary War Began and Events leading to the American Revolution*.

| What sequence of events led to the colonies declaring independence from Great Britain? | Causes of the American Revolution
- Stamp Act
- Intolerable Acts
- Taxation without representation
- No redress of grievances

The Road to Independence
- Different perspectives about British rule
  - loyalists
  - patriots
  - propaganda
  - forms of protest

Colonial Acts of Resistance sample lesson
- Assume the point of view of a colonist.
- Write a position paper in response to one of the British Acts.

Continue *The Road to Independence* Timeline activity.
Consult *Road to Revolution, The Firebrands, Fight for Freedom*.

| What sequence of events led to the colonies declaring independence from Great Britain? | Causes of the American Revolution
- Stamp Act
- Intolerable Acts
- Taxation without representation

First Continental Congress
- Discuss why the Congress was formed, its limitations and accomplishments.
- Read aloud page 6 of *Tories and Patriots*: |
<table>
<thead>
<tr>
<th>19</th>
<th>No redress of grievances</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Road to Independence</td>
<td>- Different perspectives about British rule</td>
</tr>
<tr>
<td>- loyalists</td>
<td>- patriots</td>
</tr>
<tr>
<td>- propaganda</td>
<td>- forms of protest</td>
</tr>
<tr>
<td>Neighbors at War.</td>
<td>- Explore the concepts of tyranny and “No taxation without representation.”</td>
</tr>
<tr>
<td></td>
<td>- Role play scenarios that illustrate colonial conflict about loyalty to England.</td>
</tr>
<tr>
<td>Continue The Road to Independence Timeline activity</td>
<td>Consult America in the Time of George Washington</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>25</th>
<th>What sequence of events led to the colonies declaring independence from Great Britain?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Causes of the American Revolution</td>
<td>- Stamp Act</td>
</tr>
<tr>
<td>- Intolerable Acts</td>
<td>- Taxation without representation</td>
</tr>
<tr>
<td>- No redress of grievances</td>
<td>The Road to Independence</td>
</tr>
<tr>
<td>- Different perspectives about British rule</td>
<td>- loyalists</td>
</tr>
<tr>
<td>- patriots</td>
<td>- propaganda</td>
</tr>
<tr>
<td>- forms of protest</td>
<td>Patriots vs. Loyalists Debate sample lesson</td>
</tr>
<tr>
<td></td>
<td>- Research one of the colonists’ grievances.</td>
</tr>
<tr>
<td></td>
<td>- Prepare a substantiated argument representing either a Patriot’s or Loyalists’ point of view about the grievance.</td>
</tr>
<tr>
<td></td>
<td>Consult Tories and Patriots: Neighbors at War and If You Lived at the Time of the American Revolution</td>
</tr>
</tbody>
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<thead>
<tr>
<th>26</th>
<th>What sequence of events led to the colonies declaring independence from Great Britain?</th>
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<tbody>
<tr>
<td>Causes of the American Revolution</td>
<td>- Stamp Act</td>
</tr>
<tr>
<td>- Intolerable Acts</td>
<td>- Taxation without representation</td>
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<tr>
<td>- No redress of grievances</td>
<td>The Road to Independence</td>
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<td>- Different perspectives about British rule</td>
<td>- loyalists</td>
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<tr>
<td>- patriots</td>
<td>- propaganda</td>
</tr>
<tr>
<td>- forms of protest</td>
<td>Patriots vs. Loyalists Debate sample lesson</td>
</tr>
<tr>
<td></td>
<td>- Identify a group of students to represent undecided colonists to decide which side presents more persuasive arguments.</td>
</tr>
<tr>
<td></td>
<td>- Conduct the debate.</td>
</tr>
</tbody>
</table>
How did specific individuals, battles and resources shape the outcome of the Revolutionary War?

**Causes of the American Revolution**
- Stamp Act
- Intolerable Acts
- Taxation without representation
- No redress of grievances

**The Road to Independence**
- Different perspectives about British rule
  - loyalists
  - patriots
  - propaganda
  - forms of protest

**Lexington and Concord**
- Analyze Midnight Ride of Paul Revere by Henry Wadsworth Longfellow.
- Analyze Grant Wood’s The Midnight Ride of Paul Revere from Picturing America.
- Watch Schoolhouse Rock The Shot Heard ‘Round the World.
- Uncover some of the myths surrounding this ride during an interactive ride at: [http://www.paulreverehouse.org/ride/](http://www.paulreverehouse.org/ride/).

Continue The Road to Independence Timeline activity.
Consult Let It Begin Here! and Important People of the Revolutionary War.

How did specific individuals, battles and resources shape the outcome of the Revolutionary War?

**Causes of the American Revolution**
- Stamp Act
- Intolerable Acts
- Taxation without representation
- No redress of grievances

**The Road to Independence**
- Different perspectives about British rule
  - loyalists
  - patriots
  - propaganda
  - forms of protest

**The Second Continental Congress**
- View scenes from 1776 or John Adams to identify the key figures representing the colonies.
- Chart each colony’s position on several key issues, such as treason, independence, slavery, the military, etc.

Continue The Road to Independence Timeline activity.
Consult DK’s American Revolution.

How did specific individuals, battles and resources shape the outcome of the Revolutionary War?

**The Road to Independence**
- Different perspectives about British rule
  - loyalists

**Common Sense**
- Read pages 18 - 21 from Firebrands.
- Analyze excerpts from Common Sense to identify the arguments for independence.
<table>
<thead>
<tr>
<th>Page</th>
<th>How did specific individuals, battles and resources shape the outcome of the Revolutionary War?</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>The Road to Independence&lt;br&gt;- Different perspectives about British rule&lt;br&gt;- loyalists&lt;br&gt;- patriots&lt;br&gt;- propaganda&lt;br&gt;- forms of protest&lt;br&gt;- Declaration of Independence</td>
</tr>
<tr>
<td></td>
<td>Declaration of Independence&lt;br&gt;- View scenes from <em>1776</em> or <em>John Adams</em> and continue charting each colony’s position about declaring independence.&lt;br&gt;- Identify the struggles encountered during the drafting and adoption of the Declaration of Independence; focus on the role of compromise.&lt;br&gt;- Analyze the first paragraphs of the document.&lt;br&gt;<strong>Continue The Road to Independence Timeline activity.</strong>&lt;br&gt;Consult <em>Declaring Independence</em>, Armentrout’s <em>The Declaration of Independence</em> and Burgan’s <em>The Declaration of Independence</em>.</td>
</tr>
<tr>
<td>31</td>
<td>The Road to Independence&lt;br&gt;- Different perspectives about British rule&lt;br&gt;- loyalists&lt;br&gt;- patriots&lt;br&gt;- propaganda&lt;br&gt;- forms of protest&lt;br&gt;- Declaration of Independence&lt;br&gt;- A new political system</td>
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<td></td>
<td>Declaration of Independence sample lesson&lt;br&gt;- Compare an earlier draft and the final version of the Declaration.&lt;br&gt;- Identify how the issue of slavery was handled by the Second Continental Congress.&lt;br&gt;- Draw conclusions about the impact of the compromise on slavery.&lt;br&gt;<strong>Continue The Road to Independence Timeline activity.</strong>&lt;br&gt;Consult Burgan’s <em>The Declaration of Independence</em>.</td>
</tr>
<tr>
<td>Page</td>
<td>How did specific individuals, battles and resources shape the outcome of the Revolutionary War?</td>
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<tr>
<td>32</td>
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<tr>
<td></td>
<td>• Military campaigns and battles of the American Revolution</td>
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<td></td>
<td>• Lexington and Concord</td>
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<td>• Battle of Bunker Hill</td>
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<td>• Battle of Brooklyn</td>
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<td>• Battle of Trenton</td>
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<td>• Battle of Saratoga</td>
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<td>• Battle of Yorktown</td>
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<td></td>
<td>• Role of New York State</td>
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<td></td>
<td>• British and Colonial military advantages and disadvantages</td>
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<tr>
<th>Page</th>
<th>How did specific individuals, battles and resources shape the outcome of the Revolutionary War?</th>
<th>Military campaigns and battles of the American Revolution</th>
<th>Key battles of the American Revolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td></td>
<td>- Lexington and Concord</td>
<td>- Present data surrounding each battle and its significance in the war's progress.</td>
</tr>
<tr>
<td></td>
<td>• Military campaigns and battles of the American Revolution</td>
<td>- Battle of Bunker Hill</td>
<td>- Place a picture or other marker representing the battle on a classroom map.</td>
</tr>
<tr>
<td></td>
<td>• Lexington and Concord</td>
<td>- Battle of Brooklyn</td>
<td>- Add the battle to The Road to Independence Timeline.</td>
</tr>
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<td></td>
<td>• Battle of Bunker Hill</td>
<td>- Battle of Trenton</td>
<td>- Chart American vs. British military advantages and disadvantages.</td>
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<td></td>
<td>• Battle of Brooklyn</td>
<td>- Battle of Saratoga</td>
<td>Consult <em>Land Battles of the Revolutionary War</em> and DK's <em>American Revolution</em>.</td>
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<td></td>
<td>• Battle of Trenton</td>
<td>- Battle of Yorktown</td>
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<tr>
<th>Page</th>
<th>How did specific individuals, battles and resources shape the outcome of the Revolutionary War?</th>
<th>Military campaigns and battles of the American Revolution</th>
<th>Valley Forge sample lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td></td>
<td>- Lexington and Concord</td>
<td>- Read excerpts from Valley Forge and Revolutionary War Soldiers to examine the hardships faced by soldiers.</td>
</tr>
<tr>
<td></td>
<td>• Military campaigns and battles of the American Revolution</td>
<td>- Battle of Bunker Hill</td>
<td>- Examine the role geography and climate have on military campaigns.</td>
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<tr>
<td></td>
<td>• Lexington and Concord</td>
<td>- Battle of Brooklyn</td>
<td>- View images and selected texts to find details and visualize what life was like for soldiers.</td>
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<td></td>
<td>• Battle of Bunker Hill</td>
<td>- Battle of Trenton</td>
<td>- Write a realistic journal entry from a soldier's point of view.</td>
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<td>• Battle of Brooklyn</td>
<td>- Battle of Saratoga</td>
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<td>• Battle of Trenton</td>
<td>- Battle of Yorktown</td>
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<td>• Battle of Saratoga</td>
<td>- Role of New York State</td>
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<td>Page</td>
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</tbody>
</table>
| 35   | • Military campaigns and battles of the American Revolution  
• Lexington and Concord  
• Battle of Bunker Hill  
• Battle of Brooklyn  
• Battle of Trenton  
• Battle of Saratoga  
• Battle of Yorktown  
• Role of New York State | O! Say Bonny Lass sample lesson  
• Conduct a Socratic Seminar to analyze the song.  
• Examine the effect of war on personal relationships.  
Consult *The Revolutionary War Home Front* | |
| 36   | How did specific individuals, battles and resources shape the outcome of the Revolutionary War? | The 13 Colonies  
• Colonial heritage of the 13 British colonies  
• Social  
• Economic  
• Role of Native Americans, Africans, and women  
The Road to Independence  
• Different perspectives about British rule  
• -forms of protest  
• Military campaigns and battles of the American Revolution  
• Results of the American Revolution  
• -Effect on Native Americans, Africans, women, and other groups | Who were the women of the American Revolution? sample lesson  
• Read chapter 1 from *Great Women of the American Revolution*.  
• Identify the roles women had during the war.  
• Create biography cards for the contributions of famous women from the American Revolution.  
Consult *The Revolutionary War Home Front* and *Famous Women of the American Revolution* | |
| 37   | How did specific individuals, battles and resources shape the outcome of the Revolutionary War? | The 13 Colonies  
• Colonial heritage of the 13 British colonies  
• Social  
• Economic  
• Role of Native Americans, Africans, and women | Choosing Sides: Enslaved Africans and the American Revolution sample lesson  
• Analyze documents that reflect different view points regarding the war.  
• Identify the roles enslaved Africans chose and draw conclusions about their motivations and hopes. |
<table>
<thead>
<tr>
<th></th>
<th>The Road to Independence</th>
<th>Consult Ross’ <em>The American Revolution</em> and <em>Daily Life During the American Revolution</em></th>
</tr>
</thead>
</table>
|   | - Different perspectives about British rule  
  - forms of protest  
  - Military campaigns and battles of the American Revolution  
  - Results of the American Revolution  
  - Effect on Native Americans, Africans, women, and other groups |                                                                                        |
| 38| How did the war change lives in the colonies for everyone?                                    | *Negotiating the Future* sample lesson                                                                                                   |
|   | - Results of the American Revolution  
  - Development of national identity  
  - Demographic shifts  
  - Foreign relations  
  - Economic trade  
  - Political results  
  - Effect on Native Americans, Africans, women, and other groups |  
  - Brainstorm the economic, political and social challenges faced by the newly independent nation.  
  - Assume the role of a diplomatic envoy to France to ask for assistance to help your nation rebuild.  
  - Research the roles John Adams, Thomas Jefferson, Benjamin Franklin, John Jay and Henry Laurence, as well as other European nations during the negotiation of the Treaty of Paris. |
| 39| How did the war change lives in the colonies for everyone?                                    | *Negotiating the Future* sample lesson                                                                                                   |
|   | - Results of the American Revolution  
  - Development of national identity  
  - Demographic shifts  
  - Foreign relations  
  - Economic trade  
  - Political results  
  - Effect on Native Americans, Africans, women, and other groups |  
  - Write and present a letter or speech urging France to assist the United States.  
  - Conclude *The Road to Independence Timeline*  
  - Consult *The Patriots Win the American Revolution* |
|   | How did the war change lives in the colonies for everyone? | - Results of the American Revolution  
  - Development of national identity  
  - Demographic shifts  
  - Foreign relations  
  - Economic trade  
  - Political results  
  - Effect on Native Americans, Africans, women, and other groups | *The Changing Face of George Washington*  
 sample lesson  
 - Compare images of Washington at two different points in time.  
 - Draw conclusions about how each image reflects Washington’s role in the formation of the United States government.  
 Consult *America in the Time of George Washington* |
### LEARNING AND PERFORMANCE STANDARDS CORRELATED TO: COLONIAL AMERICA AND THE AMERICAN REVOLUTION

<table>
<thead>
<tr>
<th>New York State Social Studies Learning Standards and Key Ideas</th>
<th>Representative Social Studies Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History of the United States and New York State</strong></td>
<td></td>
</tr>
<tr>
<td>Key Idea 1.1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</td>
<td>1.1b: Interpret the ideas, values, and beliefs contained in the Declaration of Independence and the New York State Constitution, and United States Constitution, Bill of Rights, and other important historical documents.</td>
</tr>
<tr>
<td>Key Idea 1.2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</td>
<td>1.2b: Investigate key turning points in New York State and United States.</td>
</tr>
<tr>
<td>Key Idea 1.3: The study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</td>
<td>1.3c: Describe how ordinary people and famous historic figures in the local community, state, and the United States have advanced the fundamental democratic values, beliefs and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents.</td>
</tr>
<tr>
<td>Key Idea 1.4: The skills of historical analysis include the ability to: explain the significance of historical evidence, weigh the importance, reliability, and validity of evidence, understand the concept of multiple causation, and understand the importance of changing and competing interpretations of different historical developments.</td>
<td>1.4b: Understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives.</td>
</tr>
<tr>
<td><strong>World History</strong></td>
<td></td>
</tr>
<tr>
<td>Key Idea 2.2: Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help</td>
<td>2.2a: Develop timelines by placing important events and developments in world history in their correct chronological order.</td>
</tr>
</tbody>
</table>
organize the study of world cultures and civilizations.

Key Idea 2.3: The study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.

**Geography**

Key Idea 3.1: Geography can be divided into six essential elements, which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.

Key Idea 3.2: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.

**Economics**

Key Idea 4.1: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

**Civics, Citizenship and Government**

Key Idea 5.1: The study of civics, citizenship and government involves learning about political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance and law.

<table>
<thead>
<tr>
<th>Key Idea 2.3</th>
<th>2.3b: Interpret and analyze documents and artifacts related to significant developments and events in world history.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1c: Investigate why people and places are located where they are located and what patterns can be perceived in these locations.</td>
<td>3.1d: Describe the relationships between people and environments and the connections between people and places.</td>
</tr>
<tr>
<td>3.2d: Interpret geographic information by synthesizing data and developing conclusions and generalizations about geographic issues and problems.</td>
<td>4.1d: Understand how people in the United States and throughout the world are both producers and consumers of goods and services.</td>
</tr>
<tr>
<td>5.1a: Analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs.</td>
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</tbody>
</table>
Sample list of strategies that Social Studies and ELA have in common.
Check all that apply and add new strategies below

□ Present information clearly in a variety of oral, written, and project-based forms that may include summaries, brief reports, primary documents, illustrations, posters, charts, points of view, and persuasive essays, oral and written presentations.
□ Use details, examples, anecdotes, or personal experiences to clarify and support your point of view.
□ Use the process of pre-writing, drafting, revising, and proofreading (the “writing process”) to produce well constructed informational texts.
□ Observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms.
□ Express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence.
□ Present arguments for certain views or actions with reference to specific criteria that support the argument; work to understand multiple perspectives.
□ Use effective and descriptive vocabulary; follow the rules of grammar and usage; read and discuss published letters, diaries and journals.
□ Gather and interpret information from reference books, magazines, textbooks, web sites, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams.
□ Select information appropriate to the purpose of the investigation and relate ideas from one text to another; gather information from multiple sources.
□ Select and use strategies that have been taught for note-taking, organizing, and categorizing information.
□ Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.

Add your own strategies:
<table>
<thead>
<tr>
<th>Grade</th>
<th>Units of Study</th>
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<tbody>
<tr>
<td>K</td>
<td>Self and Others</td>
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<td></td>
<td>School and School Community</td>
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<tr>
<td>First</td>
<td>Families are Important</td>
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<tr>
<td>Second</td>
<td>Our Community's Geography</td>
</tr>
<tr>
<td>Third</td>
<td>Introduction to World Geography and World Communities</td>
</tr>
<tr>
<td>Fourth</td>
<td>Native Americans: First Inhabitants of NYS</td>
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<td></td>
<td>Geography and Early Peoples of the Western Hemisphere</td>
</tr>
<tr>
<td>Sixth</td>
<td>Geography and Early Peoples of the Eastern Hemisphere</td>
</tr>
<tr>
<td>Seventh</td>
<td>Early Encounters: Native Americans and Explorers</td>
</tr>
<tr>
<td>Eighth</td>
<td>An Industrial Society</td>
</tr>
<tr>
<td>Ninth</td>
<td>Ancient World-Civilizations &amp; Religions</td>
</tr>
<tr>
<td>Tenth</td>
<td>An Age of Revolution (1750-1914)</td>
</tr>
<tr>
<td>Eleventh</td>
<td>Forming a Union</td>
</tr>
<tr>
<td>Twelfth</td>
<td>Economics and Economic Decision Making</td>
</tr>
</tbody>
</table>
II.

Principles Guiding the Development of this Unit


PRINCIPLES OF QUALITY SOCIAL STUDIES INSTRUCTION

Quality social studies instruction must:

cultivate civic responsibility and awareness so that students become active and informed participants of a democratic society.

expose students to the diversity of multiple perspectives through the use of historically accurate and culturally relevant and sensitive materials.

integrate the study of content and concepts with the appropriate skills and vocabulary both within and across content areas.

nurture inquiry and critical thinking that enables students to make connections between major ideas and their own lives.

immerse students in the investigation of the enduring themes that have captivated historians in their study of humanity, people and events that individually and collectively have shaped our world.
INQUIRY IN THE SOCIAL STUDIES CLASSROOM

Knowledge does not easily pass from one source to another. We cannot “make” students understand. Students learn best when they look for and discover answers to their own questions; when they make their own connections and when inquiry is at the heart of learning.

Teacher’s Role
The teacher is a mediator and facilitator for student learning. S/he may present a problem or question to students and ask questions such as: What can we find out about this topic? Why is it important? What impact has it had and why? What else do you need to know? S/he helps students think through strategies for investigations and ways to successfully monitor their own behavior. The teacher also helps students reflect on their work and processes.

Scaffold the Learning
Throughout a learning experience, the teacher must scaffold the learning for students. Mini-lessons are planned around student needs to help move them towards successful completion of a task or understanding of a concept. You cannot expect students to write a research report if you have not supported them with note-taking skills and strategies. Breaking tasks into manageable sub-skills (while keeping the context real and meaningful) also helps students experience success.

Students’ Role
Students should be active participants in their learning. They must take responsibility for their learning, ask questions for themselves, take initiative and assess their own learning. They must demonstrate independence (from the teacher) and dependence on others (in group projects) when and where appropriate.

Assessment
Assessment is a tool for instruction. It should reflect what students know, not just what they don’t know. Teachers need to utilize more than one method of assessment to determine what students know or have learned. Assessment measures can be formal and informal; tasks can be chosen by students and by teachers; speaking, writing, and other types of demonstrations of learning can be employed.
SOCIAL STUDIES SKILLS

Comprehension Skills
- making connections
- comparing and contrasting ideas
- identifying cause and effect
- drawing inferences and making conclusions
- paraphrasing; evaluating content
- distinguishing fact and opinion
- finding and solving multiple-step problems
- decision making
- handling/understanding different interpretations

Research and Writing Skills
- getting information; using various note-taking strategies
- organizing information
- identifying and using primary and secondary sources
- reading and understanding textbooks; looking for patterns
- interpreting information
- applying, analyzing and synthesizing information
- supporting a position with relevant facts and documents
- understanding importance
- creating a bibliography and webography

Interpersonal and Group Relation Skills
- defining terms; identifying basic assumptions
- identifying values conflicts
- recognizing and avoiding stereotypes
- recognizing different points of view; developing empathy and understanding
- participating in group planning and discussion
- cooperating to accomplish goals
- assuming responsibility for carrying out tasks

Sequencing and Chronology Skills
- using the vocabulary of time and chronology
- placing events in chronological order
- sequencing major events on a timeline; reading timelines
- creating timelines; researching time and chronology
- understanding the concepts of time, continuity, and change
- using sequence and order to plan and accomplish tasks

Map and Globe Skills
- reading maps, legends, symbols, and scales
- using a compass rose, grids, time zones; using mapping tools
- comparing maps and making inferences; understanding distance
- interpreting and analyzing different kinds of maps; creating maps

Graph and Image
- decoding images (graphs, cartoons, paintings, photographs)
- interpreting charts and graphs

Analysis Skills
- interpreting graphs and other images
- drawing conclusions and making predictions
- creating self-directed projects and participating in exhibitions
- presenting a persuasive argument
NEW RESEARCH ON CONTENT LITERACY AND ACADEMIC VOCABULARY

Reading and writing in the content areas require our students to have high-level literacy skills such as the capacity to make inferences from texts, synthesize information from a variety of sources, follow complex directions, question authenticity and understand content-specific and technical vocabulary.

Every academic discipline (like Social Studies or History) has its own set of literacy demands: the structures, organization and discourse that define the discipline. Students will not learn to read and write well in social studies unless they understand these demands. They need to be taught the specific demands of the discipline and to spend a significant amount of time reading, writing, and discussing with their peers and their teachers.

To truly have access to the language of an academic discipline means students need to become familiar with that discipline’s essence of communication. We do not read a novel, a math text or social studies text in the same way or with the same purposes. In Social Studies we often deal with the events, ideas and individuals that have historical significance. An example would be how Social Studies require the reader to consider context in the following way:

To understand a primary source, we need to consider the creator of the document, the era in which it was created and for what purpose.

The role of knowledge and domain-specific vocabulary in reading comprehension has been well-researched, and we understand that students need opportunities to learn not only subject area concepts, but vocabulary also in order to have the ability to read the broad range of text types they are exposed to in reading social studies.

New research has shown that one factor in particular—academic vocabulary—is one of the strongest indicators of how well students will learn subject area content when they come to school. Teaching the specific terms of social studies in a specific way is one of the strongest actions a teacher can take to ensure that students have the academic background knowledge they need to understand the social studies content they will encounter in school.

For more information:

Alliance for Excellent Education  
Literacy Instruction in the Content Areas June 2007

Vacca and Vacca  
Content Area Reading, Literacy and Learning Across the Curriculum

Robert Marzano & Debra Pickering  
Building Academic Vocabulary
SOCIAL STUDIES CONTENT AREA READING STRATEGIES

Content area literacy requires students to use language strategies to construct meaning from text. Specific reading strategies support students as they interact with text and retrieve, organize and interpret information.

**Use Bloom's Taxonomy.** From least to most complex, the competencies/thinking skills are knowledge, comprehension, application, analysis, synthesis, and evaluation. The taxonomy is useful when designing questions or student activities/projects.

**Use "academic" vocabulary.** An understanding of the academic language connected to a discipline is an important component of content comprehension. Students need this knowledge to function successfully. Short identified four types of vocabulary that social studies students regularly encounter: terms associated with instructional, or directional, tools ("north," "below"); concrete terms ("Stamp Act"); conceptual terms ("democracy," "taxation"); and functional terms (such as a request to accurately "sequence" a group of events). According to Short, students should not only be made aware of these categories, they should be encouraged to employ examples from each type of vocabulary in classroom discussions.

**Be aware of what SS texts demand of the reader.** It is important to be cognizant of the specific demands that any given text will make on a reader. These demands can be to determine main ideas; locate and interpret significant details; understand sequences of events; make comparisons; comprehend cause-effect relationships; determine the meaning of context-dependent words, phrases and statements; make generalizations; and analyze the author's voice and method.

**Anticipate the main idea.** Prior to beginning a reading assignment, ask students to skim the text and then think about what they anticipate the author's main idea or message to be. Encourage them to consider clues such as the text's title, paragraph headings, repetition of a particular name or term, and any related terms that might indicate the writer's focus. Review students' predictions, and plan to review again in the post-reading activities. Students can be made aware of which skim-reading clues proved helpful and which did not.

**Make connections.** Before reading it is helpful for students to ask themselves "What do I think I know about this topic?" Starting with the feeling of familiarity and context tends to make students more interested—and interactive—readers. Surveying what students think they already know about a topic may also have the benefit of exposing misunderstandings and biases.

**Preview vocabulary.** Give students a chance to preview a text's critical "academic terms." To preview academic vocabulary, you might utilize a *Wordsplash* followed by student discussion and then post words on the word wall.

**Focus on questions.** The best questions are those that students raise about the assigned topic. Students' own curiosity will encourage attentive reading. You can also prepare questions—a reading outline that is tailored to the reading material for less-skilled readers. These guides can be either content-oriented or skill oriented, but they will focus the reader. More advanced readers can find and paraphrase the main idea of a particular paragraph or text.
During Reading
During-reading strategies help students monitor their comprehension as they read. These should be directly related to the type of text with which students are interacting.

Encourage a critical lens. Encourage students to discover the voice behind any printed material. Whether a textbook, an article, a primary document or eyewitness account, all texts are written by someone. Help students identify the publisher of the source or the writer to determine why the text was written, the audience for whom it was intended, and the purpose of the text. Aid students in making inferences as to the writer's target audience. This type of critical lens will help students develop critical reading skills and to recognize and select the best types of source for various research projects.

Identify the author's style. Some writers begin with an anecdote, then explain how it does (or does not) illustrate their topic. Others set the scene for re-visiting an historic event, then focus on its chronology. Journalists often compress key information within the opening paragraph, and then follow up with more details and/or with comments by experts. Invite students to speculate on what effect each approach might have on various audiences. Challenge students to try these styles in their own writing and reports.

Look for the Five W's. When working with newspaper articles have students identify the Who, What, Where, When and Why of any major event reported by the writer.

Note comparisons/contrasts. Point out that writers use statements of contrast and comparison to signal that a comparison or contrast has been made and that it is significant.

Recognize cause-effect arguments. When historians, politicians, and economists explain causal relationships within their fields of expertise, they tend to use qualifying terms. Have students develop a list of the vocabulary that such writers use when making cause-effect arguments ("as one result," "partly on account of," "helps to explain why," etc.). Because of this need for qualification, you are framing questions in a specific way will allow students to sum up a cause-effect argument, without actually endorsing it. Example: "How does the author explain the causes of globalization?" But not: "What were the causes of globalization?"

Interpret sequence wisely. Related events that follow one another may be elements of a cause-effect relationship or they may not. When an author "chains" events using terms like “and then.... and then.... next.... finally....” remind students to look for additional verbal clues before deciding that this sequence of events demonstrates a true cause-effect relationship.

Post-Reading Review
Post-reading strategies help students review and synthesize what they've read:

Graphic organizers. Students may often need assistance to grasp an author's basic argument or message. Graphic organizers—flowcharts, outlines, and other two-dimensional figures—can be very helpful.

Paraphrase. After students complete a reading assignment, ask them to paraphrase, in writing, or orally using three to five sentences. Review these summaries being sure to
include references to: the topic, the author's main idea, the most critical detail(s), and any key terms that give the argument its unique quality.

**Time order and importance.** When an author's argument depends upon a cluster of linked reasons and/or a series of logical points, readers can list the author's key points, and rank them in order of importance. When knowing the chronology of events in a particular text is important, students can list the 5 to 10 time-related events cited by the author.

**True or false?** Give students a list of 10 statements (true and false statements) related to the content of the text. Ask them to decide whether each statement is true or false, according to the author. Ask students to cite the particular part of the text on which they base their answer. This can also be adapted to help students discriminate between fact and opinion. Encourage students to preface their statements with the phrase, “according to the author.”

**Key issues.** After reading is a good time to encourage students to analyze and evaluate the author's argument on a theme or presentation of an issue in the social studies topic being studied. Students need time and guidance in order to evaluate an author's argument. This evaluation can spur additional reading and research as students will want to track down and read other sources/authors on the same topic.

**Making meaning.** Becoming a critical reader and thinker involves acquiring a number of skills and strategies. What can teachers do to help students comprehend the literal meaning and also read as an expert historian? One way to begin is with a Scavenger Hunt. The questions below offer some examples to guide students through a scavenger hunt of their social studies texts:

1. How many chapters/sections are in your text?
2. How is the book organized?
3. What type of information is placed at the beginning of the book, and why is this important?
4. What types of strategies or skills might a reader need to successfully read the books/texts?
5. While textbook chapters contain special features, trade books may not have the same features. What special features can you find in the book collections? Why might these features be important to your understanding the contents of the book?
6. How will the questions above help you better read the texts? Why?

Doty, Cameron, and Barton’s (2003) research states that, “teaching reading in social studies is not so much about teaching students basic reading skills as it is about teaching students how to use reading as a tool for thinking and learning.”

*Adapted from* Reading Skills in the Social Studies, [www.learningenrichment.org/reading.html](http://www.learningenrichment.org/reading.html)
DIVERSITY AND MULTIPLE PERSPECTIVES: AN ESSENTIAL COMPONENT

Educators who are passionate about teaching history realize the importance of including multiple perspectives. The National Council for Social Studies (NCSS) and the New York State Department of Education stress the importance of the inclusion of multiple perspectives when teaching history. Research also shows us that comparing, contrasting, analyzing, and evaluating multiple perspectives helps all students become critical thinkers engaged in the learning process (Banks, 2000; Banks & Banks, 2004).

With all the demands and time constraints associated with content teaching it is easy to neglect some aspects, but the inclusion of multiple perspectives during the planning of curriculum and instructional experiences in social studies is very important and must be a core component of good social studies teaching and learning.

Examining history through multiple perspectives will increase students' ability to analyze and think critically. Looking at events and problems from different angles or perspectives engages students deeply as it provides them with a skill that is essential in a democratic society as diverse and complex as our own.

Teachers can help students develop multiple perspectives cultural sensitivity by modeling critical thinking skills and by using culturally diverse materials. Exposing students to multiple sources of information will cultivate an understanding and appreciation of diverse perspectives. Students will be exposed to learning that will require them to develop insight and awareness of the many perspectives involved in history making and analysis, important critical thinking skills to deal with conflicting pieces of information, the ability to detect and analyze bias, and an awareness of stereotyping. They will also experience first hand how new information can shape previously held beliefs and conclusions.

Using quality trade books that reflect a variety of views and perspectives on the same topics or events can help students develop historical empathy (Kohlmeier, 2005). All citizens of a democratic society who can display historical empathy are able to recognize and consider multiple perspectives, can distinguish significant from insignificant information and can critically evaluate the validity and merit of various sources of information.

When teaching topics in social studies, instead of relying on one definition or accepted sequence of events, encourage students to explore a broad range of understandings by asking important questions such as:

From whose perspective is this account given?

Could there be other perspectives or interpretations? Why might this be so?

Whose voices are heard? Whose voices are omitted?

What evidence is provided? How can we judge the quality of the evidence?

How are specific groups or individuals portrayed in this account? Why might this be so?
Why are there different versions of events and what impact does this have on our ideas of “truth” and historical accuracy?

Our goal in social studies is primarily to nurture democratic thinking and civic engagement; we can achieve this goal if we provide our students with the authentic voices of many peoples and the opportunity to explore alternate ways of perceiving the world.

“Powerful social studies teaching helps students develop social understanding and civic efficacy…. Civic efficacy—the readiness and willingness to assume citizenship responsibilities—is rooted in social studies knowledge and skills, along with related values (such as concern for the common good) and attitudes (such as an orientation toward participation in civic affairs). The nation depends on a well-informed and civic-minded citizenry to sustain its democratic traditions, especially now as it adjusts to its own heterogeneous society and its shifting roles in an increasingly interdependent and changing world.” from NCSS.
READING AS A HISTORIAN

Good social studies teachers are changing the focus of teaching history from a set of known facts to a process of investigation, modeled on how actual historians work. Students can learn that history is open to interpretation. Students can be taught to approach history like historians who analyze multiple primary and secondary sources and artifacts related to a single event, thereby questioning earlier conclusions drawn from them.

Using multiple documents poses challenges for readers, however. Some students may be unable to use the organizational patterns of historical texts with adequate comprehension. Textbooks are mostly narrative, using a combination of structures: chronological, sequential, and cause-and-effect (Britt et al., 1994). Primary and secondary sources, on the other hand, may have very different structures and purposes. These documents are often created in other formats, such as propaganda leaflets, political notices, essays, memoirs, journals, or cartoons. These texts may not have main ideas explicitly stated, and the relationships between ideas may not be clearly expressed.

The writer's purpose can also influence the organizational structure of a document. For example, a propaganda leaflet may use a compare/contrast structure to illustrate opposing viewpoints. Primary and secondary sources may vary from the sequential narrative form that students see in textbooks to using structures such as problem/solution, main idea with supporting details, or compare/contrast.

If students do not recognize a text's structure, their comprehension will be compromised. Reading researchers have shown that successful learners use text structures, or “frames,” to guide their learning (Armbruster & Anderson, 1984; Buehl, 2001; Jones, Palincsar, Ogle, & Carr, 1987). Students who understand basic text structures and graphically depict the relationships among ideas improve both comprehension and recall (Armbruster & Anderson, 1984; RAND Reading Study Group, 2003). For example, a fluent reader who recognizes a problem stated in a text will begin looking for a solution.

The use of a variety of documents, rather than one book, requires additional cognitive skills of the reader. Thus, students need to be aware of the source information provided with the documents, in addition to their context. Also, rather than unquestioningly accepting facts, as students often do with textbooks, readers of multiple documents may face different interpretations of the same event based on contradictory evidence. The documents themselves can have varying degrees of reference; for example, a secondary source may refer to a primary source. Therefore, a student must be able to mentally organize a large amount of disparate and conflicting information and make literal sense out of it.

Sam Wineburg (2001) notes that true historians comprehend a subtext on the literal, inferred, and critical levels. These subtexts include what the writer is saying literally but also any possible biases and unconscious assumptions the writer has about the world. Historians “try to reconstruct authors' purposes, intentions, and goals” as well as understand authors' “assumptions, world view, and beliefs” (pp. 65–66). Wineburg calls readers who believe exactly what they read “mock” readers while “actual” readers take a critical and skeptical stance toward the text.
Judy Lightfoot has constructed the following chart (based on Wineburg’s work at Stanford) detailing the characteristics of an expert reader of history versus those of a novice reader.

### HOW EXPERTS AND NOVICES TEND TO READ HISTORICAL TEXTS

<table>
<thead>
<tr>
<th>Experts . . .</th>
<th>Novices . . .</th>
</tr>
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<tbody>
<tr>
<td>Seek to <em>discover context and know content</em>.</td>
<td>Seek only to <em>know content</em>.</td>
</tr>
<tr>
<td>Ask what the text <em>does</em> (purpose).</td>
<td>Ask what the text <em>says</em> (&quot;facts&quot;).</td>
</tr>
<tr>
<td>Understand the <em>subtexts</em> of the writer's language.</td>
<td>Understand the <em>literal meanings</em> of the writer's language.</td>
</tr>
<tr>
<td>See any text as a <em>construction</em> of a vision of the world.</td>
<td>See texts as a <em>description</em> of the world.</td>
</tr>
<tr>
<td>See texts as <em>made by persons with a view of events</em>.</td>
<td>See texts as <em>accounts of what really happened</em>.</td>
</tr>
<tr>
<td>Consider <em>textbooks less trustworthy</em> than other kinds of documents.</td>
<td>Consider <em>textbooks very trustworthy</em> sources.</td>
</tr>
<tr>
<td>Assume <em>bias</em> in texts.</td>
<td>Assume <em>neutrality, objectivity</em> in texts.</td>
</tr>
<tr>
<td><em>Consider word choice</em> (connotation, denotation) and <em>tone</em>.</td>
<td><em>Ignore word choice</em> and <em>tone</em>.</td>
</tr>
<tr>
<td>Read slowly, <em>simulating a social exchange between two readers</em>, “actual” and “mock.”</td>
<td>Read to <em>gather lots of information</em>.</td>
</tr>
<tr>
<td><em>Resurrect</em> texts, like a magician.</td>
<td><em>Process</em> texts, like a computer.</td>
</tr>
<tr>
<td><strong>Compare</strong> texts to judge different, perhaps divergent accounts of the same event or topic.</td>
<td><strong>Learn the “right answer.”</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Get interested in contradictions, ambiguity.</strong></td>
<td><strong>Resolve or ignore contradictions, ambiguity.</strong></td>
</tr>
<tr>
<td>Check sources of document.</td>
<td>Read the document only.</td>
</tr>
<tr>
<td>Read like witnesses to living, evolving events.</td>
<td>Read like seekers of solid facts.</td>
</tr>
<tr>
<td>Read like lawyers making a case.</td>
<td>Read like jurors listening to a case someone made.</td>
</tr>
<tr>
<td>Acknowledge uncertainty and complexity in the reading with qualifiers and concessions.</td>
<td>Communicate “the truth” of the reading, sounding as certain as possible.</td>
</tr>
</tbody>
</table>

HOW TO DEVELOP CONCEPT UNDERSTANDING

Concept development is a strategy to help students move from facts to concepts to generalizations. Concepts are the basic tools of thinking and inquiry in social studies. Unless students understand what a concept is they will be unable to understand and categorize facts and move toward generalizations.

Concepts are the categories we use to cluster information. Concepts organize specific information under one label. They are the links between facts and generalizations. To understand a generalization, students first must understand its component concepts. For example, in order to understand the generalization, “People in communities are interdependent,” students must know the meaning of the two concepts of community and interdependence.

Concepts can be grouped into two general types: concrete and defined. Concrete concepts are those that students can see (e.g., river, mountain, clothing, shelter, family, government, etc.). Concrete concepts have properties or attributes that students can observe. Defined concepts are concepts that are abstract and not directly observable (e.g., democracy, region, citizenship, reform, revolution, justice, nationalism, capitalism, etc.). Since defined concepts have meanings that are not readily observed, their definitions are built through a comparison of several examples.

The teaching of defined concepts is more difficult and requires a series of learning experiences that help develop the meaning of abstract concepts. Research in the teaching of concepts has identified the following steps that teachers can use in order to teach concepts effectively.

- Brainstorm a set of examples of a particular concept.
- Identify one example that is a “best” example.
- Brainstorm a set of non-examples of the concept.
- Identify the characteristics of each example.
- Develop questions that will help students identify the characteristics, the similarities, and the differences in the examples and non-examples used.
- Have students compare all the examples with the most clear or strongest example.
- Have students identify the critical characteristics of the “best” example.
- Ask students to develop a definition of the concept. The definition should include the category that contains the concept as well as the critical characteristics of the concept.
- Connect the concept to prior student knowledge.
- Use the concept when appropriate in new situations.

Two teaching strategies for developing concepts are direct instruction and inductive reasoning. Both strategies include attention to the identification of common characteristics (attributes), use of examples and non-examples, classifying or grouping items, naming or labeling the group, and using the concept in ongoing activities.

Direct instruction by the teacher includes the following steps:

- State the concept to be learned or pose a question. (“Today we are going to learn about capitalism” or “What is a peninsula?”).
• Identify the defining characteristics (attributes) of the concept. Classify or group the common attributes.
• Present the students with several examples of the concept. Have them determine the pattern revealed by the characteristics to develop a generalized mental image of the concept.
• Present some non-examples. The non-examples must violate one or more of the critical attributes of the concepts. Begin with the best non-example.
• Have students develop a definition of the concept based on its category and critical characteristics.
• Apply the definition to a wide variety of examples and non-examples. Modify the definition of the concept as new examples are identified.

The inductive reasoning approach involves students themselves developing the concept from the facts identified in several examples and non-examples. This approach emphasizes the classifying process and includes the following steps:

• Have students observe and identify items to be grouped (“Which items are shown in this picture?”).
• Identify the characteristics (attributes) used to group each set of items (“Which items seem to belong together? Why?”)
• Name, label, or define each group (“What is a good name for each group?”)
• Have students develop a definition of the name (concept) for each group, using the characteristics or attributes for each group.
• Test the definition by applying it to a wide variety of examples and non-examples.
• Refine, modify, or adjust the definition of the concept as further examples are identified. Inductive reasoning works better with concrete concepts.

Adapted from: Social Studies Department/ San Antonio Independent School District
INTERDISCIPLINARY MODELS: LITERACY AND SOCIAL STUDIES AS NATURAL PARTNERS

What is interdisciplinary curriculum?

An interdisciplinary curriculum can best be defined as the intentional application of methodology, practices, language, skills, and processes from more than one academic discipline. It is often planned around an exploration of an overarching theme, issue, topic, problem, question or concept. Interdisciplinary practices allow students to create connections between traditionally discrete disciplines or bodies of content knowledge/skills, thus enhancing their ability to interpret and apply previous learning to new, related learning experiences.

Planning for interdisciplinary units of study allows teachers to not only make important connections from one content or discipline to another, but also to acquire and apply understandings of concepts, strategies and skills that transcend specific curricula.

When teachers actively look for ways to integrate social studies and reading/writing content (when and where it makes the most sense), the pressure of not enough time in the school day to get all the content covered is reduced. Teachers should also think about hierarchy of content and make smart decisions as to what curricular content is worthy of immersion and knowing versus that which requires only exposure and familiarity (issues of breadth vs. depth).

With these thoughts in mind, teachers can begin to emphasize learning experiences that provide students with opportunities to make use of content and process skills useful in many disciplines.

“...activities designed around a unifying concept build on each other, rather than remaining as fragmented disciplines.... Creating a connection of ideas as well as of related skills provides opportunities for reinforcement. Additionally, sharp divisions among disciplines often create duplication of skills that is seldom generalized by our students. However... when concepts are developed over a period of time... young people are more likely to grasp the connections among ideas and to develop and understand broad generalizations.” (Social Studies at the Center. Integrating, Kids Content and Literacy, Lindquist & Selwyn 2000)

Clearly this type of curricular organization and planning has easier applications for elementary schools where one teacher has the responsibility for most content instruction. Understanding that structures for this kind of work are not the standard in most middle schools, content teachers can still work and plan together regularly to support student learning and success.

For schools immersed in reading and writing workshop structures, there are many units of study that allow for seamless integration with social studies content.
For more information and research around integrated or interdisciplinary planning and teaching, see the work of:

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
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<tbody>
<tr>
<td>Heidi Hayes Jacobs</td>
<td><em>Interdisciplinary Design &amp; Implementation</em>, and <em>Mapping the Big Picture: Integrating Curriculum and Assessment</em></td>
</tr>
<tr>
<td>Robin Fogarty</td>
<td><em>How to Integrate Curricula: The Mindful School</em></td>
</tr>
<tr>
<td>David B. Ackerman</td>
<td><em>Intellectual &amp; Practical Criteria for Successful Curriculum Integration</em></td>
</tr>
<tr>
<td>Davis N. Perkins</td>
<td><em>Knowledge by Design</em></td>
</tr>
<tr>
<td>Grant Wiggins &amp; Jay McTighe</td>
<td><em>Understanding by Design</em></td>
</tr>
<tr>
<td>Carol Ann Tomlinson and Jay McTighe</td>
<td><em>Integrating Differentiated Instruction &amp; Understanding by Design</em></td>
</tr>
<tr>
<td>Harvey Daniels &amp; Steven Zemelman</td>
<td><em>Subjects Matter: Every Teacher’s Guide to Content Area Reading</em></td>
</tr>
<tr>
<td>Stephanie Harvey</td>
<td><em>Nonfiction Matters. Reading, Writing and Research in Grades 3-8</em></td>
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III.

Teaching Strategies
SOCIAL STUDIES CASE STUDY

A case study provides students and teachers with an opportunity to zoom in on a sub-topic of a larger unit of study and participate in an in-depth analysis of a single event, country, issue or movement in history. Teachers and students can focus on specific content through rich, varied and meaningful exploration and exposure.

Social studies teachers must often make difficult choices and decide on priorities when it comes to issues of depth versus breadth in content instruction. Depth takes time, and for students to be able to experience depth of content, teachers cannot investigate all topics with equal emphasis and time. While coverage of content is important it is also important for students to experience the demands and rewards that focused and intensive learning around one specific piece of content can afford. All teaching involves decision-making around what will be taught and how it will be taught. But teachers need also consider what not to teach and what merits greater emphasis. Good teaching means making sacrifices that are sometimes necessary in order to achieve the deeper learning. Through a case study, teachers can think more about how they want students to learn and less about how much content to cover.

Many of the units of study in the new social studies scope and sequence suggest a Case Study experience. When students participate actively and productively in “case studies,” deep, meaningful and enduring understandings are achieved in a climate of respect for discussion, inquiry and ideas. Case studies demand patience, stamina and, rigor but will result in expertise and passion for learning.

Case studies are included within the larger units of study. Teachers have flexibility and choice when planning a case study. For example, a focused study of one specific colony’s development, such as New York, will lead to deeper contextual understanding of how the American colonies and Great Britain moved from a mutually beneficial to a tyrannical relationship.

Case studies lend themselves well to student-directed, project-based learning and will help students gain a sharpened understanding of a period in history and why things happened as they did.

A case study is a bit like reading a detective story. It keeps students interested in the content, challenges them, and helps them “stand in someone’s shoes”, while encouraging them to develop their own ideas and conclusions, make connections and apply their understandings. Students get a chance to learn by doing. They will discover how historical events have legacies, meaning and relevance.
TEXT STRUCTURES FOUND IN SOCIAL STUDIES TEXTS

Fluent readers recognize and use organizational patterns to comprehend text. A particular text may reflect more than one organizational pattern. The writer’s purpose influences the organizational pattern of a particular text. When students do not recognize a text’s structure, their comprehension is impaired. The seven organizational patterns of social studies text are:

<table>
<thead>
<tr>
<th>Type of Organizational Pattern</th>
<th>Signal Words</th>
<th>Questions Suggested by the Pattern</th>
</tr>
</thead>
</table>
| **Chronological Sequence:**    | after, afterward, as soon as, before, during, finally, first, following, immediately, initially, later, meanwhile, next, not long after, now, on (date), preceding, second, soon, then, third, today, until, when | - What sequence of events is being described?  
- What are the major incidents that occur?  
- How is this text pattern revealed in the text? |
| **Comparison and Contrast:**   | although, as well as, as opposed to, both, but, compared with, different from, either...or, even though, however, instead of, in common, on the other hand, otherwise, similar to, similarly, still, yet | - What items are being compared?  
- What is it about the item that is being compared? What characteristics of the items form the basis of comparison?  
- What characteristics do they have in common; how are these items alike?  
- In what ways are these items different?  
- What conclusion does the author reach about the degree of similarity or difference between the items?  
- How did the author reveal this pattern? |
| **Concept/ Definition:** | organizes information about a generalized idea and then presents its characteristics or attributes. | for instance, in other words, is characterized by, put another way, refers to, that is, thus, usually |- What concept is being defined?  
- What are its attributes or characteristics?  
- How does it work, or what does it do?  
- What examples are given for each of the attributes or characteristics?  
- How is this pattern revealed in the text? |
| **Description:** | organizes facts that describe the characteristics of a specific person, place, thing or event. | above, across, along, appears to be, as in, behind, below, beside, between, down, in back of, in front of, looks like, near, on top of, onto, outside, over, such as, to the right/ left, under |- What specific person, place, thing, or event is being described?  
- What are its most important attributes or characteristics?  
- Would the description change if the order of the attributes were changed?  
- Why is this description important? |
| **Episode:** | organizes a large body of information about specific events. | a few days/ months later, around this time, as it is often called, as a result of, because of, began when, consequently, first, for this reason, lasted for, led to, shortly thereafter, since then, subsequently, this led to, when |- What event is being described or explained?  
- What is the setting where the event occurs?  
- Who are the major figures or characters that play a part in this event?  
- What are the specific incidents or events that occur? In what order do they happen?  
- What caused this event?  
- What effects has this event had on the people involved?  
- What effects has this event had on society in general? |
| Generalization/ Principle: organizes information into general statements with supporting examples. | additionally, always, because of, clearly, conclusively, first, for instance, for example, furthermore, generally, however, if...then, in fact, it could be argued that, moreover, most convincing, never, not only...but also, often, second, therefore, third, truly, typically | - What generalizations is the author making or what principle is being explained?  
- What facts, examples, statistics, and expert opinion are given that support the generalization or that explain the principle?  
- Do these details appear in a logical order?  
- Are enough facts, examples, statistics, and expert opinion included to clearly support or explain the generalization/principle? |
| Process/ Cause and Effect: organizes information into a series of steps leading to a specific product, or into a causal sequence that leads to a specific outcome. | accordingly, as a result of, because, begins with, consequently, effects of, finally, first, for this reason, how to, how, if...then, in order to, is caused by, leads/led to, may be sue to, next, so that, steps involved, therefore, thus, when...then | - What process or subject is being explained?  
- What are the specific steps in the process, or what specific causal events occur?  
- What is the product or end result of the process; or what is outcome of the causal events? |
ENCOURAGING ACCOUNTABLE TALK IN CLASSROOM DISCUSSIONS

What is accountable talk?
Accountable talk is classroom conversation that has to do with what students are learning. We know that students love to talk, but we want to encourage students to talk about the ideas, concepts, and content that they encounter in school every day. Accountable talk can be whole class or small group in structure. A teacher may often get students started, but real accountable talk occurs with student ownership and minimal teacher input. The teacher may function as a facilitator initially, but as accountable talk becomes an integral part of the school day, students assume more responsibility for their own learning.

What does it look like?
Small groups of students are engaged in focused discussions around specific topics, questions, ideas or themes. Students are actively engaged and practicing good listening and speaking skills. Accountable talk is usually qualified by the use of appropriate rubrics.

What are rubrics?
Rubrics in accountable talk are scoring tools that list criteria for successful communication. Rubrics assist students with self-assessment and increase their responsibility for the task.

Sample Student Accountable Talk Rubrics
Have I actively participated in the discussion?
Have I listened attentively to all group members?
Did I elaborate and build on the ideas or comments of others?
Did I stay focused on the assigned topic?
Did I make connections to other learning?

Why is student discussion valuable?
Students’ enthusiasm, involvement and willingness to participate affect the quality of class discussion as an opportunity for learning. While it is a challenge is to engage all students it is important to provide daily opportunities for students to interact and talk to each other about the topic being learned as it helps them develop insights into the content. An atmosphere of rich discussion and student to student conversation will help you create a classroom in which students feel comfortable, secure, willing to take risks, and ready to test and share important content ideas and concepts.

Studies prove that students who have frequent opportunities for discussion achieve greater learning than those who do not. In fact, research maintains that students retain 10% of what they read, 20% of what they hear, 30% of what they see, and 70% of what they discuss with others.

Shared speaking helps learners gain information and it encourages more knowledgeable learners to be more sophisticated and articulate in sharing their knowledge. They then are careful about the words they use and the way they are presenting their ideas to their peers because they really want to be understood. When students listen to others and match what they hear with the ideas that they are formulating, it can shed new light on their thinking. This type of speaking and active discussion may show the students a new way to connect to their learning.

Sometimes students can overlook important ideas, but with discussion (reciprocal) students have the opportunity to compare, analyze, synthesize, debate, investigate, clarify, question and engage in many types of high level and critical thinking.
PROJECT-BASED LEARNING

Standards-focused project-based learning is a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.

- Project-based learning makes content more meaningful, allowing students to dig more deeply into a topic and expand their interests.

- Effective project design engages students in complex, relevant problem solving. Students investigate, think, reflect, draft, and test hypotheses.

- Effective projects often involve cooperative learning. Developing strategies for learning and working with others to produce quality work is invaluable to students’ lives.

- The process of learning how to select a worthwhile topic, research and present their findings is as important as the content of the project.

- Project-based learning allows for a variety of learning styles. It supports the theory of multiple intelligences as students can present the results of their inquiry through a variety of products.

- Project-based learning promotes personal responsibility, making decisions and choices about learning.

- Students learn to think critically and analytically. It supports students in moving through the levels of Bloom’s taxonomy.

- Students are excited, engaged and enthusiastic about their learning.

- In-depth, meaningful research leads to higher retention of what is learned.
SUCCESSFUL STRATEGIES FOR IMPLEMENTING DOCUMENT-BASED QUESTIONS

Document-based questions are based on the themes and concepts of the Social Studies Learning Standards and Core Curriculum. They require students to analyze, synthesize and evaluate information from primary and secondary source documents and write a thematic essay. DBQs help students develop the skills of historical analysis. They ask students to take a position on an issue or problem and support their conclusions with examples from the documents. They are criterion referenced and employ a scoring rubric. Document-based questions should be integrated with daily classroom instruction.

Effective DBQs are built on major issues, events or concepts in history and ask students to:
- compare/contrast.
- illustrate similarities and differences.
- illustrate bias or point of view.
- describe change over time.
- discuss issues categorically: socially, economically, and politically.
- explain causes and effects of historic events.
- examine contending perspectives on an issue.

When creating a DBQ for your students, begin by stating the directions and the historical context. The context represents the theme of the DBQ as it applies to a specific time and place in history.

Then state the task. The task statement directs students to:
- write the essay.
- interpret and weave most of the documents into the body of the essay.
- incorporate outside information.
- write a strong introduction and conclusion.

Use verbs such as discuss, compare, contrast, evaluate, describe, etc. Select documents that relate to your unit or theme. Most DBQs include 6-7 documents. A mini-DBQ can consist of two to three documents. Examine each document carefully. If using visuals, ensure that their quality is excellent. They must be clear, clean, and readable. If using text, passage length is important. Readings should not be wordy or lengthy. If the passage is longer than one-third of a page, it probably needs to be shortened. Where vocabulary is difficult, dated, or colloquial, provide “adaptations” and parenthetical context clues.

Scaffolding questions are key questions included after each document in the DBQ.
- The purpose of scaffolding questions is to lead students to think about the answer they will write.
- They provide information that will help students answer the main essay question.

Good scaffolding questions:
- are clear and specific.
- contain information in the stimulus providing a definite answer to the question.

There is at least one scaffolding question for each document. However, if a document provides opposing perspectives or contains multiple points, two questions are appropriate. Provide 5 or 6 lines on which students will write their response. At the end of the documents, restate the Historical Context and Question. Provide lined paper for students to complete the essay.
DBQ DOCUMENTS

Informational Graphics are visuals, such as maps, charts, tables, graphs and timelines that give you facts at a glance. Each type of graphic has its own purpose. Being able to read informational graphics can help you to see a lot of information in a visual form.

Maps and charts from the past allow us to see what the world was like in a different time. Using maps can provide clues to place an event within its proper historical context. The different parts of a map, such as the map key, compass rose and scale help you to analyze colors, symbols, distances and direction on the map.

Decide what kind of map you are studying:
- raised relief map
- topographic map
- political map
- contour-line map
- natural resource map
- military map
- bird’s-eye view map
- satellite photograph
- pictograph
- weather map

Examine the physical qualities of the map.
- Is the map handwritten or printed?
- What dates, if any, are on the map?
- Are there any notations on the map? What are they?
- Is the name of the mapmaker on the map? Who is it?

All of these clues will help you keep the map within its historical context.
- Read the title to determine the subject, purpose, and date.
- Read the map key to identify what the symbols and colors stand for.
- Look at the map scale to see how distances on the map relate to real distances.
- Read all the text and labels.
- Why was the map drawn or created?
- Does the information on this map support or contradict information that you have read about this event? Explain.
- Write a question to the mapmaker that is left unanswered by this map.

Tables show numerical data and statistics in labeled rows and columns. The data are called variables because their values can vary. To interpret or complete a table:
- Read the title to learn the table’s general subject.
- Then read the column and row labels to determine what the variables in the table represent.
- Compare data by looking along a row or column.
- If asked, fill in any missing variables by looking for patterns in the data.

Graphs, like tables, show relationships involving variables. Graphs come in a wide range of formats, including pie graphs, bar graphs and line graphs. To interpret or complete a graph:
- Read the title to find out what the graph shows.
- Next, read the labels of the graph’s axes or sectors to determine what the variables represent.
- Then notice what changes or relationships the graph shows.
Some graphs and tables include notes telling the sources of the data used. Knowing the source of the data can help you to evaluate the graph.

**Timelines** show the order of events as well as eras and trends. A timeline is divided into segments, each representing a certain span of time. Events are entered in chronological order along the line. Take into account not only the dates and the order of events but also the types of events listed. You may find that events of one type, such as wars and political elections, appear above the line, while events of another type, such as scientific discoveries and cultural events appear below it.

**Written Documents**
Most documents you will work with are textual documents:

- newspapers
- speeches
- reports
- magazines
- memorandums
- advertisements
- letters
- maps
- congressional records
- diaries
- telegrams
- census reports

Once you have identified the type of document with which you are working, you will need to place it within its proper historical context. Look for the format of the document (typed or handwritten), the letterhead, language used on the document, seals, notations or date stamps.

To interpret a written document:
- What kind of document is this?
- What is the date of the document?
- Who is the author (or creator) of the document?
- For what audience was the document written?
- What was the purpose or goal of the document? Why was it written?
- List two things from the document that tell about life at the time it was written.
- Write a question to the author that is left unanswered by the document.
- Tell how the document reflects what is going on during this period.

**Firsthand Account**
A firsthand account is when someone who lives in a particular time writes about his/her own experience of an event. Some examples of firsthand accounts are diaries, telegrams, and letters. Firsthand accounts help us learn about people and events from the past and help us understand how events were experienced by the people involved. Many people can see the same event, but their retelling of the event may be different. Learning about the same event from different sources helps us to understand history more fully.

- Identify the title and the author. What do you think the title means?
- Use the title and details from the account to identify the main idea.
- Read the account a few times. Determine the setting (time and place) of the account.
- Determine the author’s position, job, or role in the event. What is his opinion of the event?

**Cartoons**
What do you think is the cartoonist’s opinion? You can use political cartoons and cartoon strips to study history. They are drawn in a funny or humorous way. Political cartoons are usually about government or politics. They often comment on a person or event in the news. Political cartoons give an opinion, or belief, about a current issue. They sometimes use caricatures to exaggerate a person or thing in order to express a point of view. Like editorials, political cartoons try to persuade people to see things in a certain way. Being able to analyze a political cartoon will help you to better understand different points of view about issues during a particular time period.
o Pay attention to every detail of the drawing. Find symbols in the cartoon. What does each symbol stand for?
 o Who is the main character? What is he doing?
 o What is the main idea of the cartoon?
 o Read the words in the cartoon. Which words or phrases in the cartoon appear to be most significant, and why?
 o Read the caption, or brief description of the picture. It helps place the cartoon in a historical context.
 o List some adjectives that describe the emotions or values portrayed or depicted in the cartoon.

Posters and Advertisements
Posters and advertisements are an interesting way to learn about the past. Many advertisements are printed as posters. They are written or created to convince people to do something. By looking at posters, we can understand what was important during different times in history. An advertisement is a way to try to sell something. Historical advertisements provide information about events or products. By reading these advertisements, you can learn many things about what people were doing or buying many years ago. Be sure to include representations and or depictions of diverse groups of people in culturally appropriate ways.

Generally, effective posters use symbols that are unusual, simple, and direct. When studying a poster, examine the impact it makes.
 o Look at the artwork. What does it show?
 o Observe and list the main colors used in the poster.
 o Determine what symbols, if any, are used in the poster.
 o Are the symbols clear (easy to interpret), memorable, and/or dramatic?
 o Explore the message in the poster. Is it primarily visual, verbal, or both?
 o Determine the creator of the poster. Is the source of the poster a government agency, a non-profit organization, a special interest group, or a for-profit company?
 o Define the intended audience for the poster and what response the creator of the poster was hoping to achieve.
 o Read the caption. It provides historical context.
 o What purpose does the poster serve?

 o Determine the main idea of the advertisement by reading all slogans, or phrases, and by studying the artwork.
 o What is the poster/advertisement about?
 o When is it happening?
 o Where is it happening?
 o Who is the intended audience? Identify the people who the advertisement is intended to reach.
 o Why is it being advertised?
 o Describe how the poster reflects what was happening in history at that time.
ASSESSING STUDENT UNDERSTANDING

Assessment of student understanding is an ongoing process that begins with teachers establishing the goals and outcomes of a unit of study, and aligning assessment tools with those goals and outcomes. What teachers assess sends a strong message to their students about what content and skills are important for them to understand. Assessments evaluate student mastery of knowledge, cognitive processes, and skills, and provide a focus for daily instruction. Assessment is an integral part of the learning cycle, rather than the end of the process. It is a natural part of the curricular process, creates the framework for instruction, and establishes clear expectations for student learning.

The New York State Education Department Social Studies assessments are administered in November of the 5th Grade and June of the 8th Grade. These exams measure the progress students are making in achieving the learning standards. Teachers should consult the school’s inquiry team recommendations as well as use information from other school assessments to strategically plan instruction in areas where students need assistance to reach mastery.

The National Council of Social Studies adopted six “Guiding Principles for Creating Effective Assessment Tools”. They are:

- Assessment is considered an integral part of the curriculum and instruction process.
- Assessment is viewed as a thread that is woven into the curriculum, beginning before instruction and occurring throughout in an effort to monitor, assess, revise and expand what is being taught and learned.
- A comprehensive assessment plan should represent what is valued instructionally.
- Assessment practices should be goal oriented, appropriate in level of difficulty and feasible.
- Assessment should benefit the learner, promote self-reflection and self-regulation, and inform teaching practices.
- Assessment results should be documented to “track” resources and develop learning profiles.

Effective assessment plans incorporate every goal or outcome of the unit. Content knowledge and skills need to be broken down—unpacked and laid out in a series of specific statements of what students need to understand and be able to do. The teaching of content and skills is reflected in the daily lesson plans. Assessment should not be viewed as separate from instruction. Student evaluation is most authentic when it is based upon the ideas, processes, products, and behaviors exhibited during regular instruction. Students should have a clear understanding of what is ahead, what is expected, and how evaluation will occur. Expected outcomes of instruction should be specified and criteria for evaluating degrees of success clearly outlined.

When developing an assessment plan, a balance and range of tools is essential. Teachers should include assessments that are process as well as product-oriented. Multiple performance indicators provide students with different strengths equal opportunity to demonstrate their understanding. Multiple indicators also allow teachers to assess whether their instructional program is meeting the needs of the students, and to make adjustments as necessary.
An effective assessment plan includes both formative assessments—assessments that allow teachers to give feedback as the project progresses—and summative assessments—assessments that provide students with a culminating evaluation of their understanding. Teachers should also plan assessments that provide opportunities for students to explore content in depth, to demonstrate higher order thinking skills and relate their understanding to their experiences. Additionally, artifacts, or evidence of student thinking, allow teachers to assess both skills and affective outcomes on an on-going basis. Examples of student products and the variety of assessments possible follow.

<table>
<thead>
<tr>
<th>Sample of student projects</th>
<th>Sample assessment tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>• exit projects</td>
<td>• higher level analytical thinking activities</td>
</tr>
<tr>
<td>• student-made maps and models</td>
<td>• portfolios of student work</td>
</tr>
<tr>
<td>• student-made artifacts</td>
<td>• student criteria setting and self-evaluation</td>
</tr>
<tr>
<td>• mock debates</td>
<td>• teacher observations</td>
</tr>
<tr>
<td>• class museums and exhibitions</td>
<td>• checklists and rubrics</td>
</tr>
<tr>
<td>• student peer evaluation</td>
<td>• conferences with individuals or groups</td>
</tr>
<tr>
<td>• student-made books</td>
<td>• group discussions</td>
</tr>
<tr>
<td>• I-movies; photo-essays</td>
<td>• anecdotes records</td>
</tr>
<tr>
<td>• graphic timelines</td>
<td>• teacher-made tests</td>
</tr>
<tr>
<td>• creating songs and plays</td>
<td>• student presentations</td>
</tr>
<tr>
<td>• writing historical fiction and/or diary entries</td>
<td>• role play and simulations</td>
</tr>
<tr>
<td>• creating maps and dioramas</td>
<td>• completed “trips sheets”</td>
</tr>
<tr>
<td>• student-created walking tours</td>
<td>• reflective journal entries</td>
</tr>
<tr>
<td>• tables, charts and/or diagrams that represent data</td>
<td>• student writing (narrative procedures, etc.)</td>
</tr>
<tr>
<td>• student-made PowerPoints, webquests</td>
<td>• video and/or audio tapes of student work</td>
</tr>
<tr>
<td>• monologues</td>
<td>• student work</td>
</tr>
</tbody>
</table>
MULTIPLE INTELLIGENCES

Students learn and respond to information in many different ways. Teachers should consider the strengths and learning styles of their students and try to provide all students with a variety of opportunities to demonstrate their learning.

<table>
<thead>
<tr>
<th>Intelligence</th>
<th>Learning preferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal-Linguistic</td>
<td>Students who demonstrate a mastery of language and strength in the language arts—speaking, writing, reading, listening.</td>
</tr>
<tr>
<td>“word smart”</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Logical-Mathematic</td>
<td>Students who display an aptitude for numbers, detecting patterns, thinking logically, reasoning, and problem-solving.</td>
</tr>
<tr>
<td>“number-smart”</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Body-Kinesthetic</td>
<td>Students who use the body to express their ideas and feelings, and learn best through physical activity—games, movement, hands-on tasks, dancing, building.</td>
</tr>
<tr>
<td>“body-smart”</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Visual-Spatial</td>
<td>Students who learn best visually by organizing things spatially, creating and manipulating mental images to solve problems.</td>
</tr>
<tr>
<td>“picture-smart”</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Naturalistic</td>
<td>Students who love the outdoors, animals, plants, field trips, and natures in general and have the ability to identify and classify patterns in nature.</td>
</tr>
<tr>
<td>“nature smart”</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Musical-Rhythmic</td>
<td>Students who are sensitive to rhythm, pitch, melody, and tone of music and learn through songs, patterns, rhythms, instruments and musical expression.</td>
</tr>
<tr>
<td>“music-smart”</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Students who are sensitive to other people, noticeably people oriented and outgoing, learn cooperatively in groups or with a partner.</td>
</tr>
<tr>
<td>“people-smart”</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Intrapersonal</td>
<td>Students who are especially in touch with their own desires, feelings, moods, motivations, values, and ideas and learn best by reflection or by themselves.</td>
</tr>
<tr>
<td>“self-smart”</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>

Adapted from Dr. Howard Gardner’s Theory of Multiple Intelligences
**BLOOM'S TAXONOMY**

The language of Bloom's Taxonomy was revised by his student Lynn Anderson in 2001. Anderson updated the taxonomy by using verbs to describe cognitive processes and created a framework for levels of knowledge as well. The cognitive processes are presented in a continuum of cognitive complexity (from simplest to most complex). The knowledge dimensions (factual, conceptual, procedural, and metacognitive) are structured according to a continuum that moves from the concrete to the abstract. The taxonomy can help teachers understand how learning objectives that are identified for students relate to the associated cognitive processes and levels of knowledge. Using the taxonomy will also highlight the levels at which teachers spend the greatest amount of teaching time and where they might consider increasing or decreasing emphasis.

<table>
<thead>
<tr>
<th>THE KNOWLEDGE DIMENSION</th>
<th>THE COGNITIVE PROCESS DIMENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Factual Knowledge</strong></td>
<td><strong>1. REMEMBER</strong></td>
</tr>
<tr>
<td><strong>B. Conceptual Knowledge</strong></td>
<td><strong>2. UNDERSTAND</strong></td>
</tr>
<tr>
<td><strong>C. Procedural Knowledge</strong></td>
<td><strong>3. APPLY</strong></td>
</tr>
<tr>
<td><strong>D. Metacognitive Knowledge</strong></td>
<td><strong>4. ANALYZE</strong></td>
</tr>
<tr>
<td>Retrieve relevant knowledge from long-term memory</td>
<td>Construct meaning from instructional messages, including oral, written, and graphic information</td>
</tr>
<tr>
<td>• Recognize (identify)</td>
<td>• Interpret (clarify, paraphrase, represent, translate)</td>
</tr>
<tr>
<td>• Recall (retrieve)</td>
<td>• Exemplify (illustrate, give examples)</td>
</tr>
<tr>
<td><strong>A. Factual Knowledge</strong></td>
<td><strong>5. EVALUATE</strong></td>
</tr>
<tr>
<td><strong>B. Conceptual Knowledge</strong></td>
<td><strong>6. CREATE</strong></td>
</tr>
<tr>
<td><strong>C. Procedural Knowledge</strong></td>
<td>Make judgments based on criteria and standards</td>
</tr>
<tr>
<td><strong>D. Metacognitive Knowledge</strong></td>
<td>• Check (coordinate, detect, monitor, test)</td>
</tr>
<tr>
<td>Carry out or use a procedure in a given situation</td>
<td>• Critique (judge)</td>
</tr>
<tr>
<td>• Execute (carry out)</td>
<td>• Generate (hypothesize)</td>
</tr>
<tr>
<td>• Implement (use)</td>
<td>• Plan (design)</td>
</tr>
<tr>
<td><strong>A. Factual Knowledge</strong></td>
<td><strong>6. CREATE</strong></td>
</tr>
<tr>
<td><strong>B. Conceptual Knowledge</strong></td>
<td><strong>5. EVALUATE</strong></td>
</tr>
<tr>
<td><strong>C. Procedural Knowledge</strong></td>
<td><strong>4. ANALYZE</strong></td>
</tr>
<tr>
<td><strong>D. Metacognitive Knowledge</strong></td>
<td><strong>3. APPLY</strong></td>
</tr>
<tr>
<td>Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose</td>
<td>Make judgments based on criteria and standards</td>
</tr>
<tr>
<td>• Differentiate (discriminate, distinguish, focus, select)</td>
<td>• Check (coordinate, detect, monitor, test)</td>
</tr>
<tr>
<td>• Organize (find coherence, integrate, outline, parse, structure)</td>
<td>• Critique (judge)</td>
</tr>
<tr>
<td>• Attribute (deconstruct)</td>
<td>• Generate (hypothesize)</td>
</tr>
<tr>
<td><strong>A. Factual Knowledge</strong></td>
<td><strong>6. CREATE</strong></td>
</tr>
<tr>
<td><strong>B. Conceptual Knowledge</strong></td>
<td><strong>5. EVALUATE</strong></td>
</tr>
<tr>
<td><strong>C. Procedural Knowledge</strong></td>
<td><strong>4. ANALYZE</strong></td>
</tr>
<tr>
<td><strong>D. Metacognitive Knowledge</strong></td>
<td><strong>3. APPLY</strong></td>
</tr>
<tr>
<td>Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure</td>
<td>Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose</td>
</tr>
<tr>
<td>• Generate (hypothesize)</td>
<td>• Check (coordinate, detect, monitor, test)</td>
</tr>
<tr>
<td>• Plan (design)</td>
<td>• Critique (judge)</td>
</tr>
<tr>
<td>• Produce (construct)</td>
<td>• Generate (hypothesize)</td>
</tr>
</tbody>
</table>
MAXIMIZING FIELD TRIP POTENTIAL

Field trips are a great way to bring excitement and adventure to learning. As a direct extension of classroom instruction, they are an important component of standards-based instruction. Field trip experiences provide structured flexibility for students to deeply explore areas of interest in their own way, discovering information that can be shared with others. A focused, well-planned trip can introduce new skills and concepts to students, and reinforce ongoing lessons. Museums and community resources offer exposure to hands-on experiences, real artifacts, and original sources. Students can apply what they are learning in the classroom, making material less abstract.

The key to planning a successful field trip is to make connections between the trip and your curriculum, learning goals and other projects. Field trips are fun, but they should reinforce educational goals. Discuss the purpose of the field trip and how it relates to the unit of study. Trips need to be integrated into the big picture so that their lessons aren’t lost.

Begin by identifying the rationale, objectives and plan of evaluation for the trip.

- Be sure to become familiar with the location before the trip. Explore the exhibition(s) you plan to visit to get ideas for pre field trip activities.
- Orient your students to the setting and clarify learning objectives. Reading books related to the topic or place, as well as exploring the website of the location are some of the ways you can introduce the trip to your class.
- Plan pre-visit activities aligned with curriculum goals
- Discuss with students how to ask good questions and brainstorm a list of open-ended observation questions to gather information during the visit.
- Consider using the trip as the basis for an inquiry-based project. The projects can be undertaken as a full group or in teams or pairs.
- Plan activities that support the curriculum and also take advantage of the uniqueness of the setting
- Allow students time to explore and discover during the visit
- Plan post-visit classroom activities that reinforce the experience

Well-designed field trips result in higher student academic performance, provide experiences that support a variety of learning styles and intelligences, and allow teachers to learn alongside their students as they closely observe their learning strengths. Avoid the practice of using the field trip as a reward students must earn. This implies that the field trip is not an essential part of an important planned learning experience.
IV.

Sample Lessons, Materials and Resources
TRADE BOOK TEXT SETS

What are they?
Trade book text sets are a collection of books centered on a specific topic or theme. The NYCDOE Social Studies trade book text sets are correlated to the K-8 Social Studies scope and sequence. There is a specific text set for each unit of study. The books and texts are carefully selected to explore the focus of each unit of study from a variety of perspectives. Though the texts are linked by theme (content) they are multi-genre and reflect a variety of reading levels. While the collection currently includes trade books and picture books, it is our hope that teachers and students will add appropriate historical fiction, poetry, newspaper/magazine articles, journals/diaries, maps, primary documents and websites to this collection. In essence anything that is print-related and thematically linked will enhance the text set.

The titles have been selected because they are well written, historically accurate, include primary sources, are visually appealing and they support the content understandings of the unit. The books span a wide range of topics, vary in length, difficulty level and text structure, and are related to the central theme or unit. Select titles are included for teacher and classroom reference.

Text sets provide students with texts that may address a specific learning style, are engaging and rich with content and support meaningful interaction. With appropriate teacher guidance, text sets encourage students to:

- question what they read.
- build background knowledge.
- synthesize information from a variety of sources.
- identify, understand and remember key ideas, facts and vocabulary.
- recognize how texts are organized.
- monitor own comprehension.
- evaluate an author's ideas and perspective.

The wide reading that results from the use of text sets benefits students’ reading development as well as their content learning. Students are also exposed to higher level thinking as they explore, read and think about complex ideas that are central to the understanding of social studies.

Introducing Text Sets to Students
There are many ways to introduce students to the world of text sets. All books should be organized and stored in a portable container or bin. There should be a set of books for each table group (these table groups can vary from 6-8 students). Books can be organized for students so that each table has a comparable set of texts (there are multiple copies of key books for this purpose) or where each table has a unique set of texts (sub-topics of the unit focus). Here are some suggestions for getting started:

Scavenger Hunt: Plan a few questions related to the content of the books at each table. Allow students 15-20 minutes to look for answers to those questions. Students can then share their findings with their group or with the entire class. As they
search through texts for answers, they will get a sense of the content and structure of each book.

**Book Browse:** Let students browse through the collection at each table selecting the titles that they want to skim or read. Students can then discuss their selection and why it was interesting to them.

**Word Splash:** Print a selection of content vocabulary taken from the texts onto large paper and splash around the classroom or on the tables. Ask students to try to read, discuss and figure out the meaning of the words. As the unit progresses they can become part of a word wall and students will recognize them in the text sets.

### Text Sets as the Core of Mini-lessons

Text sets provide teachers with a wealth of opportunities for mini-lesson development. Short texts should be lifted from the key titles to create lessons with a specific content reading strategy, content knowledge focus, text structure, or process skill related to the unit standards, goals and outcomes. Selected texts can also be used for read-alouds, independent reading, guided reading and research and writing.

### Formative Assessment

Text sets lend themselves well to daily student assessment of content reading comprehension, process skills like note taking, and the acquisition, understanding and application of content knowledge. Graphic organizers, journal writing, reflection logs, short term assignments, accountable talk and informal discussion are all effective ways of assessing for student learning. Daily student assessment should be used to guide instructional decisions. Students should also have regular opportunities to reflect on their learning.

### Dynamic Collections

The best text sets are those that change and grow with time. New titles can be found in bookstores, libraries, staying abreast of new publications and notable books in social studies (NCSS), award-winning books, etc. Multi-media additions to text sets are another exciting way to refresh and renew collections. Students can also be encouraged to critique current titles and recommend new titles.

Teachers know their students best. Text sets may not always reflect the specific needs of all students. Therefore it is important to consider student needs when adding additional print or non-print materials to the text set. Teachers may want to include photographs and other images for visual learners, music and other audio for auditory learners etc. Additional print material written at a higher or lower level than the materials provided in the text set may be needed. In classrooms with a large percentage of ELLs, teachers should consider more read aloud and shared reading opportunities, and texts that have quality picture support.
Engaging students with the content to be studied is important. Making the content relevant to their personal lives or making a connection to how the learning can be used in a real world setting is one way to get students “hooked.” Another effective hook is making students see the content as interesting and unusual by having them view the content from a different perspective. Launching the unit for your students involves engaging them in mental stretching activities and providing a hook for the content to be learned. Students are more interested in and pay more attention to activities that are introduced in a way that engages them emotionally, intellectually and socially.

Launching a unit effectively can excite the students—giving them the motivational energy to want to make the best use of their learning time. Activities that get students to think divergently are important. Presenting far-out theories, paradoxes, and incongruities to stimulate wonder and inquiry are extremely effective.

One way to launch the “Colonial America and The American Revolution” unit is to challenge the students to solve one of the most puzzling mysteries in American history, the mystery of Roanoke Colony. An entire colony of over a hundred men, women, and children disappeared without a trace. What happened to them? Were they killed by Native Americans? Did they die of some strange disease? Did they leave Roanoke and go somewhere else? And why has no one ever found a trace of them?

Display the letters “Croatan.” Tell the students that they are going to investigate what happened to the first English settlement in North America and the significance of the term “Croatan” that was found carved on a tree after all the people had vanished. Research using articles and websites:  http://ncmuseumofhistory.org/lostcolony/site/about.html and http://library.thinkquest.org/3826/intro.html. Encourage the students to identify possible cause-effect reasons for the disappearance of the colonists living in Roanoke. In order to solve the mystery, three questions must be answered:

- Why were the colonists lost?
- Where did they go?
- Why weren’t they ever recovered?
Ask students to share what they discover about what happened when the supply ships and people finally arrived from England with more supplies and found only the letters, “Croatan” carved in a tree. Though the truth remains a mystery, ask students how they think John White felt upon discovering the message on the tree.

Another way to involve students prior to learning the content is to pose a “If YOU were there” scenario.

If YOU were there ...

A year ago, in 1609, you moved to the colony of Virginia. But life here has been hard. During the winter many people died of cold or sickness. Food is always scarce. Now it is spring, and a ship has come from England bringing supplies. In a week it will sail home. Some of your neighbors are giving up and returning to England. They ask you to come, too.

Consider reasons to STAY:
- the arrival of spring
- the new supplies
- the time you’ve invested so far

Consider reasons to GO:
- tired of the hardships
- tired of being hungry
- miss your family and friends

Would you take the ship back to England?

Ask students to list their reasons why they would or would not return to England. This activity can also serve as a way to gauge student background knowledge. The class can be divided into teams—those that would have undertaken the challenge of staying and those that would not, with each team presenting their arguments. This activity provides students with meaningful opportunities to engage in writing, listening and speaking in this content area.
LESSON PLANS
New Amsterdam and Native Americans: Conflict and Cooperation

Unit of Study: Colonial America and The American Revolution

Focus Question: What factors contributed to the development of the colonial regions?

The Teaching Points:
- Students will learn how the geography of New York contributed to the development of New Amsterdam.
- Students will examine the role of leaders, Peter Minuet and Peter Stuyvesant, in establishing relationships with Native Americans in New Amsterdam.
- Students will represent information on a timeline.

Why/Purpose/Connection:
- To deepen student understanding of the factors that contributed to the development of the New Amsterdam colony and of the challenges faced by Dutch settlers and Native Americans as they struggled to coexist in New Amsterdam.

Materials/Resources/Readings:
- Titles from the Trade Book Text Set
  - Primary Source History of New York
  - The New York Colony
- Websites
  - http://www.nps.gov/history/nr/travel/kingston/colonization.htm
  - http://en.wikipedia.org/wiki/Peter_Stuyvesant
  - http://www.timepage.org/spl/13colony.html (Includes a sample timeline)
- Copy of map: “Nova Belgica et Anglia Nova, 1635” by Joan Blaeu
- Construction paper or sentence strips
- Markers or colored pencils

Model/Demonstration:
- Teacher projects a copy of the map, “Nova Belgica et Anglia Nova, 1635,” and facilitates a brainstorm session. Guiding questions might include:
  - “What does the map represent?”
  - “What is significant about the date of the map?”
  - “What geographic features of the area make it suitable for the development of communities?”
  - “What geographic features make it desirable for colonization by European nations?”
- Teacher charts student responses.
- Teacher explains that the map represents the colony of Dutch New Amsterdam and the surrounding area that was inhabited by Native American peoples.
- Teacher asks:
  - “What might be some challenges the two cultures faced as they attempted to coexist in the same geographic area?”
“What might be the role of the government of the colony in establishing and maintaining a peaceful relationship between the two cultures?”

Teacher explains that students will work at their tables to research the key events and interactions of Peter Minuet or Peter Stuyvesant’s with the Native American people of New Amsterdam. Each group will represent its research on a timeline that begins with each leader’s appointment as Director-General of the colony. The timeline entries should include the date of each event, a brief description of the event, and a visual (either drawn or taken from a source). (Note: Tables should be divided evenly between the two historical figures.) Each table will present its timeline to the class.

Differentiation:
- Students can choose from a variety of titles in the trade book text set and other resources that reflect a range of reading levels and that incorporate visuals
- Students can engage in partner reading.
- Teacher can support students by reading aloud text and assisting with unknown vocabulary.

Student Exploration/Practice:
- Students work in their table groups to research key events in the interactions of Peter Minuet or Peter Stuyvesant with the Native Americans of New Amsterdam.
- Student groups work collaboratively to create a timeline of the key events and to select appropriate images.

Share/Closure:
- Student groups present and discuss their timelines.
- Teacher facilitates a discussion of the role of Peter Minuet and Peter Stuyvesant toward establishing relationships with the Native Americans of New Amsterdam. Guiding questions include:
  - “What were the challenges faced by Peter Minuet and Peter Stuyvesant as they developed a relationship with the Native Americans?”
  - “How did each man address these challenges?”
  - “Which man was more successful and why?”
  - “How might the Native Americans have viewed the actions of both men?”
  - “How do two different cultures coexist in the same geographic area?”

Assessment:
- Teacher rotates among the groups during the discussion to evaluate student need for additional support, how the pairs are managing their time, and how well they are working independently and cooperatively.
- Students assess the timelines using a rubric.

Next Steps:
- Students write a journal entry from the point of view of a Native American during the time of Dutch colonization of New Amsterdam.
- Students create a PowerPoint presentation based on their timeline.
Joan Blaeu: *Nova Belgica et Anglia Nova* (Detail), Amsterdam
1635
How did enslaved Africans demonstrate resistance?

Note: This lesson can easily be adapted over the course of two days

Unit of Study: Colonial America and the American Revolution

Focus Question: What was life like in the colonies?

The Teaching Points:
- Students will learn the different ways that Africans in the colonies demonstrated resistance to their enslavement.
- Students will learn how colonial governments reacted to incidents of slave resistance.
- Students will interpret data on a chart.
- Students will analyze primary source documents.
- Students will demonstrate their understanding through a tableau.

Why/Purpose/Connection:
- Students will deepen their understanding of the role of slavery in Colonial American and enhance their understanding of the ways in which individuals and groups demonstrate resistance.

Materials/Resources/Readings:
- Titles from the Trade Book Text Set
  - *Your Travel Guide to Colonial America*
  - *A Voice of Her Own: The Story of Phyllis Wheatley, Slave Poet*
  - *Chronicle of America: Colonial Times: 1600-1700*
- Individual student copies and one copy for projection of:
  - “Reported Escapes by Enslaved Africans on Long Island (1702 – 1825)”
  - “Runaway Slave Advertisements from Colonial New York
  - “Slave Revolts”
  - Excerpt from *Gotham, A History of New York City to 1898*
  - “Engraving Depicting the Execution of an Enslaved African”
- Handout on procedures for Semantic word maps
- Handout on procedures for creating a tableau

Model/Demonstration:
- Teacher introduces the concept of “resistance” and places it in a semantic word map.
- Students brainstorm words that come to mind when they think about the concept of resistance and list the words.
- Students share their words which can be discussed and added to the map.
- If necessary, teacher may suggest other words for discussion.
- After the list of words is generated, teacher facilitates students in identifying words that can be grouped together and creates categories of words.
- Teacher and/or students produce a class semantic map for the concept of resistance.
- Students are encouraged to add items to the categories or even to suggest new categories.
• Teacher explains that as new words that relate to the topic are discovered during the lesson, additions to the map can be made.
• Teacher explains that students will look at a series of documents that represent how Africans in the colonies resisted their enslavement.
• Teacher projects the document “Reported Escapes by Enslaved Africans on Long Island (1702 – 1825)” and models a “think aloud,” analyzing the information presented in the document.
• Students “stop and jot” the answers to the questions 1-4 that accompany the document.
• Students share responses to the questions with a partner.
• Students share best interpretations with the class and teacher charts responses.
• Teacher explains that students will work in groups of 5 to read and discuss a primary source document on resistance. Groups will use the guiding questions as discussion starters. They will then create a tableau that depicts the resistance methods and actions described in their document and present it to the class.

Differentiation:
• Teacher can prepare a vocabulary sheet (support) for ELLs and struggling readers.
• The tableaux strategy supports visual and kinesthetic learners.

Student Exploration/Practice:
• Teacher divides students into groups of 5 (Note: Students may self-select groups)
• Teacher distributes a different document to each group.
• In their groups, students analyze the document and share their responses to the questions and record them.
• Using their analysis of each document, each group of students creates a tableau, or frozen scene depicting the resistance method and actions described or illustrated in their documents. Groups may choose to use props.
• Groups should be reminded to include sufficient visual cues for other students to be able to interpret their “tableau” or frozen picture.

Share/Closure:
• Each group of students presents their tableau.
• The class attempts to interpret the meaning of the “frozen” scene. Students can tap members of the tableau and have them briefly describe what they represent.
• Teacher facilitates a class discussion about the tableau strategy. Guiding questions include:
  o “What choices did your group make as they created their tableau?”
  o “What process did your group use to create the tableau?”
  o “How did the tableau activity add to your understanding of slavery in New York?”

Next Steps:
• Students conduct a mock trial that depicts the events surrounding the capture of a runaway slave or an enslaved African who was accused of participating in a rebellion.
Reported Escapes by Enslaved Africans on Long Island (1702-1825)

<table>
<thead>
<tr>
<th>COUNT</th>
<th># MALES</th>
<th>% MALES</th>
<th># FEMALES</th>
<th>% FEMALES</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kings</td>
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<td>4</td>
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<tr>
<td>Queens</td>
<td>66</td>
<td>81.5%</td>
<td>15</td>
<td>18.5%</td>
<td>81</td>
</tr>
<tr>
<td>Suffolk</td>
<td>36</td>
<td>90.0%</td>
<td>4</td>
<td>10.0%</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
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<td>82.4%</td>
<td>23</td>
<td>17.6%</td>
<td>131</td>
</tr>
</tbody>
</table>

Guiding Questions:
- Which county had the greatest number of escapes by enslaved African males?
- Which county had the greatest number of enslaved African females?
- Did more male or female enslaved Africans escape? Why?
- What might be some reasons why more enslaved Africans escaped from Queens County than from Suffolk or Kings?
Runaway Slave Advertisements
Newspaper advertisements in the New York Gazette: December 11, 1732

Ran away from Joseph Reade of the City of New York, Merch. The 14th of November 1732, a likely Mullatto Servant Woman, named Sarah, she is about 24 Years of Age, and has taken with her a Callico Suit of Cloaths, a striped Satten Silk Wast-coat, a striped Calliminco Wast-coat and Petty-coat, two Homespun Waistcoats and Petty-coats, and a Negro Man light colour Coat with brass buttons; he is of a Tall Stature and well set, a handy Wench, can do all sorts of House-work, speaks good English and some Dutch. Whosoever takes up the said Servant, and will bring her to her said Master, shall have Five Pounds as a Reward and all reasonable Charges paid.

Ran away from James Wallace of New York, Merch. A Servant Man named John Ivey of a middle stature, pretty slender, very small Legs and something inclining to a stoop in his walk, pale Fac’d long dark coloured Hair curl’d when dress’d, commonly wears it under a Cap; aged about 30 years born in Barnstaple in the West of England, by Trade a Cooper. He had on when he went away a grey Coat trim’d with Black and Leather Breeches. Whoever secures said Servant and brings him to his said Master, shall have Five Pounds as a Reward, and all reasonable Charges paid.

Guiding Questions:
• What do we learn about Sarah and John Ivey from these advertisements?
• What do we learn about life in colonial New York from these advertisements?
It was very difficult to enforce restrictive laws on the African population of New York City. Enslaved Africans were often unsupervised and many moved around the city as part of their work. The White population was often in a state of fear and there were constant complaints to the municipal government that defiant Blacks had to be brought under control. In 1690, a gang of runaways was accused of robbing and terrorizing Dutch farmers in Harlem. In 1696, the mayor of the city was punched when he ordered a noisy group of Africans to disperse. In 1706 the Governor of the colony expressed alarm at the “great insolency” of the city’s African population and in 1708, a prominent White landowner in Queens County and his wife and their children were killed by an enslaved Native and his African wife. Robert Hunter was the royal governor of New York and New Jersey from 1710 to 1719. In a letter to the Lords of Trade in London written three months after the insurrection, Hunter described the slave revolt. Other documents describe new laws passed to more effectively control the colonies African population and the procedure for paying for executions.

**Guiding Questions:**
- Why were many Whites living in a state of fear during this time period?
- In your opinion, were violent revolts by enslaved Africans justified? What evidence do you have to support your point of view?
An Engraving Depicting the Execution of an Enslaved African
Documents Illustrative of The History of The Slave Trade to America, V. III. New England and The Middle Colonies. Octagon Books

Guiding Questions:
- What is taking place in this picture?
- Why do you think this execution took place in public?
- Why do you think this method was used to punish enslaved Africans?
- How does this picture make you feel? Why?
Directions for completing a Semantic Word Map

A Semantic Map is one type of graphic organizer. It helps students visually organize and graphically show the relationship between one piece of information and another. This strategy has been identified by researchers as an excellent technique for increasing vocabulary and improving reading comprehension. A semantic word map allows students to conceptually explore their knowledge of a new word by mapping it with other related words or phrases similar in meaning to the new word. Semantic maps help students acquire a clearer definition of a concept by learning the connections among several related words.

Procedure for completing a Semantic Word Map:

- The teacher decides on a topic for instruction and the new words that are important to be taught.
- The topic or concept is briefly introduced, and a key word is written on the chalkboard, overhead transparency, or chart paper.
- Students are asked to think of other words that come to mind when they read the key word. It is also appropriate for the students to write down a list of these words to be shared with the class.
- The students share their recorded words. If any of the teacher's "new words" are not suggested, the teacher presents them for discussion.
- After the list of words is completed, the words are grouped by category. Students discuss why certain words go together. Category names are assigned.
- A class map of the words is created by putting the information on a large sheet of paper. The map is discussed.
- At this time, students are encouraged to add items to the categories or even to suggest new categories.
- As other new words that relate to the topic are discovered through the reading of the text, additions are made to the map.
Creating a Tableau

For Teacher Tools and Student Activity Sheets, go to the Making Meaning in Literature Library Web site at www.learner.org/envisioningliterature

Tableau is an instructional strategy in which students form a still or frozen picture that represents a character, scene or concept. Tableaux allow students to demonstrate their learning and understanding through positions and facial expressions. A tableau is physically created by the participants as a dance or a dramatic work. A tableau can be performed in conjunction with a freeze activity, or it may be planned and rehearsed for a given purpose.

Procedure for creating a tableau:

- Arrange students in groups of four to five.
- Ask students to select a group leader for the purpose of organizing the scene and for communicating readiness to the teacher. Groups should also select a recorder.
- Assign a specific image or piece of text to each group. Allow students to discuss the image or text to determine its important components.
- Ask students to meet in their groups for the purpose of determining their scene, identifying the significance of the scene, the roles the characters play, and how to form the tableau with the group members and props (allow up to two props per group).
- Allow students to meet in their groups for 15 minutes to develop their scene. Students will present their scenes the following day in class, after they have had time to gather their props.
- Suggest to students that they prepare the scene in a corner of the classroom where classmates cannot see or hear what they are doing.
- Tell them that the audience will be allowed to tap characters in the scene and hear what they have to say about their scene and their role in the action.
- Once the model group is ready to present, ask students to put their heads down as the group is forming its “frozen” scene.
- Once the group is in position, invite students in the audience to look up and view the frozen scene.
- Teacher leads the audience participation by calling on students from the class to identify the scene and its importance.
Life in the Thirteen Colonies

Unit of Study: Colonial America and the American Revolution

Focus Question: What was life like in the colonies?

The Teaching Points:
- Students will learn the social, economic and political aspects of life in the colonies.
- Students will understand the similarities and differences among the colonial regions.
- Students will make inferences about the reasons why the New England, the Middle and the Southern colonies developed differently.
- Students will summarize their learning in a written overview of daily life in a colony.

Why/Purpose/Connection:
- To deepen student understanding of colonial life and make connections between the daily life of a colony and the factors that resulted in the development of the colony.

Materials/Resources/Readings:
- Titles from the Trade Book Text Set
  - Colonial Times
  - Life in a Colonial Town
  - Your Travel Guide to Colonial America
  - Medicine in Colonial America
  - Entertainment in Colonial America
  - Colonial Home
  - Women of Colonial America
  - Colonial Women
- Websites
  - http://www.42explore2.com/colonial.htm
  - http://www.east-buc.k12.ia.us/00_01/CA/home.htm
  - http://www.lodi.k12.wi.us/schools/es/lmc/gr5Colonial.htm
  - http://www.history.org/
- “Colonial Life” template

Model/Demonstration:
- Teacher asks “What makes up daily life in a community?”
- Teacher charts student responses and asks, “Which aspects are social?” “Which are economic?” “Which are political?” Teacher charts responses and categorizes them.
- Teacher explains that students will work in groups of 5 to research the daily life a New England, Middle, or Southern colony and develop an overview of life in that colony. (Note: There will be two groups per region). Students will record their research onto the “Colonial Life” template. They will then write a one page overview of daily life in their colony. They will select one aspect of colonial life and present it to the class in one of the following formats:
  - a painting or sketch
  - a role-play
Differentiation:
- Students can choose from a variety of titles from the trade book text set and other resources that reflect a variety of reading levels and incorporate visuals
- Students can engage in reading with a partner.
- Teacher can support students by reading aloud challenging text and assisting with vocabulary.

Student Exploration/Practice:
- Students work in their groups to select a colony and research aspects of daily life. They record their research on the “Colonial Life” template.
- Student groups work collaboratively to write an overview that summarizes key points of their research.
- Student groups determine the aspect of daily life that they will represent in their oral or visual presentation. They determine the format and develop their presentation.

Share/Closure:
- Student groups present their overview of daily life in a colony and their oral or visual presentation.
- Teacher facilitates a discussion of colonial life. Guiding questions include:
  - “How did people in colonial times meet their basic need for food, clothing and shelter?”
  - “How did the geography and natural resources of each region affect their choices?”
  - “How did the development of colonies impact the native peoples of the region?”
  - “How did the needs and wants of the colonies create interdependence with European nations?”

Assessment:
- Teacher rotates among the groups during the discussion to evaluate student need for additional support, and to evaluate how the pairs are managing their time, and how well they are working independently and cooperatively.
- Students assess the oral and visual presentations using a rubric.

Next Steps:
- Students write a series of letters to a friend in Europe that describes an aspect of daily life from the perspective of a colonist.
- Students create a collage/ montage of daily life in the colonies.
- Students begin work on the “Colonial Registry” project.
## Colonial Life

**Name of Colony:**

**Location:**

<table>
<thead>
<tr>
<th>Aspect of Daily Life</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background/History</td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td></td>
</tr>
<tr>
<td>Social Structure</td>
<td></td>
</tr>
<tr>
<td>Agriculture and Industry</td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td></td>
</tr>
<tr>
<td>Culture and Customs</td>
<td></td>
</tr>
<tr>
<td>Interactions with Native Americans</td>
<td></td>
</tr>
</tbody>
</table>
Today, cities conduct a census every ten years to determine the demographics of its citizens. Records of births, marriages and deaths are recorded and kept in the record rooms of local government offices. During colonial times, colonies also kept records of the inhabitants. These records formed a registry, or an official written record of names or events or transactions, which was kept in the town hall.

The Colonial Registry Project:

- Select one person from the “Colonial Characters” to research. The characters are color-coded by region: New England (Massachusetts, New Hampshire, Rhode Island, and Connecticut) in red, Middle (New York, New Jersey, Pennsylvania, and Delaware) in green, and Southern (Maryland, Virginia, North Carolina, South Carolina, and Georgia) in blue. Choose a person based on the region that represents the colony you studied in class.


- Develop a set of questions about your character’s life and conduct additional research.

- Use your notes to write a personal history of your character from his or her perspective.

- The personal histories of each character will be compiled in the “Colonial Registry” for the colony. The registry will be published and shared with the class.
Colonial Characters

Select your character to research for the “Colonial Registry Project” from the following descriptions. Note that the colonial region that a character came from has been color-coded. Characters appearing in red are from New England (Massachusetts, New Hampshire, Rhode Island, Connecticut). Those in green are from the Middle States (New York, New Jersey, Pennsylvania, and Delaware). Those in blue are from the Southern States (Maryland, Virginia, North Carolina & South Carolina, Georgia)

CAST OF CHARACTERS

Levi Fletcher, 21, Congregationalist minister from western Massachusetts. Last year he heard Jonathan Edwards preach a sermon, and he was caught up in the “Great Awakening”. Since then he has been traveling throughout the colonies speaking at outdoor religious meetings, leaving his young wife and her brother to manage the family, farm and fruit orchard.

Laura Fletcher, 19, wife of Levi Fletcher who spends his time traveling around the colonies preaching at religious meetings. Laura has 2 children, 2 and 4, and spends her time managing the fruit orchard in western Massachusetts that she and Levi inherited from Levi’s father.

Theresa Sutterton, 15, Oliver Sutterton’s daughter, knows that her father’s tailoring business is not for her. She has always loved the open sea and dreams of leaving Boston to travel to far away places. In her free time when she is not doing chores, she sneaks down to the docks and writes down her observations.

Mercy Halloway, 14, cousin of Lucas Halloway and Theresa Sutterton’s best friend. Mercy’s father is a cooper and her mother passed away in childbirth. Mercy helps her father with the books for his business, but is more interested in learning his trade.

Simon Saint-Jacques, 30, is a wealthy merchant from Newport, Rhode Island. His parents came to America from France to escape the Catholic persecution of Protestants. His father was a poor fisherman, but Simon owns 14 ships and has grown rich on trade with England, the West Indies and Africa. Simon is married to Mary, his second wife. His first wife, Abigail, died in childbirth.

Mary Perkins Saint-Jacques, 26, Mary is married to Simon Saint-Jacques, a wealthy ship-owner. Born in England, Mary came to Newport, Rhode Island as an indentured servant at the age of 16. She worked for Simon’s family as a maid. Simon’s wife, Abigail, taught her how to read and write. After Abigail died in childbirth, Simon married Mary.

Simon MacLeary, 17, lives in Boston and is an apprentice to the tailor, Oliver Sutterton. Simon can’t stand the man or his profession, but he is desperately in love with Mr. Sutterton’s daughter, Theresa, who is 15. Simon keeps his deceased mother’s silver serving platter hidden away for safe keeping.
Katrin van Weert, 16, is an orphan from the upper Hudson Valley of New York. Her parents were killed and their farm was burned in an Indian raid when she was 7. Since then, she has been living with her aunt and uncle on their own farm, but she has never gotten along with them.

Matthew Travis, 21, grew up in Manhattan. One of his grandfathers came from England and his grandmother was a Lenape Indian. His family earned a living by hunting, trapping and trading beaver fur and running a small farm in the Bronx (Bronchs).

Jonathan Harris, 32, is a printer, bookseller and brewer in Philadelphia, Pennsylvania. He parents were New Englanders of Puritan families. He is interested in science; his most prized possession is a brass telescope made in England. He plays the violin and his wife accompanies him on the harpsichord.

Rebecca Harris, 29, is married to Jonathan Harris, a printer and bookseller. She is a Quaker whose grandfather came from England. She plans to open a school of music in Philadelphia when her children are grown. She learned nursing skills as a girl and is often called upon to help women who are having babies.

Jupiter Harris, 35, was once a slave belonging to Jonathan Harris's family in Philadelphia. He bought his freedom, but still works for the Harrises, helping to run Jonathan's brewery and earning extra money as a blacksmith. He parents were both born in Africa and brought to America on a slave ship.

Peter Van der Hoff, 27, is a tanner. His grandparents came from the Netherlands with the Dutch West India Company to first settle the colony of New Amsterdam (now New York). He is an expert equestrian and takes mysterious rides at night.

Celia Van der Hoff, 22, is married to Peter Van der Hoff. As a child, Celia had a terrible riding accident which seems to have left her unable to have children. She is a voracious reader and follower of current events. While she lives in New York, her older sister lives in Boston and the two of them are in constant contact through letters.

Jacob Marten, 40, is a constable in Philadelphia. He was in trouble with the law when he was young and a family friend in high places took care of it. From that point forward he has lived strictly by the law and will go to great lengths to uphold it. He has many friends in London.

Lucy Marten, 33, is married to Jacob Marten. Together they have 3 children. Lucy is one of the finest seamstresses in Philadelphia and often tutors local young girls the finery of the craft. She is secretly writing a play.

Nathan Levy, 42, is a Common Councilman, even though he is a Jew. England has frowned upon rights of Jews to hold office, but policy hasn't been enforced in New York and he has done quite well for himself. His wife, Sarah Levy, and he have 3 daughters. Sarah's brothers and father are kosher meat merchants.
Sarah Levy, 39, is wife of Nathan Levy. They have 3 grown daughters. Her brothers and father are kosher meat merchants. Sarah must care for her invalid mother and is gone from her own New York home for days on end.

Lucas Halloway, 30, is a sugar merchant in New York. He hides the fact that he has been losing his sight over the past year, but concealing it has become more difficult. Up until recently, he’s been considered the best dart player at his local tavern where he spends a fair amount of time.

Martha Halloway, 24, wife of Lucas Halloway, is a keen observer and records everything in her diary. Together they have 3 children and live in New York. Martha pays close attention to her husband’s business dealings. He is a terrible bookkeeper, and while Martha doesn’t dare say anything, she sneaks in to change his accounting record books for him.

Timothy Crane, 34, is a landowning gentleman. Eighty slaves work his rye plantation situated along the Hudson River in New York. Timothy is an excellent marksman and enjoys hunting. He takes his 3 sons – age 14, 12 and 9 with him. He is not fond of his brother-in-law’s political leanings.

Deborah Crane, 30, is married to Timothy Crane and they have 3 sons. They own a rye plantation in New York. Her brother Cyrus is a Patriot, and her husband has forbidden her to speak with him. Deborah has befriended their coachman, a slave named Tobias, who gets correspondence to and from her brother.

Cyrus Bellamy, 32, is a printer in New York. His wife and their two children died a year ago when a magistrate’s carriage knocked the wheel off of the wagon they were riding it and it overturned. He has publicly criticized the king and has lost business because of it.

Samuel Warren, 27, is a privateer (a legal pirate!) of epic proportions. He came to New York as a stowaway when he was 10 and has made a life for himself on the seas ever since. He is extremely superstitious.

Charles Otis, 20, left his family’s South Carolina rice plantation to settle in Philadelphia because of his opposition to slavery. His family has disowned him, and he makes his living as a “phiz monger” – a local artist who paints portraits.

John Hodgins, 26, is a silversmith in Philadelphia, known for his gregariousness as much as his fine artistry. He and his wife have six children, and each of them plays at least one instrument. There is always something happening at the Hodgins’.

Elizabeth Hodgins, 24, is married to her childhood sweetheart, John Hodgins, and together they have six children. There is always something happening in their Philadelphia home, whether it’s a family musical performance or a quilting bee. The Hodgins also house a boarder, Amelia Warren.

Amelia Warren, 23, is a redemptioner (similar to an indentured servant), working as a domestic. She is on a quest to make a better life for herself in the colonies and to find her
long-lost brother, whom she believes may be in Philadelphia or New York. Amelia is renting a room in the Hodgins' home in Philadelphia.

**Mrs. Catherine Edwards**, 29, runs her own cosmetic business in Philadelphia, offering “An Admirable Beautifying Wash for Hands, Face and Neck.” Her husband mysteriously disappeared on a sailing vessel last year. Some say he ran away with his mistress.

**Widow Vanderspiegel**, 40, is a widower. She was granted free license from Philadelphia’s Common Council to run her own retail shop where she has a very successful imported glass business. She gives a generous amount of money to the church.

**Sally Livingston**, 15, is a slave for the Livingston family in South Carolina. Her father was sold south after getting caught trying to escape. She remains on the Livingston’s cotton plantation with her mother and brother. She has a passion for dressmaking and saves any scraps of fabric she can find.

**Larissa Day** owns a large tobacco plantation with 100 slaves in King William County, Virginia. She is 35 years old, has four children, and has been running the plantation since her husband started fighting in the Revolutionary War. Some of her ancestors were the first to arrive in Jamestown in 1607.

**Sarah Day**, 19, is a maid for Larissa Day. She was born in Africa and was brought to Virginia on a slave ship when she was 7. She worked in the fields until she was 14, when Mrs. Day brought her into the house as her personal servant. Sarah can not read or write, but has become an excellent dressmaker.

**Ellen MacGillis**, 75. Ellen has seen it all. She came to Maryland from Scotland as a bride of 23. She and her first husband were Catholics seeking religious freedom in America. She has farmed all of her life, outlived three husbands, and borne 16 children, seven of whom survived.

**Jonathan Bartlet**, 23, is a night watchman on the docks in Charleston, South Carolina. His job is very dangerous, since the cargo coming into port includes gold and slaves. He plays his fiddle to calm his nerves.
Colonial Diseases and Cures

Note: This lesson is completed over two days

Unit of Study: Colonial America and the American Revolution

Focus Question: What was life like in the colonies?

The Teaching Points:
• Students will learn about diseases that affected the colonies.
• Students will learn how colonial medicine treated disease.
• Students will make inferences about the relationship between colonial living conditions and the spread of disease.
• Students will synthesize their understanding of colonial diseases and cures to create a “Colonial Medical Guide”.

Why/Purpose/Connection:
• To encourage students to make connections between living conditions in colonial times and the transmission of disease and to deepen their understanding of how illness was treated in the colonies.

Materials/Resources/Readings:
• Titles from the Trade Book Text Set
  o Medicine in Colonial America
  o Your Travel Guide to Colonial America
  o Chronicle of America: Colonial Times 1600-1700
• Individual student copies of “Colonial Health and Medicine” taken from website (http://www.stratfordhall.org/ed-med.html)
• “Guide to Colonial Medicine” disease template
• “Guide to Colonial Medicine” cure template

Model/Demonstration:
• Teacher facilitates a discussion of contemporary illnesses and treatments. Guiding questions include:
  o “How do we know we are sick?” (Teacher introduces and defines the concept of a symptom of an illness/disease: “a sign or indication of a disease”)
  o “With what are many illnesses/diseases treated?”
  o “Where do we go to be treated for an illness/disease?”
  o “How are illnesses/diseases spread?”
• Teacher distributes copies of “Colonial Medicine and Health.”
• Before reading, teacher asks students to listen for the reasons why disease and illness would be prevalent in colonial times. Teacher reads the passage aloud the first time.
• After the first read-aloud, distribute individual copies of the passage to the class.
• Teacher re-reads the passage aloud. Students are asked to underline the words or phrases from the passage that give reasons why disease and illness were common in colonial times. Students share their responses and teacher charts them.
• Teacher asks:
  o “Where might a colonist go to be treated for a disease or illness?”
  o “What do you think the colonists may have used to treat diseases?”
• Teacher explains that the class will create a “Guide to Colonial Medicine”. The guide will have two sections: one on colonial diseases and one on colonial cures.
• Teacher distributes the templates and models the process of completing the templates for a disease and a cure.
• Teacher explains that students will work individually or in pairs to research either a colonial disease or a common treatment/ cure. Students will record their research on the template. The class will then compile and publish the guide.
• Students or student pairs select or are assigned a colonial disease or cure to research.

Differentiation:
• Students choose from a variety of titles from the trade book text set and other resources that reflect a variety of reading levels and incorporate visuals.
• Students engage in reading with a partner.

Student Exploration/ Practice:
• Students work individually or in pairs to research either a colonial disease or a colonial cure.
• Students summarize their research and complete the template.

Share/Closure:
• Students present their completed templates to the class.
• Teacher leads a discussion on the comparison of colonial medicine and contemporary medicine. Guiding questions include:
  o “Which of the colonial diseases we studied still exist today?”
  o “How are diseases/ illnesses treated differently today?”
  o “How are herbs and plants used in modern medicine?”
• Class compiles the completed templates and publishes the “Guide to Colonial Medicine”.

Assessment:
• Teacher rotates among the pairs during the research to evaluate student need for additional support, how the pairs are managing their time, and how well they are working independently and cooperatively.
• Teacher and/ or students create a rubric for evaluating the completed templates.

Next Steps:
• Students research the use of herbs and plants in the modern manufacture of medicine.
• Students assume the role of a colonist and write a letter to England describing their illness, the symptoms, and the treatment they may have received.
A Colonial teenager faced a struggle for existence. The average life expectancy at the time was under twenty-five years. Diseases such as smallpox, malaria, tuberculosis, pneumonia, influenza, rickets, and fevers caused many deaths in children and adults. Wells for drinking water were often contaminated by nearby privies and unpenned animals, causing many illnesses.

Colonial homes had no bathroom, septic system, or running water. Chamber pots, hidden under beds and inside chests, performed the function of today’s toilets. Slaves would dump the contents of the pots daily. Outdoor toilets of wood or brick, called privies, sometimes had four or more holes for larger families. The waste pits below the privies were normally cleaned by chickens; sometimes slaves would have to shovel out the pits. People in this period were accustomed to living with smells that we would consider extremely unpleasant.

Today most people bathe or shower daily, a practice that adults and children of the colonial period would have considered odd. They did not believe in bathing everyday, or even every week. They felt that bathing washed away the layer of dirt that was their protection against germs and disease. Most baths consisted of washing with a cloth dipped into a basin of water. When washing in warm water was desired, water had to be heated in the fireplace. No chemical deodorants masked body odors; however, since nearly everyone shared the same standard of cleanliness, odors were not as offensive. Pomanders, tussie-mussies, colognes, and lavender and other fragrant herbs used as air fresheners helped to make indoor odors tolerable.

Colonists often wrote back to England for medical advice. Many were fascinated with Indian remedies made from herbs, minerals, and animal products. Home remedies for a variety of symptoms included ingredients such as snail water, opium, herbs, honey, wine, vipers, licorice, flowers, and berries. The alignment of the stars was also believed to affect the healing properties of medicine.

Most family illnesses were treated at home. The plantation mistress or housekeeper usually kept a supply of medicinal herbs and other simple remedies in a physic chest in the Great House. She administered first aid and nursing advice as needed to all persons living on the plantation. Local barbers/surgeons would be consulted only after all other treatments failed. These barbers bled patients (a popular remedy) and pulled abscessed teeth in addition to their primary duties of shaving, cutting hair, and curling wigs. Midwives, who delivered babies, were extremely important since all babies were born at home and colonial families tended to have a larger number of children than those of today.

The term doctor was first used in the colonies in 1769. By the time of the Revolution only a small percentage of doctors had attended a medical school; most were either trained by another physician or self-trained. Lack of knowledge of causes and cures of most diseases, effective medicines and pain-killers, and instruments such as the thermometer and stethoscope handicapped colonial doctors in their practice of medicine.
Common Name: Diphtheria

Medical Name: Diphtheria

How it is Transmitted or Spread:
- In colonial times, it was spread through infected milk or other contaminated foods.
- It is also spread by direct contact or by coughing or sneezing.

Symptoms:
- Difficulty in breathing, high fever and weakness
- In the early stages, it is often mistaken for a bad sore throat.

What You Should Know:
- The diphtheria bacteria produce a toxin that results in the formation of a thick coating of the mucous membrane of the throat and other respiratory passages.
- Recovery is very slow.
- Once quite common, it has been largely eliminated through vaccination.
“Guide to Colonial Medicine”

Common Diseases

Common Name:

Medical Name:

How it is Transmitted or Spread:

Symptoms:

What You Should Know:
“Guide to Colonial Medicine”

Common Cures

Common Name: Cottonweed

Other Names: Milkweed, silkweed

Biological Name: Asclepias syriaca

How it is Prepared:
- Boiled in lye
- Smoked like tobacco

Medicinal Uses:
- When boiled, used to prevent nits and head lice.
- When smoked like tobacco, used to treat coughs and headaches.
- When spread on clothing, used to prevent moths.

What You Should Know:
- Cottonweed is poisonous, especially for children and when taken in large doses.
“Guide to Colonial Medicine”

Common Cures

Common Name:

Other Names:

Biological Name:

How it is Prepared:

Medicinal Uses:

What You Should Know:
Fable and Snake

Unit of Study: Colonial America and the American Revolution

Focus Question: What sequence of events led to the colonies declaring independence from Great Britain?

The Teaching Points:
• Students will interpret the text of a fable and analyze a political cartoon.
• Students will engage in accountable talk using the Socratic Seminar protocol.
• Students will make inferences about how Ben Franklin used propaganda to encourage the colonies to unite against Great Britain.

Why/Purpose/Connection:
• To deepen student understanding of the role of propaganda as a strategy the colonies used to express their dissatisfaction with British economic policies, the events that led to the Declaration of Independence and the role of Benjamin Franklin as a key figure in the movement toward unification of the colonies.

Materials/Resources/Readings:
• Titles from the Trade Book Text Set:
  o The French and Indian War
• Copies of “The Whelp and the English Mastiff”
• Copies of “Join or Die” political cartoon
• Chart of rules for a Socratic Seminar
• Background on “Join or Die” political cartoon

Model/Demonstration:
• Teacher posts and explains rules for engaging in a Socratic Seminar.
• Teacher distributes copies of “The Whelp and the English Mastiff” and the “Join or Die” cartoon.
• Teacher introduces and elicits student definitions for potentially unfamiliar vocabulary words (i.e., whelp, mastiff, despising, stunning, secured, provoked, enmity) to facilitate reading of the text.
• Have students look at the political cartoon and read the fable silently. Ask students to note a particular line that “speaks to them”.
• Teacher reviews the procedure for a type of discussion called a Socratic Seminar:
  o The discussion will begin with every student having the opportunity to read the line from the text that is most important to him or her.
  o Without raising hands and waiting to be called upon, students will take turns around the circle.
  o If students opt not to share, they may simply say, “pass,” when it is their turn.

Guided Practice:
• Designate a starting point on the circle and allow students to read their selected line.
- When all students have taken a turn, teacher says, “In this text and the cartoon, creatures are used to symbolize a point.” “Do you think there is anything similar about their messages?”
- Students respond in the same manner as the reading of the lines, by taking turns saying “yes” or “no” or “pass”. (Beginning a discussion like this is known as a **whip**, according to Socratic seminar protocols.)
- Depending on answers, teacher may follow up by saying, “I want to hear from someone who said no.”
- The rest of the discussion cannot be planned. It must develop according to student responses. The main thing to be aware of is how and when students are answering. The teacher acts as facilitator to bring discussion back to topic, invite students to support comments with text or other examples, and urge students who are not talking, or those who look like they want to talk to add their input. Part of the core of the discussion is having students try to interpret cartoon and fable (text) through the eyes of a Patriot.
- The teacher can facilitate the discussion by asking:
  - “What is happening in this text/political cartoon?”
  - “What do you notice?”
  - “Is there a structure to the text?” “What is it?” (You want students to note that this is a fable and that fables have a moral or message)
  - “What is the purpose of both texts?”
  - “How are they similar/ different?”
- Teacher closes the discussion by re-asking the initial yes or no question and asking whether students changed their answers after having thought deeply through discussion.
- After completing the whip ask students to explain their answer.

**Student Exploration/Practice:**
- Students can practice discussion starters in further discussions.

**Assessment:**
- Use Accountable Talk rubric from Institute for Learning, Learning Research and Development Center, University of Pittsburgh.

**Share/Closure:**
- Teacher facilitates a discussion of the role of propaganda in politics. Guiding questions include:
  - “What do we learn about the role of propaganda in the colonies’ dissatisfaction with British economic policies?”
  - “What role does propaganda play in politics today?”
Background on “Join or Die” Political Cartoon
http://www.constitution.org/bcp/albany.htm

This popular woodcut was seen often during the later colonial era, and urged the colonists to overcome their parochial interests and form a strong union. Not until the Revolution, however, did unity outweigh long-standing suspicions.

In the early 1750s, rivalry between England and France over who would control the North American continent led inexorably to what is known as the French and Indian Wars. This conflict lasted from 1756 to 1763, and left England the dominant power in the area that now comprises the eastern United States and Canada.

Aware of the strains that war would put on the colonies, English officials suggested a "union between ye Royal, Proprietary & Charter Governments." At least some colonial leaders were thinking along the same lines. In June 1754 delegates from most of the northern colonies and representatives from the Six Iroquois Nations met in Albany, New York. There they adopted a "plan of union" drafted by Benjamin Franklin of Pennsylvania. Under this plan each colonial legislature would elect delegates to an American continental assembly presided over by a royal governor.

The plan is noteworthy in several respects. First of all, Franklin anticipated many of the problems that would beset the government created after independence, such as finance, dealing with the Indian tribes, control of commerce, and defense. In fact, it contains the seeds of true union, and many of these ideas would be revived and adopted in Philadelphia more than thirty years later.

After the plan was unveiled, the Crown did not push it since British officials realized that, if adopted, the plan could create a very powerful entity that His Majesty's Government might not be able to control. The royal counselors need not have worried; the colonists were not ready for union, nor were the colonial assemblies ready to give up their recent and hard-won control over local affairs to a central government. That would not happen until well after the American settlements had declared their independence.

The Whelp and the English Mastiff
A Ben Franklin Fable

A lion’s whelp was put on board a ship bound to America....It was tame and harmless as a kitten, and therefore not confined but allowed to walk around the ship. A stately English mastiff, belonging to the Captain, despising the weakness of the young lion frequently took its food by force and beat the whelp up. The young lion nevertheless grew daily in size and strength, and the voyage being long, he became at last a more equal match for the English mastiff, who continued his insults and eventually received a stunning blow from the lion’s paw.

In the end the English mastiff regretted that he had not rather secured the lion’s friendship than provoked its enmity.
“Join or Die”
A Ben Franklin Political Cartoon
Goals and Purpose of the Socratic Seminar

To become a better
- Reader
- Speaker
- Listener
- Thinker
- Questioner

Rules of Discussion chart:
1. Read actively.
2. Listen respectfully.
3. Speak clearly when you have something to add, as long as no one else is speaking — YOU DO NOT HAVE TO RAISE YOUR HAND
4. support statements with text
5. question each other

Discussion starters chart:
“I agree/disagree with ___________________________.....”
“It sounds to me like you are saying_____________________________....”
“Can you tell me where you got that idea from the text?”
“I would like to add/echo/piggyback on _________________’s idea....”
Creating historical timelines is a strategy that supports students in identifying key dates and events, and in understanding the cause and effect relationship between those events. “The Road to Independence Timeline” focuses on the time period between the French and Indian War and The Treaty of Paris. The project meets social studies performance indicator 2.2a: “develop timelines by placing important events and developments in world history in their correct chronological order”.

The format and appearance of a timeline are limited only by students’ creativity. All timelines, however, are chronological, and should include the name and date of the event, and a brief written summary. Illustrations add visual impact and support students who are visual learners or who need literacy scaffolding. The illustrations can be drawn or reproduced from text or other sources. Each event in the timeline should be titled, labeled and displayed under or next to the appropriate date.

The Road to Independence Timeline:

- The class decides on the format of the timeline. The timeline should be displayed prominently in the classroom.

- The class determines the first event that was a contributing factor in the colonies declaring independence. They summarize and illustrate the event and place it next the appropriate date on the timeline.

- As the unit progresses, students add events to the timeline and discuss the cause and effect relationship between the events.
George vs. George

Unit of Study: Colonial America and the American Revolution

Focus Question: What sequence of events led to the colonies declaring independence from Great Britain?

The Teaching Points:
- Students will recognize the opportunity cost of economic decisions, such as whether or not to buy products on which British taxes were imposed.
- Students will analyze how changing from a British colony to an independent nation affected economic resources, production, and economic wants.
- Students will explain how colonists were forced to change their purchasing habits based on the scarcity of goods imposed by taxes.

Why/Purpose/Connection:
- To deepen student understanding of how the events leading to the American Revolution can be viewed from different points of view, how different perspectives should be used to evaluate how economic issues affected decisions made by both sides and of the similarities and differences between George Washington and King George III.

Materials/Resources/Readings:
- Title from the Trade Book Text Set
  - George vs. George

Model/Demonstration:
- Have the students discuss the cover of the book. Teacher asks students to identify the side that each George represents.
- Read the introduction aloud. Discuss why some people thought King George was a “Royal Brute” and others considered him “the Father of the People.”
- Teacher asks students to consider whether George Washington was a traitor or “the father of his country.”
- Read p. 8-11 with the students. Model taking notes about George Washington and King George on chart paper to compare how they were similar and different.

Guided Practice:
- Teacher will direct the students to review the information on p. 10 about the Seven Years War and the part fought in North America called the French and Indian War. Have students recall how powerful King George III and Great Britain were after the French gave up their territories. Remind students that fighting a war for that long, and in so many places, had been very expensive for Great Britain.
- Have students look at the inset on p. 13 to view the British possessions at that time. Direct the students to read the paragraph under the map inset telling about the vast British Empire. Ask students to think about how far away some of these places were from England and how costly this could have been for the English.
• Discuss how the British Army and Navy were protecting the colonists. Ask students to identify what the English people might have expected to gain from protecting the colonies. The goal is for students to realize that there would be trade-offs for the colonists and that they were expected to be loyal British subjects and help the Mother Country.
  o Then students can give examples of some of the jobs and businesses in the North American colonies during the time of George Washington.
  o Students should note that buyers and sellers had numerous choices for goods and services in their community. Also note that in the colonies the colonial governments provided limited goods or services.
  o Students should be able to recognize that protection was one service that Great Britain did provide.
  o Review some of the goods that the American colonists were trading with Great Britain. Discuss the value of these trades both for the colonists and the English.

**Student Exploration/Practice:**
• The students can read p. 18-22 about Trouble with Taxes. Ask students if the British were fair in expecting the colonists to help pay the war debt. Students discuss the pros and cons of the taxes. Direct the students to record key points of the discussion on “Paying Taxes to England – Pros and Cons,” resource sheet.
• Students can discuss the opportunity cost of paying taxes and the opportunity cost of NOT paying taxes. Have students evaluate some of the trade-offs of each decision.

**Assessment:**
• Students write a journal entry explaining some of the important decisions that the Colonists and English were making. Students can describe some of the changes that were occurring in the North American colonies because of these decisions. The students can also give examples of the private businesses and specialized workers that were there and these decisions affected their lives.

**Share/Closure:**
• Ask students to recall some of the taxes that Parliament and King George III were imposing on them. List these taxes on the board or overhead. Display the vocabulary term **command economy** and have students recall who was making most of the economic decisions for the colonists.
• Display the vocabulary term **market economy** and discuss the kind of economy that the colonists wanted. Have students identify some of the buyers and sellers in this market.
• Conclude by explaining that the colonists wanted to freely trade with England, France, Spain and all the other colonies rather than be limited by the taxes and laws of England.

Life in England and the British North American Colonies

### Life in England and the British North American Colonies – possible responses

<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Wealthy people in London:</strong></td>
<td><strong>People in the colonies:</strong></td>
</tr>
<tr>
<td>• lived in the biggest city in Europe with 74,000 people</td>
<td>• had 90% of people living out in the country on farms</td>
</tr>
<tr>
<td>• attended masked balls and theatre</td>
<td>• had lots of forests, fish, and game as far as the eye could see</td>
</tr>
<tr>
<td>• gambled at cards, dice and roulette</td>
<td>• had fertile territory with lots of fur, iron, lumber, and grain to make flour</td>
</tr>
<tr>
<td>• belonged to lots of clubs</td>
<td>• traded for manufactured goods from Great Britain, such as cloth, shoes, furniture, and tea</td>
</tr>
<tr>
<td>• traveled by horses and carriages</td>
<td>• had major industries of whaling and shipbuilding in port cities of Philadelphia, Boston and Charleston</td>
</tr>
<tr>
<td>• entertained by ballad singers</td>
<td>• had lumber mills, factories, firehouses, and colleges</td>
</tr>
<tr>
<td>• bought goods from flower sellers and fishmongers on streets</td>
<td>• had streets overflowed with oxcarts, horses and carriages, chimney sweeps, sailors, and carriers of wood</td>
</tr>
<tr>
<td>• wore fancy white wigs</td>
<td>• had a group of professional, well-educated people who became planters like George Washington, or were</td>
</tr>
<tr>
<td>• wore the latest fashions</td>
<td>merchants, doctors, ministers, and lawyers</td>
</tr>
<tr>
<td><strong>All people in England:</strong></td>
<td>• had a large middle class or farmers, shopkeepers, teachers, craftsmen, and fishermen</td>
</tr>
<tr>
<td>• lived with black rain caused from burning coal</td>
<td>• had a group of poor unskilled laborers, indentured servants, and black slaves from Africa</td>
</tr>
<tr>
<td>• breathed air that had thick, sooty smog</td>
<td>• were illegally moving west to land won during the Seven Years War</td>
</tr>
<tr>
<td>• had to be careful because food and drinking water were often unhealthy</td>
<td></td>
</tr>
<tr>
<td>• saw rowdy mobs and riots that were common</td>
<td></td>
</tr>
<tr>
<td>• met beggars and pickpockets on streets</td>
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</tbody>
</table>
### Paying Taxes to England – Pros and Cons

<table>
<thead>
<tr>
<th>Pros of Paying Taxes in England</th>
<th>Cons of Paying Taxes to England</th>
</tr>
</thead>
<tbody>
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</table>
## Paying Taxes to England – Pros and Cons – possible responses

<table>
<thead>
<tr>
<th>Pros of Paying Taxes in England</th>
<th>Cons of Paying Taxes to England</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Supports British Army that is helping to stop Native American attacks on the colonists living in the frontier</td>
<td>• Colonists were already paying separate taxes to cover their own war debts in the colonies</td>
</tr>
<tr>
<td>• The colonists were loyal subjects and duty bound to the king and the English government</td>
<td>• They did not have any representation and that they should not be taxed unless their elected representative voted to pay</td>
</tr>
<tr>
<td>• Continued protection from other countries</td>
<td>• English interference in the government of the colonies</td>
</tr>
<tr>
<td>• Able to buy British goods and enjoy the luxuries like silk and tea</td>
<td>• If they pay these taxes, England will keep putting on more taxes</td>
</tr>
<tr>
<td></td>
<td>• Not obeying the King was treason and to defy the king was being a traitor, which was punishable by death</td>
</tr>
</tbody>
</table>
The Boston Massacre: Murder or Self-Defense

Unit of Study: Colonial America and the American Revolution

Focus Question: What sequence of events led to the colonies declaring independence from Great Britain?

The Teaching Points:
- Students will examine primary source images of the Boston Massacre that represent diverse perspectives on the event.
- Students will make inferences about how the Patriots and the British used the Boston Massacre as propaganda.

Why/Purpose/Connection:
To learn the reasons the Boston Massacre was a key event in the colonial struggle against British rule and to deepen student understanding of the role of propaganda as a strategy the colonies used to express their dissatisfaction with British economic policies.

Materials/Resources/Readings:
- Titles from the Trade Book Text Set
  - Events Leading to the American Revolution
  - Crispus Attucks: Hero of the Boston Massacre
  - The Boston Massacre
  - Documenting History: The American Revolution
  - The Declaration of Independence by Armentrout
  - People Who Changed America: Fight for Freedom
- Images of optical illusions
- Image of Paul Revere’s rendition of Boston Massacre
- Image of Henry Pelham’s recreation of Boston Massacre
- Student copies of Paul Revere painting of Boston Massacre
- Student copies of Henry Pelham’s recreation of Boston Massacre
- Student copies of “The Boston Massacre: Murder or Self Defense” sheet
- Student copies of “Eyewitness Accounts of the ‘Boston Massacre’”

Model/Demonstration:
- Teacher presents images of various optical illusions and asks: “What does this picture show?”
- Teacher elicits student responses.
- Teacher explains that two people can look at the same thing, but, many times, may see entirely different things.
- Teacher asks the following questions:
  - “What might be some reasons why people can look at the same image or event and see different things?”
  - “What are some factors that affect what people see?”
  - “Can there be more than one interpretation of one event or occurrence?”
  - “What are some examples of different interpretations of the same event?”
- Teacher charts student responses.
Differentiation:
- Students who need additional support can choose from a variety of titles from the trade book text set on the Boston Massacre that reflect a variety of reading levels.

Student Exploration/Practice:
- Teacher divides students into table groups.
- Teacher distributes copies of Paul Revere’s engraving and Henry Pelham’s recreation of the Boston Massacre to each group.
- Teacher distributes copies of “The Boston Massacre: Murder or Self Defense” sheet to each group.
- Teacher explains that the groups will examine both images, discuss them and complete the worksheet.
- In groups, students examine/compare the engravings and respond to the questions on their worksheet.
- Students complete worksheets and prepare to report back their findings.

Share/Closure:
- Teacher projects or displays both images side-by-side.
- Students share their responses to the images in whole class format.
- Teacher charts student responses in two-column chart, focusing on the differences between the two recreations.
- Teacher facilitates a discussion of the differing perspectives on the Boston Massacre. Guiding questions include:
  - “Which recreation did you find more convincing or accurate? Explain why.”
  - “How might the colonists and the British used this event to support their position?”

Assessment:
- Teacher rotates among the pairs during the discussion to evaluate student need for additional support, and to evaluate how the pairs are managing their time, and how well they are working independently and cooperatively.

Next Steps:
- Students read “Eyewitness Accounts of the ‘Boston Massacre’” and compare the descriptions to the images of the event.
Images of the Boston Massacre

Note: These images are best if enlarged and copied for students

Paul Revere’s Engravings of the Boston Massacre

http://www.pbs.org/wgbh/aia/part2/images/2cris2378b.jpg

http://docsouth.unc.edu/neh/nell/nellfp.jpg

Henry Pelham’s Painting of the Boston Massacre

http://www.brynmawr.edu/iconog/APS%20views/aps47.jpg
The Boston Massacre: Murder or Self-Defense?

1. Describe what you see in each of the images.

2. What are the similarities between the two images?

3. What are the differences between the two images?

4. Who are the protagonists (“the good guys”)? How can you tell?

5. Who are the antagonists (“the bad guys”)? How can you tell?

6. What is the artist’s attitude or perspective on the events and individuals involved in the Boston Massacre? Why do you think so?
Eyewitness Accounts of the "Boston Massacre"

The British point of view:

Excerpt from the report of Captain Thomas Preston:

...In my way there I saw the people in great commotion, and heard them use the most cruel and horrid threats against the troops. In a few minutes after I reached the guard, about 100 people passed it and went towards the custom house where the king's money is lodged. They immediately surrounded the sentry posted there, and with clubs and other weapons threatened to execute their vengeance on him. I was soon informed by a townsman their intention was to carry off the soldier from his post and probably murder him... I immediately sent a noncommissioned officer and 12 men to protect both the sentry and the king's money, and very soon followed myself to prevent, if possible, all disorder, fearing lest the officer and soldiers, by the insults and provocations of the rioters, should be thrown off their guard and commit some rash act. They soon rushed through the people, and by charging their bayonets in half-circles, kept them at a little distance... The mob still increased and were more outrageous, striking their clubs or bludgeons one against another, and calling out, come on you rascals, you bloody backs, you lobster scoundrels, fire if you dare, G-d damn you, fire and be damned, we know you dare not, and much more such language was used. At this time I was between the soldiers and the mob, parleying with, and endeavouring all in my power to persuade them to retire peaceably, but to no purpose. They advanced to the points of the bayonets, struck some of them and even the muzzles of the pieces, and seemed to be endeavouring to close with the soldiers. On which some well behaved persons asked me if the guns were charged. I replied yes. They then asked me if I intended to order the men to fire. I answered no, by...
no means, observing to them that I was advanced before the muzzles of the men's pieces, and must fall a sacrifice if they fired ...While I was thus speaking, one of the soldiers having received a severe blow with a stick, stepped a little on one side and instantly fired, on which turning to and asking him why he fired without orders, I was struck with a club on my arm, which for some time deprived me of the use of it, which blow had it been placed on my head, most probably would have destroyed me. On this a general attack was made on the men by a great number of heavy clubs and snowballs being thrown at them, by which all our lives were in imminent danger, some persons at the same time from behind calling out, damn your bloods-why don't you fire. Instantly three or four of the soldiers fired, one after another, and directly after three more in the same confusion and hurry. The mob then ran away, except three unhappy men who instantly expired, in which number was Mr. Gray at whose rope-walk the prior quarrels took place; one more is since dead, three others are dangerously, and four slightly wounded. The whole of this melancholy affair was transacted in almost 20 minutes. On my asking the soldiers why they fired without orders, they said they heard the word fire and supposed it came from me. This might be the case as many of the mob called out fire, fire, but I assured the men that I gave no such order; that my words were, don't fire, stop your firing. In short, it was scarcely possible for the soldiers to know who said fire, or don't fire, or stop your firing.

see the complete text at:
http://www.historywiz.com/anonymousbostonmass.htm
Colonial Acts of Resistance

Unit of Study: Colonial America and the American Revolution

Focus Question: What sequence of events led to the colonies declaring independence from Great Britain?

The Teaching Points:
- Students will learn how the colonies responded to the increasing restrictions placed on them by Britain.
- Students will make inferences as to how these restrictions resulted in the colonies choosing to declare independence.

Why/Purpose/Connection:
- To deepen student understanding of the economic and political relationship between the colonies and Great Britain and their understanding of the sequence of events that led to the American Revolution.

Materials/Resources/Readings:
- Titles from the Trade Book Text Set
  - The Boston Tea Party
  - Events Leading to the American Revolution
  - The History of the Massachusetts Colony
- Websites
  - http://www.historycentral.com/Revolt/causes.html
  - http://www.usfca.edu/fac-staff/conwell/revolution/openingpage.htm

Model/Demonstration:
- Teacher asks “What are some reasons that people are dissatisfied with their government?” Teacher charts student responses.
- Teacher facilitates a discussion of the ways that individuals and groups express their dissatisfaction. Guiding questions include:
  - “How do individuals and groups express their dissatisfaction with their government?”
  - “Why do some groups chose peaceful protest while others choose violent protest?”
  - “What are some ways that disagreements and conflicts between a government and its people can be resolved?”
- Teacher reads aloud from “The Boston Tea Party”. During the read aloud, students are asked to take notes on the following:
  - The motivation for the protest
  - The type of protest
  - The result of the protest
- Students share their responses and teacher models recording the information on the “Colonial Acts of Resistance” graphic organizer.
• Teacher explains that students will work in groups of 4 to research one colonial act of resistance that was in response to increased British restrictions. Suggested topics include:
  o Navigation Act
  o The Stamp Act
  o The Sugar Act
  o The Quartering Act
  o The Intolerable Acts
  o Townshend Act
• Each group will research their act and determine why the act was passed, what the colonial response was, and what resulted from the response. They will then complete the graphic organizer and present it to the class.

Differentiation:
• Students who need additional support can choose from a variety of titles from the trade book text that reflect a variety of reading levels.
• Students can engage in partner reading.

Student Exploration/Practice:
• Teacher divides students into groups of 4.
• Teacher distributes copies of the “Colonial Acts of Resistance” graphic organizer.
• Students work in their groups to select and research one of the British acts. (Note: Student groups may be assigned a specific act to research).
• Students complete the graphic organizer and prepare to share their findings.

Share/Closure:
• Student groups share their research on a specific British act.
• Teacher facilitates a discussion on the colonial response to the British economic and political restrictions. Guiding questions include:
  o “Why was the act that you researched significant?”
  o “How did the colonists attempt to resolve their differences with Britain in a peaceful way?”
  o “What might be the result of the increasing restrictions imposed by Britain on the colonies?”

Assessment:
• Teacher rotates among the groups during the research and discussion to evaluate student need for additional support, and to evaluate how the groups are managing their time, and how well they are working independently and cooperatively.

Next Steps:
• Students assume the point of view of a colonist and write a position paper in response to one of the acts.
• Students create a “mock” protest in response to one of the acts.
• Students create a display that represents the events leading to the colonies declaring independence.
### Colonial Acts of Resistance

#### The Name of the Act:

<table>
<thead>
<tr>
<th>Why was it imposed?</th>
<th>How did the colonies react?</th>
<th>What was the outcome of the reaction?</th>
<th>Why was it significant?</th>
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Patriot or Loyalist: Undecided 1775

Unit of Study: Colonial America and the American Revolution

Focus Question: What sequence of events led to the colonies declaring independence from Great Britain?

The Teaching Points:
- Students will learn the issues that resulted in the colonists declaring independence from Britain.
- Students will understand that colonists held differing points of view on British rule.
- Students will learn how to formulate a position, conduct research, and defend a position using evidence.

Why/Purpose/Connection:
- Students will deepen their understanding of the issues that led to the American Revolution by examining multiple perspectives of the events in preparation for a class debate.

Materials/Resources/Readings:
- Titles from the trade book text set
  - Events Leading to the American Revolution
  - Tories and Patriots: Neighbors at War
  - If You Lived in the Time of the American Revolution
- Websites
  - http://www.grrec.ky.gov/History_Grant/LessonPlans/Conflicts/Patriots_Loyalists/Patriots_Loyalists_Powerpoint.ppt
  - http://www.pbs.org/ktca/liberty/
- Debate rubric

Model/Demonstration:
- Teacher asks students if they have seen a debate on television. Guiding questions include:
  - “What is the purpose of a debate?”
  - “What kinds of topics are debated?”
  - “How are the topics presented?”
  - “How do the debaters conduct themselves?”
  - “How do you know which side has won?”
- Teacher discusses how a debate presents two sides of an issue. Each side has an opposing point of view. Effective debaters make persuasive arguments by using clear examples to support their position. Ask students to recall a time when they were asked to take a side on an issue.
  - “What was the issue?”
  - “What was your position on the issue?”
  - “How did you defend your position or point of view?”
• Have students share their experiences with a partner.
• Teacher explains that the class will be divided into three groups: Loyalist, Patriot, and Undecided. The largest group will be the Undecided (Note: This should be an odd number of students for voting purposes)
  o The Undecided group will be responsible for comparing and contrasting the two different points of view to determine whether they will align themselves with the Patriots or with the Loyalists and King George.
  o The rest of the class will be evenly divided; one half will prepare the Patriot position and the other half will prepare the Loyalist position.
• Teacher asks students for a list of issues the colonists considered as they debated whether to remain British subjects or declare independence. (Suggested issues include: taxation, trade, representation in Parliament, protection and security.)
• Teacher has the class decide on a minimum of 4 for the debate.
• Teacher explains that each side in the debate will need to research these issues in order to get an overview of how the Patriots perceived Britain’s treatment of her colony. The Patriots need to persuade the Undecided group to break their allegiance to England. The Loyalists need to persuade the same group to remain loyal.

**Student Exploration/ Practice:**
• Students work in their groups to research the issues facing the colonists as they debated independence.
• Students in the Undecided group read and take notes on these issues and categorize them by issue. The group may choose to divide the research among the group members and participate in a jigsaw activity. Prior to the debate, each member should have sufficient knowledge of each issue to follow the points made by the opposing sides in the debate.
• Students in the Patriot or Loyalist groups also research both sides of the issue so as to allow for a rebuttal.
  o Each group then assigns one member to present on one issue.
  o Each member develops a draft for the one- to two-minute persuasive speech.
  o Once the persuasive speeches are drafted, students identify the key terms in their speeches and write them on index cards (no more than 4 or 5 words per card).
• Allow students the opportunity to practice their speeches. Make students aware that they will have to listen very carefully to what is spoken during the debate.
• On the day of the debate, set up the room with the Patriots and Loyalists facing each other. The Undecided group should place their chairs in a straight line in the middle and sit down.

**Debate**
• Teacher calls the debate to order and announces the topic: “A decision has to be made whether to support the Patriot cause for Independence or to continue to maintain their allegiance to King George.”
• Teacher calls out the first issue from list of grievances.
• The person who is responsible for this issue stands up and addresses the room. The debate begins with the Patriot point of view.
• After the speech, members of the Undecided group are allowed to ask one or two questions, to which the speaker should respond for clarification.
• The person responsible for this issue from the Loyalist side gives a short rebuttal to what has been said, followed by his or her own address.
• Once again, the Undecided group is allowed to ask one or two questions.
• Teacher calls for the next issue. This time, the Loyalist representative begins, and the Patriots respond. Follow this format by continually alternating with whichever group has spoken previously.
• At any time after each issue has been debated, members of the Undecided group can move their chairs by two floor tiles closer to the group that has persuaded them.
• Teacher concludes by thanking the students for taking their time to attend the debate.

Share/Closure:
• Teacher asks the Undecided group to render its decision. The side to which the greatest number of chairs has been moved is declared the winner of the debate.
• Teacher facilitates a discussion of the process. Guiding questions include:
  o “What new or interesting information about the issues did you learn as you prepared for the debate?”
  o “What arguments were most persuasive and why?”
  o “How does hearing both points of view on a series of issues help people make sound decisions?”

Assessment:
• Teacher will assess the quality of student research, preparation of arguments and ability to work within a group.
• During the debate an assessment rubric may be used to evaluate how well the students are prepared, speak clearly and persuasively.

Next Steps:
• Students research and prepare debates on other key issues in American history.
• Students write a journal entry from the point of view of a colonist in which they explain their decision to become a patriot or remain loyal to Britain.
## Patriot vs. Loyalist Debate Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argument</td>
<td>Lack of confidence with subject matter which leads to unconvincing argument</td>
<td>Some confidence with material; does not present a convincing argument</td>
<td>Confidence with most material, thus presenting fragmented argument</td>
<td>Confidence with all material which leads to strong, convincing, consistent argument</td>
<td>1</td>
</tr>
<tr>
<td>Clarity</td>
<td>No apparent logical order of presentation, unclear focus</td>
<td>Content is loosely connected, transitions lack clarity</td>
<td>Sequence of information is well-organized for the most part; more clarity with transitions is needed</td>
<td>Development of thesis is clear through use of specific and appropriate examples, transitions are clear and create a succinct and even flow</td>
<td>1</td>
</tr>
<tr>
<td>Preparation</td>
<td>Unprepared; did not do necessary research</td>
<td>Attempted to research in preparation for debate, but was misdirected</td>
<td>Evidence of purposeful research in preparation for debate</td>
<td>Thorough and purposeful research in preparation for debate</td>
<td>1</td>
</tr>
<tr>
<td>Presentation Length</td>
<td>Greatly exceeding or falling short of allotted time</td>
<td>Exceeding or falling short of allotted time</td>
<td>Remained close to the allotted time</td>
<td>Presented within the allotted time</td>
<td>1</td>
</tr>
<tr>
<td>Speaking Skills</td>
<td>Monotone; speaker seemed uninterested in material</td>
<td>Little eye contact; fast speaking rate, little expression, mumbling</td>
<td>Clear articulation of ideas, but apparently lacks confidence with material</td>
<td>Exceptional confidence with material displayed through poise, clear articulation, eye contact, and enthusiasm</td>
<td>1</td>
</tr>
</tbody>
</table>
How did the colonial view of slavery contradict the ideals of the American Revolution?

Unit of Study: Colonial America and the American Revolution

Focus Question: How did specific individuals, battles and resources shape the outcome of the Revolutionary War?

The Teaching Points:
- Students will learn how the institution of slavery was a key issue in the drafting of the Declaration of Independence.
- Students will analyze and compare primary source documents.
- Students will make inferences about the role of slavery in Colonial America.

Why/Purpose/Connection:
- To deepen student understanding of the role of slavery in Colonial America and of the values and forces that shaped the drafting of the Declaration of Independence.

Materials/Resources/Readings:
- Titles from the Trade Book Text Set:
  - Declaring Independence
  - The Declaration of Independence by Armentrout
  - The Declaration of Independence by Burgan
- Transparency of Paul Revere's “Broadside after the Boston Massacre”, [http://www.earlyamerica.com/review/winter96/enlargement.html](http://www.earlyamerica.com/review/winter96/enlargement.html)
- Student copies of the final version of the segment of the “Declaration of Independence” [http://memory.loc.gov](http://memory.loc.gov)
- Chart paper

Model/Demonstration:
- Teacher projects an image of Paul Revere’s “Broadside of the Boston Massacre” and highlights the portion of the text that lists Crispus Attucks as one of those who was “mortally wounded” in the massacre.
- Teacher explains that Crispus Attucks was a fugitive slave whom many consider to have been the first to die in the American Revolution, although war had not yet been officially declared.
- Teacher asks students to look at the image and respond to the questions in a quick write.
  - “How is Crispus Attucks depicted in the image?”
  - “Why do you think Paul Revere chose to represent him as a White man?”
  - “How does Paul Revere’s choice reflect the colonial attitude toward enslaved Africans and slavery?”
- Students share out their responses to the image and teacher charts them.
- Teacher explains that students will work in groups of 4 to read and analyze the two
versions of the same segment of the Declaration of Independence. The groups will discuss the documents and answer a set of guiding questions. Each group will summarize their responses and present their interpretation to the class.

Differentiation
- Students choose from a variety of titles from the trade book text set and other resources that reflect a variety of reading levels and incorporate visuals.
- Students engage in reading with a partner.
- Teacher prepares a vocabulary sheet for ELLs and struggling readers.

Student Exploration/Practice
- Teacher divides students into groups of four.
- Each group receives the page from the draft copy of the Declaration of Independence where the crimes of the King are listed, along with its transcription, and the same page from the final copy of the document.
- In their groups, students read and discuss the draft copy, focusing on the meaning of the statement, “he has waged cruel war on human nature itself, violating its most sacred rights of life and liberty in the persons of a distant people who never offended him, captivating and carrying them into slavery in another hemisphere, or to incur miserable death in their transportation thither.” Possible discussion questions include:
  - “Why do you think the colonists included this statement in the draft of the Declaration of Independence?”
  - “How does this statement conflict with the colonial attitude toward slavery and enslaved Africans?”
  - “How does this statement compare with Paul Revere’s depiction of Crispus Attucks?”
- Students then read and discuss the same page from the final version of the Declaration of Independence in which the above section was omitted. Possible discussion questions include:
  - “What has replaced the reference to slavery in the final document?”
  - “What might have been the reasons for the omission of the passage?”

Assessment:
- Teacher rotates among the pairs during the discussion to evaluate student need for additional support, and to evaluate how the pairs are managing their time, and how well they are working independently and cooperatively.

Share/Closure
- Groups share their responses to both versions of the document and their responses to the discussion questions above.
- Teacher facilitates a discussion of the impact of the omission of slavery in the final draft of the document. Guiding questions include:
  - How might Crispus Attucks and other African Americans, such as Peter Salem and Prince Estabrook who were militia in Massachusetts, have reacted to the decision to omit the issue of slavery in the Declaration of Independence?
  - “What role did Thomas Jefferson and John Adams have in the process of
revising the Declaration of Independence?"

- “How did the perspective of each of these men reflect the views on slavery in the colonies?”
- “What might be some long term effects of this decision on the new nation?”

Next Steps:

- Write a letter in the voice of Crispus Attucks expressing his reaction to the decision to omit any mention of slavery in the Declaration of Independence.
  - Does he understand the politics behind the decision?
  - Does he feel betrayed?
- Write a letter in the voice of Thomas Jefferson explaining the decision to omit any mention of slavery in the final copy of the Declaration.
  - What were the politics behind the decision?
  - What are his feelings about the omission?
- Create a series of “talk shows” with students portraying historical figures as the “guests.” Guests can represent slave owners, African Americans, both Loyalist and Patriot, and some of the Founding Fathers with different opinions about the role of Africans in the Continental Army. The “host” can ask questions and take questions on the topic of African-Americans in the Revolution from the “audience” (the rest of the class).
Paul Revere’s broadside after the Boston Massacre in 1770
http://www.earlyamerica.com/review/winter96/enlargement.html
Segment of a draft of the Declaration of Independence

http://www.loc.gov/exhibits/treasures/images/deep3.jpg

Transcript of Draft of Declaration of Independence
Transcript of Segment of a draft of The Declaration of Independence

valuable
abolishing our most important laws [FRANKLIN]
…for taking away our charters, & altering fundamentally the forms of
our governments;
for suspending our own legislatures & declaring themselves
invested with power to legislate for us in all cases
wh atsoever:
he has abdicated government here, withdrawing his governors,
& declaring us out of his allegiance & protection:
he has plundered our seas, ravaged our coasts, burnt our towns,
& destroyed the lives of our people:
he is at this time transporting large armies of foreign mercenaries
to compleat the works of death, desolation & tyranny, already begun
with circumstances of cruelty and perfidy unworthy the head of a
civilized nation:
he has endeavored to bring on the inhabitants of our frontiers the
merciless Indian savages, whose known rule of warfare in an
undistinguished destruction of all ages, sexes, & conditions of
existence:
he has incited treasonable insurrections of our fellow-citizens,
with the allurements of forfeiture & confiscation of our property:
taken captives
he has constrained others, falling into his hands, on the high
seas to bear arms against their country, & to destroy & be
destroyed by their bretheren whom they love, to become the
executioners of their friends & brethren, or to fall themselves
by their hands.

he has waged cruel war against human nature itself, violating
it's most sacred rights of life & liberty in the persons of
a distant people who never offended him, captiving & carrying
them to slavery in another hemisphere, or to incur miserable
death in their transportations thither. this piratical warfare,
the opprobrium of infidel powers, is the warfare of the Christian
king of Great Britain. determined to keep open a market where MEN
should be bought & sold, he has prostituted his negative for
suppressing every legislative attempt to prohibit or to restrain
determining to keep open a market where MEN should be bought & sold
this excrable commerce ^ and that this assemblage of horrors might
want no fact of distinguished die; he is now exciting those very
people to rise in arms against us, and to purchase that liberty
of which he has deprived them, by murdering the people upon whom
he also obtruded them; thus paying off former crimes which he
urges them to commit against the lives of another.
Transcript of segment of final version of the Declaration of Independence

http://memory.loc.gov

FOR taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

FOR suspending our own Legislatures, and declaring themselves invested with Power to legislate for us in all Cases whatsoever.

HE has abdicated Government here, by declaring us out of his Protection, and waging War against us.

HE has plundered our Seas, ravaged our Coasts, burnt our Towns, and destroyed the Lives of our People.

HE is, at this Time, transporting large Armies of foreign Mercenaries to complete the Works of Death, Desolation, and Tyranny, already begun with Circumstances of Cruelty and Perfidy, scarcely paralleled in the most barbarous Ages, and totally unworthy the Head of a civilized Nation.

HE has constrained our Fellow-Citizens, taken Captive on the high Seas, to bear Arms against their Country, to become the Executioners of their Friends and Brethren, or to fall themselves by their Hands.

HE has excited domestic Insurrections amongst us, and has endeavoured to bring on the Inhabitants of our Frontiers, the merciless Indian Savages, whose known Rule of Warfare, is an undistinguished Destruction, of all Ages, Sexes, and Conditions.

IN every Stage of these Oppressions we have Petitioned for Redress in the most humble Terms: Our repeated Petitions have been answered only by repeated Injury. A Prince, whose Character is thus marked by every Act which may define a Tyrant, is unfit to be the Ruler of a free People.

NOR have we been wanting in Atentions to our British Brethren. We have warned them, from Time to Time, of Attempts by their Legislature to extend an unwarrantable Jurisdiction over us. We have reminded them of the Circumstances of our Emigration and Settlement here. We have appealed to their native Justice and Magnanimity, and we have conjured them by the Ties of our common Kindred to disavow these Usurpations, which would inevitably interrupt our Connexions and Correspondence. They too have been deaf to the Voice of Justice and of Consanguinity. We must, therefore, acquiesce in the Necessity, which denounces our Separation, and hold them, as we hold the Rest of Mankind, Enemies in War, in Peace Friends.

WE, therefore, the Representatives of the UNITED STATES OF AMERICA, in GENERAL CONGRESS Assembled, appealing to the Supreme Judge of the World for the Rectitude of our Intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly Publish and Declare, That these United Colonies are, and of Right ought to be, FREE AND INDEPENDENT STATES; that they are absolved from all Allegiance to the British Crown, and that all political Connexion between them and the State of Great-Britain, is, and ought to be, totally dissolved; and that as FREE AND INDEPENDENT STATES, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which INDEPENDENT STATES may of Right do. And for the Support of this Declaration, with a firm Reliance on the Protection of DIVINE PROVIDENCE, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honour.
Valley Forge

Note: This lesson can be taught in conjunction with “O Say Bonnie Lass” sample lesson.

Unit of Study: Colonial America and the American Revolution

Focus Question: How did specific individuals, battles and resources shape the outcome of the Revolutionary War?

The Teaching Points:
- Students will interpret images and text of the Battle of Valley Forge.
- Students will make inferences about the effect of geography and climate on military campaigns.
- Students will create a journal entry from the perspective of a soldier in the Continental Army.

Why/Purpose/Connection:
- To deepen student understanding of how the winter at Valley Forge affected the morale of the Continental Army and of the role of geography and climate played on the conditions of battle during the American Revolution. Students will also empathize with the hardships experienced by soldiers during the Revolutionary War.

Materials/Resources/Readings:
- Titles from the Trade Book Text Set
  - Valley Forge
  - Revolutionary War Soldiers
  - Eyewitness Books: The American Revolution
  - Chronicles of America: American Revolution 1700-1800
- Websites
  - www.nps.gov/vafo
  - www.ushistory.org/valleyforge
  - www.Google.com – images Valley Forge
- Overhead Projector or LCD projector

Model/Demonstration:
- Teacher asks: “What supplies would you need to survive outside for the winter?”
- Teacher elicits student responses and charts them.
- Teacher reads aloud excerpts from either Valley Forge or Revolutionary War Soldiers that describe the conditions at Valley Forge during the winter of 1777-1778.
- After the read aloud, students do a quick write about the conditions that the Continental Army faced during that winter.
- Students share their responses with a partner and then with the class.
- Teacher facilitates a discussion of the affect of the conditions at Valley Forge on the Continental Army. Guiding questions include:
  - “How did geography and climate affect the Continental Army encampment at Valley Forge?”
“What would life be like for a soldier at Valley Forge?”
“How would George Washington as the leader of the militia deal with the suffering and demoralization of his men?”

Teacher explains that students will work at their tables to research what life was like for the Continental Army at Valley Forge using titles from the text set and images. They will then assume the role of a soldier at Valley Forge and write a journal entry or letter home from that perspective.

**Differentiation:**
- Students choose from a variety of titles from the trade book text set and other resources that reflect a variety of reading levels and incorporate visuals.
- Students engage in reading with a partner.
- Students analyze visual images.

**Independent Exploration:**
- Students work at their tables to research what life was like for the Continental Army at Valley Forge during the winter of 1777-1778. They discuss their research with the table and write a journal entry from the perspective of soldier in the army. 
  *(Note: Students may choose to create a drawing of life of a soldier).*

**Share/Closure:**
- Students share their journal entries or drawings with the class.
- Teacher facilitates a discussion of the significance of the winter at Valley Forge. Guiding questions include:
  - “How did the winter at Valley Forge transform an inexperienced militia into an organized army?”
  - “How does George Washington’s response to the suffering of his troops reveal about him as a leader?”

**Assessment:**
- Teacher rotates among the groups during the discussion to evaluate student need for additional support, and to evaluate how the pairs are managing their time, and how well they are working independently and cooperatively.
- Class creates a rubric for assessing the journal entries.

**Next Steps:**
- Students analyze “George Washington’s Letter to Governor Clinton” ([http://www.ushistory.org/ValleyForge/washington/letter.html](http://www.ushistory.org/ValleyForge/washington/letter.html)) as an example of his role as a key figure in the Revolutionary War.
- Students create a chart that compares the weather conditions and their effects on the war during the seven winters of the war. ([http://www.ushistory.org/ValleyForge/history/weather.html](http://www.ushistory.org/ValleyForge/history/weather.html))
Sample Images of Valley Forge
www.google.com
How did the Revolutionary War affect the lives of soldiers?

Unit of Study: Colonial America and the American Revolution

Focus Question: How did specific individuals, battles and resources shape the outcome of the Revolutionary War?

The Teaching Points:
• Students will interpret the text of an 18th century song.
• Students will engage in accountable talk using the Socratic Seminar protocol.
• Students will make inferences about the effect of war on individual soldiers and their families.

Why/Purpose/Connection:
• To deepen student understanding of the role of women during the American Revolution, and their understanding of the hardships experienced by soldiers during the Revolutionary War.

Materials/Resources/Readings:
• Titles from the Trade Book Text Set:
  o Revolutionary War Soldiers
  o The American Revolution
  o Eyewitness: American Revolution
  o America in the Time of George Washington
  o Valley Forge
  o The Colonial Wars
  o Let it Begin Here!
• Copies of “O! Say Bonny Lass”
• Chart of rules for a Socratic Seminar

Model/Demonstration:
• Teacher posts and explains rules for engaging in a Socratic Seminar.
• Teacher distributes copies of the lyrics of “O! Say Bonnie Lass”. At this point, it is not necessary to tell students that the text represents lyrics of a song.
• Teacher introduces and defines potentially unfamiliar vocabulary words (e.g., bonny, lass, laddy, famine) to facilitate reading of the text.
• Have students read the text silently and ask that they note a particular line that “speaks to them”.
• Teacher reviews the procedure for a type of discussion called a Socratic Seminar:
  o The discussion will begin with every student having the opportunity to read the line from the text that is most important to him or her.
  o Without raising hands and waiting to be called upon, students will take turns around the circle.
If students opt not to share, they may simply say, “pass,” when it is their turn.

**Guided Practice:**
- Designate a starting point on the circle and allow students to read their selected line.
- When all students have taken a turn, teacher asks the yes/no question, “Are the words used in this text something we would hear today?”
- Students respond in the same manner as the reading of the lines, by taking turns saying “yes”, “no”, or “pass”.
- Depending on answers, teacher may follow up this question by saying, “I want to hear from someone who said no.”
- The rest of the discussion cannot be planned. It must develop according to student responses. The main role of the teacher is to be aware of is how and when students are answering. The teacher acts as facilitator to bring discussion back to topic, invite students to support comments with text or other examples, and urge students who are not talking, or those who look like they want to talk to add their input.
- Part of the core of the discussion is having students to try to interpret the song through the eyes of a soldier and his girlfriend.
- The teacher can facilitate the discussion by asking:
  - “What is happening in this text?”
  - “What do you notice?”
  - “Is there a structure to the text?” “What is it?” (You want students to note that there is a question-answer structure in the text)
  - “Who are the speakers?”
  - “What do we learn from the conversation?”
- Teacher closes the discussion by re-asking the initial yes or no question and asking whether students changed their answers after having thought deeply through discussion.
- After completing whip (Socratic form) ask students to explain their answer. Students will most likely engage in a discussion about the words/expressions sounding “old” or from the past.

**Student Exploration/Practice:**
- Students can practice discussion starters using other text or images.

**Share/Closure:**
- After the students discuss the text and explore its meaning, play the recording of “O! Say Bonny Lass”, which is sung as a duet.
- Teacher asks:
  - “Did any students realize that they were reading lyrics from a song?”
  - “What is the structure of the song?” (A question-answer between a soldier and his girlfriend).
  - “What do we learn about the role of women from this song?” (the role of camp followers)
“What might be some other roles that women assumed during the American Revolution?”
“How were these roles help shape the outcome of the war?”
“What roles do women play in war today?”
“How do these roles compare with those of women in colonial America?”

Assessment:
- Use Accountable Talk rubric from Institute for Learning, Learning Research and Development Center, University of Pittsburgh

Next Steps:
- Students can write letters as the soldier or the girlfriend
- Students can write new verses as one of the speakers
- Students can create their own melody
- Students can create and enact a short scene with dialogue

Background on “O! Say Bonnie Lass”
Although originally a Scottish song, “O! Say Bonnie Lass” was listed as a Revolutionary War song by Captain George Bush. Born in Wilmington, Delaware, Captain George Bush was an officer in the Continental Army during the Revolutionary War. As he traveled in the service Bush carried his fiddle and in 1779, stationed in Sunbury, Pennsylvania, he began to enter music, dance figures and song lyrics into a small pocket notebook. He copied songs about being a soldier and about love and women; minuets, marches, and other airs; and the figures and music for a number of country dances.

Note on Camp Followers:
Camp followers were people, generally women and children, who followed troops from battle to battle. Their responsibilities were to cook, carry water, do laundry, mend clothes, and tend to the sick and wounded. Camp followers came from all social classes and were a necessary aspect of life during the American Revolution. Some women even took to fighting as their husbands, sons, or brothers were wounded or killed. Though camp followers performed needed functions, they were often hard to manage.
For more on camp followers, see Camp Followers of the American Revolution by Walter Hart Blumenthal, and Revolutionary Mothers by Carol Berkin.
“O! Say Bonny Lass”

O! say, bonny lass, can you lie in a barrack,
And marry a soldier and carry his wallet?
O, say, will you leave both your mammy and daddy,
And follow to the camp with you soldier laddy?

O, yes, I will do it and think nothing of it.
I'll marry my soldier and carry his wallet.
O, yes, I will leave both my mammy and daddy.
And follow to the camp with my soldier laddy.

O! say, bonny lass, will you go a-campaigning,
Endure all the hardships of battle and famine?
When wounded and bleeding, then will thou draw near me,
And kindly support me, and tenderly cheer me?

O! say, bonny lass, will you go into battle,
Where the drums are beaten, and cannons loud rattle?

O, yes, my bonny lad, I will share all thy arms,
And should thou be killed, I will die in thy arms.

Source: http://www.traditionalmusic.co.uk/song-midis/Oh_Say_Bonny_Lass.htm
Who Were the Women of the American Revolution?

Unit of Study: Colonial America and the American Revolution

Focus Question: How did specific individuals, battles and resources shape the outcome of the Revolutionary War?

The Teaching Points:
- Students will compare the roles of men and women in colonial times.
- Students will make inferences about the role of women in during the American Revolution.
- Students will learn the contributions of key women in the struggle for independence.

Why/Purpose/Connection:
- To understand the critical role that women played in the American Revolution.

Materials/Resources/Readings:
- Titles from the Trade Book Text Set
  - Great Women of the American Revolution
  - The Revolutionary War Home Front
  - Famous Women of the American Revolution
- Sample “Women of the Revolution” biography card
- “Women of the Revolution” graphic organizer

Model/Demonstration:
- Teacher asks students to generate a list of ten important people of the American Revolution.
- Students share their lists and teacher charts the responses.
- Teacher facilitates a discussion of the list and its implications. Guiding questions:
  - “How many people on the list are men?”
  - “How many people on the list are women?”
  - “Why might women be underrepresented on the list?”
  - “What might be some roles that women played in the American Revolution?”
  - “Why would the roles of men and women differ?”
- Teacher reads aloud the section on Deborah Sampson from Famous Women of the American Revolution. After the read aloud, teacher asks students to discuss the reading with a partner and write a one paragraph biography of Deborah Sampson. Discussion questions include:
  - “How did Deborah Sampson transcend (go beyond the limits) the traditional role of a women in colonial society?”
  - “What was Deborah’s contribution to the colonial struggle for independence?”
- Teacher asks for student volunteers to share their mini-biographies.
- Teacher explains that students will work in groups of three to research a key female figure from the American Revolution. Groups can choose from the following list (Note: students can be assigned a figure to research or select one not on the list):
  - Sybil Ludington
  - Abigail Adams
  - Patience Lovell Wright
• Phyllis Wheatley
• Lydia Darragh
• Margaret Corbin
• Mercy Otis Warren
• Nancy Morgan Hart
• Molly Pitcher

- Student groups will record their research on the “Women of the Revolution” graphic organizer. They will then create a biography card that includes a brief description of the individual, her contribution to the American Revolution, and a statement of why she should be considered a key figure.

**Differentiation:**
- Students can choose from a variety of titles from the trade book text set that reflect a variety of reading levels.
- Students can engage in partner reading/writing.

**Student Exploration/Practice:**
- Students work in groups to research a female figure from the American Revolution, and record their research on the graphic organizer.
- Students work collaboratively to write a mini-biography of their individual that includes a brief history and her contributions.
- Students create a biography card with a picture of the individual (taken from a book, the internet, or drawn) on one side and the mini-biography on the other.

**Share/Closure:**
- Students share their biography cards and their reasons why the woman they researched should be considered a key figure in the American Revolution.
- Teacher facilitates a discussion of the contributions of women during the American Revolution. Guiding questions include:
  - “How did the contributions of women to the colonial struggle for freedom differ from those of men?”
  - “In what ways were their contributions essential to the success of that struggle?”
  - “How did these women transcend the traditional role of women in colonial America?”

**Assessment:**
- Teacher rotates among the groups during the discussion to evaluate student need for additional support, and to evaluate how the pairs are managing their time, and how well they are working independently and cooperatively.

**Next Steps:**
- Students role-play the events in the life of one key woman of the American Revolution.
- Students write a journal entry from the perspective of one of the women that describes her reactions to the events of the Revolution.
## Women of the American Revolution

**Graphic Organizer**

<table>
<thead>
<tr>
<th>Name of Woman being researched</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is this woman? (What is her background, where is she from, what kind of life was she leading?)</td>
</tr>
<tr>
<td>What was this woman’s contribution to the colonial struggle for independence?</td>
</tr>
<tr>
<td>Why do you think this woman was a key figure?</td>
</tr>
</tbody>
</table>
SAMPLE “WOMEN OF THE REVOLUTION” BIOGRAPHY CARD

FRONT OF CARD

Deborah Sampson

BACK OF CARD

Born in Plympton, Massachusetts, on December 17, 1760
Became an indentured servant in the household of Jeremiah Thomas in Middleborough
Hired as a teacher in a Middleborough public school after her servitude ended
Enlisted on May 20, 1782 at the age of twenty-one in the Fourth Massachusetts Regiment of the Continental Army at Bellingham
Enlisted using the name Robert Shurtleff (also listed as Shirtliff or Shurtleff)
Sent with her regiment to West Point where she was wounded in the leg in a battle near Tarrytown
Tended her own wounds so that her gender would not be discovered
Hospitalized for fever in Philadelphia where the physician attending her discovered that she was a woman and made discreet arrangements that ended her military career
Honorably discharged from the army at West Point on October 25, 1783 by General Henry
Returned home, married a farmer named Benjamin Gannett, and had three children
Traveled throughout New England and New York giving lectures on her experiences in the military wearing her uniform
Died April 29, 1827 in Sharon, Massachusetts, at age sixty-six
Children awarded compensation by a special act of Congress "for the relief of the heirs of Deborah Gannett, a soldier of the Revolution, deceased."

Deborah Sampson proved that a woman was as qualified to serve in the military as a man
How did enslaved Africans choose sides in the Revolutionary War?

Unit of Study: Colonial America and the American Revolution

Focus Question: How did specific individuals, battles and resources shape the outcome of the Revolutionary War?

The Teaching Points:
- Students will learn the reasons why both the patriots and the British sought to enlist enslaved Africans to their cause.
- Students will analyze and compare primary source documents.
- Students will make inferences about the motivations of enslaved Africans for taking sides during the Revolutionary War.

Why/Purpose/Connection:
- To deepen student understanding of the role of enslaved Africans in the Revolutionary War and of the different perspectives of enslaved Africans towards the Patriots and the British.

Materials/Resources/Readings:
- Titles from the Trade Book Text Set:
  - The American Revolution
  - Daily Life During the American Revolution
- Individual student copies of “Patriotism of the Africans” ([http://www.slaveryinnnewyork.org/gallery_4.htm](http://www.slaveryinnnewyork.org/gallery_4.htm))

Model/Demonstration:
- Teacher explains that during the British occupation of New York City fugitive slaves from New Jersey, Long Island, and the South found their way to New York by accompanying the British army or fleeing from their Patriot masters and slipping behind British lines. The British assigned them to White officers and employed them as guards, spies, Indian interpreters, river pilots, and executioners.
- Teacher distributes the “Patriotism of the Africans” document to the class.
- Teacher facilitates a whole group discussion about students the many African-Americans who worked to fortify the defenses at Brooklyn Heights.
- Teacher may use the following questions to guide the discussion:
  - “How many African-Americans worked to fortify the defenses at Brooklyn Heights?”
  - What does the author mean when he says that these men know “the value of freedom?”
  - How would an understanding of the value of freedom affect people’s choices during the Revolution?
Differentiation:
- Students engage in reading with a partner.
- Teacher prepares a vocabulary sheet for ELLs and struggling readers.

Student Exploration/Practice
- Teacher gives each student a copy of the “Letter from Alexander Hamilton to John Jay” and the accompanying guiding questions. (Teacher note: Students can be paired for additional support.)
- Students work individually or in pairs to read and discuss the document and answer the guiding questions.
- In groups of four, students share their responses to the guiding questions.

Assessment:
- Teacher rotates among the students during the discussion to evaluate student need for additional support, and to evaluate how they are managing their time, and how well they are working independently and cooperatively.

Share/Closure:
- Groups share their responses to the letter and their responses to the guiding discussion questions above.
- Teacher facilitates a discussion of the factors and motivations that resulted in enslaved Africans choosing sides during the American Revolution. Guiding questions include:
  - “If the Patriots were offering the same things as the British, would enslaved Africans have been willing to fight for the Americans?”
  - “How might a British victory and the freeing of slaves changed the course of American history?”

Next Steps:
- Each student shares two new facts on the topic with the class.
Patriotism of the Africans
http://www.slaveryinnewyork.org/gallery_4.htm

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Patriotism of the Africans.—This morning between 800 and 1000 of the hardy and patriotic sons of Africa, accompanied by a delightful band of music and appropriate flags, crossed the ferry at Catharine slip, to work on the fortifications at Brooklyn heights. These men, knowing the value of freedom, are anxious to defend it, and too much praise cannot be bestowed on them for their voluntary exertions.
---
Letter from Alexander Hamilton to John Jay, President of the Continental Congress, March 14th 1779

Col Laurens, who will have the honor of delivering you this letter, is on his way to South Carolina, on a project, which I think, in the present situation of affairs there, is a very good one and deserves every kind of support and encouragement. This is to raise two or four battalions of negroes; with the assistance of the government of that state, by contributions from the owners in proportion to the number they possess...

...It appears to me, that an expedient of this kind, in the present state of Southern affairs, is the most rational that can be adopted, and promises very important advantages. Indeed, I hardly see how a sufficient force can be collected in that quarter without it; and the enemy's operations there are growing infinitely serious and formidable. I have not the least doubt, that the negroes will make very excellent soldiers, with proper management...It is a maxim with some great military judges, that with sensible officers soldiers can hardly be too stupid; and on this principle it is thought that the Russians would make the best troops in the world, if they were under other officers than their own. The King of Prussia is among the number who maintain this doctrine and has a very emphatical saying on the occasion, which I do not exactly recollect. I mention this, because I frequently hear it objected to the scheme of embodying negroes that they are too stupid to make soldiers. This is so far from appearing to me a valid objection that I think their want of cultivation (for their natural faculties are probably as good as ours) joined to that habit of subordination which they acquire from a life of servitude, will make them sooner become soldiers than our White inhabitants. Let officers be men of sense and sentiment, and the nearer the soldiers approach to machines perhaps the better.

I foresee that this project will have to combat much opposition from prejudice and self-interest. The contempt we have been taught to entertain for the Blacks, makes us fancy many things that are founded neither in reason nor experience; and an unwillingness to part with property of so valuable a kind will furnish a thousand arguments to show the impracticability or pernicious tendency of a scheme which requires such a sacrifice. But it should be considered, that if we do not make use of them in this way, the enemy probably will; and that the best way to counteract the temptations they will hold out will be to offer them ourselves. An essential part of the plan is to give them their freedom with their muskets. This will secure their fidelity, animate their courage, and I believe will have a good influence upon those who remain, by opening a door to their emancipation. This circumstance, I confess, has no small weight in inducing me to wish the success of the project; for the dictates of humanity and true policy equally interest me in favour of this unfortunate class of men.

Discussion Questions:

- What reasons did Hamilton give for wanting enslaved Africans to become American soldiers?
- What arguments against making enslaved Africans soldiers does Hamilton expect?
- How might “giving [enslaved Africans] freedom with their muskets” have changed the course of American History?
Negotiating the Future: The Treaty of Paris

Unit of Study: Colonial America and the American Revolution

Focus Question: How did the war change lives in the colonies for everyone?

The Teaching Points:
- Students will learn about the key individual, issues and compromises of the make treaty between Britain and the colonies.
- Students will understand the opposing points of view that shaped the terms of the treaty.
- Students will make inferences about the challenges faced by the newly independent nation.

Why/Purpose/Connection:
- Students will understand the process faced by the new nation as they transitioned from wartime to peacetime and the diplomatic efforts made by key Americans following the end of the Revolutionary War.

Materials/Resources/Readings:
- Titles from the Trade Book Text Set
  - The Patriots Win the American Revolution
  - Eyewitness Books: The American Revolution
- Websites
  - http://www.state.gov/r/pa/ho/time/ar/14313.htm
  - The Treaty of Paris: http://memory.loc.gov/
- “Treaty of Paris” graphic organizer

Model/Demonstration:
- Teacher asks: “How do nations that were at war re-establish relationships after one nation has won?”
- Teacher facilitates a discussion of the process of drafting and ratifying a peace treaty. Guiding questions include:
  - “Who might be chosen as representatives at the peace negotiations and why?” (Teacher introduces and defines the term “envoy”: a representative of a government who is sent on a special diplomatic mission)
  - “What might the important issues be?”
  - “How might the differences resolved?” (Teacher introduces and defines the concept of “compromise”: a settlement of differences in which each side makes concessions.)
  - “Who decides what terms of the peace treaty are acceptable?”
- Teacher explains that students will work in groups of 4 to research the process the newly independent colonies took to address these challenges as they negotiated the Treaty of Paris. The groups will identify the key people and key issues on both sides, and the important compromises. They will choose either the newly
independent colonial or British point of view on the terms of peace and present their arguments in either written (position paper or persuasive essay) or oral (speech or skit) form.

Independent Exploration:
- Students work in groups of 4 to research the key figures, issues and compromises of the Paris Peace Talks. Based on their research, they identify the key figures and issues; determine what was negotiable and what was not, and what compromises were reached. They use their research to complete the “Treaty of Paris” graphic organizer. Then they assume the role of either a colonial or British diplomatic envoy and present that point of view on the terms for peace in either written (position paper or persuasive essay) or oral (speech or skit) form.

Differentiation:
- Students choose from a variety of titles from the trade book text set and other resources that reflect a variety of reading levels and incorporate visuals.
- Students engage in reading with a partner.
- Students use graphic organizer to scaffold their learning.
- Students who are visual learners present their information as a speech or skit.

Share/Closure:
- Student groups present their position papers/ persuasive essays or speeches/ skits.
- Teacher facilitates a discussion of the challenges facing the newly independent nation. Guiding questions include:
  - “Now that the “Treaty of Paris” has been signed and ratified, what are some of the issues that the newly independent colonies faced as they created the new nation?” (Suggested responses include war debt, need to establish trade relationships, need to establish boundaries, defining relationships with foreign nations, creating a new government).
  - “How might the leaders of the new nation begin to meet these challenges?”

Assessment:
- Teacher rotates among the groups during the discussion to evaluate student need for additional support, and to evaluate how the pairs are managing their time, and how well they are working independently and cooperatively.
- Students vote on which group of “diplomats” had the best presentation.
- Using exit slips, students predict the next steps in the formation of the new nation’s government.

Next Steps:
- Students read and analyze selections from the journals and letters of Benjamin Franklin and John Adams that focus on their role as diplomatic envoys.
## Treaty of Paris

<table>
<thead>
<tr>
<th>Colonies</th>
<th>Britain</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Individuals:</strong></td>
<td><strong>Key Individuals:</strong></td>
</tr>
<tr>
<td><strong>Key Issues:</strong></td>
<td><strong>Key Issues:</strong></td>
</tr>
<tr>
<td><strong>Key Compromises</strong></td>
<td></td>
</tr>
</tbody>
</table>
The Changing Face of George Washington

Unit of Study: Colonial America and the American Revolution

Focus Question: How did the war change lives for everyone in the colonies?

The Teaching Points:
• Students will compare images of George Washington.
• Students will make inferences about the artists’ purpose and point of view.
• Students will draw conclusions about the role of George Washington in the formation of the new nation.
• Students will learn how artists “freeze” a moment in time.
• Students will learn how point of view is expressed through images.

Why/Purpose/Connection:
• Students will deepen their understanding of the role played by George Washington during and after the American Revolution.

Materials/Resources/Readings:
• Titles from the Trade Book Text Set:
  o America in the Time of George Washington
• Teacher and individual student copies of:
  o “George Washington” by Charles Wilson Peale (1776)
    http://www.brooklynmuseum.org/research/luce/object.php?id=34771
  o “George Washington” by Gilbert Stuart (1796)
    http://www.brooklynmuseum.org/research/luce/object.php?id=55951
• Templates on “Analyzing a Painting”

Model/Demonstration:
• Teacher projects an image of the painting, “George Washington” by Charles Wilson Peale and discusses the background of the image. Suggested questions include:
  o Who is the artist?
  o What is the date of the painting?
  o What are the physical characteristics of the painting (type and size)?
  o For whom might the painting have been made?
• Teacher asks students to observe the painting quietly for 2-3 minutes and generate a list of the people, objects and activities they observe.
• Teacher distributes copies of the “Analyzing a Painting” template and models charting student responses in the first two sections of the template.
• Teacher facilitates an analysis of the painting with the class. Students are encouraged to provide supporting evidence for their answers. During the discussion, teacher models recording student responses in the appropriate section of the template. Guiding questions include:
  o What is the mood or feeling of the painting?
  o What is the most important image in the painting?
  o What qualities of George Washington is the artist trying to capture?
  o What is the artist’s point of view toward George Washington?
  o What images in the painting support the artist’s point of view?
- What is the purpose of the painting?
- How does the painting help you understand the role that George Washington played in American history?
- What questions does the painting raise for you?

- Teacher explains that students will work in groups of 4 to view and analyze another painting of George Washington. They will record their responses on the “Analyzing a Painting” template and compare the two paintings using a Venn diagram.
- Students will then write an essay in which they discuss how both paintings added to their understanding of George Washington’s role in the formation of the new nation.
- Groups will present their analysis/comparison to the class.

Differentiation:
- Students present their comparison of the paintings in an oral report.

Student Exploration/Practice:
- Students work in groups of 4 to view and analyze the painting, “George Washington” by Gilbert Stuart. They record their responses on the template.
- Students work independently to write an essay discussing how the paintings added to their understanding of Washington’s role in the formation of the new nation. Students share their essays within their groups.

Share/Closure:
- Student groups share their responses to the Gilbert Stuart painting and their comparisons of the two portraits of Washington.
- Teacher asks:
  - “What do we learn about George Washington as a key figure in the formation of the new nation from each of the portraits?”
  - “How do the choices that artists make affect the view of historical figures?”

Assessment:
- Teacher rotates among the groups during the analysis to evaluate student need for additional support, and to evaluate how the groups are managing their time, and how well they are working independently and cooperatively.
- Teacher collects the essays and evaluates them using a rubric.

Next Steps:
- Students research and analyze paintings of other key figures of the American Revolution.
- Students create portraits of key figures that reflect their point of view of the individual.
- Students write a narrative that describes what events led up to the Stuart or Peale portrait.
“George Washington” by Charles Wilson Peale 1776
http://www.brooklynmuseum.org/research/luce/object.php?id=34771
“George Washington by Gilbert Stuart 1796
http://www.brooklynmuseum.org/research/luce/object.php?id=55951
Analyzing a Painting

**Description: What do you observe when you look at the painting?**

What are the physical characteristics of this painting of George Washington (type and size of painting)?

Who is the artist?

For who was the painting made?

What is the date of this painting?

**Use the chart below to list the people, objects and activities found in the painting:**

<table>
<thead>
<tr>
<th>People</th>
<th>Objects</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**Analysis: What do you think the painting means?**

What is the mood or feeling of the painting?

What is the most important image in the painting?
What qualities of George Washington is the artist trying to capture?

What is the artist’s point of view toward George Washington?

What images in the painting support the artist’s point of view?

What is the purpose of the painting?

How does the painting help you understand the role George Washington played in American History?

What questions do you have about the painting?
Comparing the Two Paintings

Using the information from your analysis sheets, complete the following Venn diagram for the two portraits of George Washington.

Consider:
What are the similarities between the two paintings?
What are the differences between the two paintings?
What did your analysis and comparison of the two paintings of George Washington add to your understanding of him and his role in American history?
### Field Trips for Colonial America and The American Revolution

<table>
<thead>
<tr>
<th>Location</th>
<th>Exhibits and Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>African Burial Ground</strong>&lt;br&gt;Corner of Duane and Elk Streets, Manhattan&lt;br&gt;<a href="http://www.nps.gov/afbg">http://www.nps.gov/afbg</a></td>
<td></td>
</tr>
<tr>
<td><strong>The Bowne House Historical Society</strong>&lt;br&gt;37-01 Bowne Street, Flushing&lt;br&gt;<a href="http://www.bownehouse.org/index.htm">http://www.bownehouse.org/index.htm</a></td>
<td></td>
</tr>
<tr>
<td><strong>Brooklyn Museum</strong>&lt;br&gt;200 Eastern Parkway, Brooklyn&lt;br&gt;<a href="http://www.brooklynmuseum.org">http://www.brooklynmuseum.org</a></td>
<td>American Art Collection&lt;br&gt;Decorative Arts: Period Rooms&lt;br&gt;Luce Center for American Art&lt;br&gt;From Colony to Nation Exhibit</td>
</tr>
<tr>
<td><strong>Flushing Quaker Meeting House</strong>&lt;br&gt;137-16 Flushing Blvd, Queens&lt;br&gt;<a href="http://www.nyym.org/flushing/hmh.html">http://www.nyym.org/flushing/hmh.html</a></td>
<td>If These Walls Could Talk: 54 Pearl St.&lt;br&gt;Heroes&lt;br&gt;George Washington Portrait Gallery&lt;br&gt;The Long Room&lt;br&gt;The Clinton Room&lt;br&gt;Sons of the Revolution</td>
</tr>
<tr>
<td><strong>Fraunces Tavern Museum</strong>&lt;br&gt;54 Pearl Street, Manhattan&lt;br&gt;<a href="http://www.frauncestavernmuseum.org/">http://www.frauncestavernmuseum.org/</a></td>
<td></td>
</tr>
<tr>
<td><strong>Historic Richmond Town</strong>&lt;br&gt;441 Clarke Avenue, Staten Island&lt;br&gt;<a href="http://www.historicrichmondtown.org/index.html">http://www.historicrichmondtown.org/index.html</a></td>
<td></td>
</tr>
<tr>
<td><strong>Metropolitan Museum of Art</strong>&lt;br&gt;1000 Fifth Avenue at 82nd Street, Manhattan&lt;br&gt;<a href="http://www.metmuseum.org/">http://www.metmuseum.org/</a></td>
<td>The American Wing&lt;br&gt;The Henry R. Luce Center for the Study of American Art</td>
</tr>
<tr>
<td><strong>Museum of the City of New York</strong>&lt;br&gt;1220 Fifth Avenue, Manhattan&lt;br&gt;<a href="http://www.mcny.org">http://www.mcny.org</a></td>
<td>New York Interiors&lt;br&gt;Decorative Arts Collection&lt;br&gt;New York City Toy Collection&lt;br&gt;New York Fashion, Costumes and Textiles</td>
</tr>
</tbody>
</table>
| **New York Historical Society** | The Henry Luce III Center for the Study of American Culture  
The Henry Luce III Center for the Study of American Culture  
Decorative Arts  
Objects Tell Stories Program  
Life in New Amsterdam Program  
American Revolution in New York Program |
<table>
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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>170 Central Park West, Manhattan</td>
<td></td>
</tr>
</tbody>
</table>
[https://www.nyhistory.org/web/](https://www.nyhistory.org/web/) |
| **The Old Stone House** | The First Battle for American Freedom  
A Sense of Place: OSH History through Primary and Secondary Sources  
Searching for Freedom: African Americans in the American Revolution  
From Many One: Colonial and Revolutionary Currency  
From Many One: Colonial and Revolutionary Flags |
| Fifth Avenue, Brooklyn |  
| **St. Paul's Church** | New Amsterdam Walking tour  
African American History Walking tour |
| 897 S Columbus Ave., Mount Vernon |  
[http://www.nps.gov/sapa/](http://www.nps.gov/sapa/) |
| **South Street Seaport Museum** |  
| 12 Fulton Street, Manhattan |  
[African American History Walking tour](http://www.southstreetseaportmuseum.org/) |
| **Valentine-Varian House** |  
| 3266 Bainbridge Avenue, Bronx |  
| **Van Cortlandt House Museum** | The Compleat Soldier  
Life at Little Yonkers |
| Van Cortlandt Park, Bronx |  
| **Wyckoff Farmhouse Museum** | A Dutch Colonial Farmhouse in Brooklyn?  
Slavery to Indenture Servant to Freedom  
An Immigrant Story: Who is Pieter Claesen? |
| 5816 Clarendon Road, Brooklyn |  
[http://www.wyckoffassociation.org/museum/educational.html](http://www.wyckoffassociation.org/museum/educational.html) |
V.

Additional Resources
BRAINSTORM WEB TEMPLATE

Math

Social Studies

Science

Technology

Literacy

The Arts

Field trips

Projects

Unit of Study

Essential Question
**ESSENTIAL QUESTION**

Think about what you want the student to know and be able to do by the end of this unit.

**Content/Academic Vocabulary (sample)**

**Focus Questions**

**Student Outcomes**

Think about what you want the student to know and be able to do by the end of this unit.

**Content, Process and Skills**
# Interdisciplinary Planning Template

<table>
<thead>
<tr>
<th>Focus Question</th>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Social Studies</td>
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<tr>
<td>Reading connected to the Social Studies curriculum</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Connected to the Social Studies Curriculum</td>
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<td></td>
<td></td>
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<tr>
<td>Math</td>
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<tr>
<td>Technology</td>
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<tr>
<td>Arts</td>
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<tr>
<td>Science</td>
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</tbody>
</table>
# Lesson Plan Structure

<table>
<thead>
<tr>
<th>Unit of Study/Theme</th>
<th>Date</th>
</tr>
</thead>
</table>

**The Teaching Point:** What concept/skill/strategy will you be teaching today?

**Why/Purpose/Connection:** How does this relate to earlier learning? What is the purpose for learning this?

**Materials/Resources/Readings:** What will you use to teach the concept/skill/strategy?

**Model/Demonstration:** The active teaching part. What will you do? Read aloud? Short shared text? Process demonstration? Think aloud?

**Differentiation:** How will you address student learning styles?

**Guided Practice:** This is when students practice the new learning with teacher guidance.

**Independent Exploration:** This is an opportunity for students to practice and apply the new learning independently.

**Share/Closure:** Selected students share with purpose of explaining, demonstrating their understanding and application of teaching point.

**Assessment:** How will you assess student learning? How does student response to this lesson/activity inform future instruction?

**Next Steps:** How will you follow up and connect today’s learning to future learning? How might this lead to further student investigation?

**Other Notes/Comments:**
TEXT SELECTION PLANNER

Text Title: ____________________________  Author: ________________________________
Text Genre: __________________________

Choose a text. Read text carefully and decide how the text can best be used with your students. [please circle your choice(s)]:

Read Aloud  Shared Reading  Independent Reading
Paired Reading  Small Group Reading

Student Outcomes: Decide what you want the students to know or be able to do as a result of interacting with this text.

●
●
●

Social Studies Outcomes: What are the specific Social Studies outcomes to be connected with this text?

●
●
●

ELA Outcomes: What are the specific ELA outcomes (e.g., main idea, cause/effect, visualizing)?

●
●
●

What will students do to interpret this text (read and discuss, high-light, take notes, complete graphic organizer, etc.)?

●
THINKING ABOUT TEXT TEMPLATE

Your Name: _________________________________

Name of text: ______________________________________________________________________

Read the text carefully and fill in the chart below.

<table>
<thead>
<tr>
<th>What I Read</th>
<th>What I Think</th>
<th>What I Wonder</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Template adapted from *Looking to Write* by Mary Ehrenworth. Used by permission of author.
THINKING ABOUT IMAGES TEMPLATE

Your Name: ________________________________________

Name of image: ______________________________________________________________

Look carefully at the picture and fill in the chart below.

<table>
<thead>
<tr>
<th>What I See</th>
<th>What I Think</th>
<th>What I Wonder</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Template from *Looking to Write* by Mary Ehrenworth. Used by permission of author
CAUSE-EFFECT TEMPLATE

Causes  →  Problem  ←  Effects
NOTE-TAKING TEMPLATE

Chapter Title: ______________________________________________________________

Big Idea:

Using only 2 to 3 sentences, tell what the chapter/section is about.

What I Learned (Details):

•

•

•

•

•

•

•
WHAT DOES IT MEAN TO SUMMARIZE?

1. Read the text and underline/highlight the key words and ideas. Write these in the blank area below where it says “Words to Help Identify Main Idea.”

2. At the bottom of this sheet, write a 1-sentence summary of the text using as many main idea words as you can. Imagine you only have $2.00, and each word you use will cost you 10 cents. See if you can “sum it up” in twenty words!

Words to help identify main idea:

Write the $2.00 sentence here:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
WHAT'S THE POINT?
LOOKING FOR THE MAIN IDEA

Name________________________  Text ______________________________

As I read, I note the following:

1) ____________________________________
   ____________________________________

2) ____________________________________
   ____________________________________

3) ____________________________________
   ____________________________________

4) ____________________________________
   ____________________________________

To sum up points 1-4, I think that this text is mostly about…

   ____________________________________
   ____________________________________
   ____________________________________
   ____________________________________
   ____________________________________
   ____________________________________
PARAPHRASE ACTIVITY SHEET

Name ___________________________     Date ____________________
Text ______________________________________________________________________

<table>
<thead>
<tr>
<th>The Actual Text Reads...</th>
<th>In My Own Words...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**OPINION/PROOF THINK SHEET**

Name ___________________________     Date _________________

Text __________________________________________________________

<table>
<thead>
<tr>
<th>What I think</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think the author is stating that...</td>
<td>I know this because...</td>
</tr>
</tbody>
</table>


VIDEO VIEWING GUIDE

What did you hear?

What did you see?

What did you realize?

What do you wonder?

Source:
TrackStar is a web-based tool that helps teachers organize and annotate websites for online research activities. Tracks allow teachers to organize pre-selected websites that they have reviewed for reading level and content that is appropriate and pertinent to a class project. As a result, online research becomes more focused; students are not aimlessly searching the Internet and they do not have to enter any webpage addresses!

- Go online to [http://trackstar.4teachers.org](http://trackstar.4teachers.org)

First, let’s review three posted tracks.

Women of the American Revolution
Track # 242428

Features of the Brooklyn Bridge
Track # 188009

Folktales
Track # 140293

To view a track

Enter these track numbers in the box entitled **View a Track** and click Go

At each title page, read the track description. What information does the teacher provide? Do you have a sense of the activity students were supposed to complete and why?

- Click on **View in Frames** to enter track (Also, check out **View in Text**, too!)

As you review each track, consider the following:

- How the window is organized
- The focus of the track
- The number and quality of websites listed
- The annotation provided and the questions posted
- How to move around the websites
- How would you change/improve this track
**Track Features**

Tracks have three (3) features:

1. The Left frame → Titles of all websites students may visit (you can change/shorten an official site title and provide a title students will readily identify)
2. The Top frame → The webpage title you’ve created, URL and teacher annotations (these might include questions, directions etc.)
3. Stage Frame → The webpage

---

**Creating a Track**

- Go to the main page [http://trackstar.4teachers.org](http://trackstar.4teachers.org)
- Under Make a Track, click Create an Account and Start Making Tracks
- Complete New User Sign Up and follow directions to create your account
- The TrackStar site offers a detailed tutorial on planning, creating and editing your tracks.

**Before you make a track!**

Use the Track Star Draft Worksheet (see next page) as a guide to gather all the information necessary for building your track.

While it might seem time consuming to create the track as a worksheet in Word first, this process has several advantages:
1. It's easier to change the order of how you would like the websites listed within a Word document than after you’ve created a track, you can easily add URL's and other information using cut and paste.
2. Creating your track in a Word document allows you to spell check your work.
3. If TrackStar is not available, you always have a backup list of all the sites and annotations for students to continue their research.

Once you've gathered all the information needed for your track on your worksheet, you can then easily transfer this into TrackStar.

**Time Savers**

When you are ready for your students to begin exploring the track you’ve created:

- Whether you’re using Microsoft Internet Explorer or Netscape Navigator, show students how to add the TrackStar web address [http://trackstar.4teachers.org](http://trackstar.4teachers.org) to Favorites. This will save a lot of time and remove the frustration of having to type and remember the webpage address.
- DO NOT create more than two (2) links to the same website within one Track. TrackStar places a hold on your track if you do and the site will not be accessible!
Internet Tools

**Answers.com**  
http://www.answers.com

Answers.com is a free, ad-supported, reference search service, created to provide you with instant answers on over a million topics. As opposed to standard search engines that serve up a list of links for you to follow, Answers.com displays quick, snapshot answers with concise, reliable information. Editors take the content from over 100 authoritative encyclopedias, dictionaries, glossaries and atlases, carefully chosen for breadth and quality. Answers.com has incorporated citation functionality with the goal of educating and helping users cite their work. Clicking on the "Cite" button (which can be found next to each copyright at the bottom of each Answer Page), will direct you to a fully-formatted citation, ready for students to include in their bibliography. They can even choose from MLA, Chicago and APA styles.

**Bartleby.com**  
http://www.bartleby.com

Bartleby.com publishes thousands of FREE online classics of reference, literature and nonfiction. The editors of *Yahoo! Internet Life* magazine voted it a 2002 “Best Literary Resource” for Net excellence. The magazine’s review of Bartleby.com proclaims: “Never judge a book by its cover. Bartleby might not look like much—just a whole lot of text—but this online library is one of the Net’s true gems. Read literary masterpieces by Dickens, Dostoyevsky, Twain, and many others, as well as the Emancipation Proclamation and other landmarks of nonfiction. You’ll find scientific papers, philosophical treatises, historical memoirs, and reference tomes. Everything is free, and late fees have been waived.”

**Citation Machine**  
http://citationmachine.net/

Citation Machine is an interactive Web tool designed to model the proper format for citing information property from print and electronic resources. If you cannot find how to cite the specific type of reference you seek or have a question about how to cite a particular resource that is unique in some way, consult your teacher or the *MLA Handbook for Writers of Research Papers: 6th Edition* or *Publication Manual of the American Psychological Association: 5th Edition*.

**Dictionary.com**  
http://dictionary.reference.com/

A multi-source dictionary search service produced by Lexico Publishing Group, LLC, a leading provider of language reference products and services on the Internet. To use the dictionary or thesaurus, simply type a word in the blue search box that appears at the top of every page and then click the *Search* button. You can also sign-up for the ‘Word of the Day’ email or browse the other multi-lingual dictionaries featured on the site.

**Note: This site is FREE, but there are pop-up Advertisements**
BIBLIOGRAPHY

COLONIAL AMERICA AND THE AMERICAN REVOLUTION


<http://score.rims.k12.ca.us/score_lessons/women_american_revolution/>. 
PROFESSIONAL RESOURCES


Interdisciplinary Curriculum Planning: http://volcano.und.nodak.edu/vwdocs/msh/lle/is/icp.html


New York: A Documentary Film. (Rick Burns, director) <http://www.pbs.org/wnet/newyork/>.


What are the roots of interdisciplinary learning and how has it evolved over time? [http://www.thirteen.org/edonline/concept2class/interdisciplinary/index_sub1.html](http://www.thirteen.org/edonline/concept2class/interdisciplinary/index_sub1.html).


